THE SPECIFIC ARCHITECTURAL PLANS FOR NEW SCHOOLS TO BE BUILT AS PART OF AN URBAN RENEWAL PROJECT IN NEW HAVEN ARE BRIEFLY DISCUSSED. OVER A 9-YEAR PERIOD 14 OBSOLETE SCHOOLS WILL BE REPLACED, TWO OTHERS AND ONE ANNEX WILL BE ABANDONED, AND 15 NEW SCHOOLS WILL BE BUILT. THESE CHANGES WILL BE BROUGHT ABOUT THROUGH COOPERATIVE PLANNING AMONG CITY OFFICIAL, THE COMMUNITY, AND THE BOARD OF EDUCATION, WHICH, COMBINED WITH FEDERAL URBAN RENEWAL PROJECTS, WILL ALLOW ONE OUT OF EVERY THREE SCHOOLS TO BE BUILT "FREE." THIS WILL BE POSSIBLE BECAUSE FUNDS SAVED BY PURCHASING SITES LOCATED IN RENEWAL AREAS WILL BE USED FOR THE CONSTRUCTION OF MORE SCHOOLS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE OFFICES OF EDUCATIONAL FACILITIES LABORATORIES, 477 MADISON AVENUE, NEW YORK, NEW YORK 22.
Educational Facilities Laboratories, Inc. is a nonprofit corporation established by the Ford Foundation in 1958 to help American schools and colleges with their physical problems by the encouragement of research and experimentation and the dissemination of knowledge regarding educational facilities.

Board of Directors

Edwin M. McLean, President

Officers

Executive Staff

Jonathan M. Pressley and Treasurer

Hered B. Gores, President

Officers

General Superintendent of Schools, Chicago, Illinois

Benjamin C. Wallis

Chairman of the Board, International Business Machines Corporation

Thomas L. Watson, Jr.

Whitney, Farnum, Proctor, Arkenas

Consultant, Ford Foundation

L. M. Orrill

Knickert, Ennis, and White

President, Purdue University

Frederick L. Hovde

President, Educational Facilities Laboratories

James B. Owens

President, Educational Facilities Laboratories

Frank Carioti

President, Educational Facilities Laboratories

Robert M. Dillon, AIA

Consultant, Educational Facilities Laboratories

Margaret Farmer

Editorial Associate

Arnold J. Kuesel

Assistant Treasurer

James J. Morisseau

Editorial Associate

Cyril G. Sargent

Program Specialist

Ruth Weinstock

Research Associate

Helen Wenzel

Research Assistant

Civil L. Morgan, Program Specialist

James L. Mosca, Editorial Associate

Andrew L. Keeler, Assistant Treasurer

Margaret E. Edwards, Editorial Associate

Robert M. Dillon, AIA

Consultant

Frank C. Bettner

Consultant

Lillian Dieter, Publications Associate

By the Ford Foundation in 1958 to help American schools and colleges with their physical problems by the encouragement of research and experimentation and the dissemination of knowledge regarding educational facilities.
A Report from Educational Facilities Laboratories

A case study from New Haven: The Schools and Urban Renewal

By Terry Ferrer

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE

OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE ORIGINATING PERSON OR ORGANIZATION. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.
Foreword

The schoolhouse in the cities of America is in a general condition of deterioration and decay. Ugly and ill-kept, it adds its forbidding shadow to the depressing environment of city neighborhoods. Its very age and condition contribute to the out-migration of people to the suburbs with their bright new buildings and their light, air, and space. And the deficiencies of the urban schoolhouse add to the already large gap between the conditions of living and learning provided the suburban child and those available to the generally less privileged children of the city.

John Hersey described its appearance best in his novel, The Child Buyer:

"The school is an old, dark, brick, two-story contraption, a Norman fortress, built as if learning and virtue needed a stronghold, a place of turrets and parapets, with narrow slits in the bricks through which scholars with crossbows peep out at an atomic world."

While the city school has continued to deteriorate, there has been a growing series of actions, both public and private, whose purpose has been to arrest and even to reverse the trend of general physical decline of urban areas. Thus over the past 13 years in many American cities, areas of slum housing and blighted commercial and industrial uses have had these structures replaced by decent housing, modern shops, offices, and industrial districts. And during these years the concept of the scope and complexity of the task of renewing urban neighborhoods has been continuously enlarged. Each revision of the Federal Housing Act of 1949 has added new dimensions and encouraged more comprehensive plans and programs, for it is clear by now that city blight and decay can be arrested only by massive attacks on problems of housing, land use, roads and transportation, commercial and industrial development.

Moreover such studies as have been made—for example, the one in Detroit's Mack-Concord area—would seem to indicate that the "patch up, paint up, fix up" approach for residential renewal has produced far less than had been hoped for in such matters as improved community cohesiveness and stabilized residential patterns. No strong community cohesiveness has resulted. Significant physical changes, among other things, appear necessary to create the symbolism necessary for a personal sense of identification with an area and a feeling of satisfaction with the living space.

In any residential renewal plan (conservation or clearance, or a combination of both), the school building can well become this symbolic focus, for it is one of the community's most important visual and functional elements. Among the generally small-scale structures in a residential area the schoolhouse can become the "neighborhood capital"—the significant architectural element. The belief is also increasing that local residents may be disposed to spend more on repairing and reconditioning their own homes when they see, early in the execution of a rehabilitation or conversion project, an expenditure for a well-designed school building. This can become a sign of faith and pride, of new hope and purpose. And it can become a sign of money spent to preserve the integrity of the neighborhood.

It is in recognizing the role that the school can play in rebuilding a city, and in acting vigorously on this conviction that the leaders of New Haven's urban renewal program have set an example among American cities. Since 1953, Mayor Richard C. Lee has made the redevelopment of New Haven his main concern. Campaigning continuously on the issue of urban renewal, he has put together a program whose projected scope covers more than half of the city's total area. Directed until 1960 by Edward J. Logue, and subsequently by L. Thomas Appleby, Harold Grabino, and Melvin J. Adams, this program has increasingly been concerned with the human and social conditions of urban neighborhoods. The school and its program have thus become a central element in the planning of the city's renewal. The Mayor's efforts, which are directed not only at physical change but also at the educational needs of the city's children, have been successful in achieving a significant breakthrough in the city's educational program. The school building has become the symbolic focus for the renewal of the neighborhood. The school is no longer a building to be disregarded or ignored but a symbol of hope and pride, a sign of progress and renewal. New Haven has learned that urban renewal needs the schools. It seems equally clear that the schools need the urban renewal program. This case study of New Haven's effort brings out rather dramatically the fiscal advantages which can accrue to a city and its school system through the renewal process, which can achieve both a city and a school system through the renewal process. The Mayor's vision—a clear and consistent approach to the problem of New Haven's future—will be an important model for other American cities.
New Haven

Blighted rooming houses, far left, were rehabilitated under New Haven's urban renewal program to transform Academy Street slum into charming residential street.

Ten years ago the city of New Haven, Connecticut, was 315 years old and looked every minute of it. Its buildings of drab brick and age-stained wood were pressed into narrow streets. Its grimy slum areas had been breeding and spreading in the midst of the city. Its population had been dropping: In the decade ending in 1960, more than 12,000 fled the city for the more attractive suburbs. In 1950, the city's population was between 164,000 and 165,000.

Wedged in the streets of the seemingly dying city were its 40 schools, most without adequate acreage, poorly lit, poorly ventilated, many still with basement toilets, many more with their plaster walls cracking, their ancient stairs creaking. Twelve elementary schools were built before 1900—1 the year Grant took Vicksburg. Sixteen more elementary schools date back before 1920. Only two elementary schools were constructed between 1920 and 1950.

Thus, the vast majority of New Haven's schools were educational tenements, drab, ugly, dilapidated. While the city's perimeter and suburbs beckoned families with new schools and good playgrounds along with a home of their own, New Haven—like many another American city—had not renewed the schools it once knew. New Haven's schools were educational tenements, drab, ugly, dilapidated. While the city's perimeter and suburbs beckoned families with new schools and good playgrounds along with a home of their own, New Haven—like many another American city—had not renewed the schools it once knew.
...where residents must establish new confidence in their community and hence
ninth grade, including the elective system, that bear special relationship to
community activity, can go far in arresting blight and improving neighborhoods
ation program throughout the high-school years. There are aspects of the
grade pupils but permits and encourages a more sustained and vigorous edu-
city neighborhoods.

"A four-year high school not only gives recognition to the maturity of ninth-
schools are a major cause of the flight to the suburbs and the decline of older
posing the substantial educational advantages of the K-4-4-4 plan for
he feels are the "substantial educational advantages" of the K-4-4-4 plan. For too many years in the past, New Haven has built too few
was a switch from the 6-3-3 organization used in most New
ing the quality of education for our children. The ugliness and drabness of old
was sufficient to make up the city's required one-third share of renewal project
comprehensive survey of all the city's schools. The Board of Education agreed.
particularly, Edward J. Logue, Development Administrator in the city, suggested a
the urban renewal staff became increasingly attuned to the human factors in
...five schools could be financed by this
$19,967,000. This was prohibitively high. With urban renewal tie-ins, the cast
were burned to death in the area. The three public
...more than a skid row of filthy buildings leased by the room at $3 a week, often
...factory workers. Nearby Court Street, terminating in the square, was little
...many expanding American cities, in 40 years the neighborhood began to de-
area. Planning with the residents was substituted for planning for them, and
...the urban renewal process. Schools began to assume a dominant role, not only in
...saving. Thus these five schools—one of every three of the 15 proposed—are
...costs... In fact, it may eliminate the need for any further direct cash contribu-
tions would be done on some of the schools retained.
...families. Small factories rose on the vacant land beyond the handsome houses
...for the renewal process. Schools began to assume a dominant role, not only in
... commenting on the Wooster Square and Dixwell projects experience especially, Edward J. Logue, Development Administrator in the city, suggested a
...reflecting on the Wooster Square and Dixwell projects experience especially, Edward J. Logue, Development Administrator in the city, suggested a
...district within the city to serve neighbor-
...of the city's schools would be "saved" for New Haven.
...to local drunks. Rat-infested dwellings multiplied; fire hazards grew in 17
...which could be realized. The report emphasized the substantial savings which could be realized
...the neighborhood which had been "saved" by the highway relocation. In March of 1961, Dr. Sargent finished his report. His indictment of the con-
...As Dr. Sargent wrote:
...Frederick E. Logue's Development Administration report, the city's planning and development staff began working on plans to rebuild the
...ensured to the survey. Reflecting on the Wooster Square and Dixwell projects experience especially, Edward J. Logue, Development Administrator in the city, suggested a
...the Wooster Square Neighborhood Renewal Committee and the
...the Wooster Square plans, but in the Dixwell and State Street projects as well.
...planning with the residents was substituted for planning for them, and
...project for rebuilding the commercial and business district in the heart of
to be integrated with urban renewal and neighborhood improvement programs.
Model of proposed new "house plan" high school for New Haven.
The tenth grade and later sequences of study. A four-year high school plan also provides continuity in the guidance program which can effectively support educational goals.

"The fifth- through eighth-grade intermediate school extends the basic principle of the junior high school to the fifth grade. It can mean offering courses on a departmental basis, the extension of guidance programs to fifth-grade students, as well as the introduction of special facilities and courses. New Haven first adopted the junior-high-school principle in 1924, but has not yet totally completed its grade organization to carry that system through.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.

In August of 1961, the New Haven Board of Education approved Dr. Sargent's recommendation for $13,000,000 worth of bonds as needed to finance the Sargent report. This meant that the Board of Education did not have to return to city officials 15 times in 10 years to get approval for each school.

The proposed school has not as yet been built in New Haven on any site. The proposed school has not as yet been built in New Haven on any site.
Exterior, above, enhances neighborhood.

In the light of earlier citizen discussions, at a recent public meeting to discuss the school, one Fair Haven resident objected to the plans on the grounds that "if we are going to have a new school, we want to be able to see it."

Meanwhile, the school which started New Haven on its present program of school building, the Henry A. Conte School & Community Center, opened in September of 1962. The school enrolled 750 pupils, just about half of whom are Negroes, in kindergarten through grade eight.

Designed by Skidmore, Owings and Merrill—the first architects brought into New Haven from the outside to design a school—the Conte School and the Center are placed on two city blocks. The school is square and two stories high, with 26 classrooms. The exterior is poured reinforced concrete, with cinderblock on the inside. In the interior of the square, windows look out at the playground for the smallest pupils, safely enclosed. Two other play areas for older children are on the outside of the school, adjacent to the playground for the smallest pupils.

The school has a swimming pool, large gymnasium, and science laboratory. In a separate building, connected to the school by an underground passage, is a community and school auditorium. The auditorium has a swimming pool, large gymnasium, and science laboratory. In a separate building, connected to the school by an underground passage, is a community and school auditorium.

Conte has not been without its critics. The principal complaint about the school has been its extremely high cost, which ran to $30 a square foot in the four buildings (as contrasted with the Connecticut school average of about $14 a square foot). New Haven Board of Education officials defend the expense by pointing out that the $14 figure is a classrooms-only per-square-foot cost, while the $30 for Conte includes such expensive items as the swimming pool, which is open for community use, the neighborhood library, and the auditorium.
what could be done financially, and how a new school could become by
design the hub of community life by day and by night. And the
open areas in
the plaza between the buildings gave a refreshing feeling of space in a city
which previously had built most of its schools virtually to the edge of the
sidewalks surrounding them.

To understand the relationship of the new schools to such other urban
renewal project building as housing, an industrial district,
a commercial park, a central fire station, a shopping area, and new sewers and streets, it is
necessary to examine the financing of the whole Wooster Square project and compare the project with and without schools. Here is the way it works:
The Federal government loans New Haven $23,858,000 to buy properties
which have to be cleared of dilapidated buildings. Improvements such as
sewers, firehouses, and city-owned property add to the cost of the project by
$3,498,000, bringing the total to $27,356,000. If the Wooster Square School
cost and the share of the cost of the new Wilbur Cross High School for pupils
attending from Wooster Square are added, the total project cost becomes
$31,556,000. From this is subtracted the income received from the sale of all
land, making the net project cost $28,920,000 with schools and $24,720,000
without. After subtracting the Federal share (2/3) of this cost and the state's
contribution (1/2 of 5), the net cost to the city is $19,280,000, which can be applied to its share of other renewal projects, and also to the schools, the firehouses, and public land so that the city has an actual cash
credit of $19,280,000. An additional $7,698,000 of Federal funds is yielded from the Federal government by allowing as a non-cash credit toward the city's 1/3 payment the schools, firehouses, and public land, so that with the schools the city has an actual cash
credit of $26,978,000 (which can be applied to its share of other renewal projects), as against an additional outlay of $622,000 without the schools. And this
credit can yield an additional $17,268,000 of federal funds for other projects.

While the Conte School was under construction New Haven's mayor and
other city officials pressed ahead, and in addition to wiping out slums and re-
building the schools, they embarked on a "human renewal" program, sponsored
by the Ford Foundation. Called Community Progress Inc., the
program was supported by $2,500,000 from the Ford Foundation, and other
funds were also raised by the city.

Table 1. Wooster Square Project / Comparative Costs to New Haven

<table>
<thead>
<tr>
<th>Item</th>
<th>With Schools</th>
<th>Without Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project Expenditures</td>
<td>$23,858,000</td>
<td>$23,858,000</td>
</tr>
<tr>
<td>2. Non-Cash Grants-in-Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Wooster Square School</td>
<td>$3,498,000</td>
<td>$3,498,000</td>
</tr>
<tr>
<td>2) Wilbur Cross High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonschool:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Firehouse, sewers, etc.</td>
<td>$6,000,000</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>2) City-owned property</td>
<td>$1,095,000</td>
<td>$1,095,000</td>
</tr>
<tr>
<td>3. Gross Project Cost (1 + 2)</td>
<td>$31,556,000</td>
<td>$27,356,000</td>
</tr>
<tr>
<td>4. Land Sale</td>
<td>$2,636,000</td>
<td>$2,636,000</td>
</tr>
<tr>
<td>5. Net Project Cost (3 - 4)</td>
<td>$28,920,000</td>
<td>$24,720,000</td>
</tr>
<tr>
<td>6. Federal Share (2/3 of 5)</td>
<td>$19,280,000</td>
<td>$16,480,000</td>
</tr>
<tr>
<td>7. Minimum Local Grants-in-Aid (1/3 of 5)</td>
<td>$9,640,000</td>
<td>$8,240,000</td>
</tr>
<tr>
<td>8. State contribution (1/2 of 7)</td>
<td>$4,820,000</td>
<td>$4,120,000</td>
</tr>
<tr>
<td>9. Net City Grants-in-Aid (7 - 8)</td>
<td>$4,820,000</td>
<td>$4,120,000</td>
</tr>
<tr>
<td>10. Local non-cash (2)</td>
<td>$7,698,000</td>
<td>$3,498,000</td>
</tr>
<tr>
<td>11. Local cash</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
program began in the fall of 1962 to attack such social problems as lack of jobs for the poorly educated and juvenile delinquency, and to stress the community school as the center for solving these problems. CPI's executive director is Mitchell Sviridoff, who was formerly chairman of New Haven's Board of Education.

CPI, with special attention to the city's Negroes—15 per cent of the population—will try everything from pre-kindergarten programs to acquaint children with books before they go to school to neighborhood service directors to coordinate social services. Legal community workers will be in each community school to "help what is now a fear of the law into an awareness that the law presents an opportunity." Helping teachers, trained in city family and cultural problems, will be hired to reach pupils to "find out what makes Johnny tick"—and help involve regular jobs—school workers to help school children and post-high school technical programs. Improved guidance aimed at today's labor market and post-high school technical programs will help high school graduates get better jobs. CPI, with special attention to the city's Negroes—15 per cent of the population—will try everything from pre-kindergarten programs to acquaint children with books before they go to school to neighborhood service directors to coordinate social services. Legal community workers will be in each community school to "help what is now a fear of the law into an awareness that the law presents an opportunity." Helping teachers, trained in city family and cultural problems, will be hired to reach pupils to "find out what makes Johnny tick"—and help involve regular jobs—school workers to help school children and post-high school technical programs. Improved guidance aimed at today's labor market and post-high school technical programs will help high school graduates get better jobs. CPI, with special attention to the city's Negroes—15 per cent of the population—will try everything from pre-kindergarten programs to acquaint children with books before they go to school to neighborhood service directors to coordinate social services. Legal community workers will be in each community school to "help what is now a fear of the law into an awareness that the law presents an opportunity." Helping teachers, trained in city family and cultural problems, will be hired to reach pupils to "find out what makes Johnny tick"—and help involve regular jobs—school workers to help school children and post-high school technical programs. Improved guidance aimed at today's labor market and post-high school technical programs will help high school graduates get better jobs. CPI, with special attention to the city's Negroes—15 per cent of the population—will try everything from pre-kindergarten programs to acquaint children with books before they go to school to neighborhood service directors to coordinate social services. Legal community workers will be in each community school to "help what is now a fear of the law into an awareness that the law presents an opportunity." Helping teachers, trained in city family and cultural problems, will be hired to reach pupils to "find out what makes Johnny tick"—and help involve regular jobs—school workers to help school children and post-high school technical programs. Improved guidance aimed at today's labor market and post-high school technical programs will help high school graduates get better jobs.

New Haven's new school superintendent, Dr. Laurence G. Paquin, welcomes these efforts to provide better buildings and better lives for his 21,000 pupils. He is also well aware that neighborhood cooperation plus coordinated efforts of city officials, city planners, and schoolmen are essential to the city's efforts at rebirth.

Building new schools through urban renewal projects may not be the answer for every large city in the country. It can be a long and tedious process. Total urban renewal plans must clear one of the seven regional offices of the Housing and Home Finance Agency spotted throughout the country. The cities' plans must also be approved in Washington. The whole procedure takes at least two years before building can begin, although school plans must get no approval as such—only as part of the city's plan. New Haven has found it worth the effort. Other communities might well consider urban renewal as an economical and practical way to renew the schoolhouse in the heart of the city.

Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception. Congress made $2.5 billion available for urban renewal in 1961. So far, big urban centers have not made as much use of these funds as the smaller cities. New Haven is the exception.
The following publications dealing with facilities for elementary and secondary education are available from EFL; 477 Madison Avenue, New York 22, N.Y.

**Other Reports from EFL**

1. *Cost of a Schoolhouse*. The purposes and activities of Educational Facilities Laboratories, Inc. About EFL.
2. *Cost and effectiveness of school housing, planning, building, and financing*. Educational Facilities Laboratories, Inc.

**Design and Function**

- Laboratories and Classrooms for High School Physics
- West Bethesda High School, Montgomery County, Maryland
- T.C. [name redacted] Gymnasium vs. Geodesic Field House, West Bethesda High School, Montgomery County, Maryland

**Profiles of Significant Schools**

- **Belaire Elementary School, San Angelo, Texas**
- **Heathcote Elementary School, Scarsdale, New York**
- **Montrose Elementary School, Laredo, Texas**
- **Two Middle Schools, Saginaw, Michigan**
- **North Campus High School, Saginaw, Michigan**
- **Holland High School, Holland, Michigan**

**Case Studies of Educational Facilities**

- High Schools 1962—Educational change and architectural consequence
- Schools for Teams Teaching—Ten Representative Examples
- Holland High School, Holland, Michigan
- Newton South High School, Newton, Massachusetts
- Two Middle Schools, Saginaw, Michigan
- One Elementary School, Laredo, Texas
- North Campus High School, Saginaw, Michigan
- Hebrew Elementary School, San Angelo, Texas

**Recent Developments in School Planning and Design**

- A series of reports which provide information on some of the latest developments in school planning and design.

**The School Library: Facilities for Independent Study in the Secondary School**

- Industrial Design
- Design for ETV: Planning for Schools with Television
- Cost and effectiveness of school housing, planning, building, and financing

**The Purposes and Activities of Educational Facilities Laboratories, Inc.**

- About EFL
- Education are available from EFL; 477 Madison Avenue, New York 22, N.Y.

**About EFL**

- EFL publications dealing with facilities for elementary and secondary education.

**Other Reports from EFL**

- A Divisible Auditorium, Boulder City, Nevada