

# The Feasibility of Small-Scale Wind Power Generation at Kent School, Connecticut: An economic, environmental, and aesthetic analyses

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## Abstract

Carbon-based energy source in electricity generation has already been challenged, in multiple researches, not only for their scarcity(Höök & Tang (2013)) but also their negative impacts on earth's environment. In face of severe environmental challenges such as global warming and its resulting problems such as extreme weathers(Höök & Tang (2013)) and dramatically increasing species, such as amphibian's, extinction rate(Alan Pounds et al. (2006)), a clean and environmentally-friendly energy source is in need. It is evidence through multiple researches that wind power has the potential of subsidizing, if not replacing, the role of power generation by those traditional energy sources. In light of the development of wind power worldwide, it is important for Kent School to also consider using wind power to fulfill parts of the electricity consumption on campus and hopefully reduce campus' environmental footprint. This study specifically focuses on the feasibility of a small-scale wind farm on Kent School's campus through economic, environmental and aesthetic perspectives.

*Keywords:* Wind, Kent School, Small-scale, Energy, Economic-feasibility

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<sup>1</sup>Since 1880.

## 1. Introduction

Kent School receives its electricity from the CT state grid [CONFIRM] (the solar power generated is sold back to the power company), which means that according to the energy sources profile of the CT state grid, 63.7% of the electricity that Kent School uses comes from natural gas and 31.2% comes from nuclear. Also, the data obtained from Kent School's Maintenance Department shows that the annual power consumption is [CONFIRM] MWh. Calculating from the average commercial electricity rates in the state of Connecticut, which is 14.65 cents/kWh, the annual spending of Kent School on electricity consumption is roughly [CONFIRM]. Therefore, the incentives for the installation of wind power generation facility on campus can be concluded into two following parts:

- ***environmental incentives.*** Reduction of school's overall environmental footprint in hope of contributing to the alleviation of environmental problems caused by electricity consumption worldwide.
- ***economic incentives.*** Reduction of school's growing expenditure incurred by student's growing demand in electricity so that school can reach tuition/expenditure balance with each student.

### 1.1. *environmental incentives*

Though natural gas is a comparably cleaner energy source than traditional carbon-based sources such as coal or petroleum, the burning of natural gas nevertheless still releases carbon dioxide (Laboratory (2010)), one of the most notorious greenhouse gases that are causing the global warming(Shakun et al. (2012)). Therefore, for environmental concerns, the burning of carbon-based energy source should be avoided as much as possible. Wind power, despite the carbon emission generated during the manufacturing processes of the turbines (Kaldellis & Apostolou (2017)), release minimum, if not none, additional greenhouse gases once they become functional (Denny & O'Malley (2006)).

Several reviews have been done regarding the potential or achievement of

30 wind power in reducing the overall carbon emission and other environmentally  
harmful gas for electricity generation, as well as our reliance on fossil fuels.  
These studies, including Samal & Tripathy (2019)'s Cost savings and emission  
reduction capability of wind-integrated power systems and Denny & O'Malley  
(2006)'s Wind Generation, Power System Operation, and Emission Reduction  
35 demonstrate the possibility and potential of reduction in Kent School's carbon  
footprint if wind-power generating facilities are installed on campus, which will  
in turn further Kent's path on making the school's operations more environ-  
mentally sustainable.

### *1.2. economic incentives*

40 It is evident that to provide students with quality education, Kent School  
needs to possess certain degree of financial affluency. However, according to  
various sources, including the Headmaster of the school, Fr. Shell, and the  
annual report of Kent School [NEED], there is a substantial gap existing between  
the tuition and cost for a student. Therefore, to make Kent education truly  
45 available to everyone, the operational cost gap for each student must be reduced.  
Using wind energy to subsidize the electricity consumption on campus might  
make the cost reduction possible.

Again, several studies, including Maria Isabel Blanco's The economics of  
wind energy (Blanco (2009)), and The Economics of Wind Energy: A report by  
50 the European Wind Energy Association (Awerbuch & Morthorst), prove that  
the average cost of operating wind farm could be substantially lower compared  
to the cost of buying electricity from the regional power. Therefore, through  
the utilization of wind power on campus, Kent School can possibility reduce  
the operation cost for a single student become more financially self-sufficient, in  
55 turn providing future Kent students a better education.

## 2. Methods

### 2.1. Location Determination Factors

When determining the location of the possible wind farm, the location must satisfy the requirements including but not limited to the listed below. When considering a location, requirement 1 and 2 are strict requirement, meaning that if these two requirements are not fulfilled, a location should not be considered even if they satisfy requirement 3 and 4. Requirement 3 and 4 in turn, are loose requirements that do not necessarily have to be fulfilled if economic and environmental benefit of constructing a wind farm outweigh the negative influence. However, if there is a statistically significant portion of student body voicing against the construction of the wind farm for the reason mentioned in requirement 3 and 4, these two requirements will be weighted more heavily into consideration of the location of the wind farm.

1. *Power and consistent wind.* Whether that location has consistent and powerful wind to make the construction of a wind farm viable. The rough wind speed of that location is reported by students on campus and Jiajun and Chu Lam's personal experience around the campus.
2. *Feasible location.* Whether that location has enough space on the ground and in the air to support the construction of a wind farm. This factor is determined by the proximity to another physical object on the ground level or in the air, such as dormitories, academic/religious buildings, mountains, etc.
3. *Minimal influence on school operations.* Whether the presence of a wind farm at that location will cause disturbance or negative influence on normal daily school operations. For example, the noise generated by the wind turbine is factored into considerations.
4. *Minimal influence on aesthetic beauty.* Whether the construction of a wind farm at that location will decrease the beauty of the lovely valley land of Kent. This factor is majorly based on Jiajun and Chu Lam's subjective definition of beauty.

## 2.2. Location Determination Process

In order to obtain a general location on campus where the wind is consistent and powerful, a study is done with students population on campus. By assigning each of CL and Jiajun's 54 friends a number and by using a random number  
90 generator, we were able to select 30 students to respond to the question of "Where on campus do you think the wind is strongest? And another location where the wind is the second strong?". From the all the responses we receive, we will determine two location with the highest vote and consider them for the second requirement of location feasibility. Taking the second requirement  
95 into consideration - location feasibility, we will analyze both sites' proximity to another physical object and conclude whether the two sites from the requirement above satisfy the criteria of having a clear ground level and aerial zone for the construction of a possible wind farm. If any location does not satisfy the criteria for this requirement, it will be eliminated from consideration. Then, from the  
100 remaining locations we will analyze their potential influence on school's normal operation, including but not limited to academic activities, atheletic activities, and recreational activities. The negative effects of wind farm will be analyzed and considered such as the noise generated and the space required on the ground level. At last, the remaining sites might cause influence on the aesthetic beauty  
105 of the Housatonic valley. A study identical to the one described in requirement one is conducted again with the question "Do you think the construction of a wind farm at site A and/or B will have negative impact on the aesthetic beauty of the surrouding area and the Kent campus?" From the answers received we will analyze the majority side and take that into consideration.

## 110 2.3. Feasibility Determination Process

After the location is determined by the process described in section 2.2, they will be analyzed for the feasbility of actually constructing a wind farm. Relevant data such as flow volume and wind speed will be collected. To collect such data, HoldPeak's wind anemometer 856A will be used. The device will be setup in  
115 the chosen location and the fan that will be measuring the wind speedwill be

setup on top of a tripod 2m above ground level. After a continuous 24 hours of data collection, the data from the wind anemometer is then transferred to the computer and a graph of wind speed/flow volume against time will be plotted.

From the plotted graph as well as the wind speed/flow volume's relationship  
120 with the amount of electricity generated we can estimate the economic benefit from the construction of such a wind farm and its possible environmental benefits and consequences. At last we can compare the wind speed and flow volume, as well as the economic/environmental benefit of different locations across campus with each other and other locations in the United States where commercial  
125 wind farms are in operation to determine the final feasibility of constructing a wind farm on Kent School's property at a chosen location.

### 3. Results

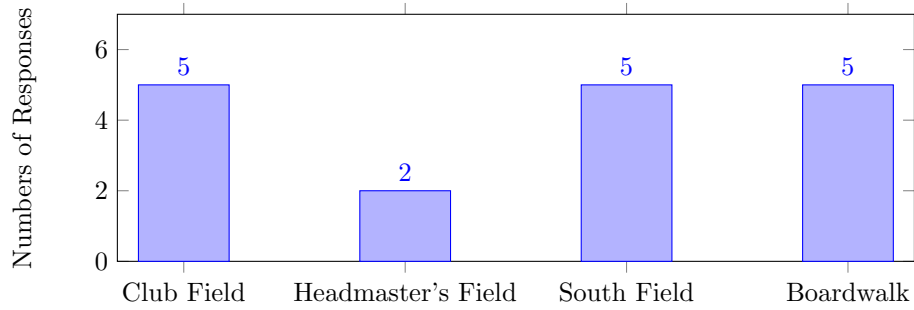
#### 3.1. Location Determination Results

After sending out requests to 60 students on campus with the question *Where*  
130 *do you think the wind is strongest on campus?* and the options as following,

1. Club Field
2. Headmaster's Field
3. South Field
4. Boardwalk/Main

135 we received 17 response from those 60 questionnaires sent, a response rate of 28.3%. The result of the survey is demonstrated in *Figure 1-1* with Club Field, South Field, and Boardwalk each receiving 5 votes and Headmaster's Field Receiving 2.

Figure 1: Location of Strongest Wind at Kent School

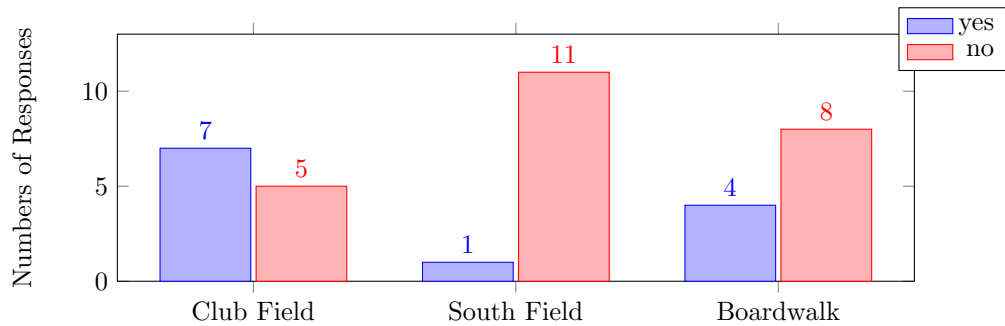


From the 60 survey we sent out to random Kent students with the question  
140 *Will Installing Wind Turbines at Following Locations Disrupt the Beautiful Kent  
Scenery* and the following choices,

1. Club Field
2. South Field
3. Boardwalk/Main

145 we received 12 responses from those 60 questionnaires, a response rate of  
20%. The result of the survey is demonstrated in *Figure1-2* with 58% of responses  
saying yes for Club Field, 8.3% of responses saying yes to South Field,  
and 33.4% of responses saying yes to Boardwalk.

Figure 2: Will Installing Wind Turbines Disrupt Kent Scenery?



150 For reasons mentioned Section X.X of the error analysis, only wind speed  
data from the anemometer on top of Dickinson Auditorium is preserved and  
recorded. We have managed to obtain the wind data for a single day (5/22/2019),  
an entire week (5/15-5/22/2019) and an entire month (4/22-5/22/2019). For  
each individual time period we plotted the detail wind speed data averaged  
155 for relatively small time frame to accurately reflect the wind speed during that  
period of time while preserving the visibility in the graphed plots. Then for  
each time frame we plotted an extra graph using a moving average of a longer  
period of time, which shows the general trend of the wind speed.

It can be seen from *Figure 2-1-2*(single day) that for a single day during  
160 spring time, highest wind speed occurs during midday with wind speed reaching  
as high as 2m/s while the wind speed during morning and evening are only  
around 0.5m/s. It can also be seen from *Figure 2-2-2*(entire week) that the  
general trend of wind speed during a week corresponds to daily trend without  
a clear weekly trend. At last, we can see from *Figure 2-3-2* that wind speed is  
165 generally higher at the end of a month.

*Graphs are on next page for better formatting*



Figure 3: Wind Speed(Boardwalk) on 5/22/2019 Averaged for 10m

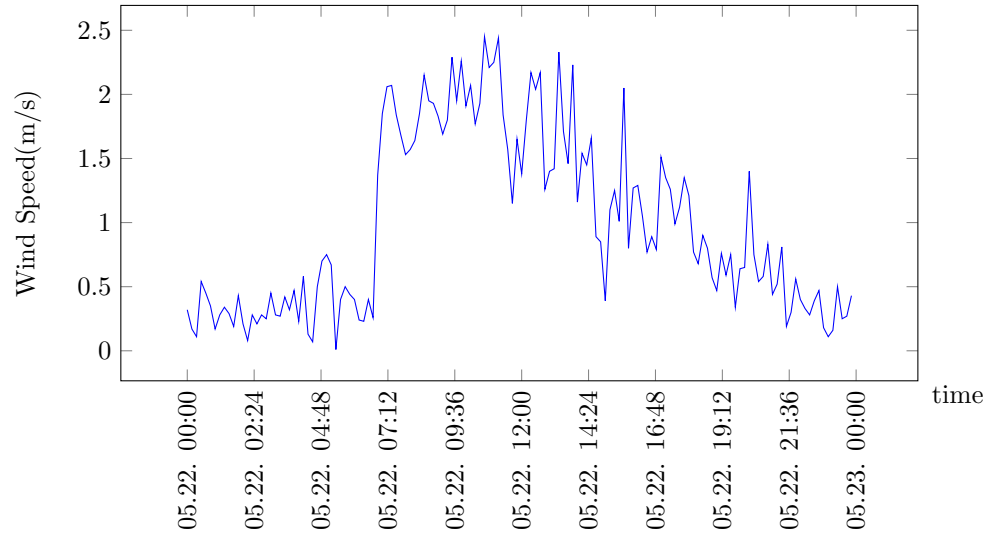


Figure 4: Wind Speed(Boardwalk) on 5/22/2019 Averaged for 1hr

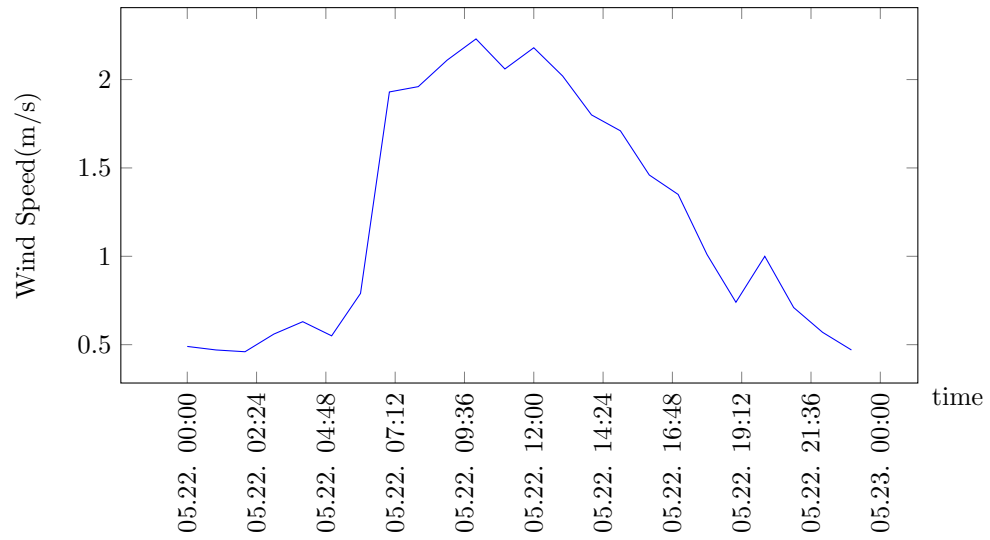


Figure 5: Wind Speed(Boardwalk) 5/15-5/22/2019 Averaged for 30m

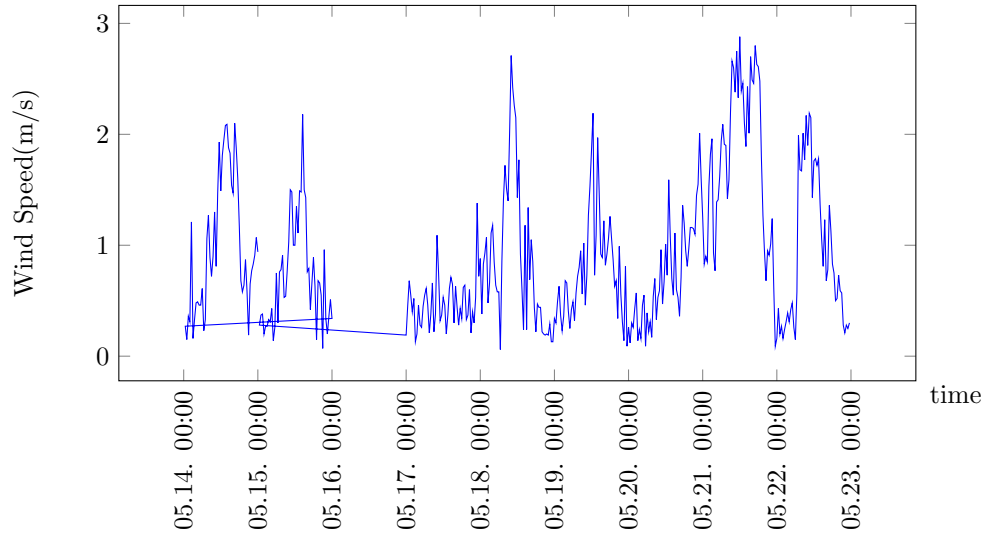


Figure 6: Wind Speed(Boardwalk) 5/15-5/22/2019 Averaged for 4hr

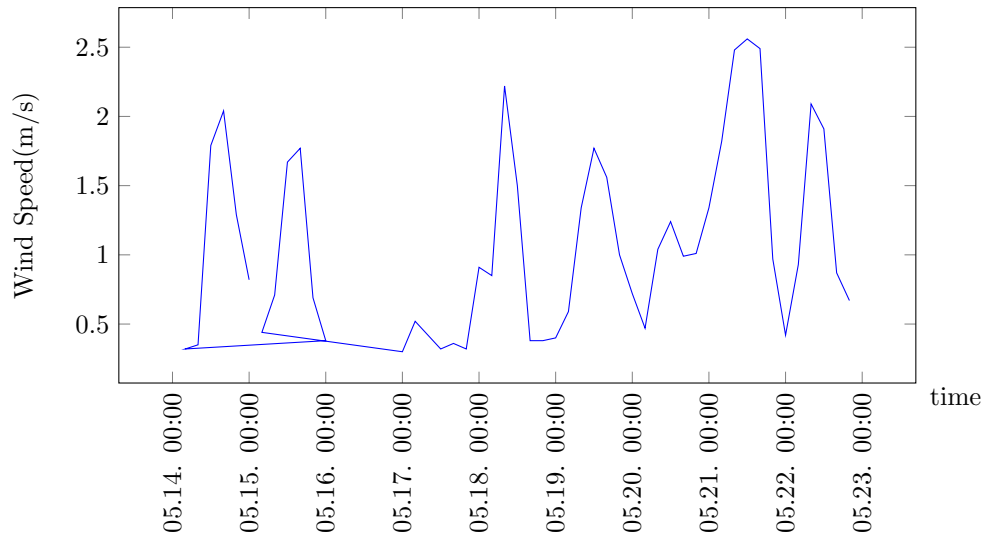


Figure 7: Wind Speed(Boardwalk) 4/22-5/22/2019 Averaged for 2hr

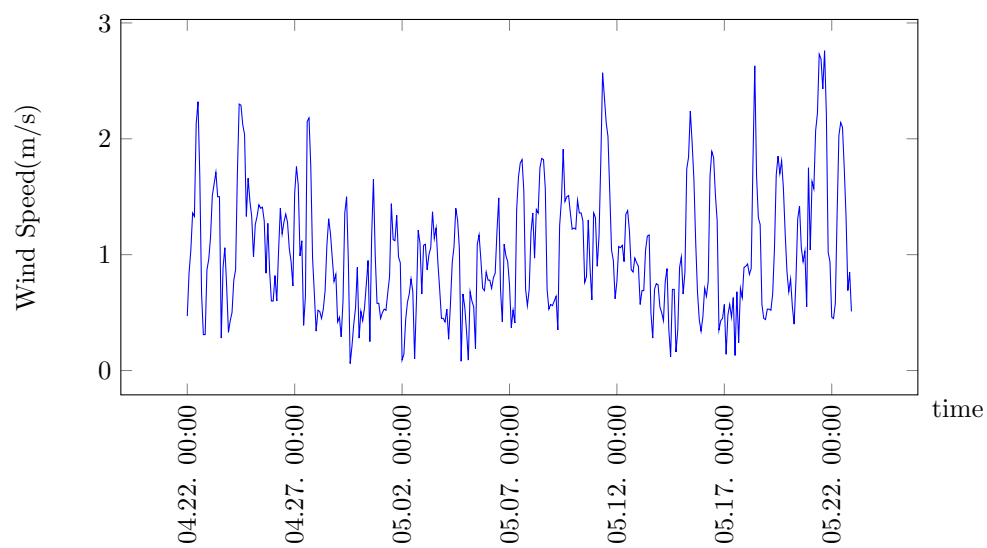
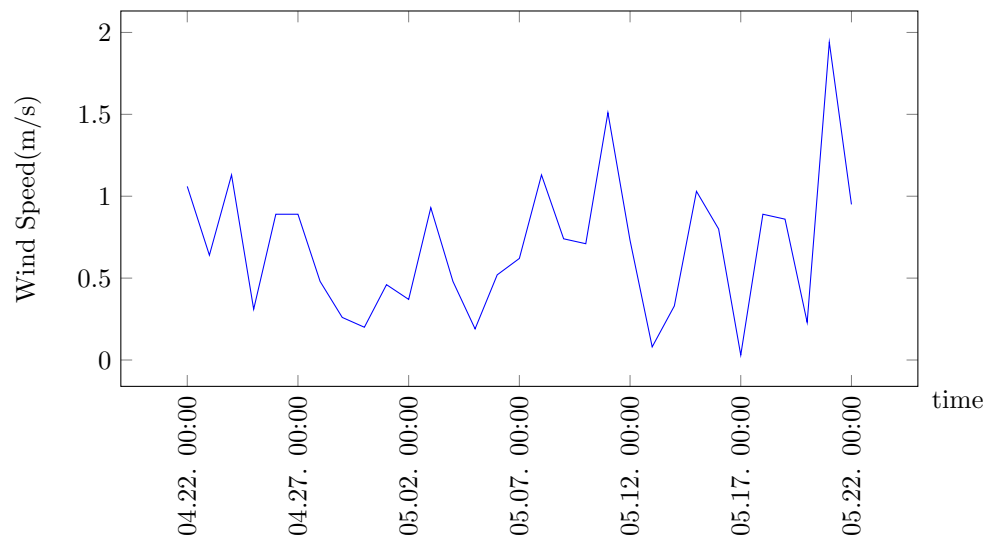


Figure 8: Wind Speed(Boardwalk) 4/22-5/22/2019 Averaged for 1 day



#### 4. Analysis

Combining the result shown in *Figure1* the processes described in *Section 2.2*, Club Field, South Field and Boardwalk all satisfy the the location determination factors 1 (powerful and consistent wind) from the survey result and thus  
170 qualify for being considered for the location determination factor 2 (feasible location).

Both South Field and Club Field do not have any buildings or natural landscape such as Mount Algos in proximity, therefore they have a clear ground level  
175 that would be suitable for the construction of wind farm. We can also see that both South Field and Club Field satisfy the entirety of the location determination factor 2 by not only having a clear ground level but a clear air space above. On the other hand, boardwalk/main is in close proximity to Dickinson Auditorium, Foley Hall and North Dorm, which makes it an impossible location to construct  
180 a wind farm due to unclear ground level, thus removed from consideration. As the result, only South Field and Club Field qualify for being considered for location determination factor 3 (minimal influence on school operations).

South Field and Club Field are fields actively used for majority of outdoor athletic trainings and events during the fall and spring terms of Kent School.  
185 Hence, having a wind farm at those two locations might have impacts on school operations during the construction phase, operation phase, and decommission phase. During the construction phase, areas on both of the fields will be appropriated for the construction of roads for transportation of building materials and passage of construction vehicles, as well as temporary placement of building  
190 materials. Therefore, no athletic events and trainings can be carried out during the construction phase. After the construction ended and the wind turbines are in operation, both fields still need to go through recovery period for all the grass that is necessary for athletic events and trainings to grow back. Therefore, we can predict that athletic programs of Kent School are going to be severely disrupted if the construction happens during an academic school year. A solution  
195 does exist for the school to construct the wind farm during summer session,

which gives Kent School 3 months to finish construction. However, if the construction does not finish in that time frame, disturbances to school operations described above are still going to happen.

200        Because 91.7% of the people responded think that constructing a wind farm at South Field would not disrupt the landscape of Kent School, South Field satisfies location determination factor 4 and qualify to become one of the potential site for the construction of the wind farm. Surprisingly, though being an open field similar to South Field, 58% of people responded think that construct-  
205 ing a wind farm at Club Field would actually disrupt the beautiful landscape of Kent School. This might be caused by Club Field's close proximity to the main campus so that students will be able to have the wind farm in visual at a higher frequency whereas students rarely visit South Field other than athletic trainings and events and South Field is relatively far away from the main campus. However, since 58% is not statistically significantly higher than 50%, we  
210 cannot arrive at the conclusion that majority of the Kent Students will think that constructing a wind farm at Club Field will have negative impacts on the Kent landscape. As the result, Club Field will also be considered as a qualifying location for building a wind farm.

215        To our surprise, only 33.4% of people responded think that having a wind farm at Boardwalk is going to have negative impacts on Kent scenery considering the location of the Boardwalk - at the center of the main campus and in close proximity to areas of frequency academic activities and student life (dormitories, dining hall, chapel, etc.). Therefore, because of the reason mentioned  
220 in Section X.X of error analysis, we kept Boardwalk/main for the feasibility analysis despite the fact that it does not satisfy location determination factor 2, which is a strict requirement.

To conclude, Club Field, South Field and Boardwalk/Main all will be considered as qualifying locations for the construction of a wind farm for Kent  
225 School and all three locations will be analyzed for their wind speed to determine whether the economic and environmental benefits of building a wind farm at that location will outweigh the environmental cost and disturbances to the

school operation.

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