The History of Education in Windsor, Connecticut

Ervin Sylvester Farrington

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THE HISTORY OF

EDUCATION IN

WINDSOR, CONNECTICUT

BY

ERVIN SYLVESTER FARRINGTON

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M.S., 1938

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The History of Education in Windsor, Connecticut

A Thesis
Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science (in Education)

By Ervin Sylvester Farrington
B. S. in Science, University of New Hampshire, 1932
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Preface

The purpose of this study is to show three hundred years of educational progress in Windsor, Connecticut, from 1614, when the earliest records are found, through the colonial period, the period of parish control of schools and the period of town and private control of schools.

This thesis is based almost entirely on original records and documents. All show intimate glimpses of one of the most interesting and most historic communities in all New England.

We have come a long way in three hundred years, from the simplicity of early pioneer life when science had hardly awakened, to an age where constant changes in social environment, industrial development and the whole scheme of living, have necessitated a new type of education.

The simple program of the three R's has been expanded to include history, geography, grammar, civics, physical education, music, art, citizenship, sewing, cooking, and manual training, and participation in all the social and community activities that characterize our modern life.

May all who read this thesis have a greater admiration for those who struggled in the past and become more eager to carry on the work of our forefathers.
Acknowledgments

The author wishes to acknowledge his indebtedness to the library staffs of the University of Maine, and the Connecticut State Library for their many courtesies in making it possible to secure desired material; to Mr. Daniel Howard, Superintendent Emeritus, of the Windsor schools for access to old colonial records and for his assistance in locating source materials stored in the town vault; to Town Clerk, Mr. Leslie Hayes, for the many courtesies extended to the author in allowing the old records of the town to be read and studied. He is also appreciative of the advice and suggestions given by Dean O. S. Lutes of the School of Education, University of Maine. Especially is he grateful to Dr. Ava H. Chadbourne of the School of Education, under whose direction this study has been done, for her kindly criticisms and helpful suggestions. To his wife, Florence Bunker Farrington, he is beholden for the encouragement which has enabled him to continue and complete this thesis.
Chapter 1

Colonial Windsor, 1614-1773

Discovery and Settlement

In the year 1614, Adriaen Block, a Dutch sea captain, one of the little band that had begun the settlement of New York, discovered the Connecticut River, which he named the Fresh River. He sailed up this river as far as Windsor, where he saw an Indian village at a point which he recorded as in 41 degrees and 48 minutes north latitude. (1) This discovery by the Dutch was destined to lead to rivalry between the English and the Dutch.

In the year 1631, a war was being carried on between the River Indians, who lived in the Connecticut valley, and the Pequot Indians who lived in the Thames valley. The Pequots were much stronger than the River Indians and Pekoath, the Pequot sachem, had driven Nattawanut and other river sachems from their homes. (2) It looked as if all the River Indians would soon be driven away or destroyed.

In their distress the Indians, living in the section of the valley now named Windsor looked to the white men for protection. They had heard of the settlement that had been made at Plymouth, Massachusetts, in 1620 and of several other settlements that had been made at and around Boston. They decided to send Wahginnacut, (3) one of their sachems, to visit these settlements. When the Indians arrived at
Boston they told their story to Governor Winthrop, (4) telling him of the advantages of living in their section. Governor Winthrop listened to their story but promised nothing.

They next visited Governor Winslow at Plymouth and repeated their story. Their reception at Plymouth was more favorable than their reception at Boston. Governor Winslow was interested and soon made a journey to the home of his Indian visitors. (5) He found that all they had told him about fertility of the soil and the abundance of game was true.

The next year another expedition was sent from Plymouth to continue the exploration of the Connecticut Valley before the final decision could be made. Officially Massachusetts would have nothing to do with the proposal made to her in July, 1633, by Winslow and Bradford, (6) who suggested to the Massachusetts Bay Colony that the two groups should try their fortune in this land of abundance. The Bay Colony refused but it is now known that they planned to go alone.

Early in 1633 the Plymouth people began their preparations for the new settlement. They decided to erect a trading house first for the purpose of carrying on trade with the Indians. They cut trees from which they hewed out the necessary timber and boards; these materials were placed on a "large new bark" (7) and were
ready to start.

Governor Winslow appointed Lieutenant William Holmes commander of the vessel. They sailed to the mouth of the Connecticut and up the river until they reached the place where the city of Hartford stands today. The Dutch, having heard that the English were coming to make a settlement, had built a fort at Hartford in order to get ahead of them and prevent the settlement from being made.

When the vessel was opposite the fort the Dutch Commander called out, "Strike your colors or we will fire upon you." (8) Holmes replied, "I have the commission of the Governor of Plymouth to go up the river and I shall go." He sailed on past the Dutch fort and they dared not fire. Holmes continued on up the river for about six miles above the fort, where he and his men landed and erected their trading house which they surrounded with a palisade.(9)

The trading house erected by William Holmes stood near the junction of the Connecticut River and the Farmington River. This site is now marked by a rock on which can be read, "This rock marks the First English Settlement in Connecticut by members from the Plymouth Colony 1633, DEDICATED BY THE ABIGAIL WOLCOTT ELLSWORTH CHAPTER OF THE D.A.R. JUNE 1898."

The Plymouth settlers purchased land from the Indians (10) on both sides of the river between the Farmington or Tunxis River and what is now known as Hayden. During the
next two years they had little opportunity to extend their settlement or for fur trade with the Indians. (11) The Dutch in the meantime had extended their fur business miles up the river. The dreaded disease of small-pox broke out among the Indians living near the trading house and nearly all the tribe perished before the end of the summer. (12)

In the spring of 1635 a new chapter of Windsor's history began. A letter written by Jonathan Brewster in July shows that for some time explorers and settlers from Massachusetts Bay had been coming to Matianuck, as Windsor was then called, "almost dayly". (13) These people were given food and shelter, provided with guides and canoes and assisted in viewing the lands and selecting a suitable place for a settlement. (14) They even seized part of the territory which the Plymouth people had purchased from the Indians. These newcomers, who had come from Dorchester, determined to hold this land until they could decide whether or not they wished to settle there.

At about this time a third band of pioneers, under the leadership of Mr. Francis Stiles, (15) came to establish a settlement by virtue of a patent or deed from the Earl of Warwick. They found the great meadow to their liking, but when they found the men from Plymouth already established, and the men from Dorchester convinced that the north side of the Farmington suited their liking, they promptly told both parties that they were trespassers.
and that they, the Lords and Gentlemen, had come to take possession and settle there. (16) The controversy that followed was finally settled by dividing the land north of the Farmington. The people from Dorchester took the south part near the river and the Stiles party settled farther north (17) in the vicinity of the present D. A. R. headquarters. Both parties were soon busy preparing dug-outs in which they were to spend the winter.

The Dorchester party comprised by far the larger number and exercised the greatest influence in laying out the town of Windsor. It was this group that explored the country side and engaged in controversy with the "Plymouth settlers" and the "Lords and Gentlemen" of the Stiles party. Let us therefore turn back to the year 1630.

Civil and religious liberty could not be had in England. It might be found in America, others had come here for that reason. This was the spur that drove thousands across the ocean. Among those who took the hazardous journey in the year 1630 was a band of Puritans from Devonshire and adjoining counties in Southern England.

The Puritans set sail from Plymouth on the 20th of March, 1630. Their organization as an independent society is best told from the records of Mr. Roger Clap, (18) one of their party. He says:

"I give you a hint toward the beginning, that I came out of Plymouth in Devon, the 20th
of March, and arrived at Nantasket the 30th of May, 1630. Now this is further to inform you that there came many Godly families in that ship. We were of passengers many in number (besides seamen) of good rank. Two of our magistrates came with us, Viz: Mr. Rossiter and Mr. Ludlow. These Godly people resolved to leave together; and therefore as they had made choice of those two Reverend Servants of God, Mr. John Warham and Mr. John Maverick to be their ministers, so they kept a solemn Day of Fasting in New Hospital in Plymouth in England, spending it in preaching and praying; where that worthy man of God, Mr. John White of Dorchester in Dorset, was present and preached unto us the word of God, in the fore part of the day, and in the latter part of the day, as the people did solemnly make choice of an call those Godly ministers to be their officers, so also the Revd. Mr. Warham and Mr. Maverick did accept thereof and expressed the same. So they came, by the good Hand of the Lord, through the deep comfortable; having preaching and expounding of the word of God every day for ten weeks together by our ministers."

The members of this society established themselves at
Massachusetts Bay and named their settlement Dorchester. (19) Here they remained five years. The settlers of Massachusetts were dominated by the clergymen and officials of aristocratic tendencies. Such principles were repugnant to the Dorchester settlers, and, in the summer of 1635, the first group had reached the trading house of the Plymouth settlers. In the spring of 1635 most of the Dorchester people and their pastor, John Warham, were settled near the Farmington river, in the vicinity of the present Palisado Green, and along the great meadow.

For at least the first two years these settlers had no suitable meeting house in which to hold religious services, and it was not until 1639 that they began the construction of their first real meeting house. (20) It stood in the center of their palisaded enclosure about where the present memorial to the Dorchester Pioneers was erected in 1930.

References in the early church records indicate that the church was a rough wooden structure about seventy feet long and thirty feet wide, covered with clapboards, and had glass window panes and a thatched roof.

About the same time that the meeting house was started, a "Corn Mill" was built and presented to the pastor, the Rev. John Warham. This mill still stands, although it has undergone many reconstructions and changes and now shows little resemblance to the original corn mill. In 1649 (21) the town voted to give "Pastor Warham" two acres of land.
to go with the mill. This site has a marker at the corner of Poquonock Avenue and East Street.

**Expansion**

On May 15, 1637, the Dorchester settlement, which had now received the name of Windsor, purchased the title to fifteen-sixteenths of all the land that the Plymouth people had purchased on the west side of the Connecticut River extending from Hartford north as far as Hayden and west seven miles into the wilderness. In addition, the Plymouth people deeded to Windsor all the lands that they had purchased on the east side of the Connecticut.

This record is to be found in Vol. 1, Windsor Land Records, Page 227 (22) and reads as follows: (original spelling and punctuation)

"An agreement made Between Mr. Thomas Prince, for, and on behalf of New Plimouth in America, and the inhabitants of Windsor on the River of Connecticut in the said America the 15th. day of May, 1637- -: on Consideration of 37f-10s-0 to be paid about three months hence, the said Mr. Prince doth sell unto the inhabittance of Windsor, all that Land meadow and upland, from a marked tree a quarter of a mile above the Styles: North to the great swamp next the bounds of Hartford South for breadth, and in Length into the Country toward Paquanaack So §."
far as Lequasson and Nattawanet Who Sachems
hath or had (as properties) all of which hath
been purchased of the Sd Lequasson and
Nattawanet, for a valuable Consideration the
perticulers whereof do appear, in a note now
produced by the said Mr. Prince, always Excepted
and Reserved, to the house of the said New
Plimouth, 43 acres of meadow and 3 quarters
and in upland on the other Side of the Swamp,
neer their meadow, 40 acres, viz, 40 rods in
breadth and in length 160 rods into the Country,
for the present, and afterwards as other Lotts
are laid out, they are to have their proportion
with their bounds aforesaid there is Like wise
Excepted: 70 rods in breadth towards the bounds
of the Sd. Hartford in an Indifferant place to
be agreed upon, and to go in Length to the End
of the bounds, aforesaid, In witness whereof the
parties abovesaid have Set their hands and seals,
the day and year above written.

This Bargain as it is above Exprest, and
was written, and assigned I can Certainly Testifie
does not mension or Speak to Every Perticuler,
of the bargain as it was Issued with Mr. Prince,
before it was put in writing."

Following this record is the accompanying note;
this should have been the frame of it.

Dorchester men that came from the Massachusetts Bay up here in Connecticut to settle in the place now called Windsor, Plimouth men challenged propriety here, by a purchase of the Land from the Indians, whereupon in the latter end of the 35 year some of our principle men meeting with some of Plimouth men in Dorchester, labored to drive a bargain with them to buy out them which they challenged by purchase, and came to terms, and then May 37 as is above expressed, then our company being generally together Mr. Prince being here come, in the behalf of Plimouth men, that were partners in their purchase, issued the bargain with us, we were to pay them 37f-10-0 for their whole purchase, which Mr. Prince, presented to us in writing, only they reserved the 16th part for them selves and their 16th part in meadow, Land came by measuring of ye meadows to 43 acres 3 quarters, which was bounded out to Mr. Prince he being present, by my self appointed by our company in Plimouth meadow so called by that account, their 16th part in upland they took up neer the bounds of Hartford, 70 rod in breadth by ye River and so to continue to the end of the bounds, they were also to have one acre to build
on, upon the Hill, against their meadow:—Also Mr. Prince Said he had purchased the Land of the East Side of the River that Lyes between Scantick and Namarick, and, that we should have in Lew of 40 rod in breth of upland, behind the Swamp, to be forty acres, and afterward to have their proportion within their bounds, according to a forty acre man, in the Commons: this I witness,

Mathew Grant"

Government

In March 1636, the General Court of Massachusetts set up a commission of eight members: (23) Ludlow, Pynchon, Steel, Swaine, Smith, Phelps, Westward and Ward, with Ludlow at their head, to govern the river settlement for the space of one year. They were given full power to make decrees and inflict punishment if needed, or to make war if necessary. They had the power to convene the said inhabitants by way of court, to proceed in executing their power of authority. This court we find to be quite different from that of Massachusetts, theirs being "only church members." The government of Massachusetts was aristocratic, while that of Connecticut could well be considered democratic. This may be the reason why these men early wished to leave Massachusetts.

In the founding of Connecticut religious freedom was not involved. In matters of creed and discipline the
Connecticut churches conformed to the practice already established in Massachusetts. In October, 1635, the Rev. Thomas Shepard arrived from England to be Hooker's successor at Newtown, Massachusetts. Thus the way was prepared for Hooker and the members of his church to leave for Connecticut, and on May 31, 1636, this company of thirty-five men with wives, children and servants started on their pilgrimage toward Connecticut. Hooker and Ludlow were ever close friends and were leading men of the new settlement of Connecticut. Mr. C. M. Andrews calls Hooker "The moses and Aaron of the new wandering of the Israelites and Ludlow, trained in law, a man of a somewhat masterful disposition and possessed of a desire for leadership." (24)

Thomas Hooker, pastor of the church at Hartford, a most influential teacher and leader, and Roger Ludlow of Windsor, a versatile lawyer, were men who gave their best thought to the development of a proper form of government for the future state of Connecticut.

On May 29, 1638, (25) Roger Ludlow wrote a letter from Windsor to the "governor and brethren" of the Massachusetts Bay in which he stated that plans were being prepared for a new and better form of government in Connecticut. It seems that Ludlow intended to create a local government for Connecticut which would enable all the towns to unite or work together.
The following is the letter written by Ludlow:

"At a recent general assembly of the plantations of the Connecticut river consideration was given to matters that might concern the general good of these parts. The settlers realized that in case of need they would have few friends to aid them and no likelihood of any aid from foreign parts. Therefore it is the part of wisdom to improve our opportunities and to combine and unite ourselves to work and live peaceably and lovingly together so that if there be cause we may join heart and hand to maintain the common cause and to defend our privileges and freedom against all opposers and we doubt not your wisdom will easily conceive that the way to continue our love to each other and to live in peace is to adopt some rules, articles, and agreements by which we may be regulated and to which we may have recourse as the foundation upon which our peace and love may be established."

"R. Ludlowe, in the name of the whole"

It would seem from this letter that many minds must have been at work laying the foundations of a new government.

Religion

The First Church of Windsor has the distinction of being the oldest Congregational Church in America. It was organized
in Plymouth, England on March 20, 1630, just before its members sailed for Massachusetts on the good ship "Mary and John". In the years 1635 and 1636 a majority of the members came with their pastor, John Warham, and settled near the present Palisado Green in Windsor. Thus the church is older than the town.

The first meeting house was built in 1639. Its site is marked with a monument erected in 1930 by the "Connecticut Branch of the Sons and Daughters of the Pilgrims." The history of the church is very closely interwoven with the history of the town and its educational progress during the first two hundred years.

On October 1, 1724, Poquonock was incorporated as a separate parish and three years later the new society had erected a meeting house. The first regular pastor was the Rev. John Woodbridge, who came to take charge of the church in 1727, and remained until 1736. For many years after 1736 this church was without a regular pastor and preaching was probably done by visiting clergymen.

Mr. Foster was ordained on May 12, 1771. His father, the Rev. Isaac Foster of Stafford, preached the ordination sermon.

*Patent of the Town of Windsor* (26)

"Whereas the General Court of Connecticut have formerly granted the properties of ye town of Windsor all these lands both upland and meadow,
within those abuttments upon Hartford bounds by ye great river where ye fence of there meadow stood and to run as ye said fence runs till it meets with a red oak tree marked for ye bounds standing with ye neck of fence in Thos. Butler's land and from ye tree it runs a westerly line till it meets with brick hill swamp and then runs due north half a mile till it comes heer to ye head of ye brick swamp and from thence westerly till it meets with Farmington bounds and abutts west on Farmington and Symsbury bounds and north in ye commons and it extendeth from Hartford bounds on ye South, North to a tree marked neere ye great river two miles above a brooke known by ye name of Kettle brooke. On ye east side of Connecticut river abutts on a great elm on ye South side of Podunk River and runs Easterly three miles and then South half a mile and from ye half mile and it runs East five miles and abutts on ye Commons on ye East from sayd Hartford bounds. Ye whole breadth till it extendeth two miles above forenamed Kettle brooke both on ye East and West side of Conncutivut river ye said lands having been by purchase or otherwise lawfully obtained by the Indian native proprietors. And whereas
the proprietors of the fore said Inhabitants of Windsor, in the colony of Connecticut have made application to the Governor and company of ye sayd Colony of Connecticut assembled in Court May 25, 1685, that they may have a patent for ye confirmation of ye aforesaid land soe purchased and granted to them as aforesaid and which they have stood siezed and quietly possessed of for many years late past without interruption. Now for a more full confirmation of ye aforesaid tract of land as it is butted and bounded aforesaid unto ye present proprietors of ye township of Windsor, in their possession and enjoyment of ye premises know ye yet ye Governor and Company assembled in General Court according unto ye Commission granted to them by his Majesty in this charter have given granted by by these presents do give, grant, ratifie and confirm unto Capt. Benjamin Newberry, Capt. Daniel Clarke, Lut. Thomas Allyn, Henry Wolcott, Mr. Thomas Bissell, Sr. Mr. George Griswold, and Mr. John Moore and ye rest of ye present proprietors of ye township of Windsor their heirs, successors and assigns forever ye fore said parcell of land as it is butted and bounded together with all ye woods, meadows, pastures, ponds, waters,
riverets, lands, fishing, hunting, fowling, mines, mineralls, quarries and pretoise stone upon or within ye tract of land and all other proffits and commodities thereon belonging, or in anywise appertayning and doe alsoe grant unto ye aforesaid and ye rest of ye proprietors inhabitants of Windsor their heirs and successors and assigns forever ye aforesaid tract of land shall be horever hereafter deemed, reputed and be an entire township of itself. To have and to hold ye tract of land and premises with all singular their appurtenances, together with ye premises with all singular their appurtenances, together with ye privilege and immunities and franchise herein given and granted into ye and others ye present proprietors, Inhabitants of Windsor, their heirs successors and assigns forever and to ye only proper use and behoofe of ye and other proprietors, Inhabitants of Windsor, their heirs successors and assigns according to ye tenor of East Greenwich in Kent in free and common soccage and not in capitee nor by Knights service they make improvements of ye same as they are capable according to ye custome of ye country, yielding rendering and paying therefore to our Sovereign
Lord ye King his heirs successors and assigns his dues according to Charter. In witness whereof we have caused ye seal of ye Colony to be hereunto affixed this 28 day of Sovereign Lord James ye Second of England, Scotland, France and Ireland, King and defender of the faith.

Robert Treat Governor
John Allyn Secretary

Educational Background of First Settlers

The lack of Windsor records prior to 1650 leaves us quite in the dark concerning the history of its schools during the first twenty years. Nothing is more indicative of the sterling character and aims of the first settlers of Connecticut than their appreciation of the importance and claims of popular education. Most of the emigration of this early period was of an intelligent class. Most of them could read, and, as the Windsor records testify, could write. Their leaders were men of learning and men of vision. They assumed all the responsibilities that go with independence and self-government. They made their own laws, they elected their magistrates and officials, they prescribed the duties and responsibilities of all whom they entrusted with authority and held them strictly accountable for the proper exercise of every power bestowed upon them. And the leaders of the colony, the Hookers and
Warhams, the Ludlows and Wolcotts, were men of refined and cultivated tastes who had received in the free schools and even the Universities of England the best education which that day afforded. (27)

Apprenticeship Education

The earliest form of education in Windsor is that of apprenticeship education. This usually meant that a boy was bound out to a master until he was twenty-one years of age, girls until they were eighteen. According to the early laws the master was bound to teach the boy or girl some worthy trade or profession whereby he or she could become a respectable citizen, capable of earning his or her own way in the world.

In the first "Colonial Court", assembled March 28, 1636, we find the record of the first mention of any teaching of any description whatsoever: (28)

"It is ordered that Mr. Francis Stiles shall teach George Chapple, Thomas Cooper and Thomas Barber his servants in the trade of a Carpenter according to his promise for their services of their termes, four days a week to saw and slitt their own work, that they are to frame themselves with their own hands, the time to begin for the performance of this order shall be 14 days without faile."

Approval of Higher Education

The second reference to education is found when in
1644, eleven years after the first arrival of the settlers, the General Court of the Colony of Connecticut approved a plan for the encouragement of higher education at Harvard College.

The following is an order passed by the General Court of Connecticut: (29)

"General Court October 25th 1644. The proposition concerning the maintenance of scholars at Cambridge is confirmed, and it is ordered that 2 men shall be appointed in every town, who shall demand of every family what every family will give. Persons to demand what will be given; William Judson, & Henry Clarke."

In 1646, the General Court of Connecticut recommended to the several towns to "seasonable attend to the collection for the College and to send it thither in convenient time." (30)

Code of Laws

The first real interest in general education in Connecticut was brought about in May, 1650, when a Code of Laws was made. This important task was performed by Roger Ludlow of Windsor. It contained under the titles "Children" and "Schools", the following important enactments. (31)

Children

"Forasmuch as the good education of children is of singular behoof and benefit to
any commonwealth; and whereas many parents and masters are too indulgent and negligent of their duty in that kind.

It is therefore ordered by this Court and the authority thereof, that the selectmen of every town in the several precincts and quarters where they dwell, shall have vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in their families, as not to endeavor to teach by themselves or others, their children and apprentices so much learning, as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon penalty of 20 s for each neglect therein; also, that all masters of families, do, once a week, at least catechize their children and servants, in the grounds and principles of religion, and if any be unable to do so much, that then, at the least, they procure such children or apprentices to learn some short orthodox catechism, without book, that they may be able to answer to the questions that shall be propounded to them out of such catechism by their parents, or masters, or any of the selectmen, when they shall call them to a trial of what
they have learned in this kind; and further, that all parents and masters do breed and bring up their children and apprentices in some honest, lawful calling, labor, or employment either in husbandry or some other trade profitable for themselves and commonwealth, if they will not nor can not train them up in learning, to fit them for higher employments; and if any of the selectmen after admonition by them given to such masters of families, shall find them still neglectful of their duty, in the particulars aforementioned, whereby children and servants become rude, stubborn and unruly, the said selectmen, with the help of two magistrates, shall take such children, or apprentices from them, and place them with some masters, --boys till they come to twenty one, and girls to eighteen years of age complete which will more strictly look unto and force them to submit to government, according to the rules of this order, if by fair means and former instructions they will not be drawn into it."

**Schools**

"It being one chief project of that Old Deluder Satan, to keep men from knowledge of the scriptures, as in former times, keeping
them in an unknown tongue, so in these latter days, by persuading them from the use of tongues, so that at least, the true sense and meaning of the origin might be clouded with false glosses of saint seeming deceivers; and that learning may not be buried in the grave of our forefathers, in Church and Commonwealth, the Lord assisting our endeavors.

It is therefore ordered by this Court and authority thereof, that every township within this jurisdiction, after the Lord hath increased them to the number of 50 families shall then forthwith appoint one within their town, to teach all such children, as shall resort to him, to write and read, whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those who order the prudentials of the town shall appoint; provided, that those who send be not oppressed by paying more than they can have them taught for in other towns.

And it is further ordered, that where any town shall increase to the number of 100 families or householders, they shall set up a grammar school, the masters thereof being able to instruct
youths, so far as they may be fitted for the University, and if any town neglect the performance thereof, above one year, then every such town shall pay a fine of five pounds to the next such school, till they shall perform this order."

**First Record of Schools, First Schoolmaster and First Schoolhouse**

The first record as to the existence of a school in Windsor is on the town records as follows: (32)

"February 1656-7, Voted, that Mr. Branker shall have five pounds paid to him out of the next town rate toward his maintenance of a school."

Mr. Branker, the first schoolmaster, occasionally delivered the "weekly lecture" (33) before the church.

In the town records of February, 1660-1, occurs an item of four pounds 10 to a Mr. Cornish for schooling.

In 1672, the town of Windsor had so increased in population as to be liable under the statute requiring the establishment of a grammar school. (34) For we find that on April 2nd the town was fined five pounds, "for not maintaining a grammar school, said fine to be paid to Hartford grammar school."

The first schoolhouse was erected in 1667. (35) We do not know the location of this building but in 1574 another schoolhouse was ready for occupancy. At the annual town
meeting held on November 19, 1674, (36) the town consulted about the proposed school to be kept by Mr. Cornish. Mr. Cornish was engaged to teach five months south and seven months north of the Rivulet (Farmington River). Thus we see that there were two schoolhouses at this date, but it is impossible to say which was built in 1667 and which in 1674, and the exact location of either of them is not known. Before the two houses were erected, private homes, usually the homes of the teachers, seem to have been used to conduct small classes.

Legacy of John Fitch

The year 1675 marks an interesting event in the history of Windsor's schools. It was the time of King Philip's war. John Fitch, one of Windsor's leading citizens, enrolled in the army of the Colony to protect their homes from the Indians. Before leaving he made his will, leaving all his property for a school in Windsor. (37)

"These may testify, that I, John Fitch of Windsor, being called to go forth and not know that I may return, do desire to commit myself to God, &c.

"As for the small estate God hath given me, I dispose as followeth; first, that my just debts be paid out of it, the rest, both lands and goods, I give for the promoting of a school here in Windsor, to be disposed of in the best
way as the County Corte and Selectmen of this
town shall see meet, for the end aforesaid.

"In testimony to the abovesaid, I hereto
set my hand this 30th day of August, 1675.

John Fitch"

His small estate became the foundation of the Union
School Fund which was later increased by generous gifts
from the estates of Joseph Stiles and Benoni Bissel. The
income from this fund today helps support the high school
of Windsor, which was named in honor of John Fitch.

The inventory which accompanies his will states his
property at 40 pounds 1 shilling, and debts at 11 pounds
15 shillings.

In 1679 (38) Captain Clarke kept school for a year,
six months on each side of the rivulet, receiving forty
pounds for his services combined with attending to other
town business. Ten years later there were two schoolmasters,
(39) Mr. Cornish and Mr. John Loomis, the former receiving
thirty and the latter fifty shillings.

**General Court Order of 1690**

In 1690 the following enactment was made by the
General Court of the Colony of Connecticut: (40)

"This Court observing that notwithstanding
the former orders made for the education of
children and servants, there are many persons
unable to read the English tongue, and thereby
unable to read the Holy word of God, and the
good laws of this Colony, and it is hereby
ordained, that all parents and masters shall
cause their children and servants as they are
capable to read distinctly the English tongue,
and that the grand-jury men in each town do
once in the year, at least, visit each family
they suspect to neglect this order, and satisfy
themselves that all children under age, and
servants in such suspected families, can read
well the English tongue, or in good procedure
to Learn the same or not, and if they find
any such children or servants not taught as
their years are capable of they shall return
the names of the parents or masters of the
said children, to the next Court, when the
said parents or masters are to be fined 20
shillings for each child or servant whose
teachings is thus neglected, according to this
order, after the order of 1690, unless it
appears to the satisfaction of the Court that
the neglect is not voluntary or necessitated by
the incapacity of the parents or masters, or
their neighbors to cause them to be taught as
aforesaid, or the incapacity of the said
children or servants to learn."
The next year the town of Windsor voted to spend twenty shillings a year for a school. (41)

In the town records of April 1698 we find the following contract: (42)

"Agreed with Mr. Samuel Wolcott to keep a reading and writing, and cyphering and grammar school for one full year, to begin on the twelfth day of this month. To take none but such as are entered in spelling. His salary is to be thirty-five pounds in country pay or two-thirds of so much money. The school is to be kept at the several places agreed on by the townsmen."

General Court Order of 1708

In 1708 (43) the General Court enacted that the "constables should deliver the forty shillings upon the one thousand pounds of the list to the committee for the schools in each town, or in defect of such officers to the selectmen of the town or to their order." This is the first mention of a school committee found in the Colonial Records.

In 1710 (44) the selectmen of the town of Windsor petitioned the General Court of Connecticut for the money arising by law upon the list of estates in their town, notwithstanding their neglect of keeping a school as required by law. This money was granted them and the treasurer
was directed to pay them accordingly.

In 1711 (45) it was ordered by the town of Windsor that there shall be a "constant school" kept in the town. **Parish Schools**

In 1712, it was ordered that "all the parishes which are already made, or shall hereafter be made by this Assembly, shall have to the bringing up of their children, and the maintenance of a school in some fixed place within the bounds of their parish, the forty shillings in every thousand arising on the list of estates within their parish shall be paid to them." (46) This is the first of church authority in school matters. The churches still remained subordinate to the town. After this date the history of Windsor's schools is found in the Ecclesiastical records of the First Society in Windsor.

In 1714 (47) by order of the General Court of the Colony of Connecticut, the selectmen and the "Civil Authority" were required to visit the schools particularly once in each quarter of the school year, and to make a report in case they discovered any disorders or "Misapplication of publick money."

In 1717 (48) the General Assembly passed an act ordering and empowering the parishes to lay a tax for the support of their schools. The rate of the tax was forty shillings on each one thousand pounds in the parish grand list. This tax was at times lowered but was never raised
above the forty shillings on the one thousand pounds.

The first schoolmistress named on the church records was Sarah Stiles in 1717. (49) The next year it was voted that the "schools shall be kept by women (in) the summer until October."

On December 1719 (50) Mr. Ebenezer Fitch was released from the charge of the Windsor school.

In December 1722 (51) thirty pounds was raised by the society parish for the maintenance of their schooling, and the town voted that the money be divided according to the list of estates on each side of the "Rivulet."

Upon consideration of a petition of the inhabitants of Poquonock in Windsor, the General Court granted them permission to form a parish society by themselves. This was an important factor in the forming of the town, for a little later we find them joining with the First Parish Society to form the First School Society in Windsor.

In 1731 (52) John Allyn was schoolmaster for ten weeks.

In 1735 (53) Mrs. Deborah Moore, Widow Eggleston, Eunice Marshall and Grace Rowell, were schoolmistresses in Windsor.

Because of the difficulty in raising money for the support of the schools we find that in 1742, (54) it was voted that there be but one school kept on the south side of the Rivulet during the winter. "Voted, that said school shall be kept at the schoolhouse near Col Allyn's
till the last of March, and then to have a women's school set up."

In 1743 (55) it was voted that school lands be leased for 999 years. Also that the inhabitants of Pine Meadows (now Windsor Locks) be allowed to use their portion of school money.

In 1759 (56) the First Society Parish voted to have but one school and master, to be kept half the year toward the south end, and half the year toward the north end of the First Society Parish.

In 1760 (57) a school was established in Jeremy's lane.

In 1762 (58) a school was established at Moses Barber's house. A school was established at Mill Hill, for four months, also a school was established at the lower end of the Poquonock society.

In 1768 (59) it was decided to "drop either of the schools, if they have not fifteen scholars or more in a general way."

In 1773 (60) The First Society was divided into three school districts. "The North District was to take in John Roberts and all Cook's Hill. The South District was to extend from the south end of the society up to Joseph Loomis's. The Middle District included the remainder of the society."
The pioneers who laid the foundation of Windsor were no ordinary adventurers. They came to establish a new home, with a new church, a new society and a new government.

Under such circumstances it became of prime importance with them to establish a sound and effective system of popular education. The lack of authentic records covering the first twenty years following the settlement of Windsor prevents saying much about the earliest schools.

In 1650 the first codification of Colonial laws was made. The practice of binding out children of the poor was in general authorized and sanctioned as early as 1650.

In 1672 Windsor neglected its preparatory school for one year and was fined five pounds. The first schoolmaster was John Branker. Sixty years later the school committee authorized the employment of women teachers.

In 1772 the legislature prescribed parish management of all public schools of the state. The law of 1712 ordered that the church parishes should have charge of the schools and that a special tax should be levied for their support.

In 1714 the selectmen were required to visit the schools and make a report in case they discovered any disorders or misapplication of public money.
Chapter 11

Parish Control of Schools, 1773-1862

No data appear on the school records between 1773 and 1784. This is probably caused by the condition of the country which was brought on by the Revolutionary war. Every family in the town had been called upon to furnish money and supplies to carry on the war and it is little wonder that education in the town of Windsor suffered because of it.

School Districts

In 1784 (37) the three districts into which the first parish society had been divided were as follows: "North District, all north of Widow Mary Roberts and her house, and Cook's Hill as far as Amos Filley, Theophilus Cook, and Dudley Drake's. South District, from Jerijah Loomis's all South to Hartford line and Pipestave Swamp. The middle of the society to form the Middle District."

First School Society

In 1796 (38) at a meeting of the inhabitants of the First Parish Society in Windsor, at the meeting house of the society regularly assembled on the 31st day of October, 1796, it was voted that they form themselves into a school society. They voted to raise one cent on the dollar for schooling on the tax list of 1796. They also voted to name Daniel Ela, Phineas Picket, Philip Holsey and Abel Barber as a school committee for the districts in which they "severally dwell."
This is the first mention of a school committee, or of a group of people taking upon themselves the responsibility of carrying on the educational activities of an entire parish or society.

The year 1797 was notable in the educational history of Windsor for the union (39) which took place between the first and fourth ecclesiastical societies, which henceforth became the First School Society in Windsor and formed the town of Windsor as it is today. One of the main features of the union compact between the two societies was the erection of an Academy south of the little river, on Broad Street.

At a meeting of the First School Society on the 10th day of October, 1797, in Windsor, it was voted to establish the school districts as they now stand. (40) "1st. Beginning at Suffield Line and to extend so far south through Pine Meadows to a Brook next north of Gaylord Denslow dwelling house; thus far for the North District; 2nd. from said brook that is first north of Gaylord Denslow dwelling house southerly to a brook near Mr. Jacob Osborne's dwelling house, including David and Hesse Thrall; this is the bounds for the North Middle District. 3rd. Bounds for the third district from the north or the Suffield Line, Beginning at the brook or Ridge near Mr. Jacob Osborne's home lot including Messers Elakim and Samuel Mather." The school committee today make use of the district system for bookkeeping purposes and in keeping records of fuel, school 34.
supplies, etc.

At this meeting it was voted that the treasurer "shall provide a Decent Book to keep the records of the Society".

The Academy

At the regular meeting of the First School Society it was voted, (41) that the Union School be set up on the first of June, 1799, and continue until the interest for one year be expended. This building cared for all the pupils of the district and must have been a two story building at least twenty-four feet square. It was further voted, "that scholars shall be admitted in the school after they are twelve years old until they are eighteen." It was also voted to add the interest of the public money to the principal stock in order to set up the "Union School." Money for the building and equipment was raised from public subscription.

In 1801 (42) it was voted that there be a man school and a woman school during the winter, "but that either school should not be kept longer than so as to leave twelve dollars of the public money to be expended in a woman school during the summer."

In 1802 (43) it was voted that the committee be empowered to exclude any scholar that shall not carry his share of wood for use of the Union School. It was also voted that the number to fill the school "shall not exceed forty." also "voted, that if any scholar should do anything
to the school house, they shall make it good, or be excluded from the school, after a reasonable time has been allowed for the damage to be made good."

At the annual meeting of the First School Society in October, 1803, (44) it was voted that the number to fill the school should not exceed forty. It was also voted that any member of the First School Society Parish could be admitted to the school, and if the school should become more than full, the committee was empowered to rule out the youngest scholars.

In 1805 (45) it was voted that the committee be authorized to admit scholars from abroad provided that the school is not filled with scholars belonging to the First School Society, "their paying such Tuishan as the Committee shall think proper."

On September 28, 1807, (46) the following rates of tuition were voted: "for the teaching of Latin Language or the Greek Language or Mathematics Four Dollars per quarter, for Geography, English Grammar, Belles Letters and Vulgar Arithmetic Three Dollars per quarter, and Writing only Two Dollars per quarter."

From 1807 to 1822 the regular routine of the Academy was carried on without any apparent change. In 1822 (47) it was voted that the society would allow the use of the Academy for all religious denominations provided they did not interfere with the school hours, nor with each other.
In 1834 Mr. Henry Drake was appointed wood inspector for the school, and all pupils were required to furnish one and one-half feet of 18 inch hardwood "for use of the school fire." It was also voted to spend not exceeding thirty-five dollars in the winter school.

Before 1839 a difference of opinion had arisen as to the wisdom of continuing the school. On February 2nd of that year the society voted to petition the legislature for the right to divide the funds among the several districts in the First School Society Parish. This action started a dissension that lasted for fourteen years. Two hearings were held before the Legislature and was once carried to the Supreme Court. The battle to retain the Academy and preserve the fund was won under the able leadership of Jasper Morgan and James Loomis.

On June 11, 1853, a meeting was held in the Academy schoolroom and it was voted to procure a site to which the Academy building could be removed or on which a new building could be built.

The task of securing funds was a difficult one. Local subscriptions amounted to $1874.50. A lot just east of the old Academy was purchased and the new Academy was erected in 1854. In 1855 subscribers contributed more to the equipment of the upstairs hall so that it might be available for lyceum meetings.
District No. 1

In March, 1805, (52) at the request of the representatives of the south district, the First School Society appointed Capt. Aaron Cook, Daniel Alcott, and Ashbel Spencer to determine where the south district schoolhouse should be built. The site selected was on the east side of the main highway opposite Pipestave Swamp Road (now called Wolcott Avenue).

It is interesting to note how at different times the several districts of the town made "radical changes" in the method of heating their schoolhouses. Many of the schoolhouses from the time they were first built up to 1819 and 1820 were heated by means of a fireplace in one end of the building. In 1818 (53) the first district voted that they "will have a stove in the first district schoolhouse." At this same meeting it was also voted that the teacher be boarded around in the district in proportion to the scholars, also that no scholar "shall be admitted or taught until their proportion of wood is brought and inspected by the master."

District No. 3

In 1799 the third district voted that the district schoolhouse should be built the ensuing year, and that it be joined on to the society schoolhouse proposed to be built, and that it have room sufficient to accommodate two schools, one for the larger and one for the smaller
On December 20, 1799, the third district voted that for the present season there be a man and a woman school kept in the third district schoolhouse and both of said schools be kept on equal time. "For each scholar attending either of said schools there shall be furnished two foot of two feet wood, cut at two feet in length, corded up and the quantity to be determined by the schoolmaster, and that those who choose to furnish money instead of wood, may do so, by paying the schoolmaster one shilling and nine pence, for each scholar."

Re-Numbering of School Districts

The number of schoolhouses continued to develop as the population increased, and in 1822 at a meeting of the First School Society it was again voted to number the school districts: "the South District shall be No.1; next North on Stony Hill, No.2; Broad Street, No.3; the district where the Baptist Meeting house stands shall be No. 4; South District north of Great Bridge, No. 5; next North, No. 6; Pine Meadows, No. 7."

District No. 1

The business of carrying on the schools was carried out by the committee men of each school district. They elected their own officers, laid their own rate of tax, and hired their own teachers. To show how thorough they were in their work, the following contract is given in its
This contract made between William King of Hartford, in the county of Hartford and State of Connecticut on the one part and Samuel Mills, William Marsh and Griswold C. Morgan as committee on the part of School District No. 1 in the first society in Windsor on the other part wittenesseth.

That I the said King on the first; do agree to perform a certain piece or job of work upon the schoolhouse in the district aforesaid to be described as follows; viz.

To lay a new floor of good yellow pine boards planed and closely fitted, upon firm and substantial sleepers with two cross timbers, All timbers under the floor to be either chestnut or white oak. A partition shall be built extending through the same from East to West south of the chimney to consist of two inch planks, lathed and plastered on the outside.

A bulkhead, or partition shall be built between the chimney and North wall , with a plain door made and hung on the same. A door shall be opened where the closet or cupboard now is; the door shall be new and consist of four panels and hung in a good and substantial
""The benches or writing desks shall be new and be made in the form and dimensions they now are; to consist of good two inch planks, top boards, etc. All the above, I now bind myself fully and faithfully to perform to the satisfaction of the aforesaid committee on or before the 1st. day of November next; in an for the consideration of the sum of Forty Two dollars to be paid on or before the 1st. day of December A. D. 1835.

William King

and we the aforesaid do agree and bind ourselves in behalf of the District No. 1 to pay unto the said William King the sum of Forty Two dollars together with all the boards, timbers, etc., there may be remaining when the said King shall on his part have performed the conditions of the above named contract.

Samuel Mills
William Marsh
Griswold G. Morgan

Windsor Feb. 28, 1835"

In 1837 (58) increased interest was taken in the attendance of pupils, and the instructor was requested to enumerate the scholars daily.
In October, 1840, at a meeting held in the schoolhouse it was voted that the committee procure a box stove two and one-half feet in length for the schoolhouse, and also voted that a man be employed to teach the school for the term of two months to commence as soon as a master could be hired.

In 1843 it was voted that the committee be directed to hire the teacher boarded at one place provided that "he can get board at one dollar and twenty five cents per week."

In 1844 it was voted, that the committee be authorized to employ Miss Cushing of East Hartford to teach school the "ensuing summer for the term of fourteen weeks to commence on the first day of May, and to pay her one dollar and seventy-five cents per week, provided satisfactory recommendations of her being qualified for teaching can be procured."

In 1855 it was voted to appoint a building committee to build a schoolhouse, the schoolhouse to be built of brick two stories high, to be finished with modern seats and desks in the lower story at an expense to the first district of not more than one thousand dollars. It was also voted that the committee should have the power to fit up the upper room from voluntary subscription for a place of public meeting either religious, moral or political to be at all times under the control of the district committee and in case the scholars of the district should...
be numerous enough to make two schools necessary, then to be used for a school.

This building is still in use in district No. 1, the lower floor being used for grade one while the upper floor houses the second grade.

In 1857 (63) we find a new interest in the schools, and a desire to have them more modern and up to date, for at the meeting held in the schoolhouse on September 15, 1857, officers were elected to procure "a set of school apparatus and a school library."

**District No. 2**

At a meeting held April 17, 1840, (64) it was voted to commence the school on Monday after the election and to continue to the first of November and to be supported by a tax on the scholars, "in proportion to the time of attendance after the public money is expended."

There seems to have been trouble in procuring wood for the school fire, for on October 23, 1840, (65) it was voted to raise thirty cents per scholar for wood for the ensuing year.

In 1850 (66) the old schoolhouse was sold at public auction to Henry Capen for $68.62. A new schoolhouse was erected on the site of the old building and additional land purchased for a playground. This site was on the east side of the road opposite the present schoolhouse.

**District No. 3**

In 1853 (67) the third district purchased a building
lot from Horace Bower on the north side of Poquonock Avenue a short distance from the site of the Old Academy. Here they erected a wooden building, which served as a schoolhouse until 1893.

**District No. 4**

The fourth district had a school before accurate records had begun to be kept. Hence very little of importance is known prior to 1847, when a notice was issued to the voters of that district to meet in the schoolhouse on December 23 following, for the purpose of making arrangements to sell the schoolhouse and for exchanging or purchasing land for the erection of another thereon, at, or near its present location. (68)

One year later the schoolhouse had been completed at a total expense of $575.82. The schoolhouse was a typical one room brick building, including the usual small entrance hall with two coat rooms and stood near East Street and Poquonock Avenue.

The following order (69) for a man teacher and the receipted bill for a woman teacher show the character of the schools kept.

"Windsor, March 15, 1845

Please pay to Cicero Roberts the sum of $72.00, it being his due for four months' services as teacher in said district at $18.00 per month.

Yours &c.

J. P. Ellsworth

District Committee Man"
Windsor, March 15, 1845.

"Mr. William Shelton Dr. to Rhoda B. Phelps for teaching school in District No. 4 --12 weeks at three dollars per week. $36.00

Rhoda B. Phelps"

The following bill gives us a story of a pupil who pursued advanced subjects in the Academy at Windsor Center. (70)

"Mr. William Shelton-- To Windsor Union School, Dr. For Twenty Three weeks tuition at 9 d -------$2.88

Windsor, July 12, 1842. Received payment

John L. Spencer"

District No. 5

The original schoolhouse built in 1707 was a two story building and stood on Palisado Green until 1827, when it was moved to a site farther north and placed on the spot now marked by the Grant Memorial. Here it stood until early in the school year 1870-71 when it was burned. The old schoolhouse lot was sold at auction and a new site selected. As the district could not agree upon the location of the new site, the school visitors of Windsor Locks were called upon to settle the argument. A lot on the west side of the main road but a short distance north of the old lot was finally selected, on which a new schoolhouse was built in 1871. (71)

District No. 6

In 1841 (72) a new schoolhouse was needed and a one
room brick building was erected according to the plan which was drawn under the supervision of Hon. Henry Barnard, then Secretary of the State Board of Commissioners for Connecticut Common Schools. This building was regarded as a model schoolhouse in Connecticut.

**District No. 7**

The records of the seventh district show that Mr. Hezekiah Griswold deeded one quarter of an acre of land to the south school district on April 28, 1806. (73)

On April 23, 1878, (74) Hudson N. Griswold deeded to the seventh district the school lot as it now exists. This school still stands, though no longer in use. No records of the construction of this schoolhouse could be found.

**District No. 9**

In August 20, 1839, (75) the North Middle District (later the ninth district) Second School Society voted to raise five hundred dollars by tax to build a schoolhouse.

October 30, 1840, (76) at a meeting held in the schoolhouse it was voted that the building committee procure a box stove two and one-half feet in length for the schoolhouse. It was also voted "that Amos Hathaway and Samuel Hollister together with such teacher as may be employed are to select suitable text books for the school."

On April 27, 1841, (77) Miss Gould was hired as the teacher at a salary of one dollar and fifty cents a week.
and board. It was further voted that "the schoolhouse may be occupied for one year commencing April 1, 1841, as a place of Public Worship by the Congregational Order by the payment of Twenty Five dollars provided that no appointment shall be made to interfere with the regular school hours."

In 1847 (78) Miss Ellen H. Lewis was hired to teach the school for seven shillings a week and board during the summer months. In the winter her salary was increased to two dollars a week and board. She was to board at Marcus Linsley's for eight shillings per week, "provided we can not get her boarded less."

April 19, 1862 (79) the district voted to spend seven hundred dollars to build an addition to the schoolhouse.

On April 4, 1863 (80) at a regular meeting of the inhabitants of the ninth district it was voted to have five and one-half days of school each week, or five days one week and six days the next week.

Summary

In 1795 the town was required to organize a school society which would have the entire management of the schools and the school money. Three years later (1798) the school society was given the power to appoint a number of persons to act as school visitors. For forty years this system was in operation without change. The First Society consisted of nine school districts, although the records for the eighth
district were not found and are not recorded in this thesis.

The First School Society received money from the state school fund and raised a small tax for the support of schools. The First School Society treasurer distributed this money to the school district treasurers who used it for teachers' salaries and school expenses and paid it out upon orders from the district committees. The districts taxed themselves to build and maintain schoolhouses and to supply them with fuel.

The First School Society also maintained an Academy known as the Union School which was supported partly by the income of the Union School Fund and partly by taxation based on the grand list of the society.

As a rule a man's school (a school taught by a man) was taught for three months in the winter and a woman's school (a school taught by a woman) for about the same length of time in the summer.

In 1838 an investigation of the schools of the state was made because it was felt that many towns were neglecting their duty and were not properly caring for their schools. In consequence of this investigation a State Board of Commissioners of Common Schools was created and the school visitors were obliged to make an annual report to these commissioners, otherwise the School Societies would forfeit their share of the State Fund.

A law passed in 1854 made it necessary for each school society to raise a tax of one cent on each dollar of the
grand list for the support of the schools. This rate was at times higher in the town of Windsor, but never lower.
Private and Town Control of Schools, 1862-1914

Private Schools

In colonial days the records show that the well-to-do among the citizens of that period often engaged private teachers who taught pupils in their homes, but no record has been found of definitely established private schools earlier than the middle of the nineteenth century.

Hayden Hall and Campbell School for Girls

Hayden Hall, (1) a Young Ladies' Institute, was a private enterprise, established by the Hon. H. Sidney Hayden in 1867. There were two buildings, one on Broad Street for the boarding pupils and teachers, and another on Maple Avenue containing the schoolrooms and the Seminary Hall. At the opening of this institution Miss Julia S. Williams was Principal, and Miss Elizabeth Francis assistant, with an efficient corps of teachers. The average attendance at this school was about sixty girls. The school was successful and became widely known as a boarding school and finishing school for young women. This continued in operation until 1902.

In 1902 (2) the Young Ladies' Institute was taken over by Marion Blake Campbell and Alfred Hills Campbell, who organized and established a new school known as the Campbell School for Girls.

This school functioned until about 1919. The school
boarding house is now known as the Campbell Apartments. The schoolhouse, which faced on Maple Avenue, is now used as the Odd Fellows Hall.

Loomis Institute

In 1874 (3) James C. Loomis, Hezekiah B. Loomis, Osbert B. Loomis, H. Sidney Hayden and his wife, and John Mason Loomis resolved to leave their combined estates for the instruction of persons of the age of twelve years and upwards, the institution to be located on the original homestead of Joseph Loomis, on the island (an island only in times of high water.) The homestead is situated on elevated ground on the west bank of the Connecticut River and commands an uncommonly fine view of the river and valley.

The site, after the death of Joseph Loomis, passed into the hands of his lineal descendants, and it was the aim of the corporators to do what they could to endow this institution; in which purpose they looked to the Loomis family for co-operation, that the institution might become a lasting monument to the memory of Joseph Loomis.

The act granting the charter was approved July 8, 1874. To support the institution established by this charter, the brothers and sister united in an agreement to endow it with their entire fortunes and made their wills with this object in view. The actual building of this institution did not take place until after the death of the last survivor of this group, The account of which will be given in the next chapter.

Town Schools

Education in the early colonial period supported mainly
by the parents now became supported mainly by the public. Its most important functions, then carried on in the home, now became transferred to the school. In the high school a variety of subjects, many of them unknown to the early settlers, form the basis of our preparation for college and lay the foundation for success in our trades and professions.

**Windsor High School**

The difficulty of obtaining money for the support of the Academy seems to have been the main reason for the movement that was set on foot to transform the Union Academy into a high school. This movement began at a town meeting. (4) At the annual meeting of the town in 1881 it was again discussed, and it was the feeling of the town that they should support higher education, although no appropriation was made to carry out the suggestion. (5)

In 1882 (6) the question of the high school was again brought before the town meeting. After discussion it was voted to establish a high school for the following year as an experiment, the school to be carried on in the Academy building. Seven hundred and fifty dollars was voted at this time to meet all the expenses of the high school. This first school had about thirty-five scholars.

In 1883 (7) at the annual town meeting the Board of School Visitors reported that the high school had been a success, and it was voted to try it out for another year, to see if it was really going to work out. The town meeting
elected a committee of five to carry on the business of the high school for the ensuing year.

In 1884 (8) the town meeting failed to elect a committee for the high school; so the board of school visitors appointed the following committee: Mr. E. S. Clapp, R. W. Tuttle, George Waterhouse, William Bidwell and William Harvey. For the support of the high school it was voted to spend $775.

In 1886 (9) The First School Society repaired the Union School for the high school at an expense of $167 to the society. At the annual town meeting it was voted to spend $825 for the support of the high school.

In June 1887, the first graduation was held. There were two graduates, Annie G. Albee and Josie E. Rhaum. The program follows: (10)

- "Prayer" by Rev. G. L. Wilson
- Duet: "Through Valley," "Through Forest" by Dora F. Gladwell
- Recitation: "The Little Black Eyed Rebel" by Emma D. Wilson
- Vocal Duet: "Cheerfulness" by The Misses Zulie Caldwell and Myrtle Moffatt
- Recitation: "Brier Rose" by Emma D. Wilson
- Song: "Graduating Ode"
Increased interest in the school was evident and many parents had visited the school during the year. Interest was shown in the securing of a good teacher, however, the parents were somewhat disturbed because of the rotation in office, and were disposed to want a higher class teacher.

In 1888 (11) at the close of the school year all teaching certificates were revoked in order to invoke a better and more careful system of examinations. State examinations were held and a list of qualified teachers posted from which committees could choose teachers. The state law read, "Any town may direct the school visitors to employ teachers for all the public schools in town." It was suggested in the town meeting that all the school committees entrust the selection of teachers to the Board of School Visitors.

Admission to the high school was regarded as an honor, and the pupils were required to take strict examinations for entrance. There were fourteen pupils in the entering
class at the opening of school in the fall of 1888.

In 1889 (12) Hon. C. E. Hine, State Superintendent of Schools, spoke at a teachers' convention in Hartford, giving a lengthy lecture on numbers. Many of the teachers attended this convention, and as a result some new text books were secured.

In 1890 (13) the enumerating law was changed from January to October. The high school now required an assistant, and Miss Annie G. Albee was hired to assist in the teaching.

In 1891 (14) the town voted to abolish the district system and to place the school affairs in the hands of a committee of six. There were four high school graduates in June, all girls.

In 1897 (15) a very radical change was made in the heating of the high school building. A steam boiler was installed in the basement of the school and was found to be very satisfactory. Vocal music was added to the course of study and was greatly appreciated by the pupils. Funds were raised in the school and a microscope was added to the high school science class work.

In 1899 (16) the town elected a committee on the examination of teachers to pass on their qualifications, and in 1900 the Board of School Visitors required each teacher to make a report showing the percent of attendance of all pupils enrolled. (17) Seven graduated from the high
school in June.

In 1906 (18) free textbooks were supplied to all the pupils of the school. The ninth grade of the Third District School had been incorporated in the high school as a preparatory department. This seemed advisable for the reason that the work was entirely in charge of the high school teachers. The total registration of the high school for the year was eighty-three scholars.

In 1906 (19) the high school committee of five leased the rooms of the upper floor of the third school district for high school rooms, for a term of five years.

In 1908 (20) report cards were introduced into the school, and uniform examinations aided materially in unifying the work of the school. Fire drills were instituted in the school in accordance with the state requirements. Courses in bookkeeping and higher arithmetic were added to the high school studies and proved to be very popular with the pupils.

In 1909 (21) the Palmer System of writing was introduced into the school system.

In 1911 (22) the new Superintendent of Schools, Mr. Daniel Howard formulated a definite course of study in all branches, and arranged for a choice of studies so as to enable pupils to pursue to some extent the line of work most likely to be useful in later life. It was found necessary to build a room as a laboratory for those desiring to study chemistry. There were fourteen pupils in the June
graduating class.

In 1912 (23) in line with the progressive high schools throughout the country general science was added to the high school curriculum. This was approved by the state board of education. The idea involved was that there was no valid reason for pursuing any study simply for the sake of mental gymnastics and discipline. The purpose was to prepare pupils for the future life.

Through entertainments and lectures given in the school money was raised to buy projection lanterns to give illustrated lectures in the class rooms.

In 1913 (24) at the annual town meeting held on October 17, 1913 it was voted that the school committee be empowered to add the required commercial subjects to the high school course of study.

Poquonock High School

In 1891 (25) at a special town meeting on October 11, it was voted to establish a high school at Poquonock, and to use a room in the grammar school for the high school. The Poquonock high school had a brief career. It opened in the fall of 1891 with Roscoe A. Hutchinson as principal. He remained in charge of the school until July, 1893, when he was transferred to the high school at Windsor Center. Mr. Hutchinson's place was taken in September, 1893, by Edgar M. Johnson (26) of East Providence, R. I., a graduate of Brown University.
In 1894 (27) the first class was graduated. There were six graduates: Annie H. Clark, Addie M. Huntington, James Ramsey, Clara Roberts, James H. Wilson and Fred Snow.

Mr. Johnson remained until the summer of 1895, when the high school was closed. The introduction of electric cars had provided convenient and cheap transportation and it was thought advisable to close the high school at Poquonock.

**Elementary Education**

In 1879 (28) the school visitors reported that there were no marked changes in the schools. The teaching staff at this time consisted of "5 males" and "10 females", with a total enrollment of 447 pupils.

In 1883 (29) at the annual town meeting a very heated discussion arose as to the advisability of allowing book agents to enter the schools, taking up the teachers' time and arousing agitation for new books. The following resolution was presented and passed:

"Voted, that no Board of School Visitors or School Committee shall change textbooks in the public schools."

In 1884 (30) the school visitors reported that nearly all of the schools had been supplied with school libraries, "but that they remain unused while most of the pupils read trashy books." The schools now had an enrollment of 661
pupils. The town voted to raise $4425 for the support of the common schools.

In 1887 (31) there seemed to be an increasing interest in the schools. The chief aim of the school as quoted by the school visitors was "the building up of Character. Our schools are judged by what our pupils learn, both good and bad, Good discipline in the schoolroom, is itself an education."

In 1888 (32) the school committee recommended that the several districts entrust the election of teachers to the Board of Visitors. This was due partly because at the close of school in June, 1887, all the certificates of teachers were revoked in order to invoke a better and more careful system of examinations of teachers. State examinations were held and a list of teachers posted from which committees could choose teachers.

In 1892 (33) the third district voted to build a new schoolhouse. The first school society had voted to sell their building and to lease a room in the new building to be erected in the third district. The purpose of this was to bring together under one roof the four departments of the center district, which at this time occupied three buildings.

The first kindergarten was established in the third district of Windsor for children from three to six years of age. Miss Alice Morgan was selected as their instructor, with an enrollment of twenty-six pupils.
At the annual town meeting in 1891, the Board of School Visitors was given for the first time the power to hire all the teachers. The town also voted to abolish all district systems and to place school affairs in the hands of a committee of six. Prior to this vote it had required the services of thirty-six officials, not including the teachers, to carry on the school business.

In 1893 the school committee required all schools to post rules of conduct in its rooms. All teachers were required to teach from books, and in any personal instruction to be able to quote references.

From the report of the school committee it seemed that the members were much displeased with some of the teachers of the town, for in their report it stated that "leading questions should be avoided. The memory needs cultivation. The printed page leaves impressions on the mind. In some of the schools the teacher does more reciting than the pupils."

To eliminate some of the fears of consolidation, the school committee prepared and circulated lists of the required text books of the town schools. The textbooks listed at this time were as follows:

"Wentworth Grammar School Arithmetic
New Franklin Reader
Hyde-Lessons in English
Montgomery-American History"

In 1894 several cases of small pox had caused
considerable loss of time in several schools. It was resolved by the school visitors that all public school children should be vaccinated, and that vaccination certificates dated not earlier than 1888 be required of all pupils.

The new building for the third district and the high school had at this time been completed at a total cost of $16,000 and was known at the Roger Ludlow School. This was a two story building, the high school had its rooms on the second floor, while the lower elementary grades used the rooms on the first floor.

At a joint meeting of the board of selectmen and the school visitors held on June 6, 1893, it was voted to adopt the provisions of chapter seventeen, acts of 1889, which provided that the joint board of education and the selectmen in each town "shall have power to appropriate money for the purchase of books and apparatus to be used in public schools of each town." The books and apparatus bought were to be and remain the property of the town, and under the care and control of the school committee. (37)

In 1896 (38) the kindergarten school in the third district had grown to such an extent as to require an assistant, whose services were secured for five dollars a week. There were at this time sixteen teachers employed in the town of Windsor.

At the annual town meeting much discussion was given as to the value of music in the schools, and by vote three hundred dollars was raised for vocal music from December,
1895, to continue to the close of the school year. The town had increased in population and there were now nineteen teachers employed.

In 1897 (39) the teachers were requested to give more individual guidance to pupils to awaken their interests. The vocal music that had been tried out the year previous was considered a success.

A very radical change took place in the method of heating the third district school building, in that a steam boiler was installed in the school basement which proved very successful.

In 1898 (40) at the annual town meeting a discussion was held as to the value of teaching history. The argument held forth by the school committee was "that the paramount lesson that History teaches, is that education is a conquerable force only when it is directed to develop in the individual, power to think."

In 1900 (41) the board of school visitors required each teacher to present a list showing the percent of attendance of all pupils.

In 1903 (42) the services of Mr. R. A. Clark of Meriden were secured to teach music; he was to give thirty minutes to each classroom in instruction and practice, assign work for the teacher to carry out, and visit each school weekly.

In 1904 (43) a special town meeting was held for the
purpose of considering the engagement of a Superintendent of Schools. Mr. George R. Maude was directed to confer with Mr. George R. Staples of West Hartford; it having been decided to set up a joint supervisory district. The following is the contract made with Mr. William H. Hall of West Hartford:

"That Mr. Hall shall supervise both towns, hire all teachers, classify all scholars, provide for supplies, and provide a course of study, repairs and improvements. He shall give 3/5 of his time to West Hartford and 2/5 of his time in Windsor, Salary to be $1800 per year."

In 1905 (44) Mr. Hall made a full set of rules and regulations for the government of the schools, a revised schedule of uniform sessions and revised the list of textbooks, with the idea of developing the taste for good reading.

At the annual town meeting held October 8, 1905, (45) in accordance with the requirements of the laws of the state, a vote was taken by ballot on the question of free textbooks and supplies for the use of the schools at the expense of the town.

The action taken at this meeting was without previous public discussion of the subject. It was neither recommended nor anticipated by the board of school visitors or the
superintendent of schools. (46)

The amount expended for textbooks was $871.95 and for supplies, including printing etc., $186.64. At the close of the school year the superintendent visited the school rooms for the express purpose of examining all the textbooks in the hands of the scholars, which had been furnished by the town, and he was glad to report that with only a few exceptions he found the books in excellent condition. The number of pupils in Windsor including the high school, was 810, with a staff of twenty-six teachers. The teachers' salaries for the year totaled $8,740.

The town now had a total of ten school districts, (47) each having its own school committee. There were also a high school committee of five members, a committee on teachers, and a committee on textbooks.

The previous action taken at the town meeting for the provision of free textbooks had caused considerable agitation among the town's people, for the notice of the annual meeting to be held in October, 1906, contained several articles relative to education as follows: (48)

"To reinvest the several school districts of the town with the powers heretofore taken from said districts by vote of the town, including the power to employ teachers by the respective committees of said districts.
"To discontinue the employment of a school superintendent.

"To discontinue purchasing free textbooks by the town."

The action taken at the annual town meeting in October, 1906, did not seem to warrant the introduction of new plans or methods. The purchase of free textbooks was discontinued for the ensuing year. Mr. Hall, superintendent of schools resigned his position at the completion of his three year contract in June, 1907. Mr. Kratzer, principal of the high school, was appointed superintendent for the fall term of 1907, in addition to his duties at the high school.

During the school year the Ward system of reading in the primary grades was introduced and a rule requiring the salute to the national flag, as a regular Monday morning exercise was instituted. An attempt was made to institute a plan for the distribution of school readers, by which sets of readers old and new were to be passed from school to school, from time to time, thus giving to the different schools the benefit and stimulus of fresh reading, when one set of books had been read through. This report was the last to be presented in regard to the management of the schools under the joint supervision plan with West Hartford.

In 1908 (50) the ward system of reading was fully adopted by the board of school visitors, and with the
introduction of report cards and uniform examinations the
work of the various districts was more uniform. Fire
drills were instituted in all the schools in accordance
with the state law.

In 1909 (51) a definite set of rules and regulations
for the teaching of arithmetic was set up. As an illustration,
the third grade was expected to complete the mastery of the
multiplication tables to twelve times twelve. To make sure
that this was done the supervisor made frequent calls and
tried out the pupils to prove their efficiency. The Palmer
system of handwriting was introduced in the fall term.

In 1912 (52) Mr. Daniel Howard was elected Superintendent
of Schools in a joint contract with the town of Windsor
Locks. He formulated a definite course of study in all
branches of study in the Windsor schools. He found a great
need of textbooks and requested the town to appropriate
him the sum of $1,000 for use in purchasing new books. Mr.
Howard was successful in his request, and also in gaining
transportation for pupils living over one and one half
miles from school. (53) A one horse drawn vehicle was used
to transport the pupils.

In 1913 (54) it was found that the town had grown to
such an extent that there was great need of a new building
in the third district, and at the town meeting held on March
4, 1913, the following was voted:

"Voted, that the selectmen be authorized
to borrow a sum not to exceed $20,000 for current expenses and to give town notes therefor, for a new school addition.

"Voted, that the selectmen and town school committee acting as a joint building committee, be and are hereby authorized to enlarge the school building in District No. 3 by the addition of four schoolrooms, with halls and basement, the same to be approximately of the same size and same general style of architecture as rooms already built, at a cost for building, furnishing and equipping said rooms, including plumbing, heating and furniture not to exceed $20,000.

It is interesting to note that at this same meeting a discussion was presented in the form of a resolution that at the end of the expiration of the contract made with the superintendent of schools, they desired the school committee to employ a competent citizen of Windsor to be superintendent of its schools exclusively instead of being joined with the Town of Windsor Locks. This resolution was voted upon and lost.
Summary

Hayden Hall, A Young Ladies Institute, was built in 1867. This school was successful and became widely known.

In 1902 the Young Ladies Institute was reorganized and became known as the Campbell School for Girls.

In 1874 a Loomis family willed their estates for the instruction of persons of the age of twelve years and upwards, the institution to be located on the homestead of Joseph Loomis. The act granting the charter was approved July 8, 1874.

In 1882 the town voted to establish a free high school. The high school was held in the academy building until 1893, when the Roger Ludlow schoolhouse was erected.

In 1891 the town voted to abolish the district system and to place school affairs in the hands of a committee of six.

In 1891 it was voted to establish a high school at Poquonock. The Poquonock high school had but a brief career. It opened in the fall of 1891 and closed in June 1895.

In 1904 Mr. William Hall was engaged as the first Superintendent of Schools. Mr. Hall made a full set of rules and regulations for the government of the schools and revised the lists of textbooks. At the completion of his three year contract, Mr. Hall left Windsor to devote his full time to the schools of West Hartford.
Town and Private Control of Schools (Continued) 1914-1938
A Period of Rapid Growth and Development

In the early colonial days life was simple and the education corresponded to the needs of the times. Reading, writing, and arithmetic were about all that claimed the attention of the schoolrooms. Three hundred years have brought into existence a new society living a new life in a new world.

Most of the arts and sciences that have been recognized as desirable subjects for study in our schools have won their place because of their industrial and commercial value. Bookkeeping, typewriting, and the commercial subjects mean bread and butter to thousands upon thousands.

Windsor High School

In the high school a variety of subjects, many of them unknown to the early settlers, now forms the basis of our college preparatory work and introduces the youth to a knowledge of world affairs, and the problems of actual life and leisure. The subjects carried on in the early high school were those of the Latin Grammar school and the Academy. In 1897 science was added to the curriculum of the high school and a microscope added to its equipment. In 1908 bookkeeping and higher arithmetic, and in 1911 chemistry were added to the course of study.
In 1914 (1) the school committee decided to add the commercial course to the high school curriculum because of the increased demand for office help in the near by towns.

The registration in the high school for the school year 1914-15 was seventy four, a decrease of five from the number registered during the preceding year. The decrease was due to the opening of Loomis Institute.(2) "It was expected that several pupils would enter Loomis in the fall going directly from the Town Grammar Schools, and it is not expected that the high school will show much of any increase in the present enrollment." The town was rapidly increasing in population, the enrollment going from 878 school pupils to 1,109 in a space of three years.(3)

In order to give the older boys in the high school an opportunity to become acquainted with the leading industries a committee of citizens was formed to accompany the boys on their visits which were arranged to take place in the afternoon following a regular school session.(4) These visits were found to be well worth the time and effort given over to these excursions.

In 1917 (5) it was voted that the town school committee be authorized and directed to employ a teacher to give instruction in vocal and instrumental music in the public schools of Windsor. This is the first time that a regular music instructor had been carried throughout the year.
This teacher is still in service in Windsor.

Due to the increased cost of living in 1917 the teachers of Windsor petitioned the town for an increase in salaries. This increase was later voted at a special town meeting. (6)

There was an increased interest in the development of the curriculum and Spanish was added to the course of study. (7)

In 1918 campaigns for the sale of War Saving Stamps were held in the high school to teach the lessons of economy. There were now sixty pupils enrolled in the high school. (8)

In the fall of 1918, (9) it became compulsory for all new teachers to become members of the State Teachers Pension Act. Seventeen of the Windsor teachers joined.

In 1919 (10) there was a decided shortage of teachers, and the school suffered much from congestion. The enrollment had increased to seventy-six pupils. Domestic science, (11) having been tried out in the upper grammar grades, was now offered to the freshmen and sophomore classes in the high school. A cafeteria was installed in connection with the domestic science classes and lunches were served to the pupils at noon at a nominal cost.

At a special town meeting held May 6, 1920, (12) after much discussion about conditions in the high school the
following motion was made and carried:

"That the question of building of the proposed High School building and the Building Committee's request for an appropriation not to exceed $235,000 be referred to the Finance Board, with the request that they give consideration to the borrowing capacity of the town in relation to the appropriation and report to an adjourned meeting to be held within 30 days."

At the special town meeting held on May 27, 1920, (13) it was voted that the building committee be authorized and empowered to erect a high school building on the lot purchased by the town of Windsor on Bloomfield Avenue for school purposes, the building to be erected according to plans and specifications approved by the Town School Committee and Building Committee. The building committee was to have power to make such contracts as it deemed advisable or necessary for the proper conduct of the work of erecting a high school building. To carry out this vote a sum of $140,000 was appropriated and the town selectmen authorized to borrow the amount.

There were now one hundred and seven regularly enrolled in the high school, which had by this time provided four courses of study: (14) Home Economics, College Preparatory, Academic and Commercial.

At a special town meeting held on February 8, 1921, (15)
it was voted that the town vote authorizing the town to borrow the sum of $140,000 as per vote in the adjourned town meeting on May 7, 1920, for the purpose of building a new high school building be rescinded.

It seems that the towns listed valuation was not great enough to make the loan as appropriated, for at this same meeting the following resolution was passed.

"That this meeting favors and approves a joint meeting of the School Building Committee and the Town Board of Finance to be held within 10 days for the purpose of devising ways and means for creating a special fund to be used for school purposes, or to draw up a petition to the state Legislature asking for special legislation to enable Windsor to borrow in excess of the present statutory limit, or to recommend procedures in case it shall seem to them best."

At a special town meeting held March 4, 1921, the question concerning the building of a new high school was again brought before the meeting and discussed at some length. A member of the board of finance explained to the meeting the town's financial condition.

A member of the high school building committee explained the school needs and told the meeting that as a result of their work, plans and specifications for a new building had
been secured which had the approval of the Town School Committee and that they could furnish the town with a suitable building for the sum of $150,000. This sum was to cover the cost of the building, furniture, and equipment, and if given power and authority to start building operations at once probably would have the building completed and ready for occupancy in September 1921, in time for the fall term.

The Superintendent of Schools explained to the meeting the plan of the building which had been adopted and said such a building would take care of the town's requirements in Windsor Center for several years and at the same time help relieve the situation in Wilson.

Upon recommendation of the board of finance the following vote passed: (17)

"Voted; That the sum of One Hundred and Fifty Thousand Dollars be and is hereby appropriated for the purpose of building a new High School building on Bloomfield Avenue lot, said amount to include the cost of building and equipment and furniture.

Thirty Five Thousand of said amount to be provided for from current taxes and the balance of One Hundred Fifteen Thousand Dollars to be provided for by the issuing of bonds of the town."
"Voted; That the High School Building Committee consist of J. E. Ransom, Fred Morgan, James McCann, and George Crosby, Jr., Thomas Kearney and Frank Mills, be and they are hereby authorized to construct a new high school building on the Bloomfield Avenue lot in accordance with the plans and specifications approved by the School Committee, and said building equipment and furniture to cost not more than One Hundred and Fifty Thousand Dollars.

"Voted; That the High School Building Committee let the contract or contracts for such building to reliable contractors only, and that they take from such contractors a sufficient bond or bonds, to properly protect the interests of the town, and further that all bills and payments on contracts in connection with said high school building shall be approved by the High School Building Committee before an order for the same is drawn by the Board of Selectmen.

"Voted; That the sum of $35,000 of the amount appropriated for the new high school building be paid for from current taxes."

The new high school was named in honor of John Fitch the founder of the school fund.

In 1922 (18) the new high school was under operation,
with an additional course of study, that of manual training. The course of domestic science was taken over by the State Board of Education under the Smith Hughes Act, (19) and the entire salary of the teacher was paid for by the Federal Government. The high school now had an enrollment of one hundred ninety-six pupils, with a graduating class of thirty pupils.

In 1924 (20) arrangements were made for the services of a school nurse. Much of this work had previously been done by the Junior Red Cross.

In 1926 (21) a woman director of physical training was added to the high school staff.

In 1927 (22) the work of the physical education department was taken over by a man, and the new sport of soccer was initiated at the high school. In 1928, (23) just six years after the completion of the high school, we find it again filled to capacity.

At the annual town meeting in October, 1928 (24) a committee of three citizens was appointed to act with the town school committee, thus creating a joint committee of six, to investigate the schoolroom conditions and to make a special report to a special town meeting to be called by the selectmen at the request of the joint committee. The three citizens were selected from the central and southern sections of the town where the congestion was most apparent.

The committee reported at a later meeting (25) that
steps be taken at once to provide four additional rooms for the high school which was at the time taxed beyond its capacity by the pupils enrolled and in attendance.

At this meeting a building committee of six persons was created and authorized to secure plans and specifications for an addition of at least four rooms for the high school.

From the superintendent's report for the school year 1930, there were 275 pupils enrolled in the high school. (26)

Under the head of new business, (27) at a town meeting held in February 1929 an appropriation was made for a four room addition to the John Fitch High School. This addition was put up at an approximate cost of $60,000.

In 1932 (28) the high school had grown to such proportions that it was necessary to run on the two session plan. The high school now had an enrollment of 369 pupils.

In 1933 (29) there were 458 pupils in the high school. At a special town meeting held November 22, 1933 it was voted,

"that the construction and equipment of an eight room addition to the present high school building of the town of Windsor at a total cost of not more than $40,000 is hereby authorized and approved, provided a grant shall be obtained from the Federal Emergency Administration of Public Works in an amount equal to thirty percent of the cost of the labor and materials involved in the construction of such a project, but in all respects in
respects in accordance with the provisions of the National Recovery Act passed in Congress June 16, 1933, and the sum of $40,000 inclusive of such a grant is hereby appropriated for said purpose, provided such grant is hereby obtained from the United States, through the Federal Administration of Public Works."

In 1935 (30) under the direction of the new superintendent of schools, Earl S. Russell, steps were taken to broaden the curriculum of the high school.

In 1936 (31) after careful examination of the high school heating system by engineers, the high school building was insulated with rock wool, and the main part of the building remodeled to make a modern and up-to-date library in the school.

In 1937 (32) an experiment was carried out in allowing the more advanced pupils of the eighth grades of the town to take the freshmen English at the high school. This experiment proved successful, and is being carried out during the school year 1937-38.

District No. 1

In the annual report to the town of Windsor by the school committee in 1924, (33) the school committee recommended to the town that they purchase the land adjoining the school in district No. 1 as the district was rapidly growing and that the present school was overcrowded.
At the town meeting on March 4, 1916, it was voted that a sum not to exceed $16,000 be appropriated for the erection of a two story brick schoolhouse in district No. 1. It was further voted that a committee consisting of the Board of Selectmen and the town School Committee be appointed to purchase land and to contract for and to supervise the construction of the new elementary school building proposed to be built. At the town meeting on December 28, 1916, an additional appropriation was made to be used for the completion of the work on the building of schools authorized to be built.

At a special town meeting held on July 19, 1918, it was voted that the town school committee be authorized to complete the unfinished rooms of the new building in district No. 1 and appropriated a sum of money not to exceed $1,700. This meeting also authorized the selectmen to purchase land adjoining the school lot in district No. 1 at a cost not to exceed $4,000.

In the annual report of the chairman of the school committee in 1921, it was reported that the district was growing rapidly and that the present school was decidedly overcrowded. This condition was again reported to the town in the year of 1923.

At the town meeting held October 6, 1924, a resolution was presented, that the town elect a special committee of three persons who were to act with the town school committee as a joint committee to investigate school-
room conditions in the town of Windsor, and that this committee was to make a report with recommendations at a future town meeting to be called by the selectmen upon request of the chairman of the joint committee. The resolution was amended to read "that five persons be elected to act as a special committee."

The resolution was amended, voted upon and passed.

At a town meeting on November 21, 1924, it was voted (40) that a committee of three members together with the town school committee be created, to be known as a building committee. It was also voted that the school building committee be authorized to secure options on land to be used for school purposes at Wilson, The Highlands, and at Windsor Center and to report at a future town meeting. Upon the call for a meeting by the chairman of the school building committee the following report was given: (41)

"Cost of Building at Wilson No. 1 $78,000
Lot at Highlands 2,500
Lot at Windsor Center and building 65,000"

It was voted that the report of the building committee be accepted and adopted as relating to the proposed building in District No. 1.

At a special town meeting on April 6, 1925, (42) a resolution was presented in accordance with the recommendations of the board of finance that the sum of $160,000 be appropriated for the purpose of erecting and equipping a new school building.
in school districts No. 1 and 3, the amount to include the purchase of the site, the moving of a portable building in the first district, building approaches and sewers in the third district, all to be in accordance with the plans submitted by the school committee. It was also voted that local contractors and local help be given preference in the construction of these school buildings. A vote of thanks was extended to Mr. Walter Hastings for the lively interest he had taken in the school question and in getting out such a large vote.

With the completion of the eight room building in district No. 1 in 1925, we find a decided conglomeration of buildings on the one school lot; the school lot having been extended from the original site to the present lot of approximately 500 feet square.

This lot now had the original two room brick building, built in 1856; a two story, four room building built in 1916; a two story, eight room building built in 1925. In addition to these there remained a one room portable building which was set up while the new building was being built, but which due to the growth of the district, was not taken down and was continued in service until March 7, 1928. At this time, due to a decrease in population, it was possible to close this building and tear it down.

District No. 3

At a special town meeting on June 5, 1913, (43)
the report of the building committee in charge of the erection of a school building in district No. 3 was given. The committee reported that the building could not be built for the sum originally appropriated, namely $20,000. It was then voted to adjourn the meeting to July 29.

At this meeting it was voted that the sum of $1,000, the unexpended balance from buying land, be added to the building fund, and an additional $2,500 was voted for the erection of an addition to the school building in accordance with the call of the meeting.

It is very interesting to note that by vote of the town the town clerk was ordered to express to the Trustees of the Methodist Church the hearty thanks of the town of Windsor for their generous offer in allowing the use of the church building temporarily for school purposes.

At the town meeting of March 4, 1912, (44) it was voted that the selectmen and town school committee, acting as a joint building committee be authorized to enlarge the school building in district No. 3, by an addition of four schoolrooms, with halls and basement the same, to be approximately the same size and same general style of architecture as the rooms already built, at a cost of building, furnishing and equipping, including plumbing, heating and furniture not to exceed $20,000; the selectmen were authorized to borrow the money, and the joint committee was allowed to give the contract or contracts to
the lowest bidder, who could give and prove to the committee his ability to carry out his contract.

In the superintendent's report to the town in 1920, (45) he stated that the congestion was so great in the south and center districts that it was necessary for some pupils to come to school in the morning while others came in the afternoon.

The completion of the new high school in 1922 relieved the congestion greatly in the third district for but a short while, for at the town meeting held on October 6, 1924, (46) a special committee of five persons was elected whose duty it was to investigate schoolroom conditions in the town of Windsor and to make a report with recommendations at a future town meeting.

At the town meeting held in November 1924, (47) it was voted that a committee of three persons, together with the town school committee, be created, to be known as a building committee. A sum of $5,000 was appropriated for the use of the building committee to procure plans and specifications for fourteen additional schoolrooms. It was also voted that the school building committee be authorized to secure options on land at Wilson, The Highlands, and Windsor Center, and to make a report at a future town meeting.

At a special town meeting at the call of the school building committee the following was reported: (48)
"Cost of Building at Wilson       $78,000
Cost of Lot at the Highlands    2,500
Cost of School at Windsor Center 65,000

Upon recommendation of the school building committee, the sum of $72,000 was appropriated for the building of a school on the high school lot. This school contains six classrooms and a domestic science room in the basement. It is a very poorly constructed building situated directly behind the present high school building, a position which spoils the beauty of the high school.

District No. 4

At a town meeting held on October 6, 1924, (49) it was voted to elect a special committee of five persons to act with the town school committee as a joint committee to investigate schoolroom conditions in the town, and to make a report at a future town meeting to be called by the selectmen upon request of the chairman of this special committee. It was also voted to appropriate a sum of $5,000 for the use of this committee in procuring plans and specifications if needed. The committee was further authorized to secure options on land to be used for school purposes at the Highlands. At a meeting held on March 30, 1925, (50) the members presented the meeting with an option on a piece of land in the Highland district.

This meeting voted that the selectmen be authorized
to purchase for school purposes the lot as recommended by the building committee, and to remove from the Roger Wolcott school lot the two room portable school building and erect it on the land to be purchased at the Highlands section of the town. This lot was very small.

At the town meeting in October (51) it was voted to appoint three citizens to act with the town school committee, thus creating a joint committee of six to investigate schoolroom conditions and to make a report at a later meeting. At a town meeting held in November the joint committee recommended (52) that steps be taken at once to acquire land adjoining the present school site in the Highlands section and that it should contain an approximate area of at least 90,000 square feet or 120,000 square feet if an eight room building were to be built. This meeting voted, (53) that $5,000 be appropriated for plans and specifications for the erection of an eight room building to be erected on the Highlands school site.

The next town meeting held in February 1929 made an appropriation of $142,000 to build and equip an eight room building at the Highlands and a four room addition at the high school.

The committee of six, consisting of three members of the school board and three citizens of the town, had a total of $147,000, $5,000 having been appropriated for plans and specifications. The total cost of the school at the Highlands
was $80,000, while the addition at the high school cost $60,000 (52)

District No. 11

Before the year 1916 there had been little need of a school at the Griffin Tobacco Plantation. A small number of children living near this district had been cared for by a school just over the line in Bloomfield. About 1915 a number of new homes for the accommodations of workmen on the tobacco plantations were built in Windsor, and in the spring of 1915 (53) Mr. Fred B. Griffin offered to give land for a schoolhouse. This offer was accepted and a one room schoolhouse was erected in time for use in the fall of 1916. This building became overcrowded and in 1919 a portable one room school building was set up beside it for the use of the lower grades. (54)

In 1933 the town began transportation of the upper grades to the John M. Niles school in Poquonock.

The building that was built in 1916 is now used for the lower grades, with a school enrollment of twelve pupils. This building originally cost the town $1,547.18.

Methods of Instruction

In 1893 (55) the textbooks listed for use by the board of school visitors were as follows:

Wentworth Grammar School Arithmetic
Hyde'- Lessons in English
New Franklin Readers
All elementary pupils during this period were required to purchase their own books, which caused a great variety of books in the schools, many of them unfit for use, having been handed down and passed on from one to another. In 1907 we find that the town had appropriated money for free textbooks, though many opposed the idea. With the use of free textbooks came the Ward system of teaching reading. This was a step forward in the efficiency of teaching the younger pupils to read, in that the older pupils assisted the teacher in getting the younger pupils to learn the letters and syllables.

In 1909 the Ward system of reading was fully adopted for reading in all the schools of the town, as was the Palmer system of teaching handwriting.

In 1917 (56) a full time music supervisor was added to the staff for the purpose of supervising the music in the elementary grades and to teach the music in the high school.

In 1922 (57) the school committee directed the superintendent of schools to investigate the Dalton and Alternate school systems as conducted in Massachusetts and New Jersey with the view of discovering what part of these systems, if any, could be adopted with benefit to the Windsor system. The superintendent spent considerable time in investigating these several systems, and in the fall of 1924 he introduced the Cooperative
School System, thereby increasing individual instruction and saving on recitation work. (58) The Windsor Plan was supposed to maintain the conventional organization by grades and maintain the program of study and schedules of recitation which had prevailed under the standard conventional school administration. It made use of the Dalton system of graphs to record the progress of the individual student and had a scheme of lesson assignments, supervised study and individual instruction for all pupils whose normal capacity for work required them to advance more slowly or more rapidly than the pace called for by the standard schedule. In this way, the economy and interest of mass instruction were preserved while the needs of all who required special instruction were supplied.

The greatest surprise in connection with the introduction of this plan was the small number who failed to make their grade. This system also called for the departmental work by subjects in all grades from the fourth to the eighth. In connection with this plan in 1928 Intelligence Tests were used as the basis for classification of grades.

At the regular town meeting October 17, 1913, (59) it was voted that the town school committee be authorized to establish and maintain one or more evening schools in such places and for such length of time and for teaching of such subjects and branches as it saw fit. To carry on the work of the evening schools, $250 was appropriated. The first
evening school was set up in the south district of the town with an average attendance of forty adults for twenty-four weeks. The work of the evening school continued with the same apparent interest and attendance until 1916, when the attendance began to fall off due to the overtime work in the industrial places and factories.

In 1917 (60) two evening schools were run by the town, two evenings a week for the entire school year. These schools were continued until 1929, when because of lack of interest they were discontinued. These schools were made up of Danes, Germans, Swedes, Poles, French, Russians, Austrians and Hungarians.

At a special meeting of the school committee in Nov. 1929 (61) the following rule regarding sick leave was adopted:

"A teacher who is absent from school on account of illness shall pay the salary of the substitute engaged unless the necessary absence continues for more than two days. If the absence continues beyond a period of two days the school department shall pay the salary of the substitute teacher for the third day and for subsequent days until a total of ten days has been paid for by the school department, after which the regular teacher shall be responsible for the substitute's salary. In case the number of days paid for by
the school department during the school year does not exceed ten days." 

School Supervision and Superintendent Emeritus

Prior to 1904 the only supervision of the public schools, was the periodical inspection by the school visitors, and the issuing by them of rules, regulations and orders for the government of their schools. On August 4, 1904, at a special town meeting held for the purpose of engaging a superintendent of schools, a vote was passed giving the approval of the town. As a result the school board at once took steps to form a joint supervision district with West Hartford. Mr. William H. Hall became the first superintendent of the Windsor schools. Mr. Hall made a full set of rules and regulations for the government of the schools, revised the schedule of sessions and revised the textbook list. At the end of the three year period, for which Mr. Hall had contracted, the supervision district was dissolved and John W. Kratzer, principal of the high school, was appointed superintendent in the fall term of 1907, in addition to his duties at the high school.

This plan of supervision was continued until 1910 when the towns of Windsor and Windsor Locks united in a supervision district for a period of three years with Mr. Daniel Howard of Windsor Locks as superintendent, giving three days each week to the Windsor schools, and two days each week to the schools of Windsor Locks.
At the end of the three years the contract was renewed for another three year period. By 1916 the increase in Windsor's population and the increasing need of constant supervision of its schools caused Windsor to desire the full time services of its superintendent of schools.

Mr. Howard came to Windsor to live in the fall of 1916 and gave his full time to the supervision of the town schools until July 1, 1934, when he retired as active superintendent as was made Superintendent Emeritus by the unanimous vote of the board of education.

Dr. Earl S. Russell of New Haven, an experienced teacher and superintendent, was elected to the office of superintendent of schools and entered upon his duties in the summer of 1934.

At a special meeting of the school board, (63) held at the home of Chairman Ulric Mather, after the adjournment of the regular meeting, the following motion was passed:

"Whereas, Daniel Howard, having been engaged in the services of Education for two score years and having completed twenty-four years as Superintendent of the Public Schools of Windsor, has signified his desire of being relieved of the duties and responsibilities of active service and

"Whereas, Under his efficient administration and management, which has been characterized by
untiring devotion and energy and by his sympathetic understanding of the problems of teachers and pupils alike, the public school system of Windsor, has expanded and progressed to its present high standard.

"Therefore, Be it resolved that, in acknowledgement of his meritorious services to the community, he be elected Superintendent Emeritus of the Public Schools of Windsor without any specific duties or responsibilities, and

"Be It Further Resolved, That a copy of this resolution be presented to him as a token of the appreciation and esteem which exists for him in the hearts of his fellow towns people, with the hope that he may long enjoy the full measure of satisfaction which comes from a useful career devoted to the advancement and education of younger people.

Signed, Board of Education
Ulric B. Mather
Henry A. Grimm
Harmon T. Barber"

Loomis Institute

Upon the death of John Mason Loomis, the last survivor of the group, and his wife, Mary H. Loomis,
an endowment of nearly two million dollars became available for use of the trustees, who at once began active preparations for the building and opening of a school on the ancestral estate near the original home of Joseph Loomis, which is still standing and occupied by Miss Jennie Loomis. (64)

An experienced and successful educator was sought for the position of Headmaster. Nathaniel Horton Batchelder, a man who had received both the bachelor's and master's degree from Harvard was chosen. Entering upon his duties in 1912, he worked with the trustees and their architect in planning the buildings and formulating the courses of study and was ready to open the school in September 1914.

At first the small number of girls applying for admission were taught on the Island in the same building that served the boys department. Later, the girls were housed for a few years in a building owned by the Institute on Poquonock Avenue. In 1926 the Institute having acquired the historic Sill place and Chaffee houses and other property facing the Palisado Green, the girls department was named Chaffee School in honor of Abigail Sherwood Chaffee, mother of the founders of the Institute, and moved into new quarters in the newly acquired property.

Today, while the two schools have separate quarters and, for the most part, separate faculties, Mrs. Jeanette T. Cloud acts as resident director at Chaffee, under the direction of Mr. Batchelder as Headmaster of both the Loomis
School for Boys and the Chaffee School for Girls.

By provisions of the charter and the wills, the matter of admission to both schools, preference is given first to members of the Loomis family; secondly, to residents of the Town of Windsor; thirdly, to residents of the State of Connecticut; and lastly to others regardless of state or nation.

Those in attendance at Chaffee and the local boys of the Loomis School come as day students. Others are provided for in the fine dormitories on the campus. Tuition is free to students residing in the town of Windsor. The present enrollment of the Loomis Institute and Chaffee Schools is about 390 pupils. (64)

The following is the typical college course given at Loomis Institute:

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<td>English 1</td>
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<td>Latin 1</td>
<td>6</td>
</tr>
<tr>
<td>Ancient History</td>
<td>4</td>
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<tr>
<td>or French 1</td>
<td>5</td>
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<tr>
<td>Algebra 1</td>
<td>5</td>
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<tr>
<td>One of the following electives</td>
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<tr>
<td>Art, General Science, Mechanical Drawing, Music Appreciation, Woodworking, Business Technique A</td>
<td>22 or 23</td>
</tr>
</tbody>
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SOPHOMORE YEAR

English 11.......................................................... 4
Latin 11............................................................. 6
French 1 or 11 .................................................. 5
Algebra 11 .......................................................... 5
One of the following .................................
Art, Biology 1 (Introductory Course), German 1, United States History 1, Mechanical Drawing 11, Music Appreciation, History of Science, Public Speaking, Woodworking, Business Technique A.

JUNIOR YEAR

Four of the following, including English and Mathematics:

English 111.......................................................... 5
Latin 111 ............................................................. 5
French 11 or 111 ............................................... 5
German 1 ............................................................ 5
Geometry ............................................................ 5
History (European or United States) .............. 5
Physics or Chemistry or Biology ..................... 5
Science 1 (Physics and Chemistry) ................. 5
Biology 11 (following Biology 1) ...................... 4
One elective from the list below ............... 3

SENIOR YEAR

Four of the following:

22 or 23
English 1V ................................................................. 5
History (European or United States) ............. 5
Latin 1V ................................................................. 5
French 1II or 1V ....................................................... 5
German 1 II ............................................................. 5
Solid Geometry and Trigonometry ................. 6
Advanced Algebra and Trigonometry .............. 5 or 6
Physics or Chemistry or Biology ................. 5
Science 1II (following Science 1) ................ 5
Biology 1II (following Biology 1) ................. 4
One elective from the list below ................. 3
22, 23, or 24

SENIOR AND JUNIOR ELECTIVES

Art, Biology 1, History of Science, Advanced Algebra, Trigonometry, Solid Geometry, United States History 1, United States History 1II (following United States History 1), Public Speaking, Music Appreciation, Woodworking, Typewriting, Business Technique A."

The Warham School

In September, 1928, Mrs. Adelaide H. Hoyt opened a private school for children in the primary and elementary grades, at her home on Warham Street. She named her school the Warham School. Later she extended her school to include all grades below the high school. After Mrs. Hoyt’s death in November, 1933, the school was carried on
at the same location until June, 1934. In the following
September the school was taken over by Mrs. Katherine
Hibbard and removed to the former home of William H.
Harvey at the corner of Windsor Avenue and Hill Crest Road.

At the end of the school year a new management was
announced with Miss Florence E. Sellers at the head. Today
this school has an enrollment of sixty pupils.

**Summary**

In 1914 the school committee decided to add the
commercial course to the high school curriculum.

In 1917 it was voted that the town school committee
be authorized and directed to employ a teacher to give
instruction in vocal and instrumental music in the Public
schools of Windsor.

In the fall of 1918, it became **compulsory** for all
new teachers to become members of the State Teachers
Pension Act.

The John Fitch High School was begun in 1921 and
finished in 1922. The first annex was built in 1929.
A second annex containing eight rooms was built in 1934.

Mr. Daniel Howard came to Windsor to live in the
fall of 1916 and gave his full time to supervision of
the town schools until July 1, 1934, when he retired
as active superintendent and was made Superintendent
Emeritus.
Dr. Earle S. Russell of New Haven was elected to the office of Superintendent of Schools and entered upon his duties in the summer of 1934.

In 1916, in the first district, a four-room building was erected in front of the two-room building. In 1925 an eight-room building was erected to take care of the increased enrollment.

In 1925 the Roger Ludlow School, in district three, had become so crowded that it was necessary to erect a six-room building on the high school lot.

In September, 1928, a private school for children in the primary and elementary grades was organized by Mrs. Adelaide H. Hoyt at her home on Warham Street.

The Loomis Institute under the guidance of Mr. Nathaniel Horton Batchelder was opened for its first classes in the fall of 1914.

Before the year 1916 no one had suggested the need of a school at the Griffin Plantation. In the spring of 1916 Mr. Fred B. Griffin offered to give land for school purposes on condition that the town should erect a schoolhouse. The offer was accepted and a one-room schoolhouse was erected in time for use in the fall of 1916. This building was so overcrowded that in 1919 a portable one-room building was set up beside it for the accommodation of the lower grades.

The period covered in this chapter is one of rapid growth and development.
Chapter V

Summary of Thesis

The pioneers who laid the foundation of Windsor were no ordinary adventurers. They did not come in search of gold or military glory. They came to establish a new home and a new government. They assumed all the responsibilities that go with independence and self control. Their leaders were men of vision and men of learning. Most of the leaders of this new state had been educated in the schools and universities of England.

The lack of authentic records covering the first twenty years following the settlement of Windsor prevents saying much about the earliest schools.

In 1644 the General Court of the Colony of Connecticut approved a plan for the encouragement of higher education at Harvard College.

In 1650 the first codification of Colonial laws was made. This important task was performed by Roger Ludlow of Windsor. In the chapter on children we have learned that the "Selectmen shall have vigilant eye over their brethman and neighbors, to see, first, that none of them shall suffer so much barbarism in their families, as not to endeavor to teach by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws," also "that all masters do once a week, at least catechise their children and servants, in the grounds and principles of religion."
The code of 1650 further ordered that every town having as many as one hundred families should establish a grammar school that would prepare pupils for admission to the university and any town that did not comply with this order would be fined five pounds annually to be paid to the nearest grammar school in another town.

In 1672 Windsor was fined five pounds for not maintaining a grammar school. This fine was paid to Hartford.

The first schoolhouse was built in 1667. The site of this school is not known.

In 1675 John Fitch enrolled in the army to protect the town from the Indians. Before leaving home he made out his will leaving all his property for a school in Windsor. His estate became the foundation of the Union School Fund, which was later increased by generous gifts.

The law of 1718 ordered that the church parishes should have charge of the schools and that a special tax should be levied for their support.

In 1794 the right to lay taxes for the purposes of building schoolhouses was given to the districts into which the parishes had been divided about the time of the Revolutionary War.

In 1795 the town was required to organize school societies which should have the management of the schools and the school money. This was the origin of the First School Society. These societies received money from the state school fund and raised a small tax for the support of schools.
The First School Society maintained an academy known as the Union School which was supported partly by the income of the Union School Fund and partly by taxation based on the grand list of the Society.

In 1838 an investigation of the schools of the state was made because it was felt that many of the towns were neglecting their duty in maintaining schools of high standards. As a result of this investigation of schools a State Board of Commissioners of Common Schools was created.

The Union School, which since its earliest days had been managed by a board of trustees, was continued under the same form of management until 1882 when the Academy was transformed into a town high school under the control of a committee of five members. This academy continued to serve the town until 1893, when the Roger Ludlow schoolhouse was built; the high school moved in and remained there until the erection of John Fitch High School in 1922.

Education, at first supported mainly by the parents, is now supported mainly by the public. The taxpayer of today who contributes to the public treasury is simply paying his share of the expense of maintaining a suitable society in which to live.

The first settlers here established a new order, and its benefits and blessings have become the marvel of the ages. With the changes introduced by the new order have come
constant changes in social environment. Our education **must** continue to change in order to meet the changing **conditions**.

We have come a long way in three hundred years. We would not go backward if we could but we can find satisfaction in the knowledge that we have kept alive the spirit of our forefathers. It is the author's hope that these pages will combine and **blend** to give the reader an accurate picture of the town of Windsor and its contribution to education.
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