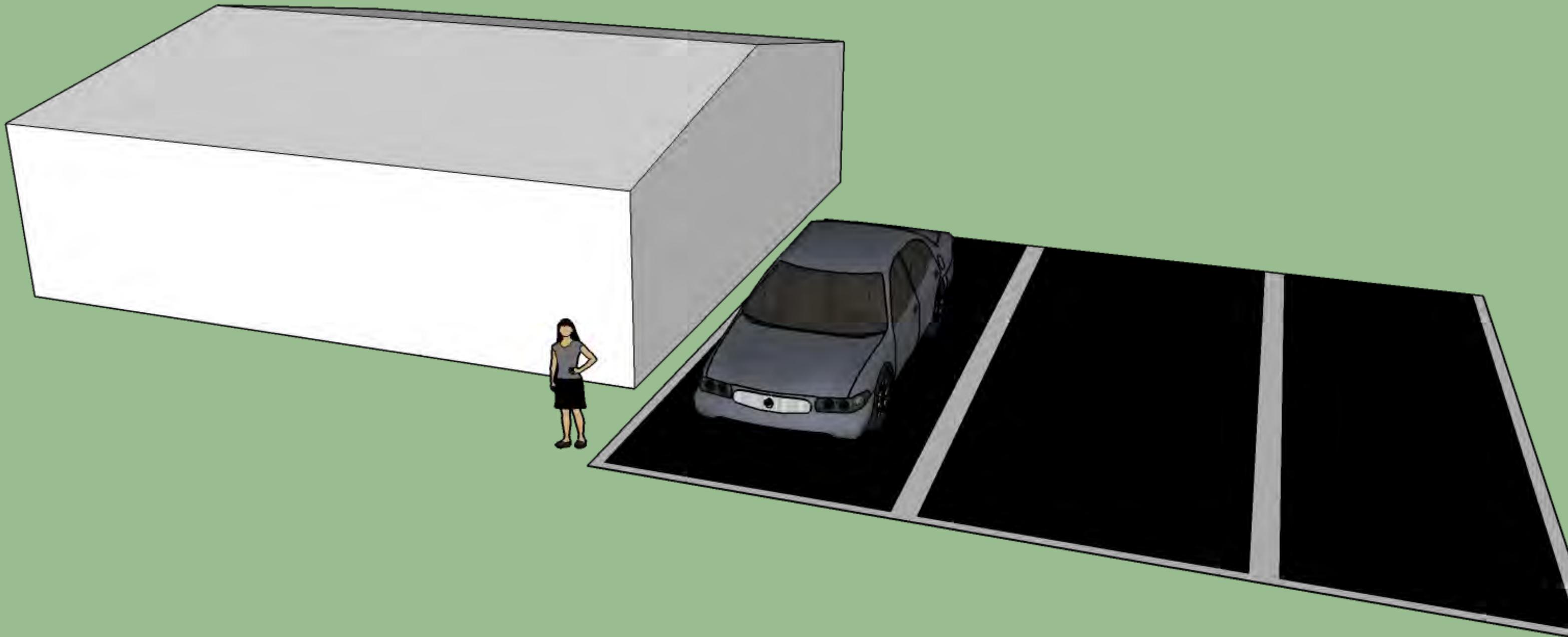


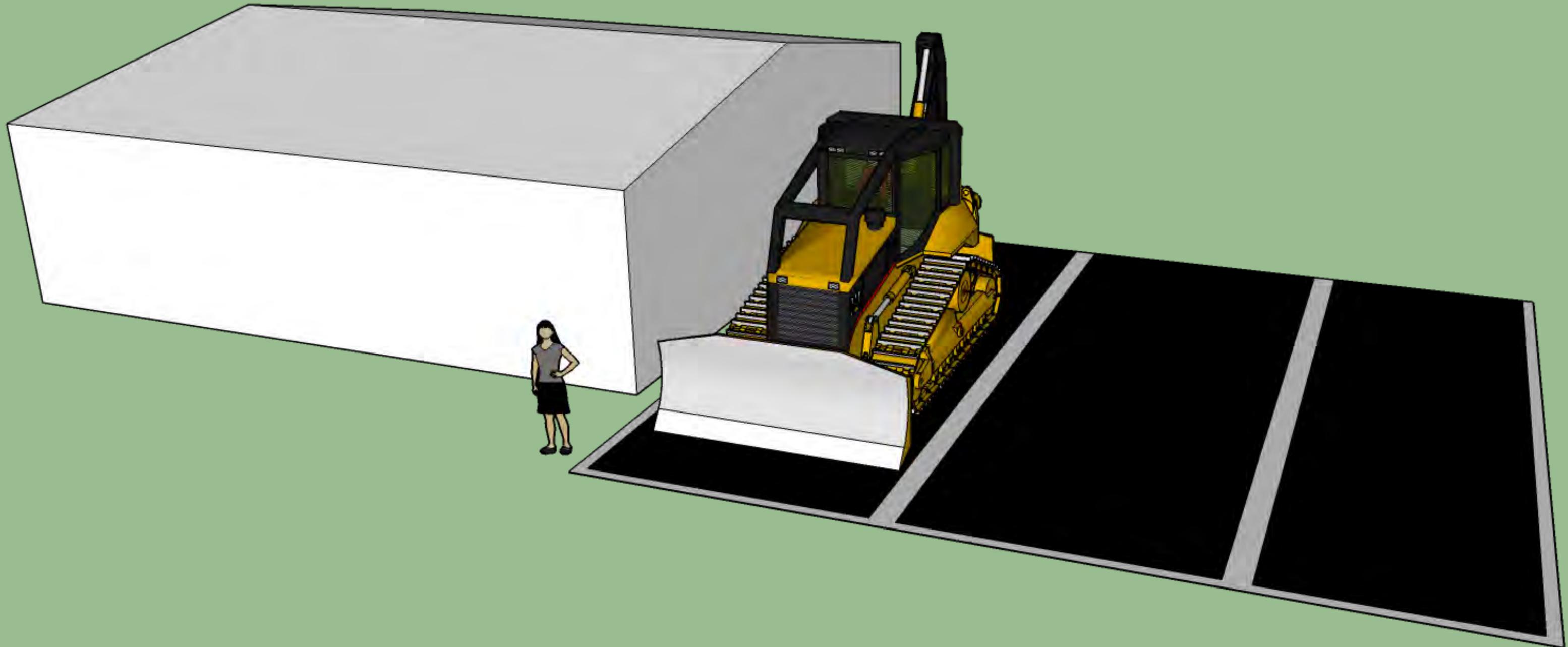
What is Parking?

Measuring space



What is Parking?

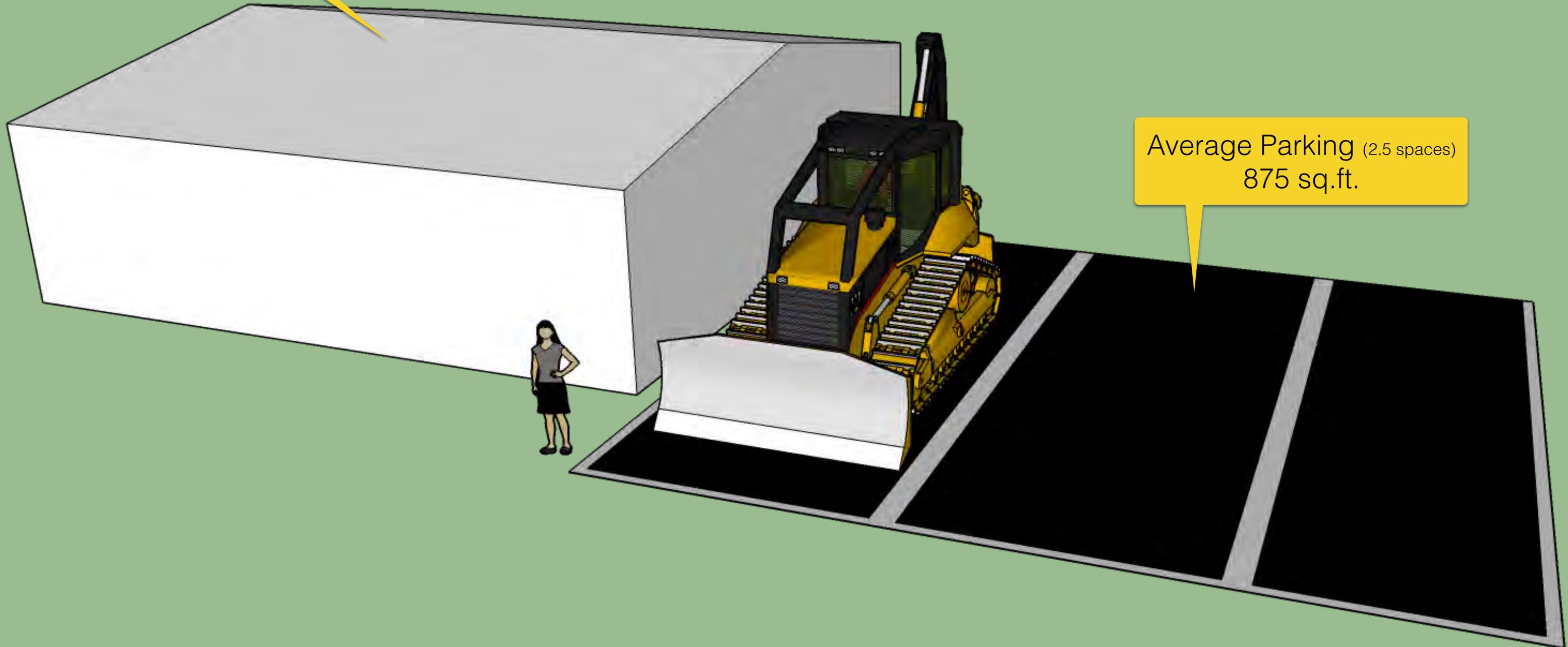
Measuring space



What is Parking?

Measuring space

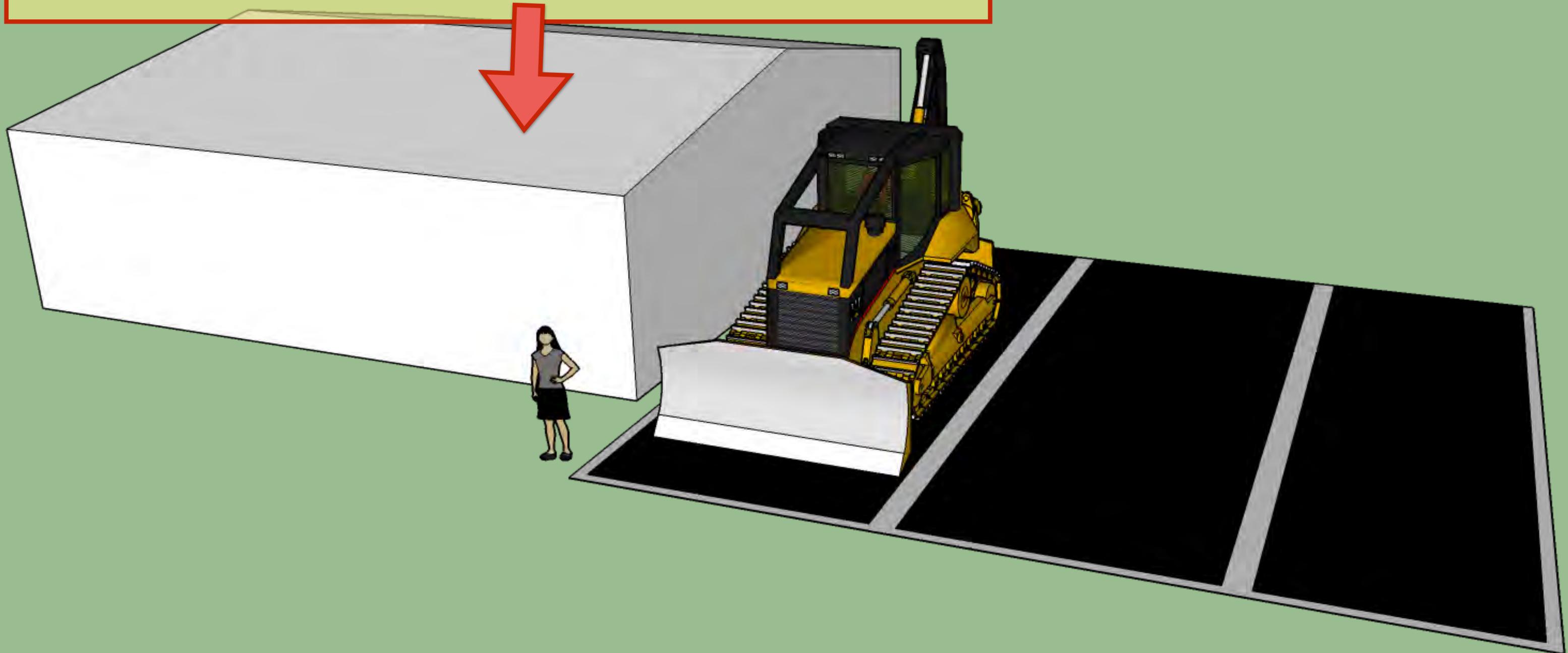
Average Building
1,172 sq.ft.



Average Parking (2.5 spaces)
875 sq.ft.

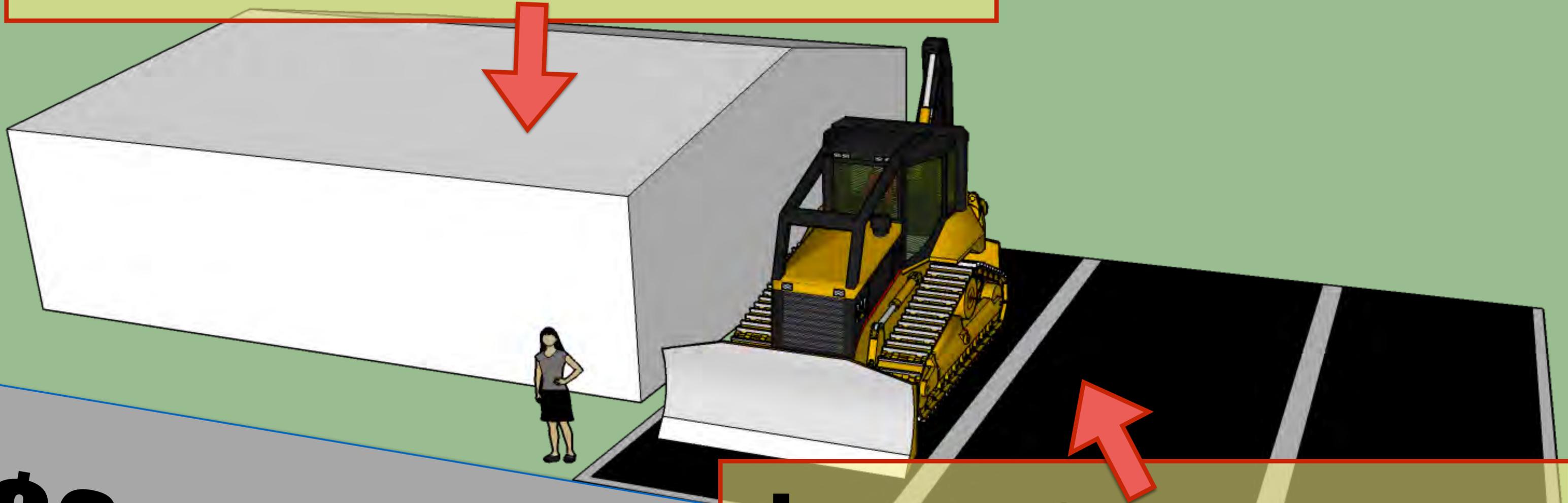
What is Parking?
Measuring space

\$34.60/square foot



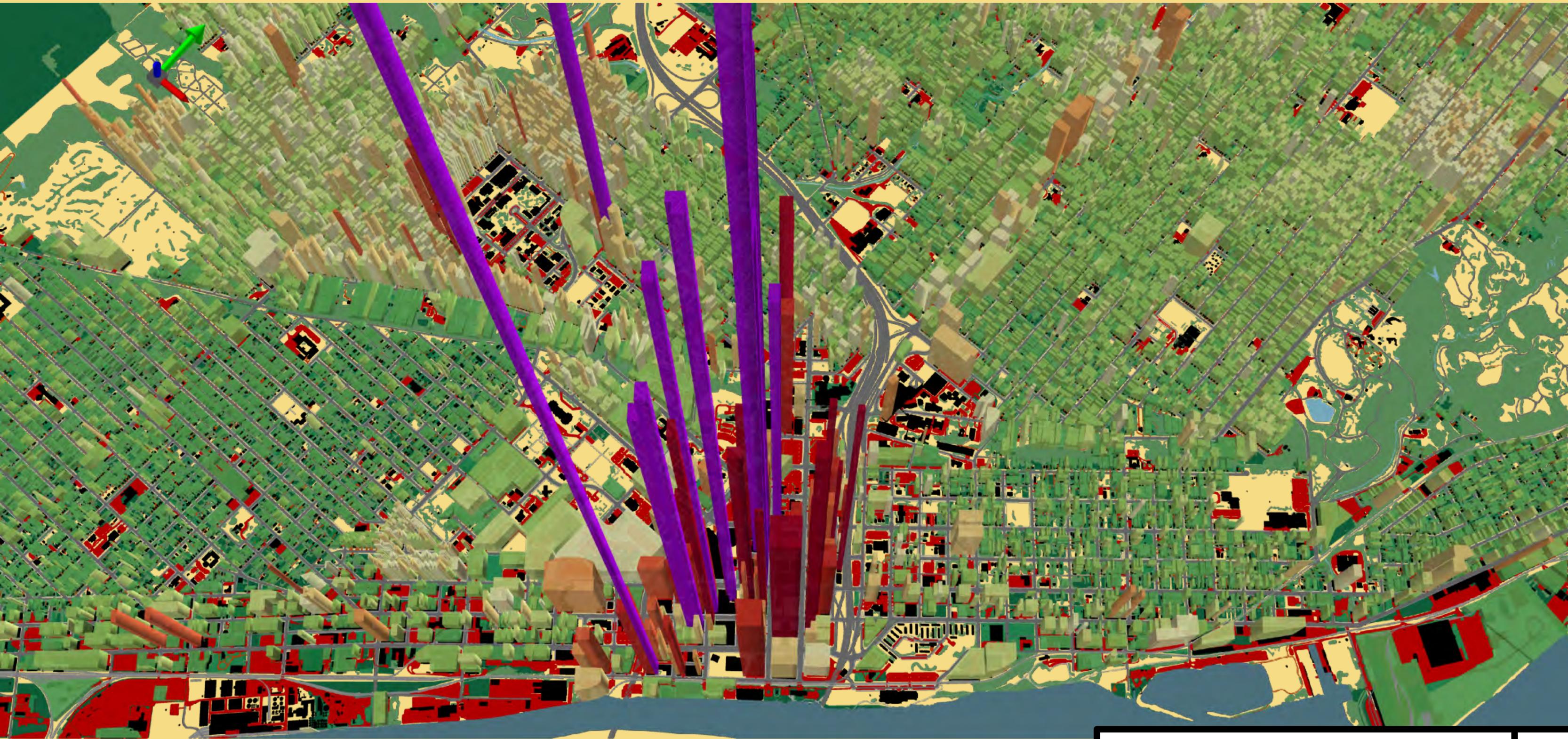
What is Parking?
Measuring space

\$34.60 /square foot



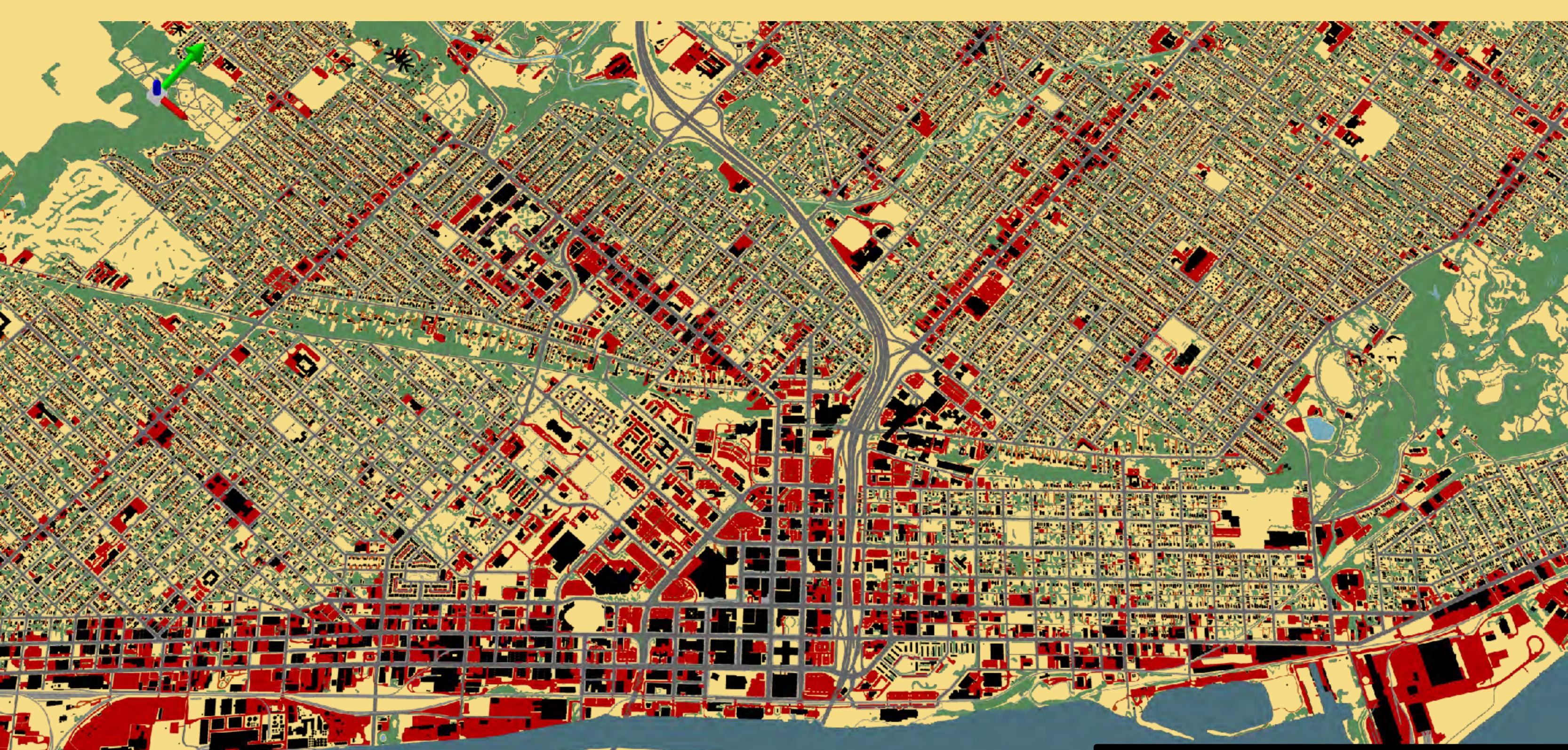
-\$8.97 / square foot

\$1.40 /square foot



Land Use Analysis

Peoria, IL



Land Use Analysis

Peoria, IL

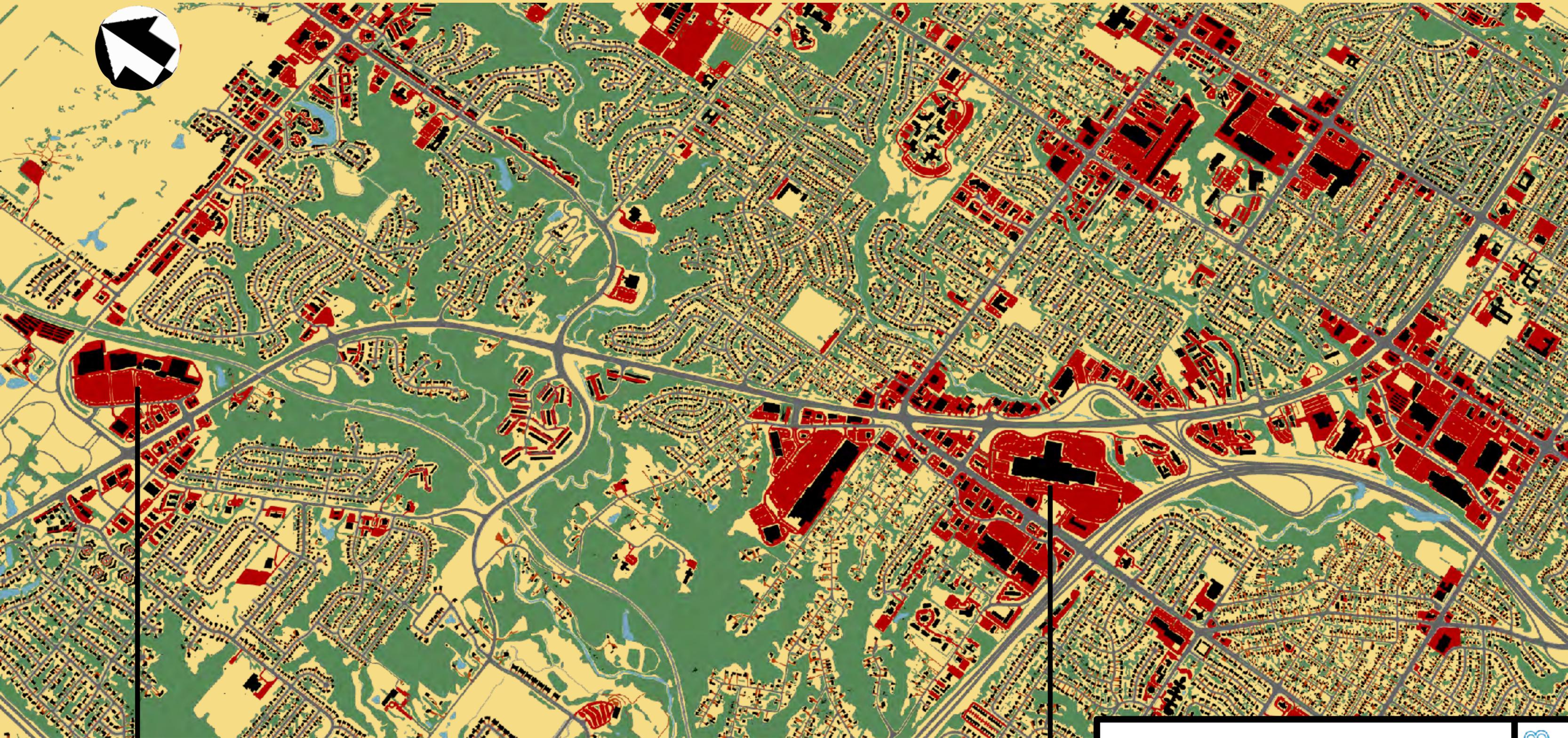


Glen Hollow Shopping

Mall

Land Use Analysis
Peoria, IL



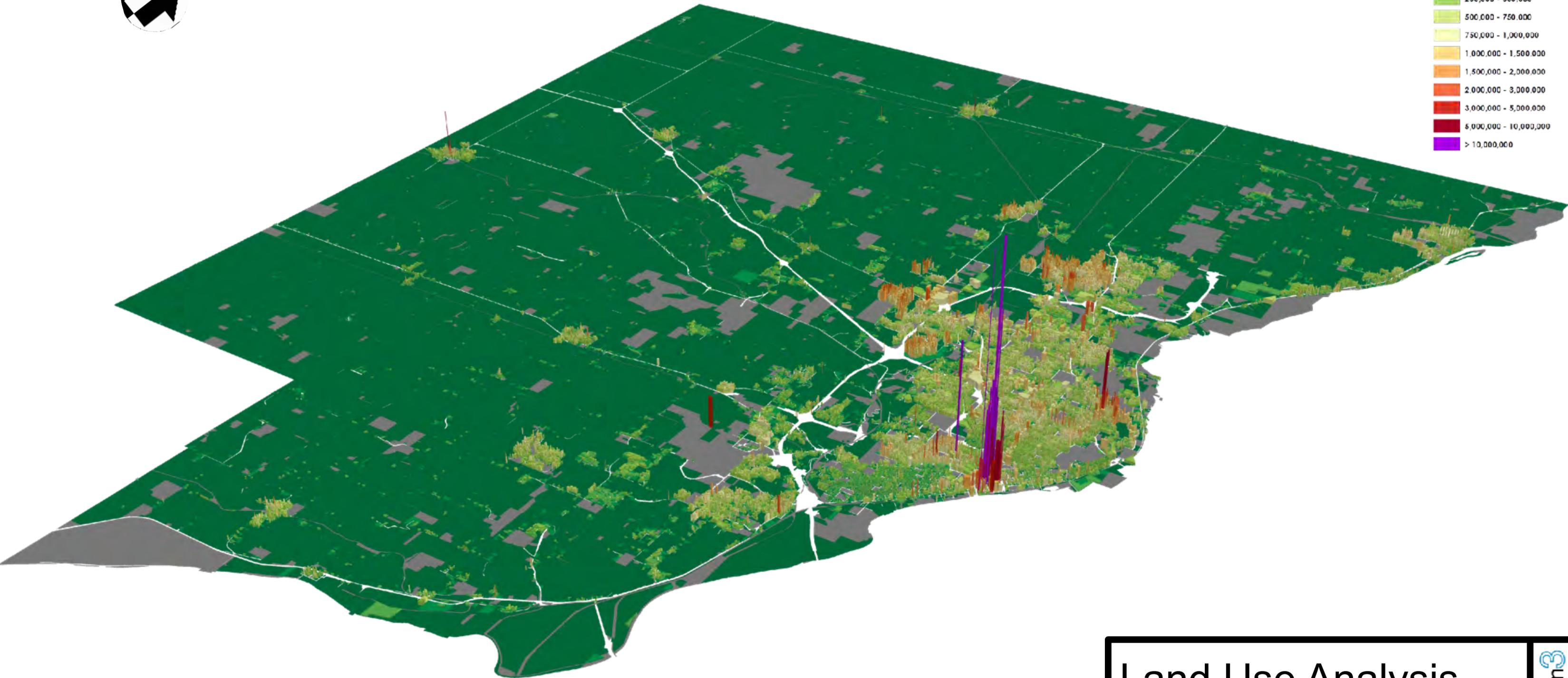
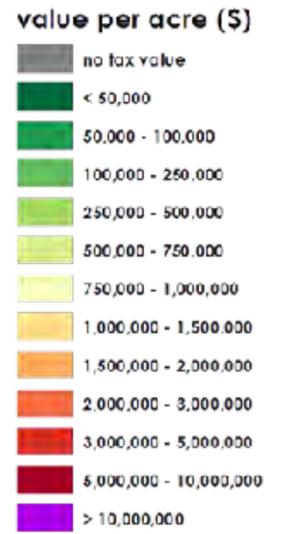


Glen Hollow Shopping

Mall

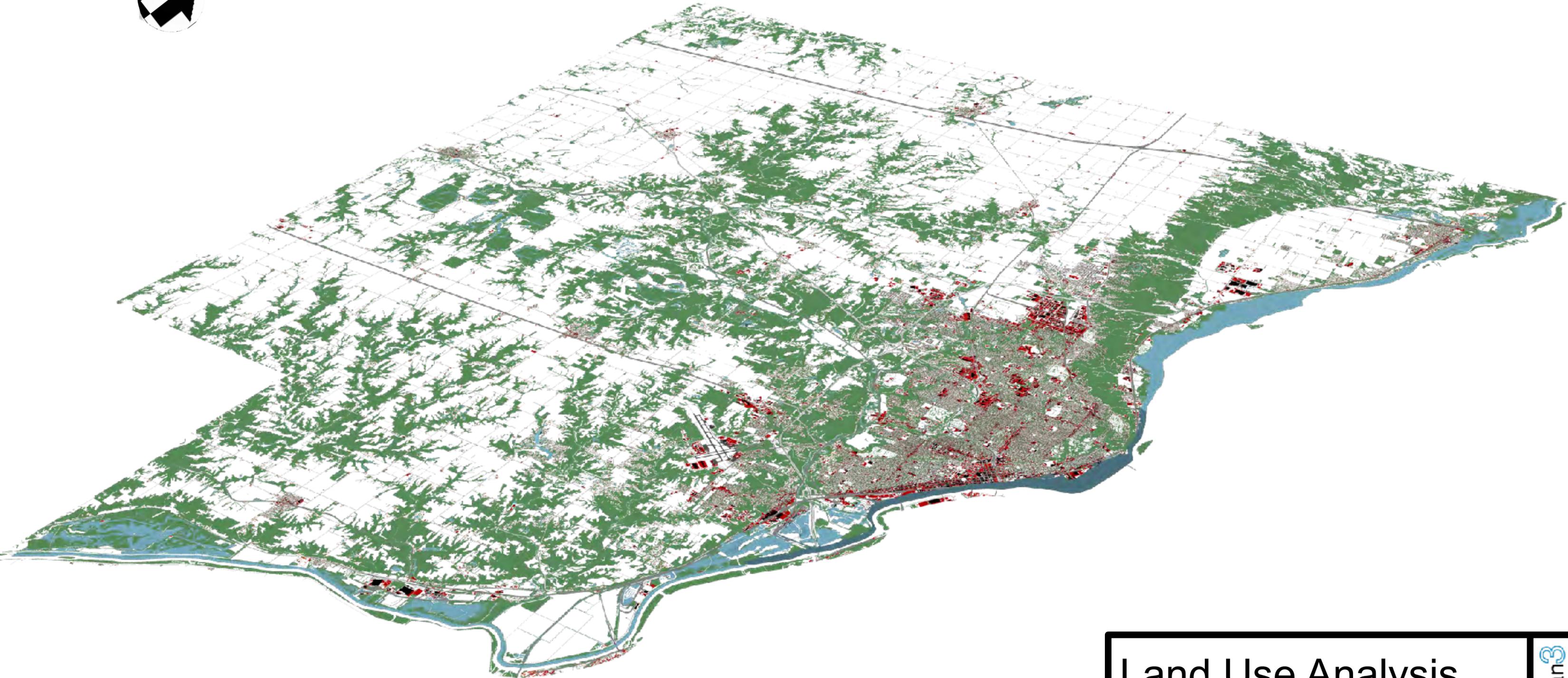
Land Use Analysis
Peoria, IL





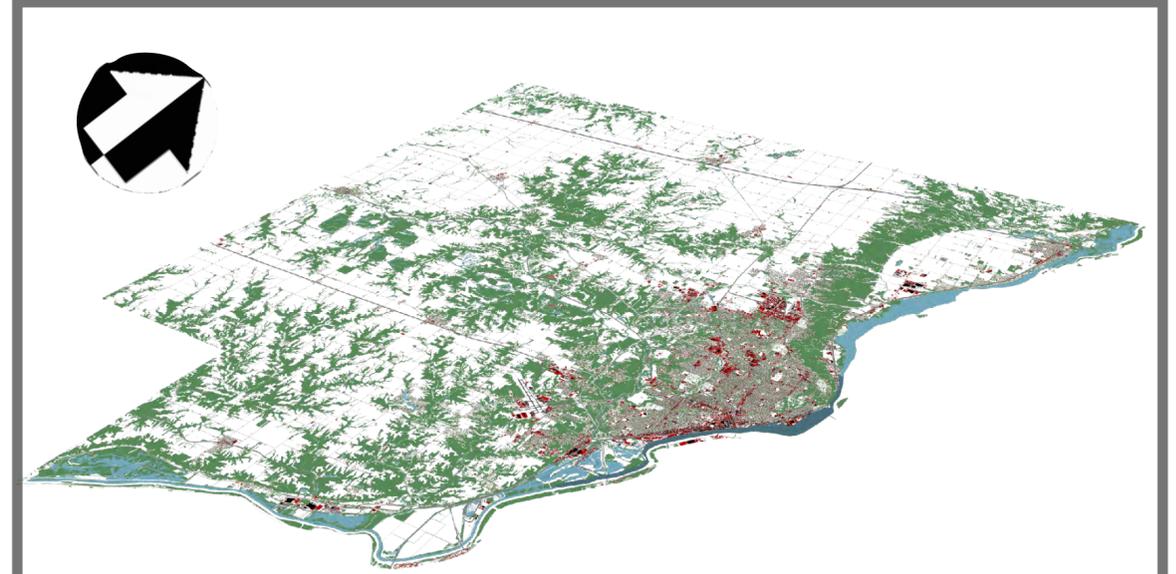
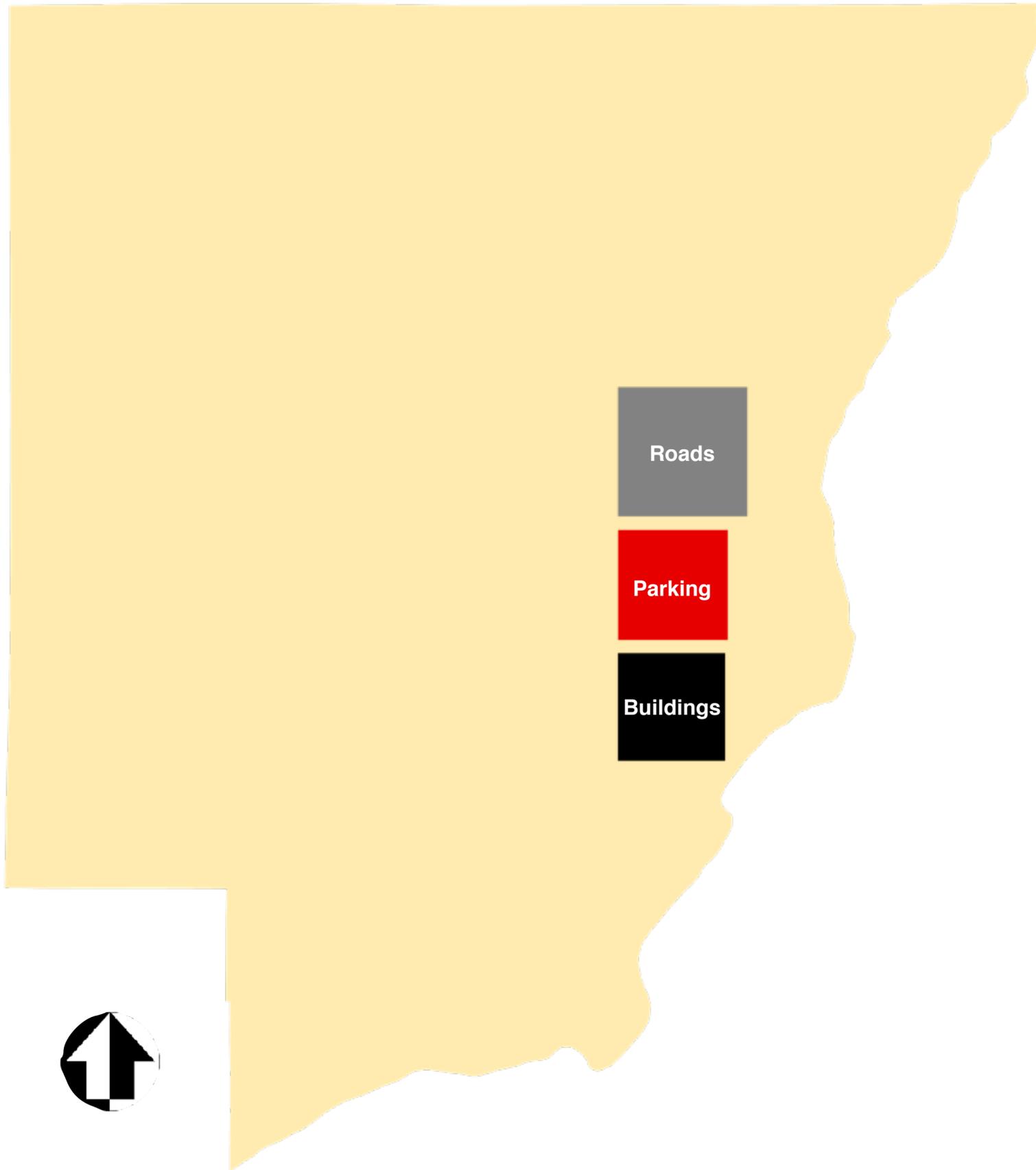
Land Use Analysis
Peoria, IL





Land Use Analysis
Peoria, IL

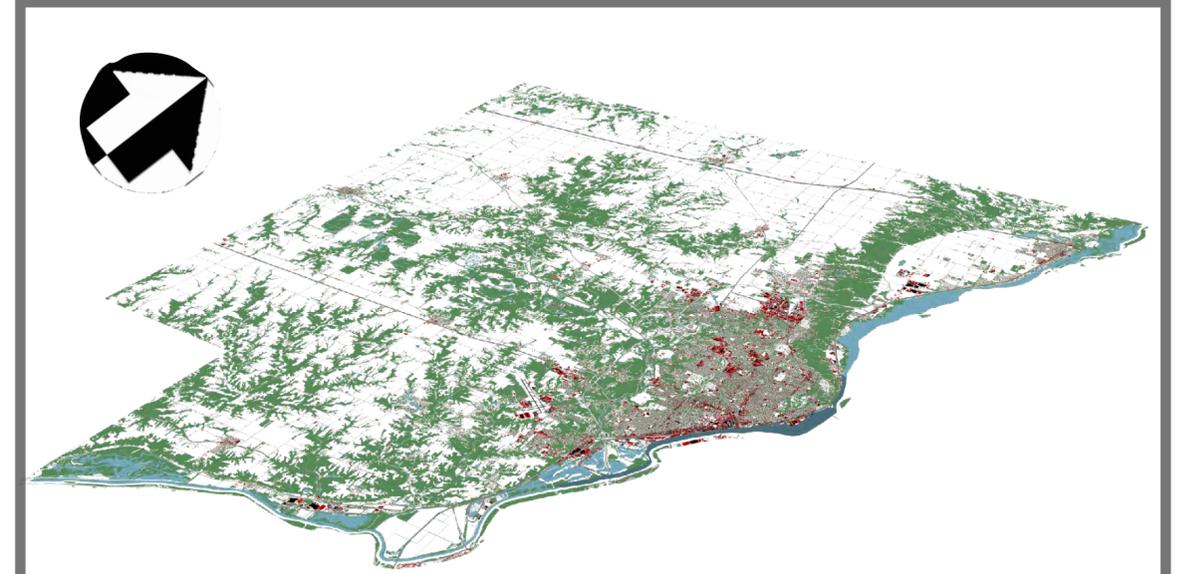
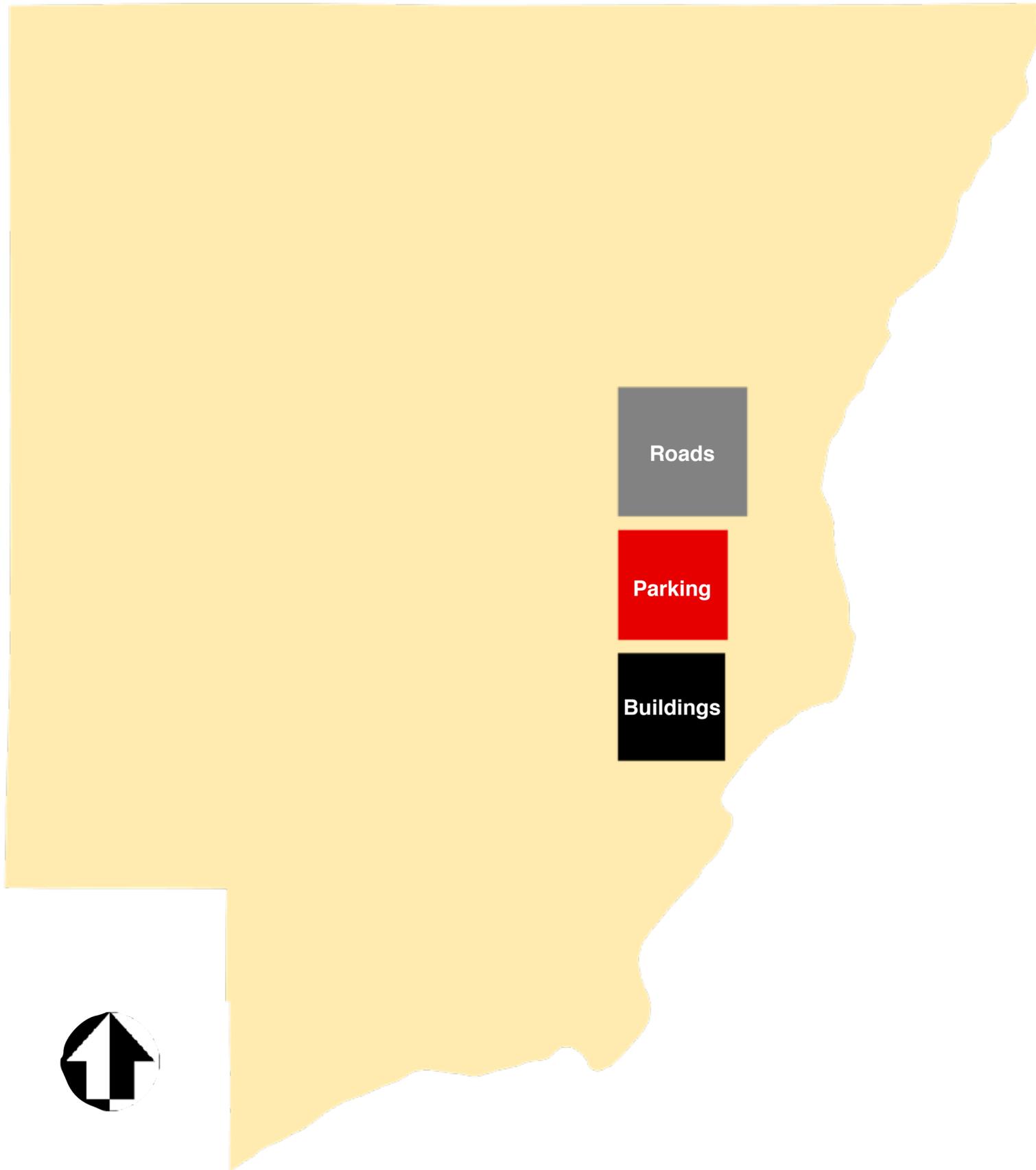




Type	Area (sq. miles)	Revenue or Cost
 Buildings	8.6	\$8,300 million
 Parking	9.0	\$355 million
 Roads	12.4	- \$3,100 million
 All Else	540	\$2,000 million

Land Use Analysis

Peoria County, IL



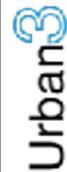
Type	Area (sq. miles)	Revenue or Cost/Sq.Mile
Buildings	8.6	\$965 million
Parking	9.0	\$39 million
Roads	12.4	- \$250 million
All Else	540	\$4 million

Land Use Analysis

Peoria County, IL

Peoria County, IL

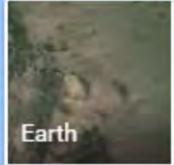
Infrastructure Investment



Two Lane Road

✈️ 7 h 5 min
from \$749

🚗 33 h
2,252 miles



Avg. Walmart

"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

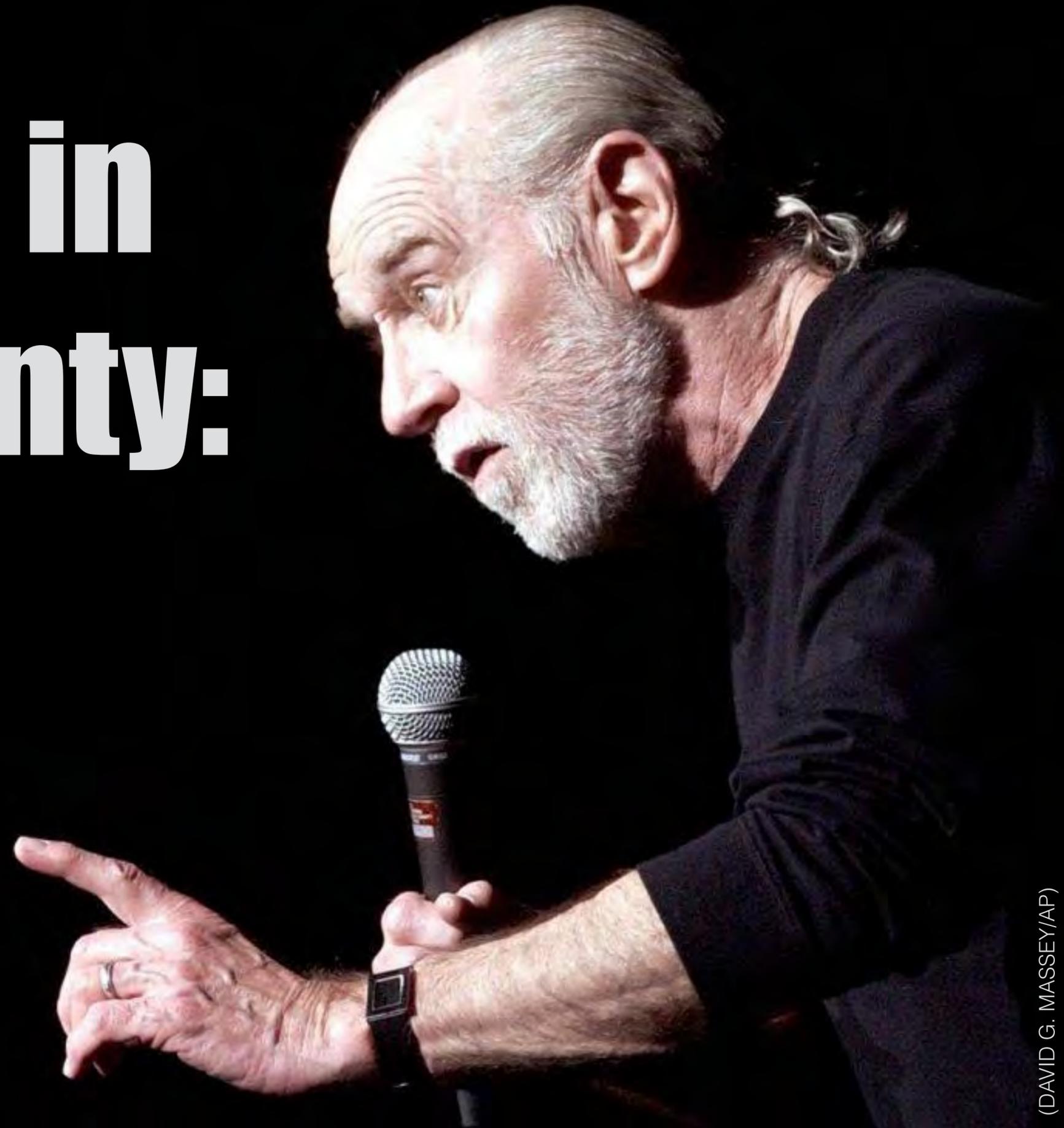


What are the numbers for Gwinnett County?



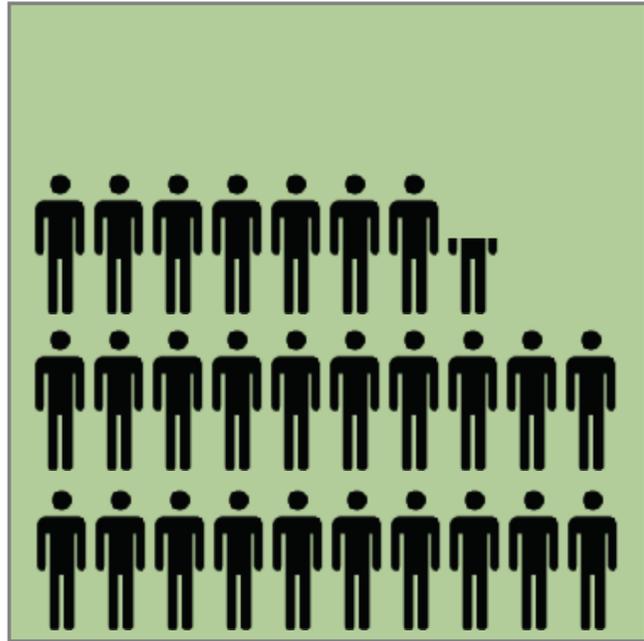
4 Dirty Words in Gwinnett County:

1. Urban
2. City
3. Town
4. Municipal

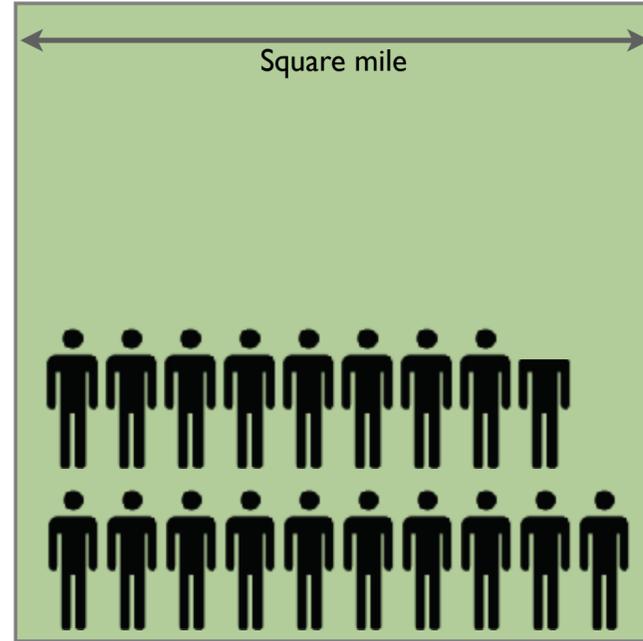


Density - People per Square Mile

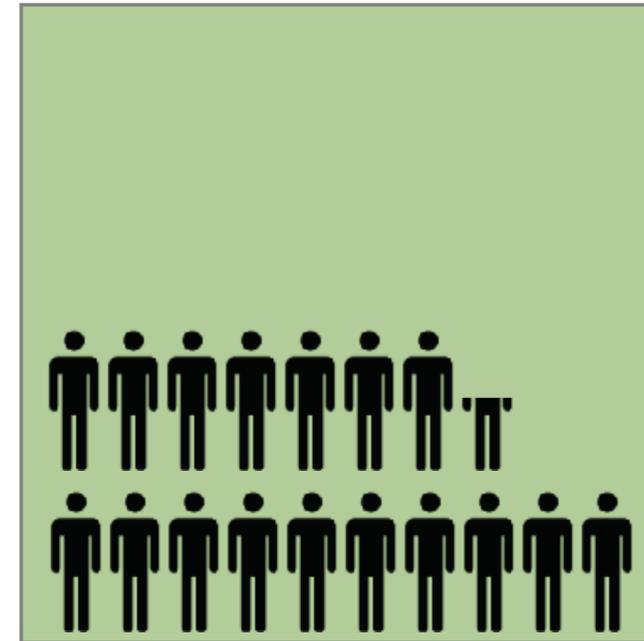
 = 100 people
Source: US Census



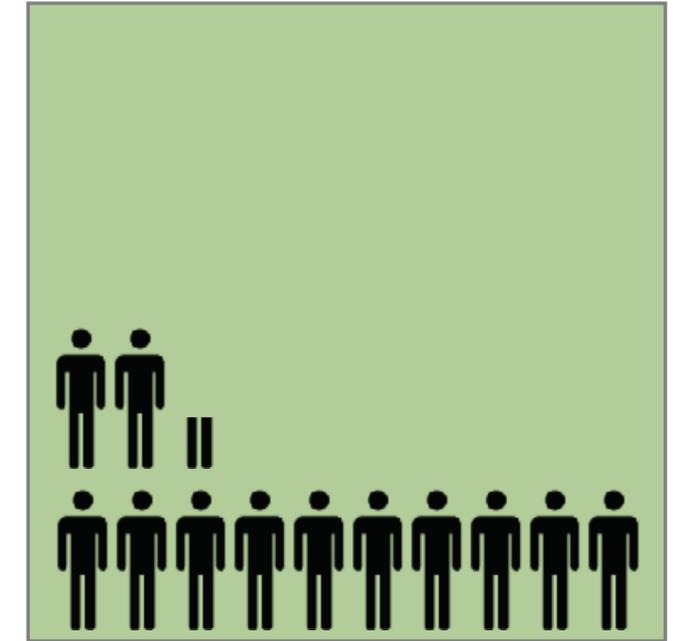
DeKalb, GA
2,740 people/Sq. Mi.



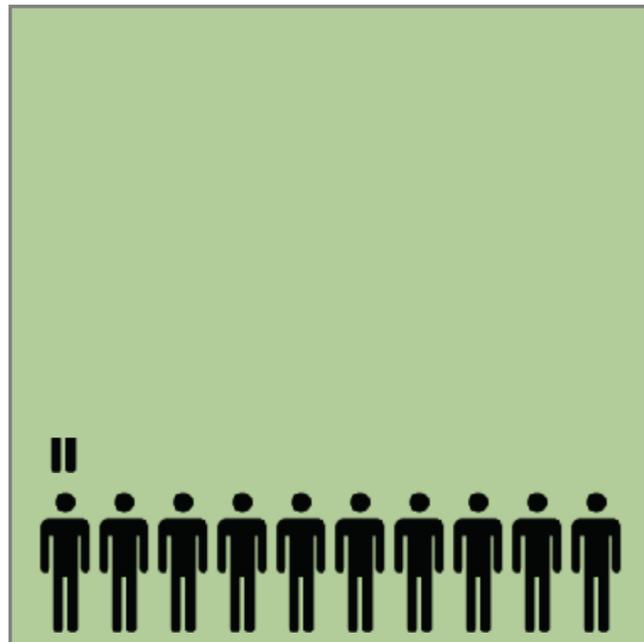
Gwinnett, GA
1,871 people/Sq. Mi.



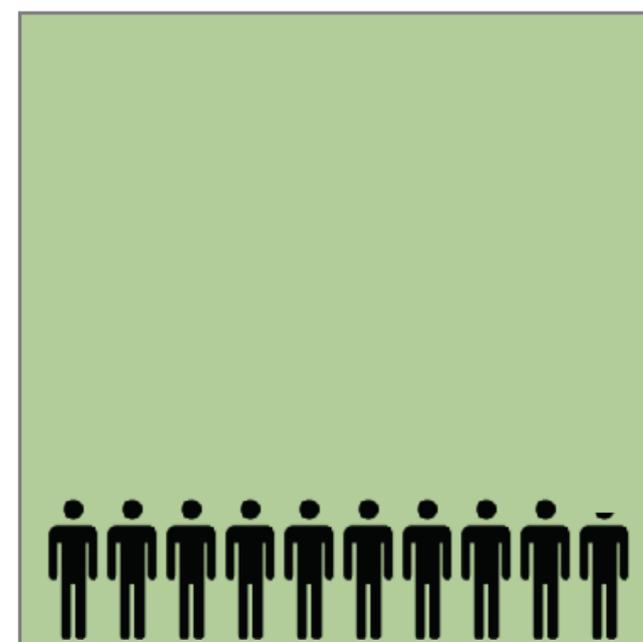
Mecklenburg, NC
1,756 people/Sq. Mi.



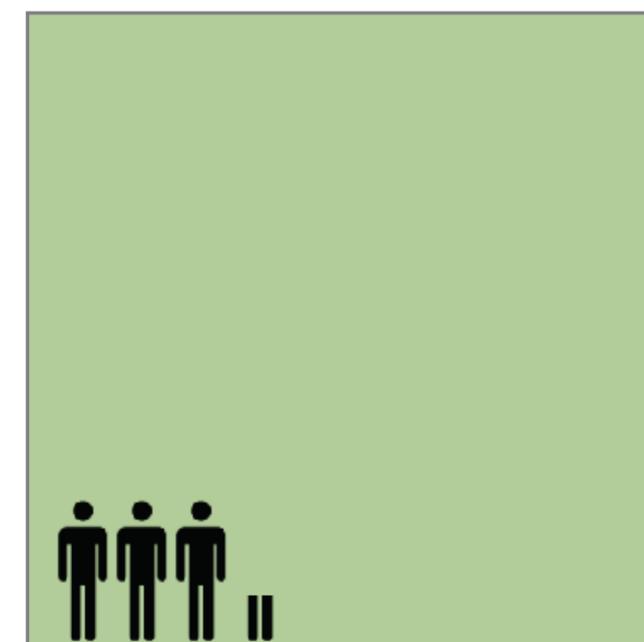
Davidson, TN
1,243 people/Sq. Mi.



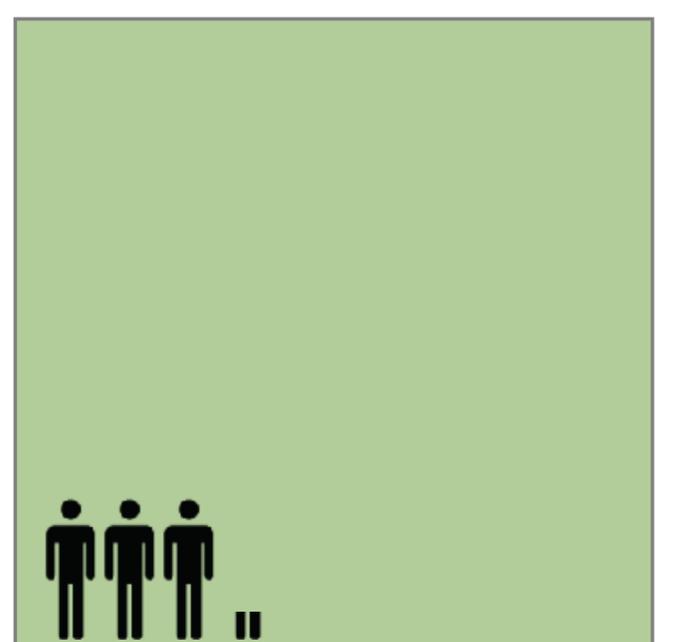
Travis, TX
1,034 people/Sq. Mi.



Wake, NC
992 people/Sq. Mi.



Buncombe, NC
344 people/Sq. Mi.



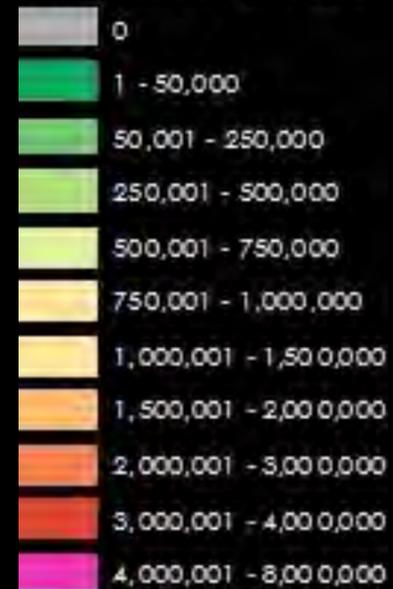
Orange, NC
313 people/Sq. Mi.

Gwinnett County, GA

Total Value Per Acre

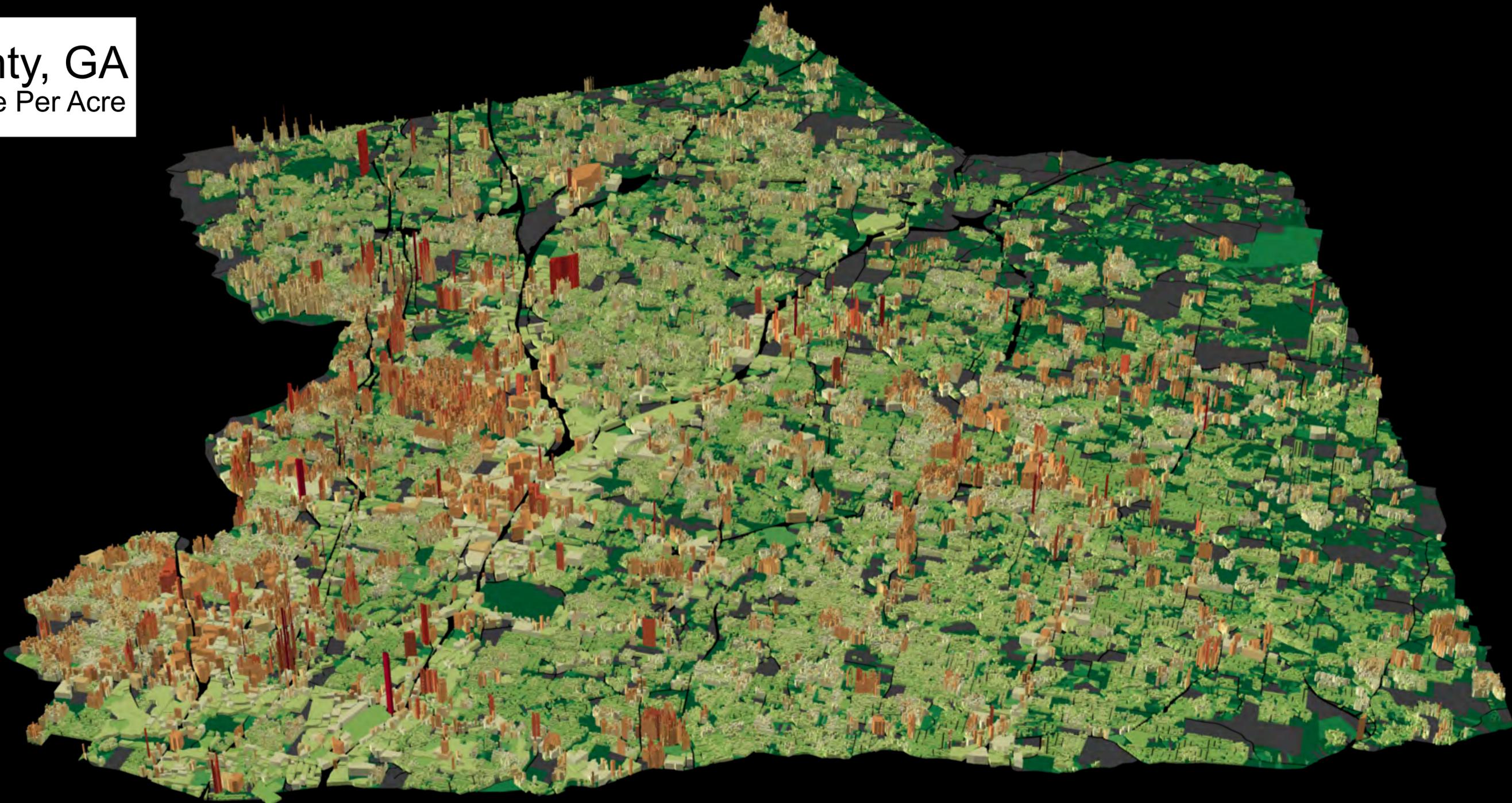


Total Value Per Acre

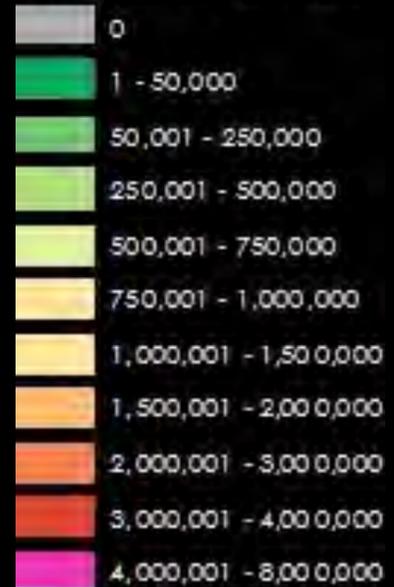


Gwinnett County, GA

Total Value Per Acre



Total Value Per Acre

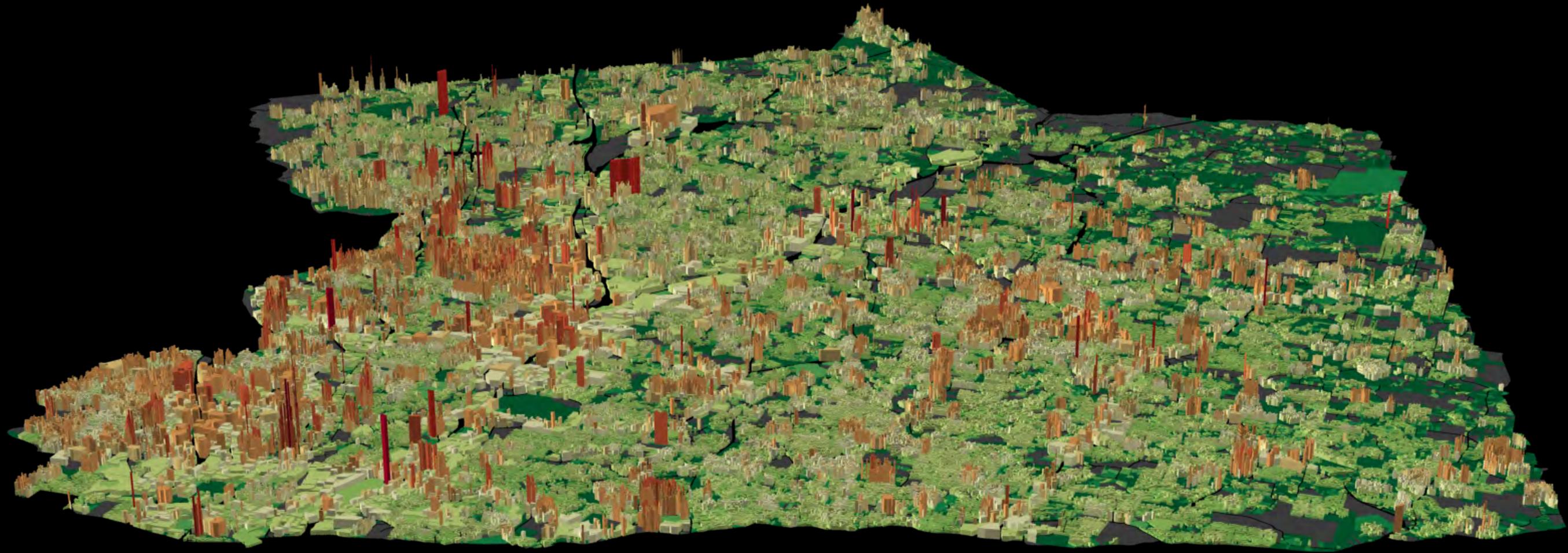
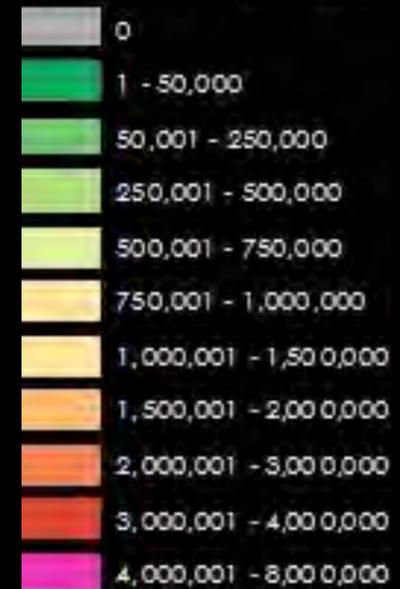


Gwinnett County, GA

Total Value Per Acre

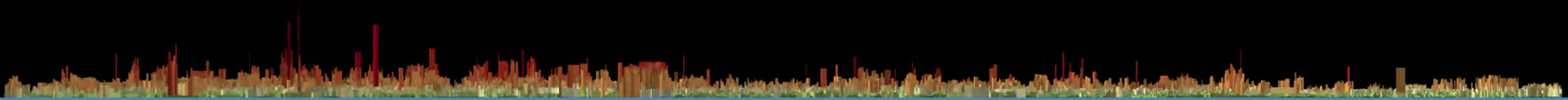


Total Value Per Acre



Gwinnett County, GA

Total Value Per Acre (elevation)

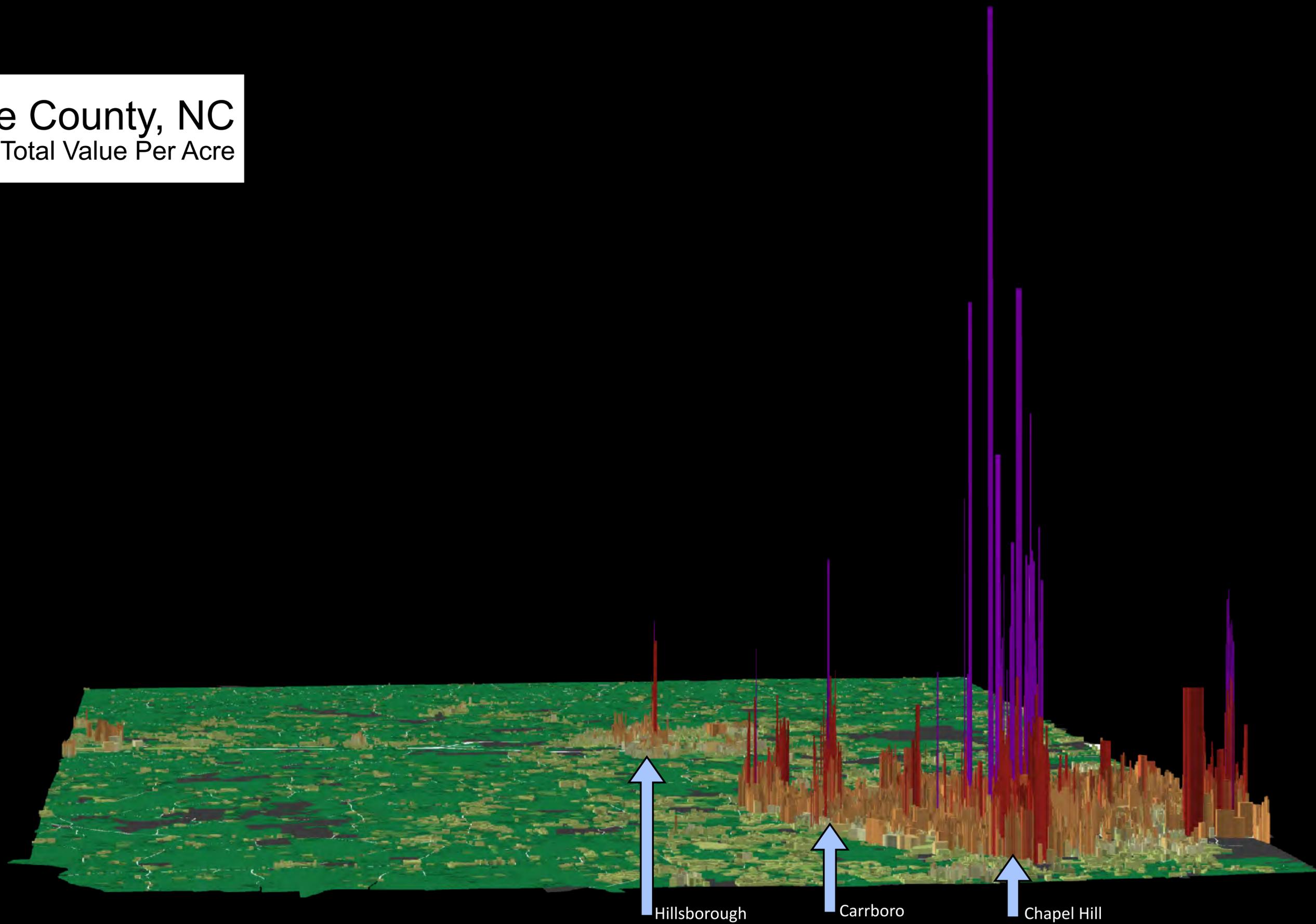


Total Value Per Acre



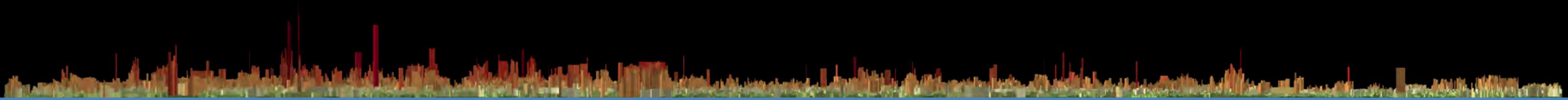
Orange County, NC

Total Value Per Acre



Gwinnett County, GA

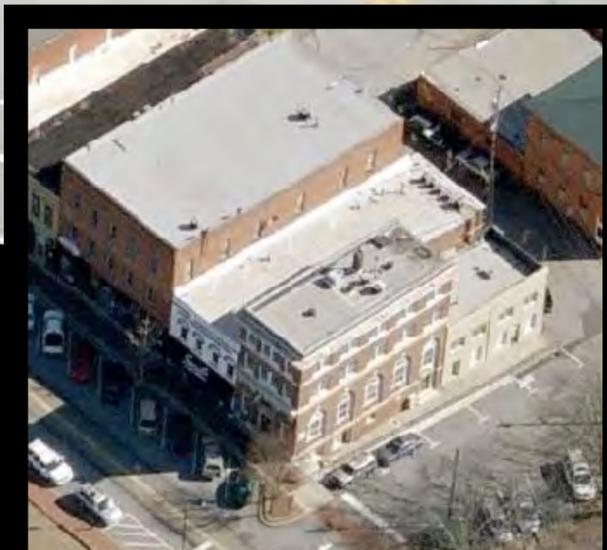
Total Value Per Acre (elevation)



Total Value Per Acre



Downtown Row (Assessed)



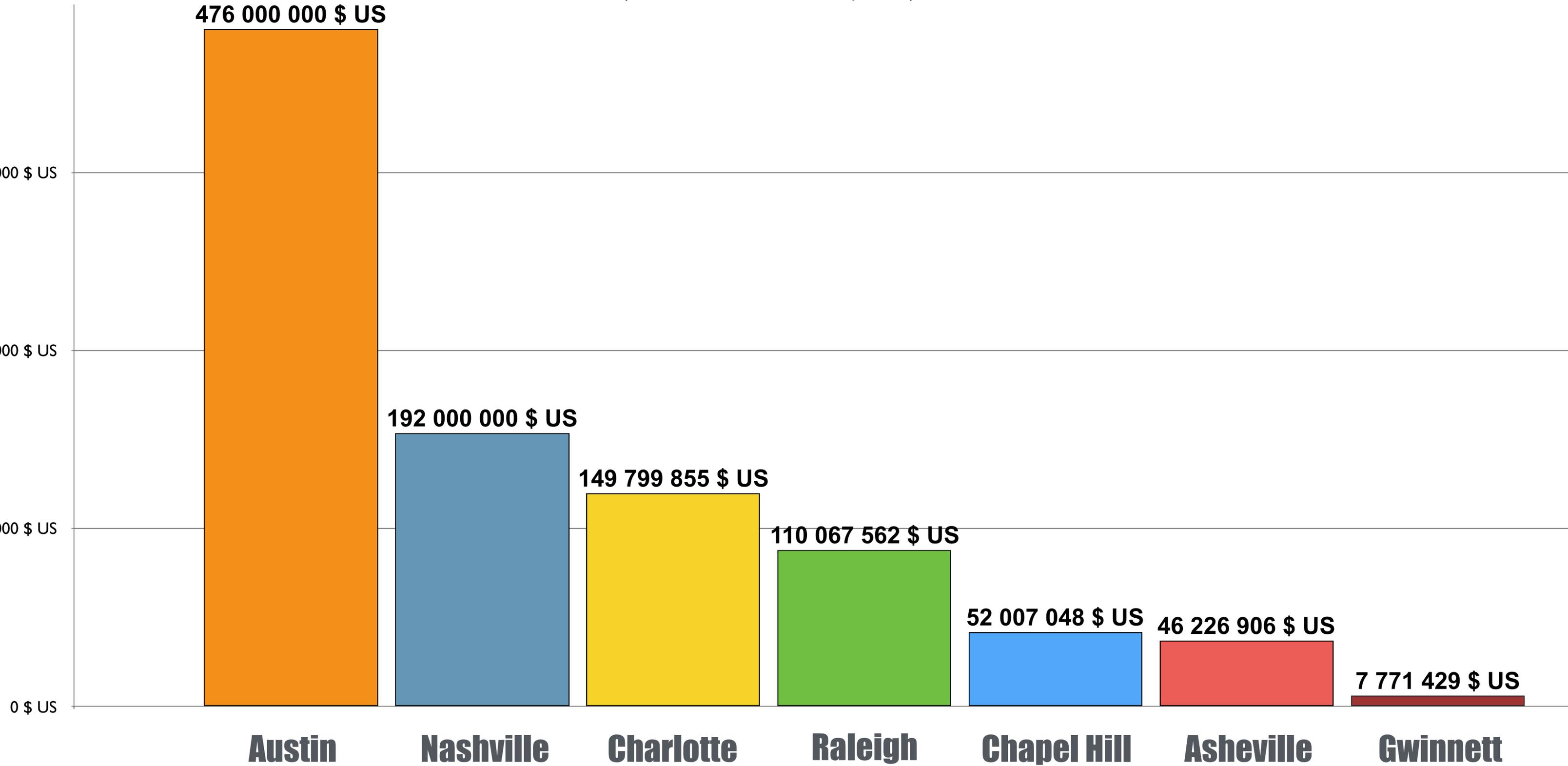
Bank of Buford

Assessed

\$7,771,429/acre

Highest Value of in Each Community

(Value/acre of individual parcel)



County Comparisons

Total Value Per Acre

\$192M/acre

\$476M/acre

\$8M/acre

Nashville

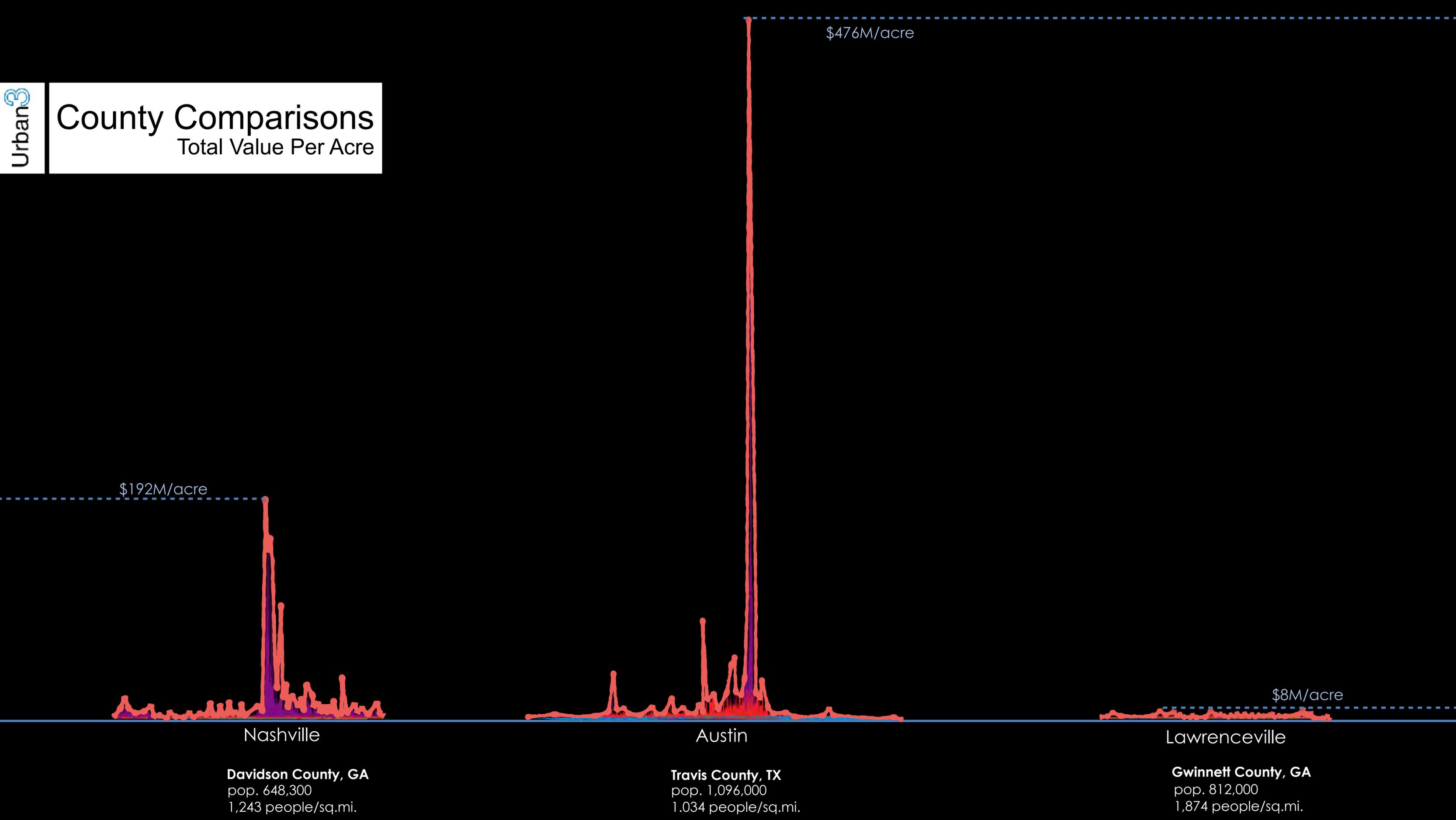
Austin

Lawrenceville

Davidson County, GA
pop. 648,300
1,243 people/sq.mi.

Travis County, TX
pop. 1,096,000
1,034 people/sq.mi.

Gwinnett County, GA
pop. 812,000
1,874 people/sq.mi.





Community appearance and tourism: What's the link?

by Edward T. McMahon

The colorful brochures American cities and towns use to promote their charms are always filled with attractive scenes: sunsets, azaleas in bloom, historic house museums beautifully photographed. The reality is often not so lovely. Back away from the great columned house and you'll find, as likely as not, a fast food restaurant with screaming red roof to one side, and a parking lot that is barren except for a flashing portable sign and a towering billboard. The brochure is handsome; the city is not.

There is an immense but too often ignored relationship between community appearance and tourism. As Mark Twain once said, "We take stock of a city like we take stock of a man. The clothes or appearance are the externals by which we judge." Unfortunately many tourism officials are far more concerned with marketing and promotion—creating fancy brochures and compelling ads—than they are with protecting and enhancing the product they are trying to sell.

Tourism involves much more than marketing. It also involves making destinations more appealing. This

means conserving and enhancing a destination's natural tourism assets. It is, after all, the heritage, culture and natural beauty of a community or region that attracts tourists. But today a person dropped along a road outside of most American cities (whether tourist destination or not) wouldn't know where he was because it all looks the same. Is it Albany or Allentown? Clarksdale or Cowpens? Providence or Pittsburgh? Who can tell?

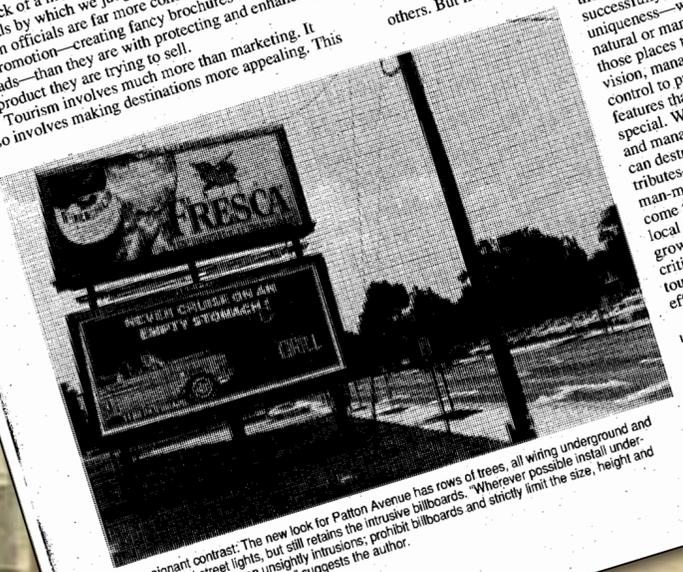
The truth is, the more a community does to enhance its unique set of assets, whether natural, architectural, or cultural, the more tourists it will attract. On the other hand the more a community comes to resemble Anyplace, U.S.A., the less reason there will be to visit. Make a destination more appealing and people will stay longer and spend more.

The special places didn't get that way by accident

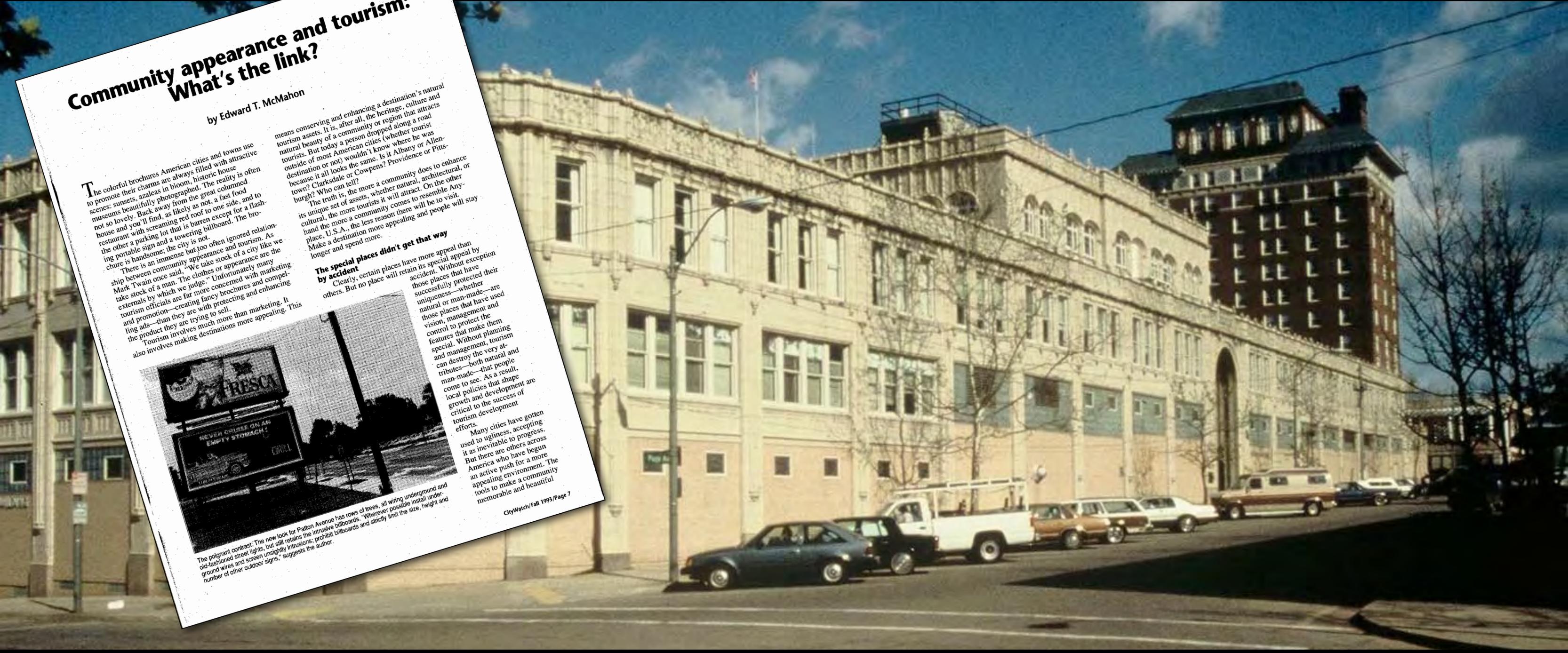
Clearly, certain places have more appeal than others. But no place will retain its special appeal by accident. Without exception those places that have successfully protected their uniqueness—whether natural or man-made—are those places that have used vision, management and control to protect the features that make them special. Without planning and management, tourism can destroy the very attributes—both natural and man-made—that people come to see. As a result, local policies that shape growth and development are critical to the success of tourism development efforts.

Many cities have gotten used to ugliness, accepting it as inevitable to progress. But there are others across America who have begun an active push for a more appealing environment. The tools to make a community memorable and beautiful

CityWatch/Fall 1993/Page 7



The poignant contrast: The new look for Patton Avenue has rows of trees, all wiring underground and old-fashioned street lights, but still retains the intrusive billboards. "Wherever possible install underground wires and screen unsightly intrusions; prohibit billboards and strictly limit the size, height and number of other outdoor signs," suggests the author.



Among cities with no particular recreational appeal, those that have preserved their past continue to enjoy tourism. Those that haven't receive almost no tourism at all. Tourism simply doesn't go to a city that has lost its soul.



Top Travel Destinations of 2007

Asheville: #5 of the top 12

Frommer's

30 minutes (presentation)

show the hole that cities have put themselves in

Walmart

Durango

Charleston

Lafayette

Canadians

Auckland

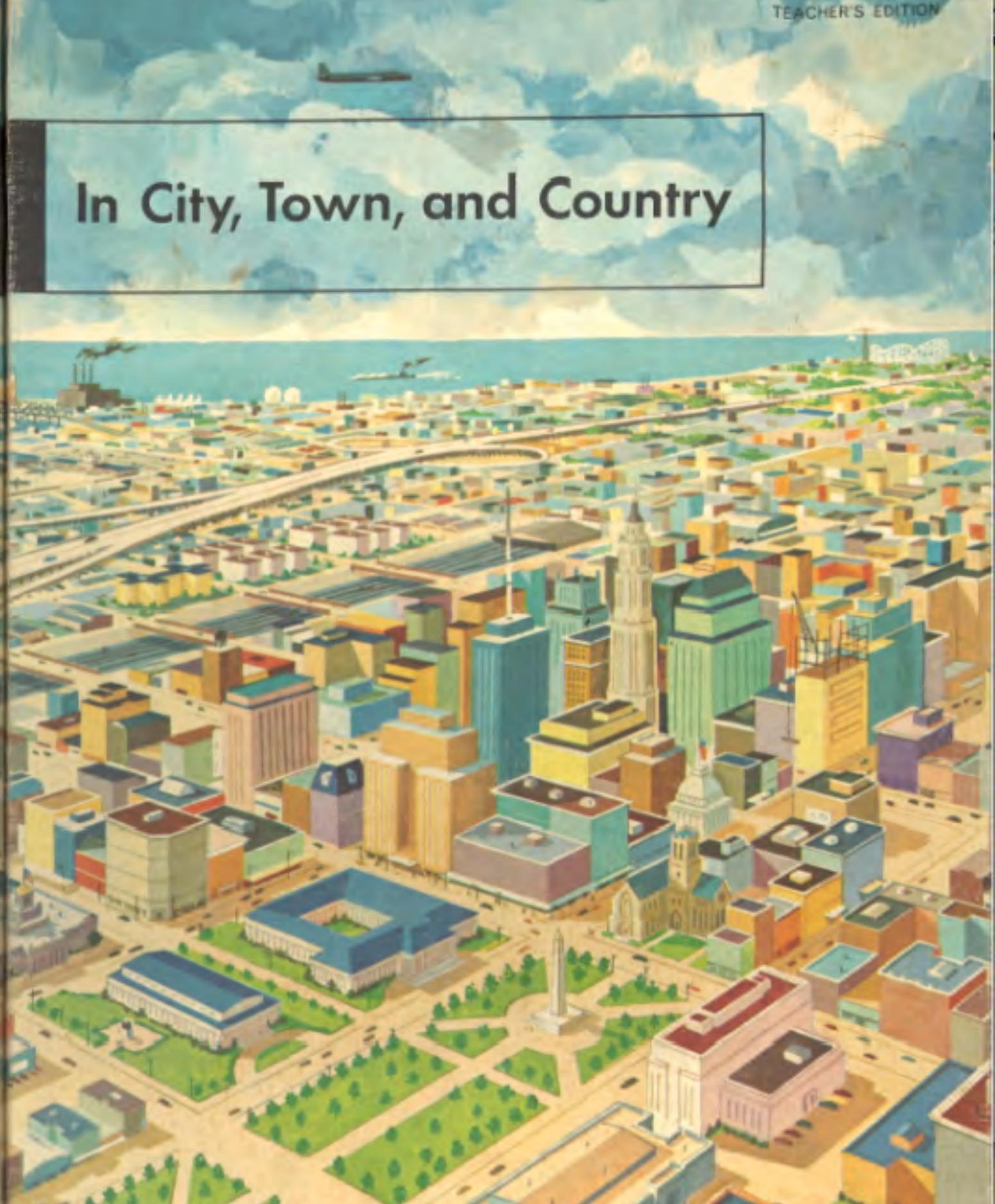


1

In City, Town, and Country

IN CITY, TOWN, AND COUNTRY

THE BASIC SOCIAL STUDIES PROGRAM



THE BASIC SOCIAL STUDIES PROGRAM

CURRICULUM FOUNDATION SERIES
REG. U. S. PAT. OFF.



At Home (Primer)

The family community

At School

The school community

In the Neighborhood

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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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 coordination 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.

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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 neighborhood.

COMMUNITIES EMPHASIZED

For the first few months in first grade, as described in *Between Two Worlds*,⁸ the social-studies 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 School*¹⁰ 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.

strategies: purposes for reading
"How could you find if you were interested in the future?"

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.

How do you think the school board decided to build a new school?



Why would people have to pay higher taxes if a new school were built?
"Why would more people agree to pay higher taxes?"

Many people thought that Middletown 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."

How do you think the Middletown school board decided to build a new school?
"How do you think they decided about building a new school?"

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.

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Middletown needed a new school.

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

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

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

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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. No child 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*

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

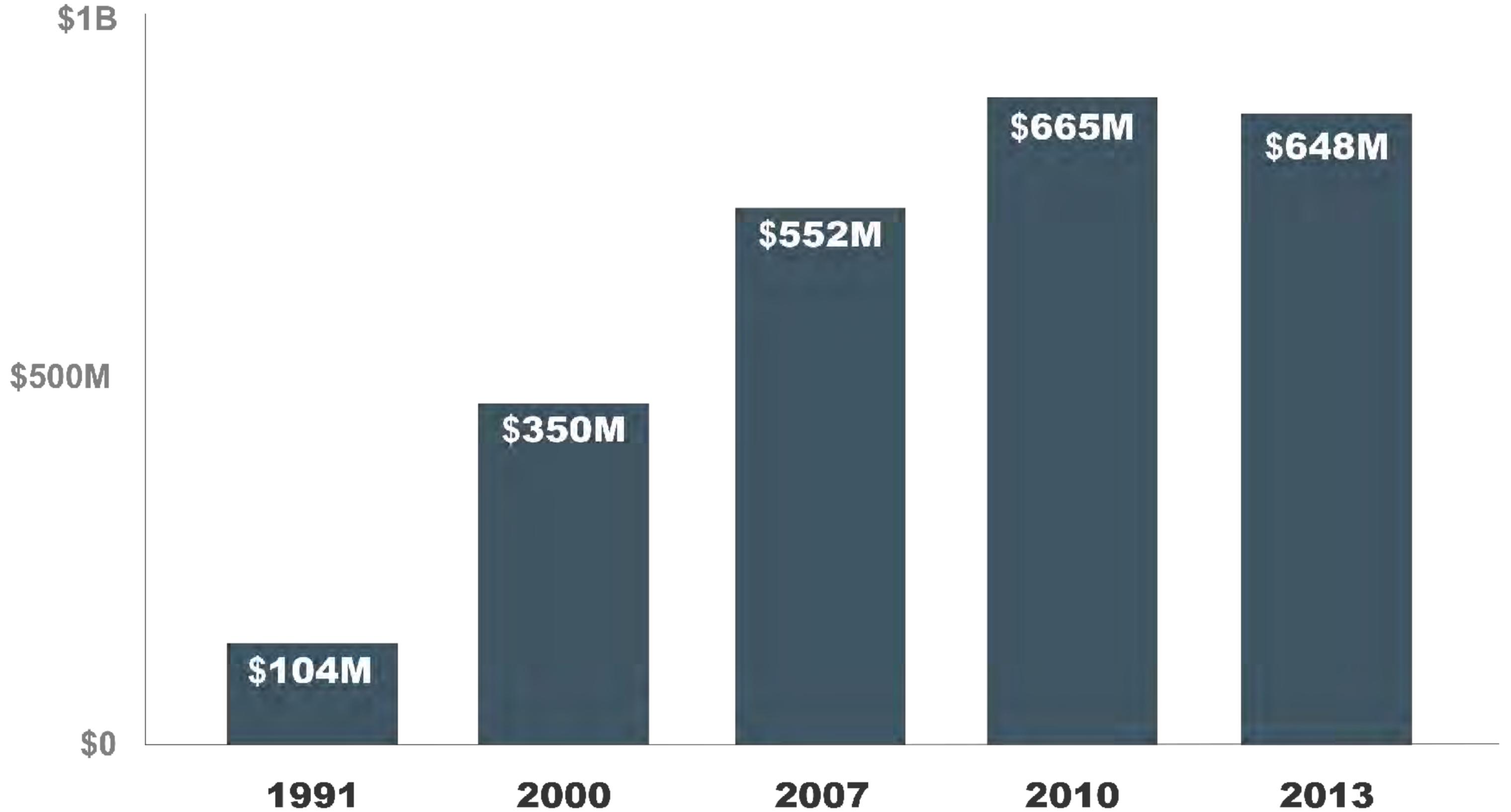


Resonance:

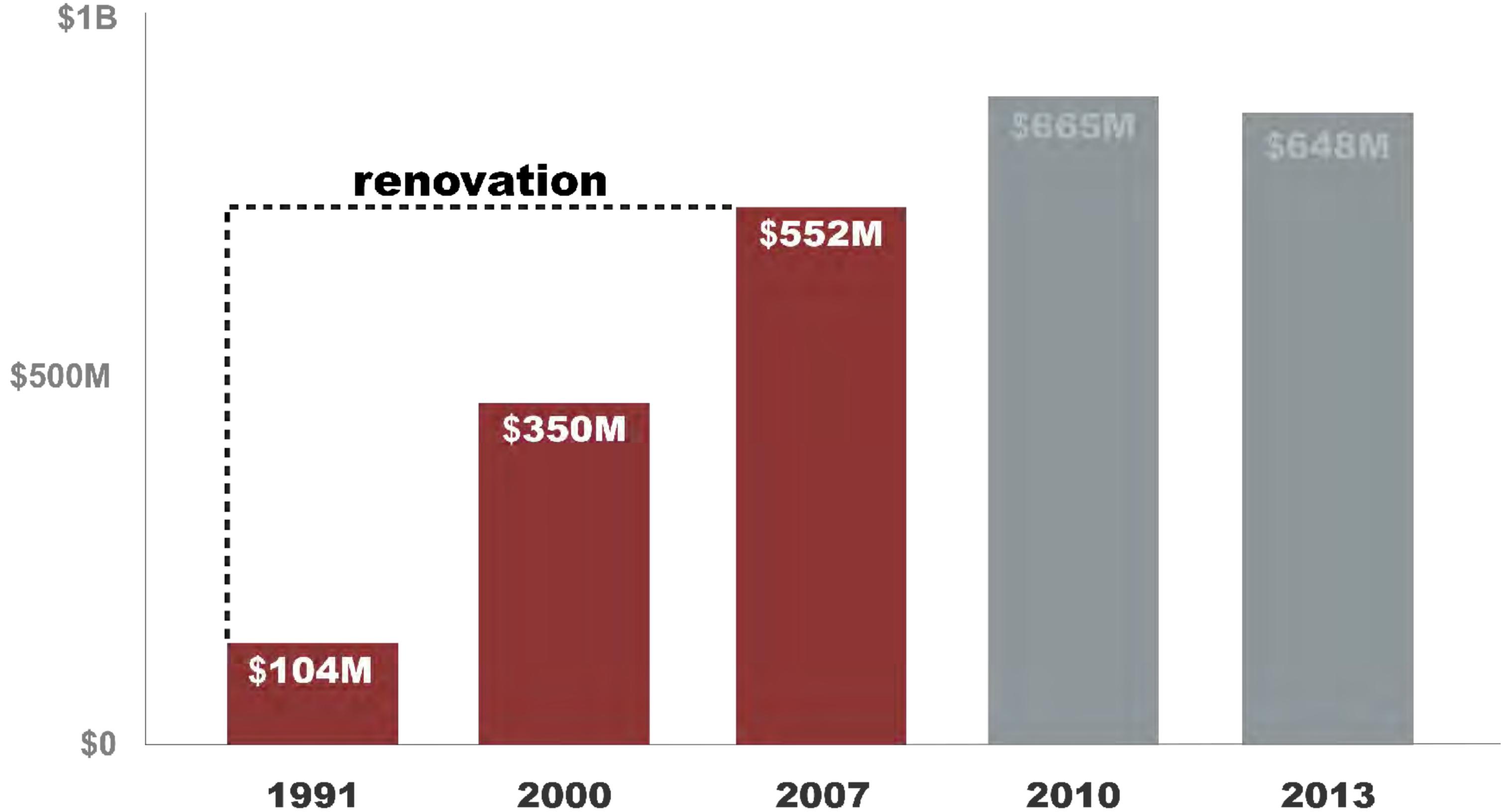
When the amplitude of an object's oscillations are increased by the matching vibrations of another object.



Asheville CBD Taxable Value



Asheville CBD Taxable Value



WELCOME TO ASHEVILLE

PAST COUNCIL DECISIONS \$\$\$



CITY TAXPAYER

THE BURDENS OF POOR DECISIONS ARE BECOMING UNBEARABLE!

- Parking Garages 4.5 Million & Climbing
- Pack Square Projects 10.0 Million & Climbing
- Wall Street Project 1.8 Million & Standing Empty
- New Garage for Garbage Trucks 5 Million Plus
- City Hall Beautification Project 4.8 Million
- 26.1 Million & Climbing

In 1990 Asheville City taxes were raised

2 Million Dollars

to help pay for these projects for
Downtown Dignitaries.

These are just a few of the failed policy decisions supported by the Old Council. The taxpayers can no longer afford the policies of the 80's.

Here are your choices on November 5TH
You May Vote For Six

- | | |
|------------------------------------|------------------------------------|
| ■ Gene Ellison - 2 year Incumbent | ■ Bill Moore - 2 year Incumbent |
| ■ Chris Peterson - Fresh New Ideas | ■ Carr Swicegood - Fresh New Ideas |
| ■ Charles Worley - Fresh New Ideas | ■ Barbara Field - Fresh New Ideas |
| Norma Price - 14 years Incumbent | |

SHOW YOUR SUPPORT FOR A NEW CITY COUNCIL.
DISPLAY THIS POSTER IN YOUR CAR, YOUR WINDOW, OR YOUR YARD.

PAID FOR BY: CITIZENS FOR A NEW CITY GOVERNMENT, DOROTHY F. WORLEY, TREASURER

BLUEPRINT OF CITY HALL

THE INCUMBENTS: WHY SHOULD WE VOTE AGAINST THEM?

The decade of the 80's was controlled by the incumbents
Bratton, Frank, Price, and Michalove.

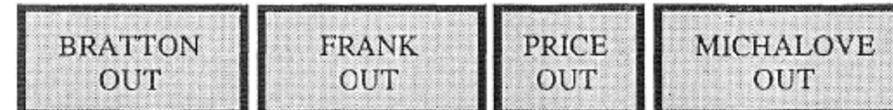
During their tenure, we have witnessed the following:

1. Personal income has decreased.
2. Property taxes are at an all time high. In 1990 these four council members voted for a 16% increase in personal property taxes.
3. In 1981 water was at the top of their list of priorities. In 1991 water remains at the top of their list.
4. Increased crime rate. Inadequate police protection due to massive annexation during the past 10 years.
5. Downtown development for bureaucrats instead of water, sewer, and streets for our citizens.
6. Fewer jobs for our residents. We have lost good sound industries such as Burlington, Sayles, Kellwood, Girmes and Stencil, not to mention 3000 jobs at Enka.
7. Enormous waste of city tax dollar and manpower within the fire department (i.e.: fire trucks being routed to fender benders, etc.).
8. Downtown parking fiasco. Millions of dollars wasted on unused parking decks.
9. Turmoil in the City School System. The only voice city residents have is through our vote for Asheville City Council.
10. Community favoritism. Certain communities have been ignored far too long while others have been given the royal treatment. This cannot be tolerated. All city areas are entitled to all city services.



VOTE OUT THE POLICY MAKERS OF THE 80'S.

THEY'VE BEEN IN CHARGE TOO LONG!

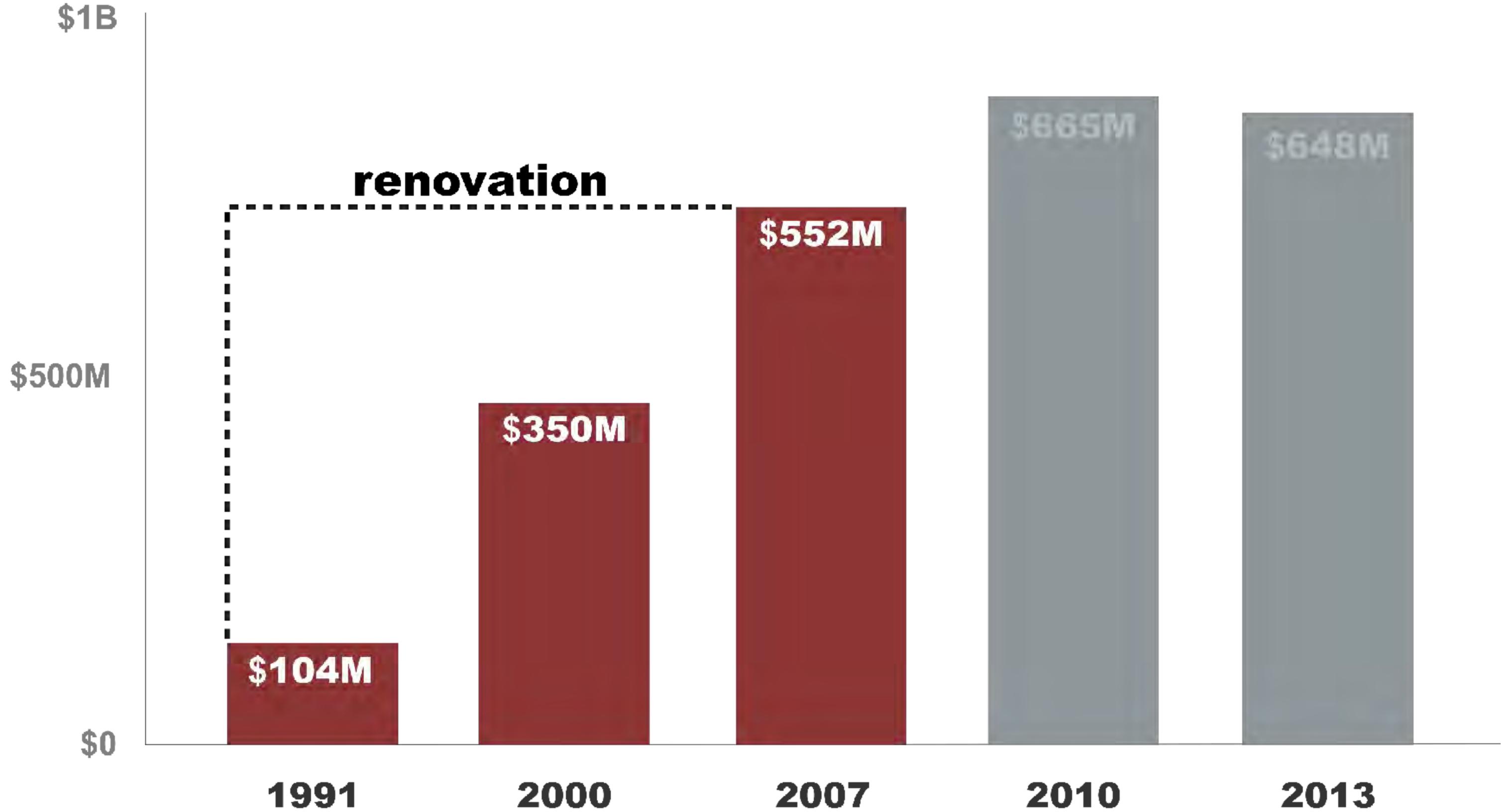


PAID FOR BY THE CITIZENS TO ELECT A NEW CITY GOVERNMENT

Asheville's de facto motto was:

“That will never work here - don't even try.”

Asheville CBD Taxable Value



**DON'T TRUST THIS GROUP
OF *LYING POLITICIANS!***

**THE GREAT RIVER GRAB HAS BEGUN!
DON'T BE FOOLED BY THESE *CHARLETANS!***

**THIS CORRUPT
GROUP NEEDS TO
RESIGN ALONG
WITH THEIR
AARRC RIVER
COMMITTEE**

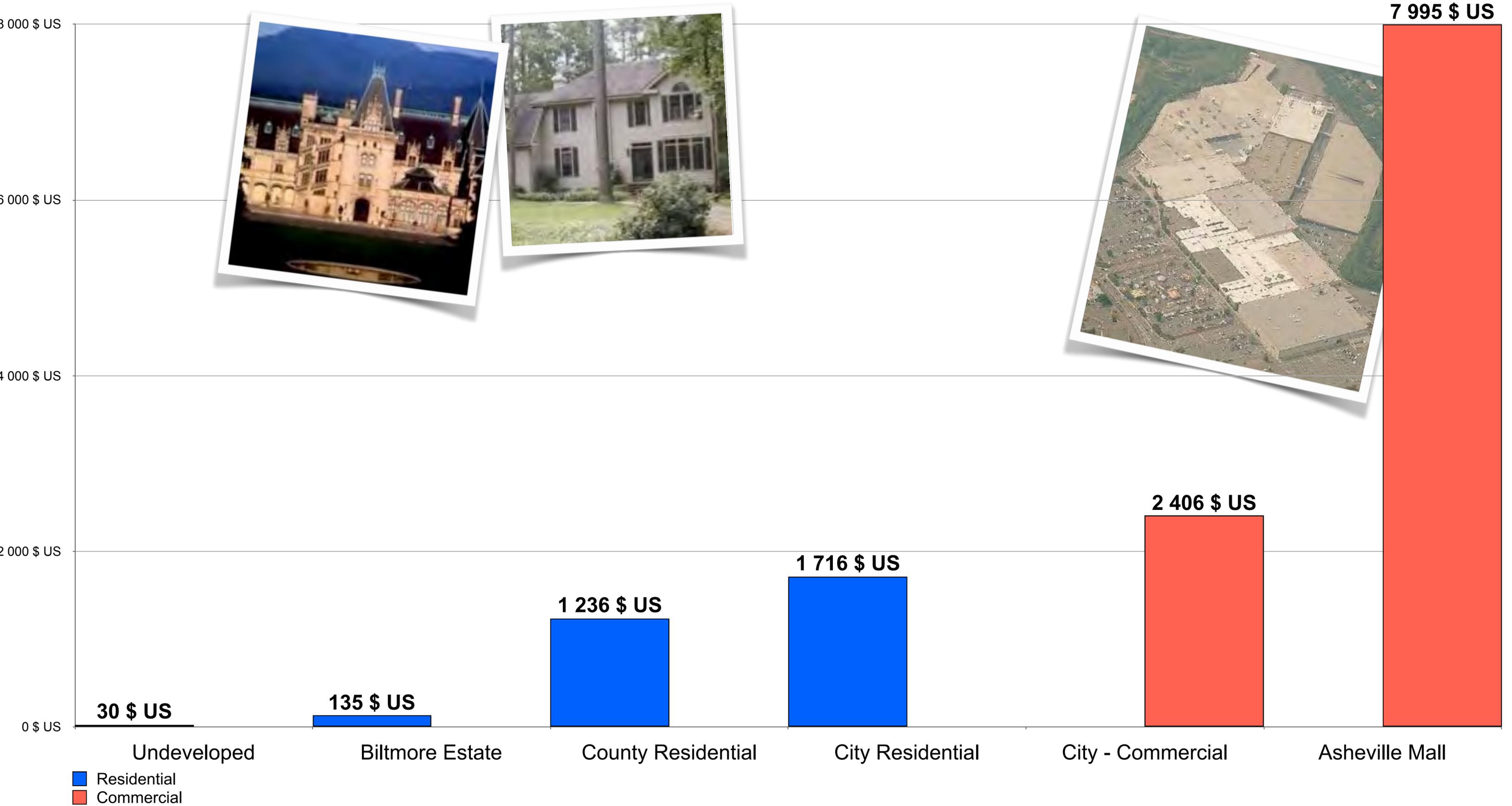
**HELP US FIGHT!
AshevilleRiverGate.com**



Buncombe County Property Tax Revenue Profile: 2007 Tax Yield per Acre



Buncombe County Property Tax Revenue Profile: 2007 Tax Yield per Acre



Buncombe County Property Tax Revenue Profile: 2007 Tax Yield per Acre



225 000 \$ US
150 000 \$ US
75 000 \$ US
0 \$ US

250 125 \$ US

30 \$ US

135 \$ US

1 236 \$ US

1 716 \$ US

2 406 \$ US

7 995 \$ US

7 059 \$ US

18 109 \$ US

44 887 \$ US

- Undeveloped
- Biltmore Estate
- County Residential
- City Residential
- City - Commercial
- Asheville Mall
- CBD 1-2 Story Office
- CBD 2-4 Story Apts.
- CBD Mixed-Use 3-4 Stories
- CBD Mixed-Use 6+ Stories

- Residential
- Commercial
- Central Business District

This is a Test

