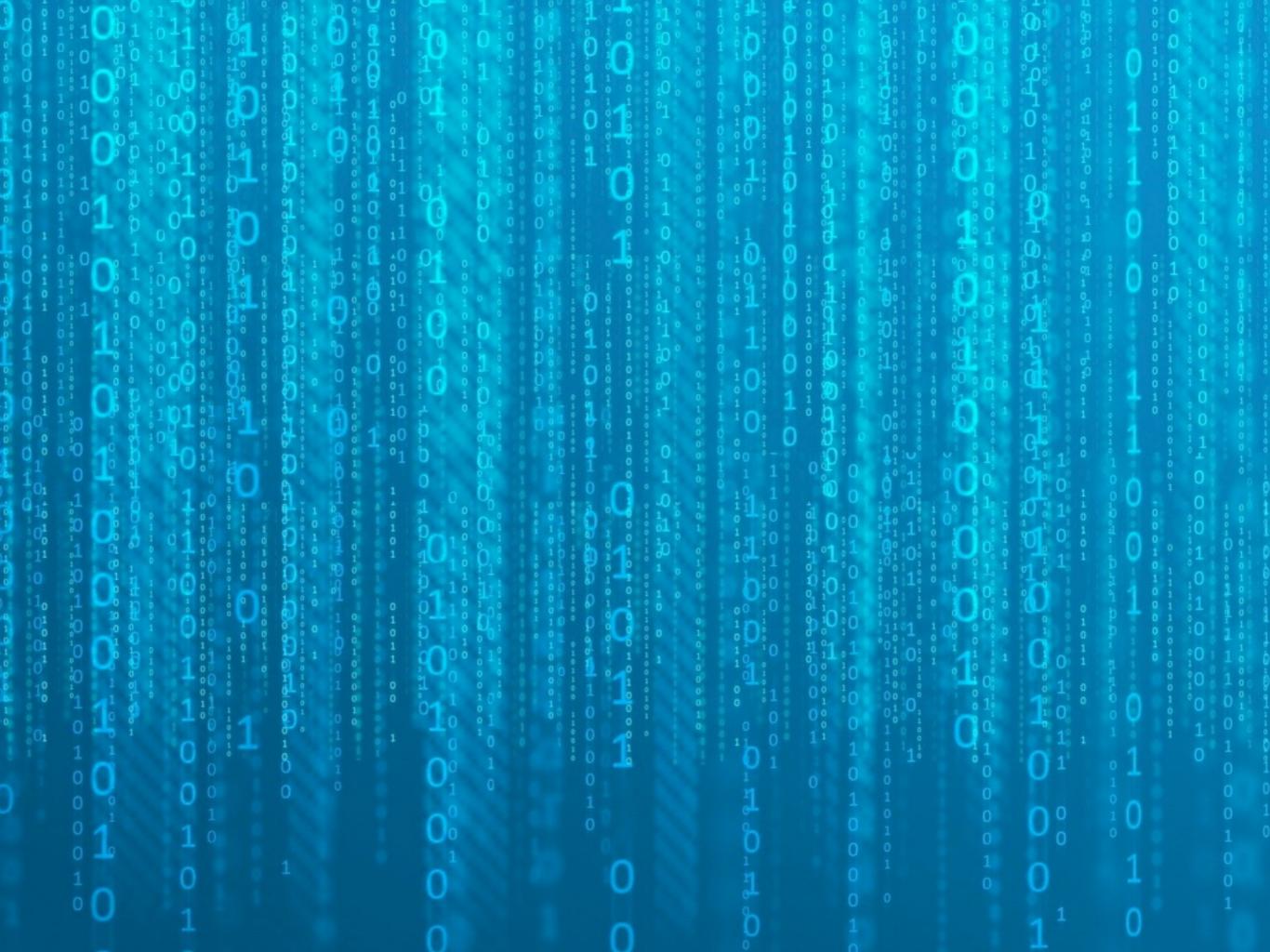
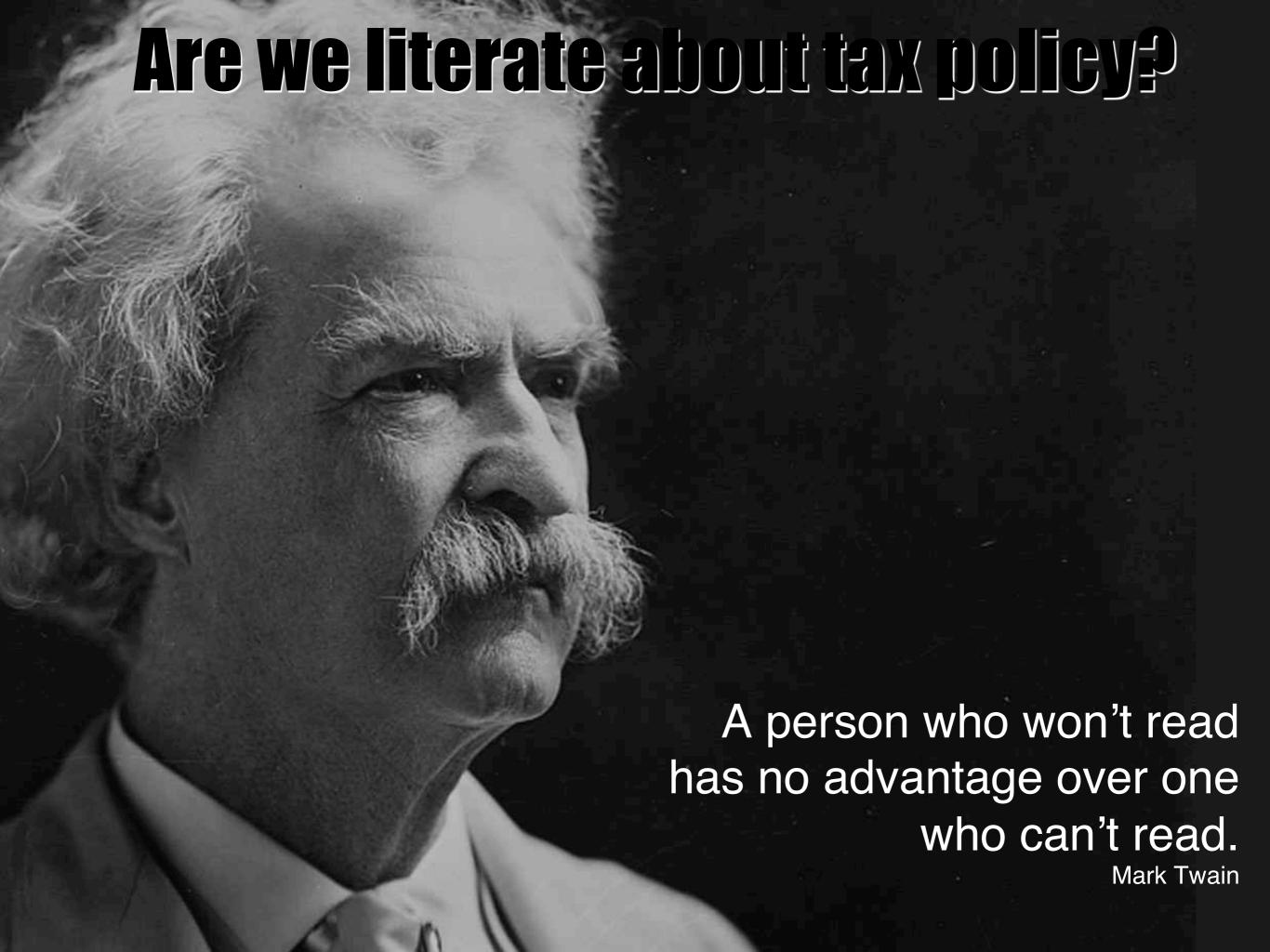


Developing for the Future: The Dollars and Sense of Land Patterns















~ Ashev









For 40 years this building remained vacant..... its tax value in 1991 was just over \$300,000.



Today the building is valued at over \$11,000,000 an increase of

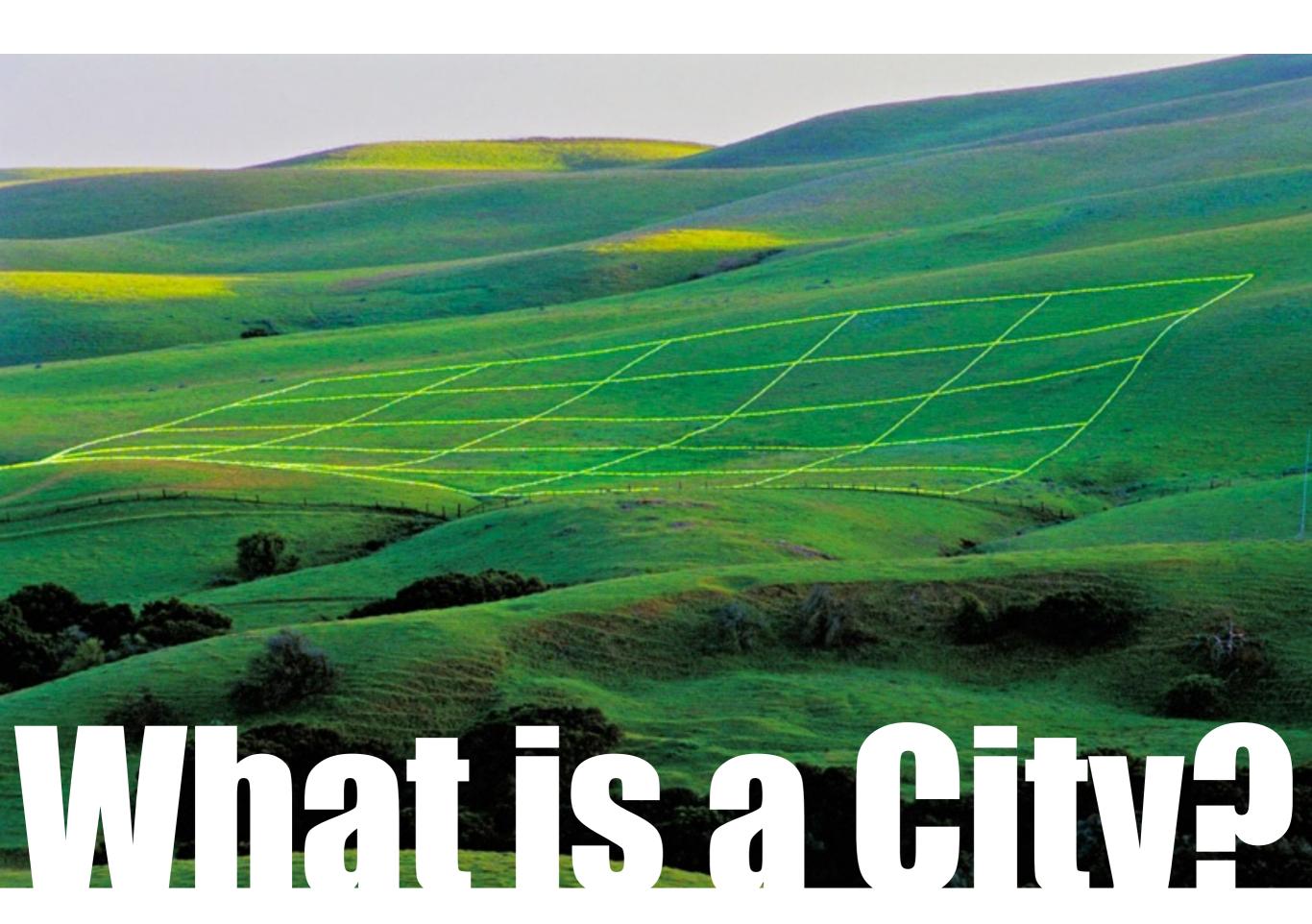
over **3500%**

in 15 years

The lot is less than 1/5 acre







Land Production



















Land Consumed (Acres):

34.0

00.2

Total Property Taxes/Acre:

\$6,500

\$634,000

City Retail Taxes/Acre:

\$47,500

\$ 83,600

Residents per Acre:

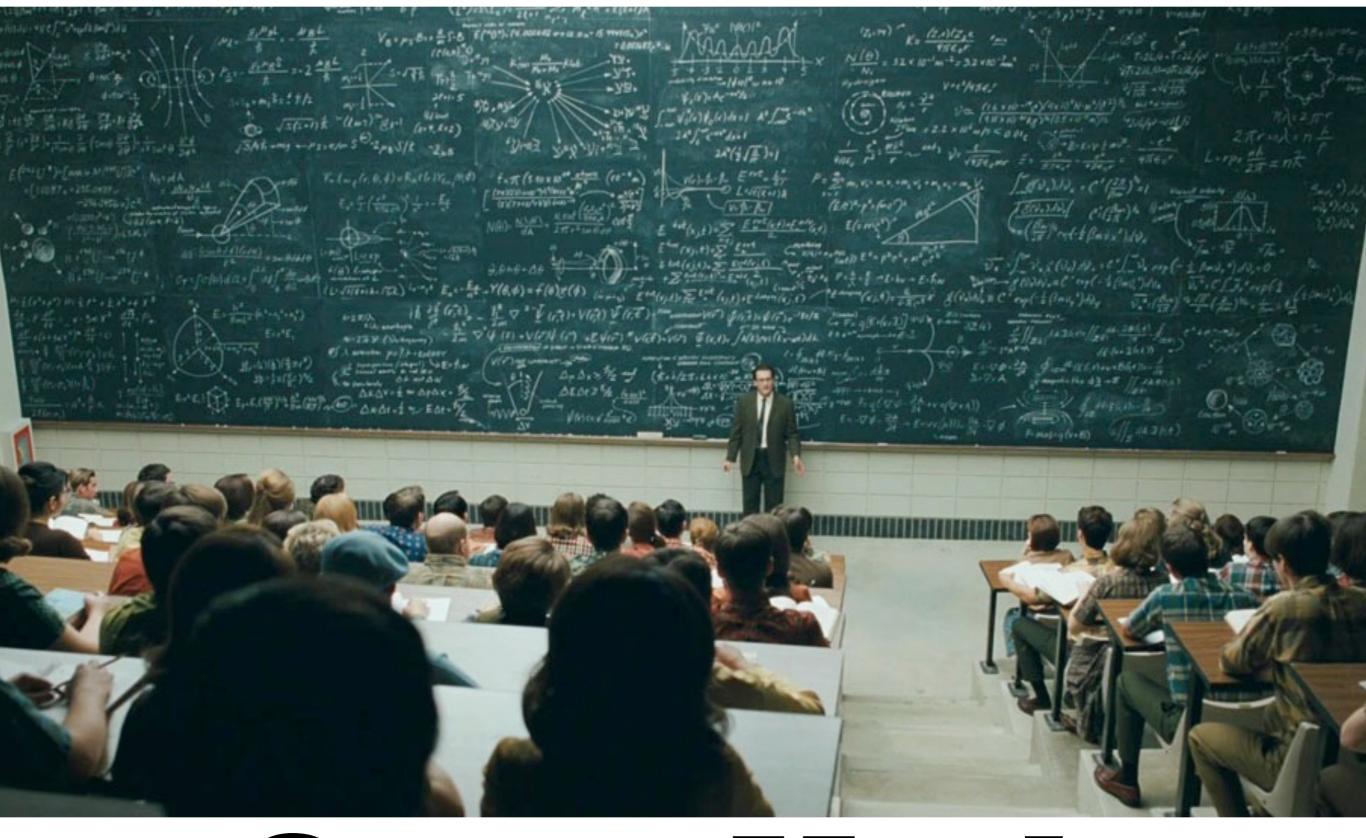
0.0

90.0

Jobs per Acre:

5.9

73.7



Scary Math

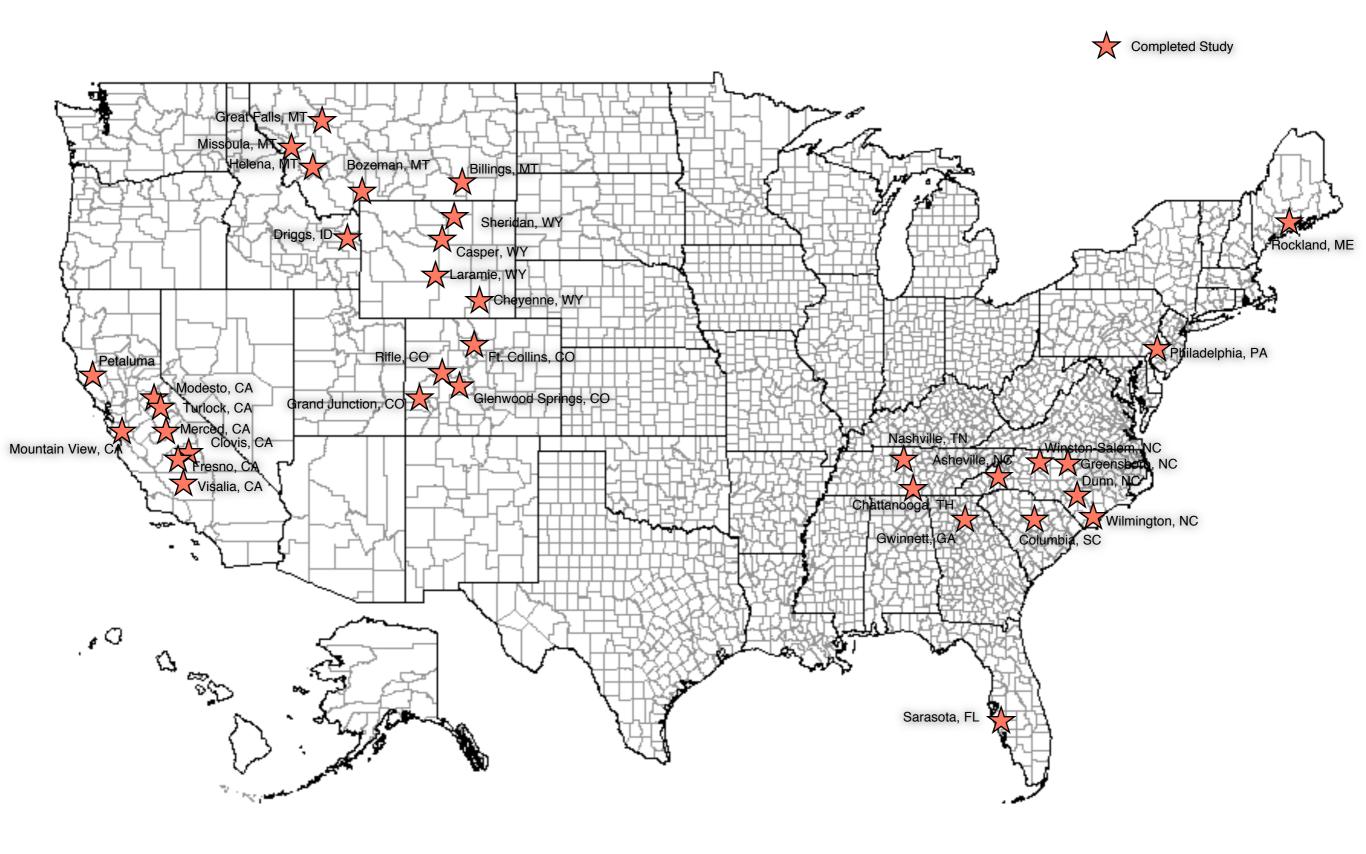






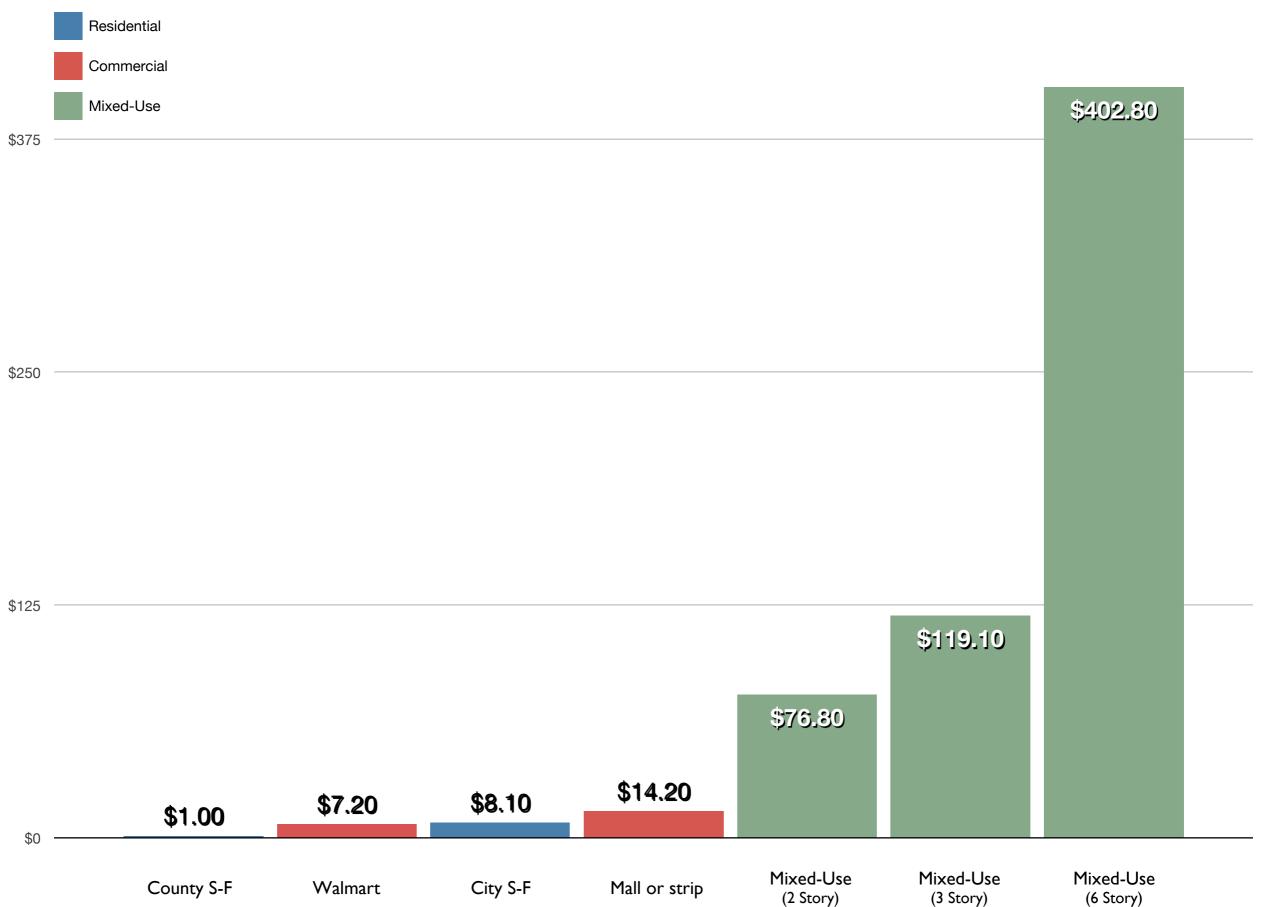


Urban 3

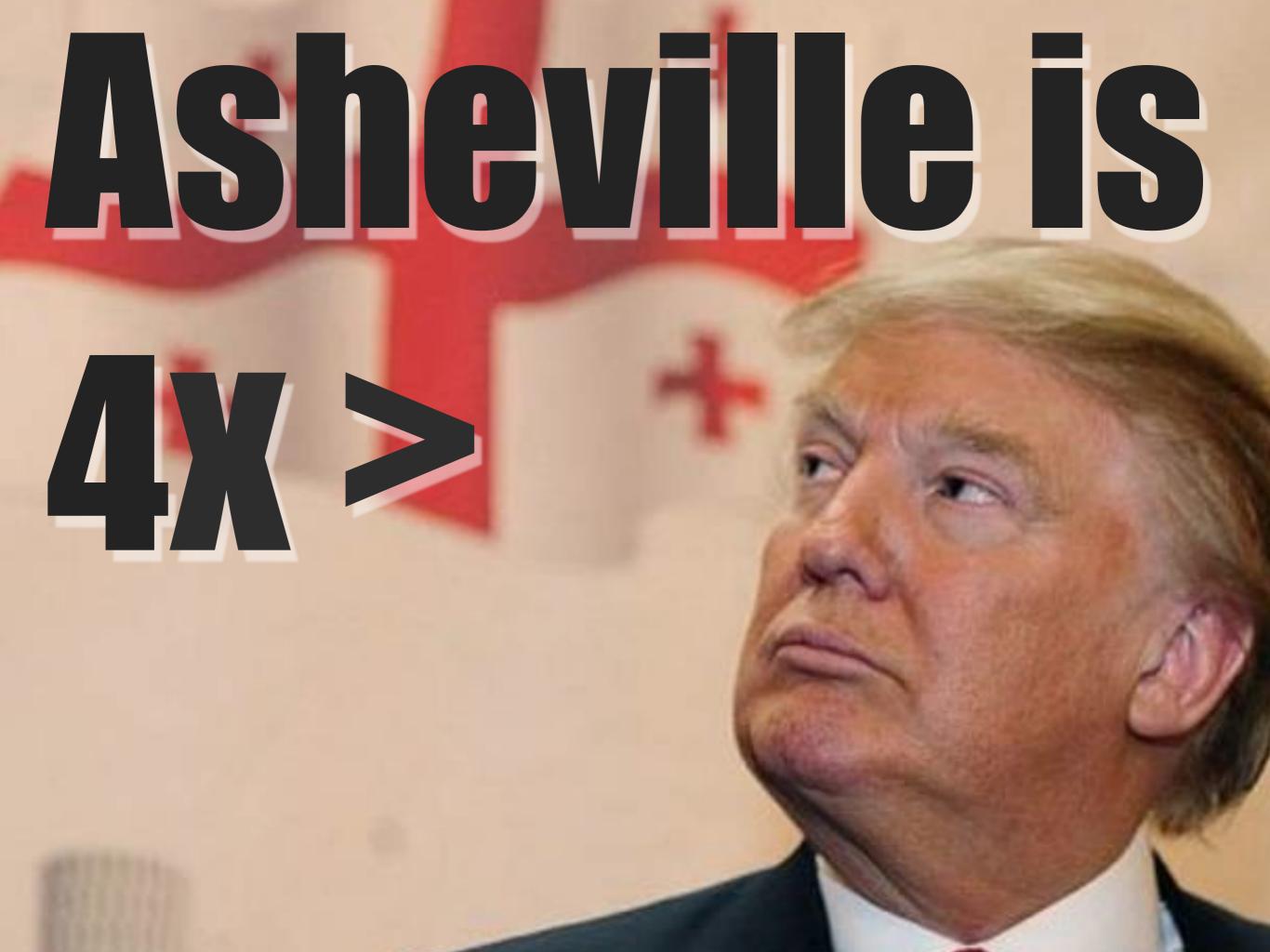


County Property Taxes/Acre Ratio Difference of 36 City Sample Set, in 11 States

















Source: forbes.com





Asheville \$12.8B USD

\$631M

Source: forbes.com

If you can't measure it,



Do we balance out the cost?





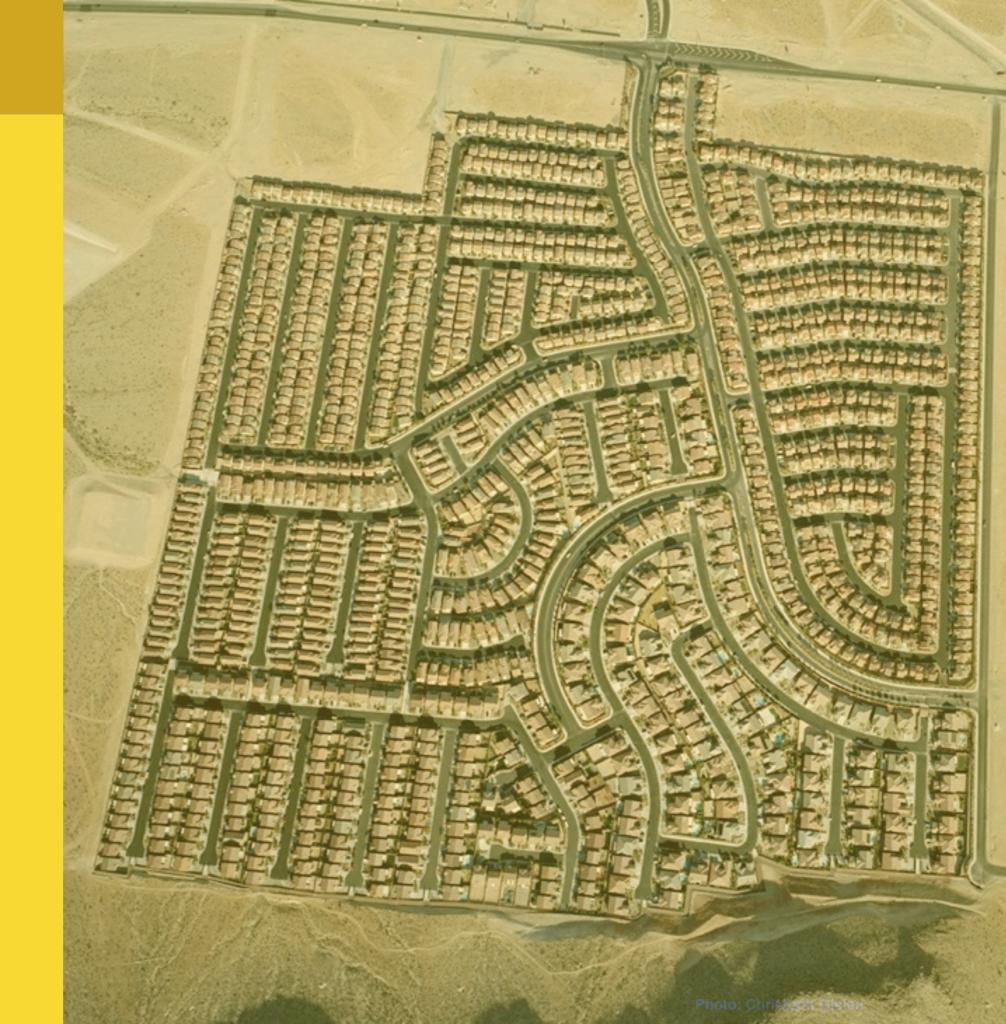
Developer Costs

Soft Costs

- * Permitting
- ⋆ Architect
- * Engineering * Road
- ⋆ Legal Fees
- ⋆ Marketing
- ⋆ Profit

Hard Costs

- * Land Cost
- * Buildings
- * Sidewalks
- ⋆ Sewer
- ⋆ Water
- * Buildings



Developer Costs

Soft Costs

- * Permitting
- * Architect
- * Engineering
- * Legal Fees
- * Marketing
- * Profit

Hard Costs

- * Land Cost
- ⋆ Buildings
- ⋆ Road
- * Sidewalks
- * Sewer
- * Water
- ⋆ Buildings

Municipal Costs

Service Cost

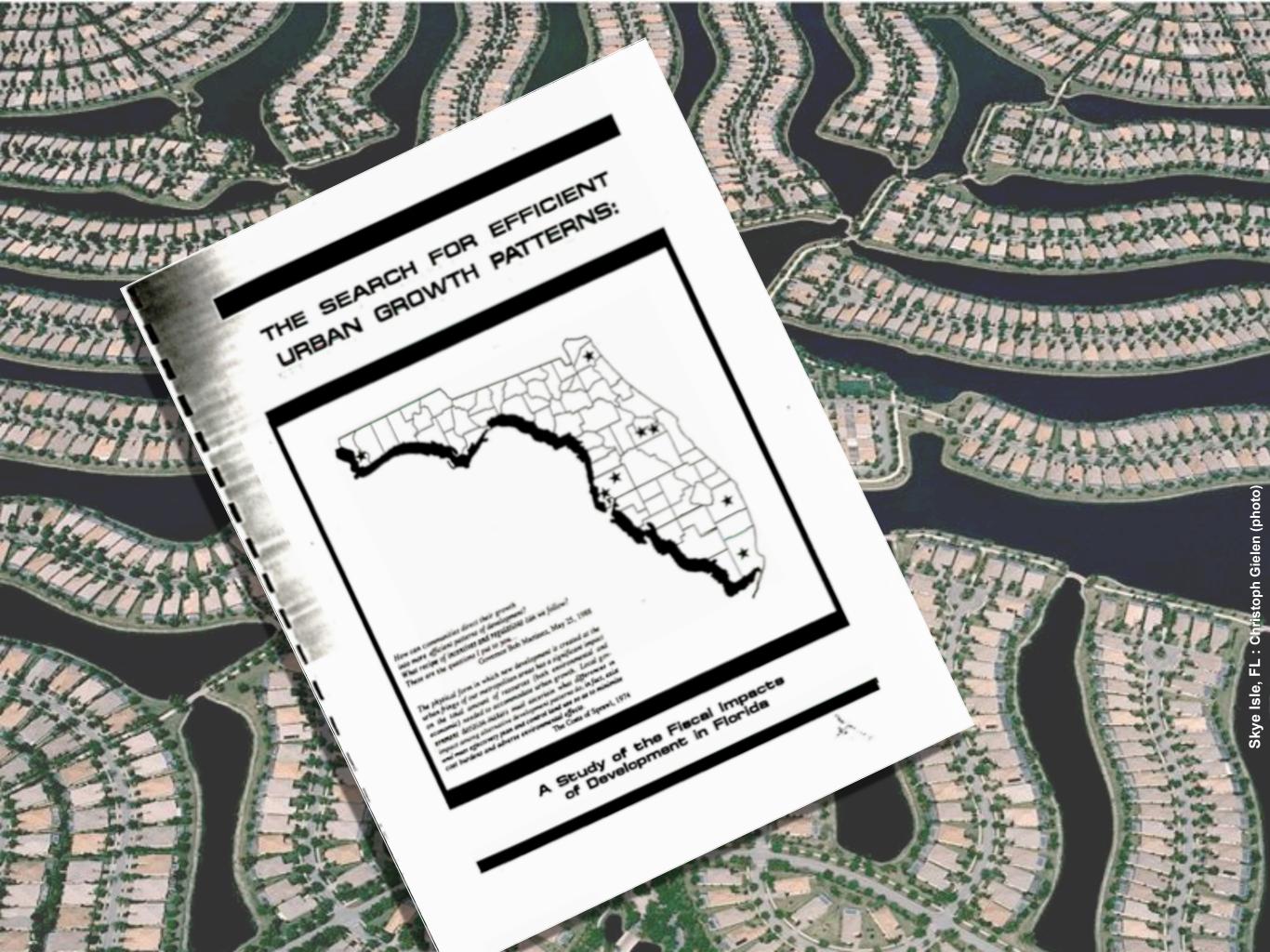
- ⋆ Police
- * Fire
- ⋆ Government ⋆ Parks
- ⋆ Schools
- ⋆ Economic

Hard Costs

- * Roads to here
- ⋆ Public buildings
- * Sewer
- * Water







TOTAL EXTERNAL CAPITAL PUBLIC FACILITY COSTS

(Per Single Family Dwelling Unit)

Rank	DSA	Urban Form	Unit Cost
1	Downtown	Compact	\$9,251
2	Southpoint	Contiguous	\$9,767
3	Countryside	Contiguous	\$12,693
4	Cantonment	Scattered	\$15,316
5	Tampa Palms	Satellite	\$15,447
6	University	Linear	\$16,260
7	Kendall	Linear	\$16,514
8	Wellington	Scattered	\$23,960
AVERAGE			\$14,901

TOTAL EXTERNAL CAPITAL PUBLIC FACILITY COSTS

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6	University	Linear	\$16,260
7	Kendall	Linear	\$16,514
8	Wellington	Scattered	\$23,960
AVERAGE	3		\$14,901

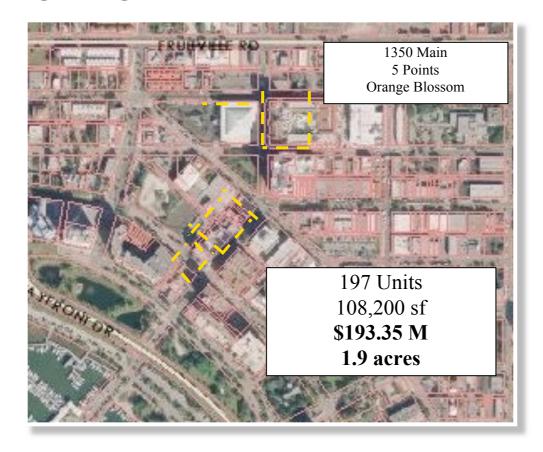
Multi-Family Analysis



NW Corner of Fruitville & I-75

Multi-Family Analysis

Downtown





NW Corner of Fruitville & I-75

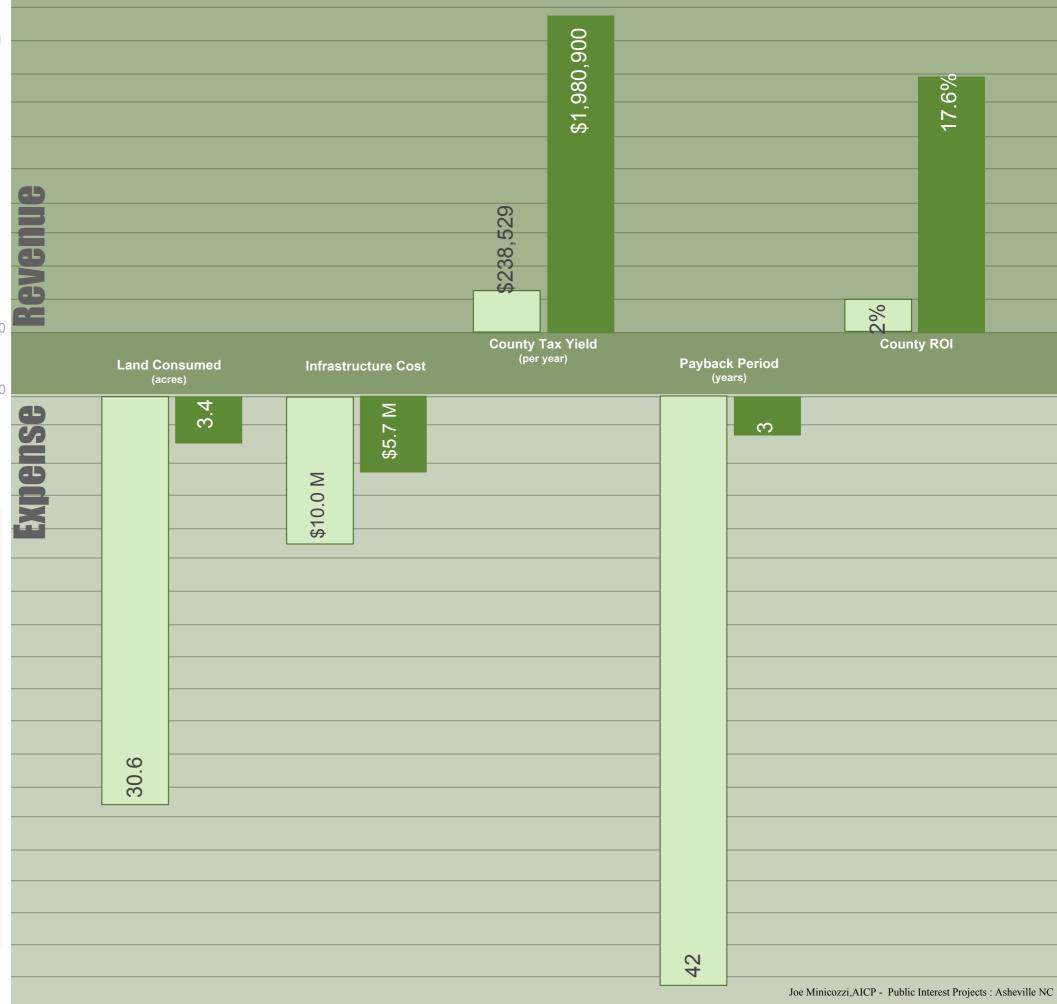
Comparing the cost of 357 units of multi-family housing in Sarasota County



Downtown Sarasota



100 Marlin Lakes Circle



Evaluating 357 multi-family units in Sarasota County

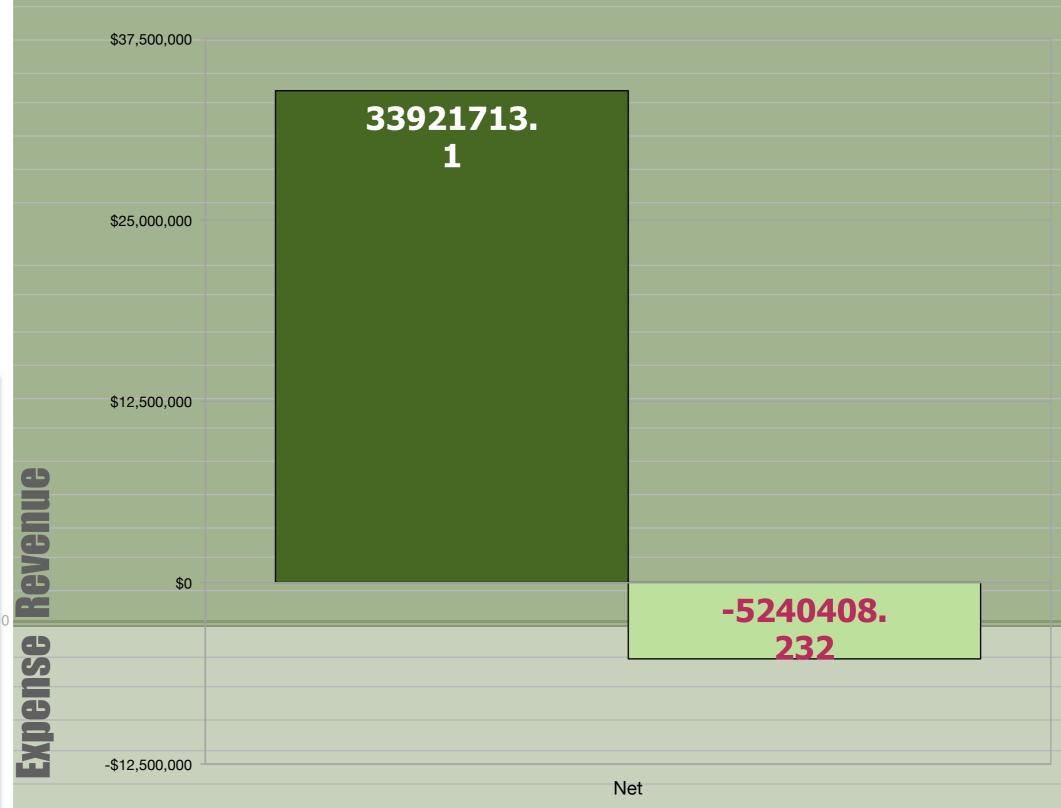


Downtown Sarasota



100 Marlin Lakes Circle

Cumulative - at year 20



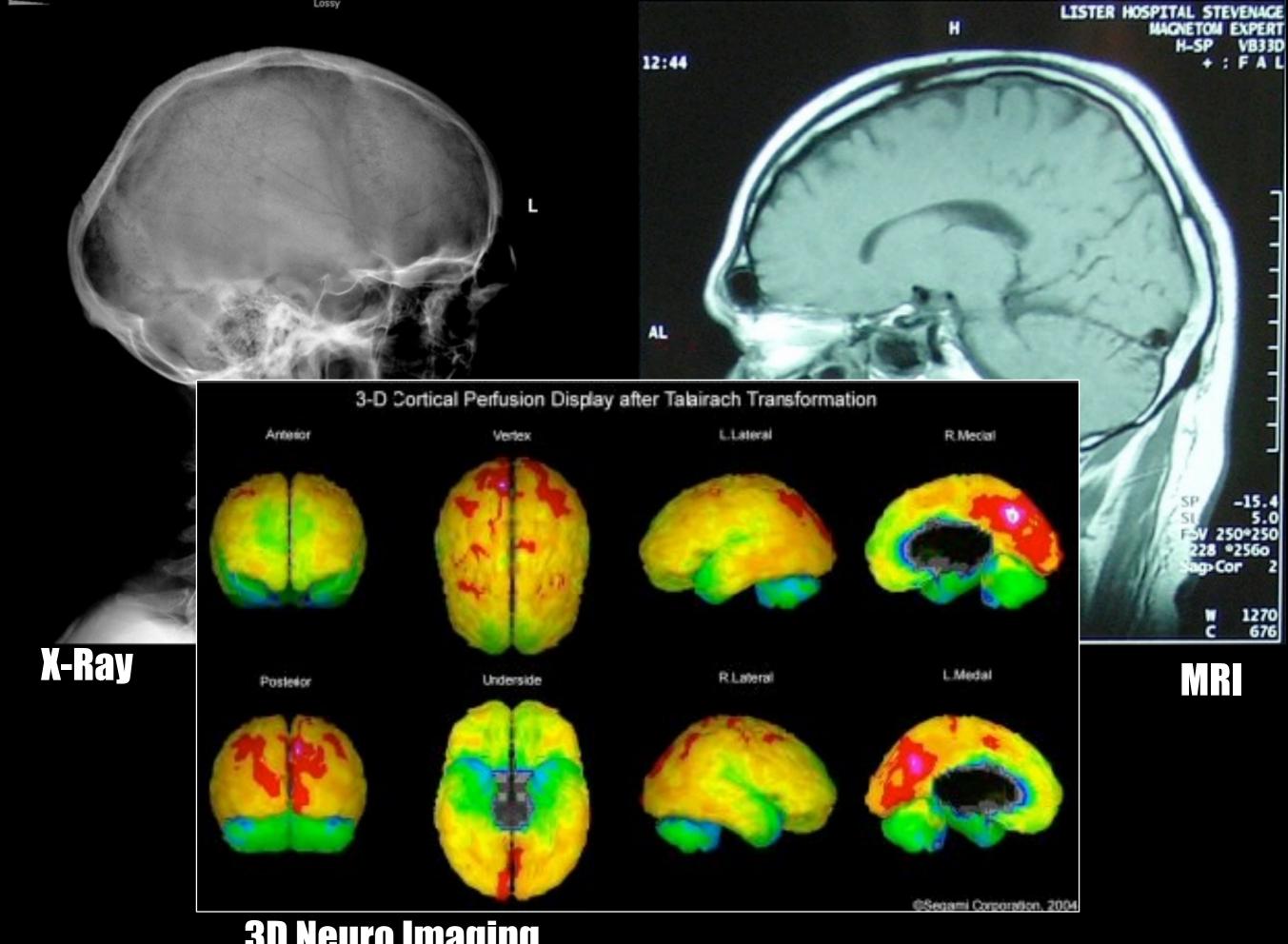
We have but one explicit model of the world and that is built upon economics.

Money is our measure, convenience is its cohort, the short term is its span, and the devil may

DESIGN
WITH NATURE
IAN L MCHARG

IAN MCHarg
Design With Nature
1969

take the hindmost is the morality.



3D Neuro Imaging

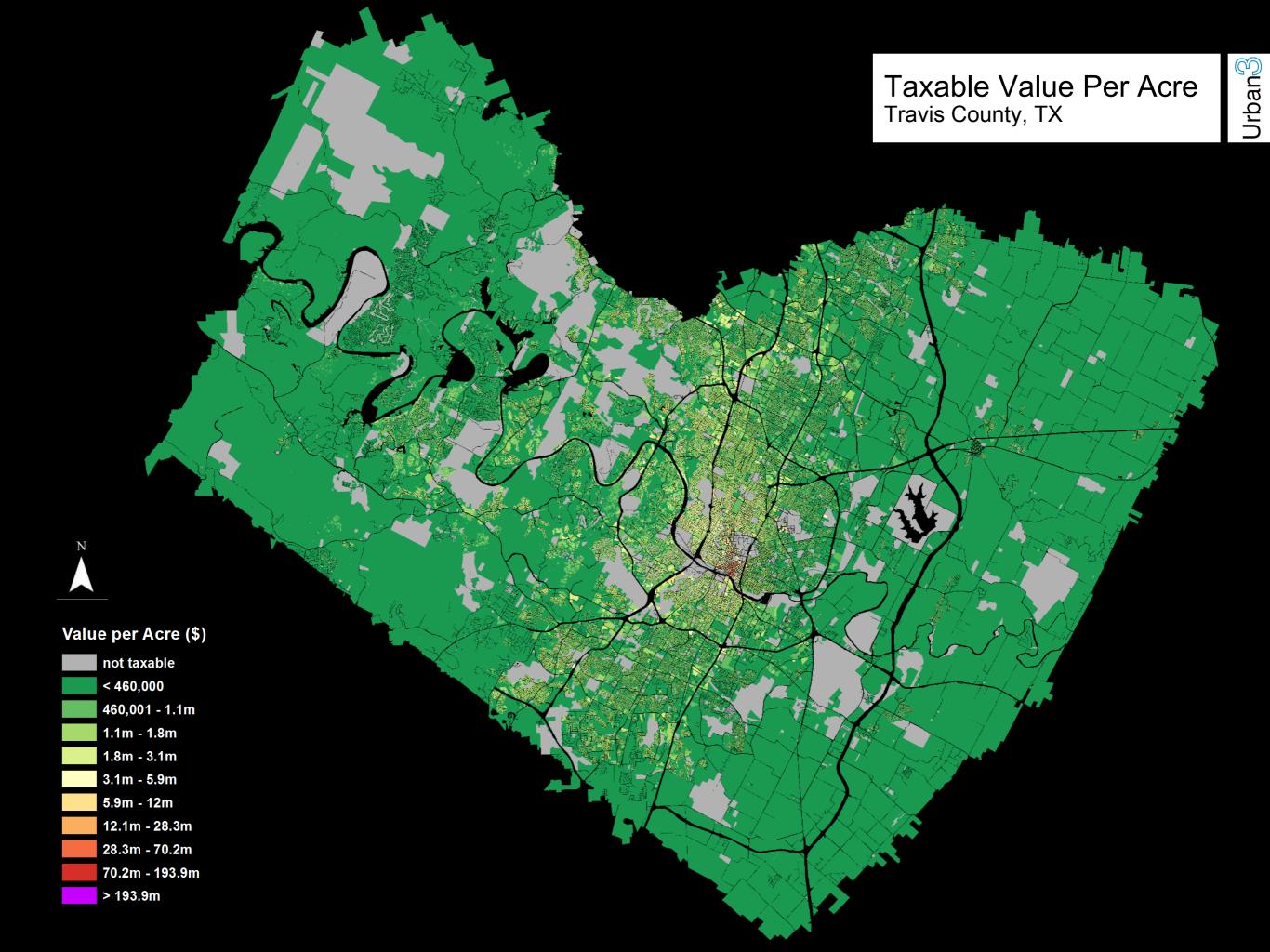
Money Is Our Measure



What are the numbers for Travis County?

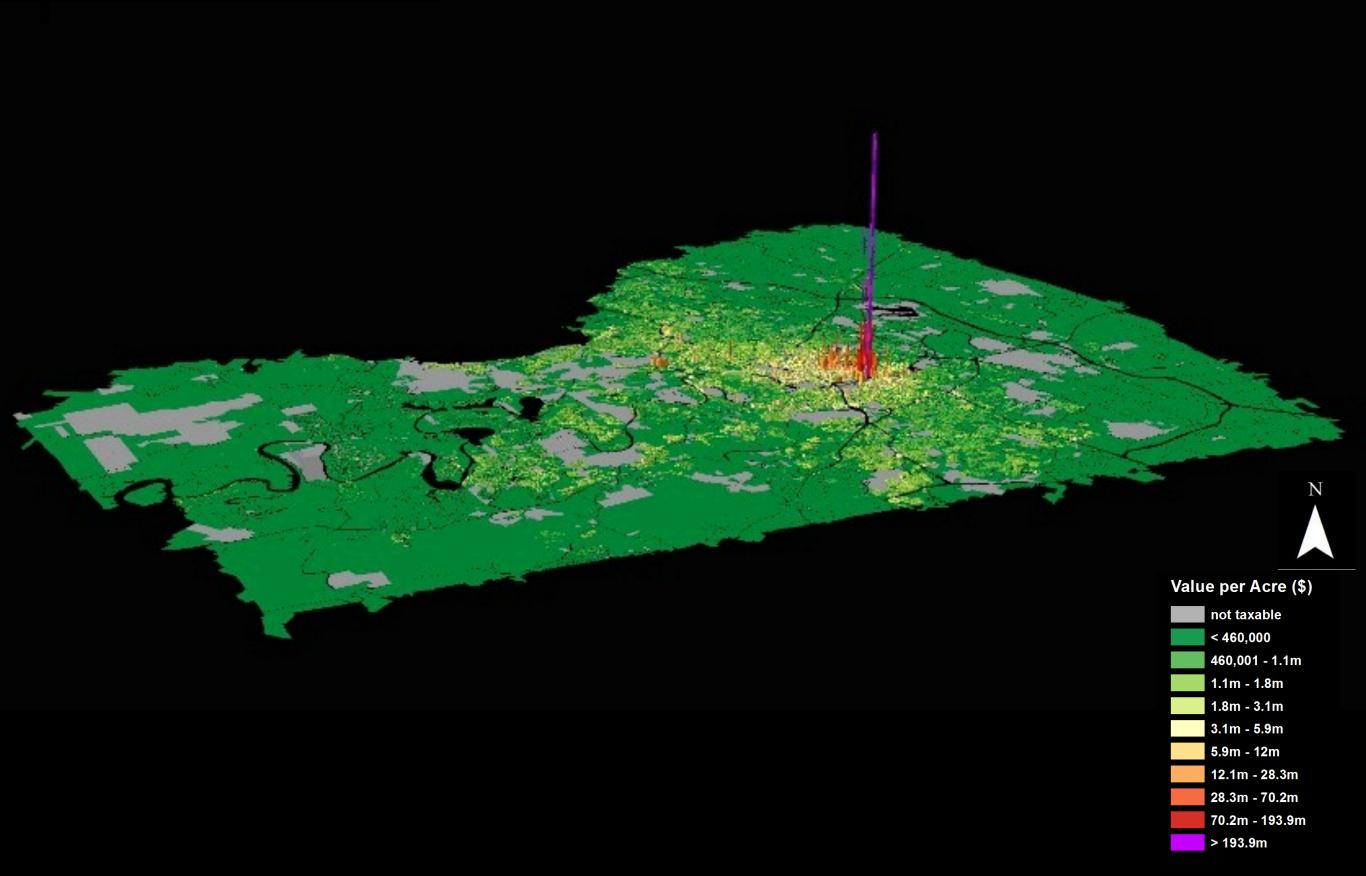




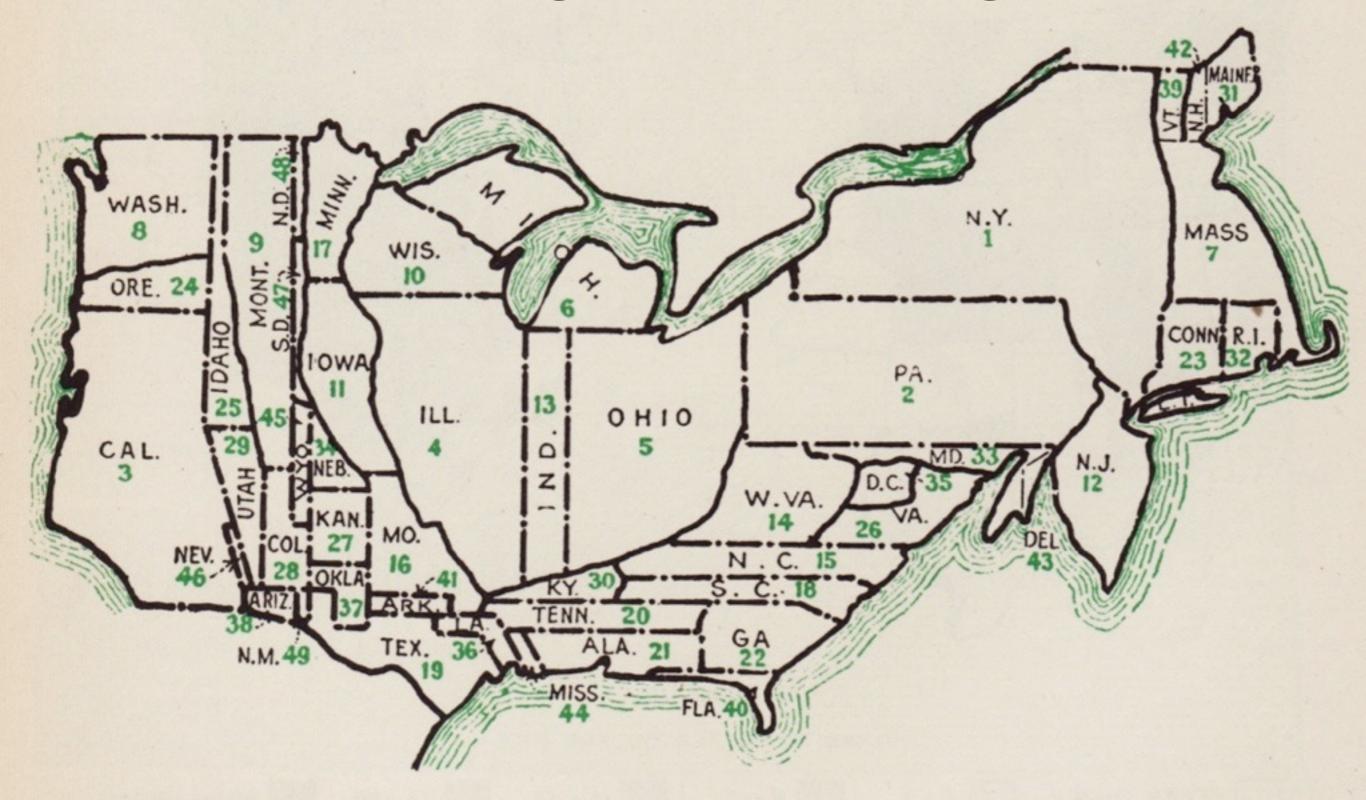


Taxable Value Per Acre

Travis County, TX

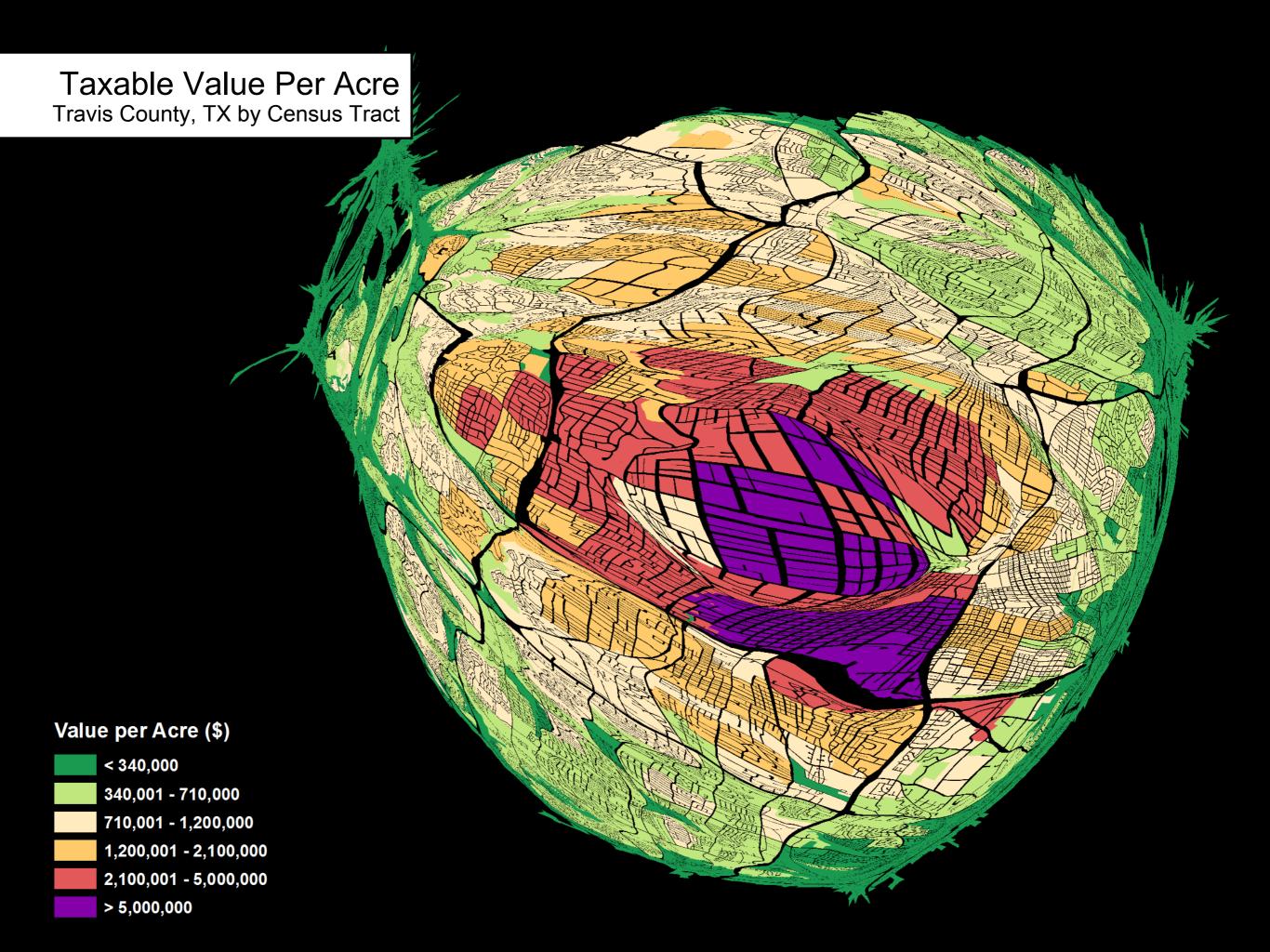


Cartogram Mapping

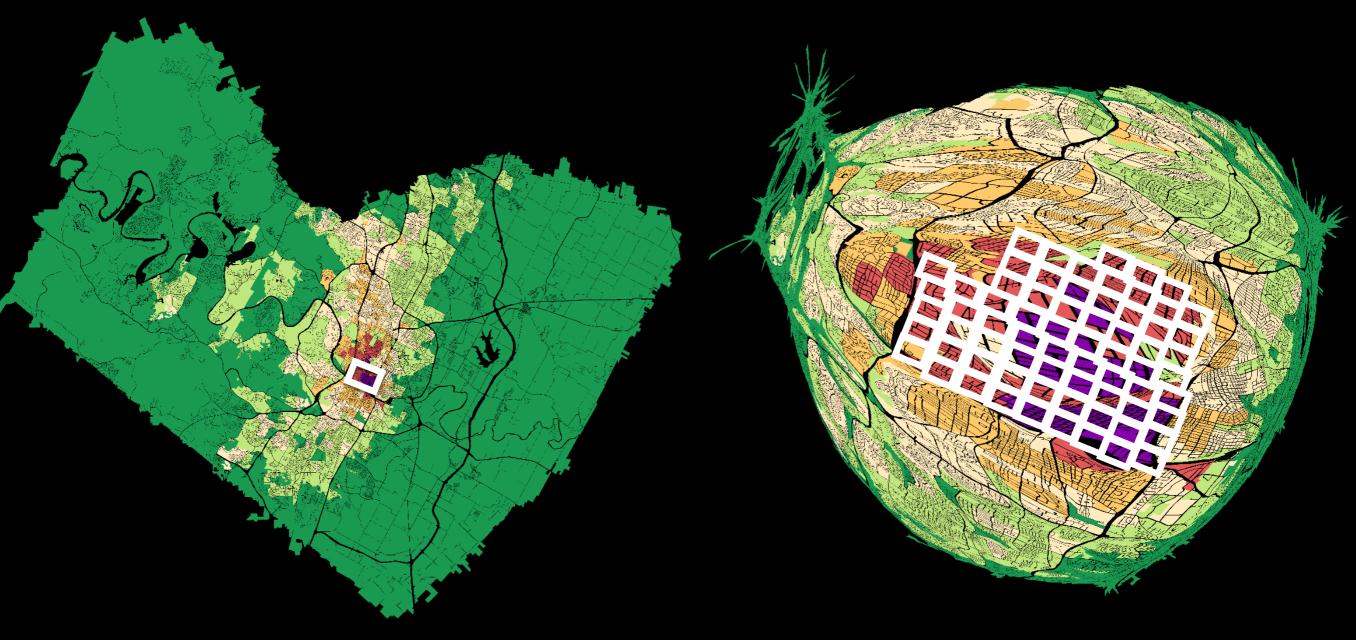


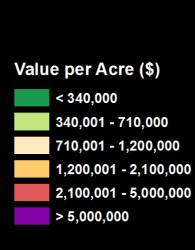
Literary Digest, April 23, 1921.

Relative Size of Each of the United States If Based on Electrical Energy Sold for Light and Power in 1921.

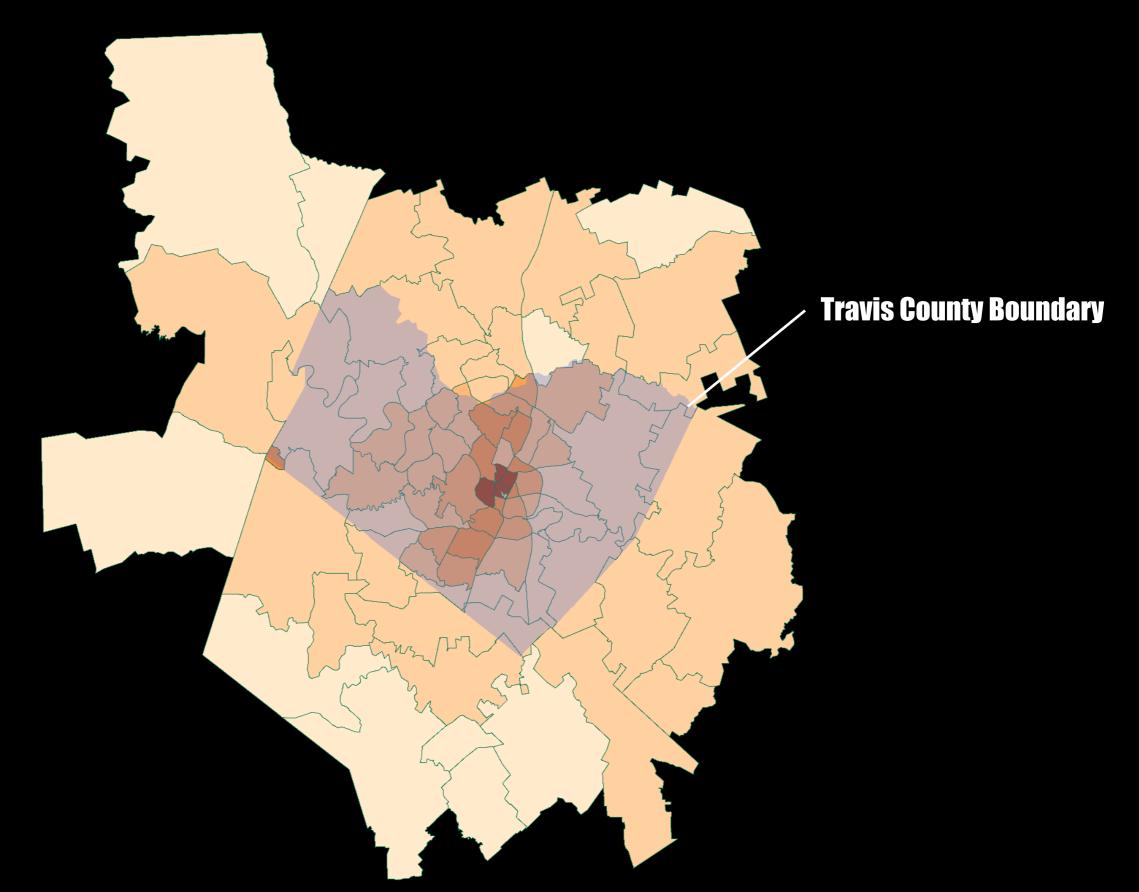


Taxable Value Per Acre Travis County, TX by Census Tract



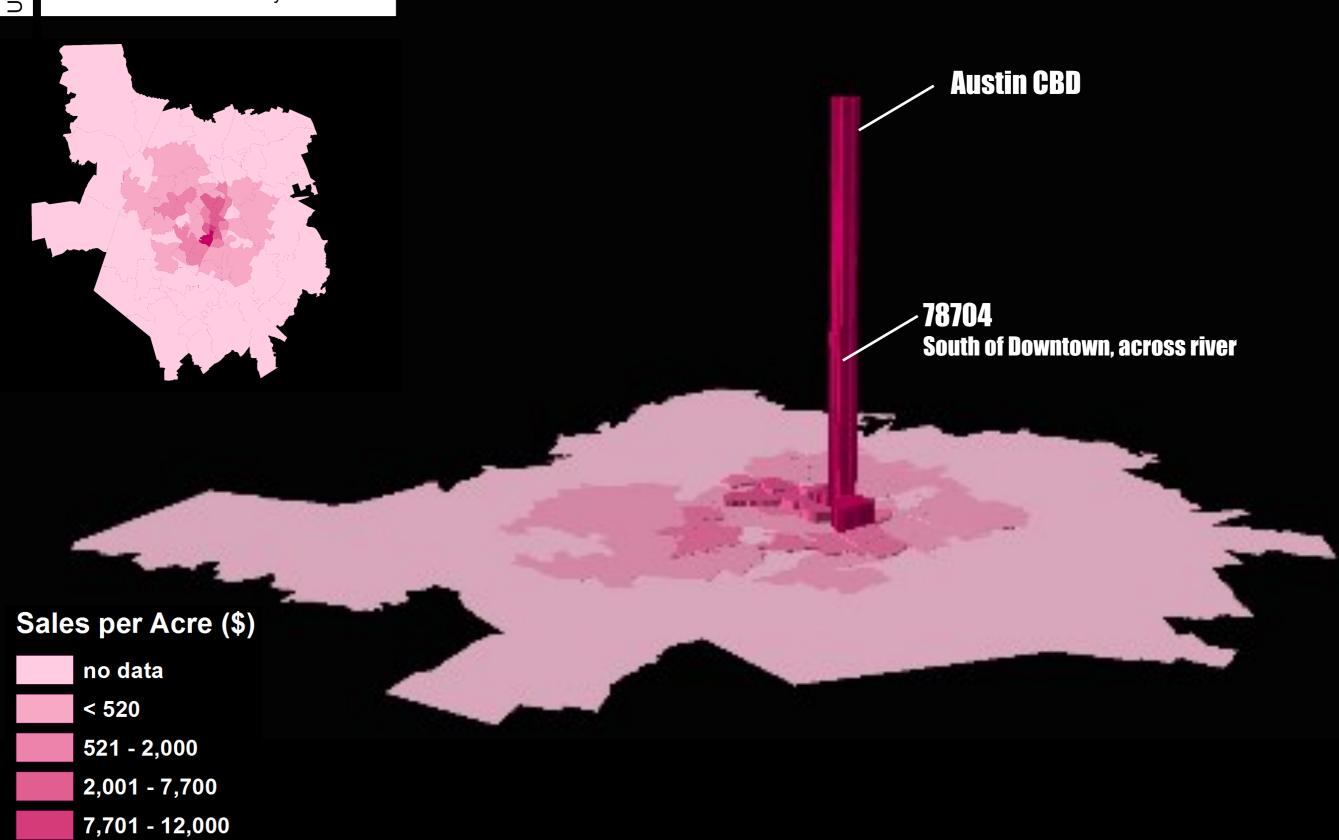


Taxable Sales by Zipcode, Study Area

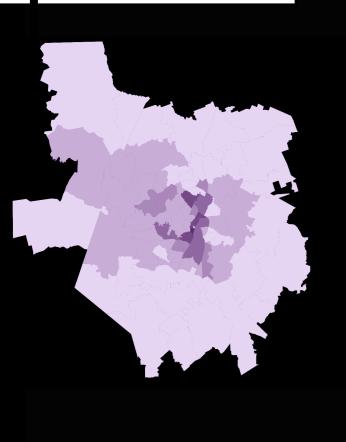


Mixed Beverage Sales per Acre Six County Austin Area

> 12,000



Hotel Sales per Acre Six County Austin Area



78756Rosedale and Burnet Road area

Austin CBD

Sales per Acre (\$)

no data

< 380

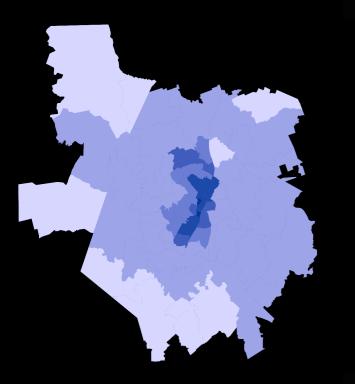
381 - 1,100

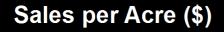
1,101 - 4,900

4,001 - 21,000

> 21,000

Retail & Food Sales per Acre Six County Austin Area





no data

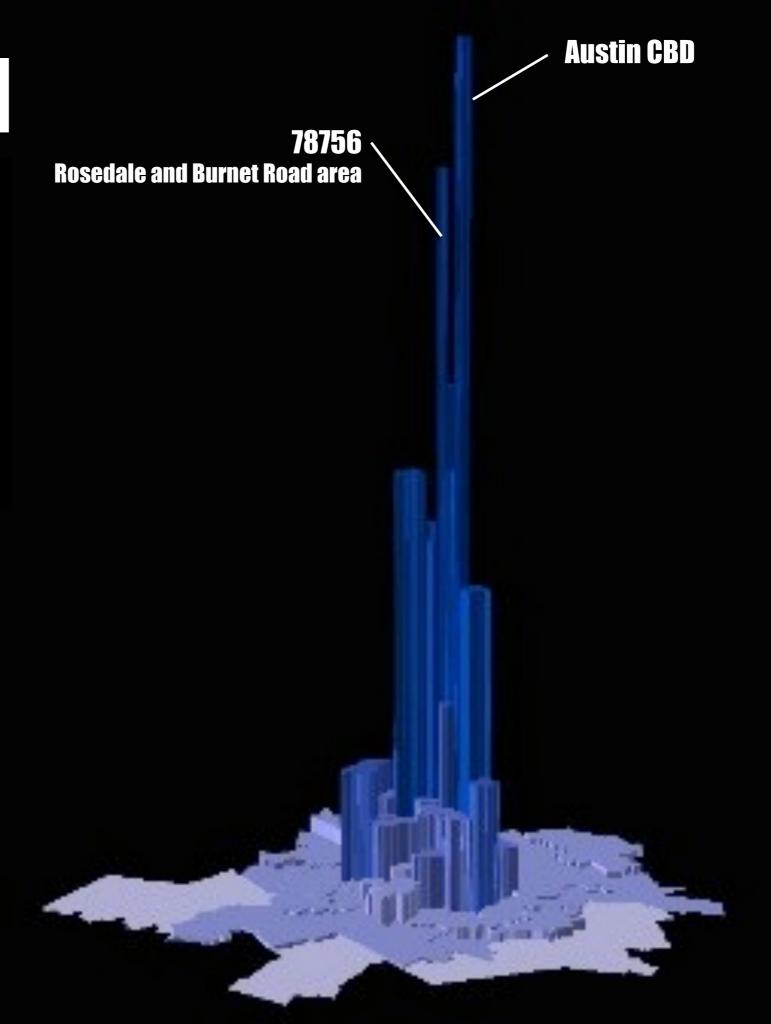
< 32,600

32,601 - 82,400

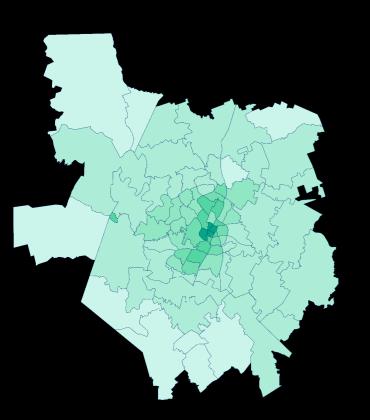
82,401 - 168,000

168,001 - 436,000

> 436,000



Total Combined Sales per Acre Six County Austin Area



Rosedale and Burnet Road area

Sales per Acre (\$)

no data

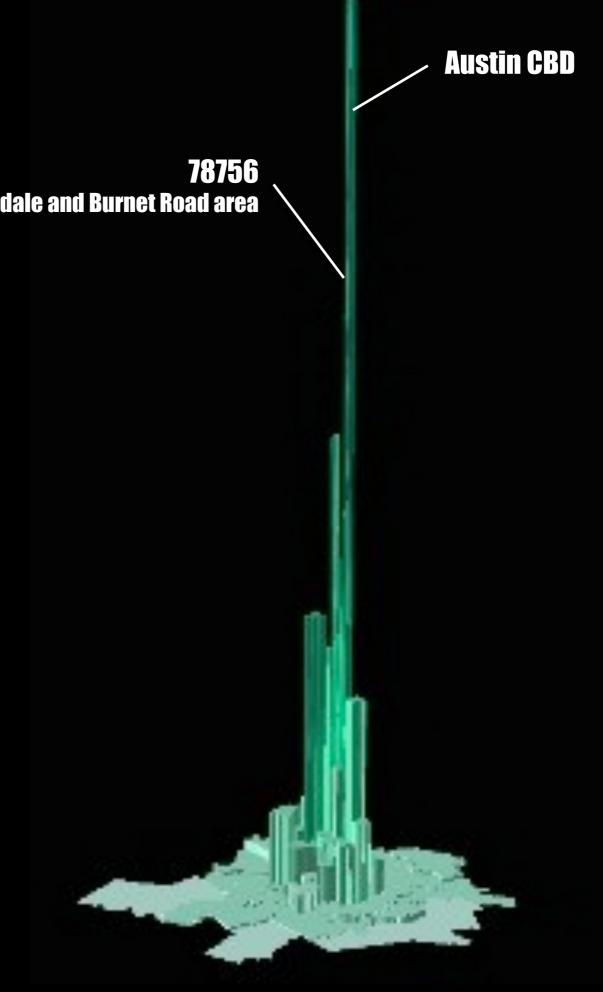
< 32,900

32,901 - 174,000

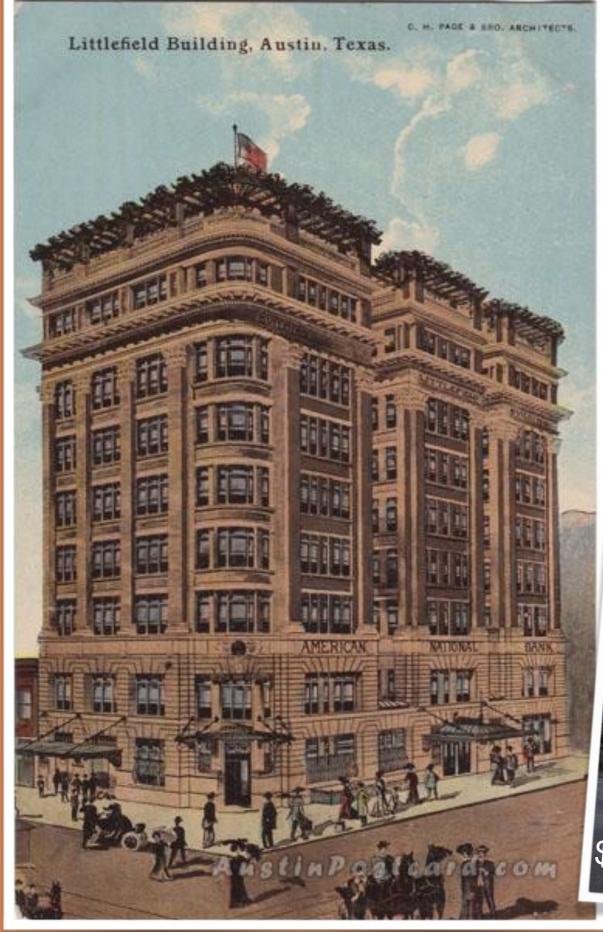
174,001 - 327,000

327,001 - 618,000

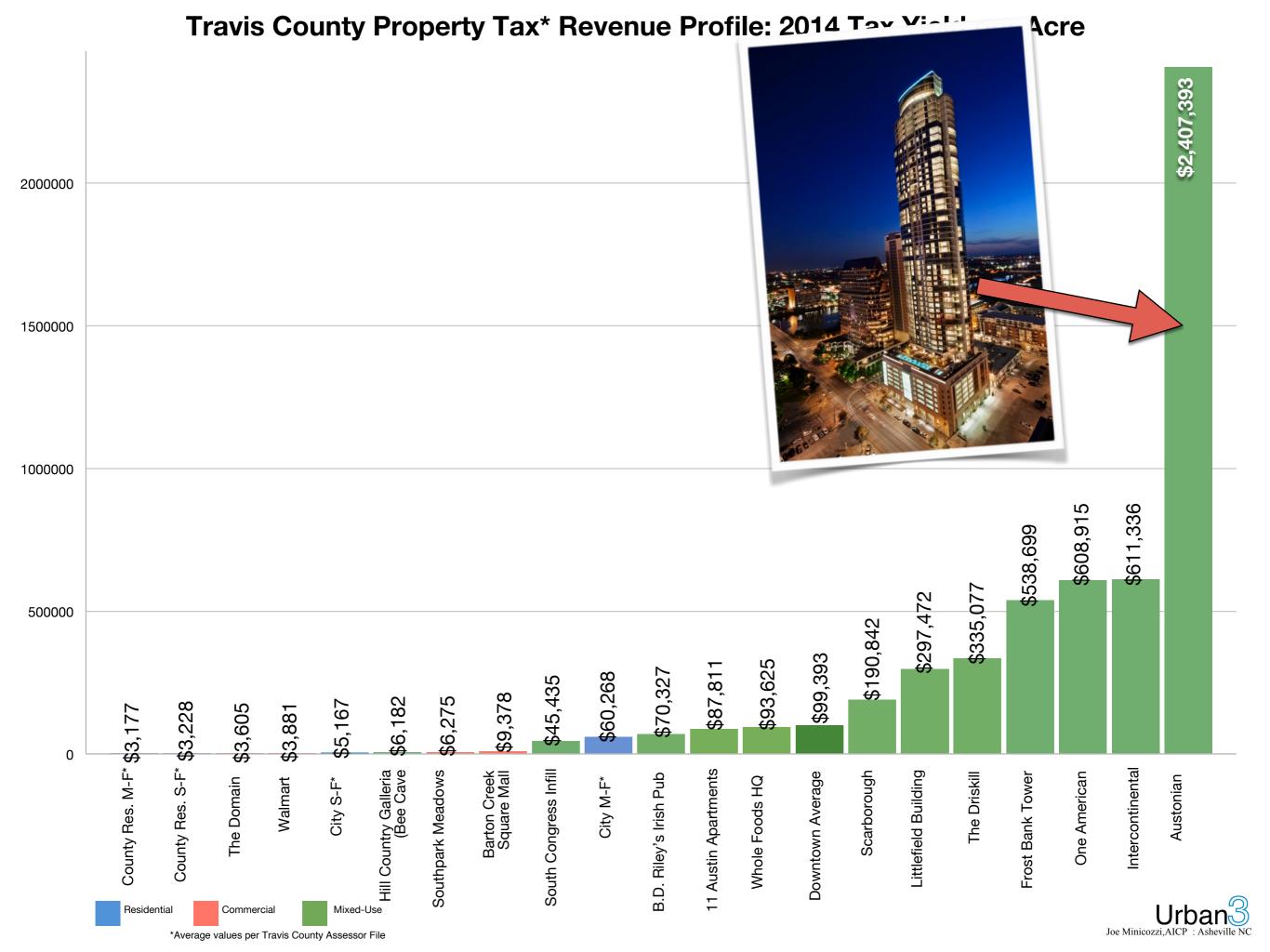
> 618,000



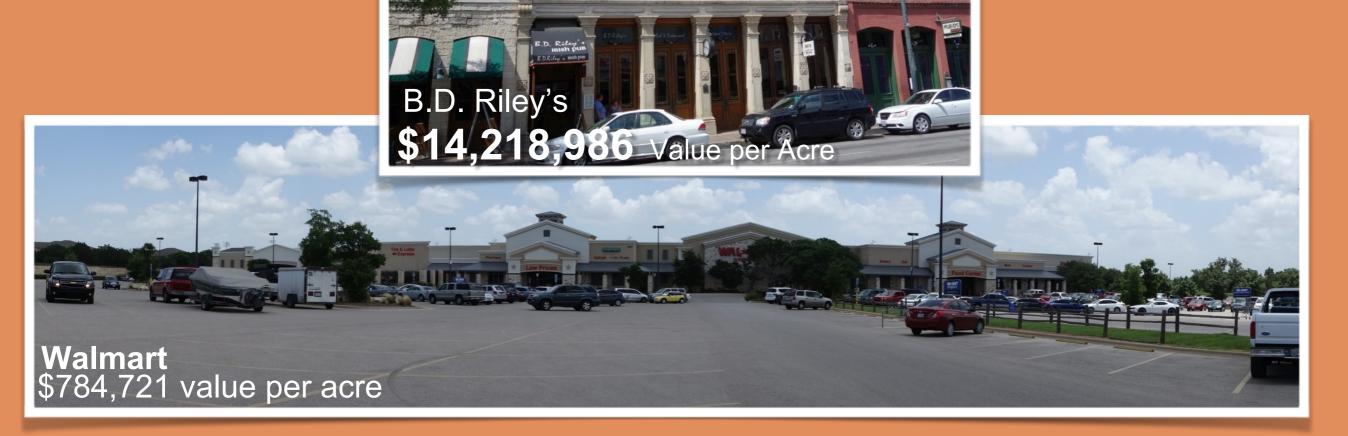








Travis County Property Tax Revenue Profile: 2014



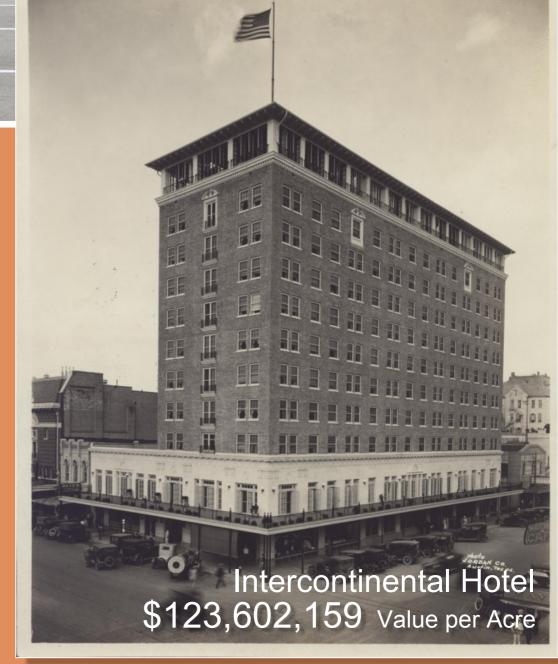
1.1 acres of B.D. Riley's would equal the **20.4 acre** Walmart



Travis County Property Tax Revenue Profile: 2014



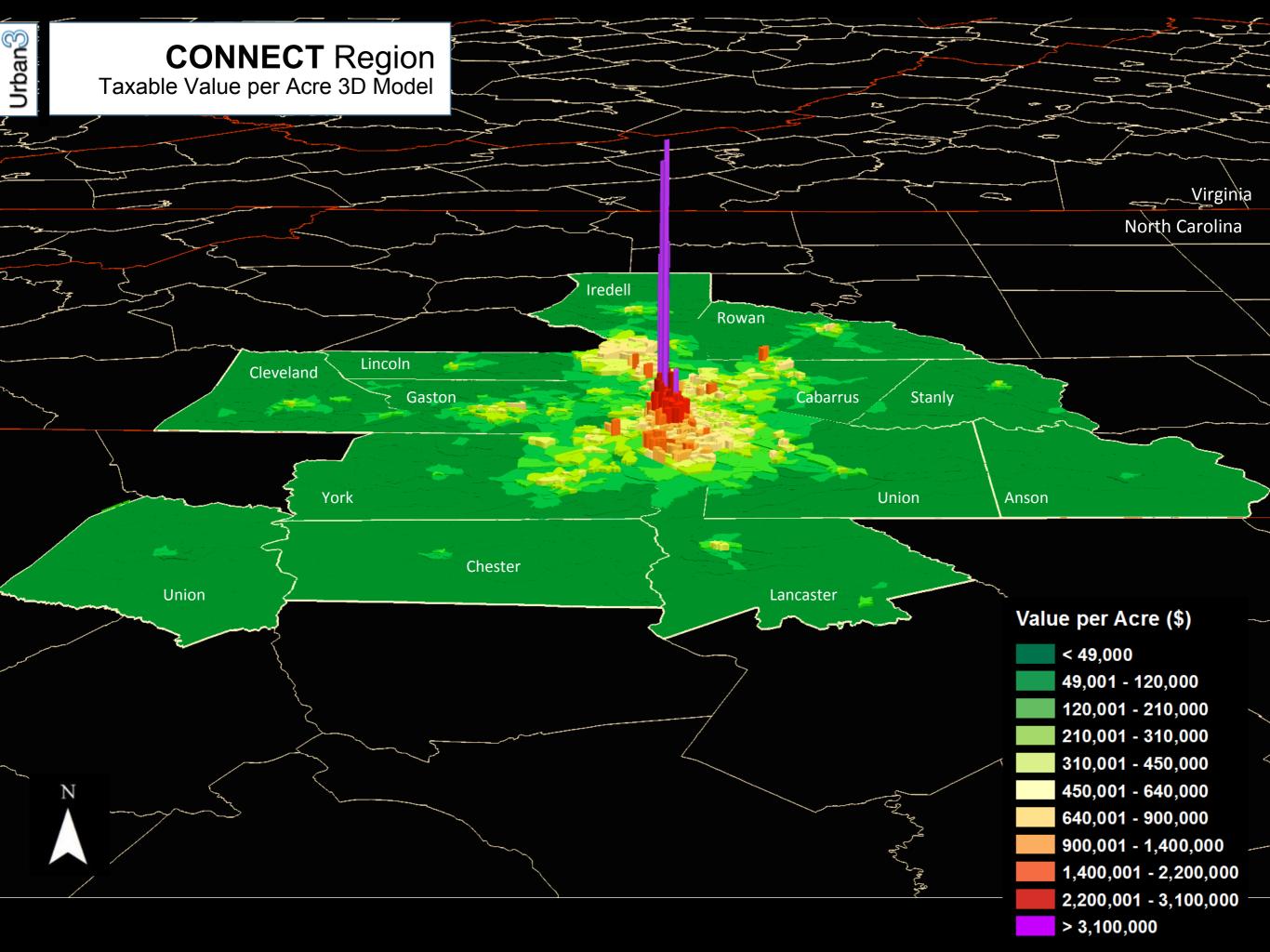
1.8 acres of Stephen F.Austin would equal the172.1 acre SouthparkMeadows power center





What are the numbers for the Charlotte MSA?



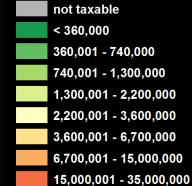


City of Charlotte, NC

Taxable Value per Acre

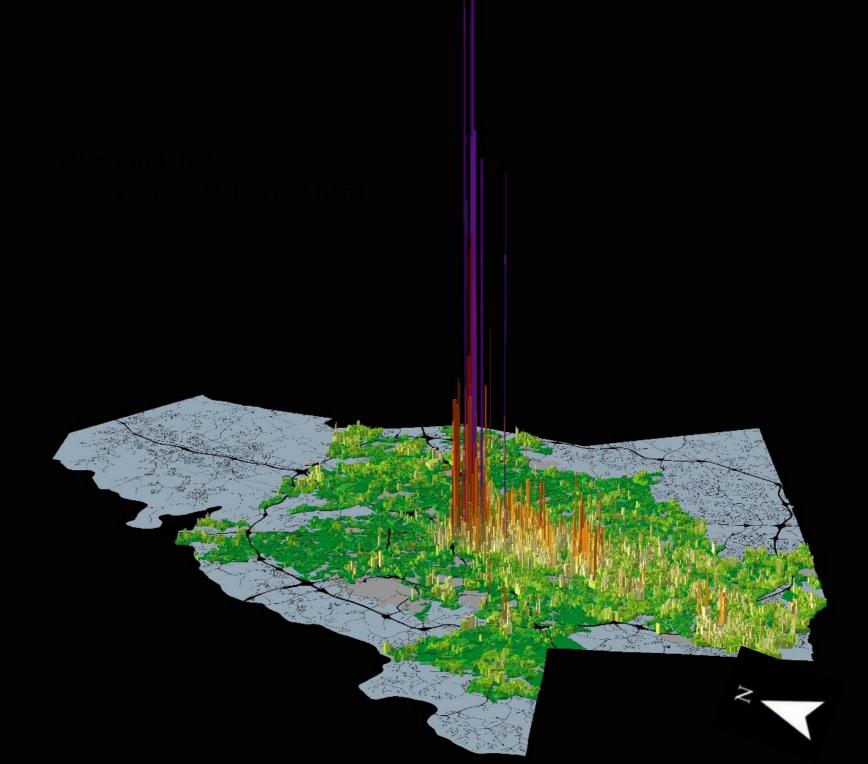


Value per Acre (\$)



> 73,000,000

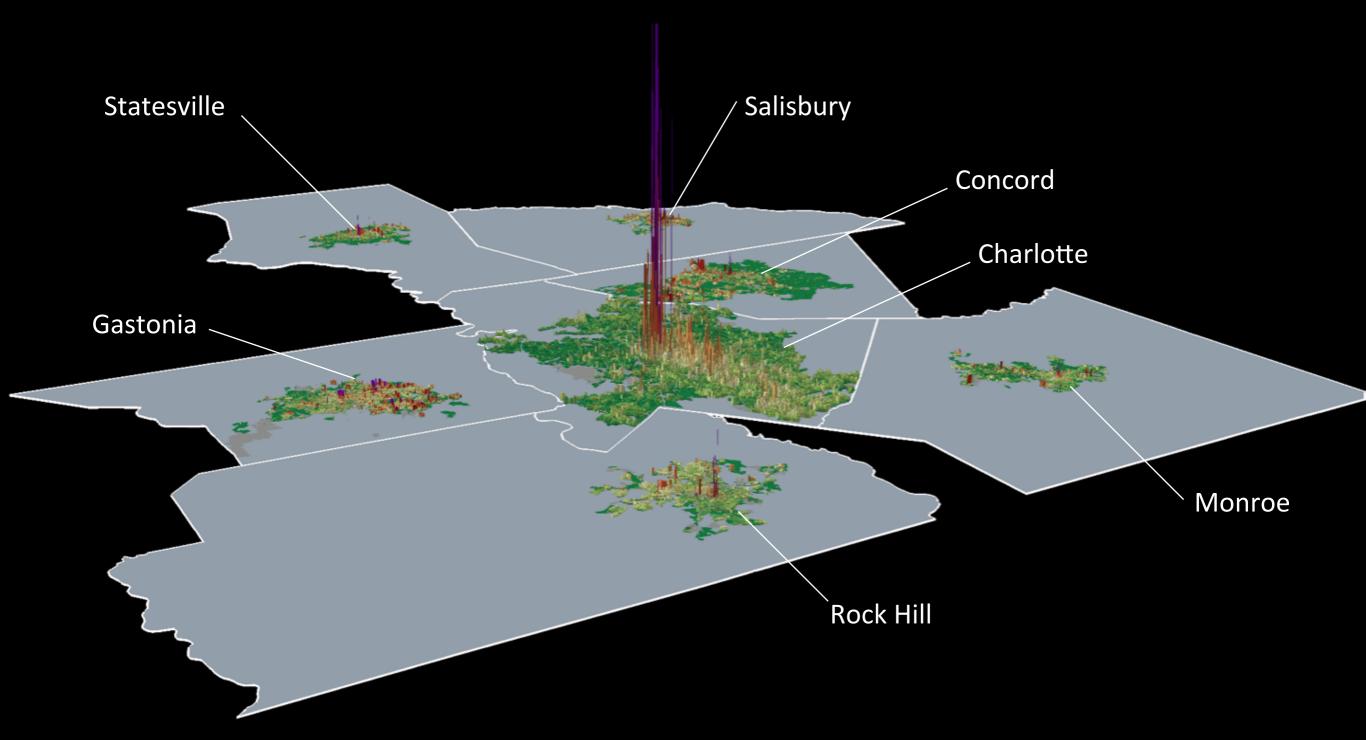
35,000,001 - 73,000,000



Peak VPA \$150M/acre

Prime Cities

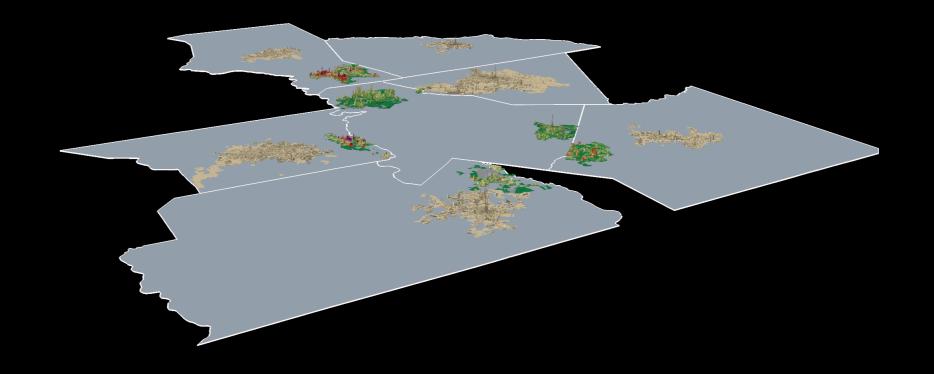
Taxable Value per Acre 3D Models



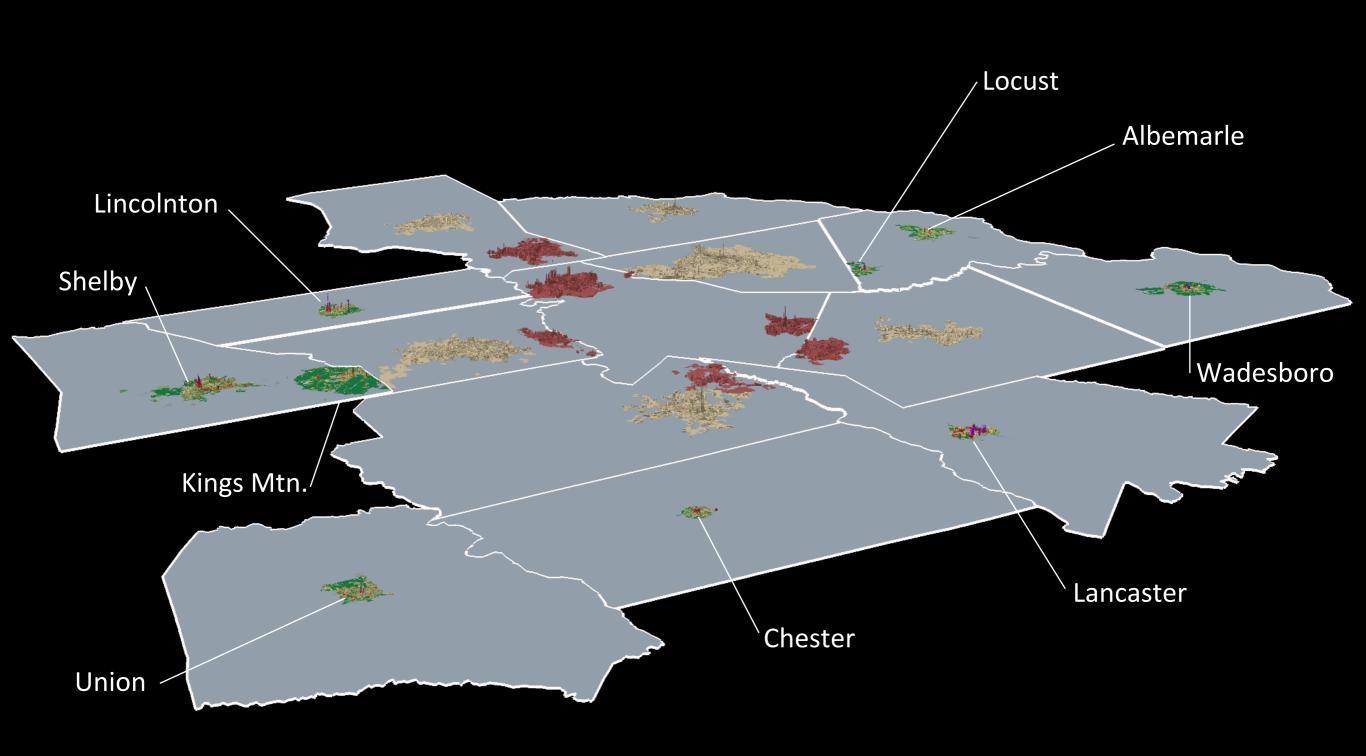




Rural Municipalities Taxable Value per Acre 3D Model



Rural Municipalities Taxable Value per Acre 3D Model





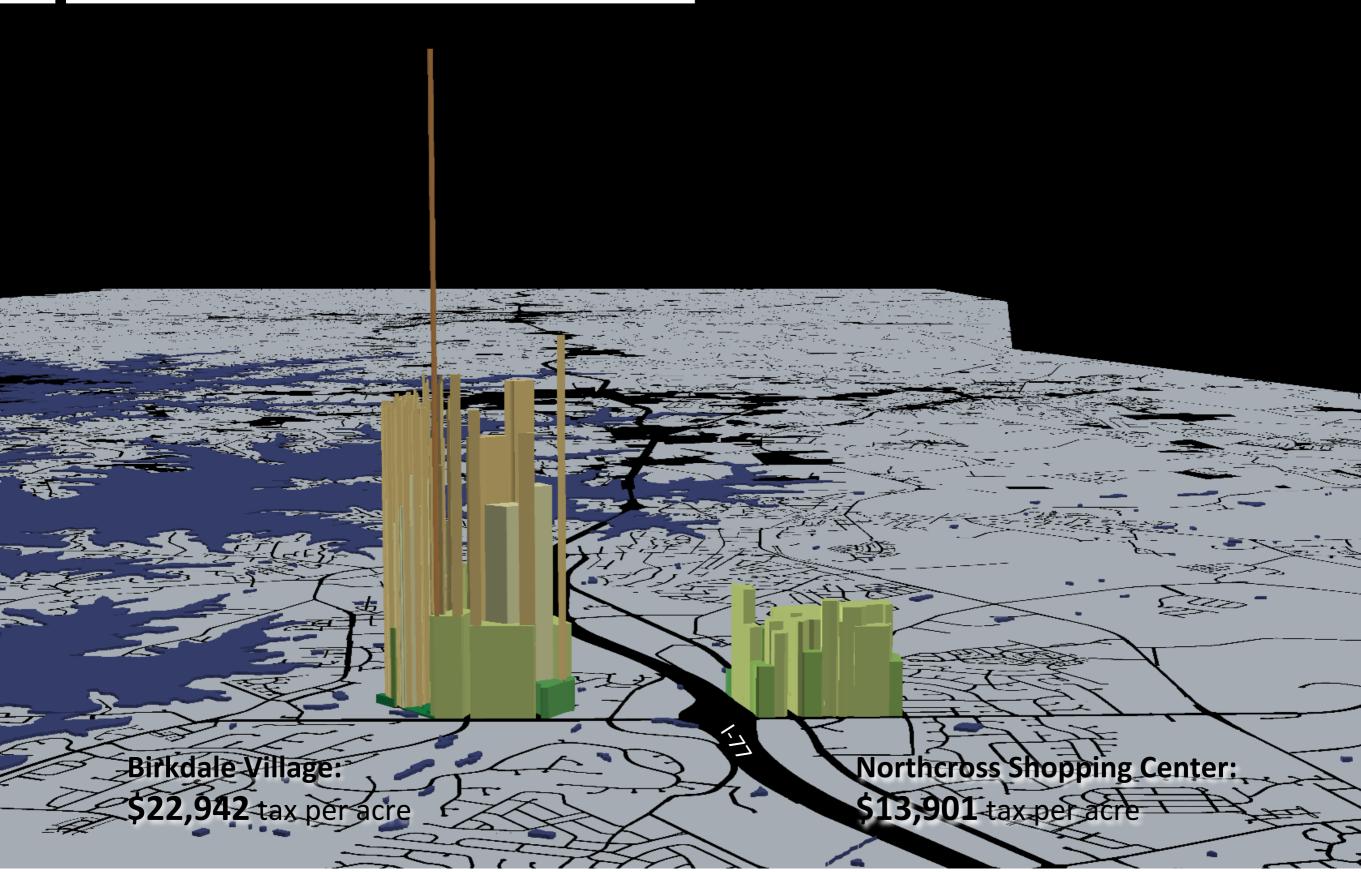
Comparing Community Types Walkable vs. Suburban Centers

I-77 **Walkable Center Suburban Center**



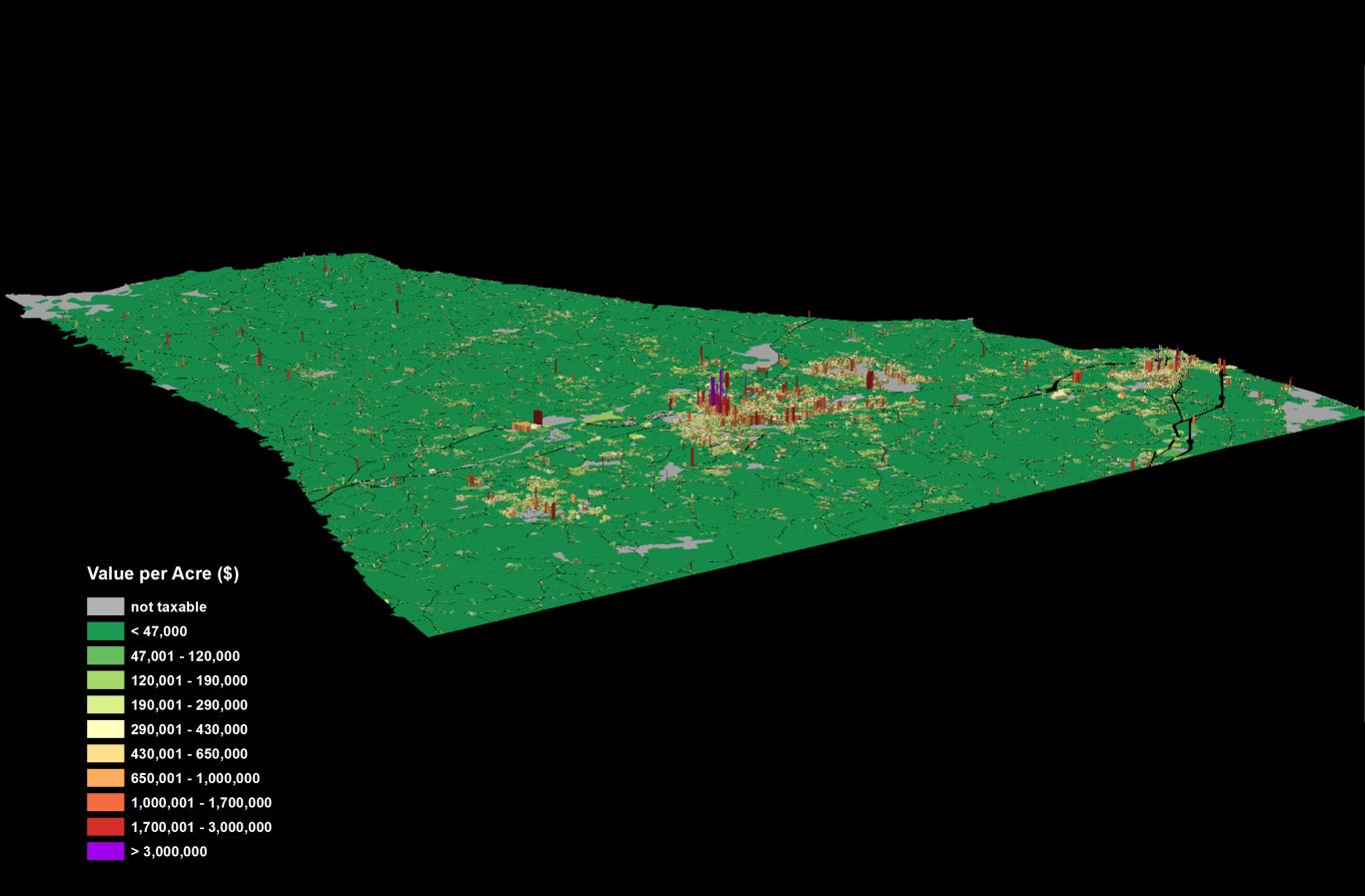
Birkdale Village: **\$22,942** tax per acre **Northcross Shopping Center: \$13,901** tax per acre

Comparing Community Types Walkable vs. Suburban Centers



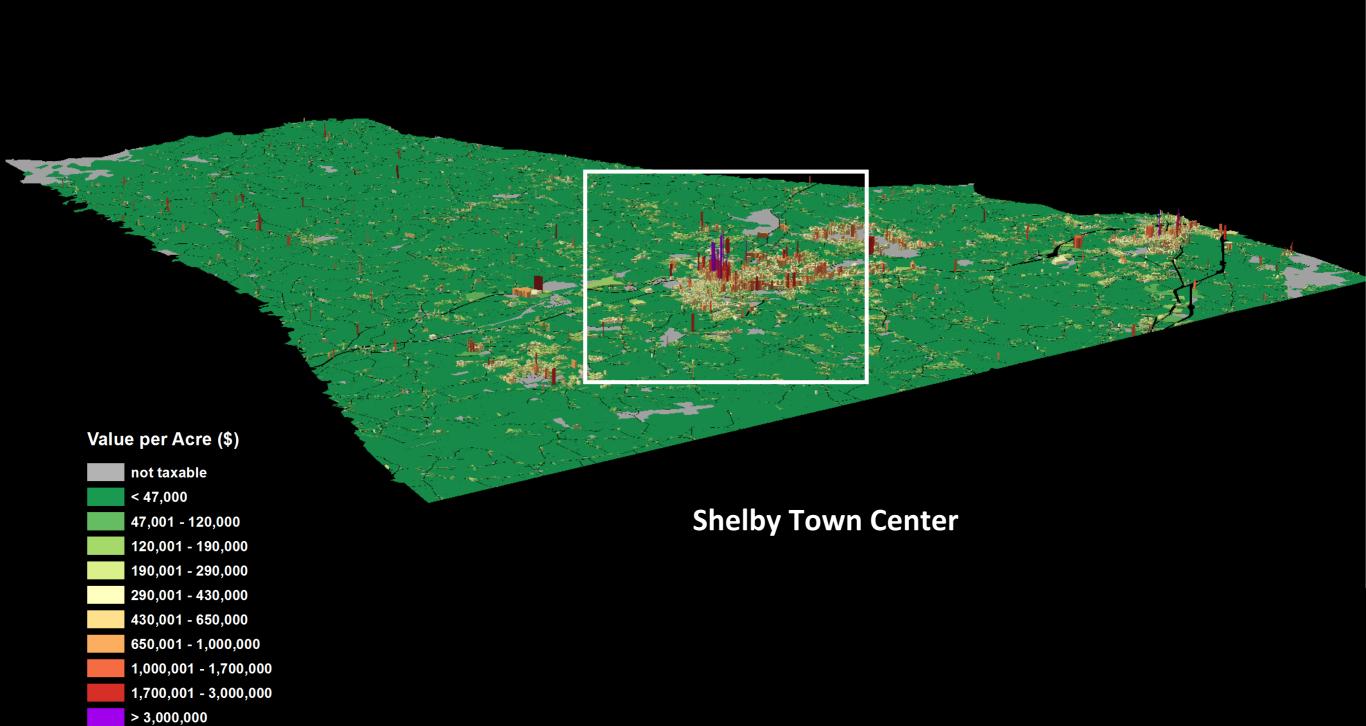
Cleveland County, NC

Taxable Value per Acre



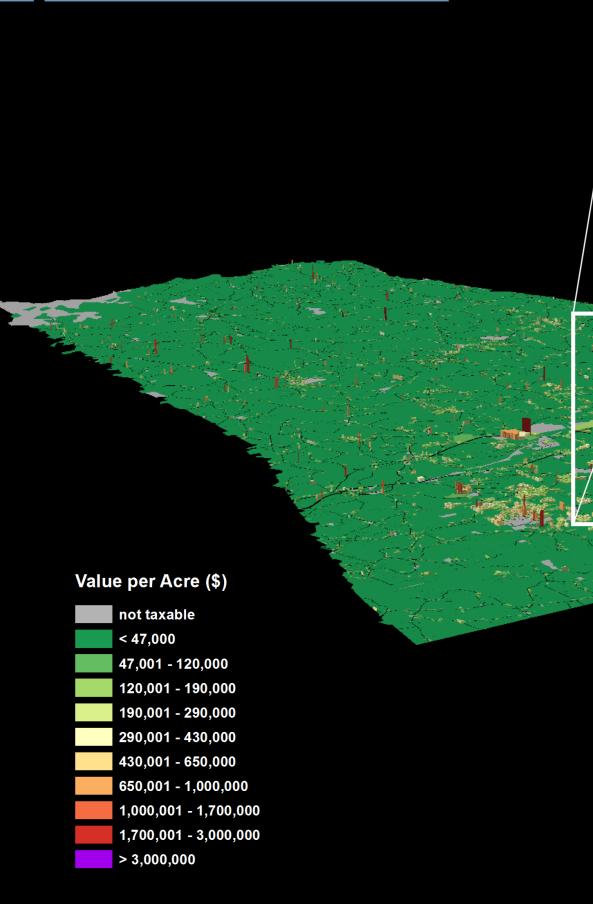
Cleveland County, NC

Taxable Value per Acre



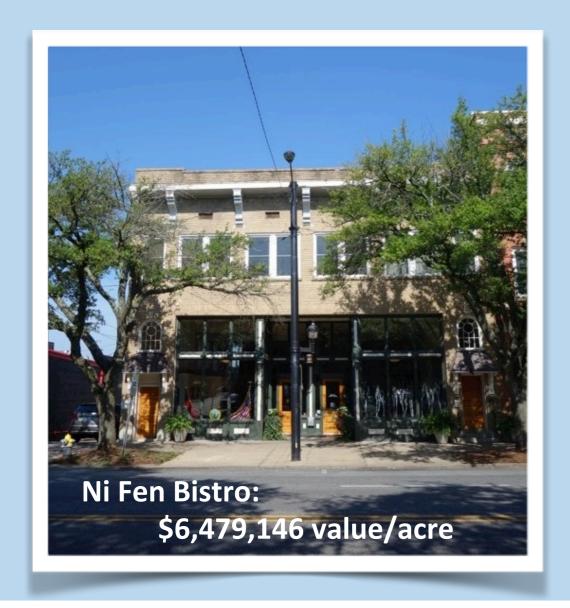
Cleveland County, NC

Taxable Value per Acre





Shelby Town Center \$12,200 taxes/acre



2.1 acres of Ni Fen Bistro buildings would equal the total property taxes of the

40.3 acre

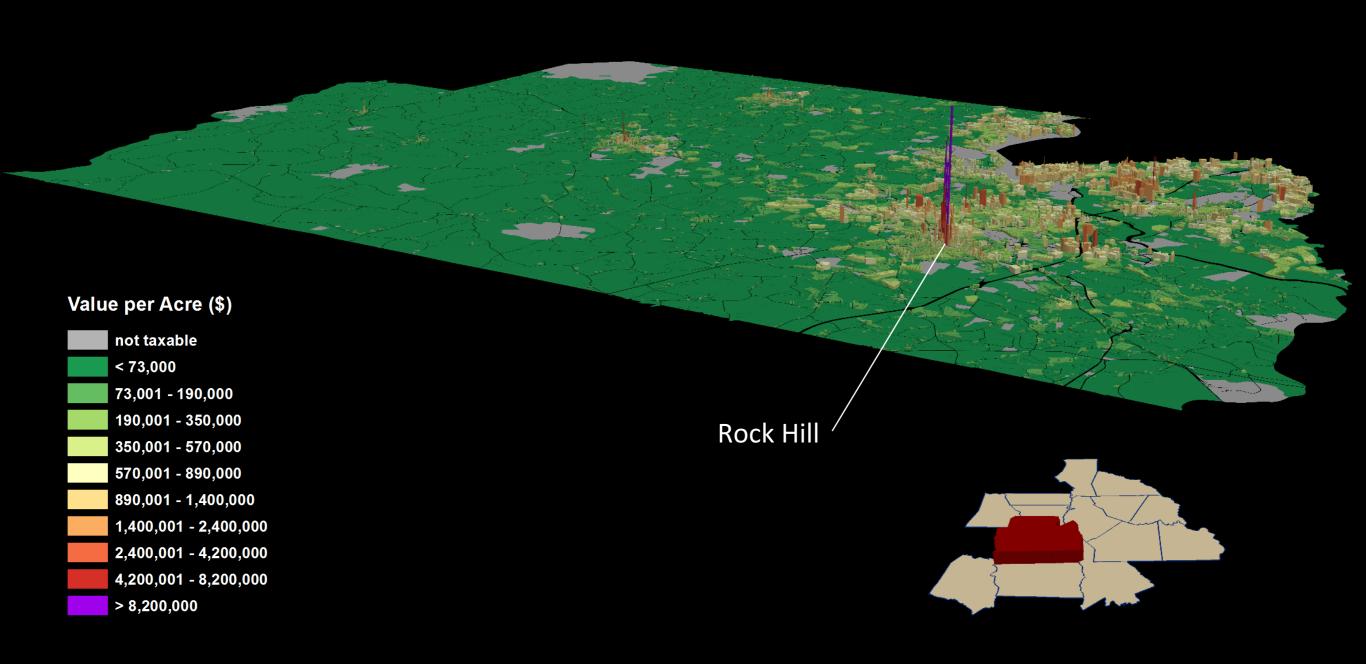
Cleveland Mall.





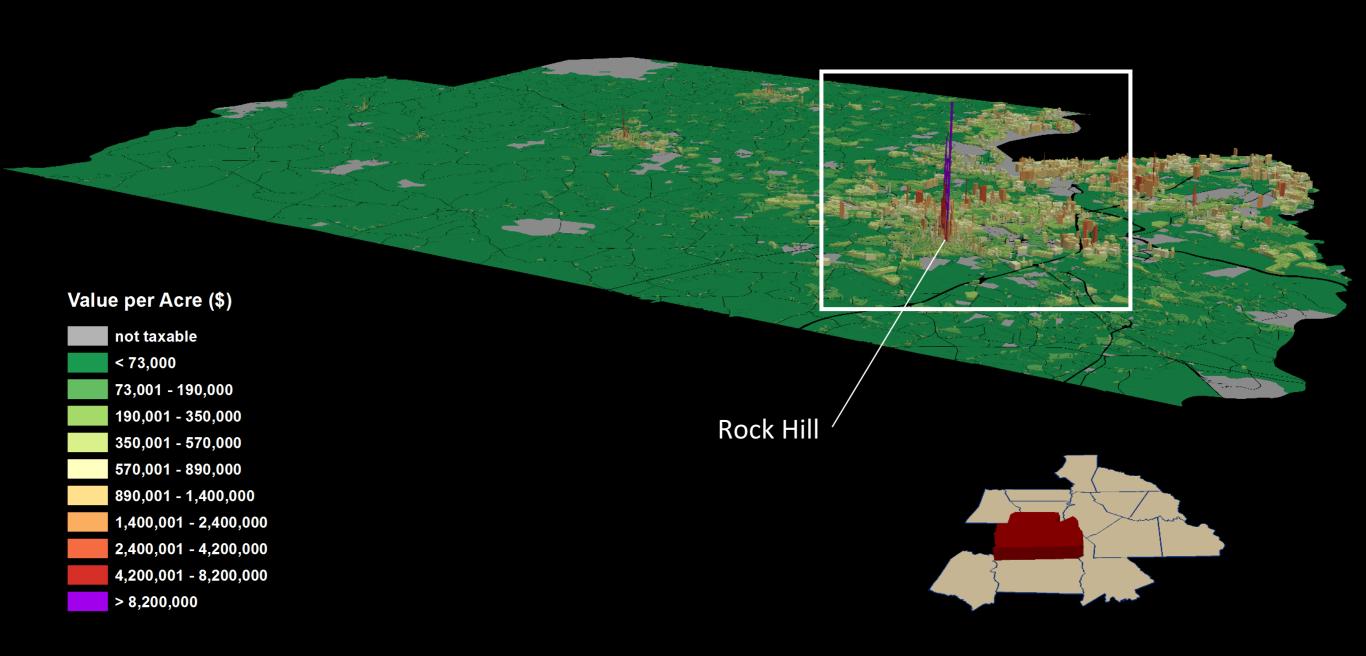
York County, SC

Taxable Value per Acre



York County, SC

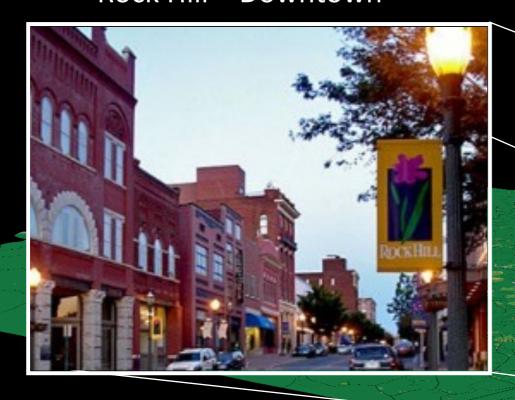
Taxable Value per Acre



York County, SC

Taxable Value per Acre

Rock Hill – Downtown



Value per Acre (\$)

not taxable

< 73,000

73,001 - 190,000

190,001 - 350,000

350,001 - 570,000

570,001 - 890,000

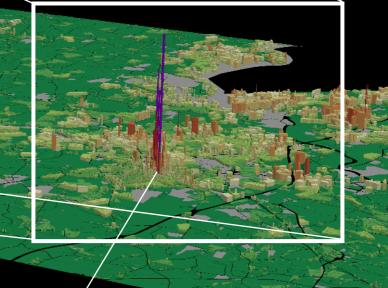
890,001 - 1,400,000

1,400,001 - 2,400,000

2,400,001 - 4,200,000

4,200,001 - 8,200,000

> 8,200,000



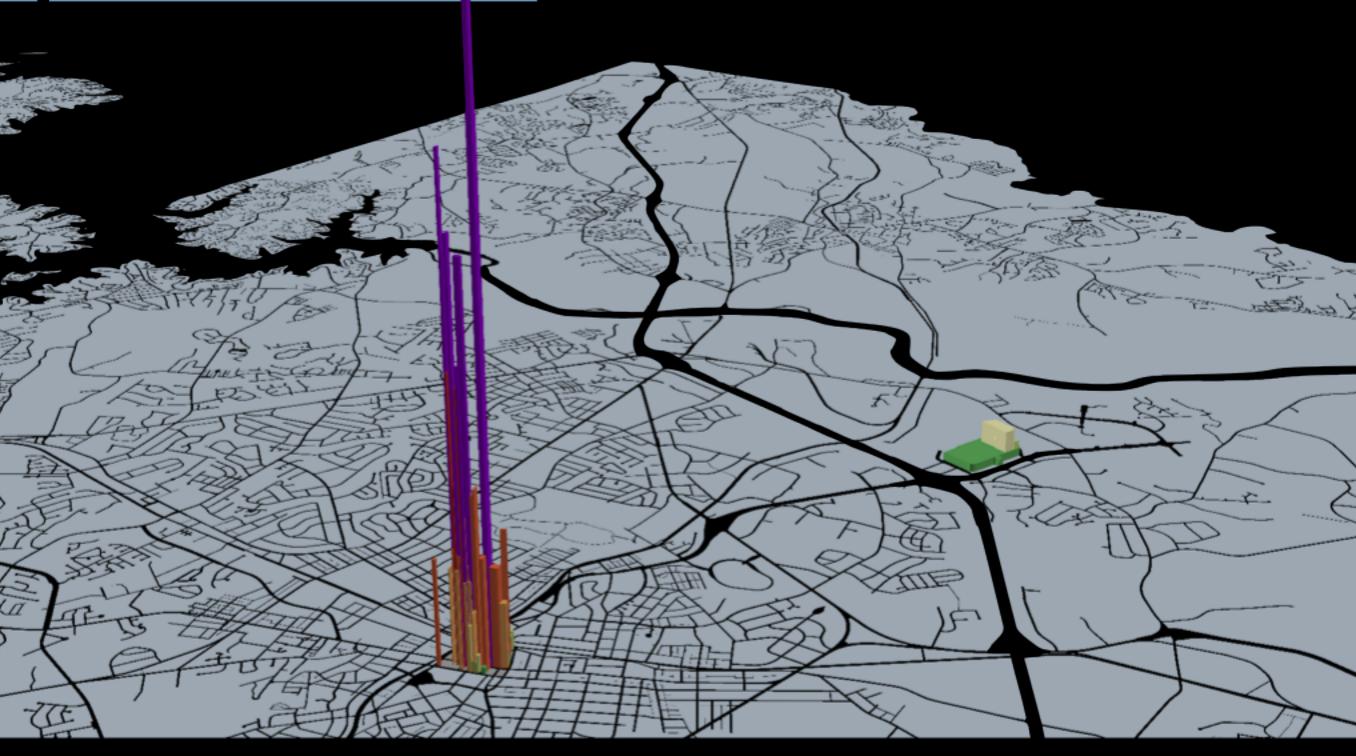
Rock Hill





Rock Hill, SC

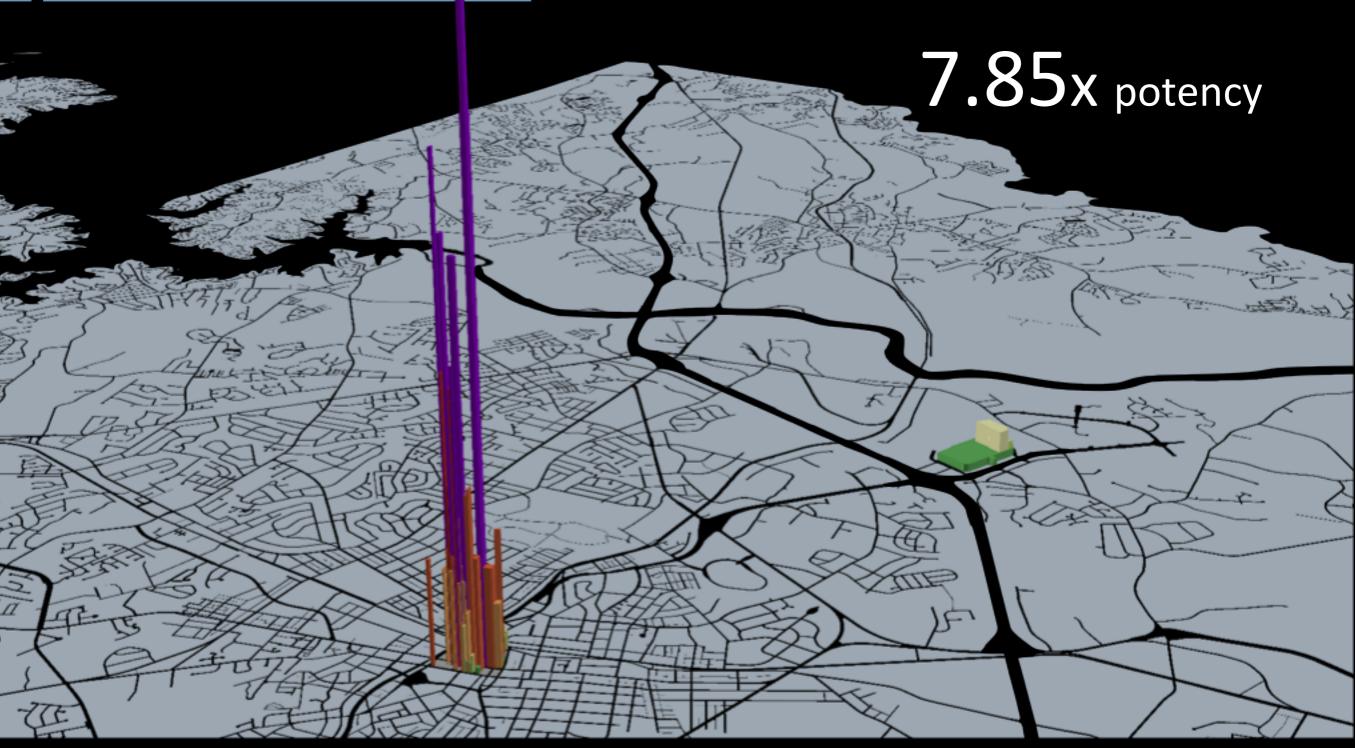
Downtown Rock Hill vs. Galleria Mall



Downtown \$31.8M on 12.96acres \$2,453,424 taxable value/acre Galleria Mall \$19.8M on 71.8acres \$275,410 taxable value/acre



Rock Hill, SC Downtown Rock Hill vs. Galleria Mell



Downtown \$31.8M on 12.96acres \$2,453,424 taxable value/acre Galleria Mall \$19.8M on 71.8acres \$275,410 taxable value/acre

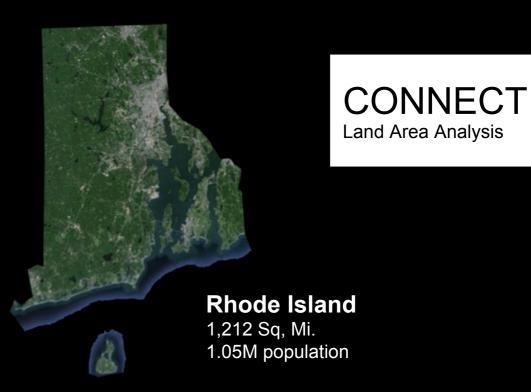




CONNECT MSA Area 5,926 Sq, Mi. 2,493,040 population



CONNECT MSA Area 5,926 Sq, Mi. 2,493,040 population



Urban3



CONNECT MSA Area 5,926 Sq, Mi. 2,493,040 population



Rhode Island 1,212 Sq, Mi. 1.05M population



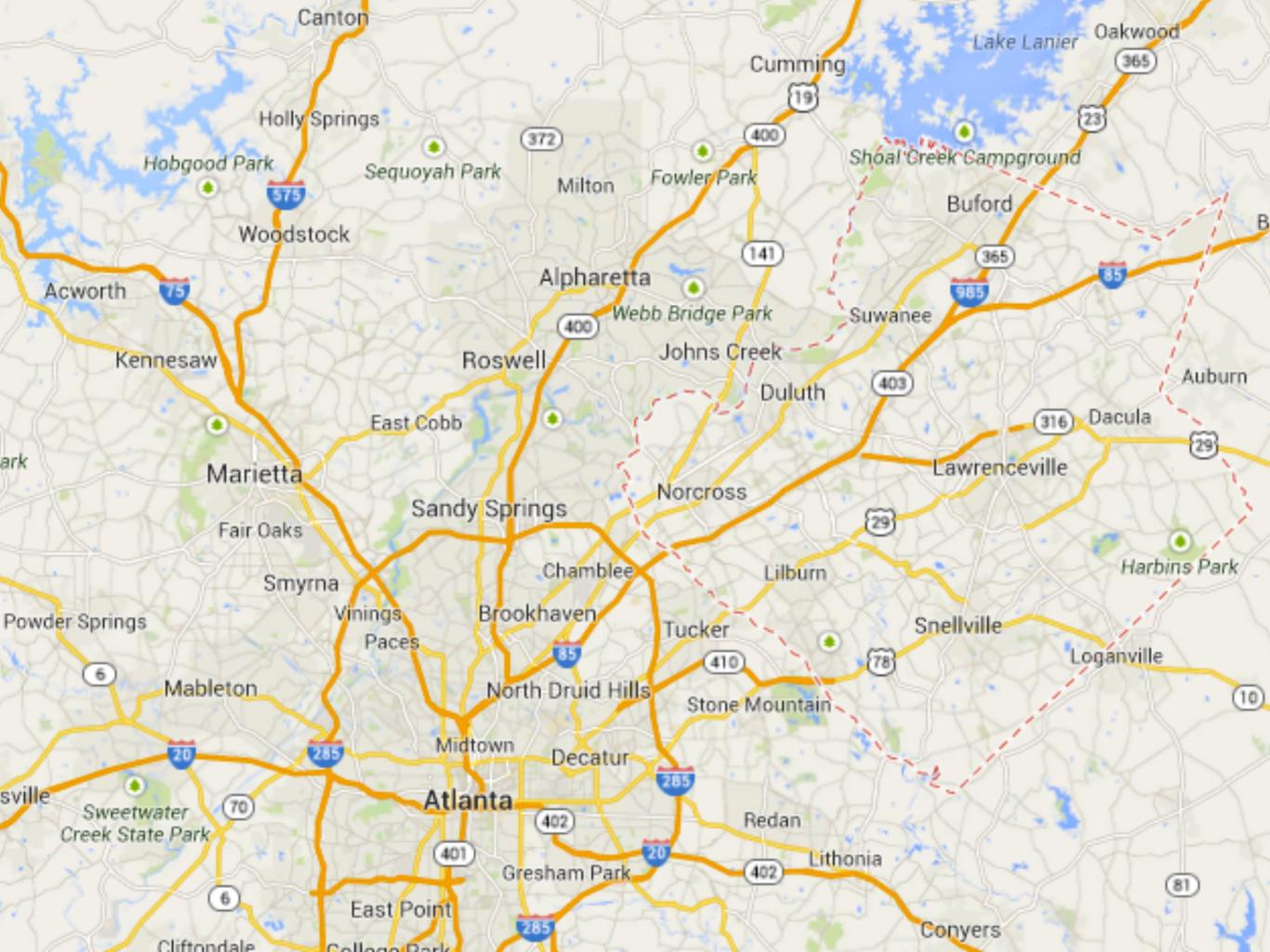
"You are about to show me shadows of the things that have not happened, but will happen in the time before us."

Ebenezer Scrooge
The Ghost of Christmas Yet to Come
A Christmas Carol



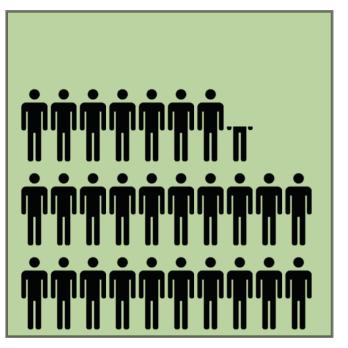
What are the numbers for Gwinnett County?



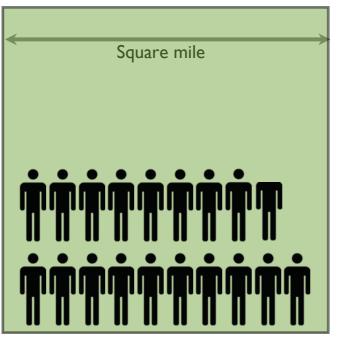


People per Square Mile

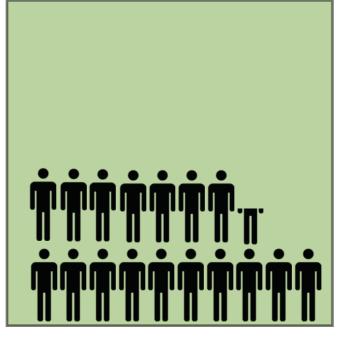




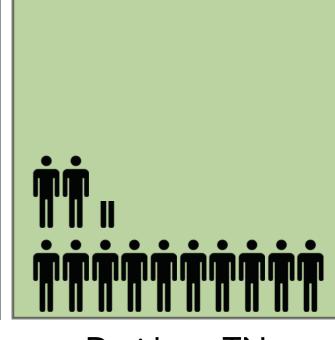
DeKalb, GA 2,740 people/Sq. Mi.



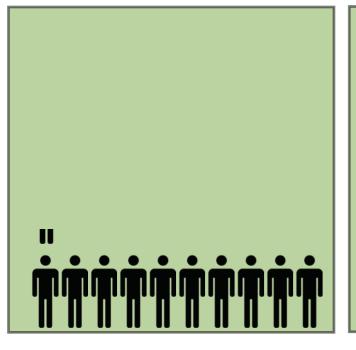
Gwinnett, GA
1,871 people/Sq. Mi.



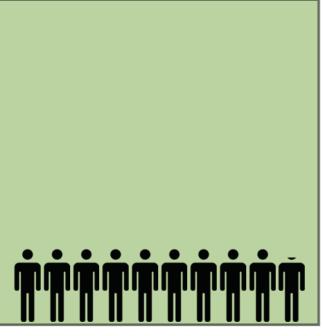
Mecklenburg, NC 1,756 people/Sq. Mi.



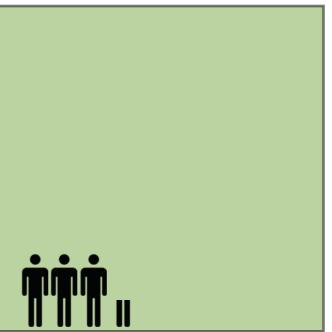
Davidson, TN 1,243 people/Sq. Mi.



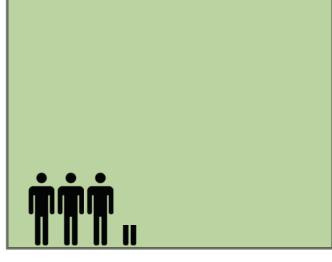
Travis, TX
1,034 people/Sq. Mi.



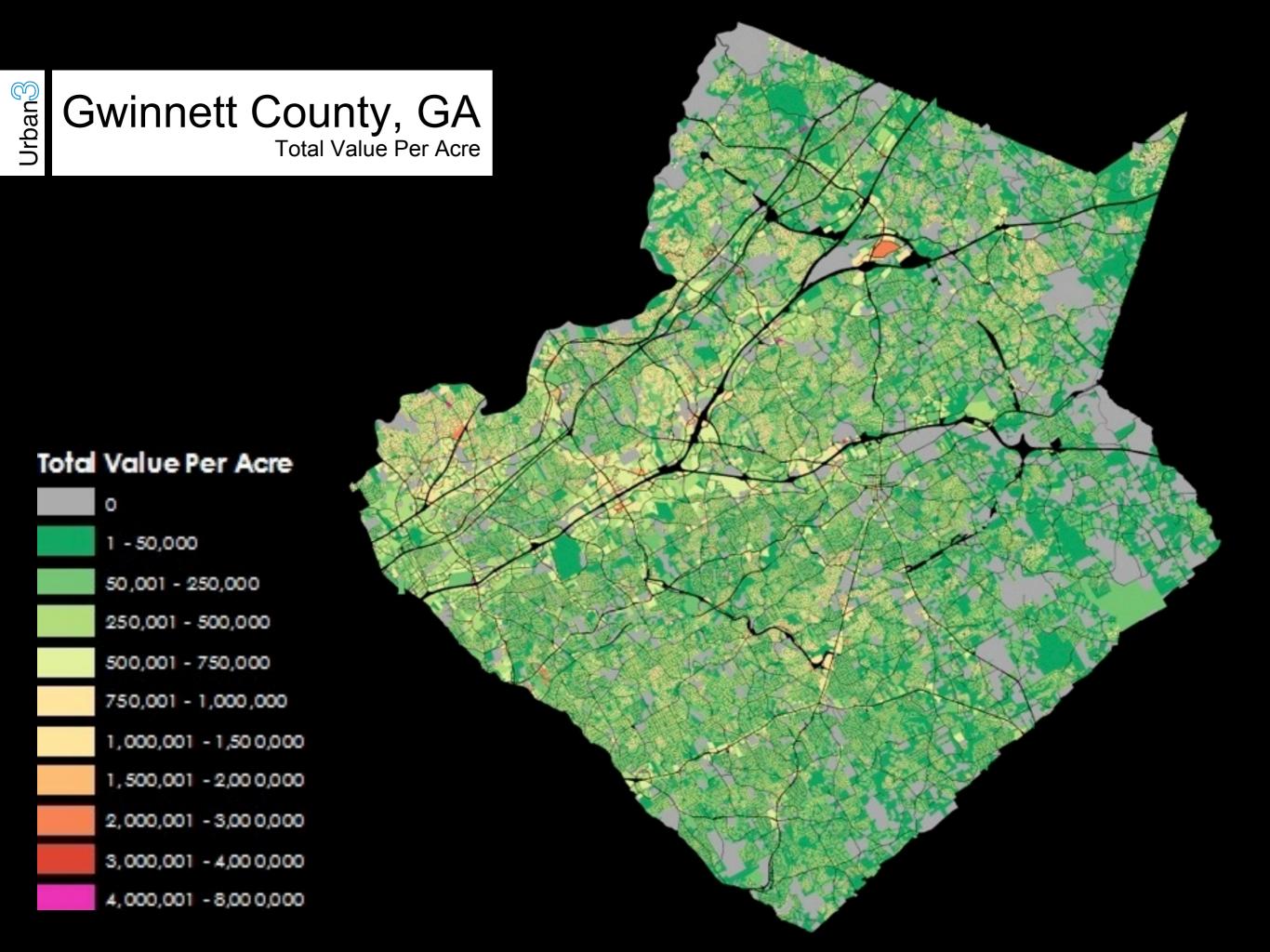
Wake, NC 992 people/Sq. Mi.

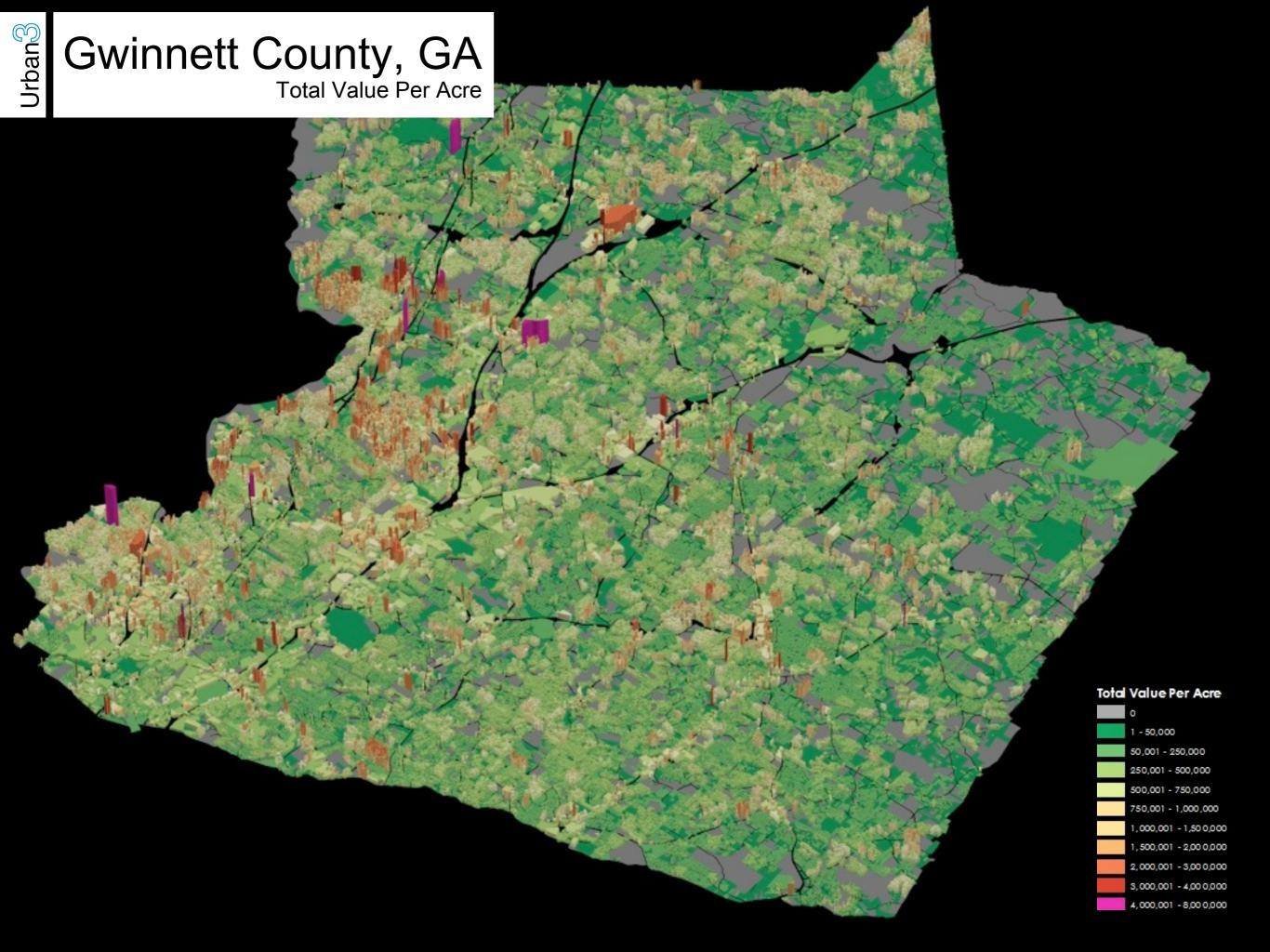


Buncombe, NC 344 people/Sq. Mi.



Orange, NC 313 people/Sq. Mi.

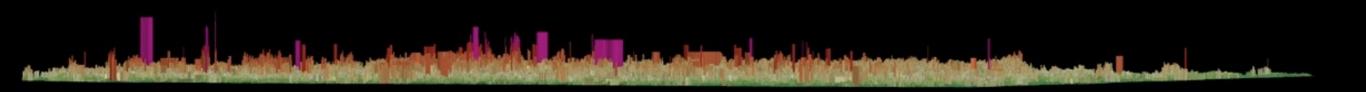




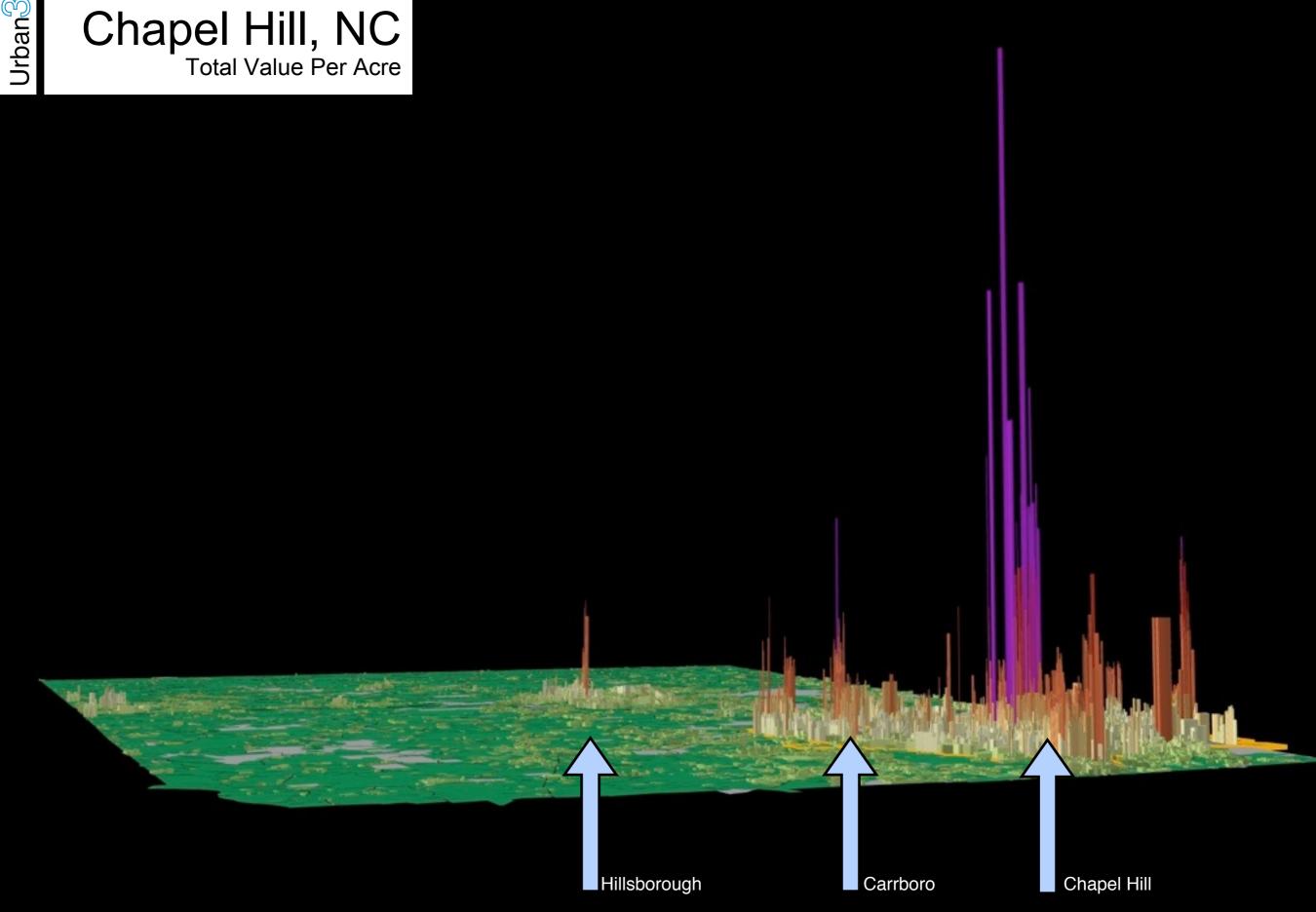
Gwinnett County, GA Total Value Per Acre



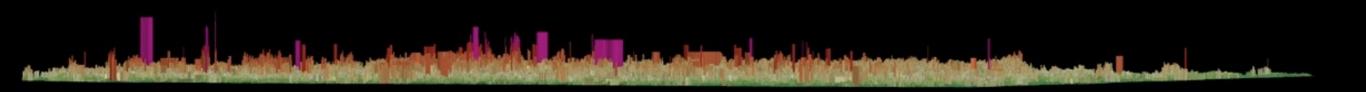
Gwinnett County, GA Total Value Per Acre





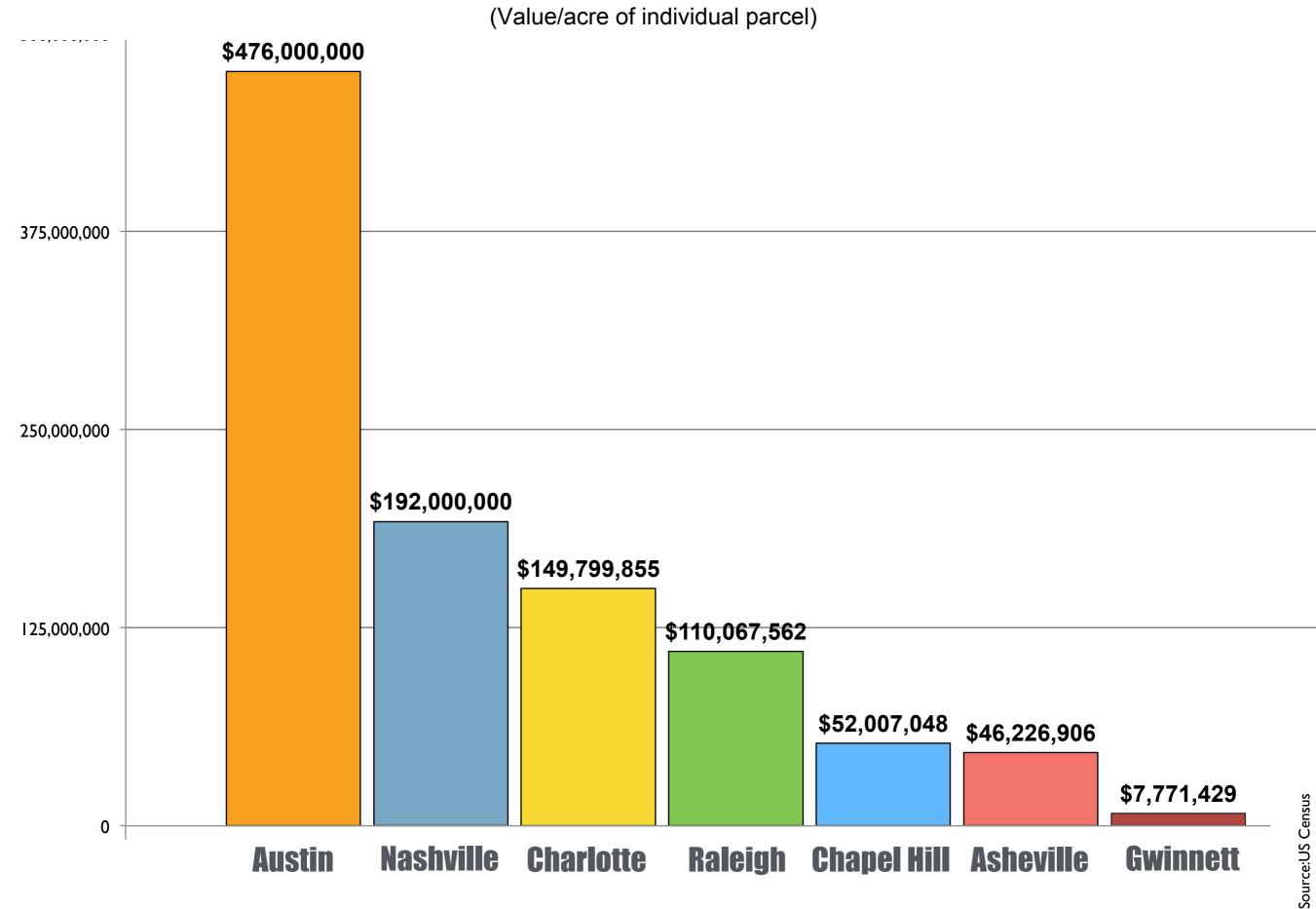


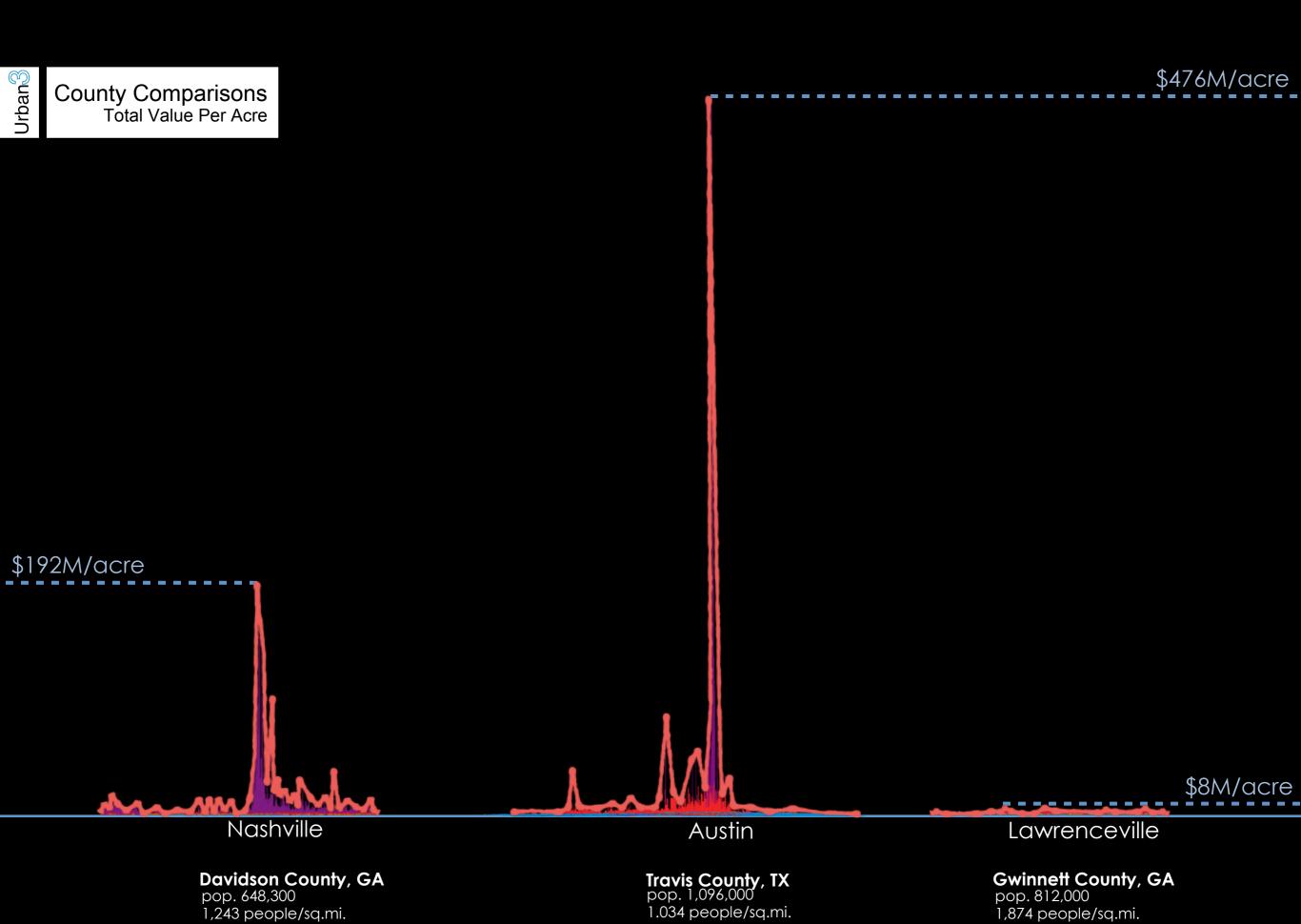
Gwinnett County, GA Total Value Per Acre

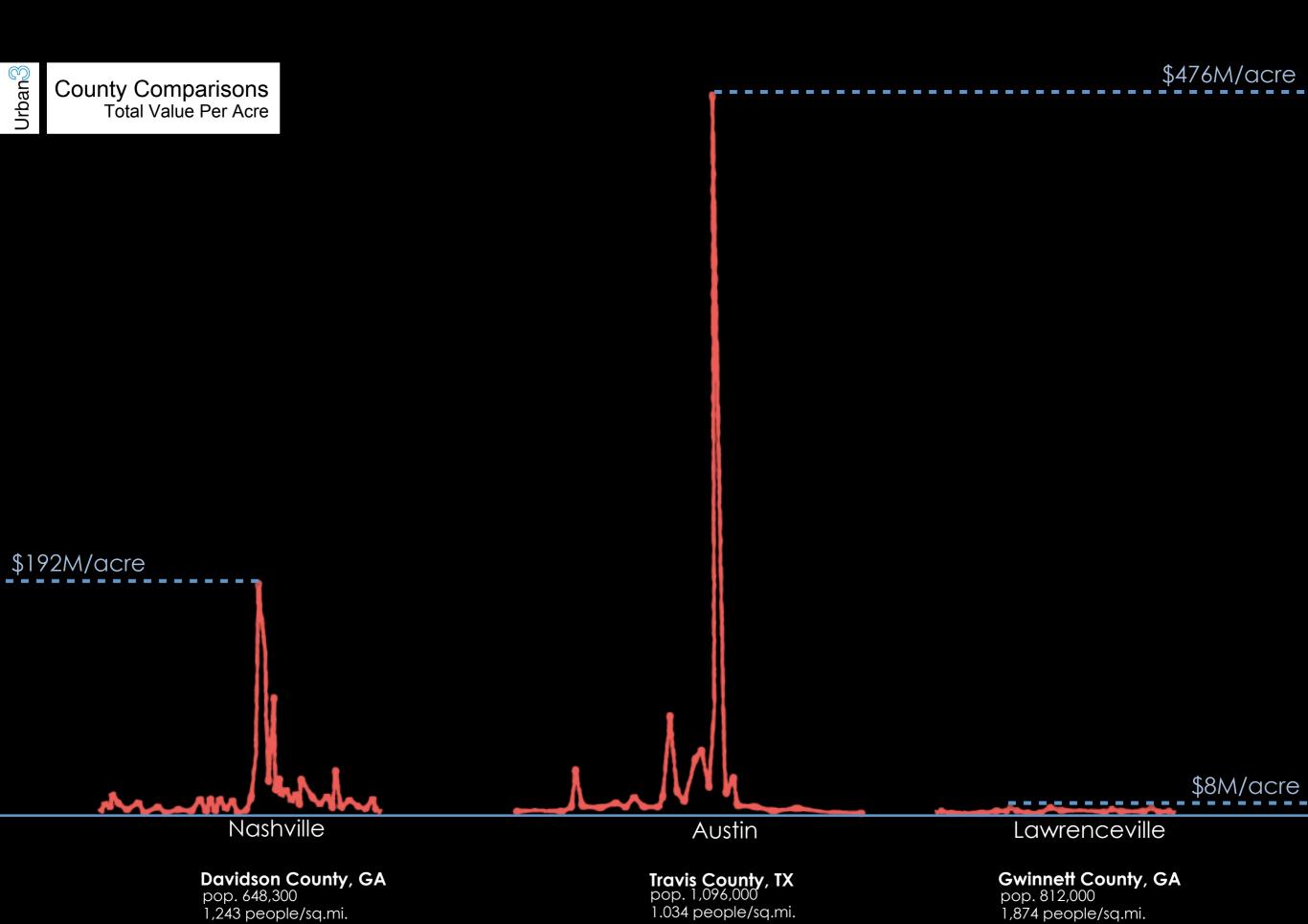




Highest Value of Density





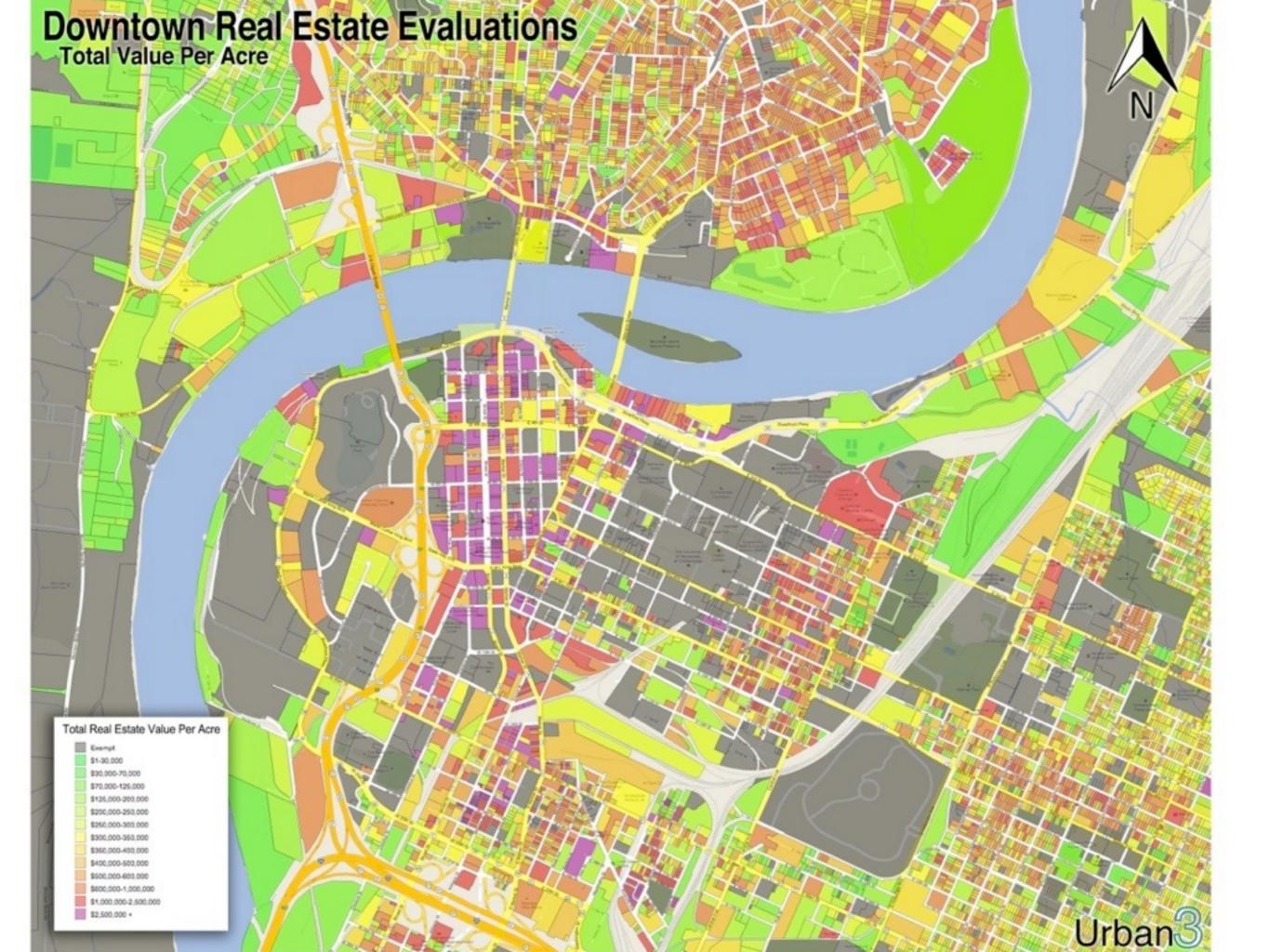


In God we trust; everyone else, bring data.

Mayor Michael Bloomberg

What are the numbers for Hamilton County?







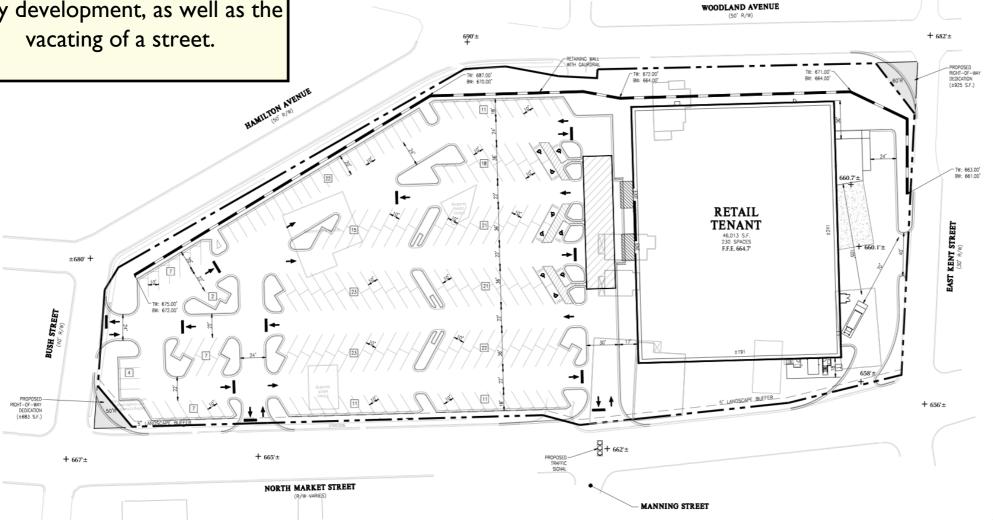
Proposed Publix

This is the site plan for the proposed Publix Grocery store, by an Atlanta development agent. The developer is asking for exemption from the urban design standards of mixed-uses, multi story development, as well as the vacating of a street.



VICINITY MAP

SCALE: N



PRELIMINARY SITE PLAN



ITE ACREAGE:	±4.87 ACRES
ETAIL TENANT:	±46,013 S.F.
OTAL BUILDING AREA:	±46,013 S.F.
ARKING REQUIRED:	184 SPACES
ARKING REQUIRED:	184 SPACES 4.00 SPACES/1,000 S.F.
ARKING REQUIRED: ARKING PROVIDED:	

PRELIMINARY SITE PLAN DISCLAIMER:

E PLAN IS BASED ON CLIENT PROVIDED INFORMATION POSSIBLY INCLUDING BUILT IMMED TO THE FOLLOWING. HUMILTON COUNTY OS INFORMATION (10 FOOT NITUMES), SCANNED/DIGITIZED BOUNDARY SURVEY AND SCANNED/DIGITIZED POOR PORCAPHICAL SURVEY FROM THE BLS GROUP DATED 04.1207 AND FROM THE OBER GROUP DATED 11.26.07. ALL ZONNIG INFORMATION SHOWN IN THE LEGROCUL. TO THE RIGHT HAS BEEN RESCARCHE DBY TON'T VERFIELD WITH THE

TE PLAN BOUNDARY AND EXISTING CONDITIONS ARE ONLY AS ACCURATE AS

LAND PLANNERS
ENGINEERS • SU
TRANSPORTATIO

PAULSON MITCHE

NORTH RE DEVELO

ALLIANCI SERVIC

> 3715 NORTHS BUILDING 40 ATLANTA,

ZONING INI ZONING RESEARCH

BUILDING SETBA FRONT:

FFERS

ONT/STREET:
DE:
AR:

MAX. BUILDING HT.: MAX. BUILDING COVER

PARKING SUMA

ESTAURANT REQ.:

TANDARD STALL DIMEN

OMPACT STALL DIMEN

OMPACT STALLS ALLON

ANDSCAPE REC REE DENSITY: LAND REQ.:

GREENSPACE %: FEMA MAP

MA MAP

M PANEL #:

AWN BY: 011216n7 dw

PRELIMINAR SITE PLAN

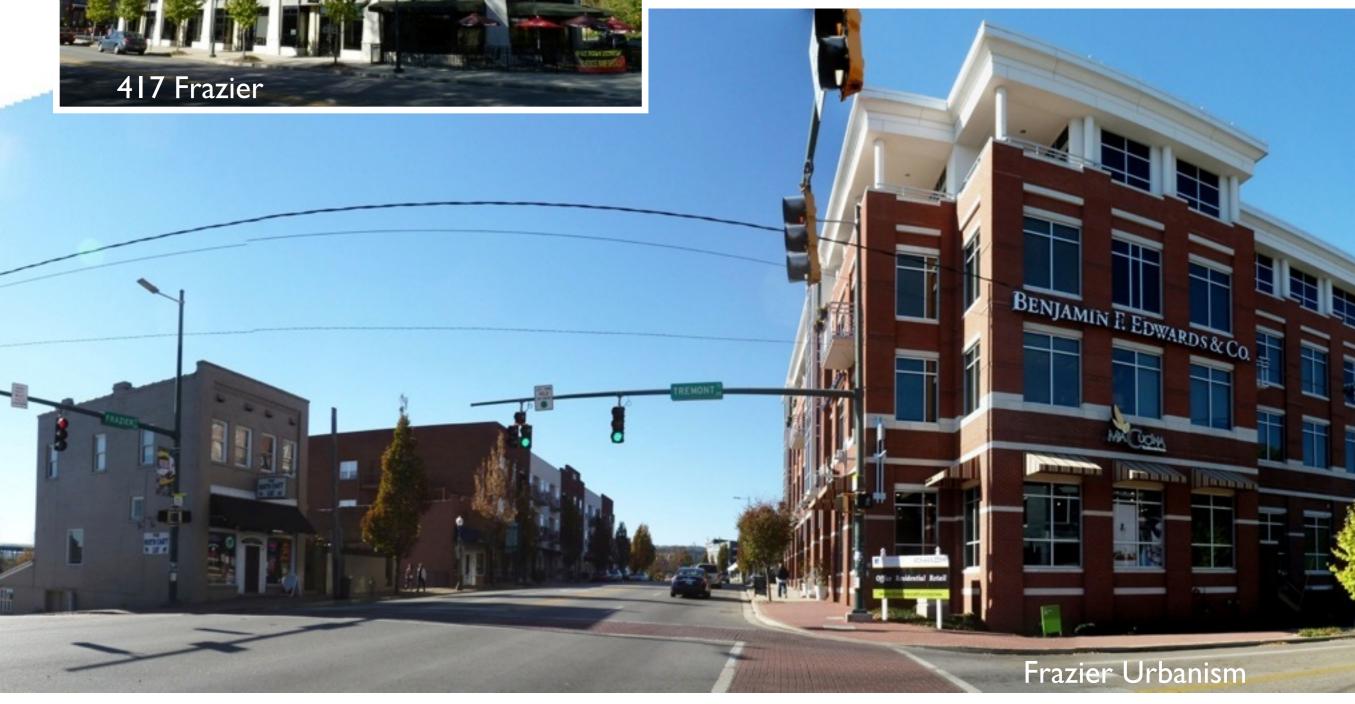






Northshore Infill Comps

The Northshore neighborhood has existing infill and mixed-use projects that provided comps in the same district.







Publix Miami Beach Carlos Zapata, architect

Carlos Zapata, architect 1920 West Avenue 48,000 sq,ft, Built 1998

Ramps to parking on roof.

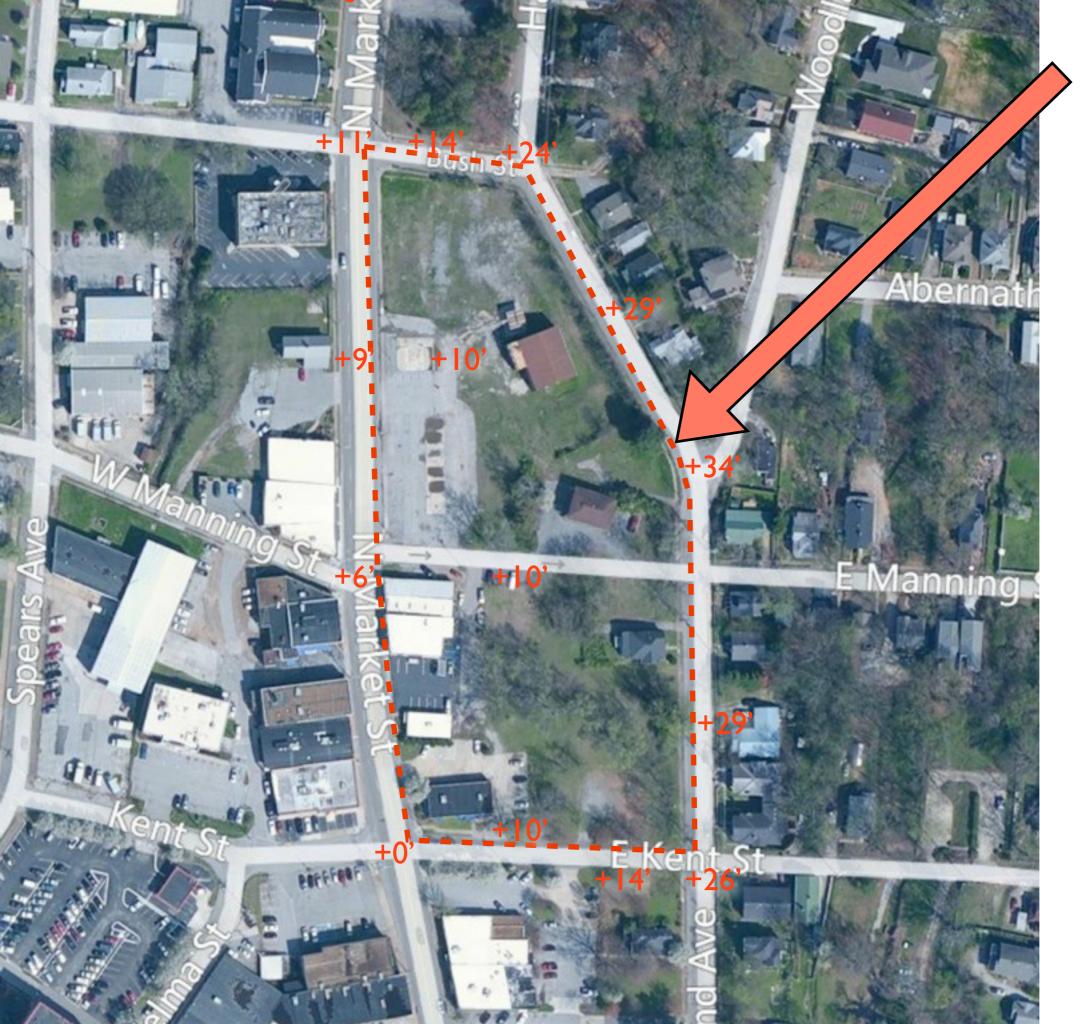






Front Door





Site Boundary





Scenario #1 - Site as proposed

Est. Annual Property Taxes

City - \$44,827

County - \$27,036

Publix - 46,013

Parking - 234 total

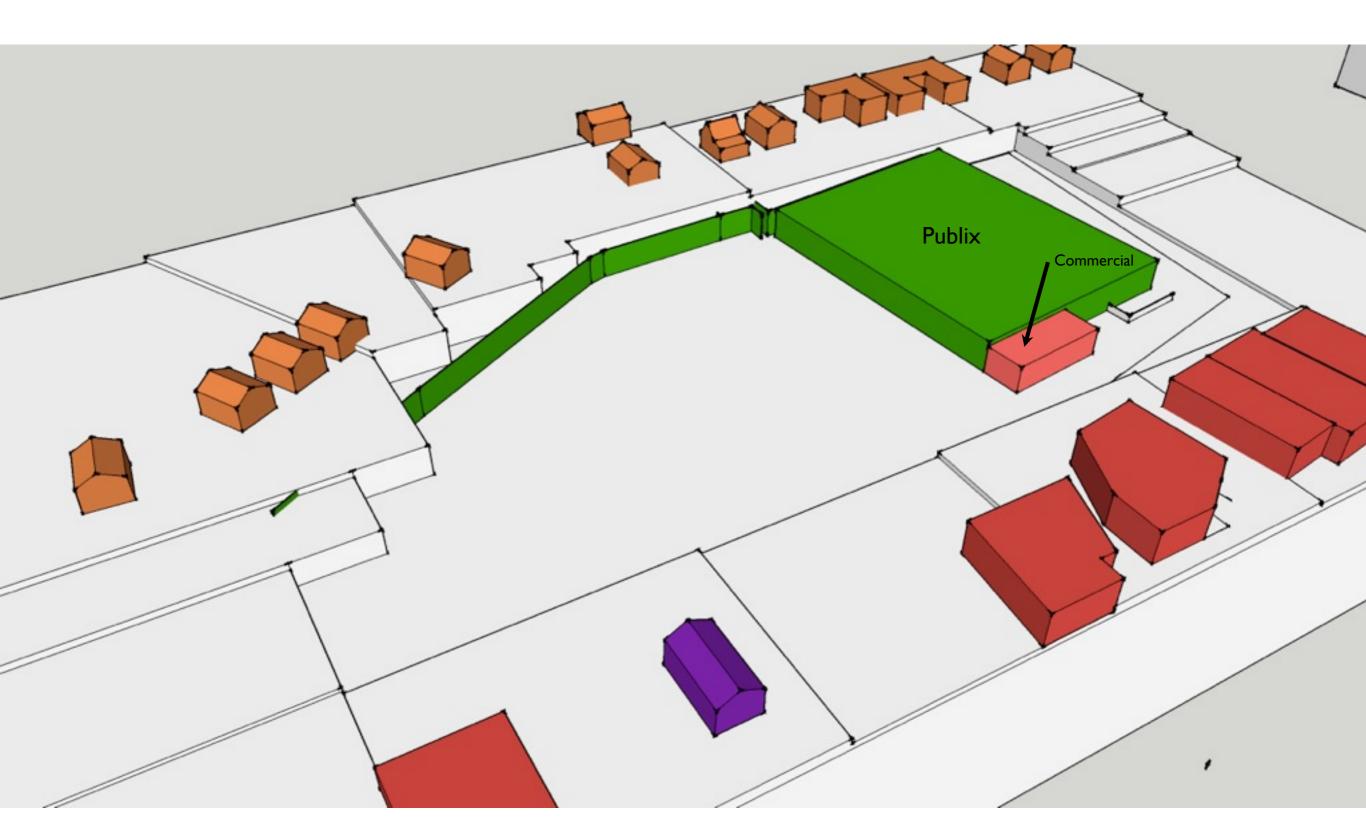
Frazier Buildings - 0

I Story Commercial - 2500 sf

Townhouses - 0

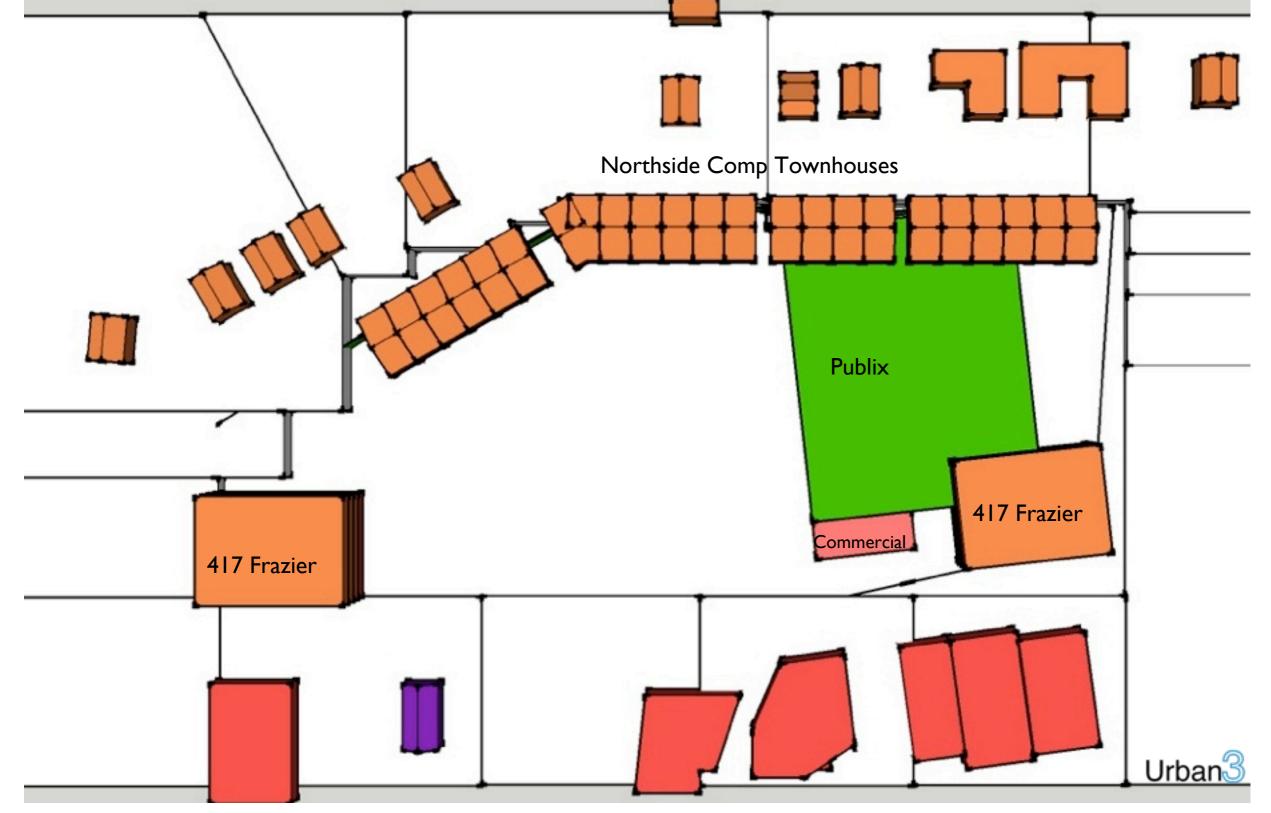
Notes:

Removes streets and grades site. Retaining walls on East property line and behind building.



Scenario #I - As Proposed
Looking North-Northwest from the Neighborhood.





Scenario #2 - Proposed Plus

Publix - 46,013

Parking - 214 total

Frazier Buildings - I

I Story Commercial - 6700 sf

Townhouses - 22

Est. Annual Property Taxes City - \$154,435 County - \$93,142

Notes:

Removes streets and grades site. Retaining walls on East property line and behind building and builds townhouses on the retaining wall.



Scenario #2 - Proposed Plus Townhouses Looking North-Northwest from the Neighborhood.





Scenario #3 - GreenLife Footprint

Publix - 36,432

Parking - 164 total

Frazier Buildings - 2

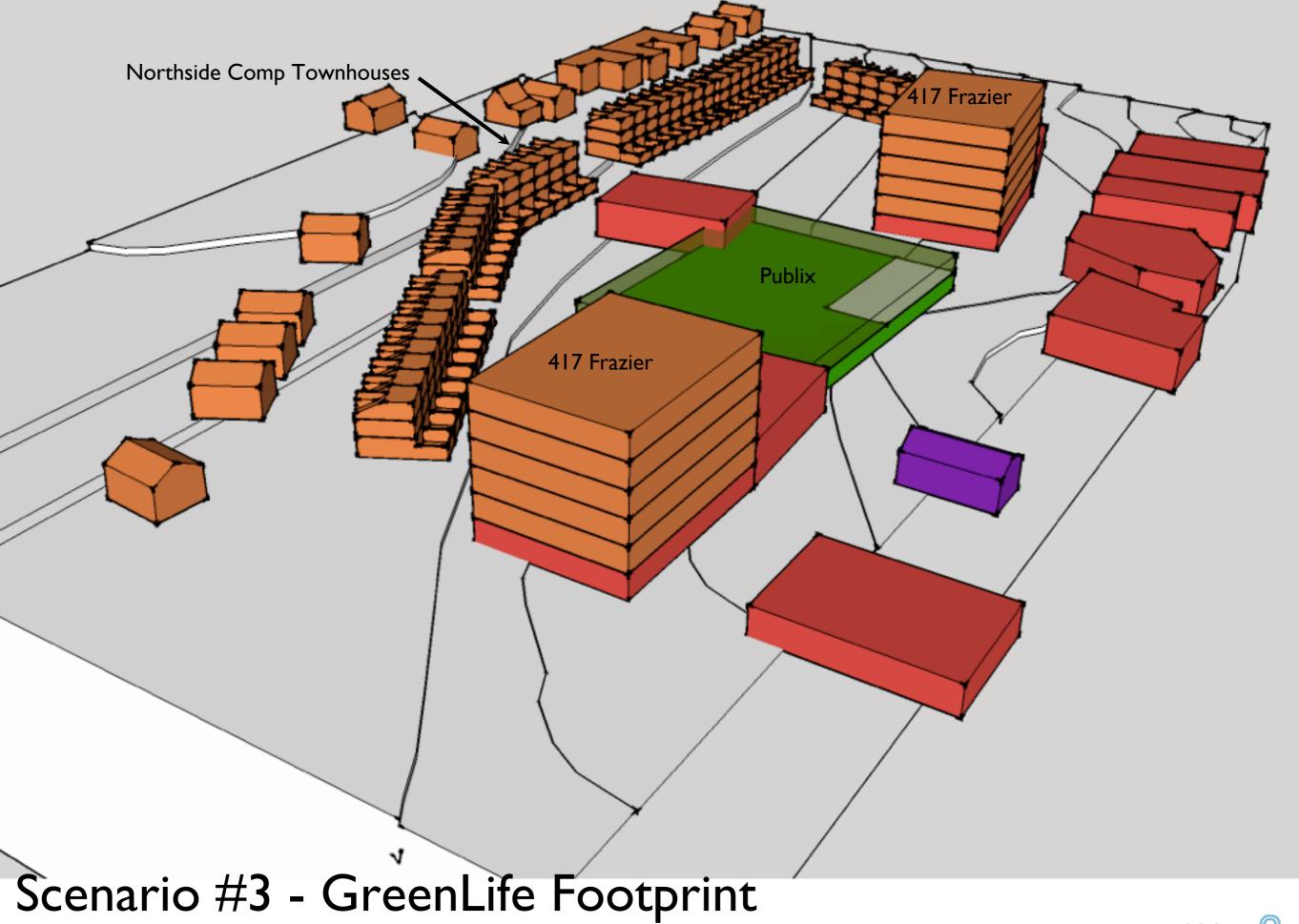
I Story Commercial - 6885 sf

Townhouses - 42

Est. Annual Property Taxes City - \$253,041 County - \$152,614

Notes:

Keeps existing grades and all internal streets.



Looking North-Northwest from the Neighborhood.

Urban3



Scenario #4 - Miami Beach Publix

Publix - 48,000

Parking - 320 structured + 90 surface

Frazier Buildings - 3

I Story Commercial - 0 sf

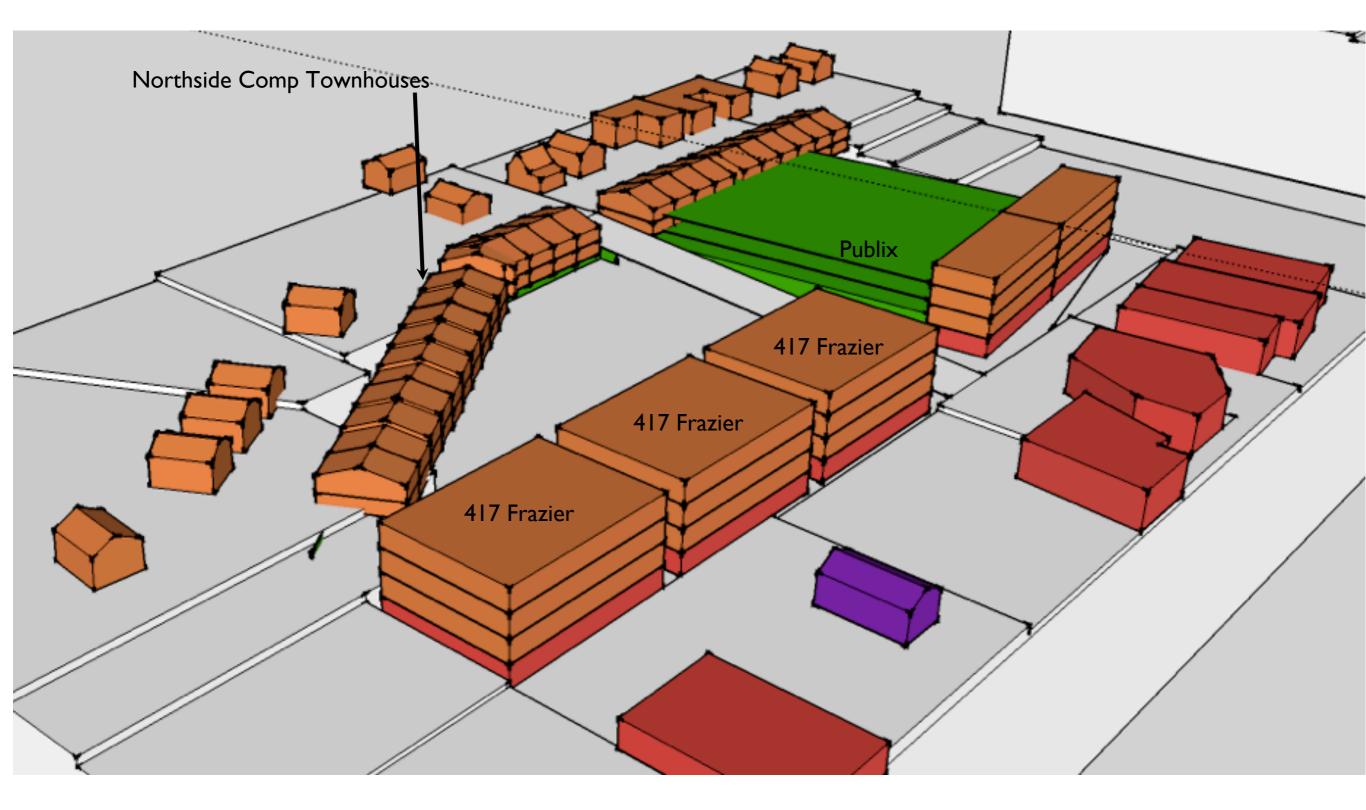
Townhouses - 24

Est. Annual Property Taxes City - \$357,746

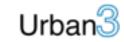
County - \$215,746

Notes:

Keeps existing grades and all internal streets. Adds structured parking above Publix, utilizing grade change.



Scenario #4 - Miami Beach Publix





Scenario #5 - WPB Publix Comp

Est. Annual Property Taxes City - \$306,462

County - \$184,833

Publix - 27,040

Parking - 229 total

Frazier Buildings - 2.75

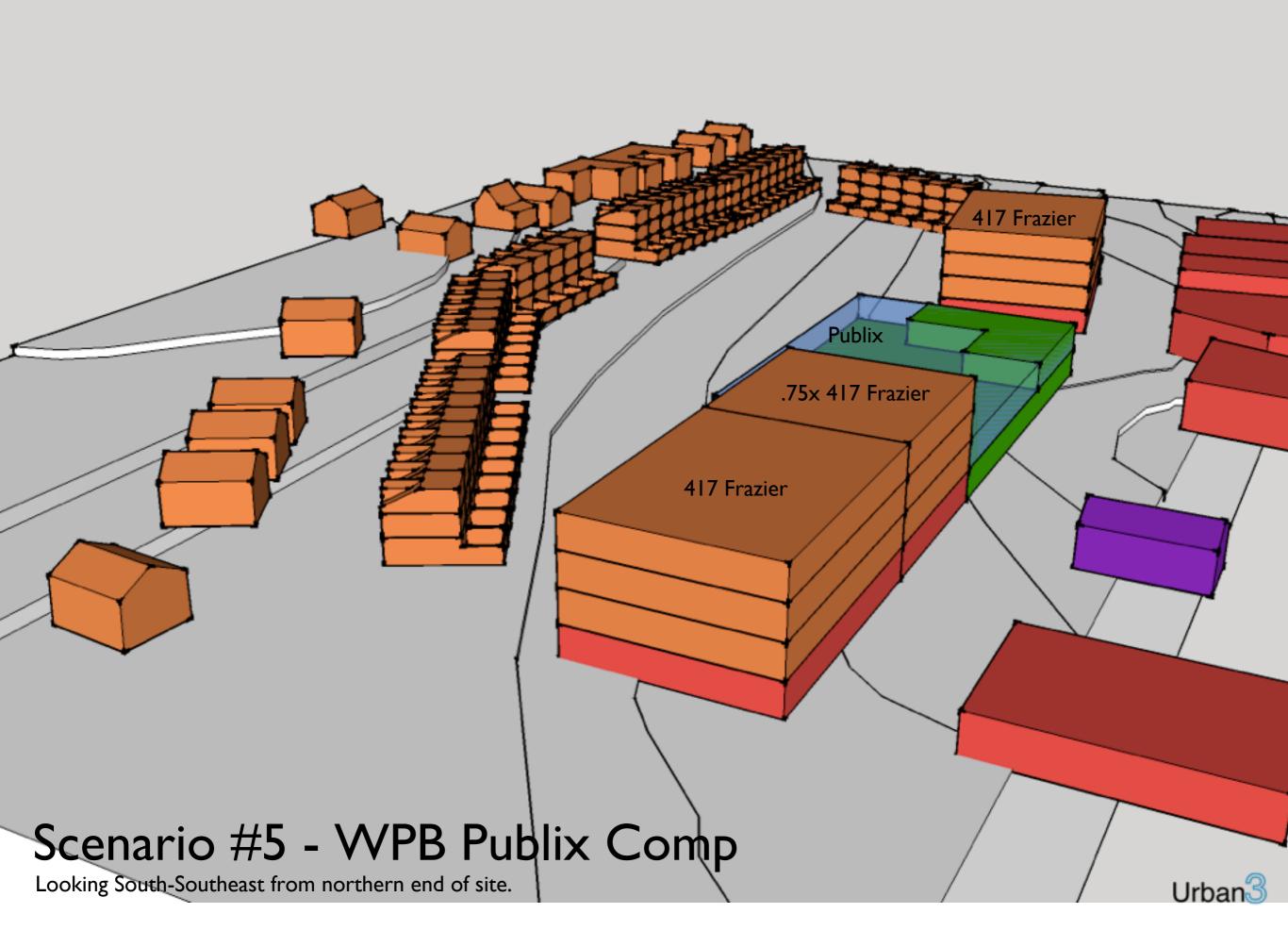
I Story Commercial - 7000 sf

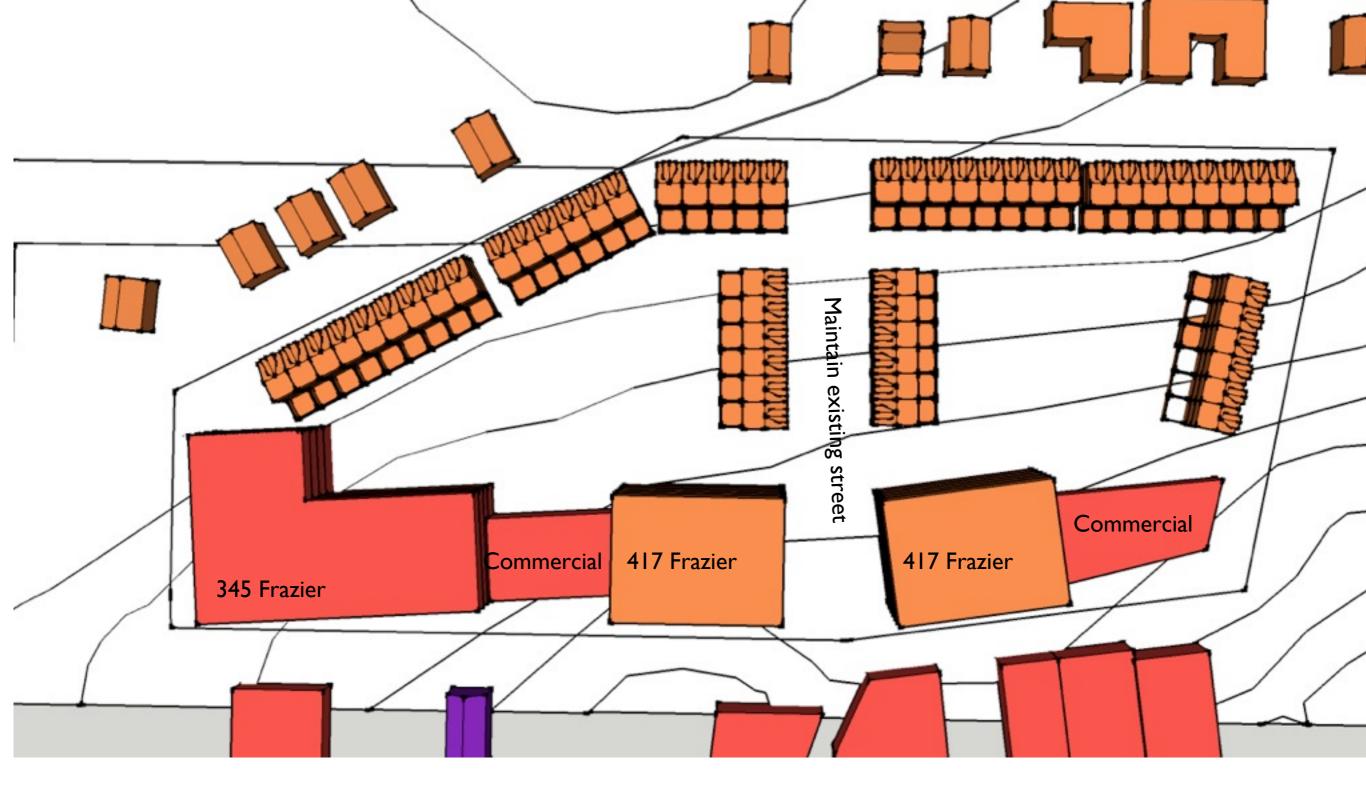
Townhouses - 42

Notes:

Keep topo as is, with some grading to provide parking under townhouses.

Keep all streets, use alley path as loading circulator, and keep trucks out of residential.





Scenario #6 - No Publix, built to Plan

Publix - 0

Parking - 200 total

Frazier Buildings - 2

345 Frazier - I

I Story Commercial - 11,435 sf

Townhouses - 54

Est. Annual Property Taxes

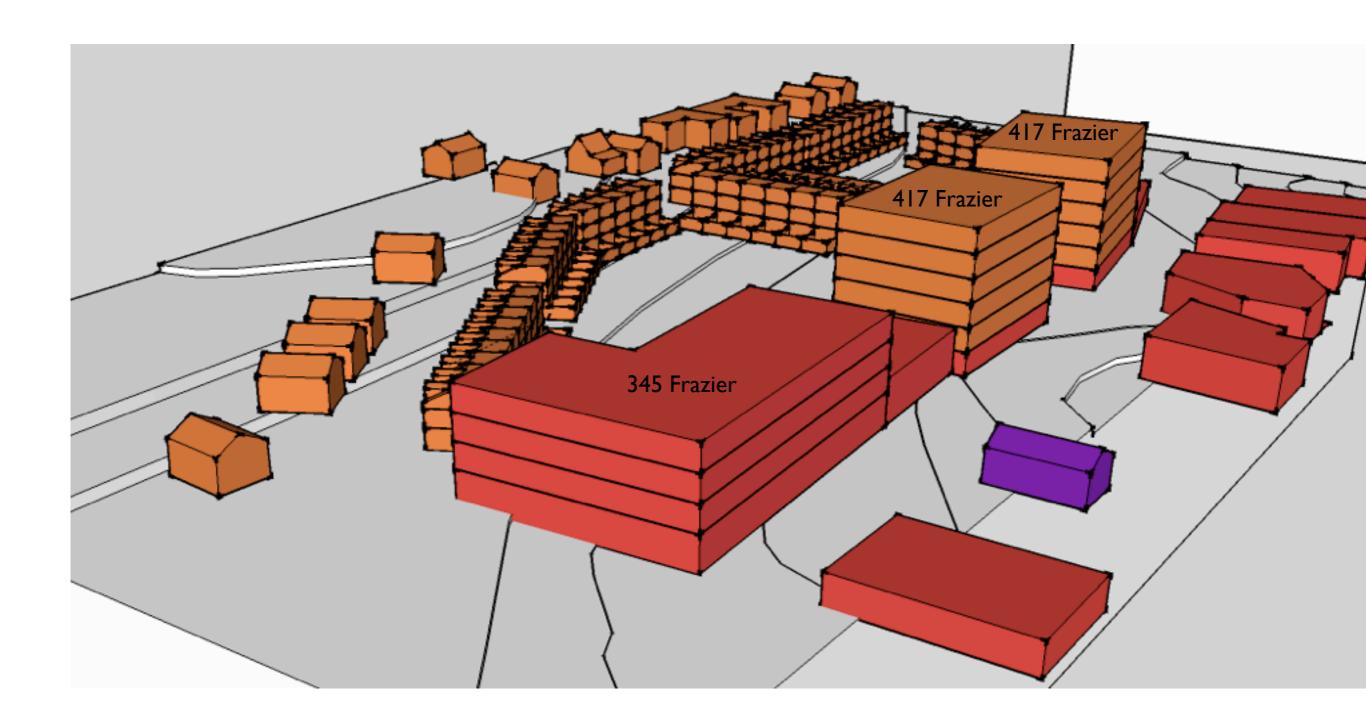
City - \$305,749

County - \$184,403

Notes:

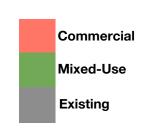
Keep topo as is and streets as is.



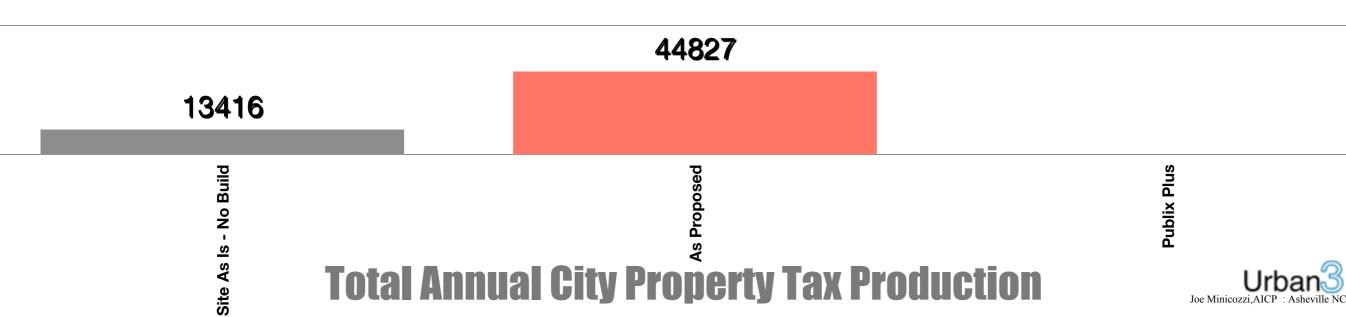


Scenario #5 - No Publix, built to Plan

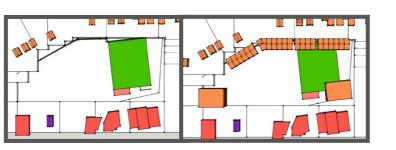


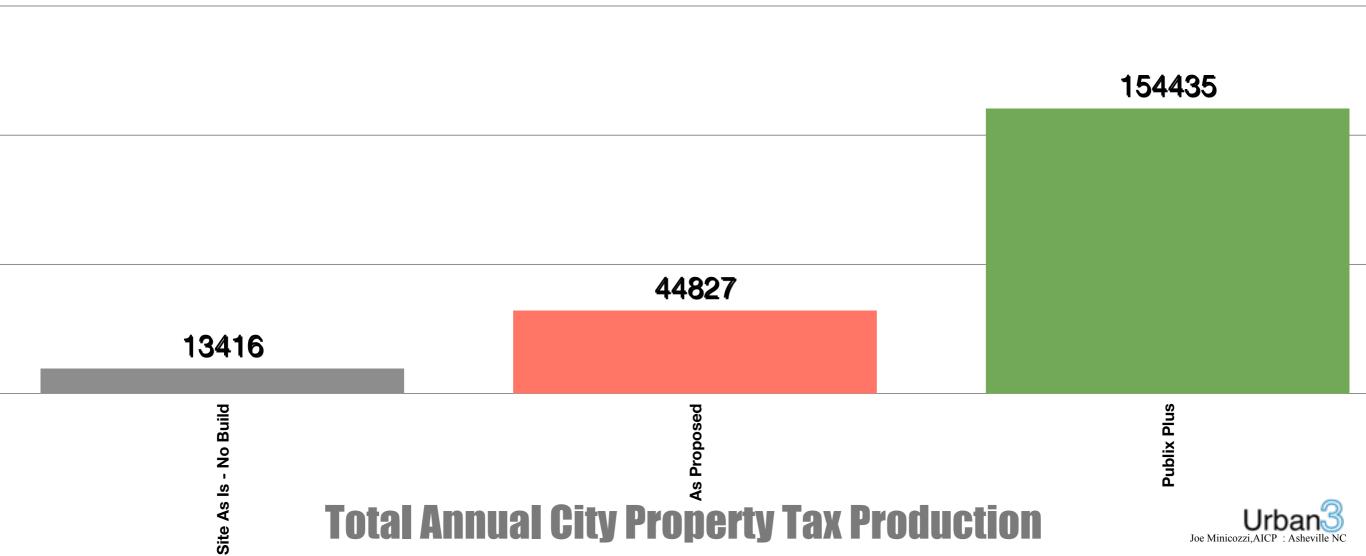




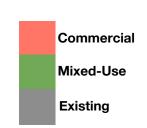


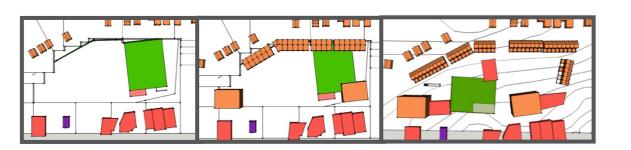


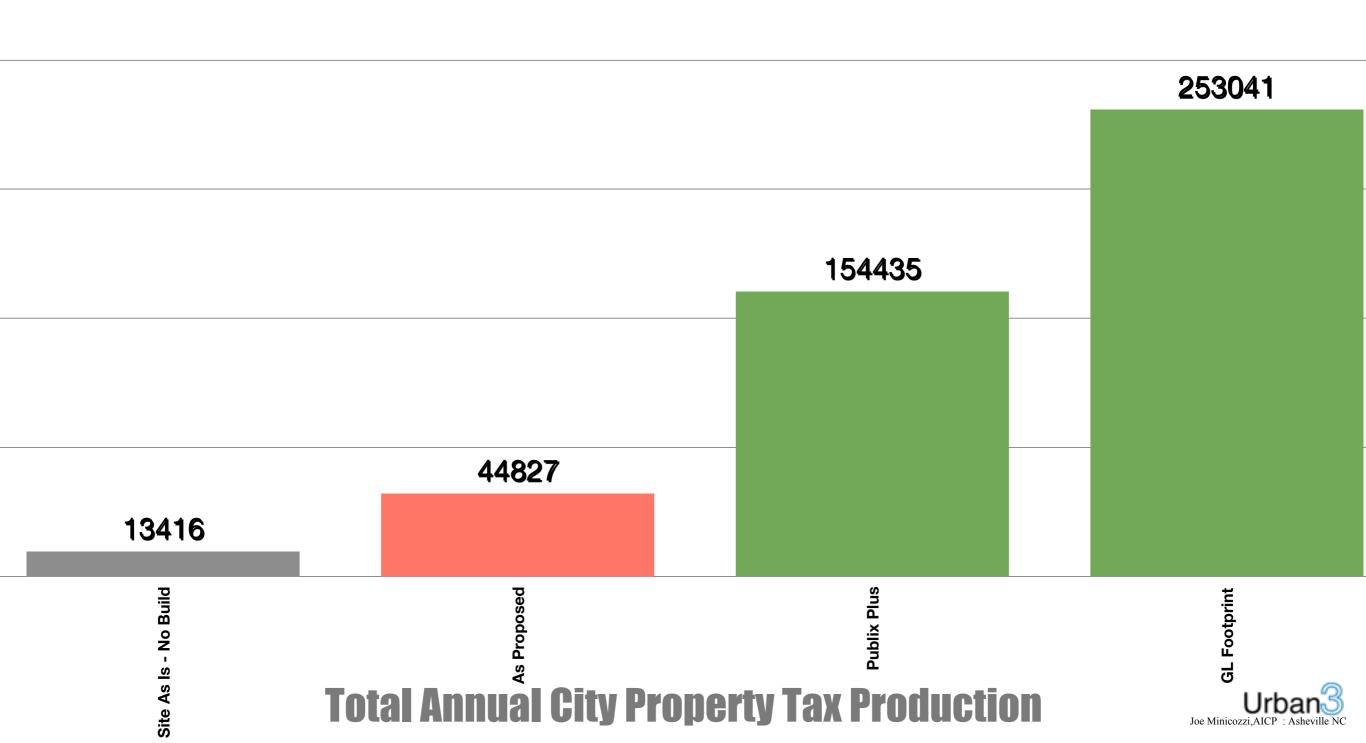


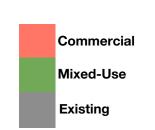


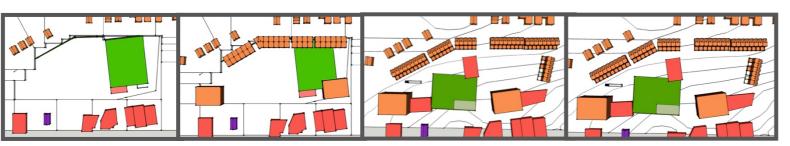
Joe Minicozzi, AICP: Asheville NC

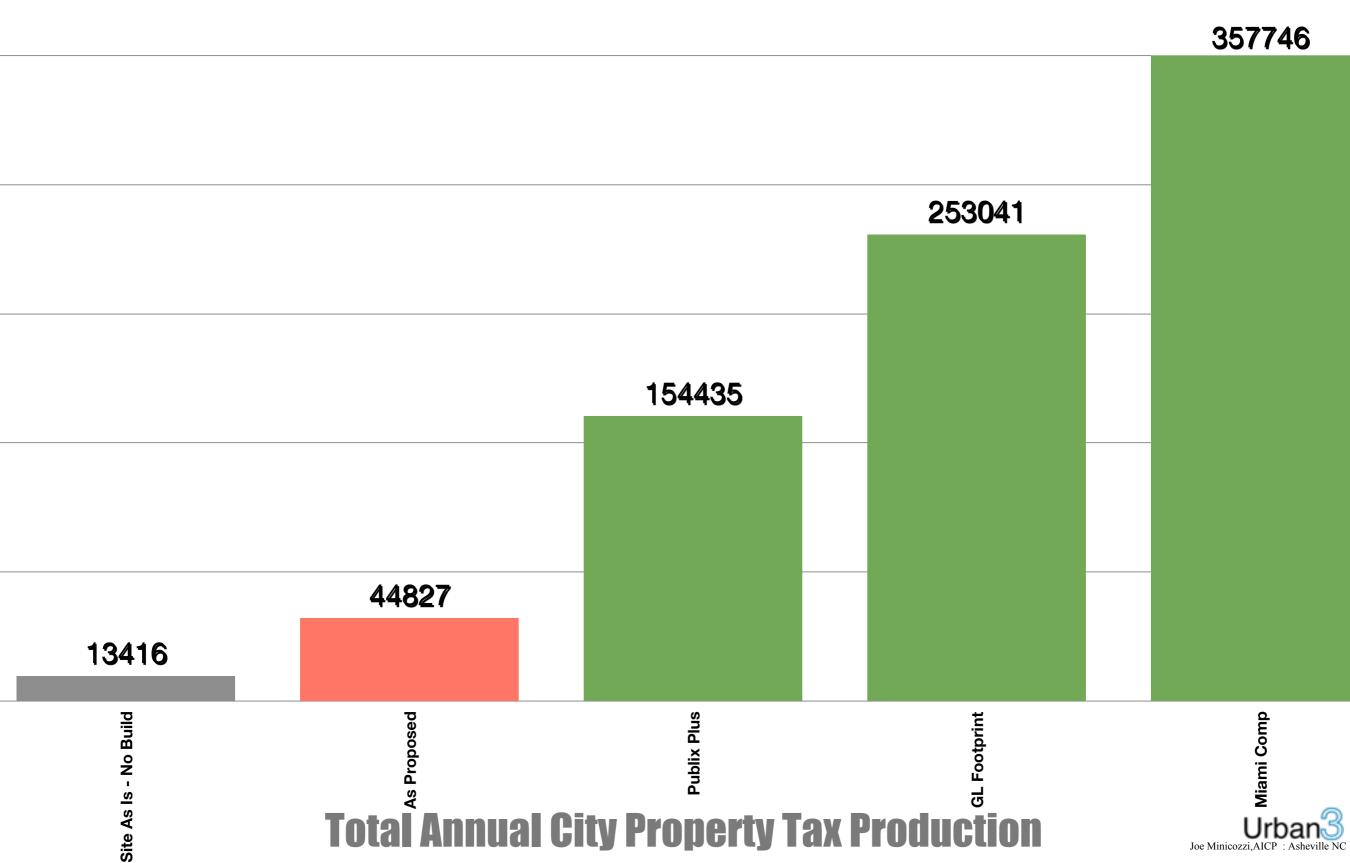


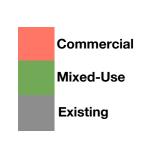


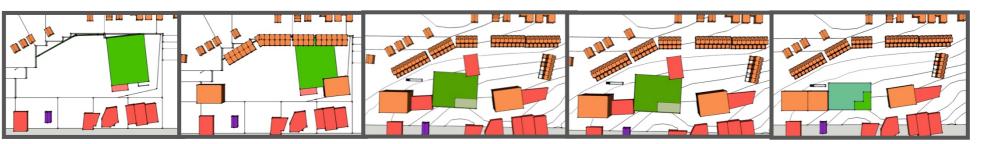


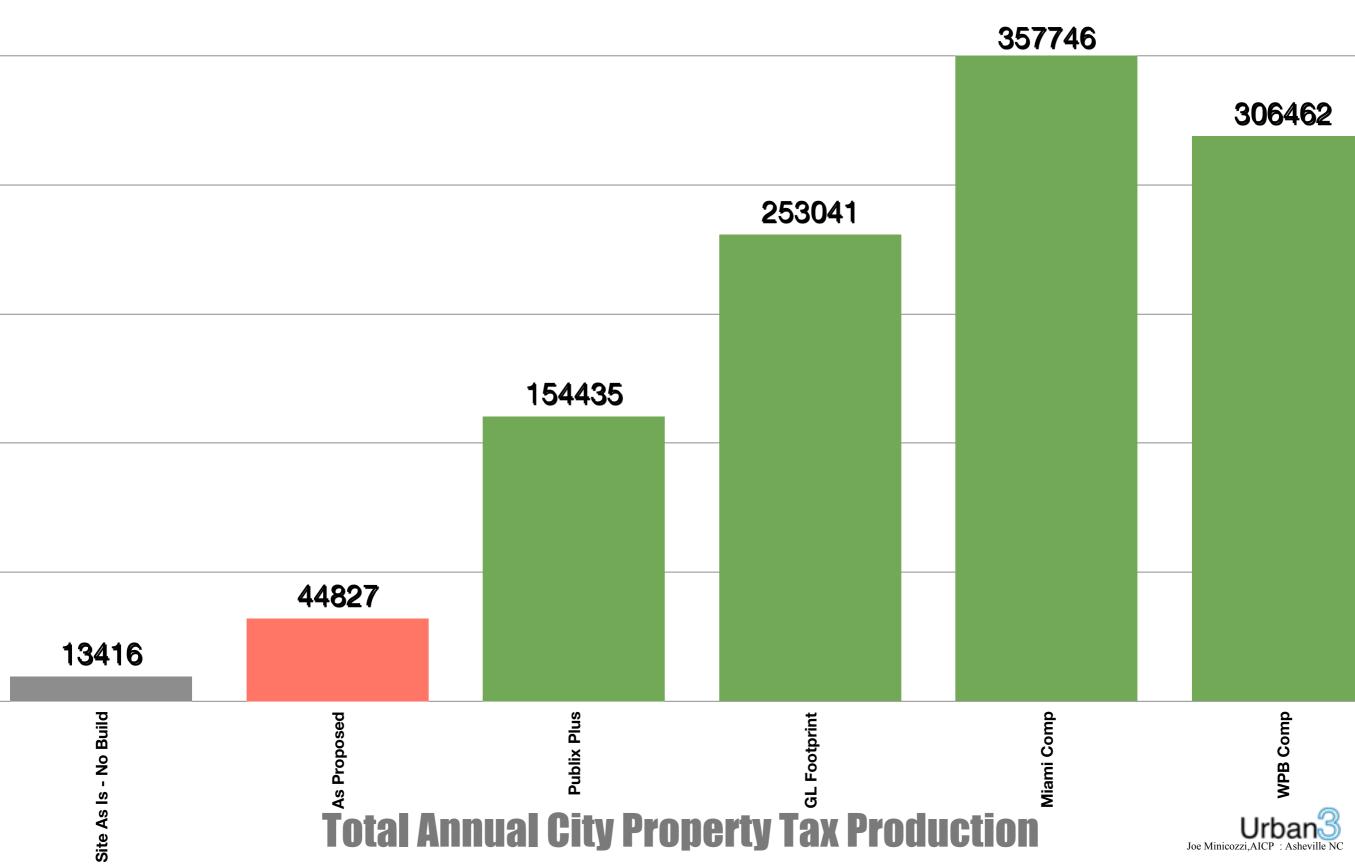




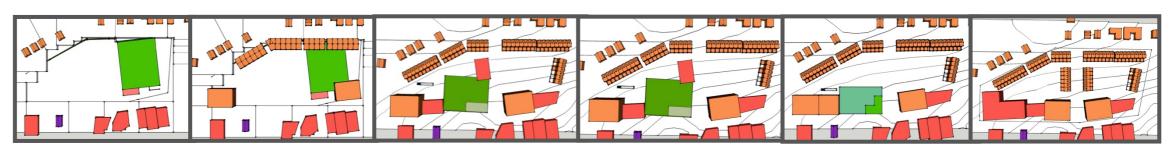


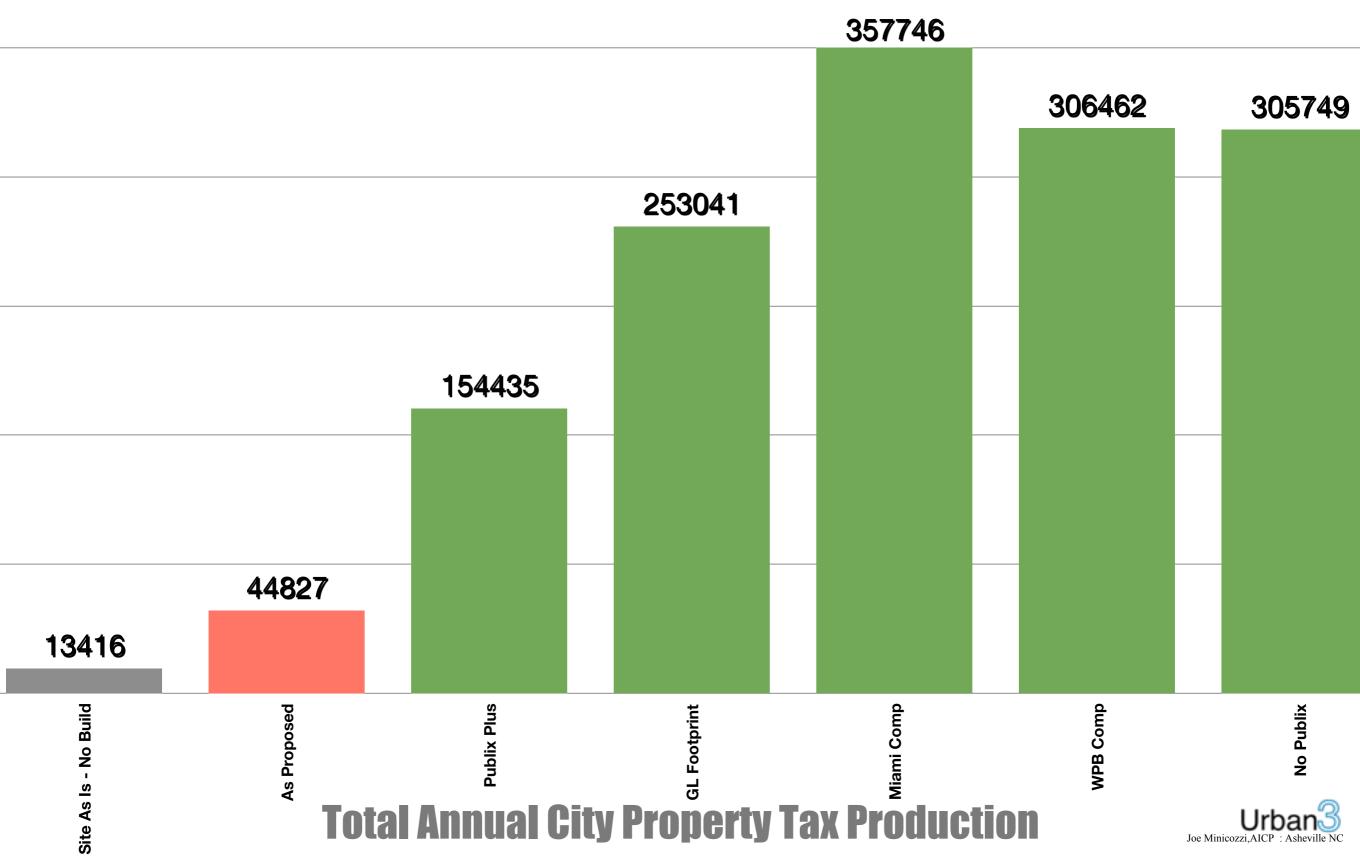


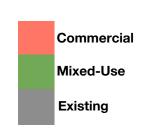


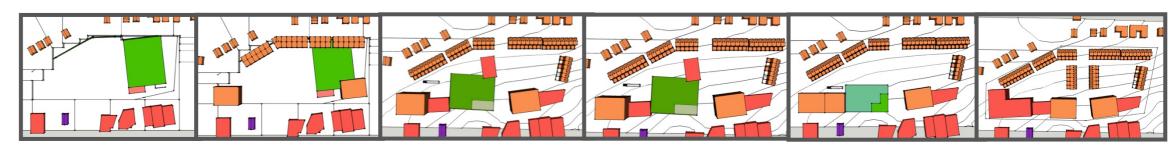


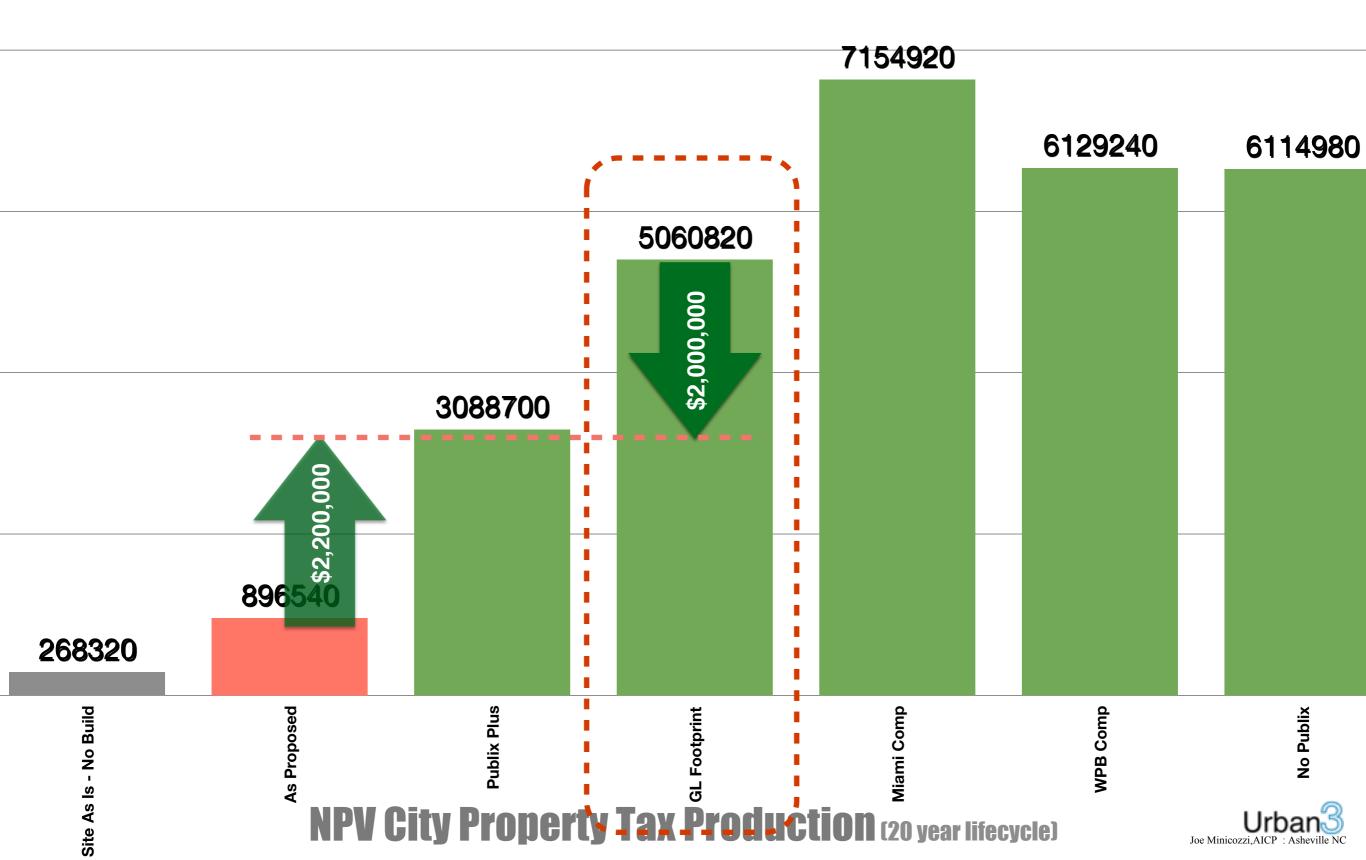








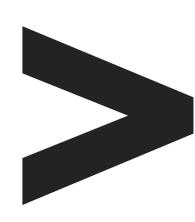










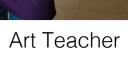




Greenway



Dancing Traffic Cop



Behavioral Economics





BUSINESS



The Atlantic May 21, 2012

How We Got the Crash Wrong

Leverage was not the problem—incentives were, and still are. By William D. Cohan





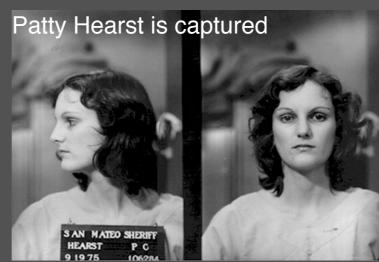




Ford is President



THE GREATEST EVENT IN ALL SPORTS HISTORY





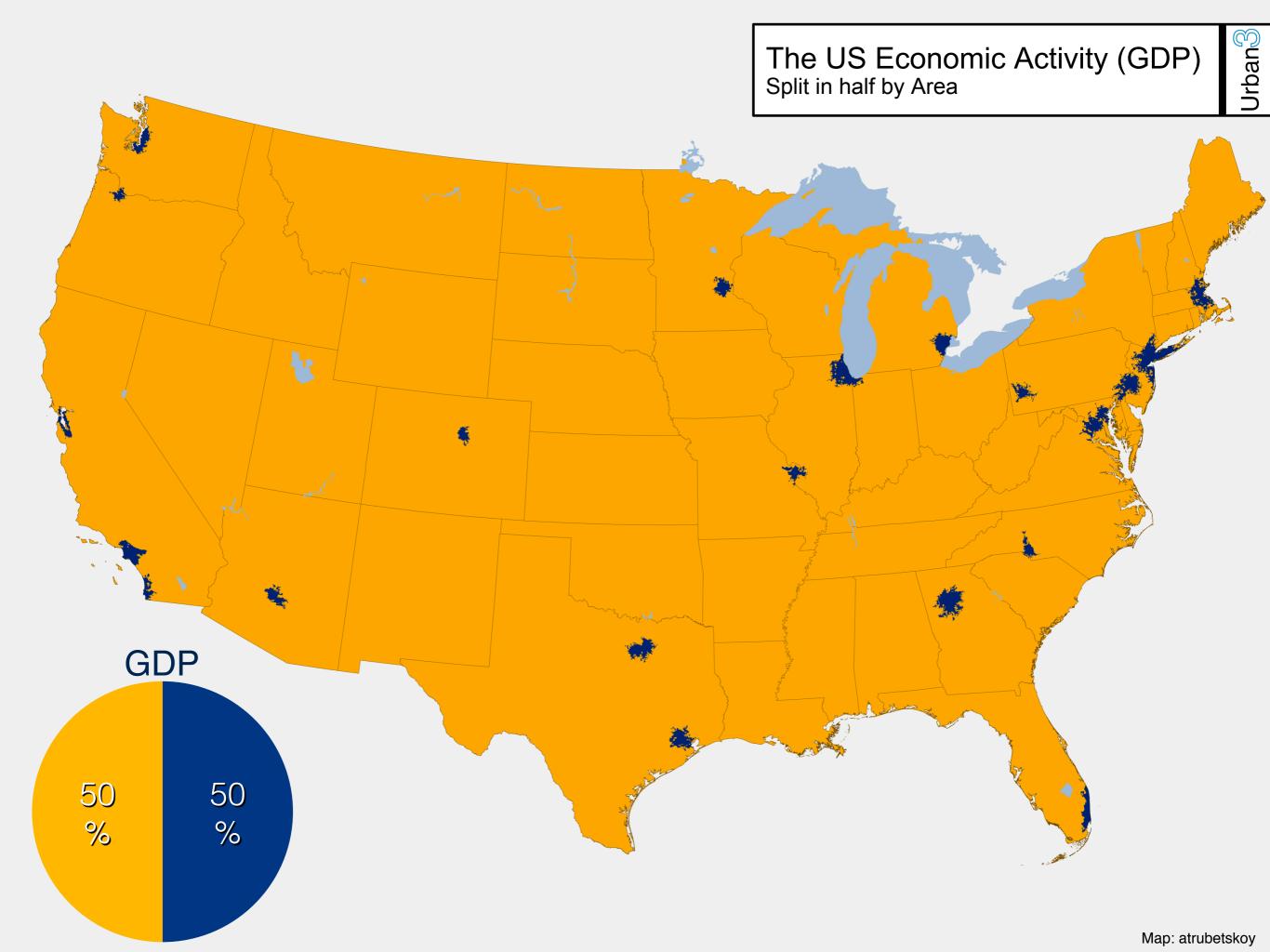


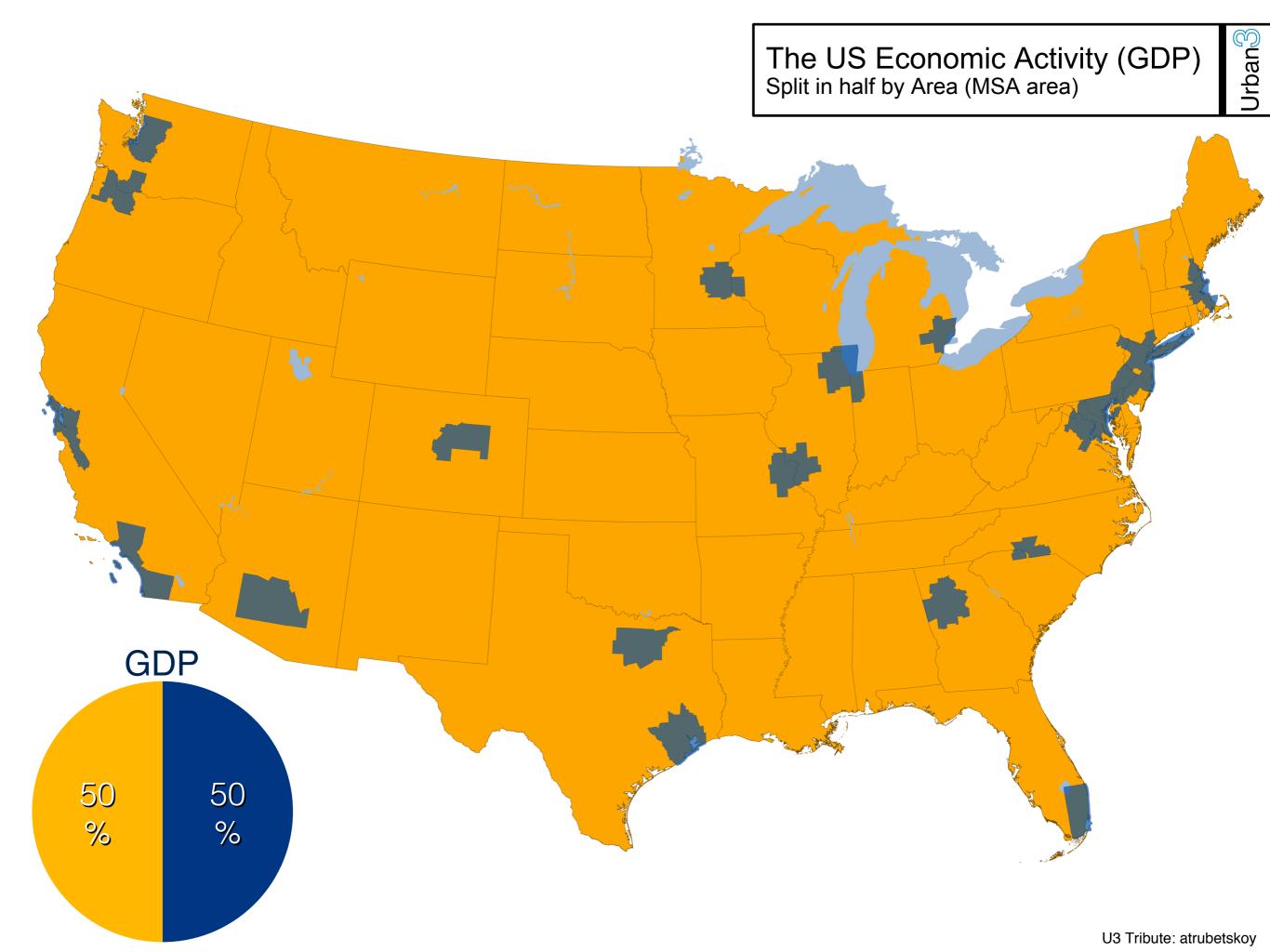
We have but one explicit model of the world and that is built upon economics.

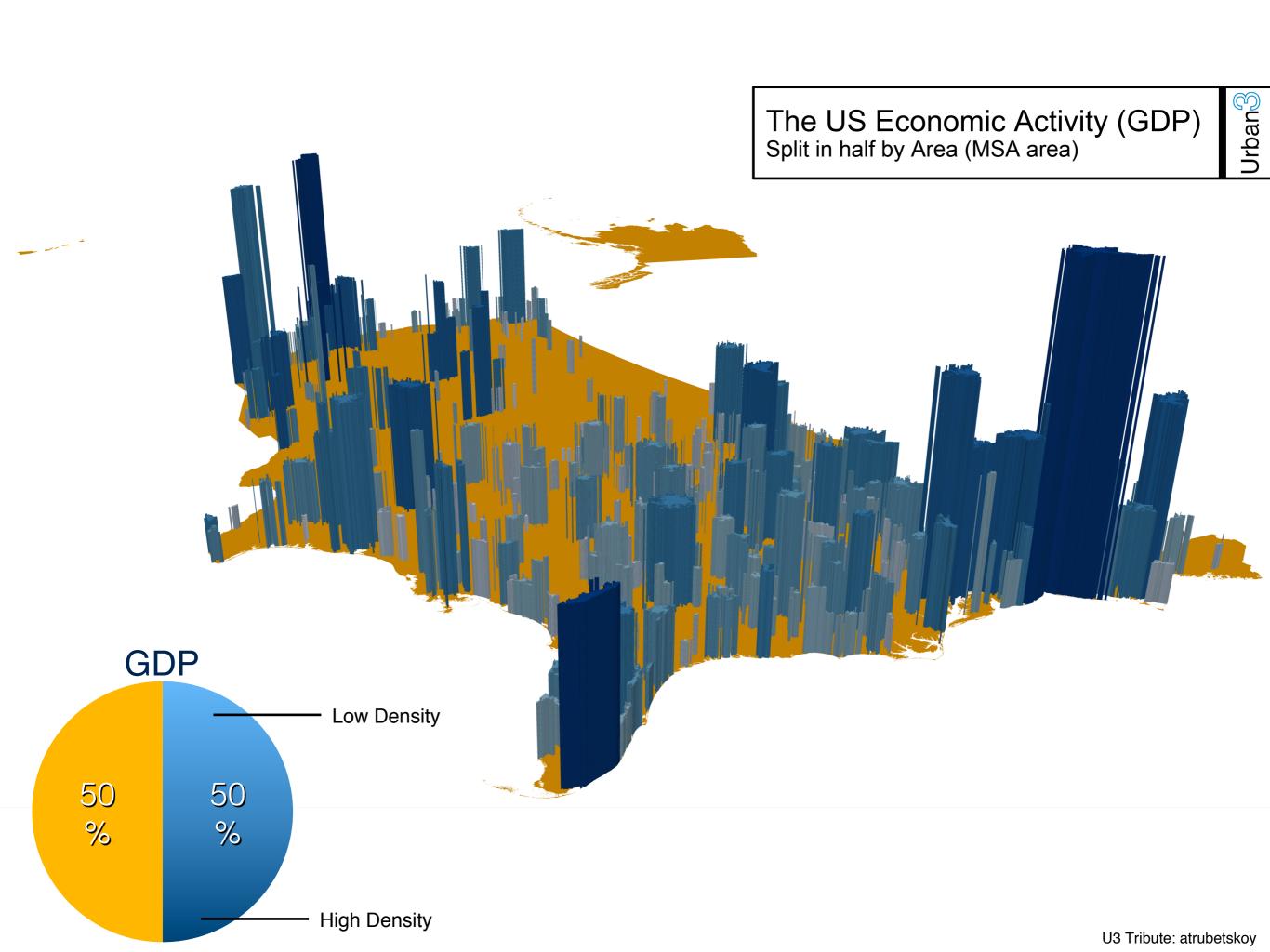
The present face of the land of the free is its clearest testimony, even as the Gross Domestic Product is the proof of its success.



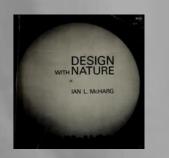
Ian McHarg Design With Nature 1969







Ian McHarg
Design With Nature
1969



Planned growth is more desirable

than uncontrolled growth, and more profitable.



Dr. David A. Wallace
Plan For The Valleys
Wallace & McHarg,

graphic and financial terms it was rejected as unacceptable by the residents of the region.

Given the anticipated population to be accommodated, and the development potential of the area, what principles can avert spoliation, ensure enhancement, and equal the development values of uncontrolled growth? The plan for the Valleys employed physiographic determinism to reveal the optimum pattern of development. This is the third original component. In short, physiographic determinism suggests that development should respond to the operation of natural processes. These processes will vary from region to region. The application of the concept in the study area is circumstantial, but the concept is general in its applicability.

The land was examined to reveal the intrinsic opportunities and constraints to urban development. Thereafter when permissive areas were tested against the housing market it was found that only a marginal increase in density was necessary to accomplish a fit.

When this proposal was examined in terms of the development value produced, it was seen to create an anticipated value of \$7,000,000 in excess of the uncontrolled growth model.

Given a projection of population, the next question is how to carry out a development conception that satisfies both amenities and development values. The major innovation in this realm was the proposed real-estate syndicate. This device suggests that the landowners of the Valleys constitute themselves



- 20 minutes
- Big Picture
- Show the money, as its the money that is making sprawl.
- People want it because its a great deal
 - Sarasota
- McHarg dillusion
- McHarg Good Design is worth more
 - Publix
- McHarg greed private profits at a public cost
 - Walmart
- Solution is knowing the math
- Don't expect entrenched thinking to change quickly
 - Machiavelli
 - Kodak

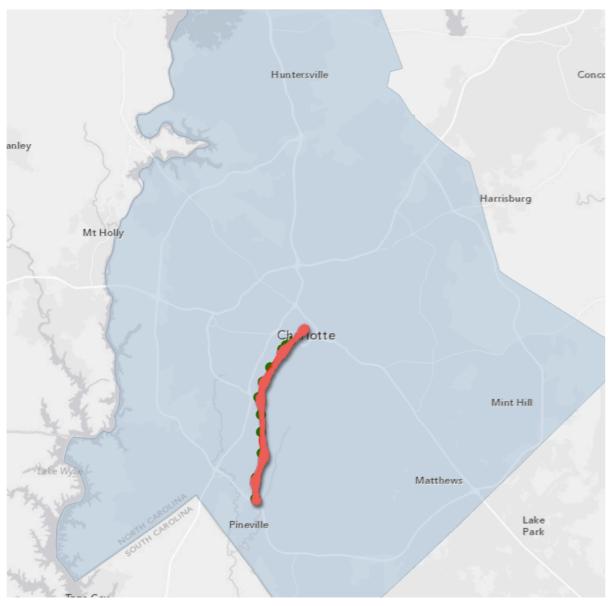
Maybe close the presentation with the NC Finance Officers show, and the grocery store.

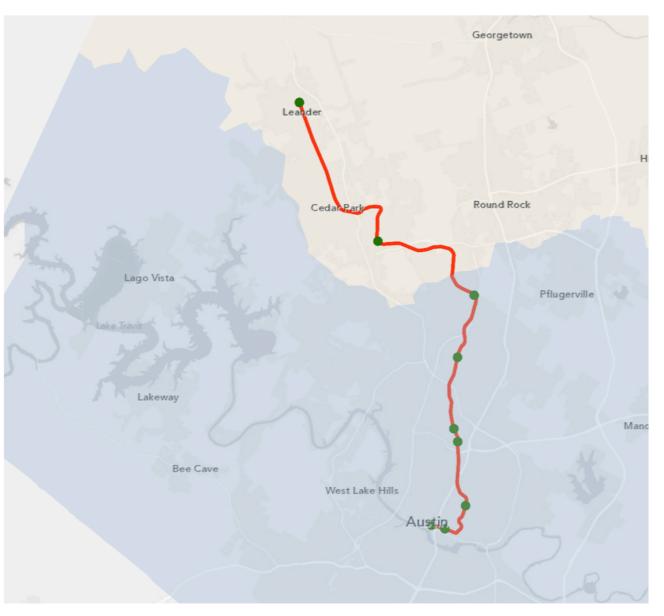


Ian McHarg
Design With Nature
1969
"value": used 364x in book







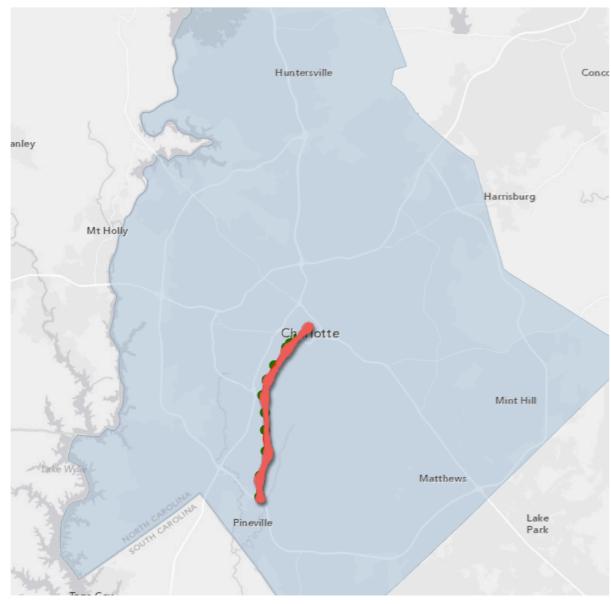


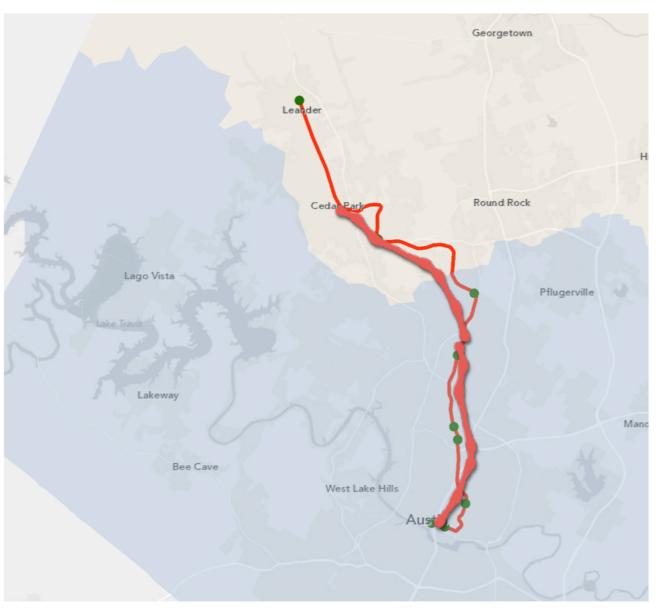
Charlotte LYNX

Austin Metrorail



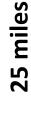




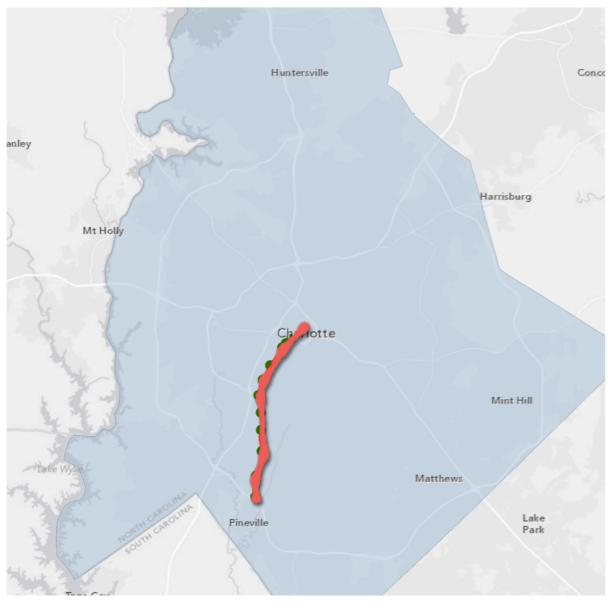


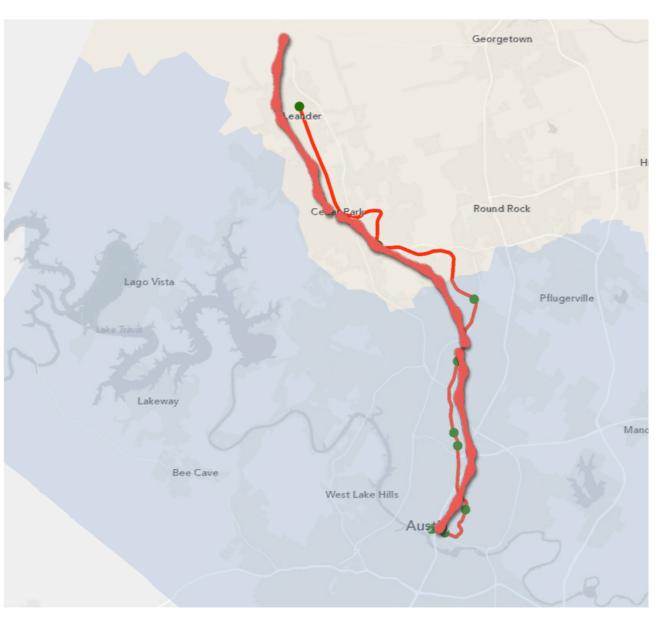
Charlotte LYNX

Austin Metrorail









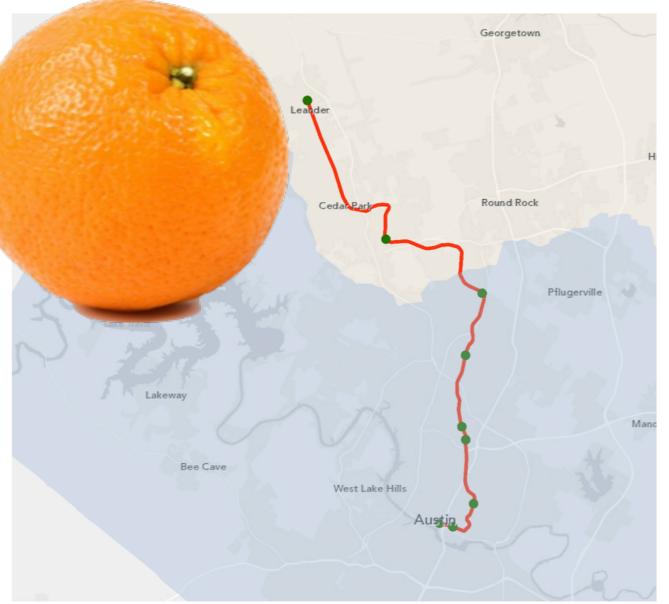
Charlotte LYNX

Austin Metrorail







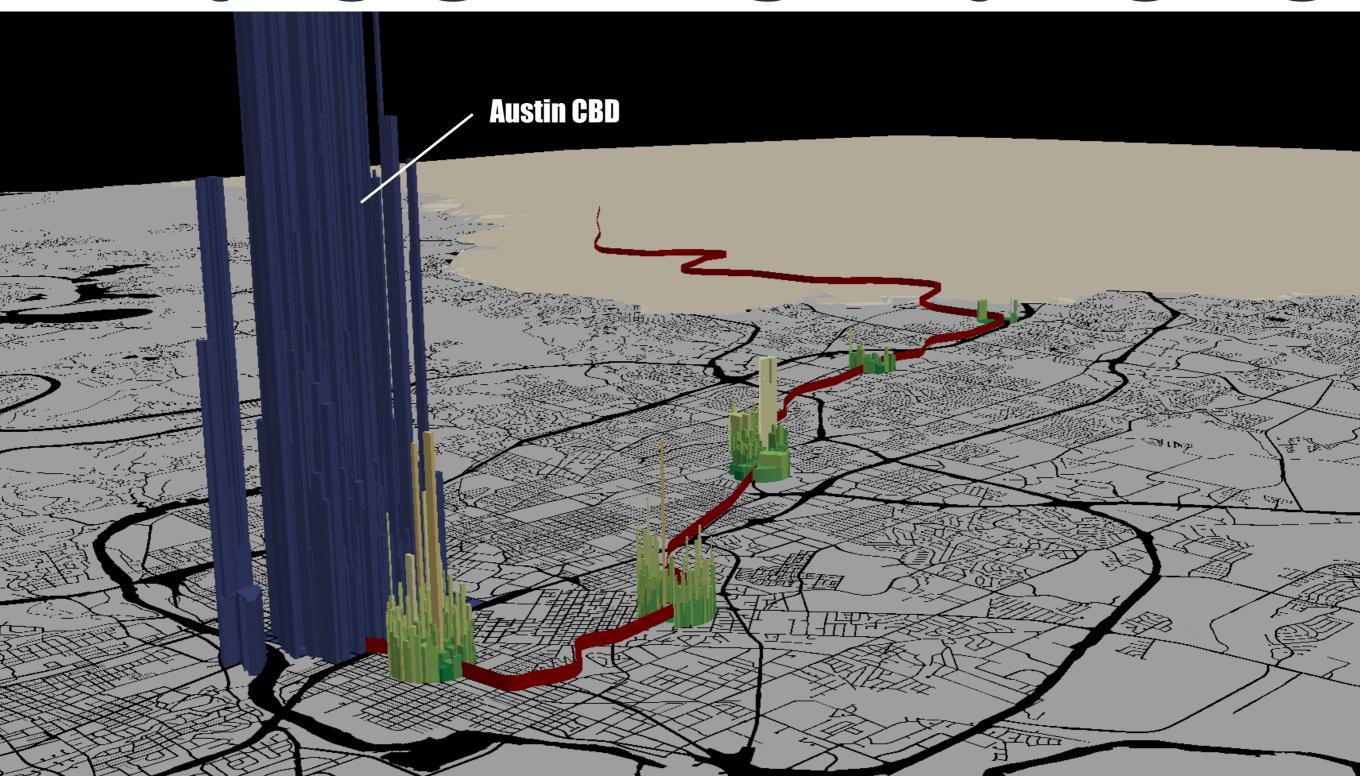


Auctin Matrarail

	Gliafivlic Link	Auətiii Migliviaii
Transit or Freight	Dedicated Transit	Shared
Commuter Typology	Infill Urbanist	Suburban Commuter
Stop Distance	Short	Long
Service Hours	5am - 1am	7pm Last Train

Charlatta IVNV

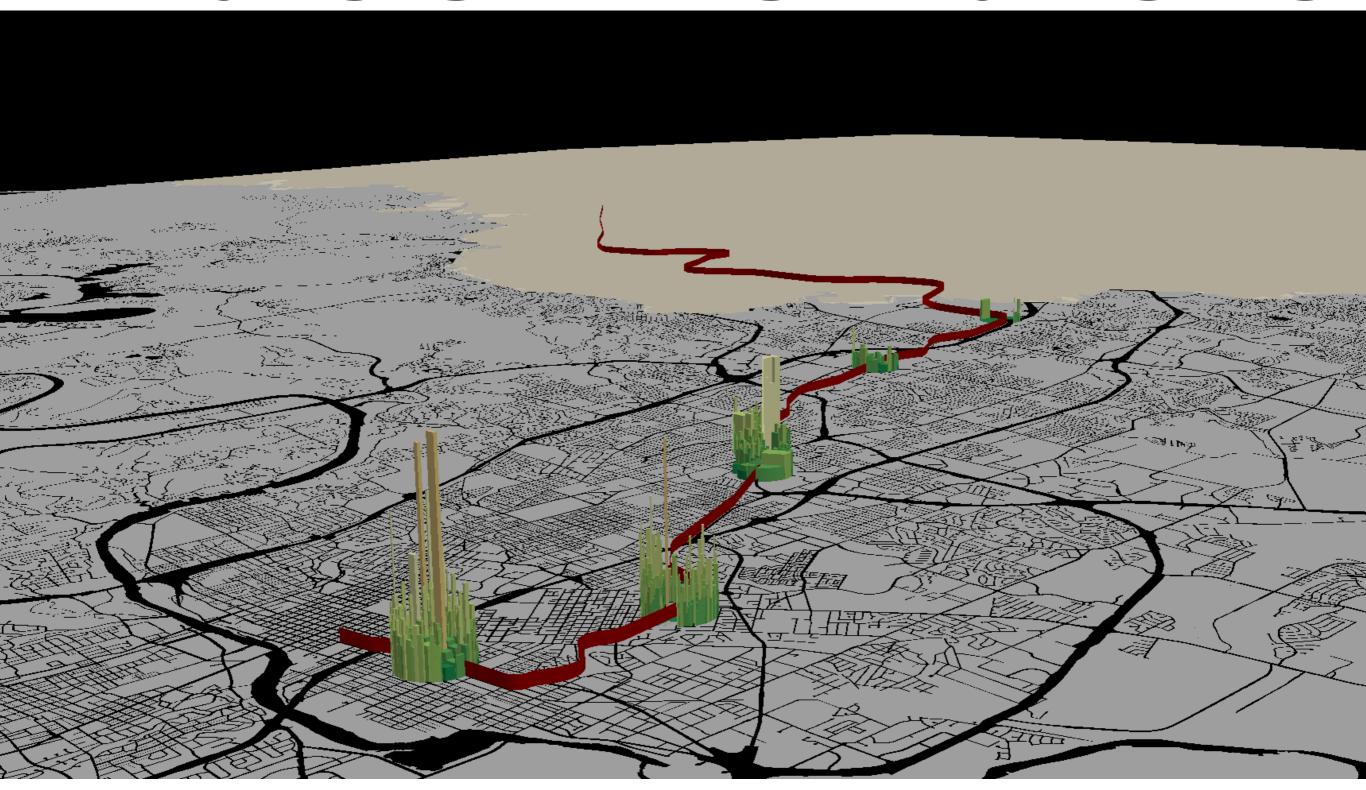
Urban3



Austin Metrorail

TOD pedestrian shed real estate value per acre model capture along light rail line.



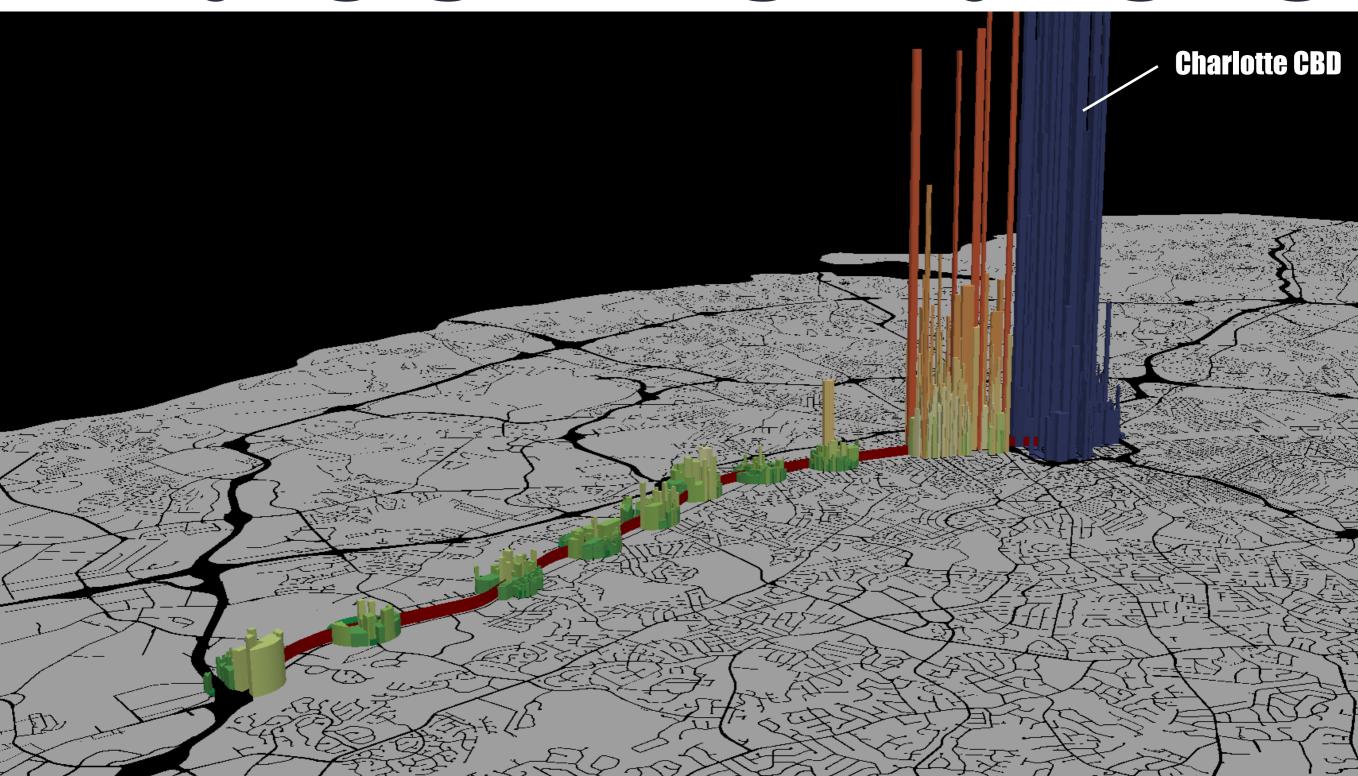


Austin Metrorail

TOD pedestrian shed real estate value per acre model capture along light rail line.



A Tale of Two Transits

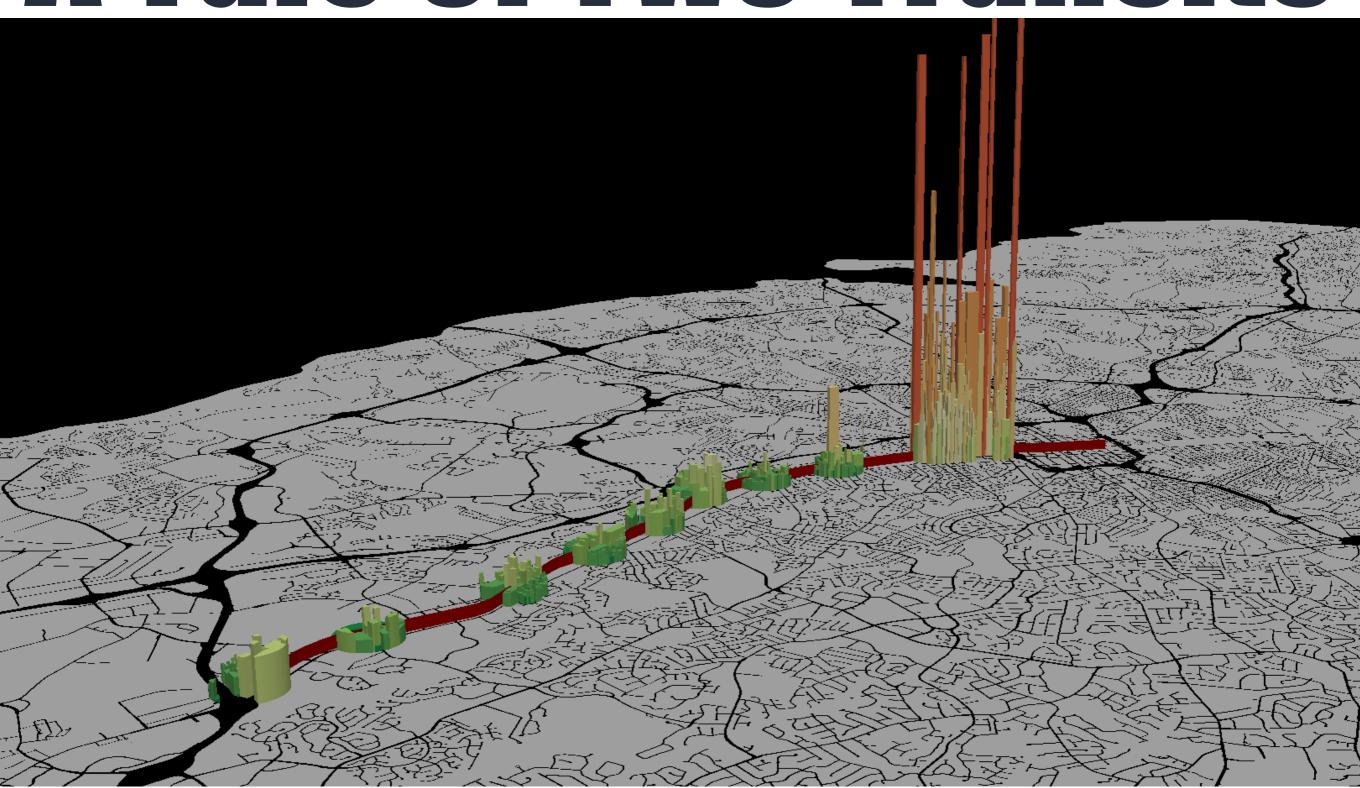


Charlotte LYNX

TOD pedestrian shed real estate value per acre model capture along light rail line.



A Tale of Two Transits

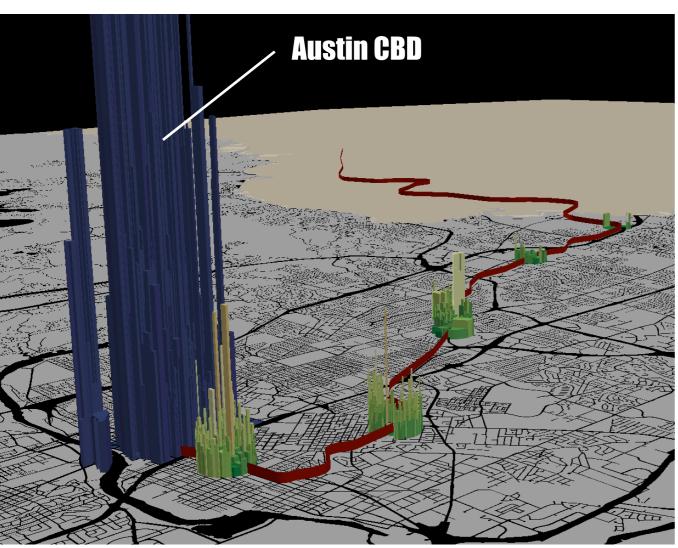


Charlotte LYNX

TOD pedestrian shed real estate value per acre model capture along light rail line.



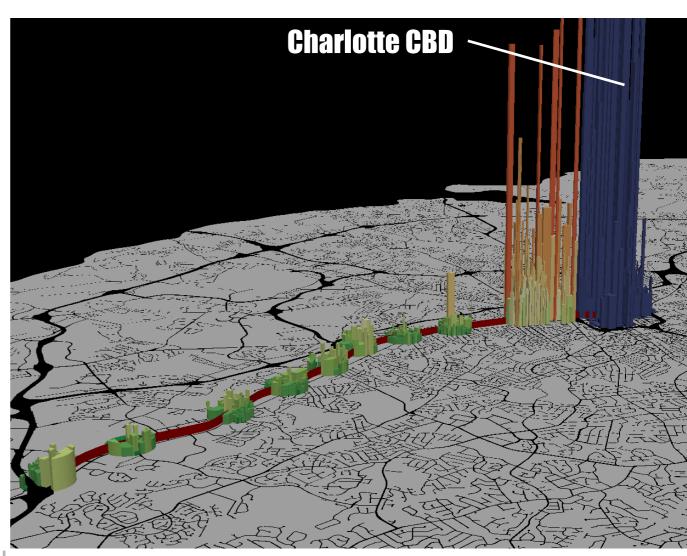
A Tale of Two Transits



Austin Metrorail

Average Taxable Value per Acre for TOD outside of CBD

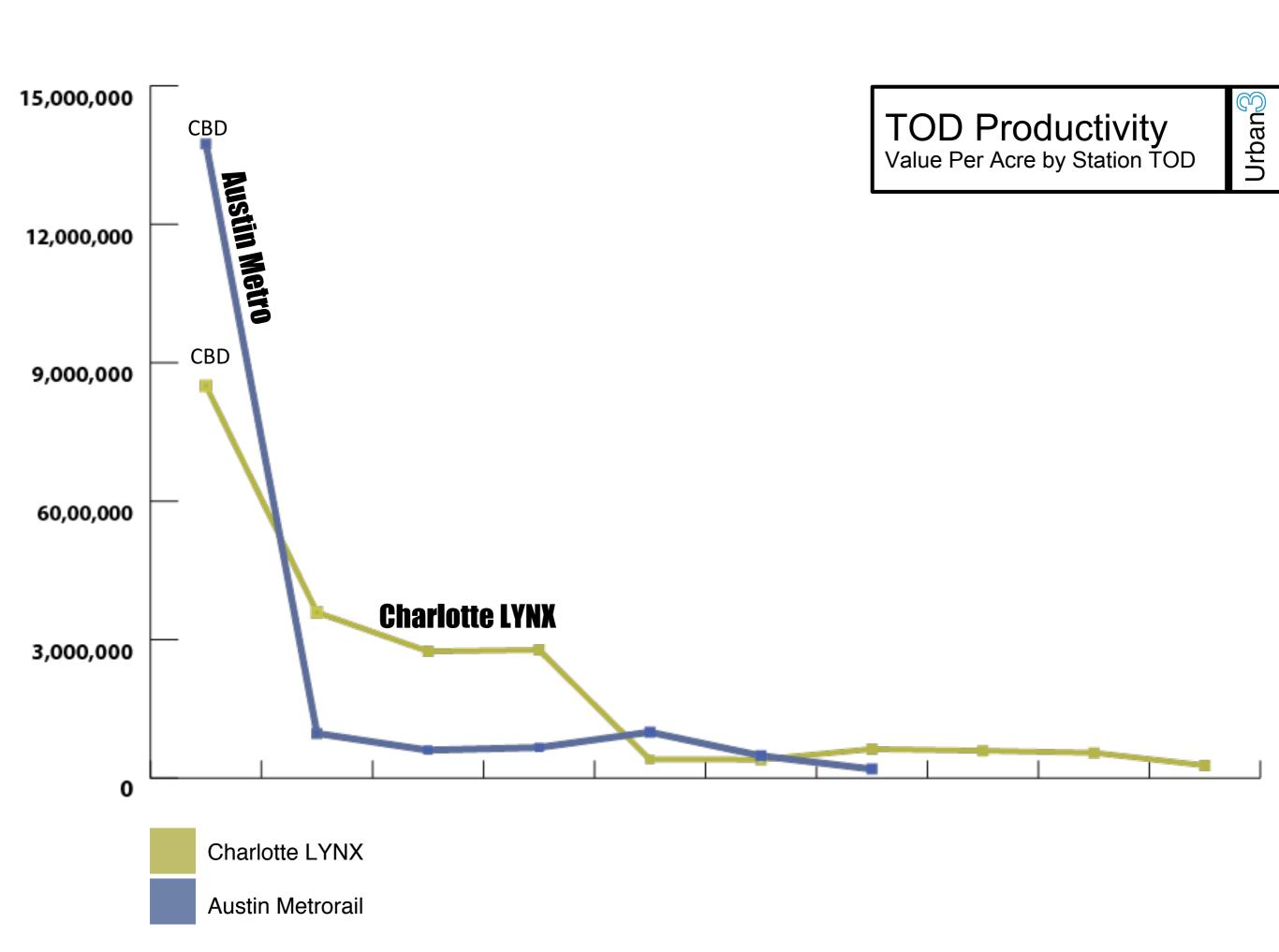
\$648,390

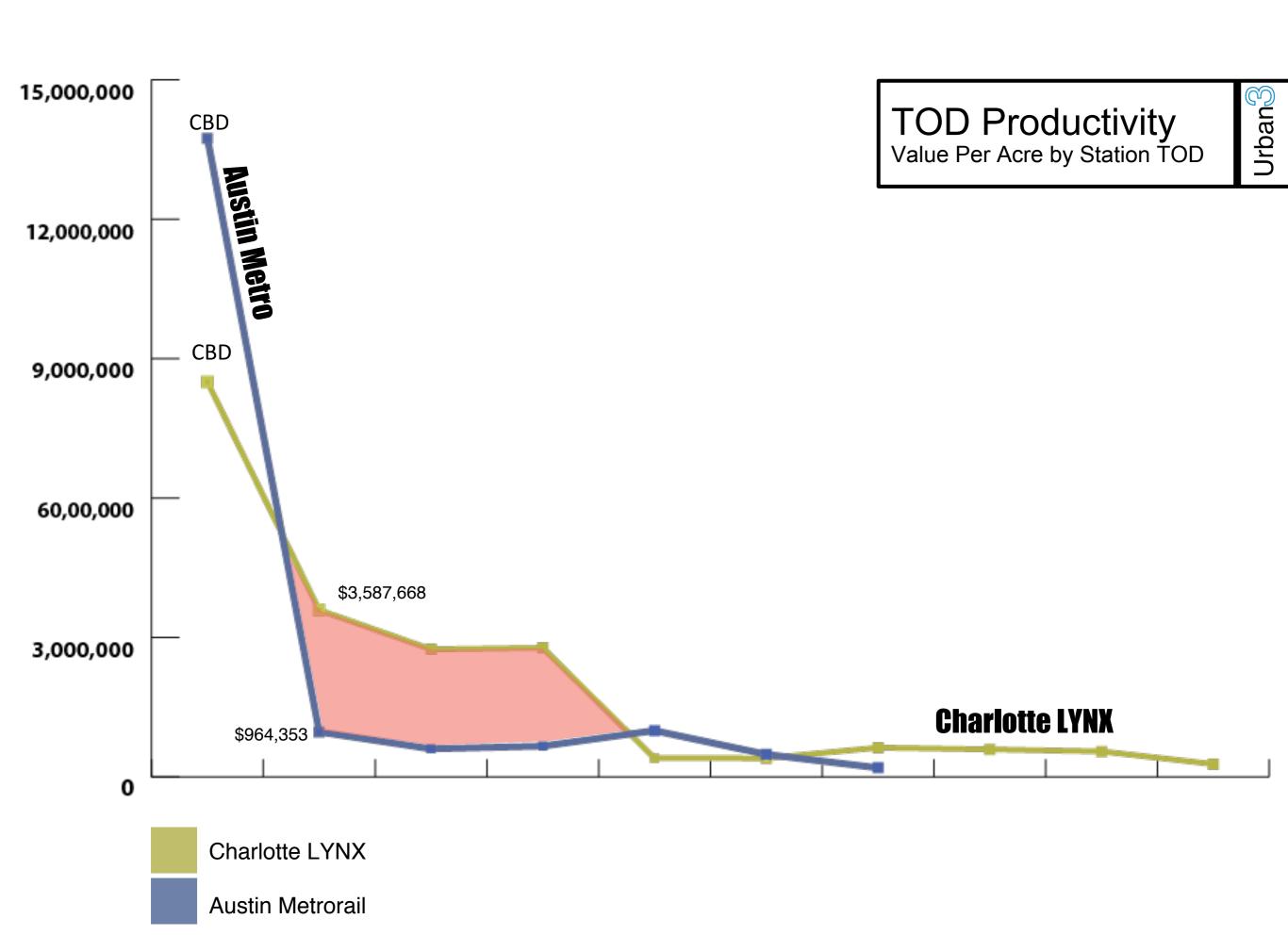


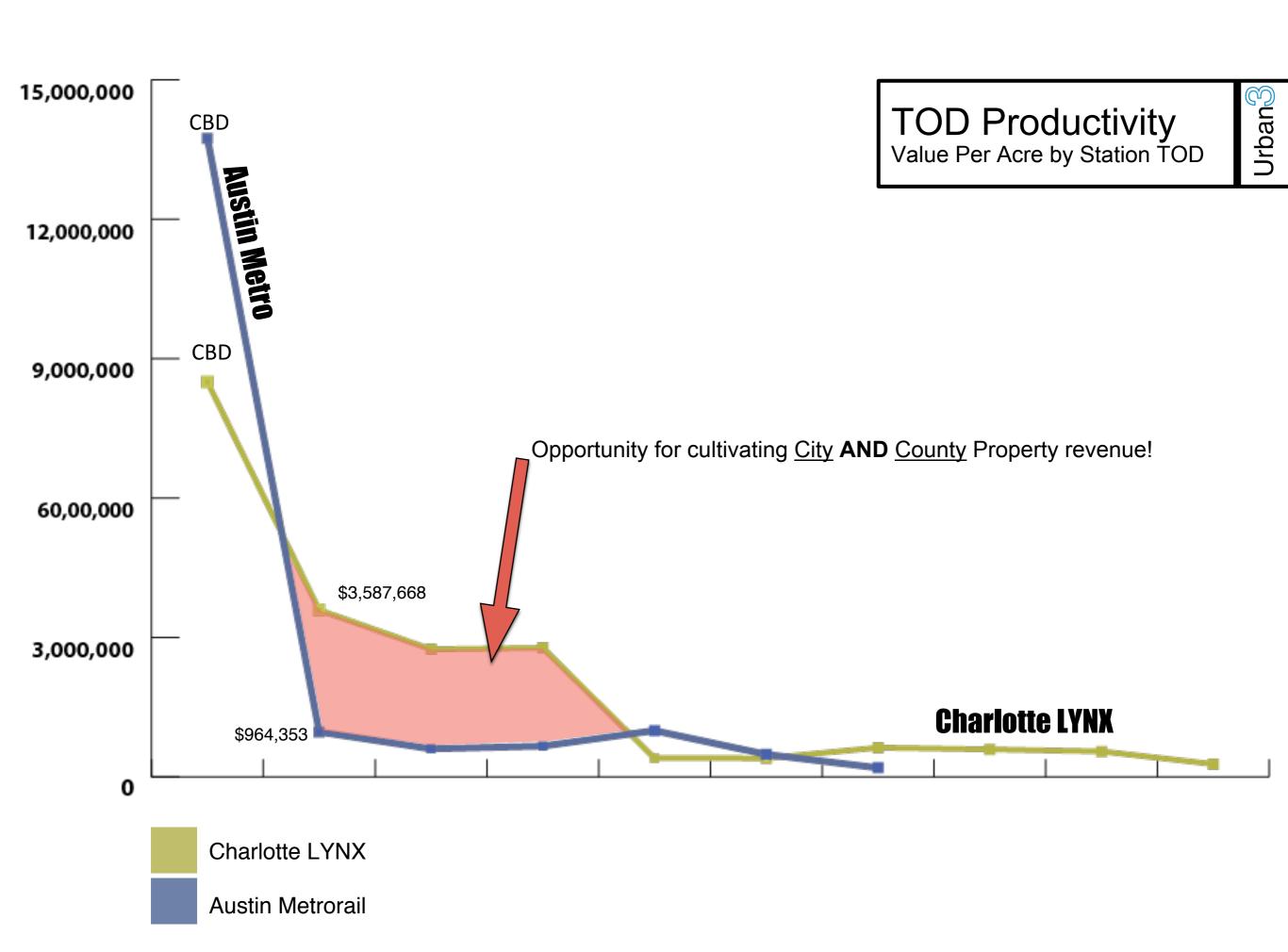
Charlotte LYNX

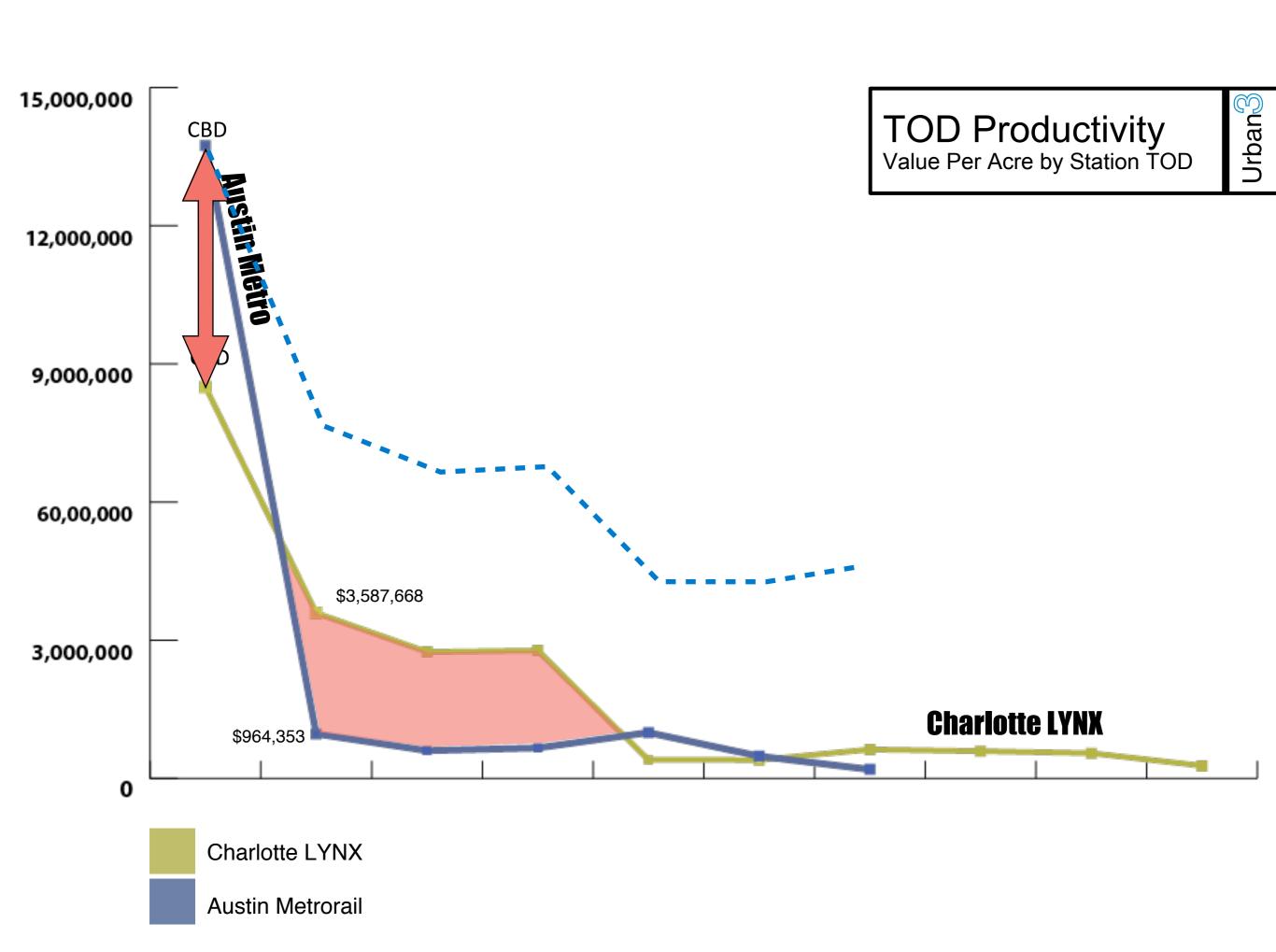
\$1,326,235











Know your Intake



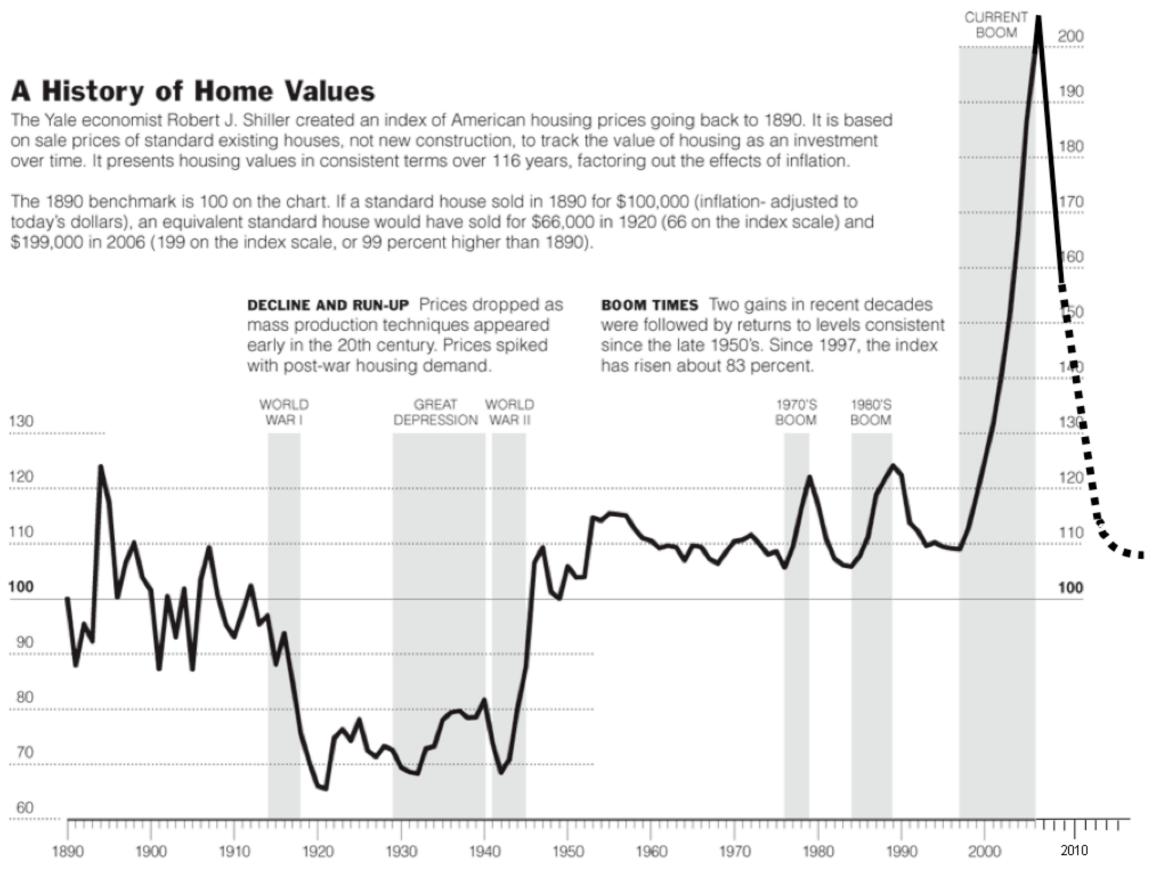
Nutrition Facts

Serving Size 1 cup (228g) Servings Per Container 2

Dietary Fiber

Amount Per Serving				
Calories 250	Ca	lories from	Fat 110	
		% Dail	y Value*	
Total Fat 12g		18%		
Saturated Fat 3g 15% Trans Fat 1.5g				
Cholesterol 30mg			10%	
Sodium 470mg			20%	
Total Carbohydrate 31g			10%	
Dietary Fiber 0g			0%	
Sugars 5g				
Protein 5g				
Vitamin A 4				
Vitamin C 2				
Calcium			20%	
Iron			4%	
*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:				
	Calories:	2,000	2,500	
Total Fat	Less than	65g	80g	
Sat Fat	Less than	20g	25g	
Cholesterol	Less than	300mg	300mg	
Sodium	Less than	2,400mg	2,400mg	
Total Carbohydrate		300g	375g	

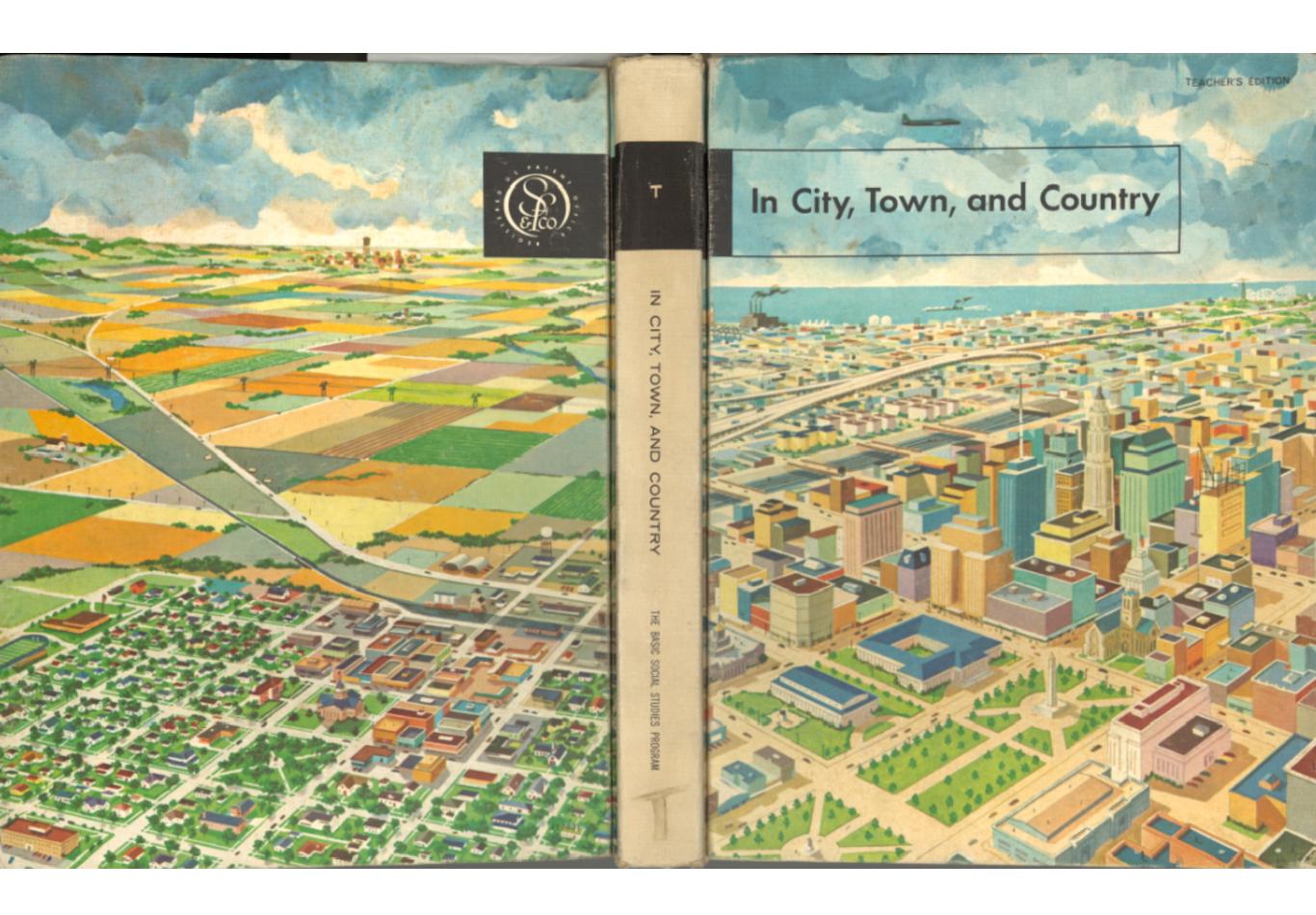
Why hook your cart to this horse?





These new regulations will fundamentally change the way we will get around them.

Don't bring a knife to a gun fight



THE BASIC SOCIAL STUDIES PROGRAM



The family community

At Home (Primer)

At School

The school community

In the Neighborhood

0130275093

The neighborhood community

In City, Town, and Country

The local, metropolitan area, and county communities

In All Our States

The state community and regions of states

In the Americas

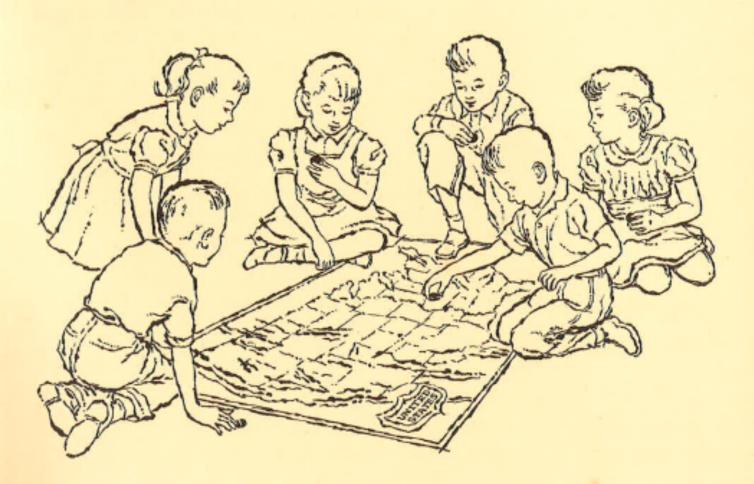
The national and inter-American communities

Beyond the Americas

Nations and regions of nations across the Atlantic and across the Pacific

Living and Learning in Third Grade and

Guidebook to accompany IN CITY, TOWN, AND COUNTRY



by Paul R. Hanna, Genevieve Anderson Hoyt, and Clyde F. Kohn

William S. Gray, Reading Advisor

Scott, Foresman and Company Chicago, Atlanta, Dallas, Palo Alto, Fair Lawn, N.J.

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CHIMITER III YOUR GLOUP ARE HORE YOUR OWN.

If you have grown up with attitudes and values that differ from those of the families of children in your third grade, you will want to make every effort to understand their attitudes, language habits, and behavior patterns. You may be justified in trying to change some of these values and behavior traits, but the essential dignity and worth of each child must be recognized. Nochild should feel rejected because he is growing up in a home environment different from yours.

Remember, too, that many children whether urban or rural, and regardless of region, are tragically limited in their knowledge of the world and that their world is largely that of the space in which they live and operate. So capitalize upon the experiences which they have had even as you try to broaden the children's understandings and guide their behavior.

These are some of the significant ways in which environmental factors influence the experiences of boys and girls, causing them to feel and act as they do, and so to differ. In your particular third grade, each youngster will respond to every teaching-learning experience centering around

an eight- or nine-year-old, would I feel at home? What evidence is there that this is a laboratory for learning?"

The attractiveness of your classroom-the plants in the window, gay touches of color, bright pictures, and other evidences of an inviting room -is part of your children's learning environment.

The social climate of your classroom-the way children are welcomed and helped to get acquainted, the way daily routines are carried on, the way you develop standards and teach observation of rules, and the way children's basic needs are met-is a part of your children's learning environment.

Whether you are in a new building or an old one, your task is to create an environment that invites learning. You begin the year with a recently cleaned, but bare, room. There is nothing on the walls, on the window sills, on the bookshelves, or in the corners. What you do to transform this room into an inviting learning environment depends on your skill and resources. The results reflect your teaching personality. If you set up interest centers, display books, hang gay pictures, and set flowerpots in the windows, then

Every county has a courthouse located in the county seat. Among the government responsibilities carried on by all counties, one finds provision for election machinery, the assessment and collection of taxes, the administration of justice through the courts, the protection of persons and property through law-enforcement agents, and the recording and custody of such legal documents as deeds and birth certificates.

While the pattern varies from state to state, counties are usually responsible to some degree for educational, library, health, and welfare services; for agricultural and conservation services; for the construction and maintenance of county roads and bridges; for the establishment and maintenance of county parks; and for land zoning

In studying the functions performed by your county, you will no doubt find that there is a duplication of services, an overlapping of jurisdictions, and a lack of coördination between the county and the local communities within the

county in the performance of certain functions. Throughout our nation, these are problems to which attention is being given by many groups.

You will need to learn all that you can about the functioning of your own county so that you can help your third-graders:

Perceive the spatial relationship of the community in which they live to the county community of which it is a part.

Know and appreciate the services provided by their county government which contribute to the welfare of their local community.

Understand and appreciate the specific ways in which the functions of the county are related to their own lives and to the lives of other members of their families.

Know and understand the functions of private business, professional, and welfare organizations that have county as part of the name.

While the pattern varies from state to state, counties are usually responsible to some degree for educational, library, health, and welfare services; for agricultural and conservation services; for the construction and maintenance of county roads and bridges; for the establishment and maintenance of county parks; and for land zoning.

In studying the functions performed by your county, you will no doubt find that there is a duplication of services, an overlapping of jurisdictions, and a lack of coördination between the county and the local communities within the county in the performance of certain functions. Throughout our nation, these are problems to which attention is being given by many groups.

YOUR SOCIAL STUDIES PROGRAM

The selected and directed teaching-learning experiences that you provide in social studies this year will emphasize the city, town, or village of which your neighborhood (school district) is a part and the larger county community of which your local community is a part. As the children learn how living goes on in these communities, their attitudes will change and so will their behavior. And at the same time, as members of their family, their school, and their neighborhood communities, they will continue to add experiences to those which they have already accumulated. So, before you begin planning your year's program for which In City, Town, and Country provides the springboard, you will want to acquaint yourself with the social-studies experiences your children have had during their two or three previous years in school.

GLANCING BACK

From birth, your boys and girls have been learning to live with others in a family group. Upon starting school, they began learning to live with others in a school group. Last year, they began going alone to the store, library, playground, and other places in the neighborhood; thus, they began to assume simple responsibilities as members of their neighborhood community. These groups are the first groups to which children belong and to which, with or without guidance, they must learn to adjust. Moreover, children's problems in learning to adjust loyalties and behavior to the demands of these three groups are complicated. For these reasons, The Basic Social Studies Program of the Curriculum Foundation Series for Grades One and Two took as its emphasis the universal centers of home, school, and neighbor-

COMMUNITIES EMPHASIZED

For the first few months in first grade, as described in Between Two Worlds,8 the socialstudies program was based on those experiences which normally occur in the first-grade classroom.

This program was followed by organized learning experiences which emphasized living in family groups. The content for the home and family community emphasis came from two sources: (1) the text and pictures found in At Home,9 which describe the members of the Hall family as they engaged in the basic human activities, and (2) the everyday experiences of children as members of real families.

During the latter part of the school year, the teaching-learning experiences concerned with living in the school community constituted the social-studies program for your boys and girls. At School¹⁰ and the events occurring in the children's own school formed the content for the school community emphasis. From both sources, the children acquired understandings, attitudes, values, and behavior traits that contributed to responsible citizenship. At the same time, readiness was established for a better understanding of the neighborhood community of which the children's homes and school are a part.

- 8 Hanna, Paul R., and Hoyt, Genevieve Anderson. Between Two Worlds in Teacher's Edition of At Home, Chicago: Scott, Foresman and Company, 1956.
- 9 Hanna, Paul R., and Hoyt, Genevieve Anderson. At Home, Primer of The Basic Social Studies Program of the Curriculum Foundation Series, Chicago: Scott, Foresman and Company, 1956.
- ¹⁰ Hanna, Paul R., and Hoyt, Genevieve Anderson. At School, Book One of The Basic Social Studies Program of the Curriculum Foundation Series, Chicago: Scott, Foresman and Company, 1957.

Getting a New School

There were many children in Middletown. Every year, there were more and more children in the schools.

When the new factory was built, many new families moved to Middletown and built homes near the factory. Then there were even more children to go to school.

In some schools, there were too many children in each room. In one school, some of the children went to school only in the morning, and others went only in the afternoon. Some children went to school in rooms in churches. Some went to school in rooms over one of the stores.

Middletown needed a new school.



Many people thought that Middletown should build a new school. But others thought that it would <u>cost</u> too much to build another school.

Mr. Canfield lived next door to the Allens. He did not want to build a new school. He said, "Our taxes are too high now. If we build a new school, we will need more teachers and more of everything it takes to run the schools. Then we will have to pay still higher taxes."

But many of the people did not feel this way. They wanted a new school, and they wanted more teachers even if they had to pay higher taxes.

The people on the Middletown school board thought that a new school had to be built.

At a board meeting, they talked about how much a new school would cost. They talked about how much higher taxes would have to be.

Then they said, "All the people in Middletown must know these things. They must know what a new school would do for the community, too. Then, the people must tell us what to do."

"What three things did the Middletown school board think people should know before they decided about building the school?"

"Why would people have to pay higher taxes if a new school were built?"
"Why were some people against paying higher taxes?"

Getting a New School

There were many children in Middletown. Every year, there were more and more children in the schools. 7 AT ...

When the new factory was built, many new families moved to Middletown and built homes near the factory. Then there were even more children to go to school.

In some schools, there were too many children in each room. In one school, some of the children went to school only in the morning, and others went only in the afternoon. Some children went to school in rooms in churches. Some went to school in rooms over one of the stores.

Middletown needed a new school.

"Give four good reasons for building a new school."

"Give four good reasons for building a new school."

should build a new school. But others thought that it would cost too much to build another school.

Mr. Canfield lived next door to the Allens. He did not want to build a new school. He said, "Our taxes are too high now. If we build a new school, we will need more teachers and more of everything it takes to run the schools. Then we will have to pay still higher taxes."

But many of the people did not feel this way. They wanted a new school, and they wanted more teachers even if they had to pay higher taxes.

The people on the Middletown school board thought that a new school had to be built.

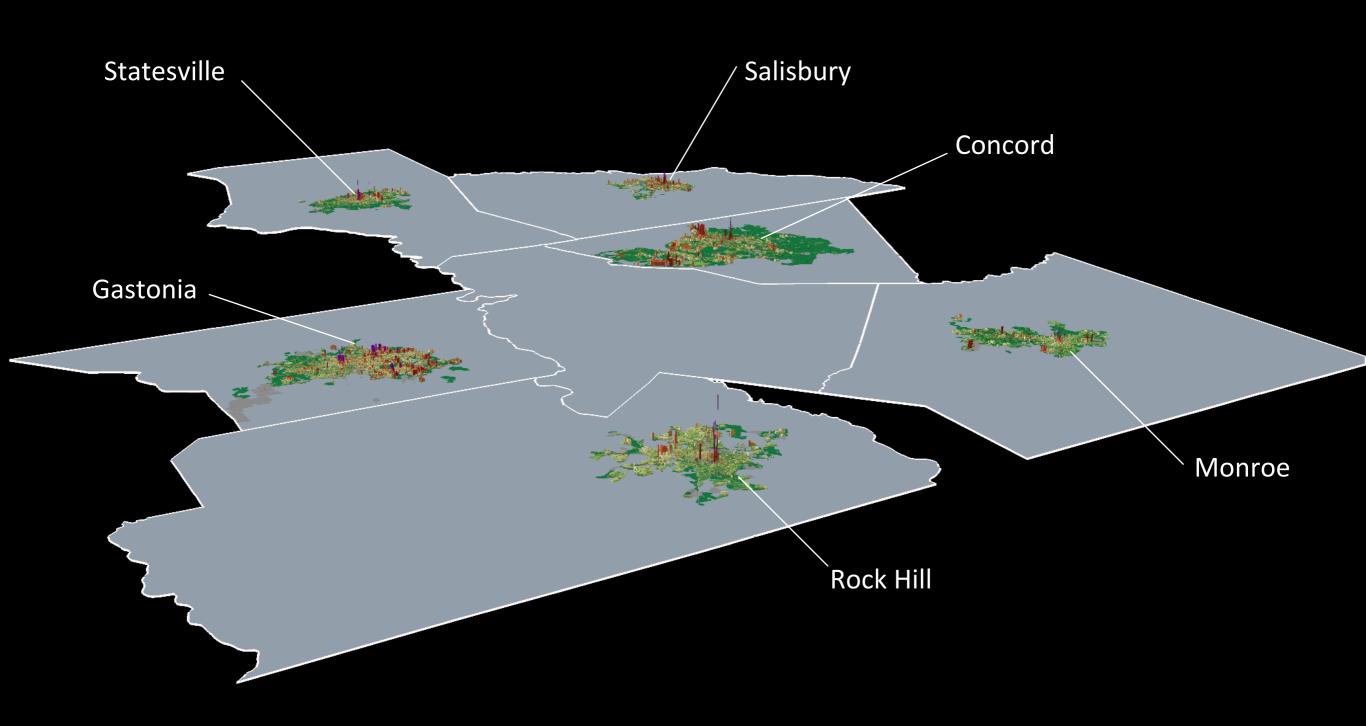
At a board meeting, they talked about how much a new school would cost. They talked about how much higher taxes would have to be.

Then they said, "All the people in Middletown must know these things. They must know what a new school would do for the community, too. Then, the people must tell us what to do."

"What three things did the Middletown school board think people should know before they decided about building the school?"

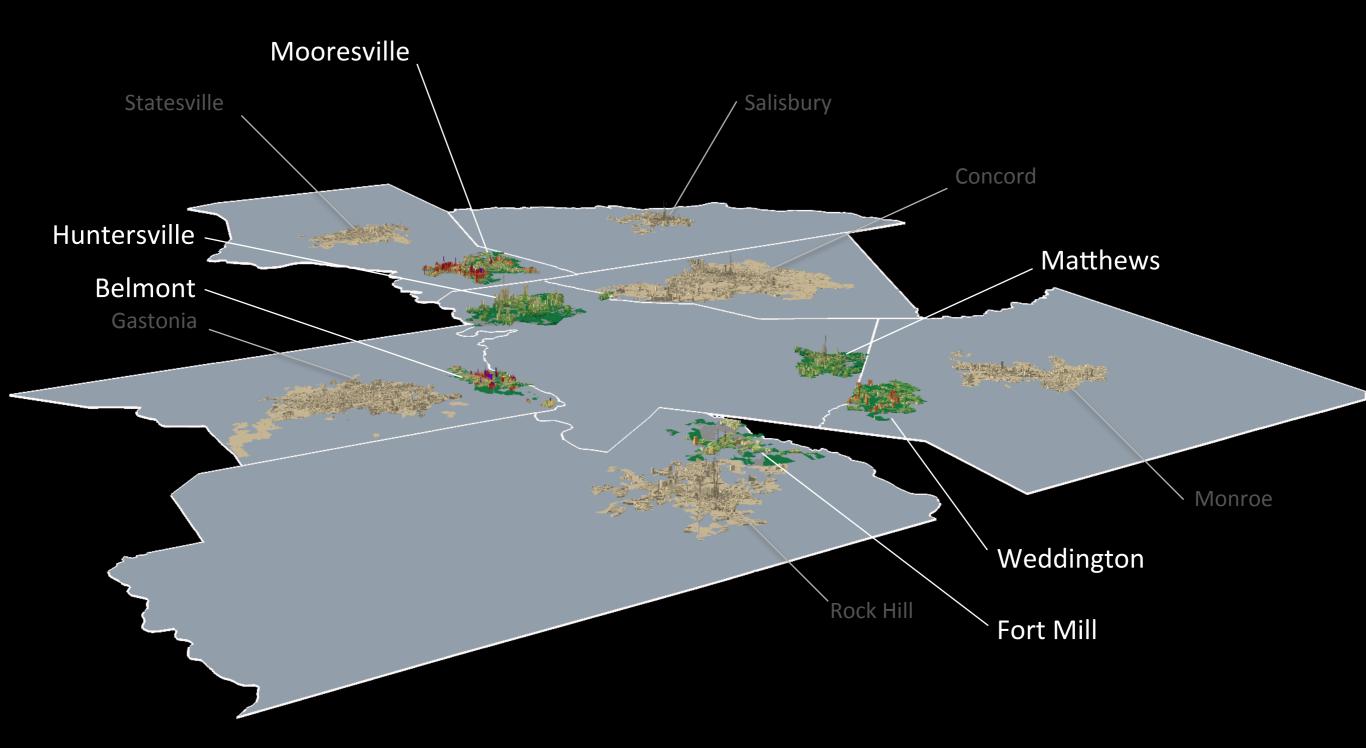
Prime Cities

Taxable Value per Acre 3D Models



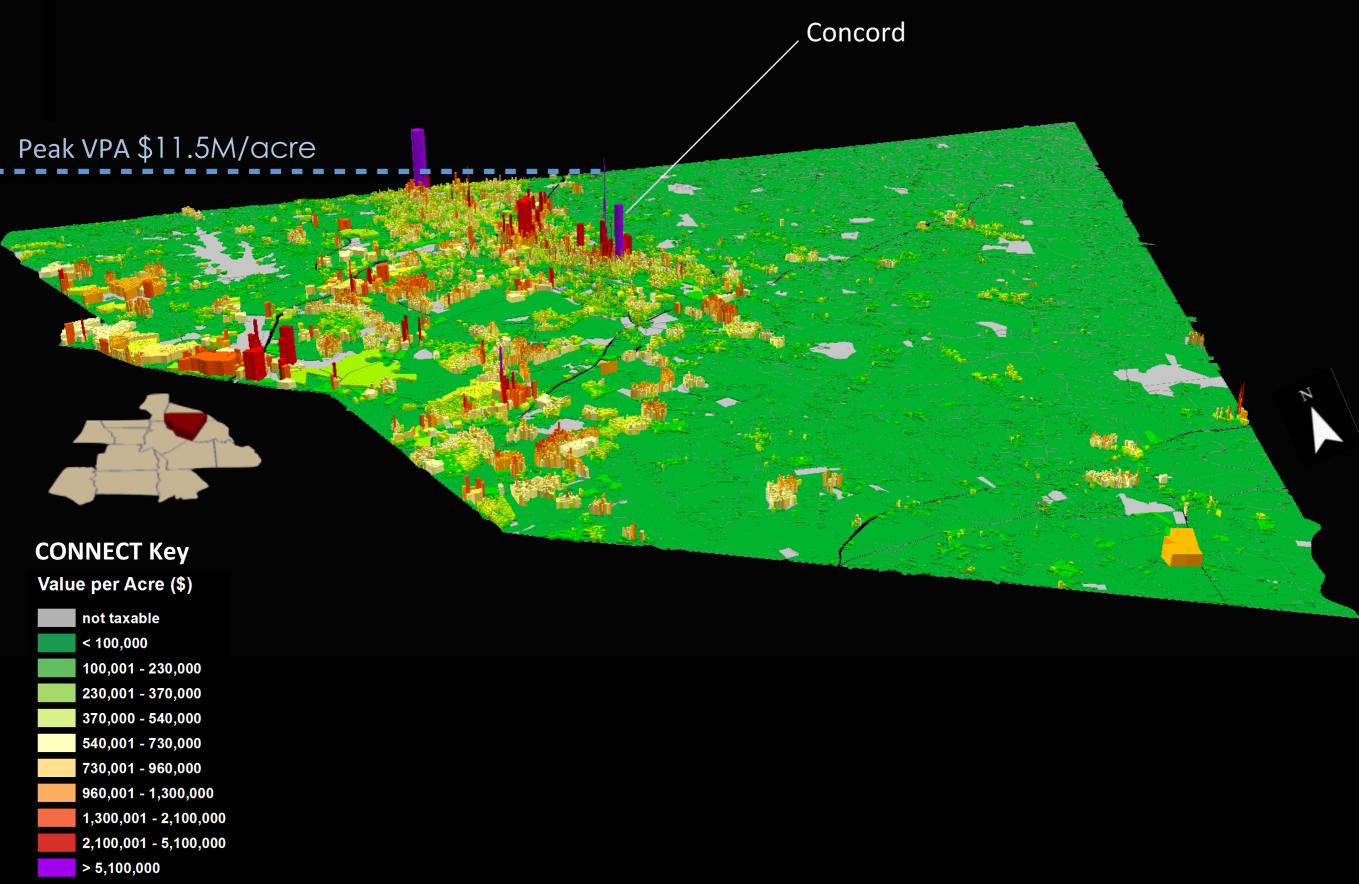
Suburbanizing Municipalities

Taxable Value per Acre 3D Models



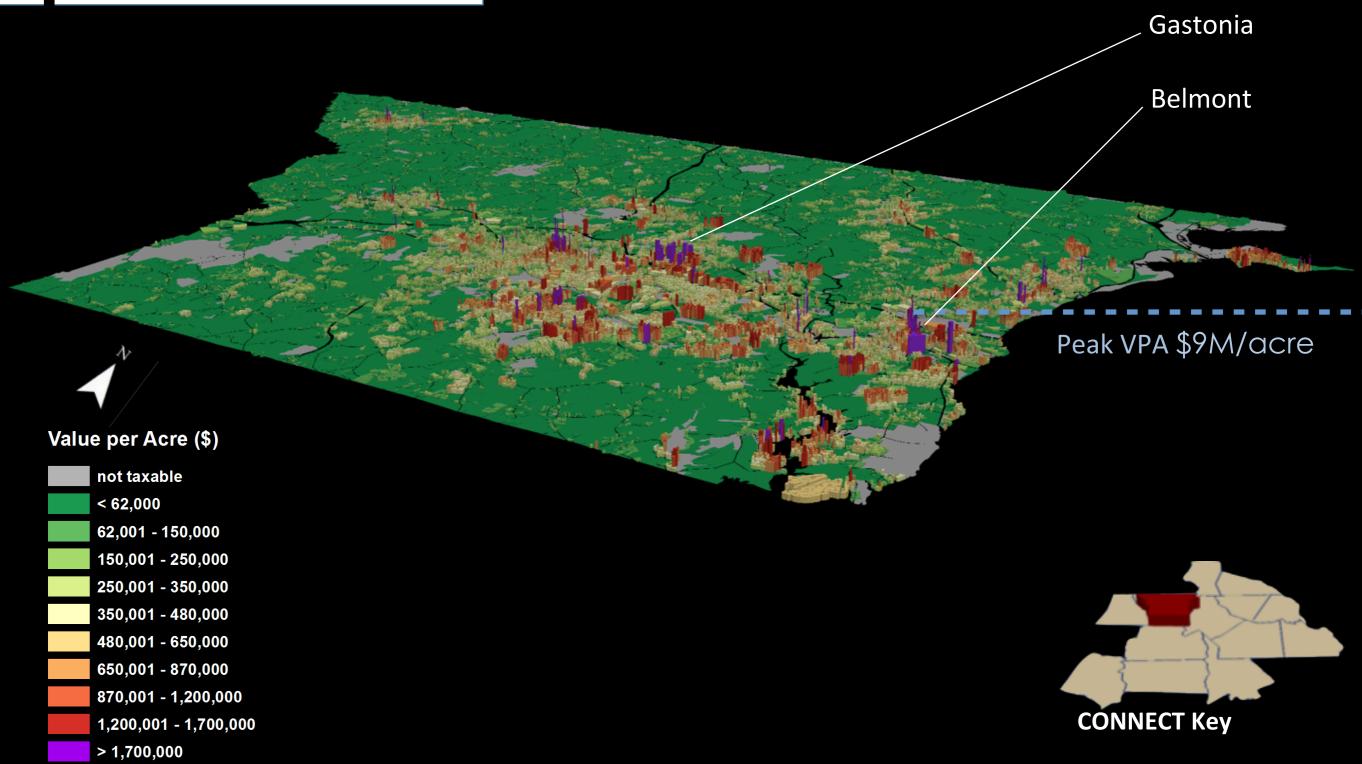
Cabarrus County, NC

Taxable Value per Acre 3D Model

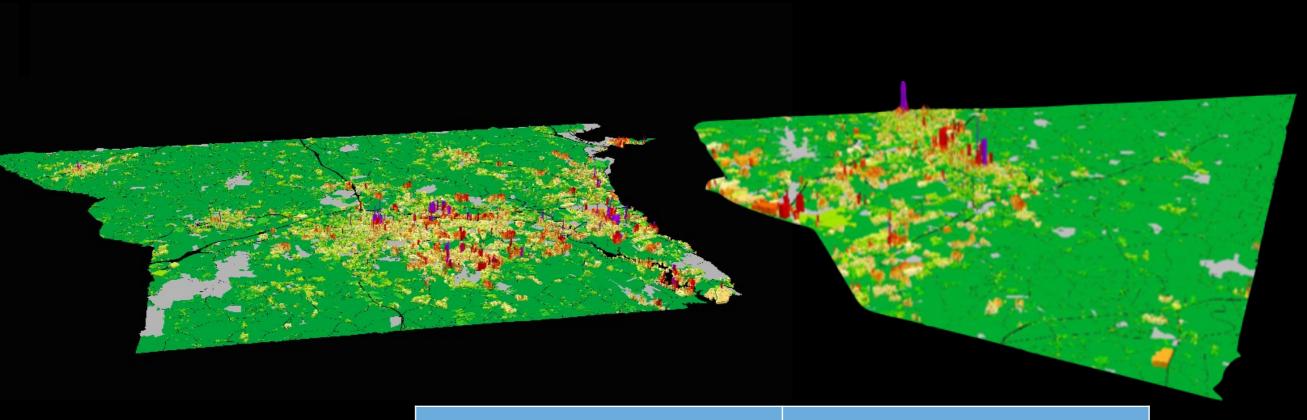


Gaston County, NC

Taxable Value per Acre 3D Model

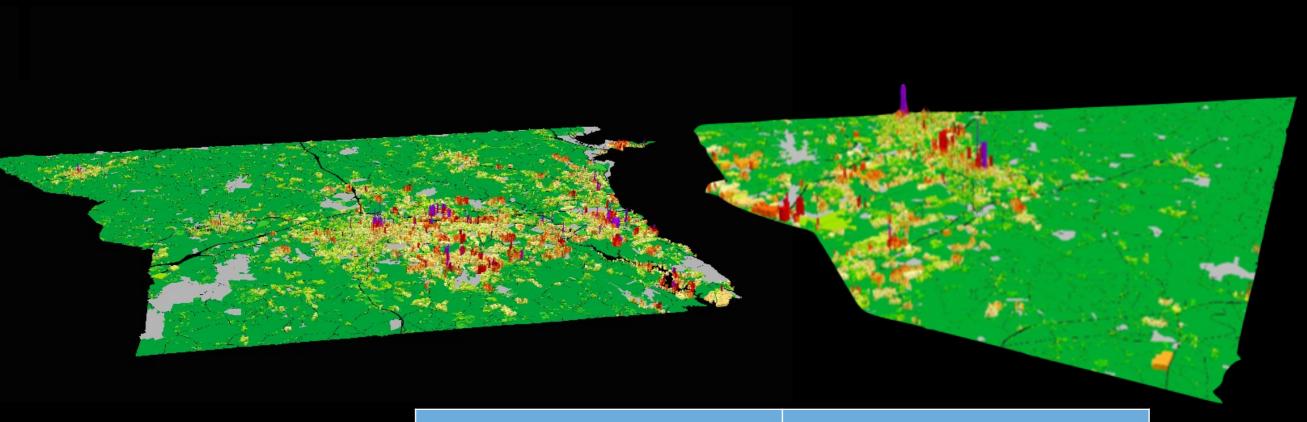


County Comparisons Gaston vs. Cabarrus



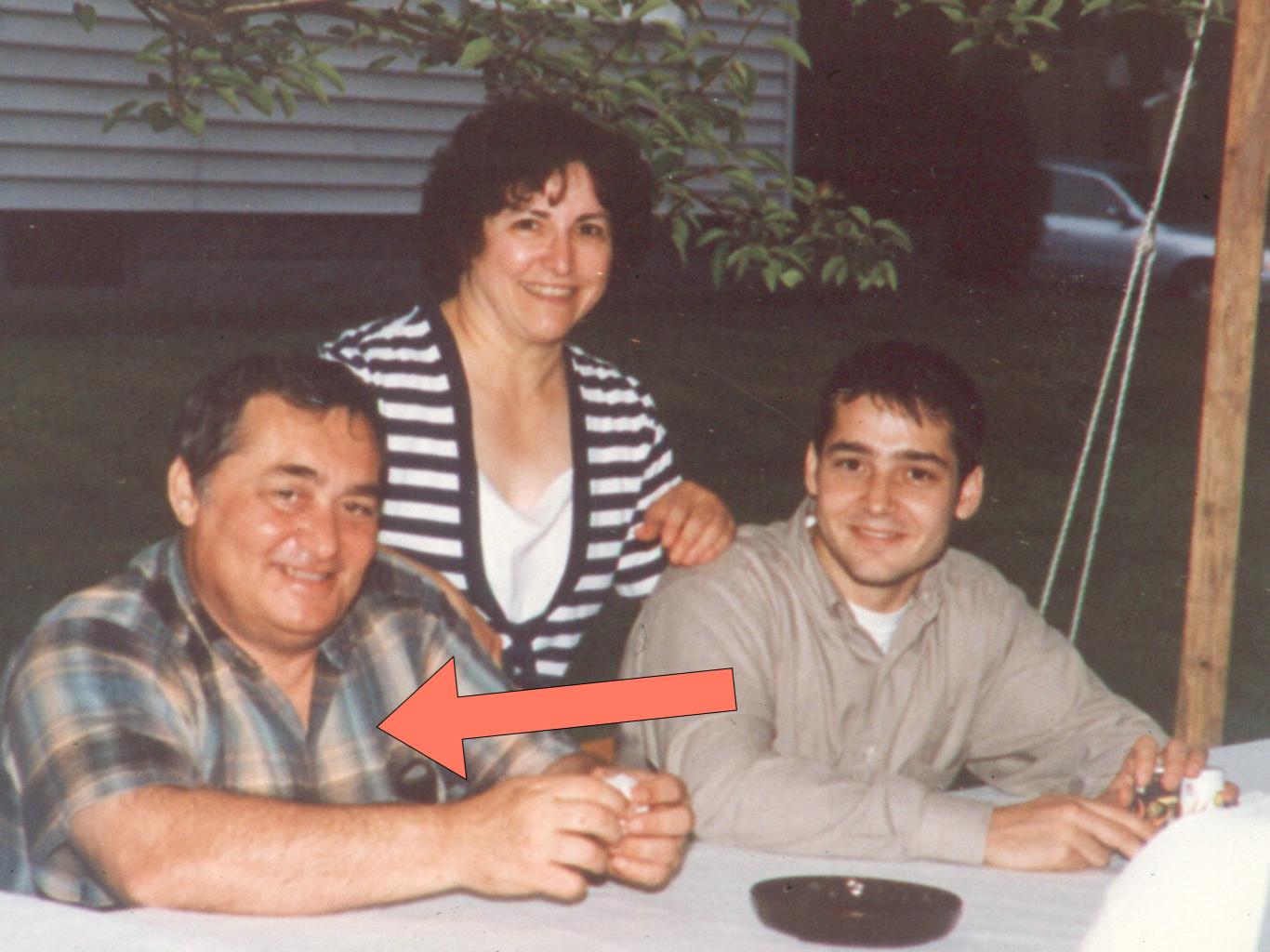
	Gaston	Cabarrus
Population	208,049	184,498
Area	364	365
People/Mi ²	571	505
Total Tax Value	\$21.6B	\$17.9B
Peak VPA	\$5,390,094	\$11,535,284
Average VPA	\$220,000	\$320,000

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The objective of an improved method should be to incorporate resource Values social Values and aesthetic Values in addition to the normal criteria of physiographic, traffic, and engineering considerations.

Ian McHarg
Design With Nature
1969

"value": used 364x in book

