

schools opened at the beginning of the 2002–3 academic year, 17 years after the last school had been closed.

The development of the schools is a product of aggressive policy formation, community support, civic leadership and philanthropy combining to achieve a social goal. The improvement of the quality of the physical environment was a vital component of the scheme. The urban design process began with a decision in 2000 by the Department of Education of Hamilton County (population 308,000 people) to create a K-5 magnet school downtown. The objective was to provide a local school for about 400 students who were being bused out of Chattanooga to suburban schools. Civic activists saw an opportunity for a more ambitious scheme.

The Planning and Design Studio in Chattanooga is officially an office of the joint Chattanooga–Hamilton County Regional Planning Agency which both funds and staffs it. The studio also receives funds from private philanthropic organizations. Karen Hundt, its head, perceived that one school would cater only for the existing poor in the city and that to attract more housing into the downtown area you needed an additional school, at least. The Department of Education did not have the financial resources to foot the \$US8 million cost of a second school. A number of civic boosterism and philanthropic organizations came to the Board of Education's aid. The RiverCity Company, a non-profit organization committed to the revitalization of central Chattanooga raised \$US4 million. Two local foundations, the Lyndhurst Foundation and the University of Tennessee at Chattanooga Foundation, provided an additional \$4 million. The latter donation is

typical of the concern that a large number of centrally located urban universities in the nation have for the settings around them. To attract good staff and good students the universities need to be located in pleasant settings with good community facilities. To further this end, the Board of Education opened the enrolment in the schools to both local children and the children of downtown workers, a procedure that immediately created a diversity of students.

The most important concern in site selection was cost. One school, the Herman H. Battle Academy for Teaching and Learning, was built on city-owned property while the other school is located on property dedicated to the city by the University of Tennessee. The Battle Academy is located in Southside, a 600-acre (240-hectare) brown-field site formerly a blighted industrial zone that, as part of the city's 1997 plan, was designated a revitalization district. In its plan the city hoped to increase the residential component of the area by about 200 units. Battle Academy has been built as a catalyst for attracting the additional residential population. Other incentives used to induce the middle income to live in the city are the creation of cultural facilities in the area (e.g. the Tennessee Aquarium).

The sites of both schools are small in comparison to the typical 13-acre (5.2-hectare) sites of suburban schools. Battle Academy is 3.3 acres (1.3 hectares) in size and the other school, Tommie F. Brown Academy of Classical Studies, is only 2.5 acres (barely 1 hectare), so the architects (TWA Architects, at Battle Academy and Derthick Henley at Brown Academy) had to design buildings taller than the norm. Even so, at Battle Academy recesses have to be staggered, but the playground, although