National Park Service
Cultural Landscapes Inventory
2022

Plains High School

Jimmy Carter National Historical Park

[SHPO Review]

Table of Contents

Chapter 1: General

Region

Southeast

Park Alpha Code

JICA

Park Org Code

5690

Resource Type

Cultural Landscape

Resource Classification

Cultural Landscape

Inventory Status

Incomplete

Resource ID

550104

Resource Name

Plains High School

Parent Landscape

N/A

Parent Resource ID

N/A

State

GA

Park Name

Jimmy Carter National Historical Park

Cultural Landscapes in the Cultural Resources Inventory System:

CRIS is the National Park Service's database of cultural resources on its lands, consisting of archaeological sites, historic structures, ethnographic resources and cultural landscapes. The set of CRIS records for cultural landscapes is referred to as CRIS-CL. CRIS-CL records conform to a standardized data structure known as the Cultural Landscapes Inventory (CLI).

The legislative, regulatory and policy directions for conducting and maintaining the CRIS are: Section 110 of the National Historic Preservation Act, NPS Management Policies (2006), Director's Order 28 (Cultural Resources) and Director's Order 28a (Archeology).

The Cultural Landscapes Inventory (CLI)
The CLI is the data structure within CRIS used to document and evaluate all potentially significant landscapes in which NPS has, or plans to acquire any enforceable legal interest. Each CRIS-CL record is certified complete when the landscape is determined to meet one of the following:

Landscape individually meets the National Register of Historic Places criteria for evaluation; or, Landscape is a contributing element of a property that is eligible for the National Register; or, Landscape does not meet the National Register criteria, but is managed as cultural resources because law, policy or decisions reached through the park planning process.

Cultural landscapes vary from historic sites, historic designed landscapes, historic vernacular landscapes to historic ethnographic landscapes, but may also fit within more than one type. Those eligible for the National Register have significance in the nation's history on a national, state or local level, as well as integrity or authenticity.

The legislative, regulatory and policy directions for conducting and maintaining the CLI within CRIS are: *National Historic Preservation Act of 1966 (16 USC 470h-2(a)(1)). Each Federal agency shall establish…a preservation program for the identification, evaluation, and nomination to the National Register of Historic Places…of properties…*

Executive Order 13287: Preserve America, 2003. Sec. 3(a)…Each agency with real property management responsibilities shall prepare an assessment of the current status of its inventory of historic properties required by section 110(a)(2) of the NHPA…No later than September 30, 2004, each covered agency shall complete a report of the assessment and make it available to the Chairman of the Advisory Council on Historic Preservation and the Secretary of the Interior…

Executive Order 13287: Preserve America, 2003. Sec. 3(c) each agency with real property management responsibilities shall, by September 30, 2005, and every third year thereafter, prepare a report on its progress in identifying…historic properties in its ownership and make the report available to the Councill and the Secretary…

The Secretary of the Interior's Standards and Guidelines for Federal Agency Historic Preservation Programs Pursuant to the National Historic Preservation Act, 1998. Standard 2: An agency provides for the timely identification and evaluation of historic properties under agency jurisdiction or control and/or subject to effect by agency actions (Sec. 110 (a)(2)(A) Management Policies 2006. 5.1.3.1 Inventories: The Park Service will (1) maintain and expand the following inventories…about cultural resources in units of the national park system…Cultural Landscape Inventory of historic designed landscapes, historic vernacular landscapes,…and historic sites…

Cultural Resource Management Guideline, 1997, Release No. 5, page 22 issued pursuant to Director's Order #28. As cultural resources are identified and evaluated, they should also be listed in the appropriate Service-wide inventories of cultural resources.

Landscape Description

The Plains High School is a cultural landscape associated with Jimmy Carter National Historical Park (JICA) in the town of Plains. Plains is in Sumter County, in west-central Georgia. The 9.9 acre landscape is part of the Plains Historic District and the Jimmy Carter National Historic Site. The landscape includes the Plains High School building, the Vocational Agriculture building, and all known historic gardens associated with the school. The site is a historic vernacular landscape and is indicative of a rural community school.

The period of significance, determined in the 2015 National Register Nomination for the Jimmy Carter National Historic Site, begins in 1921, with the construction of Plains High School, and ends in 2014 with the completion of the National Register Nomination form. There are discrepancies, as the nomination states that the period of significance "begins in 1924 with the birth of Jimmy Carter…" In notes from the park in April of 2014, it is stated that the period of significance should begin with the earliest contributing resource in the nomination which is 1921. The 2019 cultural landscape report proposes the "period of evolution" for the landscape be "between 1921 and 1958, beginning with the construction of Plains High School and ending with the retirement of Julia Coleman."

SIGNIFICANCE SUMMARY

The Plains High School Cultural Landscape is a contributing feature of the Jimmy Carter National Historic Site and as such is significant for listing on the National Register of Historic Places at the local and state level under Criterion A, for community planning and development and education, and Criterion B for its association with Julia Coleman and the Carters. The school campus served as a fixture in the community not only providing educational facilities, but also recreational and social activities. The landscape is also significant as it was designed and improved by Julia Coleman, a state recognized educator. President Jimmy Carter and Mrs. Rosalynn Carter both attended and graduated from the Plains High School.

ANALYSIS AND EVALUATION SUMMARY AND CONDITION

The Plains High School cultural landscape maintains integrity due to the presence of numerous historic landscape features. The site is in fair condition, due to the cumulative effects of the removal of historic features and the post-period of significance additions. The landscape consists of nine landscape characteristics including Buildings and Structures; Small-scale Features; Vegetation; Circulation; Views and Vistas; Archeology; Natural Systems and Features; Spatial Organization, and Land Use.

Landscape Hierarchy Description

Plains High School is a contributing feature of the Jimmy Carter National Historic Site along with the Plains Depot, the Carter Boyhood Farm, Carter Compound, and Old Plains Highway.

Recent Condition

Fair

Subsite/Child components

N/A

Landscape Type

Historic Site

Historic Vernacular Landscape

Cover Page Graphic

See Cover Page.

Site Plan(s)

Fig #1. Site Plan 1

Hierarchy Description Graphic

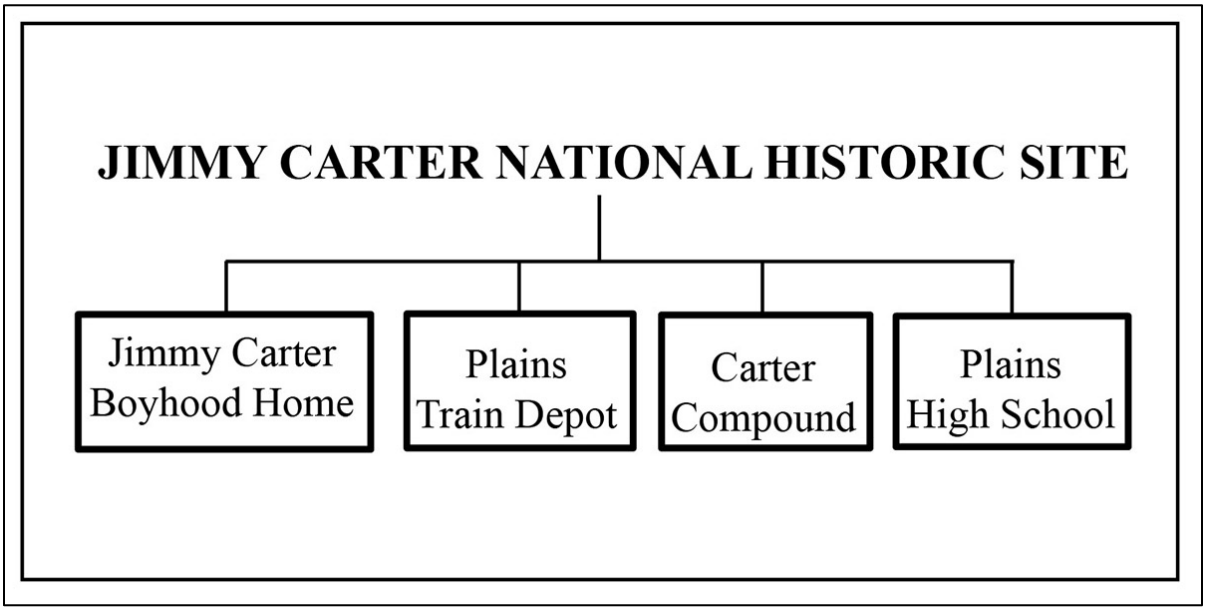

Fig 2. Jimmy Carter National Historic Site Cultural Landscape Hierarchy Diagram (2022).

Other Names

Seq. No.	Name	Type
1	Plains High School	Both
2	Plains School	Historic

Chapter 2: Concurrence Status

Park Superintendent Concurrence Date

[mm/dd/yyyy]

Park Superintendent Concurrence

No

Completion Status Explanatory Narrative

Brian Morris, Sean Styles and Susan Hitchcock started the CLI-level I in 1995. The report was completed by Cari Goetcheus in 1998 and submitted to the park for review. The draft CLI was entered into CLAIMS by Virginia Hunt and Amie Spinks in July of 2000. The report is available from SERO and the park. A Cultural Landscape Report (CLR) was completed in January of 2020 by Wiss, Janney, Elstner Associates, Inc. in conjunction with the National Park Service Southeast Regional Office Cultural Resources, Partnership and Science Directorate. The CLR was used to update this CRIS-CL record and create a complete and certified inventory.

Concurrence Graphics

[to be added]

Revision

[N/A]

Chapter 3: Geographic Information

Area (Acres)

9.9

Land Tract Number(s)

101-01

Boundary Description

The property boundary is defined by North Bond Street to the west, Hospital Street to the north, and private property to the east and south. Church Street (US Route 289 / State Route 27) is in close proximity to the south boundary of the site. Chain-link fence marks the east, south, and north boundary lines. St. Andrews Lutheran Church occupies an outparcel adjacent to the project boundary at the intersection of Hospital and North Bond streets.

Latitude/Longitude

[enter text here (eg 'See spreadsheet in Appendix.')]

Seq. No.	Geo-metry	Lati-tude	Longi-tude	Geo-Datum	Eleva-tion (Meters)	Position Source	Positi on Arrura cy	Date	Narra -tive
1	point	32.036389	-84.3925	NAD 83		Satellite		1//3/2 022	

Regional Landscape Context

Physiographic

Plains is in the west central region of the state, an area bisected by the fall line and divided between the Piedmont and Coastal Plain. The region is bordered by the Chattahoochee River to the west and the Flint River to the east. The topography across Sumter County has little variation in elevation. The site is generally flat with two percent or less slope across its surface (Georgia Department of Natural Resources Environmental Protection Division 1997, 2-25).

Plains is located in the coastal plain, an area with varying levels of sand and clay soil with pine (Pinus spp.), oak (Quercus spp.), hickory (Carya spp.), sweetgum (Liquidambar styraciflua),

sycamore (Platanus occidentalis), and poplar (Populus spp.) as the dominant trees. The soils of Sumter County are derived from material washed down from the Piedmont Plateau and soft limestone that underlines all parts of the county. Heavy clay soils of the Greenville series cover much of the Plains area, including the entire project site. These soils have been adapted for growing cotton, corn, wheat, and peanuts. Prior to the development of Plains, this area of the county was agricultural farmland. Much of Sumter County remains predominantly rural (US Department of Agriculture 1974). (Cultural Landscape Report 2019, 83)

Cultural

One of the communities that benefited from the emerging reforms and focus on education was Plains, Georgia. In 1920, the town passed a local bond issue for $50,000 to build a community school that would serve all grades, including high school, for the town and surrounding rural area of Sumter County. This area encompassed Archery, where Jimmy Carter lived while attending Plains High School.

The resulting Plains High School provided the community with a large, permanent building designed to promote the educational needs of the students. The new building featured large, light, airy classrooms, improved ventilation and sanitary facilities, and space for sports and recreation. (Cultural Landscape Report 2019, 115)

Political

Plains High School is one of several sites preserved, managed, and maintained within the Jimmy Carter National Historic Site. The National Historic Site is located in the City of Plains in Sumter County, Georgia. Sumter County is represented in the Georgia legislature as District 137; in the Georgia Senate as part of District 14; and in the 2nd U.S. Congressional District for Georgia.

Location Map Graphic Information

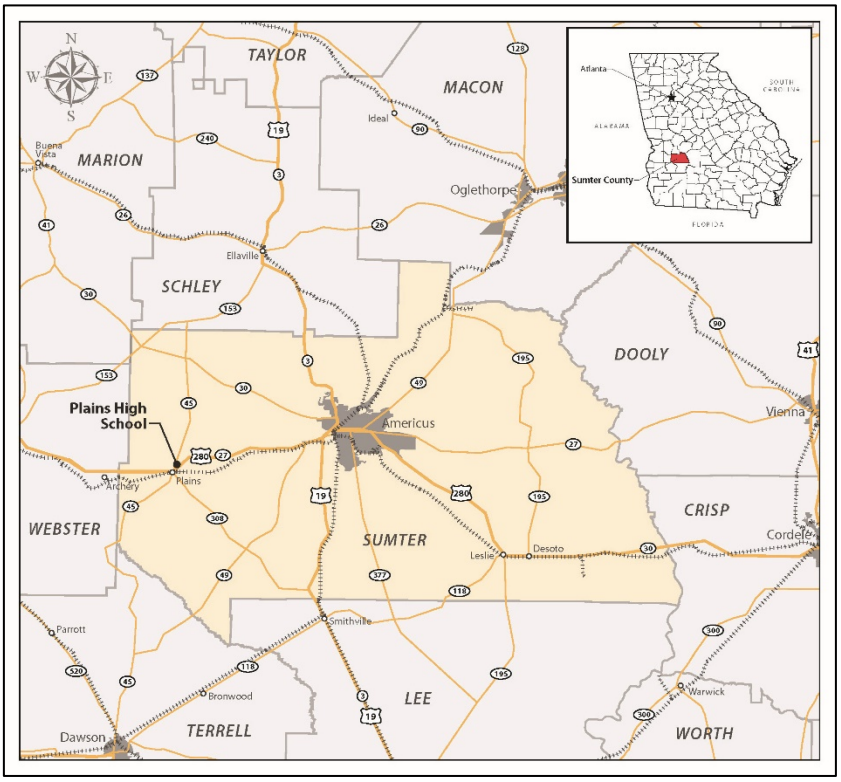

Fig #3. Location map of Plains High School in Sumter County, Georgia. (Source: CHG, created with GIS data from the US Census Bureau, US Geological Survey, and the Georgia Department of Transportation)

Counties and States

Sumter County, GA

Chapter 4 : Management Information

Management Category

Must be Preserved and Maintained

Management Category Date

[Date to be added upon signature and approval of CLI by JICA Superintendent.]

Management Category Explanatory Narrative

To obtain the requirements for "Must be Preserved and Maintained" a landscape needs to meet certain criterion such as being specifically listed in the enabling legislation; related to the park's legislated significance; nationally significant as defined by the National Historic Landmark criteria or serves as the setting for a nationally significant structure or object; or is less than nationally significant, but contributes to the park's national significance. The Plains High School is clearly mentioned in the enabling legislation Report 100-342 in Section 1(b)(2) where the real property is described as having significance historically associated with the life of Jimmy Carter. The property is not only listed in the legislation, it is also discussed in the Jimmy Carter National Historic Site Register Nomination. In the nomination, the building and designed landscape are listed as contributing. The Plains High School is significant at the national level for its association with Jimmy Carter, as well as at the local level for its association with the town of Plains, Georgia. A landscape must meet one of the afore mentioned criterion, and the high school obtains three, therefore, the landscape qualifies for the management category of "Must be Preserved and Maintained."

Management Agreements

Management Agreement	Other Management Agreement	Management Agreement Expiration Date	Management Agreement Explanatory Narrative
Concession Contract/Permit			

Legal Interests

Legal Interest Type	Fee Simple Reservation	Other Organization/Agency	Legal Interest Narrative

	Expiration Date		
Fee Simple			

Located in a managed wilderness?

No

Adjacent Lands Information

Do Adjacent Lands Contribute?

No

Narrative

Adjacent Lands Graphic

Chapter 5: National Register Information

National Register of Historic Places

Documentation Status

Entered- Inadequately Documented

Documentation Narrative Description

The Jimmy Carter National Historic Site was created and administratively listed in the National Register on December 23, 1987. As described in Public Law 100-206, the site consists of: Plains Train Depot; Plains High School; the Carter Home on two 2.4 acre tracts at Woodland Drive; the Gnann House at 1 Woodland drive adjacent to the Carter Home; the boyhood home of Jimmy Carter on 15 acres in Archery, and a 100-foot-wide scenic easement on either side of Old Plains Highway.

An amendment to the National Register form was begun in 1998 by Cultural Resources staff at NPS SERO, but it has not yet been submitted. A later nomination was accepted in 2015. It lists the high school and surrounding landscape as a contributing resource. However, the nomination inadequately documents the Julia Coleman monument and the two concrete posts that remain from the period of significance. These features are listed as noncontributing in the nomination, however this CLI has determined them to be contributing to the site and serves to capture their importance.

Eligibility

Entered – Inadequately Documented

Concurrence Eligibility Date

12/23/1987

Concurrence Eligibility Narrative

[enter text here]

Significance Level

Local

Contributing/Individual

Contributing

National Register Classification

District

Statement of Significance

The following is an excerpt from the Jimmy Carter National Historic Site National Register of Historic Places Registration Form signed April 21, 2015, pages 7-9, 17-18.

Plains High School

Bounded by North Bond Street to the west, Hospital Street to the north, and private property to the east and south; the grounds of Plains High School span 8.41 acres. Separated by a parcel of land, Church Street (U.S. Highway 280/S.R. 27) is immediately south of the site. A chain link fence borders the grounds to the east, south and north, while a natural wooded edge provides a visual buffer. Several mature pecan trees (Carya illinoensis), located in northern sections of the site, visually relate to the row of pecan trees lining the south side of Hospital Street and the grove of pecan trees extending into the adjacent residential neighborhood. An outparcel at the northwest corner of the site is the location of the historic Saint Andrews Lutheran Church. Primarily, the site is an open, grassed landscape with scattered plantings. This includes a number of mature trees. Many plantings are clustered to form definable garden zones.

The site is divided into several areas, many reflecting historic functions. As an example, the open, grassed athletic fields to the south include a baseball field. This late 1990s addition reflects the historic use of this space. An area to the east, which had historically served as a playground, received new equipment in recent years, and now serves this same purpose. Several historic garden spaces are to the south and west, adjacent to the high school building. These areas are Friendship Garden, Baby Row, and Front Garden. The maintenance yard, located at the northeast corner of the site, is visually shielded from the school grounds by a fence of vertical wood planks. A drive connects the maintenance yard and allows access from Hospital Street. The Vocational Agriculture Building, c.1941 and currently used by NPS as a maintenance and storage building, is situated immediately south of Hospital Street and is located in the same area as the Bally Building. Built in 1989, the Bally Building functions as museum storage space. Access and

parking areas include the historic Loop Drive and front parking area south of Plains High School building. The site also features a rear parking area that has an access drive from the Bond Street entrance, which provides a one-way traffic route linking to Hospital Street at the rear of the property. The rear parking area also has a plaza space serving as an entry area for visitors entering the site from this parking lot. Signage directs larger scale vehicles, including buses and recreation vehicles, to this rear lot.

Plains High School, 1921, IDLCS 91340

The Plains High School is a Classical Revival building with three sections in a symmetrically arranged H plan that measures roughly 208' by 132'. The masonry building was constructed in 1921 by local builder Ernest Wellons. The two-story main block is rectangular and is orientated east/west, as are the one story hyphens connecting this main block to one-story, rectangular wings. These wings (one each on the east and west sides of the main block) are also rectangular and are orientated north/south. These one-story portions of the building feature a parapet wall that obscures the gabled roof. The hyphens are recessed from the front face of the main block and wings by approximately 10 feet. The east and west wings of the building extend approximately 25' from the rear (north) elevation of the hyphens. A two-story gabled roof projection extends from the two-story hipped roof main block to house the auditorium and features a parapet wall on its rear elevation. This auditorium extends approximately 50' from the rear elevation of the hyphens. Windows are single-hung six-over-one and may have a concrete lintel, or a jack arch lintel of brick. Sills are of concrete, except on the rear elevation, which has brick sills. Typically, windows are grouped together. A classical cornice with triglyphs encircles the two-story main block on all elevations. A water table of a soldier course of brick is found on the exterior of all portions of the high school building. A header course of bricks defines the transition from the wall and the parapet wall. The interior restoration was begun in 1995 and completed in 1996. This included replacing the wood sub-floor, window frames (vinyl-encased wood), and molding. The interior walls were replastered and in some rooms, the wood beaded board ceilings were replaced.

All elevations are symmetrical. The front (south) elevation features a main, two-story block with a hipped roof that is divided into three bays. The middle bay is divided from its flanking bays by round, engaged Doric columns. Located at the exterior corners of the main block is one square, engaged Doric column. On the interior side of this square column is one round, engaged Doric column. Two windows are paired in each bay on each floor of the main block, except for a double door that is on the first floor of the central bay. Each door of the central double door features nine lights over a wood panel. A six-light transom is found above these doors. A concrete keystone is located in the brick jack arch above this door and "1921" is inscribed in it. The second floor windows do not have a lintel, but rest immediately below the cornice. All windows on this block have a concrete sill. Concrete steps lead to this door and a brick knee wall is found along the outside of these steps. The eastern hyphen has two windows grouped together on its west portion and a band of five windows on its east portion. These windows have both a concrete sill and lintel. The southern end of the eastern wing features a door with a six-light transom above it set between round, engaged columns supporting a pediment above the door. The front elevation of the west hyphen and wing are mirror images of the front elevation of the east hyphen and wing. The east elevation consists of the east wing and the gabled extension of the main block. The east wing has three bays, and each bay has a band of five windows with a concrete sill and lintel. The east elevation of the auditorium has nine windows equally spaced along the south portion, and two windows grouped on its northernmost fifth of the elevation. The rear (north) elevation consists of the auditorium, east and west hyphens, and east and west wings. The gabled auditorium wall on the rear elevation has no windows and one door on its east portion. The east hyphen has three windows grouped together on its east portion, and a shed-roofed extension housing a bathroom on its west portion. This west portion also features a door into the hallway located in the hyphen. The north end of the east wing features a door with a transom light above it set between round engaged columns supporting a pediment above the door. The rear elevation of the west hyphen and wing are mirror images of the rear elevation of the east hyphen and wing. The west elevation is a mirror image of the east elevation.

Vocational Agriculture Building, Plains High School, c. 1941, IDLCS 91341

To the north of the high school building and located in the rear yard of the property is the Vocational Agriculture Building. This one story, side-gable roof, rectangular plan building measures approximately 102' by 31' by 16.5'. The building has plaster stucco exterior walls and a composition shingle roof. The south-facing front has 13 windows and two doors. The east elevation has double wood doors for equipment storage access. The west end has one window and the north side has 10 windows and two doors. All windows are six-over-six double-hung wood sash. The Vocational Agriculture Building is now used for maintenance offices and storage.

Flagstaff, Plains High School, 1921, IDLCS 91343

Located in an open lawn space to the south of the high school building, the Flagstaff is a Historic Associated Featurei and sits between the front parking lot to the north and the row of Crape Myrtles to the south. The structure is a 50' high metal telescoping flagpole on a stepped concrete base. The base measures 4'2" square by 2'2" high. The pole is painted silver and the base is white.

Designed Landscape

The Designed Landscape at the Plain High School is comprised of several associated historic features including the Front Garden, Baby Row, Friendship Garden and the Loop Drive and Parking Lot. Descriptions of each follow. The Front Garden, whose name originated from the 1992 Cultural Landscape Study, is a cluster of mature trees located east of the Loop Drive in the front yard of the campus. The evergreen trees present in the garden include a particularly aged Eastern Red Cedar (Juniperus virginiana), a Deodar Cedar (Cedrus deodara), and two Cunninghamia (Cunninghamia lanceolata). Deciduous trees within the garden include two Sycamores (Plantanus occidentalis), a Water Oak (Quercus nigra), and two Pecan trees located at the edge of the grove near the baseball field. The pecan trees in this area are Carya illinoinensis 'Stuart' while the pecans near the Vocational Agriculture Building are the common Papershell Pecan (Carya illinoinensis). Site structures within the Front Garden include contemporary picnic tables, a bench facing the baseball field, a wooden trash receptacle, and a black metal bike rack placed on a concrete pad. The concrete pad contains illegible inscriptions, which appear to be names. Situated between the Front Garden, Flagstaff, and front parking area is a row of six Crape Myrtles. These trees are found northeast of the existing grove of trees as well as within the grove

itself. Four additional Crape Myrtles line the Loop Drive and are also located within the grove. The size of the Crape Myrtles suggests they are more recent plantings.

Baby Row is another defined space on the school grounds, comprised of a linear lawn panel situated between the west façade of the high school building and adjacent concrete sidewalk. A single shrub is planted within the grassed zone, with a nearby Arborvitae at the southwest corner of the high school. An interpretive panel adjacent to the sidewalk reveals to visitors that an Arborvitae was added to the site in memory of a deceased child. The tree was planted at the time of what would have been his graduation year. The interpretive panel also contains illustrations showing this area with profuse plantings of shrubs and small evergreens, organized in informal arrangements. This display is a sharp contrast to its simplicity today. The 1992 Cultural Landscape Study notes that approximately 15 Arborvitae stood in Baby Row by 1949, with three still extant in the year of the study. None appear to be standing today as locations of the existing Arborvitae are different from the ones shown in the 1992 study. Within the lawn panel, there are two rows of nine square concrete posts. These posts are approximately two feet high. These posts are assumed to be replacements of originals since they are not referenced within the 1992 Cultural Landscape Study in Baby Row. Concrete posts are an original feature of this space as evidenced in images on the interpretive panel. This study notes that two such posts are in existence in the Friendship Garden, whose description follows. The entire loop drive, which encircles the Friendship Garden to the south, east, and west, is lined with concrete posts.

The Friendship Garden is bounded to the west by Bond Street and an adjacent sidewalk. The garden space features mature evergreen trees, including two Deodar Cedars and three Cunninghamia. Scattered shrub plantings can be found throughout the Friendship Garden and include a low hedge along Bond Street. The spring site visit found bulbs present in a semi-circular planting bed at the apex of Loop Drive. An interpretive panel shares that the garden was established by Miss Julia Coleman as part of campus beautification efforts and evolved into a community garden with many plants donated in honor or memory of local citizens.

Encircling this garden is Loop Drive. This circular drive enters and exits the property from Bond Street. The drive extends into a parking lot immediately in front of, and south of, the high school building. As noted in the description of the Front Garden, the entrance loop is lined with Crape Myrtles and three mature, tree-form Wax Leaf Ligustrum (Ligustrum lucidum). A Plains High School historic marker can be found on the north side of the drive, near the Bond Street exit. The drive and parking lot are surfaced in asphalt. As previously mentioned, the drive is lined with concrete posts on either side. A granite bench located in the center of the garden offers shade provided by large evergreens. Small, shallow ditches on the interior of Loop Drive accommodate storm water runoff. Shown as an informal space in the 1992 Cultural Landscape Study, the formal parking lot features spaces organized in a straight line, immediately adjacent to the high school building. A concrete walk provides access from the lot to all three doors on the front façade. The second row of parking is arranged in a line, but is angled and facing the open front lawn, with the baseball field beyond.

The site also contains foundation plantings along the front façade of the main high school building. These plantings, which are all recent, are based on the historic design as documented in the 1992 Plains High School Cultural Landscape Study and Management Plan. The plantings include focal point Arborvitae (Thuja occidentalis) plants at both front corners as well as two on either end of the recessed bay located at the west end of the building. Elaeagnus (Elaeagnus pungens) have been pruned into small, rounded shrubs and extend across the façade, in front of the Arborvitae. The other façades feature less intensive plantings and include a mixture of shrubs and small trees in isolated locations.

The Julia L. Coleman Monument, 1949, IDLCS 91342, is a marble monument in the landscape. This object has a square base and rectangular shaft with a bronze medallion lying flat on top of the shaft. The monument is 3' high from the ground to the top with a 2' square base. The shaft is 1'-2" square and 2'-10" high. The monument is located on the west side of the Plains High School building. The front of the shaft is inscribed "In honor of Julia L. Coleman Teacher from 1908 to 1958." The round bronze medallion placed flat on top of the shaft is inscribed in raised lettering, "Years are but moments of eternity," with an eagle, hourglass, and roman numerals. The

monument is located in the west yard, north of Loop Drive. It is situated near Bond Street and is encircled by eight hexagonal concrete pavers, placed flush in the landscape. The monument is placed within a grassed landscape. Surrounding plantings include six Arborvitae, which are not historic, in a circular arrangement, two Crabapple (Malus angustifolia), two mature Deodar Cedar, several mature Elm (Ulmus Americana), Dogwood (Cornus florida), and Pecan trees.

The resources within the Jimmy Carter National Historic Site (NHS) are eligible for listing in the National Register of Historic Places under criteria A and B. Though geographically separate and linked by spaces that do not meet National Register criteria, these collective resources are significant for their associations with broad patterns of history and the life of Jimmy Carter, the 39th President of the United States.

Under criterion A, the Plains High School is significant at the local level in the area of community planning and development. At the state level, the NHS is important in the areas of agriculture, exploration/settlement, and community planning and development as representative of rural development patterns. The NHS possesses national and local significance under Criterion B. It is nationally significant in the area of government/politics due to its association with President Jimmy Carter.

CRITERION A

Community Planning and Development

The Plains High School is locally significant under criterion A for their association with the community planning and development of Plains. The high school provided the town with its largest educational facility. The auditorium and sports venues provided by the school also created a central location for community events. The school reflects the developmental patterns of small rural communities in the south from the 19th and 20th centuries.

Education

Plains High School is significant at the local level in the area of Education for its role in providing college preparatory as well as vocational education to regional students at a time when rural

communities generally had little or no access to such offerings. When built in 1921, Plains High School was the product of Progressive era legislation enacted to improve education within the state of Georgia. Plains became a model for other rural community schools as a result of the programs implemented by School Superintendent Julia L. Coleman (CLR, 115).

CRITERION B

President Jimmy Carter and Mrs. Rosalynn Carter

Plains High School is significant for its association with President Jimmy and Mrs. Rosalynn Carter, both of whom were educated there and excelled as students.

James Earl "Jimmy" Carter attended Plains High School for all eleven grades available to him during his school years from 1930 until his graduation in 1941. Carter graduated at the top of his class, and served as Salutatorian for his accomplishments.

Eleanor Rosalynn Smith (Carter) also attended Plains High School for eleven years. Mrs. Carter graduated in 1944, also at the top of her class, and served as Valedictorian (CLR, 116).

The National Register of Historic Places nomination identifies many of the features of the cultural landscape as contributing to the district, however it inadequately documents the Julia Coleman monument and the two concrete posts that remain from the period of significance. These features are listed as noncontributing in the nomination, however this CLI has determined them to be contributing to the site and serves to capture their importance.

Julia L. Coleman Monument, circa 1949 (LCS No. 091342) (HS-03)

The small marble monument is located within the landscape west of the Plains High School building. It is encircled by eight hexagonal concrete pavers placed flush in the landscape (Figure 95). Some of the octagonal pavers are in fair to poor condition and are cracked or broken. Surrounding plantings include six arborvitae in a circular arrangement, two crabapple (Malus angustifolia), one mature deodar cedar, elms, dogwood, and pecan.

The monument has a square base and rectangular shaft with a bronze medallion lying flat on top of the shaft. The monument is 3 feet high from the ground to the top, with a 2-foot square base. The shaft is 1 foot 2 inches square and 2 feet 10 inches high. The front of the shaft is inscribed, In Honor of Julia L. Coleman/Teacher from 1908 to 1958. The round bronze medallion on top of the shaft is inscribed in raised lettering, Years are but moments of eternity, with an eagle, hourglass, and roman numerals. The monument is in good condition (Figure 3.103).

Concrete Posts

Approximately 83 whitewashed concrete posts are adjacent to both edges of the Loop Drive and parallel to the west facade of Plains High School (Figure 3.109). The posts are 3 inches square, 19 inches high, and spaced at regular intervals. They are in poor to good condition. Some posts are threatened by tree roots and trunks growing around them, causing leaning, cracking and deterioration of the concrete (Figure 3.110). Most of the extant posts are replacements for similar posts installed between 1936 and 1939. There are two likely original posts (1936-1939) on the northeast corner of the east wing, nestled within two plantings.

National Register Significance Criteria

Criterion A- Associated with events significant to broad patterns of our history

Criterion B- Associated with lives of persons significant in our past

National Register Criteria Considerations

N/A

National Register Periods of Significance (with Historic Context Themes)

Seq. No.	Start Year/Era and End Year/Era	Historic Context Theme	Subtheme	Facet
	1921-2014	Expressing Cultural Values	Education	Elementary, Intermediate, and Secondary Education

	1921-2014	Shaping the Political Landscape	Political and Military Affairs after 1945	United States as Leader of the Free World

National Register Areas of Significance

Seq. No.	Category	Subcategory (only for Archeology and Ethnic Heritage)	Narrative
1	Community Planning and Development		
2	Education		

NRIS Information

Seq. No. (R)	NRIS Name (R)	NRIS ID (R)	NRIS URL (R)	Other Name	Primary Certification Date (R)
	Jimmy Carter National Historic Site	01000272	https://npgallery.nps.gov/NRHP/AssetDetail/416cbd3d-91e8-4855-8c2b-43e3b5533bda		

State Register Documentation

Seq. No. (R)	Identification Number	Name	Listed Date	Narrative

National Historic Landmarks

Status	Theme	Contributing	NHL ID	NHL URL	Date
N/A					

Statement of Significance for National Historic Landmark

N/A

World Heritage Site

Status	Category	WHS ID	WHS ID URL	Date
N/A				

Is Resource within a designated National Natural Landscape?

N/A

Chapter 6: Chronology & Physical History

Chronology

Seq. No.	Major Event	Major Event Narrative	Start Year of Event	Start Era	End Year of Event	End Era
1	Built	Two-story frame private school building constructed on current Plains High School site.	1900	CE	1900	CE
2	Purchased/sold	Sumter County Board of Education buys first plot of land for public school.	1902	CE	1902	CE
3	Purchased/sold	Trustees of Plains High School buys second plot of land for public school.	1921	CE	1921	CE
4	Moved	The original, wood-framed Plains School building constructed in 1900 is relocated to Archery, Georgia, to serve as part of the Johnson Home Industrial College.	1921	CE	921	CE
5	Built	Plains High School is constructed without foundation plantings. The flagstaff, front lawn, and looped drive appear at about the time of the completion of the construction of the school.	1921	CE	921	CE
6	Established	Sports fields are created: included sawdust pit for high jump and pole vault, baseball field, running track circling baseball field, and girls' softball field.	1928	CEC	1930	CE
7	Built	Outdoor basketball court with bleachers on two sides is created.	1928	CE	1928	CE
8	Built	Both the Handball court and Tennis court are created.	1930	CE	1930	CE
9	Built	The "Sheffield Stadium" building (gymnasium) is constructed to replace the old outdoor basketball court.	1933	CE	1934	CE
10	Built	First Vocational Agricultural space is created, consisting of a lean-to attached to Sheffield Stadium; Community Canning Plant created.	1933	CE	1933	CE
11	Altered	Unnecessary roads were plowed over leaving the front loop road and the road past the Canning Plant; the grounds were plowed,	1935	CE	1935	CE

		leveled, and planted with oats and lespedeza.				
12	Planted	Foundation trees and shrubs planted.	1936	CE	1936	CE
13	Established	Friendship Garden named; Front Garden likely established at this time.	1936	CE	1936	CE
14	Established	Two sets of wooden swings were added.	1936	CE	1936	CE
15	Altered	FFA-created white concrete posts were added to edges of looped drive and pathways on the east and west sides of the buildings.	1936	CE	1936	CE
16	Established	Baby Row established.	1937	CE	1938	CE
17	Destroyed	Sheffield Stadium and Agricultural lean-to burned to the ground, with only a foundation remaining; the Canning Plant caught fire but was saved.	1940	CE	1940	CE
18	Planted	Arborvitae and other shrubs planted in Front Garden and Baby Row to commemorate "the boys overseas."	1941	CE	1945	CE
19	Altered	The Friendship Garden, Baby Row, Front Garden, and foundation plantings were changed and maintained.	1941	CE	1949	CE
20	Built	New Agricultural Building constructed; Victory garden was created in and around the burned foundation of Sheffield Stadium.	1942	CE	1942	CE
21	Purchased/Sold	Tract 3 was purchased, formalizing the school's use of the baseball field.	1943	CE	1943	CE
22	Built	Members of the Class of 1946 created sidewalk on the south side of the north entrance road and inscribed their names.	1946	CE	1946	CE
23	Memorialized	After Julia Coleman retired a monument is erected on school grounds	1949	CE	1949	CE
24	Built	Julialand playground created; frame and metal gym built to replace Sheffield Stadium.	1949	CE	1949	CE
25	Altered	Julia Coleman retired as a teacher from Plains High School; the Julia Coleman monument was modified to reflect this retirement.	1958	CE	1958	CE

26	Altered	Plains High School integrated; Y. T. Sheffield retired from system as Superintendent.	1966	CE	1966	CE
27	Altered	Portable classroom trailers installed.	1966	CE	1966	CE
28	Altered	Elementary school grades were separated from grades 8 through 12 and sent to another school.	1970	CE	1970	CE
29	Established	School baseball diamond was site of numerous games between Carter election campaign staff and press corps.	1976	CE	1976	CE
30	Abandoned	Plains High School closed.	1979	CE	1979	CE
31	Established	Jimmy Carter National Historic Site established.	1987	CE	1987	CE
32	Built	Bally Building constructed for storage	1989	CE	1989	CE
33	Established	HABS documentation conducted, which specifically names landscape elements.	1989	CE	1989	CE
34	Demolished	1949 Metal gym taken down.	1991	CE	1991	CE
35	Developed	CLR completed.	1992	CE	1992	CE
36	Built	NPS brick sign installed on the Loop Road.	1995	CE	1995	CE
37	Developed	Plains High School opened to general public, becoming visitor center and park administration office.	1996	CE	1996	CE
38	Altered	Rear parking lot and access drive added and front lot paved; interpretive waysides added; FFA building became Maintenance Building; water lines and outside faucets added.	1998	CE	1998	CE
39	Built	Maintenance yard surrounded by board fence.	1998	CE	1998	CE
40	Reconstructed	Baseball field reconstructed; moveable furnishings added.	1999	CE	2000	CE
41	Restored	Select landscape features restored, based on 1992 CLR.	2000	CE	2000	CE
42	Built	Playground constructed.	2011	CE	2011	CE
43	Built	Rosalynn Carter Butterfly Trail garden installed.	2013	CE	2013	CE
44	Developed	National Register nomination Contributing Resources: Designed Landscape (Front Garden; Baby Row; Friendship Garden; the Loop Drive and Parking Lot);	2015	CE	2015	CE

		Flagstaff; Julia Coleman Monument.				
45	Built	Wood fence surrounding Maintenance Yard replaced with black vinyl chain link.	2017	CE	2017	CE
46	Developed	The Plains High School Cultural Landscape Report was completed.	2019	CE	2019	CE

Physical History

1. Plains Region prior to European Settlement

Human occupation of southeastern North America began more than 11,500 years ago, during a time of lower global temperatures, when glaciers covered significant portions of the northern part of the continent (Anderson and Sassaman 2004. 87; Jennings 1983, 25-36; Stanford 2006, 16-22).. In the area that would become Georgia, these early arrivals—referred to as Paleo-Indians—inhabited a landscape that was drier than today and covered with open deciduous forests of oak and hickory (Coe, Snow, and Benson 1986, 32; Lepper and Funk 2006, 171; Wright 2006, 108). Their stone tools, including knives, scrapers, and characteristic "fluted" projectile points, were made of high-quality and frequently non-local materials. Paleo-Indian toolkits may have included numerous other types of implements that have not survived in the archeological record. Paleo-Indians most likely lived in small groups and practiced highly mobile ways of life. They followed herds of large mammals including caribou, mastodons, and mammoth, with the latter two becoming extinct in North America around 8,050 BCE. The people's diets likely also included white-tailed deer, turkey, nuts, berries, seeds, and fish, all of which would have been found in late Pleistocene forests of the Southeast. Paleo-Indian period sites in the region around Plains High School include the Page-Ladson site in north Florida, the Topper site in the Savannah River in South Carolina, and the Quad site in northern Alabama (Lepper and Funk 2006, 171-172; Jennings 1983, 53-58).

The Southeast experienced a warming trend following the end of the Pleistocene, defined geologically as the Early Holocene (9,550– 7,000 BCE) and archeologically as the Early Archaic

Period. On average, temperatures approached modern levels, but with greater extremes during summer and winter. People living in the region during this time were likely the descendants of Paleo-Indian groups. They inhabited a hardwood forest landscape of oaks and hickory similar to that experienced by their forebears, but they practiced less mobile systems of settlement. Rivers assumed increasing levels of importance—a trend that would continue in the Southeast until the arrival of Europeans in the sixteenth century. Rather than migrating across large areas, groups would move about annually within more confined zones. They would disperse and congregate along rivers in larger camps during summer months. This strategy may be reflected in their technology; Early Archaic stone tools were increasingly manufactured from local stone types, suggesting their makers had less access to non-local and preferable raw materials. Projectile point forms used during the Early Archaic also were distinct from Paleo-Indian tools and might reflect a change from reliance on large mammals to a reliance on smaller animals, such as deer, for sustenance. Although overall population increased throughout the early Holocene, social groups likely remained small and fairly egalitarian. In general, Archaic Period archeological sites (including the Early Archaic and subsequent Middle and Late Archaic, as discussed below) are found in a fairly wide variety of landscape settings, including inter-riverine upland locations, such as that of Plains (Anderson and Sassaman 2004, 87-94; Lepper and Funk 2006, 173; Worth 1988, 119-120).

The Middle Holocene in the Southeast (7,000–3,800 BCE) corresponds with the Holocene Climate Optimum or "Hypsithermal" interval, a global climatic phenomenon that was related to cooler winters, warmer summers, and drier inland conditions in southeastern North America, relative to earlier and later times. It also approximately corresponds with the archeological Middle Archaic Period. Populations in the Southeast continued to rise during the Middle Holocene and social groups may have been larger than during the early part of the periods, with some numbering up to fifty individuals. Drier conditions and larger groups would have made productive river settings even more attractive for settlement. Largely, people continued to practice lifeways similar to those established during the Early Archaic Period. However, some technological changes related to projectile-point forms occurred that may or may not be related to changes in subsistence practices or how the tools were used. While river valleys continued to be

the most attractive settings for settlements, a few Early Archaic archeological sites have been identified in inter-riverine areas, such as that around Plains, which were probably occupied by smaller social groups. Subsistence was based on hunting and gathering of resources including small mammals, deer, fish, freshwater shellfish, nuts, and goosefoot. There is some evidence that indigenous peoples were starting to encourage the growth of some wild plants, such as gourds, which were likely used as containers. In addition to flaked stone tools, people were making use of spear-throwing devices (atlatls), baskets, plummets, bolas, nutting stones, net-sinkers, and axes, as well as various bone, wood, and antler implements. The presence of small amounts of non-local materials at archeological sites, such as copper and stone used to make spear-throwers, indicates that people were conducting some degree of long-distance trade (Anderson and Sassaman 2004, 94-100).

The Late Archaic Period in the Southeast approximately begins with the end of the Hypsithermal climatic period and extends up to the time at which people throughout the region adopted pottery technology, circa 3,800 BCE to 650 BCE (Hart and Brumbach 2003, 737-752; McKern 1939, 301-313; Willey and Phillips 2001). The climate recovered to nearly modern conditions during the early part of the period, and as it did, wetlands expanded into formerly drier parts of the region, and human habitation followed. Overall, populations increased and settlements became particularly concentrated along the coastline and some major river valleys, such as the Savannah in northeastern Georgia and the St. Johns in northeastern Florida. Groups that lived in these areas accumulated massive shell middens and mounds as they exploited abundant shellfish; the accumulation of middens had a ceremonial component (Sassaman and Anderson 2004, 101-114). Settlements in these contexts were probably occupied year-round.

After about 2,550 BCE, groups living along the Savannah and St. Johns rivers were among the first in North America to adopt pottery technology; however, people living in surrounding areas, including around Plains, did not begin using pottery until millennia later. Meanwhile, sites along other rivers in the Coastal Plain region, such as those near Plains, typically do not have large shell middens, despite the availability of shellfish; inhabitants of these sites may have chosen to simply acquire shellfish nearer the coast, where the resource was even more abundant and easy to

harvest. Some Late Archaic inhabitants of the Southeast participated in long-distance exchange of objects and materials such as soapstone (most frequently used for stone vessels), exotic cherts, greenstone, and hematite. This long-distance trade is embodied at the Poverty Point site in northeast Louisiana, which, in addition to numerous artifacts of exotic origin, has a complex of earthen mounds, rings, and effigies covering a total of about 3 square kilometers. The sites' earthen features probably had cosmological significance and represent an early, symbolically-charged alteration of the landscape, a trend that would continue throughout the Southeast for much of the time between the Late Archaic Period and the arrival of Europeans, and that would eventually affect those living in the area around Plains (Sassaman and Anderson 2004, 101-114; Sassaman 1993).

The end of the Archaic Period in the Southeast and the beginning of the subsequent Woodland Period are defined by the wide-scale adoption of pottery technology throughout the region, which occurred incrementally from 1,300–650 BCE. During the Early Woodland period (650–150 BCE), Southeastern peoples experienced an interlude in several of the trends that began in the Archaic Period and that would continue in the later parts of the Woodland Period: groups had somewhat lower populations, did not participate in long-distance trade to the degrees they had earlier, and generally did not construct monumental architecture (although there were exceptions, including areas along the Atlantic Coast, in northwestern Mississippi, and in the Adena phenomenon in the northwestern part of the region). People living on the Coastal Plain continued to practice semi-mobile hunting and foraging-based lifeways that were similar to those they established during the Archaic Period. Their diets primarily consisted of turkey, deer, shellfish, and nuts. Artifacts associated with this culture include pottery; large triangular projectile points; gorgets made from shell, stone, or copper; stone or clay tubular smoking pipes; and stone celts, along with numerous utilitarian tools made from bone or stone (Sassaman and Anderson 2004, 101-114; Jefferies 2004, 115-127). The earliest ceramic vessels in the area were open bowls made from fiber-tempered clay. These forms were followed by jars with short legs and stamp-roughened surfaces known as the Deptford type (Milanich 1971, 216-217; Steinen 1995, 8-9). Nearby groups who made Deptford pottery and lived nearer to the Gulf Coast began interring their deceased in mounds as early as 350–250 BCE—an important antecedent for the

more elaborate burial ceremonialism practiced during later parts of the Woodland (Jefferies 2004, 118). Unlike the Archaic Period, from the Early Woodland Period and continuing to the latter parts of the Late Woodland period, the inter-riverine setting of Plains was not as favorable for settlement as were the valleys along the Chattahoochee and Flint rivers. This would have effects on both precontact period artifact (and likely population) distributions as well as early historical period settlement (Milanich 2004, 229; Steinen 1995, 41; Worth 1988, 120).

The Middle Woodland Period (150 BCE–500 CE) corresponds with the participation of southeastern populations in a regional network of exchange and shared burial practices known as the Hopewell Interaction Sphere, a phenomenon that extended across much of the eastern woodlands of North America. Groups participating in Hopewell, such as those living along the Florida Gulf Coast and the Chattahoochee River, interred some deceased individuals in tombs beneath earthen and shell mounds, with items sometimes made from exotic materials such as mica mirrors, copper pipes and plates, and shell beads. The special treatment accorded these individuals suggests that social groups were not as egalitarian as previously thought and might have been organized along tribe-like structures, in which some individuals achieved prominence through their achievements. Mound complexes near Plains include Kolomoki and Mandeville along the Chattahoochee River. Typically, mound sites are not accompanied by domestic archeological deposits, and little is known about the daily life of the groups that made them. It is likely they were built and used by small populations during times of aggregation. There is no evidence that the spread of Hopewell was accompanied by large-scale movements of people (Jefferies. 2004, 115-127).

Meanwhile, populations continued to rise gradually throughout the Southeast. Although diets of people living on the Coastal Plain were similar to those of earlier times, they increasingly included small animals, while the importance of larger species such as deer declined, a change that may have been related to increasing population (Jefferies 2004, 115-127).

Another development in the area around present-day Plains involved changes in pottery. Deptford-type vessels were replaced by Swift Creek vessels, which featured elaborate curvilinear

stamped designs as well as other types of pots. Middle Woodland ceramic assemblages from sites along rivers east of the Plains area, including the Middle Flint and Ocmulgee, also include ceramics with cord-marked surfaces which are absent from sites along the Chattahoochee and the lower Flint rivers (Schnell 1975, 117-122; Steinen 1995, 3, 11-13). The region around Plains, which extends between these areas, was covered with longleaf pine forests during the Middle Woodland and was not attractive for subsistence purposes (Milinich 2004, 229-237; Steinen 1995, 46; Scarry 1996, 16).

The Late Woodland Period (500–1,000 CE) spans the time between the end of Hopewell in the Southeast and the beginnings of the suite of settlement, subsistence, social, and religious practices together known as "Mississippian" culture. Populations continued to increase in the region during the Late Woodland Period and parts of the landscape that were previously not inhabited were gradually used for human habitation (Jefferies 2004, 124). There is evidence of an increase in warfare, including the presence of palisades around settlements and projectile points embedded in human bones; the increase in conflict might be related to higher populations. At the same time, there is contraction of inter-regional exchange, a phenomenon possibly influenced by the rise in warfare. The invention of the bow and arrow as early as circa 500 CE is among the chief technological innovations of the Late Woodland. Although many groups largely continued to practice semi-mobile systems of settlement and subsistence similar to those implemented during the Middle Woodland, maize agriculture and the sedentary ways of life that accompanied it were becoming increasingly common by 900 CE (Jefferies 2004,115-127). Near Plains, Late Woodland ceramics in the Chattahoochee Valley include the incised and painted Weeden Island types and a variety pottery with stamped surface treatments. Ceramics in areas east of Plains, while not as well-studied as those from along the Chattahoochee, continued to include cord-marked treatments that are absent in areas to the west (Schnell 1975, 117-122; Steinen 1995, 13-14).

Near the end of the Late Woodland Period, the part of the Chattahoochee west of Plains was apparently minimally populated; archeological materials left by groups to the north have been termed the "Averett" phase and those to the south, near the Chattahoochee's confluence with the Flint and Apalachicola, the "akalla" phase (Blitz and Lorenz 2002, 117-135). Meanwhile, in

association with the "filling in" of the landscape on the Coastal Plain during the Late Woodland, there was "a new occupation of interfluvial areas with a particular emphasis on pockets of rich soils next to sinkhole swamps and lakes" (Steinen 1995, 41). Maize agriculture was typically accompanied by some degree of field clearing and preparation, practices that would have significantly altered the landscape surrounding settlements.

During the time between the Late Woodland and the earliest contacts with Europeans (circa 1550 on the Coastal Plain), populations in the Southeast were increasingly influenced by a set of sociopolitical, subsistence-settlement, and religious systems originating to the north and west collectively termed "Mississippian," many aspects of which were adopted throughout the region. Mississippian groups:

> . . . practiced cleared-field agriculture with maize as the dominant crop . . . had hierarchical political organizations with evidence of ascriptive status differentiation [i.e., not egalitarian or "tribal"], and . . . shared a set of religious cult institutions and iconographic complexes. (Scarry 1996, 13; Trigger 1978, 801)

They are perhaps best known from archeological ruins of pyramidal/platform "temple" mounds at population centers and elaborate suites of symbolic/ritual artifacts that sometimes accompanied burials of individuals of social importance, including stone effigy sculptures, eccentric ceramic vessels and lithic items, elaborate smoking pipes, carved shells, copper ornaments, and large discoidal stones (Willey 1996, 298-308). Mississippian Period pottery varies considerably in form and decoration. Unlike earlier periods, when Southeasterners participated in systems of regional exchange and interaction in which new ideas related to cosmology and trade were apparently accommodated within extant religious and subsistence-settlement systems, the spread of Mississippian ideas significantly altered the lifeways of the groups adopting them. Most notable of the changes were those related to maize agriculture, which required field clearing and sedentary settlement strategies. This, coupled with large ceremonial centers surrounding the mound sites, brought significant changes to the landscape relative to

earlier times. Also, unlike in earlier times, the spread of Mississippian ideas was likely accompanied by influxes of populations (Blitz and Lorenz 2002, 117-135).

Mississippian mounds in the vicinity of Plains are present at several sites on the Chattahoochee River, among which is the important complex at Cemochechobee and at least two sites on the Middle Flint River (Halley 1996, 92-127; Schnell, Knight, and Schnell 1981; Worth 1988, 32-74). Numerous other sites in the area have Mississippian occupations, although their locations strongly cluster along wide river floodplains (Blitz and Lorenz 2002, 117-135; Worth 1988, 148-187).

The earliest contacts between Europeans and American Indians on the Coastal Plain occurred during Hernando de Soto's 1539–1543 expedition, part of which passed along the Flint River east of Plains (Hudson 1987, 101, 107-116; Saunt 2004, 129-130). Groups encountered by de Soto in southwest Georgia and eastern Alabama spoke Muskogean languages; those nearest Plains probably spoke Hitchiti, a member of Muskogean family (Martin 2004, 68-86). They apparently practiced largely Mississippian ways of living; people lived in towns and villages governed by "chiefs" and were surrounded by supporting agricultural communities, beyond which lay uninhabited buffer areas. Plains was likely within one of these buffer areas (sometimes referred to as "deserts"), which may have served to ease tensions between competitive polities (Thorton 2004, 48-49; Walker 2004, 374). Following de Soto's expedition and those of other sixteenth-century Europeans, indigenous populations declined significantly throughout much of the Southeast, likely as a result of diseases introduced by the Europeans. Ultimately, indigenous populations would not stabilize until the early nineteenth century (Thorton 2004, 49-52). Probably as a result in part of decreasing population levels and increasing threats from Europeans, Muskogean groups throughout Georgia and eastern Alabama formed the formidable Creek Confederacy in the late 1500s and early 1600s (Walker 2004, 374-375).

Beginning in the late 1600s and continuing to the early 1800s, the confederacy was involved in a series of conflicts with European colonial powers and, after the American Revolution, the United States. One such conflict that had effects near Plains occurred in 1680 when towns along the

Chattahoochee were destroyed by the Spanish, and the town inhabitants fled to the Ocmulgee area; Creek groups returned to the Chattahoochee soon after 1715. The Creek government and its interactions with other nations were dominated by half-Scottish Alexander McGillivray (1750–1793) during the Revolutionary War and the years following. McGillivray skillfully played Spain, England, the United States, and the State of Georgia against one another to further the needs of the confederacy (and frequently himself). However, following an 1802 agreement between Georgia and the United States, in which the latter permitted Georgia to ignore Creek land titles in exchange for relinquishing territorial claims farther west, large numbers American settlers began encroaching on Creek territory. Increasing tensions between settlers and the confederacy resulted in the Creek War in 1813–1814, much of which was fought in Creek territory west of the Chattahoochee River. Following the Creek's defeat, they ceded large portions of territory to the United States. Remaining Creek lands in Georgia were ceded to the United States in 1828. As a result of the Indian Removal Act of 1830, remaining Creek lands in other areas were ceded in 1832 and nearly all the Creeks remaining in the Southeast were moved to the West during the "Trail of Tears." Of the approximately 15,000 Creek who left the Southeast, approximately 3,500 died during the migration (Walker 2004, 388-390; Royce 1899, 678-687, 734; Waldman 2000, 142-143, 207-208). Small numbers chose to remain, and there are currently several small Creek communities in Alabama, Georgia, and Florida, including the Poarch Band of Creek Indians, the only federally recognized tribe in Alabama (there are no federally recognized tribes in Georgia) (Paredes 2004, 404-406; "The Poarch Creek Indians" 2019).

2. Antebellum European-American Settlement of Southwest Georgia, Sumter County, and Plains of Dura, Circa 1827-1861

Until the First Treaty of Washington forced the Creek Indians from what is now southwest Georgia in 1827, they had been the area's only occupants. In 1828, six white people and a free black couple crossed the Flint River at Shelby's Ferry, becoming the first non-native people of record to settle in the territory that later became Sumter County (O'Brien 1991, 13). On December 26, 1831, Sumter County was platted entirely from Lee County by an act of the Georgia state legislature, making it the state's eighteenth county (Inscoe 2018). It was named in honor of

General Thomas Sumter (1734–1832) of South Carolina, who was the last surviving general of the American Revolution (Inscoe 2018).

Shortly after the county was created, what would become the town of Americus, near the center of the county, was chosen as the county seat. Many of the white residents acquired their land through the state's 1827 land lottery, during which the land was initially sold for anywhere between five and fifty dollars per acre (O'Brien 1991, 15; Inscoe 2018). Citizens were attracted to the area by the rich soil and ready access to markets via the Flint River, which bordered the county's eastern side and the Chattahoochee River farther west. The new residents almost immediately began setting up small cotton farms and plantations (Inscoe 2018).

The settlers in Sumter County moved into several general areas: Americus, Plains of Dura, Lebanon, and Magnolia Springs. Plains of Dura, now simply "Plains," was established in 1827, although there is some speculation that the town was actually established in the mid-1830s (O'Brien 1991, 15). The name "Plains of Dura" was taken from a Biblical reference, Daniel 3:1, concerning the plain where Nebuchadnezzar II set up a golden idol that the Israelites Meshach, Shadrach, and Abednego refused to worship. For their refusal, they were cast into a burning furnace from which they emerged alive and unharmed as a sign of God's favor. Throughout the 1840s and 1850s, Plains of Dura was a small agricultural center, isolated and self-sufficient, with mail arriving twice a week by buggy or horseback from Americus (O'Brien 1991, 16).

Sumter County was typical of Georgia's rural, agrarian communities based on a network of families pivoting around the center point of county government. The population increased tenfold between 1830 and 1840, with farms making up 80 percent of the work undertaken, although three-fourths of the region remained uncleared. The cash crop of the region was cotton and production had increased by 1850, augmented with some corn and wheat cultivation. During this period land prices rose dramatically, from 17 cents to $2.45 per acre in 1833 and to $10.00 per acre in 1850. By 1850, Lee and Sumter Counties produced 17,000 bales of cotton (O'Brien 1991, 16). Cultivation of these crops, particularly cotton, was reliant upon the enslavement of black people, a harsh and exploitative system.

As a small agricultural center, Plains of Dura, was occupied primarily by unpretentious farms consisting of a "a modest main house, generally of frame construction, surrounded by various outbuildings – barns, smokehouses, outhouses, slave cabins, fence rows and fields . . . [an] occasion[al] planation would occupy the countryside . . . " (O'Brien 1991, 16). In the social hierarchy of southwestern Georgia during the antebellum years, owners of both small farms and larger plantations were aspirational role models since they generally controlled the political systems of the county and established the social norms. The small farmer and the planter participated in this mutually beneficial socio-economic system throughout most of the South during the antebellum period (O'Brien 1991, 16).

3. Civil War, 1861-1865

On January 19, 1861, Georgia, like several other Southern states, seceded from the United States, and on February 4, it sent delegates to Montgomery, Alabama, to organize the Confederate States of America. Georgia played an important role in creating the new provisional government. Thomas Howell Cobb—fortieth governor of Georgia, five-term member of the US House of Representatives from Georgia, and Secretary of Treasury for President James Buchanan—served as the president of the convention, and Thomas Reade Roots Cobb, brother of T. H. Cobb, a successful lawyer and writer of many important Georgia statutes, served as the primary architect of the Confederate Constitution. Ultimately, the state provided an estimated 120,000 soldiers to the Confederacy and several hundred white and 3,500 black Georgians to the Union cause (Fowler 2019).

The home front in Georgia during the war presented a number of problems for the white civilian population. Georgia, like many other Southern states, tried to pay for the war through bonds and treasury notes instead of taxes. As a result, staggering levels of inflation hobbled the economy, as paper money flooding the market increased the prices of necessities beyond the population's ability to pay for them. Georgia had a small industrial base on which the Confederate government relied for the manufacturing of equipment. As a result, the state became a target for

the Union as it attempted to destroy the state's powder works, cotton and wool mills, shoe factories, and artillery-design laboratories. Further, numerous Confederate and Union deserters hid in isolated areas throughout the state, robbing and terrorizing the citizenry. As the war dragged on, the enslaved population, hearing rumors of freedom, reacted in a variety of ways. Some ran away; some joined the Union army; some stayed at their old plantations and farms; and some took up farming on sites that had been abandoned by their owners (Fowler 2019). The confusion regarding the status of "slave" was another challenge to the home front. Further, the loss of men—husbands, sons, and brothers—who had traditionally run, maintained, organized, and financed the farms, plantations, industries, and retail/wholesale organizations of the community also undermined the state's economy. Women, many of whom had little or no education, were suddenly operating large and small farming operations.

Initially, Georgians experienced the war as a far-off conflict fought on battlefields farther north and west, but that changed quickly in 1862 when General Winfield Scott's "Anaconda Plan" to blockade the southern coasts of the Confederacy and the Mississippi River brought the fight to Georgia's coast. Union forces successfully seized key coastal towns, creating a successful blockade. Nevertheless, it was not until the late summer of 1863 that full-scale military operations came to Georgia. With the fall of Chattanooga, Tennessee, to the Union, forces under the command of General William S. Rosencrans moved into Georgia. Later in the season, Confederate General Braxton Bragg defeated Rosencrans at the Battle of Chickamauga, causing Union forces to retreat back to Chattanooga. This fateful defeat would have significant consequences for Georgia, as President Abraham Lincoln appointed Ulysses S. Grant commander of all Union forces.

General Grant immediately moved to break the Confederate siege of Chattanooga. In May 1864, Grant began the Atlanta Campaign, designed to crush the remaining Confederate resistance. The campaign, led by General William T. Sherman, with more than 110,000 troops, swept from the mountains of Georgia to the city of Atlanta, meeting fierce resistance but ultimately capturing a burned and mostly deserted city. In October, Sherman and 60,000 troops were on the move again, launching the "March to the Sea." The Union forces cut a 60-mile-wide swath through Georgia to

Savannah, destroying rail lines, bridges, factories, mills, and any other wartime resources in their path. Despite orders, Union soldiers also looted and destroyed private property. On December 21, 1864, the army reached Savannah and Sherman sent a triumphal telegraph to President Lincoln: "I beg to present you as a Christmas gift the city of Savannah with 150 heavy guns and plenty of ammunition and also 25,000 bales of cotton" (Fowler 2019).

Although the majority of the fighting and the war occurred far from Plains of Dura, Sumter County was the site of the Confederate prison at Andersonville. Andersonville prison was located on the county's north edge, approximately 20 miles northeast of Plains of Dura. A hamlet of twenty people with a railroad line, Andersonville had been chosen as the site for a prison to hold soldiers removed from the main theater of war. It was the desire of the Confederate Secretary of War James A. Sheldon that the surrounding countryside provide the rations for the prisoners. Initially designed to hold 10,000 persons, the prison held more than 45,000 prisoners over its fourteen months of operation, almost 13,000 of whom died as a result of illness, insufficient food and shelter, and inadequate medical care. After the war, Captain Henry Wirz, the officer in charge of the prison's operation, was tried and hanged for war crimes (O'Brien 1991,19).

Some historians believe that the existence of Andersonville prison, the interaction of the Sumter County residents with the prison, and both the successful and unsuccessful prisoner escapes had a profound effect on the residents of southwestern Georgia. Local residents feared that Sherman would seek revenge for the conditions at Andersonville and march through the county, sparing no "man, woman or child in all South-West Georgia" (O'Brien 1991, 19). Sherman did send raiders into the county to destroy the rail line at Andersonville, but the feared devastation of Sumter County did not materialize (Fowler 2019).

When Georgia's governor, Joseph E. Brown, surrendered to Union authorities in early May 1866, the US Army took over a state that was devoid of civil order, ravaged by war, and on the brink of social chaos. Georgia's white population, which had numbered more than 590,000 before 1860,

had lost 40,000 individuals—most of them male—and the state's black population of about 460,000 newly freed persons, both faced an uncertain future (Bragg 2018).

4. Growth and Development of the Community of Plains 1865-circa 1920

Agriculture and Cotton

Reconstruction in Georgia lasted from 1866, the end of the Civil War and the surrender of the state to Union authorities, to at least 1871, when Republican government and military occupation of the state ended (Bragg 2018). The period certainly ended with the creation of the new state constitution in 1877 (Irby 2017).

Reconstruction dramatically changed the state, even in places like Plains of Dura, where Union troops were not quartered or where martial law was not readily apparent. Although southwest Georgia remained an agricultural area and Plains of Dura an agricultural community, the required workers for labor-intensive crops such as cotton were now sharecroppers or tenant farmers rather than enslaved people. The major legacy of Reconstruction in the South was sharecropping, a subsistence way of life for most agricultural workers, black and white (Bragg 2018).

Cotton and tobacco had been the major crops in Georgia since the American Revolution, and cotton became the predominant crop after the invention of the cotton gin (Flatt 2019). Cotton farming was a labor-intensive business, and southern farmers were reliant on enslaved labor. Sumter County, an antebellum cotton producing area, is located in what is known as Georgia's "Cotton Belt"; by the 1860s, southwest Georgia was referred to as the "great cotton region of the South, and, perhaps, the best in the whole southern U.S" (Haney, Lewis, Lambert 2009, 3). In 1860, Georgia had 68,000 farms producing 700,000 bales of cotton; of these farms, only 3,500 were larger than 500 acres and 31,000 had fewer than 100 acres (Haney, Lewis, Lambert 2009, 3). The largest majority of farms in 1860 comprised between 100 and 500 acres and kept a number of enslaved labor to meet the needs of the crops being produced. After the war, it is estimated that the "cotton south" had an investment in slave labor amounting to almost 60 percent of the total

investment required for the operation of a typical cotton plantation (Messick, Joseph, and Adams 2001, 28). The loss of that labor was a monumental blow to the entire cotton-producing South.

To take the place of enslaved labor in the years immediately following the war, a system of contract wage labor was imposed by the Bureau of Refugees, Freedmen, and Abandoned Lands (also known as the Freedmen's Bureau), but the newly freed did not like the system, and it eventually gave way to sharecropping and tenant farming. Sharecroppers operated 32 percent of Georgia's 291,027 farms by 1880, and 37 percent of them by 1910. Tenancy and sharecropping rates were highest in those counties that grew the most cotton. In 1910, those counties included Dooly County on the eastern border of Sumter County and Houston County on the northern border of Dooly County—two of three counties that led the state in cotton production (Giesen 2019).

In addition to the dramatic change in the labor system, other factors made farming difficult: farm loans were particularly hard to get; roads, bridges, and ferries were in poor condition following the war; and a significant number of farms had been broken up or greatly damaged. Overall, Georgia had lost 66 percent of its developed resources, but by 1866 cotton production had climbed back to 300,000 bales (Haney et al. 2009, 4). Cotton production fluctuated wildly during the period after the war, primarily because farmers would flood the market one year, lowering prices, and then the next year would produce less, raising the price. Farmers were constantly warned about relying on one crop, but Georgia farmers knew and were comfortable growing "King Cotton."

In 1915 in Thomasville, Georgia, cotton farmers were faced with the arrival of the boll weevil, an insect, which had been moving across the cotton fields of the South (Messick et al. 2001, 38). The boll weevil lays eggs in the developing fruiting structures of cotton (flower buds, squares, seed pods, and bolls). Upon hatching, the larvae or grubs feed on the structures, causing them to be shed by the plant or rendering the bolls unsuitable for harvest. Yield losses associated with the pest reduced cotton acreage from a high of 5.2 million acres in 1914 to 2.6 million acres in 1923 (Roberts 2016). Farmers now had no option—crops had to be diversified.

Cotton depleted the soil, and cotton-plowing techniques caused numerous areas to suffer extensive erosion. Therefore, for many farmers, the issue was not just a matter of changing crops, but changing the whole way of thinking about and conducting agricultural practices. While cotton was still planted extensively throughout the early part of the twentieth century, it was replaced by other crops by the end of the 1940s (Messick et al. 2001, 38).

In addition to agricultural changes, sharecroppers, tenant farmers, and farmers left the land in record numbers around the time of World War I. They departed in order to work in the factories and cities in the North. After World War I, the sharecropping and tenant farming system collapsed with the introduction of mechanization and, in the 1930s, scientific farming techniques. This collapse of the tenant farming system caused more tenants to seek opportunities in larger urban areas.

Other crops and farming systems emerged during the decline in the production of cotton and the fall of the tenant farming system. Immediately after the Civil War, some farmers had experimented with growing "truck crops" of fruits and vegetables that could be grown successfully on smaller acreages with less labor and then readily transported to distant markets. As the road and railroad system grew, truck crops became a large part of the agricultural market, especially strawberries and watermelons. Peach orchards flourished, and pecans, a native nut, became a particularly important commodity. In 1889, there were only 97 acres of pecans in all of Georgia, but by 1900, there were several thousand acres containing 30,000 commercial trees, and the Southeastern Pecan Growers Association, which still exists, had been formed to assist farmers in growing and marketing the nut (Messick et al. 2001, 36). In addition, farmers began to embrace tobacco, seed stocks, grasses, and livestock. None of these agricultural pursuits, however, could compare with the crop that ultimately caught the attention of Sumter County and Plains: peanuts.

In 1896, a bulletin of the US Department of Agriculture (USDA), Peanuts: Culture and Uses, was issued discussing the legume's ability to restore nitrogen to the soil (cotton depleted the soil of

nitrogen), its nutritional excellence, and the uses of peanuts and peanut oil in candles, soap making, flour, soups, salad dressing, muffins, cattle feed, griddle cakes, and other products and processes. Georgia hog farmers began growing peanuts for grazing, and, in 1899, about 100,000 acres were planted for that purpose (Messick et al. 2001, 41). The USDA issued another bulletin on peanuts in 1909. Its 1917 Yearbook promoted the crop as a wartime substitute (Mackintosh 1977).

In 1910 or 1911, the first crop of peanuts was planted in Plains as an experiment. Since threshing machines did not exist, field hands pulled the nuts from the ground. Although no one in the area was initially interested in buying the peanut crop, a local cotton merchant bought the crop, probably speculatively, as seed. By 1916, various candy manufacturers were coming to Plains to purchase peanuts, and cotton gins were taking in peanuts to crush for oil. In 1916, the first peanut mill in Georgia was constructed in Coleman, Randolph County, to the west of Plains. By World War II, peanuts became "king" in Sumter County and Plains (O'Brien 1991, 23-24).

The Railroad

The importance of the railroad to nineteenth-century and early twentieth-century life in the United States cannot be understated. Almost everything from houses to chickens to tractors to newspapers to French perfume could be brought to the most isolated communities. In return, the agricultural wealth of a nation could be sent to its teeming cities. In 1884, the 37-mile, narrow-gauge Americus, Lumpkin & Preston Railroad established a line just south of Plains of Dura. Like other municipalities in the United States, Plains of Dura moved the town closer to the tracks in 1885, abandoning the original settlement. The new settlement was platted on lands belonging to the estate of Carey Thomas Cox, the Wise family, and Milton Leander Hudson. Businessmen constructed a row of white frame structures on the south side of the tracks that in time would be replaced by brick buildings. They renamed the town "Plains," a shortened version of "Plains of Dura." A depot was constructed in 1890 as the village continued to develop (O'Brien 1991, 22).

The railroad was purchased by investors in 1892, renamed the Savannah, Americus & Montgomery, and went bankrupt in 1895. The Seaboard Air Line took over operation of the

railroad in 1900 and built a wide-gauge track in 1902 that served Plains with four day and two night trains (O'Brien 1991, 22).

Rural Life

Plains prospered in spite of the difficulties encountered by the railroad. The city expanded and grew during the Progressive Era, a period of varied national and state reforms during the first two decades of the twentieth century. During this period, importance was placed on business efficiency as a good guide for government, and on the improvement of cities with good streets, better public infrastructure, and beautification through the addition of parks and grand public edifices (Zainaldin and Inscoe 2015). While Plains was not planning grand promenades or huge public buildings, it was implementing infrastructure improvements. In 1902, Bell Telephone and Telegraph Company erected poles and conductors with free use by police and fire alarms. In 1907, a City Water Works was created. In 1912, Hercules Light Company of Chattanooga, Tennessee, built an electrical plant in Plains, and in 1919, Plains installed a lighting system operated by a diesel-driven generator. By this time, Plains had become a thriving agricultural center in the Flint River region of southwest Georgia (O'Brien 1991, 22).

Education in Georgia

For most areas of the South, the Progressive Era brought about big changes in public education, and this was true of Sumter County and Plains. The state constitution of 1777 provided for schools to be built in every county with state funds, but few were built. Children were educated at home, at private schools, or in boarding schools, most of which were out of state. Girls were taught basic reading, math, and household management skills, as well as some "finishing" skills, such as fine sewing, music, and painting. Boys were taught a range of disciplines including reading, math, philosophy, ancient and modern languages, and, depending upon the school, also received instruction in moral philosophy, law, religious disciplines, and engineering (Ellis, Ray, and Speno 2004, 3).

A few public schools did appear, but more common were "field schools" that were housed in crudely constructed log structures or abandoned buildings. Classes were held for two to four

months, revolving around the agricultural calendar so that children could help in the fields (Ellis et al. 2004, 3; Walker 1991, 01-17). During the nineteenth century, no taxes or adequate state appropriations were made for public education in Georgia.

The Arrival of the Carter Family

The family of President James "Jimmy" Earl Carter Jr. has lived in Georgia for about 180 years, and for about the past 100 years a branch of the family has resided in Plains. The President traces his family's arrival in North America through Thomas Carter, who traveled from England to Virginia in 1635. The early Carters were not wealthy plantation owners. They were also not considered poor land-bound farmers or indentured servants. In 1787, Kindred Carter was the first family member to enter Georgia, traveling from Bertie, North Carolina, with his wife, four children, and ten enslaved laborers to work a 307-acre farm of wheat and cotton. Other families, such as the Gordys, moved into the region about 1803; members of this clan served in the Revolutionary War and the Gordys became matrilineal antecedents of President Carter (O'Brien 1991, 14).

The sons of Kindred Carter, James and Jesse, obtained land by lottery in Talbot County in the former Creek Nation and became successful cotton famers. James Carter's son, Wiley Carter, became the patrilineal scion of the Carter clan of Plains. When James Carter died in 1858, he left nine children, a 303-acre farm worth $1,200, and six enslaved laborers worth considerably more (O'Brien 1991, 14).

In about 1850, Wiley Carter moved from his lands on Rocky Comfort Creek in Glasscock County to a farm about eight miles north of present-day Plains. The site, known as "the Battle Place," after the Battle family, has a cemetery where Wiley was buried in 1864 at the age of sixty-six. By this time, the Carters had become substantial planters through marriage and had acquired property. Wiley married well—Anne Ansley, his first wife, was from a prominent Georgia family—and his plantation was successful, producing 147 bales of cotton in 1860. Upon his death, Wiley Carter left 2,400 acres of farmland, thirty enslaved laborers, and other substantial holdings to his eleven children and wife. On the eve of the Civil War, the Carters were established large

planters in southwest Georgia, with substantial political and economic connections (O'Brien 1991, 17).

Wiley's son, Littleberry Walker Carter, and two of his brothers, as well as several Carter cousins, served in the Confederate Army. Littleberry served throughout the war as a private in Cutt's Sumter County Flying Artillery in Virginia. It appears that the Carters had no connections to the nearby Andersonville prison (O'Brien 1991, 18, 20).

While Littleberry survived the war, he was shot to death during an argument over business in 1873, at the age of forty-four. The murderer fled the county, and Littleberry's widow, consumed with grief, died on the day of his funeral. In the late 1880s, one of Littleberry's four sons, William "Billy" Archibald Carter, moved from the Battle Place to a farm southwest of present-day Plains. He, his wife Nina Platt of South Carolina, and five children began farming. In 1894, James Earl Carter, father of President Jimmy Carter, was born (O'Brien 1991, 21).

Like his father, William "Billy" Archibald Carter, a successful sawmill owner, died violently, killed in an argument over ownership of an office desk. His son, William Alton Carter, became head of the family and began working in Plains in 1905 at a general store. His brother, James Earl, was more adventurous. He attended the white consolidated school in Plains and later the Riverside Military Academy in Gainesville, Georgia, where he completed the tenth grade—the most advanced education achieved by any Carter to that time. At seventeen, he left Plains to work as a cowboy in Texas, and he returned two years later to invest in an ice house in town. In 1917, he was drafted into the army; after the war he returned to Plains, where he engaged in various speculative ventures. In 1921, he met Lillian Gordy (the Carter family and the Gordy family had long been intertwined), a nurse at the Wise Sanitarium, where James Earl Carter would eventually become a member of the Board of Directors (O'Brien 1991, 26).

James Earl and Lillian Carter had four children: James Earl "Jimmy" Jr., in 1924; Gloria, in 1926; Ruth in 1929; and William "Billy" Alton III in 1937. Until the future president was four years old, the family lived in various apartments. They ultimately moved to a 360-acre farm outside of

Plains in the community of Archery. Jimmy Carter lived at the farm until he left to go to the US Naval Academy in 1943. Carter's childhood and young manhood on the farm in Plains centered around the seasonal cycle of farm life and the interrelated institutions of family, church, and school. Unlike most mothers in their social circle, Lillian Carter worked outside the home as a nurse. She encouraged her children's intellectual pursuits and was disinclined to interrupt any of them while they were reading (O'Brien 1991, 35-36).

Changing Views of Education within Rural Southwest Georgia

Public sentiment in favor of public education began to change in the South in the early 1900s, with more than half of the white population expressing support of public schools and nearly all African Americans favoring schooling as a means toward advancement (Ellis et al 2004, 10). However, the political and social climate of the state remained rooted in its past, with a strong focus by many white leaders on maintaining racial segregation.

In 1904, an amendment to the state's constitution was passed that simplified the method of establishing local school tax districts. The funds produced by this new law helped pay for longer school terms and new school construction. In 1906, continued improvement of economic conditions resulted in a building boom of new schools. The Georgia Compulsory District Law, which required two teachers in every school, resulted in an increase in the number of rural schools with more teachers. New school buildings were erected in rural areas, and the number of freestanding libraries also increased. In 1907, the state legislature passed the McMichael Bill, which required counties to be divided into school districts, each with a 16-square-mile minimum area. The law also allowed the people the right to tax a maximum of five mills on all county property that was not within a city limit. Even with the 16 square mile minimum, the state had many districts that could only support one- and two-room schools (Ellis et al. 2004, 10).

In the 1910s, the state legislature, under the influence of Progressive Governor Hoke Smith, required that cities and counties provide secondary education. Secondary education consisted of grades 8 through 11; however, some schools only provided two years of high school, requiring some students to transfer to another area school to finish their education. The federal

government, through the Smith-Hughes Act of 1917, provided funds for public schools that taught agriculture, home economics, trades, and industrial subjects. In Georgia, the funds were used to establish vocational education in the state's high schools, a program that played an important role at Plains High School (Ellis et al. 2004, 11).

By 1908, three-fourths of the total funds available for Georgia schools came from local taxation. The number of counties operating a countywide local tax system increased from 19 in 1908 to 28 in 1911, with 629 districts supplementing state money with local taxation. A separate Division of Negro Education was established in the State Department of Education in 1911. By 1916, 44 counties levied local school taxes, and the total taxes collected locally equaled those from the state appropriation by 1921. The Elders-Carswell Amendment of 1919 required each county to levy local taxes for education. A compulsory state attendance law passed in 1919 brought approximately 25,000 children into the state public school system, many of whom had not been in school before (Ellis et al. 2004, 11).

In addition to state support, many of these educational reforms were funded by northern philanthropic efforts like the Southern Education Board and John D. Rockefeller's General Education Board, which provided more than $53 million from 1902 to 1909 to study, publicize, and campaign for improved conditions in public education throughout the South. Few in-state efforts incorporated black schools into their reforms, but northern philanthropic movements such as the General Education Board, the John F. Slater Fund, and the Jeanes Fund of Philadelphia Quaker Anna T. Jeanes, focused on the training for African American teachers. In 1912, Julius Rosenwald of Sears, Roebuck and Company gave money for the construction of more than 5,300 school buildings for African American children in the rural South; 242 of these schools were located in Georgia (Zainaldin and Inscoe 2015). In the late 1960s, when the primary grades left Plains High School, these children were sent to a Rosenwald school, Westside Elementary (Barthold 1989, 2).

Plains High School reflected for President Carter the Progressive ideals of education. The imposing brick school, by far the largest building in Plains, and the dedication of the two

individuals who ran the school and created the curriculum—Miss Julia L. Coleman, deferentially and affectionately called "Miss Julia," and Young Thomas (Y. T.) Sheffield—combined to create in the future president a deep appreciation for the educational opportunities he received. Many of the school activities in which he participated were experimental for the day, opening a world of literature, music, plays, lectures, poetry, and travel to him that an ordinary rural Georgia school would not have offered. Julia Coleman took particular interest in students she felt were bright and held potential, and one of those was Jimmy Carter, the future president. President Carter was greatly impressed by Coleman, and acknowledged her influence in his Inaugural Address.

Julia Coleman first taught in a one-room school house in the tiny community of Friendship in Sumter County. As ideas about education changed, the concept of a lone teacher in a one-room schoolhouse, in front of rows of obedient children sitting in rows reciting memorized materials, was beginning to fade. For Coleman, this concept had never been of primary interest. She continued to evolve her classroom materials and teaching style as new educational concepts developed (Storey and Timmerman 1949).

One of the places that influenced Coleman's teachings was Bessie Tift College. This college was a Baptist women's college, now a part of Mercer University. The only remaining part of Bessie Tift at Mercer is the Tift Scholarship. According to Mercer University's webpage, a Tift College Scholar is known for her intellect, spirituality, commitment, and dedication to her school, family, church, and community. Bessie Tift College, named after Elizabeth "Bessie" Willingham Tift, wife of industrialist Henry Tift, encouraged its students to follow the life of its namesake—one of devotion to family, church, community, and, in the case of Bessie, a heavy dose of philanthropy (Fair 2013). The college curriculum was developed to follow the preferences of its most significant benefactor, and Coleman supported the same approach.

Additionally, Coleman was inspired by the latest educational teachings, which included writings from John Dewey, the father of Progressive Education, Colonel Francis W. Parker, and Ella Flag Young. Ella Flag Young was influenced by the writings of Jean Jacques Rousseau, William

Wordsworth, William Blake, Ralph Waldo Emerson, and Henry David Thoreau. Taken together, these European and American philosophical traditions helped Progressives link democracy with the education of children. It was thought that children, if taught to understand the relationship between thinking and doing, would be fully equipped for active participation in a democratic society. Students fondly remember Coleman exhorting them to, "Study hard, one of you could become the President of the United States" ("Julia Coleman" 2019). For these reasons, Progressive teachers broke from the old pedagogical models that called for drill, rigid discipline, and didactic exercises (Loss and Loss 2001).

The Progressives wrote extensively about their beliefs. Dewey believed education was ultimately about growth, and school played a crucial role in creating an environment that was responsive to a child's interests and needs, and that allowed the child to flourish (Loss and Loss 2001). To a certain degree Coleman followed Dewey's beliefs in creating an atmosphere that would allow each child to flourish. Today, schools have gifted and talented programs, baccalaureate programs, and special tracks for the arts and humanities; at the beginning of the twentieth century, Plains High School had the "Miss Julia track," her specially designed curriculum.

During this period, Colonel Francis Parker, a contemporary of Dewey's and a devout Emersonian, believed an abiding respect for the beauty and wonder of nature and the happiness of the individual were linked in education and pedagogical practice. Both Dewey and Parker believed in learning by doing and that delight should be the byproduct of work. They also believed home and school should be linked in a community, so children could see that all they did had a bearing on society (Loss and Loss 2001). Coleman appears to have adhered closely to this belief, tying Plains High School's grounds and gardens to both the students and the community. She opened nature, nurture, and responsibility in new and different forms to both students and local citizenry.

While technical training had long been a part of African American education, vocational training under the Progressives was initiated in all school systems. This effort was assisted by the passage of the monumental Smith-Hughes Act of 1917 which supported the beginning of vocational

education in Georgia. Progressives considered vocational training as a means to prepare students for the world, while encouraging their physical and mental well-being (Loss and Loss 2001, 5). In many school systems, students tracked into vocational training to the exclusion of college-level classes. However, Coleman saw vocational training as a part of the effort of tying the school and the community together, with vocational classes as appropriate for all students. The canning plant, which was created when the first Vocational Agriculture teacher arrived at Plains High School, was conceived of and used as a community facility. Jimmy Carter took vocational agricultural classes, but they in no way prevented him from also pursuing more academically demanding classes.

Schooled in Progressive education and observant of the Tifts' legacy, Julia Coleman began to attend the Chautauqua Institution Summer School in southwestern New York. The Chautauqua Institution began as the Chautauqua Lake Sunday School Assembly in 1874, an experimental program of adult education established by the Methodist Church. It was successful and almost immediately expanded beyond courses for Sunday School teachers to include academic subjects, music, arts, and physical education (Chautauqua Institution 2019).

In 1878, the Chautauqua Literacy and Scientific Circle (CLSC) was started to provide those who could not attend college the opportunity to acquire the skills and essential knowledge of a college education. To share the cost of purchasing publications and receive encouragement from others in the course, students were encouraged to form local CLSC reading circles. Soon these were established across the country and, in time, around the world. Among the people who especially benefited from these programs were women, teachers, and those living in remote locations. At the end of four years of study, students were invited to come to Chautauqua Institution to receive certificates; a program is still held today during the first week of August (Chautauqua Institution 2019).

The success of the CLSC provided the impetus for the creation of Daughter Chautauquas, which developed into the Chautauqua Movement. Several years later, talent agencies provided speakers and entertainers for these platforms and put together shows of their own that traveled to small

towns across the United States and Canada. These were known as "circuit Chautauquas" or "tent Chautauquas" (Chautauqua Institution 2019). Julia Coleman is credited with bringing Chautauqua performances to Plains.

By 1880, the Chautauqua platform had established itself as a national forum for open discussion of public issues, international relations, literature, and science. Music became an increasingly important part of the program, and the Chautauqua Symphony Orchestra was formed in 1929. Certainly, the many and varied offerings of Chautauqua Institution were an inspiration for Coleman's continuing education, and she passed the spirit of continuing education on to her students and community. Coleman's propensity for writing and staging plays and creating dramatic presentations of all types was nurtured and encouraged through Chautauqua.

The organization exists today and actively offers educational opportunities in New York and across the United States. In 2008, the Plains Historical Preservation Trust and Georgia Humanities Council established the Plains Chautauqua. Its first program included President Jimmy Carter as a speaker.

The expansion of vocational agricultural education at the end of the nineteenth century closely followed the expansion of scientific farming and the growth of agricultural colleges in the United States. The establishment of the US Department of Agriculture and the creation of colleges of agriculture through the Morrill Act in 1862 mark the beginning of more systematic support for the development of agriculture. Although the effects of the Civil War devastated the Georgia, the Georgia State College of Agriculture and Mechanical Arts was established in 1872 as a department of the University of Georgia. The college struggled for years before finding its footing with the 1887 Hatch Act, a federal program that provided money for the establishment of state regional Agriculture Experiment Stations through an agricultural college (in the case of Georgia, the University of Georgia). The first of these opened in Griffin in 1888 and the second in Tifton in 1919. Eventually, by 1951, southwest Georgia received a station.

The power of the agricultural experiment stations in expanding scientific farming cannot be overstated. Each regional station focused on farming techniques, problems, diseases, crops, animals, buildings, fertilizers, and other farm interests specific to that region. Their findings were then disseminated by Cooperative Extension Agents. The Cooperative Series had been created by the 1914 Smith-Lever Act (once again named after Georgia Senator Hoke Smith) and were funded through an agricultural school, again the University of Georgia. Farmers were initially suspicious of the extension agents, and the agents found it easier to talk to the children of farmers through 4-H and Future Farmers of America (FFA) youth programs. As youth absorbed the teachings of the extension agents and applied them to successful projects, their parents began to accept some of these lessons. By the time the second station was placed in Tifton, farmers had become eager to have a regional farming center and regularly petitioned the legislature for one in their area.

Plains was a rural area affected by the boll weevil. These developments would have been familiar to Julia Coleman, and she felt compelled to begin a school soup kitchen. An example of how ideas of scientific farming were coming to fruition occurred in 1919. The city of Tifton—established by Henry Tift, one of Julia Coleman's exemplars—was the site of the second Georgia experiment station, as well as the recently established Abraham Baldwin Agricultural College. This not only demonstrated Tift's dedication to his city and its people, but represented a possible new beginning for its farm community (Fair 2013). By the time she became superintendent in 1927, Coleman had the power and influence to bring about a small form of agricultural change for her community. She instituted vocational agricultural education in the curriculum, built a simple Vocational Agriculture Building, and completed a community canning house, all within first four years of her tenure.

Julia Coleman had very strong and specific beliefs about the education of boys from farming families. In 1936, in a newspaper column entitled "Observations," she carefully laid out for the community her personal theory of education for the Georgia farmer of the future. She clearly stated that it was her intention to educate the farmer of the future so that he has the ". . . tools to enrich his mind and soul so that he might build a home and live in it a life of useful and happy service . . . rural life is a wholesome and desirable life and that knowledge of progressive framing

is power" (Coleman 1936). She compared Georgia's farmers to "country gentlemen," aware of the opportunities of life. "It was the country gentlemen of England that built the Empire . . . . We need our young men in the South . . . to find their real opportunities [here]" (Coleman 1936). It was a sentiment that likely appealed to the parents of most of Plains' young men.

5. Establishment of the Plains School System and Plains High School, 1900-1941

The establishment of the first school of any type in the Plains of Dura area is not recorded. There were at least two public schools in Sumter County: Mossy Dell, about five miles south of Plains, and Planters Academy, about three miles south of Plains, but their dates of establishment are not known (Whitcomb 1992,11). It is known that in 1886, the year in which Plains was incorporated, dropping the last part of its original name—"of Dura"—Thomas W. Stewart Jr. and his sister, whose name was not recorded, opened a small school where Plains Baptist Church now stands. Four years later, as it became clear that Plains was thriving, a subscription for funds to build a new school was initiated, and $1,800 was collected from its citizens. The local Masonic Lodge augmented the contributions with the understanding that the lodge could have a meeting hall on the second floor. The new school, a two-story wood-framed building facing Bond Street in the area of the current school building, opened in 1900 (Figure 2.1) (Whitcomb 1992, 11).

During the period of public school consolidation in the early twentieth century, in which the state merged county and city schools with the goals of cutting costs and providing better schooling for children, Mossy Dell and Planters Academy were closed and merged into the larger facility at Plains (Ellis et al. 2004, 11; Barthold 1998, 3). During consolidation, new schools were opened in the towns of Union and New Era, and Plains followed suit. In August 1920, the citizens of Plains met to discuss the construction of a new school building. They decided to fund the school through the sale of $50,000 in 30-year 5 percent serial bonds (Figure 2.2) (Barthold 1998, 3).

Land Acquisition

A plat book at the Sumter County Clerk's Office in Americus, Georgia, indicates that three tracts of land were purchased for use by the Plains School:

1902: August 27, 1902, Deed Book FF, page 543; Tract 1 was purchased by the Sumter County Board of Education from W. L. Thomas, E. Timmerman, R. S. Oliver, B. T. Wise, J. B. Clark, J. E. French, and J. W. Timmerman, member of the Plains Board of Education. This rectangular lot, located approximately at the site of Baby Row, was the site of the original frame school (Deed Book FF 1902, 543).

1921: November 3, 1921, Deed Book XX, page 304; J. P. Wise sold Tract 2 to J. W. Murray, B. T. Wise, W. L. Thomas, and R. S. Oliver, Trustees of Plains High School, for $1,500. Also on November 3, 1921, Deed Book 47, page 448; the trustees of the Plains School sold the same tract to the Sumter County Board of Education. The tract is described as:

> . . . four and a half acres of land commencing at the northeast corner of St. Andrews Lutheran Church lot on Wise Street and thence east along the South side of said Wise Street 255 feet to a 50 foot public street, thence south along side street a distance of 672 feet to another public street which last named street is also 50 feet wide, thence along the northern boundary of said street in a westerly direction a distance of 466 feet to Bond Street, thence said Bond Street north to public school lot now owned by Board of Education of Sumter Co., Ga., thence east to Southeast corner of said Church Lot, then north [smudged] feet to point of beginning on Wise Street. (Deed Book XX 1921, 304).

1943: June 7, 1943, Deed Book 27, Page 517; Fannie Wise Crawford sold the rectangular lot south of the school property, Tract No. 3, to the Board of Trustees of the Plains School for a baseball field (Deed Book 27 1943, 244).

1988: February 13, 1988, Deed Book 244, page 84; the City of Plains to the US Department of the Interior, for $1.00 all School Property, the Brick School Building, Metal and Frame Gymnasium, and Masonry Shop Building (Figure 2.3) (Plat Book 13, 114).

Chronology of the Landscape of the Plains High School, 1900–1920

In 1900, Plains School, a private school, was constructed at the approximate site where Plains High School now stands. The school, operated by Thomas W. Stewart Jr. and his sister, featured a playground area with swings and other play equipment. Also during the period, the city of Plains began acquiring land for the construction of a city school.

Construction of Plains High School, 1921

Under the leadership of W. T. Wise, the school trustees advertised in the Manufacturer's Record for an architect to design the proposed $50,000, ten-room brick or stucco building. Although the name of the architect is not known, Plains residents later recalled that the school was erected by local builder Ernest T. Wellons, the son of Rev. Augustus C. Wellons. Ernest Wellons constructed many homes in the Plains area, as well as one of the 1913 Wise Hospital buildings on Main Street (HABS No. GA-2216). The old frame school suffered a fire in one room while the new school building was still under construction, and long-time Plains resident Clarence Dodson remembered his first grade class being evacuated from the old school and taken directly to the new one to continue classes in the completed section (Barthold 1989, 3).

There are no documented photographs of the various construction stages of the new school. However, the building served as the backdrop for a number of photographs, especially for the Class of 1922 (Figure 2.4 -2.5).

While Plains School was a simple wood-framed, two-story structure, rectangular in plan, Plains High School is a red brick Classical Revival building with six large Tuscan columns across the main two-story portico, and flanking one-story wings. Attached to the rear of the central block is a one-story auditorium. The hipped roof of the central block is covered in shingles today, but originally it was covered in standing seam metal (the type of metal is unknown) with cresting along the edges of the decking (Figure 2.6). By the time Historic American Buildings Survey (HABS) documentation was completed in 1989, the central roof block was covered in composite shingles. Metal roofing was only present at the upper portions of the auditorium (then the

teachers' lounge but originally a home economics room) and the portico roofs (Barthold 1989, 9). Julia Coleman, who documented her career and the life of Plains High School in a series of scrapbooks featuring colorized photographs, news clippings, poems, pressed flowers, and other ephemera, consistently colored the metal roof of the school green, which led to speculation that the roof was originally green (Figure 2.7). However, the HABS report does not list the color of the remaining roof materials, and all period photographs were black and white.

This large, imposing building originally had no landscaping. Class of 1922 photographs show the students attending a school with no foundation plantings or even grass (Figure 2.8). At some point, the citizens of Plains planted trees and shrubs around the building and grounds. Whether or not there was an overall design is not known.

Disposition of old Plains School Building, 1921

After the new school was constructed, the old Plains School building continued its educational mission after being moved to Archery. In 1915, a school for black students, the Plains Institutional School, was constructed in town with Mrs. Rosa Lee Pullum as principal and Mrs. Lenny Rogers as a teacher. In 1921, the abandoned Plains School building was moved to Archery and reestablished as part of the existing Johnson Home Industrial College, with Bishop William Decker Johnson of the St. Mark African Methodist Episcopal (AME) Church as Headmaster (O'Brien 1991, 40).

Archery, the heart of a historically African American community, is where President Carter spent most of his childhood. Bishop Johnson, a prominent person in Archery and the AME bishop for five Midwestern states, had come to the area to establish a school. He opened the college in 1912, offering technical classes to aid students in obtaining jobs. The school flourished for many years, eventually offering grammar, high school, and technical training to male and female students until Bishop Johnson's death in 1936 (Latitude 34 North 2019; Holbrook 2019). Johnson had many supporters of his efforts, including President Carter, who described him as a pioneering black leader who transformed Carter's life (Holbrook 2019). The disposition of the old Plains School / Johnson Home Industrial College building is not known.

Teaching and Administration: Julia L. Coleman

The growth and development of Plains School, Plains High School, and Sumter County Schools are in many ways the story of Julia Coleman's life (Figure 2.9). "Miss Julia," as she was universally known, began teaching the sixth and seventh grades in the Plains School system in 1912. When the new school opened, she began to teach high school English, where she found her true niche and her great love (Storey and Timmerman 1949).

Julia Coleman was born in Nacogdoches, Texas, but spent part of her childhood in Plains, Georgia, where she attended public school. Coleman once recounted that as a student, she had sat in one of the old fashioned double desks that were still in one of the Plains High School classrooms (Storey and Timmerman 1949). She had arrived in Plains with her parents—her father was a minister—and her sister, Jesse, who eventually married a local citizen. At some point in her early life Julia Coleman contracted polio, which left her visually impaired and with difficulty walking; she was never able to drive a car and had to read with a magnifying glass ("Julia L. Coleman, Educator" 2019).

Nevertheless, Coleman participated extensively in community and school events at the local, state, and national levels. During her lifetime, it was more difficult to travel than it is now. Despite these hardships, she traveled extensively for a rural school teacher and administrator. Coleman took students on overnight trips and traveled during the summer months to the Chautauqua schools in New York. Additionally, Coleman participated in state educational planning activities in Atlanta and other parts of the state.

When Julia Coleman transferred to Plains High School in 1921 to teach English, she established a long-running literature program in a rural community. Coleman was reading about learning theory and teaching advances within the Progressive movement. Her classes featured plays that she had written specifically for targeted students; readings aloud accompanied by acting; visits on the school grounds and within the community to locations that resembled places about which they were learning; memorization and recitation of poems and prose accompanied by music or a

tableau; and the staging of plays, lectures, and reading of poems for the community in the auditorium. Very early in her career, Coleman selected students she believed showed promise and gave them extra attention and encouragement, and students began to respond to her unconventional ways of teaching. On the website maintained by the Plains Historical Preservation Trust, President Carter wrote:

> I thought she [Julia Coleman] treated me in a special way because I was exceptional in some way, but later I found this was not the case. She had a lot of 'special' students . . . I have been continually amazed to discover how many of her students she made feel extraordinary because she saw in them an exceptional yearning or talent – or just a need for love and understanding. ("Plains High School" 2019).

Coleman's reach extended beyond specific academic subjects. During her early years teaching English, she occasionally sponsored girls' ball teams. She recalled to a group of students an occasion on which she had a particularly hard time getting the girls' basketball team uniforms approved (Storey and Timmerman 1949). Her work as an English teacher and with the girls' teams resulted in her promotion to principal at Plains High School. She subsequently left for one year to serve as principal at Newnan High School, but in 1927 she was called back to Plains High School as Superintendent (Storey and Timmerman 1949).

When she returned to Plains High School as Superintendent, Julia Coleman was one of the first female superintendents in the state of Georgia ("Julia L. Coleman, Educator" 2019). Coleman brought with her as principal Young Thomas (Y. T.) Sheffield. For the next twenty years, Coleman and Sheffield successfully shaped Plains High School to follow Coleman's cultural vision, supplemented by Sheffield's more athletic and mathematical contributions. Coleman continued her experimental education programs in earnest, and they began to pay off. During this period, Plains High School was designated by the Georgia Department of Education as one of three model laboratory schools in the state. The school received national recognition when it received an award from the Junior Garden Club of America for its garden work and from the magazine Current Events for its citizenship work (Tri-County News 1949).

Julia Coleman became active in state educational affairs, serving as a member of the State Textbook Commission beginning in 1937. She was selected to serve on the committee that planned the twelfth grade curriculum for Georgia public schools (Tri-County News 1949). In 1941, Coleman was invited to the White House by Eleanor Roosevelt in recognition of her positive teaching methods (O'Brien 1991, 41). Her efforts were reinforced by positive recognition and the love and admiration of her pupils, their parents, her staff, and the citizens of Sumter County.

Coleman's connection to the community has been noted as "particularly exemplified in her gardens on the west side of the school" (O'Brien 1991, 41). These community gardens—the Friendship Garden and Baby Row—are a significant part of her contribution to the school and the community. There is no known newspaper article or other remembrances of her contributions to these gardens.

In 1936, Coleman, with the aid of her teachers, home-room mothers, and the young men of the FFA— vocational educational program at the school that constructed wooden swing sets—began extensive landscaping of the school grounds using shrubs and trees that each grade had selected. The grounds had first been prepared by planting them in oats and lespedeza as cover crops and plowing up all of the existing old roads except a front looped road. It was during this time that Coleman decided that a small park would be added (Whitcomb 1992). In 1937, this small park, The Garden of Friendship, or the Friendship Garden, was created in the triangle formed by the loops of the front road (2.10).

The Friendship Garden was created to be filled with plants by students, former students, and citizens in honor or memory of a friend or a special event in their lives. It was the first and only garden of this type in the town (Whitcomb 1992, 23). Former students speculated that Coleman "enjoys our Friendship Garden because it was created by so many friendly people . . . [and] she enjoys people" (Storey and Timmerman 1949). Not long after, by 1938, Baby Row appeared as a subsection of the Friendship Garden.

Baby Row was created to mark the birth of the children of former students. A tree or shrub, many times arborvitae though other species were also chosen, was planted by the family of the new arrival (Figure 2.11). The planting was often photographed and reported upon in the local newspaper. Many plantings are recorded in Julia Coleman's voluminous scrapbooks. When President Carter's brother, Billy, was born in 1937, his birth was commemorated with a planting on Baby Row (Whitcomb 1992, 23).

Aside from her work with the community gardens, Coleman was involved in other endeavors that supported her students. In 1941, Julia Coleman created one of the first "soup kitchens" in Georgia. This soup kitchen grew into what is now the school lunch program ("Julia L. Coleman, Educator" 2019). Additionally, she spent her own money for school supplies and helped meet the needs of numerous individual students. She stayed in touch with her students long after their graduation from Plains High School, writing letters and encouraging them in their endeavors. After Coleman retired as superintendent she took great pride in the fact that she was serving under trustees who were once "her school boys" (Storey and Timmerman 1949).

Julia Coleman's retirement as Plains High School Superintendent in 1949 was noted by newspapers across the state. She was, by this time, an important figure in the larger educational circles of the state. At Plains High School, a portrait was dedicated in her honor, but more importantly, "Julialand"—a large, formal playground that replaced the swing sets made many years earlier by the FFA—was created. Julialand, so named in a contest, was a Parent Teacher Association (PTA) project undertaken in honor of Julia Coleman and featured metal swings, slides, seesaws, and an "American Junior Castle Tower" from the American Playground Device Company of Anderson, Indiana (Figure 2.12 and Figure 47 [period plan 1935-1940]). The PTA invested $397.68 in the project (Order Form American Playground Device Company 1938).

Although Coleman's retirement as superintendent was extensively recorded and copious material is devoted to it in the Jimmy Carter National Historic Site archives, she stayed on at the school as a high school English teacher for the next ten years. When she ultimately retired from

teaching in 1958, Coleman had given fifty years of service to the cause of education. Coleman, who lived with her married sister all of her life, died in 1973. She was inducted into Georgia Women of Achievement in 2001.

The website maintained by Plains Historical Preservation Trust includes a page dedicated to the story of Julia Coleman. On that page President Carter wrote, "I think it is very important for all of the students . . . to remember the importance of peace, human rights, and love for one another, and the principles that never change in our lives." He also noted with reference to Julia Coleman, "Rosalynn and I and our entire family thank you from the bottom of our hearts" ("Julia Coleman" 2019).

Chronology Plains High School Landscape, 1921–1934

Plains High School opened in 1921 as a state-of-the-art facility, but its grounds were not originally given the same design attention. Although it is unknown exactly when, the citizens of Plains banded together and began landscaping the grounds of their new school. As the school became an integral part of the Plains community, Julia Coleman began to play a vital role in the development of the school curriculum and grounds.

Shaping of the School and the Campus Environment

When Plains High School opened in 1921, the school was located in a primarily residential area with houses and Plains Baptist Church on its west side along Bond Street; St. Andrews Lutheran Church and the old Plains School on its northwest side; Wise Sanitarium on its east side along Hospital Street; and its south side facing the school's ample front lawn. All of the roads surrounding the school were dirt roads until 1956. Despite the burning of a room in the old Plains School building (before the new building was completed), the old building remained on the site for a period of time (Barthold 1989, 3). At an unknown date, it was moved to the Johnson Home Industrial College, an African American training school in Archery (O'Brien 1991, 40).

Plains High School was the best-equipped school in Sumter County when it was completed. It did, however, lack athletic facilities. When Y. T. Sheffield arrived in 1927 as principal, he

immediately took responsibility for the athletic program. In 1928, Sheffield and students constructed an outdoor basketball court with bleachers and later added lights for night play. Boys and girls played basketball for the Plains High School Buffaloes, and Sheffield began to dream of a gym or a stadium on the school grounds. Money was scarce, but with Sheffield's determination, support of the citizens of Plains, and some federal assistance, the dream became a reality (Whitcomb 1992, 14).

The gym, known as Sheffield Stadium, was built over the existing outdoor court using materials salvaged from the dismantled barracks at Southerfield, a World War II training facility near Americus. Money for the labor needed for its construction came from a Reconstruction Finance Corporation loan of $1,000. Local citizens conducted the work, and the PTA began a fund drive in December 1933 to raise funds to repay the loan. In addition to a basketball court, the building contained two classrooms. The outside was painted green and white with shingled gables and a tin roof. The long axis of Sheffield Stadium ran north and south. The building was located near the Agricultural Building (Whitcomb 1992, 14).

In a 1992 Cultural Landscape Study of Plains High School, Lisa Whitcomb identified two smaller buildings on the site during the 1930–1939 period—the first Vocational Agricultural Building and a canning plant. The first Vocational Agricultural Building was a lean-to attached to Sheffield Stadium. The canning plant, a small single-story structure with a gable roof extending into a shed roof on the east side, was located west of Sheffield Stadium. According to individuals who attended Plains High School in the two decades after 1930, the canning plant was developed after the first Vocational Agriculture teacher, Mr. Simpson, was hired at the school (Whitcomb 1992, 18).

As Sheffield Stadium was being built, Coleman began to develop the landscape of the entire school. When Plains High School was constructed, the building sat in a large, open field without a single tree, shrub, or blade of grass. Photographs from the early period to show some type of groundcover, which would have minimized the amount of dirt tracked into the school. While groundcover may have been present and a newspaper clipping from the 1960s indicated that the

citizens of Plains planted trees and shrubs on the grounds at some point, specific landscape planning and planting did not begin until the mid-1930s (Scrapbook 15556).

Coleman began the refurbishing of the grounds in 1935 with the plowing-under of all unnecessary roads through and around the school, limiting the roads to only two. The entire grounds were then planted in the winter of 1935 with oats and lespedeza, as a groundcover and soil enhancer. During the winter of 1936, each class or grade selected a tree or shrub, with the goal of beautifying the grounds. These chosen trees and shrubs were planted by teachers and home-room mothers around the foundation of the school (Figure 2.13). Several were planted in memory of loved ones. At the same time, Coleman had the FFA construct wooden swings for use by the elementary school children. In addition, she told the Tri-County News of Americus that a small park, to be named later, was being planned which was to be covered in beautiful trees (Whitcomb 1992, 19).

By May 1936, the small park had been named "the Garden of Friendship" or "the Friendship Garden." The Friendship Garden was created in the triangle formed by the two remaining roads on the campus. The garden was filled with flowers, trees, and shrubs donated by citizens, students, and former students in honor or memory of a friend or a special event (Figure 2.14). The garden grew rapidly as people donated plants, drawing the school and the town closer together (Whitcomb 1992, 23).

The Friendship Garden was in full use by 1938. The exact location of Baby Row, probably a sub-garden within The Friendship Garden, a garden designed to salute the children born to former students, has not been confirmed, and its popularity may have caused it to outgrow its original placement. However, it was situated on the west side of the school, somewhere between the sidewalk and North Bond Street (Figure 2.15).

The FFA played a large role in both of these gardens. The group produced concrete posts, 4 inches square and about 2 feet tall. Each post carried the initials of the boy who made it. The posts, which were placed 4 feet apart, lined both sides of the entry driveway and marked the

edges of pathways (Figure 2.16). The FFA also constructed concrete benches and a bird bath that were placed in the Friendship Garden (Whitcomb 1992, 23).

All of the gardens and the grounds played significant roles in the students' lives at Plains High School. Programs, special events, and all types of classroom activities occurred in and around the school grounds. The beautification of the school became a regular school activity (Figure 2.17). A 1964 newspaper clipping reported the graduating class of 1964, as part of their class gift, gave money to purchase a magnolia tree representing their class flower (Scrapbook 15556).

On March 13, 1940, at about 11:15 pm, a fire was discovered in Sheffield Stadium. The flames spread quickly, destroying the frame building and the agricultural lean-to. The canning plant caught fire but was saved by the volunteer fire department. Plains High School got a new gymnasium eight years later (Whitcomb 1992, 29).

The coming of World War II changed the daily lives of most of the Plains High School students. A Victory garden was planted in the ruins of Sheffield Stadium and tended by the students. In 1942, a new Vocational Agriculture Building was constructed using concrete blocks made on the school grounds by young people involved in the National Youth Administration (NYA), a New Deal program that provided jobs for rural youth. The canning factory that had existed since the 1930s continued through the war as individuals and groups turned to their Victory gardens and home canning as part of the war effort (Figure 2.18) (Whitcomb 1992, 30). During the war, a list of soldiers missing in action was maintained on the auditorium wall for all citizens (Barthold 1989, 5).

In 1943, the Board of Trustees for Plains School purchased the rectangular lot south of the school property, Tract 3, from Fannie Wise Crawford for use as a baseball field. Students had long been using the area for this purpose. The property was paid for with war bonds (Barthold 1989, 31).

In 1949, a new metal-framed outdoor gymnasium was built by the Lions Club (Barthold 1989, 2). This replaced the old gymnasium that burned in 1940. At Coleman's retirement as

superintendent later that year, she was feted with a full-day of honors and speeches, including the dedication of the new Julialand play area and a basket lunch in the new gym (Whitcomb 1992, 31; Tri-County News 1949). Miss Julia continued to work at Plains High School, teaching English until 1958. Y. T. Sheffield retired in 1966.

By the late 1960s, all Sumter County schools had been integrated, and many of them were being divided into separate primary and secondary schools. In 1969, Plains High School was the smallest school in the county that still taught twelve grades. In 1970, the primary school classes were moved south of the railroad tracks to Westside Elementary School, formerly the Rosenwald School for black children. Plains High School closed in 1979, and the students began attending classes at the county high school in Americus (Barthold 1989, 2).

Plains High School and grounds remained vacant until the property became part of the Jimmy Carter National Historic Site. The City of Plains donated the school to the NPS in 1988.

Curriculum

In the years after 1930, Plains High School offered four courses of study: 1) Cultural, for those planning to attend college, 2) Home Economics, as approved by the University System of Georgia, 3) Vocational Agricultural, and 4) Business (Whitcomb 1992, 12). It is apparent that the school adhered closely to this program since it was designated a model or laboratory school in 1937 by the State Board of Education (Whitcomb 1992, 12).

Although Plains High School was certainly following a curriculum in which acquired skills and knowledge were built upon tradition, the remaining pages of Coleman's assembled scrapbooks make clear that the curriculum was applied in quite different ways than those of more traditional rural Georgia public schools. Coleman's scrapbooks cover the period 1937–1949, although they are not complete for those dates. These scrapbooks are augmented by two PTA scrapbooks from 1954–1955 and 1957–1958 and a scrapbook without a date or name that is referred to herein as Scrapbook 15556 (its assigned archival number). The PTA scrapbooks and Scrapbook 15556 are wide-ranging in subject matter and include news clippings and other ephemera about

curriculum, events at the school, and related topics. Coleman's scrapbooks provide substantial documentation of the general curriculum at the school during her tenure as superintendent.

Nothing is recorded about the first grade beyond the fact that the school participated in the Third District Elementary Music Festival in the late 1930s (Figure 2.19). Music was a regular part of the elementary curriculum at Plains High School. Quite a bit is known about the second grade curriculum. A posted second grade daily schedule indicated that the students participated in a "health inspection," had "supervised study," reading, nature study, arithmetic, music, story hour, spelling, language, health, art, recess, and a "study period" separate from the supervised study (Coleman 1937-1939). In the second grade classroom was a "Little Health Center" that featured towels, a mirror, combs, a dressing table, and posters promoting good health habits (Coleman 1939-1940). This center was created as part of the Plains High School Citizenship project, for which the school won a national award. Also as part of this project, the second grade students learned manners at Doll Tea Parties. These elaborate tea parties took place at tables set with linens and miniature tea sets. The tea parties were designed to teach manners such as "table talk," how to set a table, and the art of quietness. Additionally, other manners including the use of knives and forks, cleanliness, beauty, and order were taught during the tea parties (Coleman 1939-1940). The Citizenship Project was a part of a larger school project incorporated into the total curriculum.

The third grade curriculum is not known. Grades four, five, and six were collectively organized into the "Citizens' Club," leading ultimately to "Citizenship Commencement" in the twelfth grade (Coleman 1937-1939). Beginning in fourth grade, students chose their favorite books in what Julia Coleman called the "fourth and fifth grade twelve Great Books." The list includes

- Black Beauty by Anna Sewell
- Robinson Crusoe by Daniel Defoe
- Grimm's Fairy Tales by Jacob Grimm
- A Child's Garden of Verses by Robert Louis Stevenson
- Aesop's Fables by Aesop.

- Little Lame Prince and the Travelling Cloak by Dinah Craik
- Story of the Bible
- Four Great Americans and Fifty Famous Stories Retold by James Baldwin
- Stories Mother Nature Told Her Children by Jane Andrews
- Understood Betsy by Dorothy Canfield
- Toby Tyler or Ten Weeks with a Circus by James Otis. (Coleman Untitled Scrapbook 3(a))

The fourth and fifth grades, which were combined for a time at Plains High School, included a daily routine of chapel, arithmetic, spelling, art, writing, music, English, reading, health, geography, history, and recess (Coleman Greetings Scrapbook 5(a)).

The sixth grade curriculum included chapel, arithmetic, "arithmetic study," a history unit, spelling, music, reading, English, geography, health, and "other study." Art was incorporated into all areas of study. Illustrations on the scrapbook page indicated that the "history unit" included "Primitive Man," Ancient Egyptians, Greece, Roman Empire, Middle Ages, Early Explorer, and Colonial Times. A photograph on the page showed the class dressing for a scene in an original "Greek Play" to be presented in the auditorium. The play was part of a "History of Man" course (Coleman Greetings Scrapbook 5(a)).

Like the fourth and fifth grades, the sixth and seventh grades had a combined "twelve Great Books" list, and like the fourth and fifth grade version it listed books chosen by the students. They included:

- The Crossing by Winston Churchill
- Pilgrim's Progress by John Bunyan
- The Story of My Life by Helen Keller
- Oliver Twist by Charles Dickens
- The Adventures of Tom Sawyer by Mark Twain
- Life of R. E. Lee by Mary Thompson Hamilton
- Nobody's Boy by Hector Malot

- Sans Famille (a translation) by Hector Malot
- Two Little Confederates by Thomas Page Nelson
- Tales From Shakespeare by Charles and Mary Lamb
- King Arthur and His Knights by Elizabeth Lodor Merchant (based on Morte d'Arthur)
- Beautiful Joe by Marshall Saunders
- Animal Heroes by Ernest Thompson Seaton. (Coleman Untitled Scrapbook 3(a))

The specific eighth grade curriculum is not known, but the eighth graders worked diligently on English. They had a small unit on "Written English" and a small unit on "Oral English." The Written English unit included the completion of an autobiography, photography in the Friendship Garden, and completion of character poem based on Edgar Guest's poem, Myself. The Oral English unit included the completion of an original Valentine play, which was presented in the school auditorium with paid admission. The fees raised were used to purchase new books for the library. Apparently, the author of the play was also the director and possibly part of the cast, since the play was judged on enunciation, poise, naturalness, and dramatic ability (Coleman Greetings Scrapbook 5(b)). Fortunately for the eighth graders, they learned from the first grade on to perform in front of the school. The eighth and ninth grades were also a part of a "Building Citizens" program that culminated in the senior "Citizenship Commencement." These social studies activities included textbook work, reference work, dramatizations, keeping a notebook, making a scrapbook, and visiting places of interest to young citizens (Coleman Untitled Scrapbook 3(b)).

The senior level curriculum is also not known, which may be because by this time each student had a more personalized study program. It is known, however, that there was an emphasis on books and reading at this level. Sumter County did not offer a bookmobile program, and although Plains High School had a library, there was still a need to augment the books there. A group of senior girls was regularly sent to the public library in Americus to check out books and bring them back to the Plains High School library where they could be borrowed (Figure 2.20). The senior girls made sure that the books were checked in and out properly and were returned to

the Americus Library on time. This task was an especially important responsibility for the girls since the citizens of Plains as well as students could check books out of the school library (Coleman Untitled Scrapbook 5(b)).

The Upper Class "Book Lovers Club," which included Jimmy Carter, provided a note in Coleman's scrapbook: "Readers Make Leaders" (Figure 2.21). The "12 Great Books" selected for this class included:

- To Have and To Hold by Mary Johnston
- Arrowsmith by Sinclair Lewis
- The Autobiography of Benjamin Franklin by Benjamin Franklin
- Ivanhoe by Walter Scott
- Lorna Doone by Richard Doddridge Blackmore.
- Les Miserables by Victor Hugo
- David Copperfield by Charles Dickens
- The Adventures of Sherlock Holmes by Arthur Conan Doyle
- Napoleon by Emil Ludwig
- The Americanization of Edward Bok by Edward Bok
- A Southern Treasury of Life and Literature by the Stark Young. (Coleman Greetings Scrapbook 5(b)).

One small aspect of the upper class Citizenship / Health program is documented in available archival materials. In grades ten and eleven, a boy was selected as a host of each table in the lunchroom. The host ensured that proper decorum and manners, as well as proper health etiquette, were observed at the table (Figure 2.22). The girls in the program interacted with the community in various and extensive visitations with tenant farmer families (Figure 2.23) (Coleman Citizenship Project Scrapbook 4).

The development of the Vocational Agriculture curriculum was an important and highly visible part of the Plains High School program. The school was growing at the same time that the vocational educational program was developing within the county and the state. In 1917–1918,

the first agricultural education department was created at the College of Agriculture at the University of Georgia. A classroom and a shop (no canning plant was included) were set up off site for agriculture and home economics classes, and in 1926 it was determined that the agricultural educational and agricultural extension programs should join forces. By 1929, agricultural in-service training had begun. A systematic study of farming needs revealed that farmers would benefit from knowing how to plan all aspects of farming activities including farm income, food and feed, soil conservation, soil building, home improvement, etc. As a result, vocational agriculture classes and the vocational agriculture curriculum began in the early twentieth century (Stimpson and Lathrop 1954, 99-102).

In 1926, Georgia's curriculum changed from learning subject matter to developing the ability to make judgments through projects undertaken or other supervised practices. Subject matter in the form of factual information, such as experimental data, opinion of experts, etc., was used as a basis for making judgments. A new component of the vocational agriculture curriculum, the FFA, was introduced to practice skills. The FFA was technically a club, still in existence today, in which learning was reinforced, skills were honed, and a competitive and cooperative spirit was developed (Stimpson and Lathrop 1954, 107).

Sports

It was not until 1927, with the arrival of Y. T. Sheffield, that sports became a significant part of school activities. The first major sport to become a focus of school activities was basketball. A team was organized in 1928, and by the fall of 1931, the "quality of the basketball team was being noted in the Americus papers" (Whitcomb 1992, 14). In 1931, the girls' team won the Sumter County basketball championship for the season, and by 1933, the success of the basketball teams led to the construction of Sheffield Stadium, a basketball court with two classrooms. The gym hosted many high school games and tournaments, as well as exhibitions by traveling professional teams. Future President Jimmy Carter was on the boys' team in high school. The girls' team was led by Helen Webb, and both teams won consistently. Attendance at games was sizable, even with an admission fee. Plains was, to quote one resident, "a basketball town" (Whitcomb 1992, 14).

The stadium burned in 1941 and was rebuilt in 1949. Basketball continued to be played, but practice and home games were held on a dirt court or in a gym in Preston (Whitman 1992, 29).

In 1942, the Board of Trustees purchased Tract 3, a lot south of the school that had long been used informally by students as a baseball field. Jimmy Carter remembers regularly playing baseball at recess, using a ball of string wrapped around a hard rubber core that someone's mother sewed together. The team had regulation balls for games against other schools (Figure 2.24). The girls played softball to the northwest of the school, with home plate near St. Andrews Lutheran Church. Several former players noted that no one had ever hit a ball that reached the school (Whitman 1992, 29, 40). The new field on Tract 3 could be used for both baseball and softball.

There were three tennis courts in or around Plains: one at the Carter house in Archery, one in the Plains community, and, for a few years in the latter half of the 1930s, one at Plains High School west of Sheffield Stadium, possibly within the boundary of St. Andrews Lutheran Church. A track and field area and a "Sports Arena" with a sawdust pit suggests that organized running events, possibly with hurdles, as well as jumping events and possibly pole vaulting, were pursued. Less highly organized activities included handball along the back wall of the auditorium, horseshoes, tackle football, various types of gymnastics, and games like Red Rover and leap frog (Whitman 1992, 29).

Other School Activities

Julia Coleman and Y. T. Sheffield seemed to have been believers in the adage, "Idle hands are the devil's workshop." Plains High School was constantly involved in some school or community-related activity that involved every grade. Students were enrolled in some type of club in which they were expected to wholeheartedly participate. This occurred at all age ranges and was captured by Coleman, fellow classmates, the PTA, or a newspaper who recorded the moments. These recorded moments would then be documented in one of the scrapbooks.

There were mandatory "clubs," such as the Book Lovers Club, the Citizens Club, Building Citizens Club, the FFA, and Future Homemakers of America (a part of the home economics program). In addition, there were extracurricular clubs: the Biology Club, one of the largest in the school, which at one time included Jimmy Carter; the Nature Club; and the Art Club. On many occasions these three clubs were incorporated into classroom activities (Coleman Greetings Scrapbook 5(a)).

There were also numerous activities that demanded much preparation outside of school, such as completion of costumes, memorization of lines, creation of sets and decorations, and often, the creation of the presentation itself. On days during the spring, different classes dressed as poems or works of literature and presented readings in the garden. Little Red Riding Hood, Evangeline, Hiawatha, Heidi, and The Taming of the Shrew, all came to life with elaborate costuming in Friendship Garden (Figure 2.25). At other times, Bible verses, songs, and other activities were conducted outside, with the presentation of flowers and in one case construction of a large faux stained-glass window to be displayed in the garden (Figure 2.26).

All students had a chance to show off their skills. There were student vegetable shows, pet shows (one of which featured a piglet with a large bow tied around its neck), reading contests, student flower shows, and a multitude of other ways for students to demonstrate their skills and abilities (Figure 2.27). Plays, readings, and musicals were regular activities for students and generally open to the public. Whenever possible, Coleman hosted other schools at Plains High School for special activities. In 1937, the school hosted a regional elementary school music festival that featured students playing toy xylophones (Coleman Greetings Scrapbook 5(a)).

Not all activities were so lighthearted, especially at the high school level. The home economics classes at the upper levels were involved in some important and responsible programs. One project completed in conjunction with the citizenship program required students to visit tenant farmers in the area.

The goal of this visit was to identify disabled children in farm households (Coleman Greetings Scrapbook 5(a)). The Georgia Department of Education had newly identified the need to find, assess, and educate disabled children (Colston 1957-1958). Also, a group of senior girls staffed an annual program to augment the Plains High School library by regularly checking out books from the Americus public library and keeping track of them at Plains. The Plains High School Library served as the city's public library thus making the girls' responsibly even greater (Coleman Greetings Scrapbook 5(b)).

Through the Vocational Agriculture program, boys were tapped to make the original furnishings for the Friendship Garden and keep them in repair (Whitcomb 1992). They were also responsible for the yearly Garden Day clean-up, with assistance from the upper class girls and townspeople as necessary (Figure 2.28). Garden Day was an early spring activity that prepared the grounds for the future activities that filled the school calendar.

While Julia Coleman believed in involving all of the grades in outdoor studies and activities, probably the most surprising of all of the types of activities that occurred at Plains High School was the large number of trips away from school that occurred. Coleman apparently liked to travel and evidently also liked to see her students travel (Storey and Timmerman 1949). She routinely took young students on bus trips "On the Reading Road," to nearby places that resembled those they were reading about. For example, tales of King Arthur required a trip to a scenic lake to imagine the Lady of the Lake handing over the sword. Coleman took her students on overnight trips to Macon (home of her alma mater), Florida, and Atlanta, as well as day trips to Andersonville.

The School Experience of Jimmy Carter and Rosalynn Smith

The degree to which his school years influenced President Carter cannot be understated. Early twentieth-century farm life was hard and constant work with worry about crops, animals, and tenants; paying bills; and making sure that the farm could pay for itself during each successive year. School was a different proposition for the future president.

When Jimmy Carter started first grade at Plains High School in 1930, the building was still relatively new, and Julia Coleman and Y. T. Sheffield were only in the second year of their twenty years of service together. It was an ideal time for the school and for the student. All the virtues stressed at home—hard work, success, frugality—and stressed at church—hard work, loving God and each other, patience, and kindness—and stressed in the community—love your country, work for your community, and be a good citizen—were emphasized at school. Carter's parents were strong believers in education, having advanced educations themselves, and were supportive of all of their children's many activities at school.

From scrapbook photographs, and the recollections of President Carter and others, it is clear that the future president immersed himself in school. In this, he was aided by the indomitable Julia Coleman who chose him as one of those students to receive extra encouragement.

Coleman was fond of saying things like, "Study hard, one of you could become the President of the United States!"("Julia Coleman" 2019). When Carter was twelve years old and in the seventh grade, Coleman gave him War and Peace to read (O'Brien 1991, 41). The future president appreciated the attention and held Coleman in great esteem. During his school years, Carter remained a voracious reader and joined the Great Readers Club; his picture appears in Coleman's scrapbook as part of the illustrations for this club in 1937–1939 (Coleman Greetings Scrapbook 5(b)).

In the eighth grade curriculum, students at Plains High School spent time assessing themselves—their character, their lives, and what they hoped to accomplish (Coleman Greetings Scrapbook 5(b)). In Jimmy Carter's eighth grade notebook, he made a list of good mental habits to follow:

1) Expect to accomplish what you attempt
2) Like other people and have them like you
3) Decide quickly what you would like to do and do it—stick to whatever you do
4) Welcome fearfully [fearlessly?] all wholesome ideas and experiences
5) Avoid daydreams and

6) Give up anger, worry, hatred, and envy; do not be afraid of anything that is honest or purposeful. (O'Brien 1991, 41)

Carter participated in the clubs and activities of the school. In addition to the Great Readers Club, the motto of which was "Readers Make Leaders," he was also a member of the Biology Club, one of the largest clubs in the school. During the school year, classes presented performances of various types in the Friendship Garden; one year, Jimmy Carter was The Barefoot Boy from John Greenleaf Whittier's poem (Whitcomb 1992, 25). The acting or reading of poems and other literature in the garden required a costume and props, and it can be assumed that Carter rehearsed and dressed the part.

One of the school activities of which President Carter is most proud was his membership in the FFA. In his senior year, he was selected to attend the FFA annual meeting where he was nominated as the recording secretary. In 1979, he told a group of FFA state presidents and the FFA national president that the first public words he ever spoke in a position of responsibility were as the Secretary Stationed by the Ear of Corn at the annual meeting. He still remembered them: "I will keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and future farmers meet." He told the Future Farmers, "I hope that there are other lowly secretaries around the nation who will ultimately be President of the United States. I can vouch for the fact that it's good preparation for the highest elective office in our Nation" (Peters and Woolley 1979).

Carter attended school with his siblings and a host of relatives. His cousin, Hugh Carter was Plains High School's great basketball star during the late 1930s. Jimmy Carter played basketball, the most popular game in Plains, but never achieved his cousin's level of play (Whitcomb 1992, 14, 17). The future president was an enthusiastic recess baseball player, but it is unclear if he was on the school baseball team (Whitcomb 1992, 29). He probably participated in the usual playground activities of tackle football, handball, horseshoes, and various other games. The school had a tennis court for several years in the late 1930s, as did the Carter farm, but it is not known if the school had a tennis team (Whitcomb 1992, 29).

In May 1941, Jimmy Carter graduated from Plains High School as salutatorian; his position as valedictorian was forfeited when he was absent without the permission of Principal Sheffield (O'Brien 1991, 41). Carter completed two years of undergraduate work—one at Georgia Southwestern in Americus and one at Georgia Tech in Atlanta—before his appointment to the US Naval Academy at Annapolis.

Rosalynn Smith, a friend of Jimmy Carter's sister Ruth, was three years younger than Jimmy Carter. She, too, attended Plains High School under the watchful eyes of Julia Coleman and Y. T. Sheffield. She participated in the same types of class projects, clubs, and activities as Jimmy Carter. She does not appear in Coleman's scrapbooks until her senior year. She was shown with the senior class girls holding armfuls of magnolias and Spanish moss and in senior class pictures on the school auditorium stage with girls in formal gowns and holding large bouquets of roses (Coleman Untitled Scrapbook 3(b)).

Rosalynn's father died in 1940 while she was still in school. Her mother took numerous jobs to support her four children and elderly father, including work at the US Post Office in Plains. Rosalynn worked part time at a hairdresser's shop to earn her own spending money to help out the family (Figure 2.29) (National First Ladies' Library 2019).

Chronology of Plains High School Landscape, 1935–1940
Under the direction of Julia Coleman, the grounds of Plains High School became an extension of the classroom and an important part of Plains community.

Fig 2.1. "Builders of Long Ago." Original Plains School, circa 1900; note St. Andrews Lutheran Church in upper left corner. Image colorized by Julia Coleman. (Julia L. Coleman, Scrapbook 1, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.2. Original paid school bond for the financing of Plains School. (Scrapbook 15556, Accession No. JICA-80, Catalog No. JICA-6250)

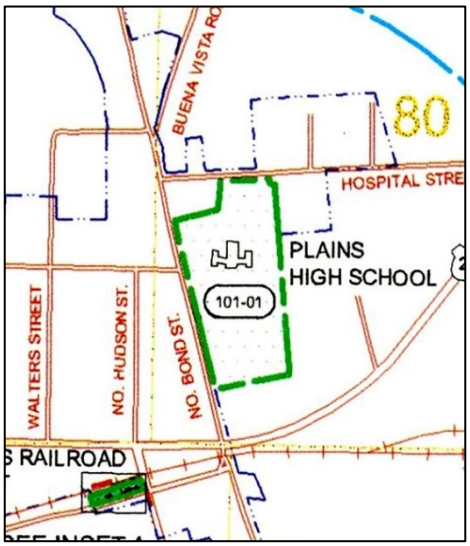

Fig 2.3. Portion of Tract Registry for Jimmy Carter National Historic Site showing the Plains High School tract, acquired from the City of Plains, Georgia, by the US Department of the Interior. (National Park Service, Land Resources Center, revised 1991)

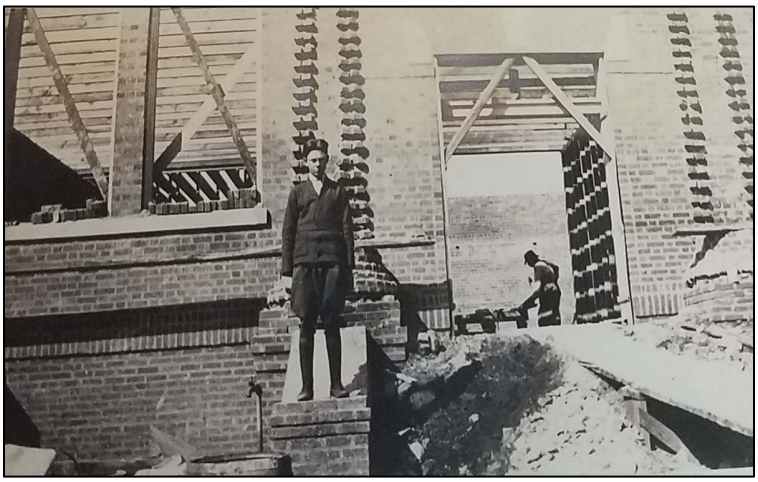

Fig 2.4. A student near the doorway of Plains High School; note that he is standing on the solid brick balustrade with concrete coping, indicating his location at the building. (Class of 1922 Annual, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.5. A group of students and Julia Coleman (in the left rear, wearing a hat), pose in the doorway of the Plains High School during construction. (Class of 1922 Annual, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.6. New Plains High School, with the old Plains School at the end of the left wing of the new school. (Class of 1922 Annual, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.7. "In a Friendship Garden" shows one of Julia Coleman's green, colorized roofs on Plains High School, circa 1940–1948. Image colorized by Julia Coleman. (Julia L. Coleman, Scrapbook 1, Plains High School Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.8. A photograph from the Class of 1922 Annual showing students in front of Plains High School, as well as the bare ground and lack of landscaping around the building. (Class of 1922 Annual, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.9. Julia L. Coleman, unknown date. (Julia L. Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.10. Julia Coleman, community women, and students enjoying the Friendship Garden, date unknown. (courtesy of JICA)

Fig 2.11. A Plains High School graduate and family plant a commemorative tree for a baby, circa 1940–1948. Image colorized by Julia L. Coleman (Julia L. Coleman, Scrapbook 1, PHS)

Fig 2.12. "Julialand," an elementary playground, was dedicated in 1949 in Julia Coleman's honor. This playground was named in an elementary grades contest. (Scrapbook 15556, "Plains to Pay Tribute to Miss Julia Coleman Teacher, Beloved by All," Archives No. 155824)

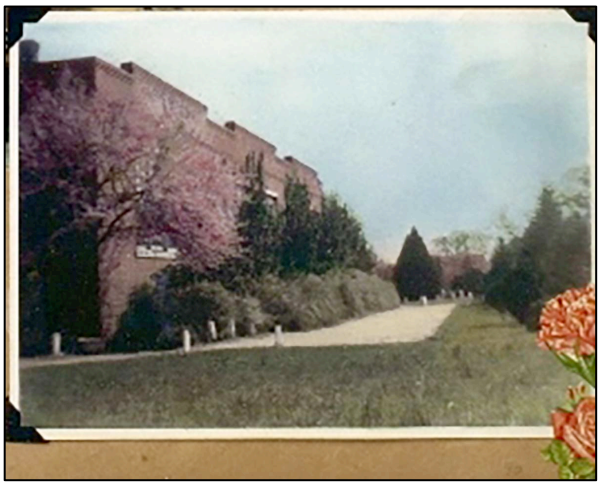

Fig 2.13. Plains High School Foundation plantings in the spring, 1940–1948. Image colorized by Julia L. Coleman. (Julia L. Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.14. Late 1930s photograph of the school grounds. (Julia L. Coleman Scrapbook Collection, Number 3(a), Untitled, 1937-1939, Original Leaves, Accession No. JICA-66, Catalog No: JICA-6207(b))

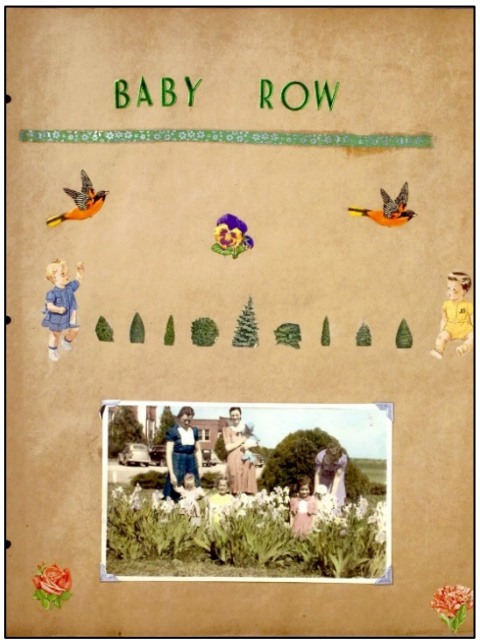

Fig 2.15. On a page clearly identified as "Baby Row," Coleman placed a photograph of a row of Plains High School babies standing amidst the White Flag iris in what has traditionally been thought to be the Friendship Garden. However, the popularity of Baby Row and the significant number of babies born during the 1930s and 1940s suggests that Baby Row may have expanded farther into the Friendship Garden than originally thought. Page from scrapbook dated 1940–1948. Image colorized by Julia L. Coleman. (Julia L. Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.16. Future Farmers of America members whitewash concrete posts they made during Garden Day, 1940–1948. Image colorized by Julia L. Coleman. (Julia Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.17. Garden Day was the annual cleanup and preparation of the grounds for a new growing season, 1940–1948. Image colorized by Julia Coleman. (Julia L. Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.18. Canned goods from the Plains High School canning plant displayed in Sheffield Stadium, circa 1930–1940. (Julia L. Coleman, Scrapbook 5b, Greetings 1930–1940, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.19. Third District Elementary Music Festival in the late 1930s. (Julia L. Coleman, Scrapbook 3(a), Untitled 1937-1940, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.20. Senior girls checking out books for the "Community Library Program," circa 1930–1940. (Julia L. Coleman, Scrapbook 5(b), Greetings 1930–1940, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.21. A portion of scrapbook page for the Readers Club which Jimmy Carter was a member; note the motto: "Readers Make Leaders," circa 1930–1940. (Julia L. Coleman, Scrapbook 5(b), Greetings 1930–1940, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.22. Upper level boys like Jimmy Carter (third boy from left) were hosted at lunch tables by a peer who monitored manners, table talk, and hygiene, as part of the Plains High School Citizenship Project, 1940–1941. (Julia L. Coleman, Scrapbook 4, Citizenship Project 1940–1941, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.23. Senior girls went to tenant farmers' homes to monitor children's activities as part of the Plains High School Citizenship Project, 1940–1941. (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 1(b)_55_4photos_B)

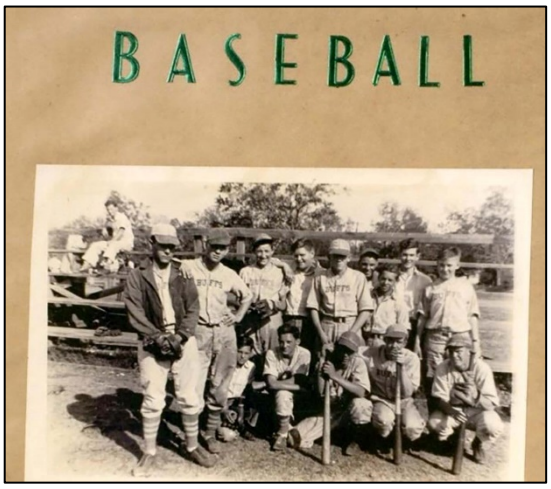

Fig 2.24. Members of the Plains High School Buffaloes "Buffs" Baseball Team from an unknown date, circa 1930–1940. (Julia L. Coleman, Scrapbook 5(b), Greetings 1930–1940, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.25 The Friendship Garden is used to stage portions of The Taming of the Shrew, circa 1940–1948. Image colorized by Julia Coleman. (Julia L. Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

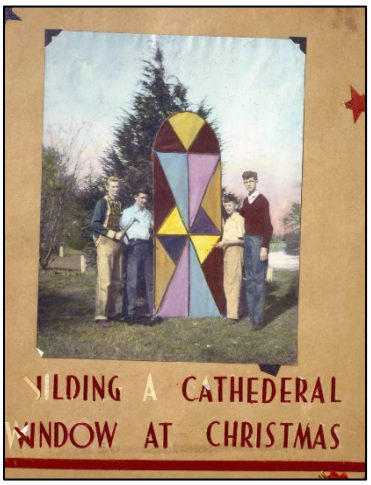

Fig 2.26. For Christmas, students constructed a Cathedral Window, displayed in the Friendship Garden, circa 1940–1948. Image colorized by Julia Coleman. (Julia L. Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.27. A pet show in the Friendship Garden featured a piglet, circa 1940–1948. Image colorized by Julia Coleman. (Julia L. Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.28. Elementary students participate in Garden Day by making and hanging bird houses, circa 1940–1948. Image colorized by Julia Coleman. (Julia L. Coleman, Scrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

Fig 2.29. Rosalynn Smith (upper row right in yellow dress) with other girls in her 1944 graduating class. Image colorized by Julia Coleman. (Julia L. Coleman, *Scrapbook* 1, *PHS*, Accession No. JICA-80, Catalog No. JICA-6250)

6. World War II and Korean War Period, 1941–1955

During World War II, activities at Plains High School changed to meet the times. Students participated in the planting of a Victory garden created in the ruins of Sheffield Stadium, which had burned in 1940. Several arborvitae and various shrubs were planted in the Friendship Garden and Baby Row to commemorate the "boys overseas" (Whitcomb 1992, 42).

Arborvitae was Julia Coleman's shrub of choice for commemorating both babies and young men in perilous endeavors. In 1936, she wrote a newspaper column "Observations," about arborvitae (Coleman 1956). She wrote:

> . . . [the shrub] gives me a comforting sense of security, and I have an impression of abiding friendship. The Arbor Vitae is like a true friend standing faithfully and quietly among the circumstances of life. Upon some of these superb shrubs Nature has poured a wealth of golden light that never fades. Casual observers see the glory of it and say, "Golden Tipped." But true lovers . . . think of the real meaning of the words "Arbor Vitae" and say, "Tree of Life." (Coleman 1956)

In Coleman's view, this shrub made a fitting expression of a desire for the safe return of the young men of Plains serving in the armed forces. Once again, she saw in the shared community planting of the "Tree of Life" a way to bring together preparation for adulthood and the acceptance of community obligations.

Jimmy Carter Attends College

Based on stories told by his Uncle Tom Gordy about his time in the Navy, Carter dreamed of attending the United States Naval Academy at Annapolis. Like most academy attendees, Carter attended two years of college before applying to Annapolis. He attended Georgia Southwestern College in Americus and the Georgia Institute of Technology in Atlanta. He prevailed upon his

father and his father's contacts to obtain the necessary sponsorship to Annapolis. He was accepted in 1943 in the middle of World War II.

Carter completed an accelerated wartime program and graduated on June 5, 1944 with distinction and obtained his commission as an ensign. After serving in positions as radar officer, CIC Officer, and Training and Education Officer, he attended the US Navy Submarine School at the submarine base in New London, Connecticut, from June 14 to December 17, 1948 (US Naval Academy 2019).

Rosalynn Smith Graduates High School

While Jimmy Carter was away at college, Rosalynn Smith still attended high school in Plains (Figure 30). She can remember participating in military-like drills in the front assembly area near the baseball diamond, and that the names of all area soldiers missing in action were posted on the wall of the auditorium (Whitcomb 1992, 42). She graduated from Plains High School in 1944 as valedictorian of her class and attended Georgia Southwestern College in Americus from 1944 to 1946.

Jimmy Carter's sister Ruth and Rosalynn Smith had become close friends, and while at home during his senior year in 1945, Carter began dating Rosalynn. Within a few months they were engaged. She refused his first proposal in December 1945, considering it too early in their dating, but two months later, in February 1946, she accepted (National First Ladies' Library 2019).

Marriage

Jimmy Carter and Rosalynn Smith were married on July 7, 1946, at the Plains Methodist Church; she was eighteen years old. Jimmy Carter did not intend to be a farmer; both he and Rosalynn expected that he would have a career in the Navy. As a Navy officer and engineer, the future president's career dictated the life and location of his family, resulting in several moves during the first seven years of marriage. They lived in Norfolk, Virginia; Philadelphia, Pennsylvania; New London, Connecticut; Pearl Harbor, Hawai'i; San Diego, California; and Provincetown, Massachusetts. In quick succession, three children were born: John William "Jack" in 1947, James

Earl "Chip" III in 1950, and Donnel Jeffery "Jeff" in 1952. In 1952, they moved to Schenectady, New York, where Lieutenant Carter helped to build the reactor for the Navy's first nuclear submarine, Seawolf. Carter had earned a place in Admiral Hyman Rickover's elite nuclear submarine program ("Biography: James Earl "Jimmy" Carter, Jr." 2019).

Death of Earl Carter and Return to Plains

Admiral Rickover had become a mentor to Jimmy Carter, and Carter's role as a leader in the new, elite nuclear submarine corps seemed guaranteed to propel him to his dream, Chief of Naval Operations ("Biography: James Earl "Jimmy" Carter, Jr." 2019).

However, Carter soon received word that his father was ill and not expected to live for very long. On a number of subsequent trips to visit his ailing father, he was so impressed by the love and affection of friends and neighbors that he decided to resign from the Navy and move home to take up his father's business. By 1953, the Carters had moved back to Plains.

Chronology of Plains High School Landscape, 1941–1949

Several landscape changes occurred on the Plains High School property between 1941 and 1949, despite the economic challenges associated with US involvement in World War II (Whitcomb 1992, 30-31). In 1942, the present-day Vocational Agriculture Building was built at the northeastern corner of the parcel, helping to formalize the north school yard space. That same year, Julia Coleman oversaw the establishment of a Victory Garden in response to the war effort. The garden occupied the site of Sheffield Stadium, which burned to the ground in 1940. The garden was abandoned after the war ended. In 1943, the School Board acquired Tract 3, an adjacent privately-owned parcel that had been informally used for several years by the school as a baseball field. Throughout the World War II era, new arborvitae and other trees and shrubs continued to be planted in the Friendship Garden and Baby Row to commemorate local community members fighting overseas, while military drilling occurred within the assembly area in front of the school. In 1946, a concrete sidewalk was built along the south side of School Drive. The sidewalk was inscribed with the names of the members of the senior class. In 1949, a new frame and metal gym was built behind the school, while the Julialand playground, which

featured metal slides, swings, seesaws, and a castle tower, was installed northeast of the school building to replace older swingsets and a sundial monument that had been installed in honor of Julia Coleman, who retired as Superintendent that year.

Fig 2.31. Class of 1944 in the Friendship Garden, Rosalynn Smith is in the upper row, third from left in the yellow dress. Image colorized by Julia Coleman. (Julia L. Coleman, ColeScrapbook 1, PHS, Accession No. JICA-80, Catalog No. JICA-6250)

7. Plains, Georgia, and the Impact of Carter's Political Career, 1956–1981

In 1953, Jimmy and Rosalynn Carter returned to Plains to begin a new life as peanut farmers, taking over Earl Carter's business upon his death. Rosalynn Carter did not merely become a housewife but was also a full partner in the business.

Brown v. Board of Education

In 1954, by unanimous decision, the US Supreme Court issued its decision in Brown v. Board of Education of Topeka, Kansas. The decision declared that the "separate but equal" doctrine of public education violated the US Constitution's Fourteenth Amendment. This was a victory for American education, especially in the South, which had struggled with supporting two school systems. However, the court had not set a timetable for when desegregation should take place. On May 31, 1955, the US Supreme Court issued its second decision in Brown v. Board of Education. This decision answered the question of when desegregation should occur: "with all deliberate speed." While the first Brown decision had angered segregationists, the second Brown decision incensed them. Signs and billboards appeared throughout the South calling for the impeachment of Earl Warren, Chief Justice of the Supreme Court. Political leaders in several southern states talked of evoking the "State's Rights" theory of interposition to nullify the Brown decisions. In January 1956, Georgia Governor Marvin Griffin introduced legislation to resist integration while also introducing an interposition resolution in the Georgia General Assembly. Both houses adopted the legislation, making Georgia the only southern state to follow through on the threat of interposition, although these symbolic measures did not prevent desegregation ("May 31, 1955: Second Brown v. BOE Decision Issued" 2018).

School Board Member, Chairman of the Board of Education

In 1956, the future president took a position on the Sumter County School Board, completing the term of one of Rosalynn Carter's cousins who had died in hunting accident. It was from this position in 1961 that Jimmy Carter first entered politics when he supported the referendum to consolidate the school system; the African American high school would be left as it was, and the white schools would be consolidated. His cousin Hugh Carter, former star basketball player and future state senator, labeled him an integrationist and, along with Y. T. Sheffield, led a rally to defeat the measure. The referendum failed by 84 votes countywide, and in Plains it failed 33 to 201. Carter recalled it as a stinging disappointment, but he continued to serve as the Chairman of the Board of Education until 1962 (O'Brien 1991, 49).

Georgia State Senate

In 1962, on his thirty-eighth birthday, Carter told a surprised Rosalynn he was running for state senate, a position that his father had held briefly before his death. With the support of his family, Carter staged a whirlwind campaign for the Democratic nomination based on good government and his military and civic record (O'Brien 1991, 50; "Biography: James Earl "Jimmy" Carter, Jr." 2019). Carter, however, was running in the twilight of Old South politics and encountered resistance from established political figures. When he protested and finally won the nomination, it was not clear that his name would appear on the ballot because court actions had taken so long to resolve, the Democratic Committee had been slow to act, and judges' rulings had been conflicting. However, despite these problems, Jimmy Carter became the state senator from the Fourteenth District of Georgia in 1963.

Carter's record as state senator was impressive; education, mental health, and highway department reform were his priorities. Rosalynn's efficient handling of the peanut business in Plains enabled him to be a full-time senator and campaigner. The contentious Civil Rights issues of the 1960s proved to have a major impact on the political life of Jimmy Carter. His first speech in the senate was in support of the abolition of the thirty questions that African American citizens were required to answer before voting. While he was not able to change the rule, his stand for black voters did not hurt him in the polls. Carter ran unopposed in 1964, after being instrumental in the promotion of Georgia Southwestern College to senior college status. In 1966, he ran for governor of Georgia declining a congressional race for which he was considered a shoo-in. He lost the Democratic nomination, and Lester Maddox, an ardent segregationist, became governor of Georgia (O'Brien 1991,51).

His loss in the primary in 1966 so disappointed Carter that he began a period of intensive soul-searching that led to his being "born again" and gave him a new conviction of his place and role life ("Biography: James Earl "Jimmy" Carter, Jr." 2019). In the same year, he and his family disagreed with the members of Plains Baptist Church over a resolution banning African Americans and Civil Rights workers from religious services. African Americans had traditionally been allowed to attend special services such as weddings and funerals at white churches, and the Carters objected to placing new restrictions on African American visitors to the church. In the absence of

the pastor, Plains High School Superintendent Y. T Sheffield chaired the meeting. The vote ended with six against the resolution, 50 in favor, and about 200 abstaining. The vote caused hard feelings within the church congregation. Eventually, the Carters left Plains Baptist Church (O'Brien 1991, 52).

October 19, 1967, a daughter, Amy Lynn, was born to Jimmy and Rosalynn Carter in Plains. Amy was the only one of the Carter's children to be born in Plains. Her life would be that of public figure—governor's daughter at the age of three and the youngest child of the thirty-ninth President at the age of nine (O'Brien 1991, 54-55).

Governor of Georgia

Carter's renewed conviction bred in him a determination to win the 1970 election for Georgia governor. He would be running against a heavy favorite, Carl Sanders, a popular Democratic governor. Carter and his family began campaigning, and Carter surrounded himself with a group of political operatives who would stay with him though the White House years, including Hamilton Jordan, Jody Powell, Bert Lance, Stuart Wizenstat, and Gerald Rafsoon ("Biography: James Earl "Jimmy" Carter, Jr." 2019). Rosalynn Carter was fully engaged in the campaign (O'Brien 1991, 53).

Carter appeared to be the more conservative of the two Democratic candidates, and he was elected in 1970. However, his January 1971 inauguration speech signified something else: "I say to you quite frankly that the time for racial discrimination is over" (Carter 2019). That spring, Carter appeared on the cover of Time magazine representing the political class of the "new South," putting racial turmoil behind it and moving into the future with all people on an equal footing. Governor Carter made good on his speech by appointing more black people and women to state offices than any of his predecessors. A portrait of Martin Luther King Jr. was added to the Georgia State House. However, the governor sometimes clashed with the Assembly in implementing programs he wanted. After a clash with a prominent politician over reorganizing state government, the politician said of Carter, ". . . he reminds me of a south Georgia turtle who's been blocked by a log—he just keeps pushing, pushing, pushing straight ahead, he doesn't

go around here, until he finally finds a soft spot in the log and right on through he goes" ("Biography: James Earl "Jimmy" Carter, Jr." 2019).

President of the United States

Just two years into the Georgia governorship, Carter began to consider running for president. In 1972, after returning from the Democratic National Convention, the governor and his team began to outline a political campaign. While still governor, Carter began to forge national connections and built up a foreign policy resume by making trips abroad, representing Georgia. When he left office in 1975, he and his family traveled the country, meeting with citizens and listening to their concerns. The Vietnam War and the Watergate scandal made voters yearn for honesty in government, and Carter promised to bring honesty and truth back to the government. His intelligence, hard work, centrist message, and tactically brilliant campaign helped him advance past a field of better-known candidates to gain the party's nomination ("Biography: James Earl "Jimmy" Carter, Jr." 2019).

Carter's campaign for president pulled Plains into the spotlight. He was a relatively unknown candidate—a farmer—from a tiny town in Georgia. Journalists sought information about the Carters' life and wanted to see Plains. "I think every nation on earth sent somebody through that depot," recalled Plains resident Ida English. "I told 'em one day, 'Well I think every nation on earth has been here except the Russians,' and about that time a man came running and wanted to know if I'd seen his Russian photographer. I said, 'Well the Russians have got here now'" (O'Brien 1991, 56).

Carter defeated incumbent President Gerald Ford in 1976 in one of the closest presidential elections in American history ("Biography: James Earl "Jimmy" Carter, Jr." 2019). President Carter brought an austere style to Washington. He rejected a limousine and walked down Pennsylvania Avenue on Inauguration Day in January 1977; he asked Americans to turn down their thermostats; turned the lights off around Washington's monuments; sold the presidential yacht; and he tried to cut politically motivated spending, causing stiff resistance in Congress. A

scandal in 1977 involving Burt Lance, a longtime friend and advisor to Carter, caused Carter's high moral standards to be questioned ("Biography: James Earl "Jimmy" Carter, Jr." 2019).

His foreign policy was particularly robust, and he accelerated the process of ending white colonial rule in Africa and improved relations with Latin America by concluding a treaty with Panama to hand over US control of the Panama Canal. His crowning achievement, however, was in 1978, when he engineered a peace treaty between Israel and Egypt, bringing a measure of stability to the Middle East. Carter followed that achievement in the next few months by normalizing relations with China and signing the SALT II arms-control treaty with the Soviet Union ("Biography: James Earl "Jimmy" Carter, Jr." 2019).

The summer of 1979, however, marked an unfortunate turning point for President Carter. The energy crisis that had been a problem since he had taken office worsened significantly. As he was trying to adjust his approach to the presidency, Americans were taken hostage by students loyal to the Islamic leader of Iran, the Ayatollah Khomeini. While the president worked to free the hostages, relations with the Soviet Union deteriorated when the Soviet military invaded Afghanistan. Then Senator Edward Kennedy, who had for years had differences with the President over domestic policies, challenged him for the Democratic nomination ("Biography: James Earl "Jimmy" Carter, Jr." 2019).

Although Carter retained his party's nomination, he faced an uphill battle against conservative Republican candidate Ronald Reagan. Carter managed to keep the race close, but in the end the economy, the hostages, and Carter's weak image proved too much to overcome. Reagan won in a landslide, and the Carters returned to Plains ("Biography: James Earl "Jimmy" Carter, Jr." 2019).

Plains High School, 1950–1968

Plains High School underwent significant administrative transformations during this period. By 1966, all of the schools in Sumter County had been integrated and many were being consolidated. When Plains High School was built in 1921, it was the largest and best-equipped school in the county; by 1969, it was the smallest school in the county to still support twelve grades (Barthold

1989, 5). As the specter of consolidation was hanging over Plains Highs School, the community took action. The Plains School Board sent urgent letters to the Georgia Department of Education requesting that twelve grades remain at Plains Highs School, since a meeting had determined that this was the preference of the community. The reply of the Department of Education was not found in available documentation, but a second letter from the Plains School Board to the Department of Education requested that Plains High School retain grades 8 through 12 (Scrapbook 15556).

In 1970, the primary grades were separated from Plains High School and sent to Westside Elementary School, the old Rosenwald School for African American children located south of the railroad tracks. For nine more years, Plains High School remained open, hosting grades 8 through 12, but it finally closed in 1979. All high school students in Sumter County began attending the county high school in Americus (Barthold 1989, 5).

Retirement of Julia Coleman

In 1958, Julia Coleman retired from teaching high school English. This seems to have happened without great fanfare. Coleman's views on racial integration are not known, and she does not seem to have been a part of any of Plains residents' conversations about them.

Y. T. Sheffield

Upon Julia Coleman's first retirement in 1949, Sheffield became superintendent and led Plains High School until his retirement in 1966. Unlike Coleman, however, his views on racial integration were well known and documented. Sheffield took a number of stands against integration that conflicted with Jimmy Carter's stands. Carter was on the school board during Sheffield's tenure, but there does not seem to have been personal enmity between the two men.

Sheffield retired just as Plains High School was integrated. In 1977, after Sheffield's death, his widow donated land to form Maranatha Baptist Church, the church that was formed by members who broke away from Plains Baptist Church over segregationist policies regarding church attendance (O'Brien 1991, 60). When the Carters returned to Plains, they moved their

membership to Maranatha Baptist Church. They are still members and President Carter still teaches Sunday school class.

Plains High School Landscape, 1950–1968

During the 1950s, Plains High School began to experience changes as a result of school consolidations, an aging building, and racial integration. By 1966, all schools in Sumter County had been desegregated and were being consolidated.

Closing of Plains High School. No news clippings or paperwork were found that document the closing of Plains High School. Some in the community preferred to keep the school open, but ultimately the decision was made to send local children to the better equipped and serviced county high school. Ironically, Plains High School was named the official Georgia State School in 1979; the year it was closed (State Symbols USA 2019).

8. Establishment of Jimmy Carter National Historic Site, 1978–1989

Determination of Eligibility for National Register

In 1978, a survey was conducted that determined the boundaries for a historic district in Plains, Georgia. The boundaries of the Plains Historic District included the north and south sides of Church Street, with the Carters' property on Woodland Drive as the western boundary.
The northern boundary followed the north side of Paschal Street, just north of the Buena Vista Road turn-off from Bond Street, with the eastern boundary ending at Bond Street and the southern boundary including properties on the south side of Church Street.

The Plains Historic District was determined eligible for the National Register on January 26, 1978, at the request of the General Services Administration (Niles 1984). Around the same time, people traveled to Plains to see the hometown of the president. Points of interest included Plains High School and the Carter residence.

Plains High School Following Its Closure

When Plains High School closed its doors in 1979, the school building was left vacant. Because of its intimate connection to President and Mrs. Carter, Plains High School appeared as a highlight for visitors. Plains tour guides and tourists frequently passed the Plains High School building looking for the Carters' residence. Unused for ten years, the school deteriorated and suffered water damage as a result of the vacancy and lack of maintenance. Large quantities of exposed asbestos also posed a health hazard. The grounds were unattended, but there were no major changes.

In 1979, the year in which President Carter created the US Department of Education, Plains High School was designated the official state school of Georgia. The designation noted that the auditorium and library at the school were the only non-denominational meeting facilities in Plains and were used for all types of community events. The school's rich history of distinguished educators and progressive curriculum earned recognition at state and national levels (State Symbols USA 2019).

Grassroots Efforts to Save Plains High School

At the end of the Carter presidency, when Jimmy and Rosalynn Carter returned to Plains, many citizens began to look at their community with new eyes, especially when tourists began to visit the town seeking sites related to the Carters. Some locals began to talk about the possibility of creating a national park or site within the city of Plains. One of the primary leaders of this movement was long-time Carter friend and campaign manager of Carter's Plains headquarters, Maxine Reese. Reese played a major role in persuading Congress to designate Plains as a National Historic Site, promoting tourism, and bringing a better quality of life to the area for its citizens. Congressman Richard Ray, other town residents, and the Carters themselves pressed for the recognition and designation of the Plains area (Bishop Jr. 2000). Plains residents thought the area to be designated should include Plains High School. As momentum continued to build for the recognition of the Plains area, the Plains Historic District was established in 1984.

National Register Nomination, 1984

The citizens of Plains had a National Register nomination prepared in 1984 for the Plains Historic District that included Plains High School as an "individually significant building" (Niles 1984). The historic district also included the town's shopping area, Wise Sanitarium, St. Andrews Lutheran Church, Plains Baptist Church, and Plains Methodist Church (Niles 1984).

The 1984 National Register nomination stated that Plains is a good example of a small southwest Georgia town dating from the late nineteenth and early twentieth centuries. It is significant in the areas of architecture, commerce, medicine, transportation, and community planning and development. The period of significance was identified as late nineteenth and early twentieth centuries. The nomination does not discuss President Carter, his life or his connection to the City of Plains (Niles 1984).

The 1984 nomination stated the district's boundaries superseded those described in the 1978 survey, and the 1984 boundaries were based on updated survey information and additional historical documentation. The boundaries created by the 1984 nomination were described as follows:

> The district boundaries include an intact historic area predominantly in the northwestern part of Plains. The western edge of the boundary extends out Church Street, just past Thomas Street, and the southern boundary parallels the railroad tracks and includes the downtown commercial area south of Main Street. The eastern boundary zigzags to the north and includes the Plains High School and the Wise Clinic on the north side of Hospital Street. The northern boundary of the district extends up Bond Street slightly beyond the city limits into farmland. Outside the district is either non-historic development or the agricultural countryside. The district boundaries have been drawn to reflect the late nineteenth and early twentieth-century history of Plains. (Niles 1984)

The Plains Historic District was placed on the National Register on June 28, 1984. The National Register nomination does not discuss the landscape within the district. It was also based on the period of significance from late nineteenth and early twentieth centuries (Niles 1984).

Historic American Buildings Survey Documentation, 1989

When the NPS accepted the gift of Plains High School from the City of Plains, it was determined that the school needed major renovation work—particularly the auditorium, the "centerpiece of the whole school as well as the town" (Barthold 1989, 5). Before any significant work was undertaken on the building, Historic American Buildings Survey (HABS) documentation was completed by Elizabeth Barthold, Project Historian, NPS. Large-format photography was completed by Mark Harrell, and drawings were completed as HABS GA, 131-PLAINS.

The 1989 HABS for Plains High School contains a brief description of the historic landscape:

> Historic Landscape Design: In the 1920-30s, the school was noted for its landscape, and thanks to the efforts of Julia Coleman, it won an award from the Junior Garden Clubs of America. She began a tradition of planting a small tree for every child born in the town in a garden called the "baby row" located west of the school. In 1949, Julia Coleman Day was declared in her honor in Plains, and a marker inscribed with her name was placed in the garden. (Barthold 1989, 12)

The gardens became associated with Julia Coleman and the efforts she made to maintain and create them. The gardens further created tradition within the community by planting trees for every child. These efforts by Coleman led to a marker being placed in the garden to commemorate her.

9. National Park Service Administration of Jimmy Carter National Historic Site, 1987–2019

Public Law (PL) 100-206 established the Jimmy Carter National Historic Site and described the resources that became a part of it, including the Plains Historic District. The act was passed by the 100th Congress on December 23, 1987.

The Jimmy Carter National Historic Site, as described in PL 100-206, consists of 17.22 acres in the City of Plains, Georgia. Resources in Plains include the Plains Railroad Depot; Plains High

School; the Carter Residence, including the current home of Jimmy and Rosalynn Carter at Woodland Drive; and the Gnann House at 1 Woodland Drive adjacent to the Carter home. The National Historic Site also includes the Boyhood Farm of Jimmy Carter on 650 acres in Archery, Georgia, and a 100-foot-wide scenic easement on either side of the Old Plains Highway from the intersection of US Highway 280 to the Boyhood Farm. These resources are outside the city limits of Plains but within Sumter County (Public Law 100-206).

The legislation also describes a Preservation District with a boundary that encompasses the land included in the Plains Historic District as listed in the National Register on June 28, 1984, and up to 650 acres of agricultural land. Federal legislation created the National Historic Site and Preservation District to "1) preserve the key sites and structures located within the historic site associated with Jimmy Carter during his lifespan; 2) provide for the interpretation of the life and Presidency of Jimmy Carter; and 3) present the history of a small rural southern town" (Hanson et al. 2015).

In 1988, Plains High School was transferred by the City of Plains to the NPS for use as part of the Jimmy Carter National Historic Site. It would eventually become the site's visitor center and museum.

National Register Listing of Jimmy Carter National Historic Site, 2015
A National Register nomination form for the Jimmy Carter National Historic Site was accepted by the Keeper of the National Register in 2015. The nomination addressed the district and the resources within it. It was prepared by Dale Jaeger, Historical Landscape Architect, and Brian LaBrie, Landscape Architect, both of The Jaeger Company, Gainesville, Georgia. The nomination updated and amended work prepared by Jill Hanson, Historian, NPS, Southeast Regional Office in 1998. It indicated that the historic district is eligible under Criterion A, and is significant in the areas of Agriculture, Architecture, Community Planning and Development, Education, Exploration/Settlement, and Politics/Government. Under Criterion B, the district is significant for its association with President James Earl "Jimmy" Carter and the First Lady Rosalynn Carter. It is also eligible under Criterion Consideration E, a reconstructed building, object, or structure, and

Criterion Consideration G, for properties less than fifty years old or achieving significance within the past fifty years. The period of significance runs from 1921, the construction date of Plains High School, to 2014, the year the documentation was prepared (Hanson et al. 2015).

The National Register nomination identifies contributing resources including Plains High School, 1921 (LCS No. 091340); Vocational Agriculture Building, Plains High School, circa 1941 (LCS No. 091341); Flag Staff, 1921 (LCS No. 091343); and the school's designed landscape, which has no LCS. The landscape description makes note of the monument to Julia Coleman, 1949 (LCS No. 091342). The description identifies plants by genus and species names, and describes boundaries for gardens and sites. In the nomination, the following resources are listed as non-contributing to the district: baseball field; playground; north access drive, parking lot; Bally Building; interpretive signage; and maintenance yard (Hanson et al. 2015).

Changes to the Site and School under National Park Service Administration
As previously noted, in its assessment of Plains High School for adaptive re-use, the NPS determined that changes were required to accommodate park administrative and interpretive needs. Moreover, the school had been empty for ten years and exhibited problems including damage from water leakage.

Major repairs and updates were completed between 1994 and 1996 to prepare the building for use as a visitor center and museum, including replacement of the roof and asbestos abatement. In 1995, a universally accessible ramp was added to the rear of the building. In 1998, a new road and parking area were added to the rear, north side of the building, replacing a dirt road. In the same year, new interpretive waysides were added and a Cultural Landscape Inventory (CLI) was completed. By 2000, the baseball field had been reconditioned, the Vocational Agriculture Building was adapted for use as the NPS Maintenance Building, sidewalks were added for access to school entrances, and some aspects of the landscape were restored based on the 1992 CLR.

From 2011-2012, repairs to the plaster and woodwork and to the roof of the building, now the Plains High School Visitor Center and Museum, occurred. The following year, roof repairs were made to the building.

Plains High School Landscape, 1970–2019

During Carter's presidential campaign, Plains High School received a significant amount of publicity as Carter's campaign team regularly played baseball against the press corps on the school's baseball field. After the school's closing in 1979, the building sat empty for ten years before the NPS acquired it.

The period of significance of the district is 1921 to 2014; however, the NPS chose to interpret Plains High School to period when Jimmy Carter and Rosalynn Smith attended it, 1930–1944. Plains High School is now used as the Jimmy Carter National Historic Site Museum & Visitor Center. The museum and archives contain materials associated with a wide variety of objects and materials associated with President Carter's youth, military career, and early political career in Georgia, as well as his campaigns for public office at the local, state, and national levels. The collection also includes agricultural, educational, and railroad objects associated with Plains, Georgia (Hanson et al 2015). The building includes museum exhibits, a historically furnished classroom and principal's office, an auditorium, administrative offices, museum and archival storage, and a small library.

The Vocational Agricultural Building is used as the NPS maintenance building and houses offices and storage, and a fence has been placed around a holding yard associated with the building. The 1949 gym was torn down since it was in poor condition. A Bally prefabricated modular metal building (Bally Building), used for oversized museum storage, was placed on the northwest side of the maintenance offices.

The park has also undertaken work on the grounds in an effort to make the grounds reflect the evolution of the cultural landscape. The park has consulted former students about their recollections of the grounds. A local arborist has advised the park about the trees on site.

Chapter 7: Uses

Functions and Uses

Seq. No. (R)	Major Category (R)	Category (R)	Use/ Function (R, if exists)	Historic (Yes/No)	Current (Yes/No)	Primary (Yes/No)
	Education	School		Yes	No	Yes
	Education	Interpretive Landscape		Yes	Yes	Yes
	Government	Government Office	Visitor Contact	No	Yes	Yes
	Government	Government Office	Multi-Use Building	No	Yes	Yes
	Recreation/Culture	Outdoor Recreation	Sports/Athletic Field	Yes	Yes	No
	Recreation/Culture	Outdoor Recreation	Playground	Yes	Yes	No
	Recreation/Culture	Monument		Yes	Yes	No

Public Access

Public Access

Unrestricted

Public Access Narrative

Associated Ethnographic Groups

Seq. No. (R)	Ethnographic Group [Select from drop down pick list.]	Current (Yes/No)	Historic (Yes/No)

Ethnographic Study Status:

[enter selection here]

Ethnographic Narrative:

[enter text here]

Chapter 8: Analysis & Evaluation

Analysis and Evaluation Summary

LANDSCAPE CHARACTERISTICS

Plains High School Cultural Landscape possess nine landscape characteristics which include views and vistas, buildings and structures, natural systems and features, spatial organization, small-scale features, vegetation, land use, circulation, and archeology.

The four most relevant landscape characteristics within the Plains High School site are spatial organization, circulation, cultural vegetation, and buildings and structures. These characteristics shaped the design of the site and continue to be the essential components in defining the significance of the landscape. The combination of these characteristics illustrates the sequence, events, and changes that shaped the evolution of the landscape from the construction of the first Plains school in 1900 to the present day. The circulation system, the 1921 Plains High School building, and the boundary expansion (1943) historically defined the spatial patterns that exist in the landscape today. (Cultural Landscape Report 2019, 85)

INTEGRITY

The following is from the Plains High School Cultural Landscape Report (2019) pages 175-176.

Based on comparison of historic documentation and contemporary conditions, Plains High School appears to possess a high degree of integrity due to the presence of numerous historic landscape features and the limited changes made since the school closed in 1979 and ownership of the property transferred to the federal government in 1988.

Surviving features of the historic landscape are the Plains High School and Vocational Agriculture Building, the Loop Drive and Parking Lot south of the school building, plantings associated with the Front Garden and the Friendship Garden, the site of Baby Row, and the Julia L. Coleman Monument.

Later additions that diminish the integrity of the school property are chain-link fencing along the south and east boundaries, a new parking area north of the school building, concrete walks associated with both the north and south parking areas, signage, lighting, and site furnishings. The NPS also reconstructed the baseball field and backstop in 1998–2000 and installed a contemporary playground in 2011.

Several historic school features have been removed from the property since 1958, which also diminishes its integrity. Historic features that supported school activities during the period of significance that are no longer extant are a gymnasium; basketball, softball, tennis, handball, track, and football facilities; the Julialand playground; and plantings, benches, birdhouses, and bird baths associated with the Friendship Garden and Baby Row.

Integrity Assessment by Aspect

Location

The Plains High School landscape retains integrity of location. The high school remains in its original location as constructed in 1921. The property currently administered by the NPS is consistent with the school grounds as configured by 1943 following acquisition of the baseball field.

Design

The Plains High School landscape retains the form and plan that characterized the arrangement of spaces and gardens established under the direction of Julia Coleman in the 1930s and 1940s. Despite changes to the circulation system such as the introduction of more formalized parking and walks and the loss of original vegetation, especially Baby Row, the landscape retains overall integrity of design.

Setting

The property possesses integrity of setting and character of place due to the ongoing presence and views of the adjacent historic residential neighborhood, St. Andrews Lutheran and Plains Baptist churches, and the commercial district of Plains. Industrial activity on the adjacent property to the east diminishes the property's integrity of setting due to the intrusion of related

noise and the scale and character of the buildings and structures. Vegetation along the school property boundary helps to screen the incompatible industrial activities from view and diminishes their visual impact.

Feeling

The Plains High School landscape retains integrity of feeling as a result of the many surviving features that characterized the property during the evolution of the cultural landscape from 1921 to 1958 and help to evoke the aesthetic of the mid-twentieth-century educational property. The open character of the school grounds, the views afforded across fields and lawn, as well as the ongoing presence of the gardens initiated on the grounds by Julia Coleman during the 1930s help to convey integrity of feeling. This integrity is diminished as a result of the loss of many of the athletic features that were an integral part of school activities.

Materials

The Plains High School landscape also possesses integrity of materials due to the ongoing presence of original building materials related to the school and Vocational Agriculture Building, many of the plant materials that characterize the gardens and turf lawns, and the paved vehicular circulation systems. NPS administration of the property has resulted in the introduction of several new materials, such as concrete and brick walks, signage, and plastic play equipment and mulched playground surface. These non-historic additions diminish the property's integrity of materials.

Workmanship

The property retains integrity of workmanship, particularly with respect to the Plains High School building itself. The building retains the Classical Revival architectural detailing that required a high degree of craftsmanship to construct. Repairs and alterations by the National Park Service at the building exterior have been consistent with the original design, and have not diminished integrity of workmanship. Modifications to the interior to permit reuse have generally retained the original design as well.

Association

The property also possesses integrity of association due to its ongoing educational and institutional appearance and character, and for the direct links that continue to be made between the property and President Jimmy and Mrs. Rosalynn Carter and Julia L. Coleman. These are evidenced through the exhibits afforded within the school building, the Coleman monument, and the inclusion of the school in Jimmy Carter National Historic Site.

Landscape Characteristics and Features

Natural Systems and Features

Natural systems and features are the natural aspects that have influenced the development and physical form of the landscape, and can include geology, geomorphology, hydrology, ecology, climate, and native vegetation.

Historic Condition:

Landform and topography are the only natural resources associated with the property both historically and at present. At the time the School Board built Plains High School in 1921, the landform and topography of the property were consistent with that present today—a relatively level parcel with no additional natural resources present. The only grading that has taken place since initial building construction is associated with road development and stormwater management, and with work conducted to build additional structures and athletic facilities.

Post-Historic and Existing Conditions:

The Plains High School boundary is located within a quiet neighborhood situated a block away from Main Street and the Depot. The vegetation is cultural and not part of a successional woodland or forest community. The topography of the site is generally flat, with two percent or less slope across the surface of the landscape.

Contemporary landscape features that address cultural use of or adaptations to natural features include the establishment of culverts, pipes, drainage ditches; topographic modifications around

the buildings in response to lack of adequate drainage; and grading to accommodate buildings, circulation, and plantings throughout the landscape.

The lack of topographic relief present on the Plains High School property has required the NPS to establish swales and berms to direct stormwater away from built features and into the ditches and other management systems located along adjacent streets. Since 1991, the NPS has built a large new parking area to the north of the school that has increased the amount of impervious surface on the property and the associated quantity of stormwater runoff. The runoff has caused erosion problems within the lawn area north of the school building, around the Vocational Agriculture Building, and in the fenced maintenance yard. The NPS has established swales that carry the stormwater around the Vocational Agriculture Building to the east where it flows into ditches along Hospital Drive.

Spatial Organization

Spatial organization is the three-dimensional organization of physical forms and visual associations in a landscape, including the articulation of ground, vertical, and overhead planes that define and create spaces.

Historic Condition:

Between initial construction of the Plains High School building in 1921 and 1930, the landscape of the property featured little definition in terms of plantings, supporting structures, walls, or fences, although athletic facilities encircled the building to the north, south, east, and west by 1930.

Circulation routes remained fairly informal, with an unimproved road serving as the entrance drive, and a series of informal paths linking the school building with nearby athletic and recreation facilities.

The first athletic facility introduced to the school grounds was a wooden outdoor basketball court on a raised platform behind the school constructed by 1928 by Y. T. Sheffield. Later, Sheffield

added a track and field area complete with a sawdust pit, tennis court, football area, and handball court against the school's back wall. He also helped to establish a baseball field in an adjacent privately owned lot. These facilities were low to the ground and generally did not establish discrete outdoor spaces defined by fences and other structures.

The school building created a public or formal front yard to the south that faced the commercial area of Plains, and a less formal service side to the north. The formal entrance area to the south was used as a school assembly area (Figure 112 and Figure 113).

During the 1930s, several new buildings and activity areas were added that altered the formerly open landscape. These new buildings were constructed within the open yard to the north of the school building. The first was built during the fall and winter of 1933–1934, when Sheffield involved the community, aided with federal monies, in the construction of a combination gymnasium and vocational building, which became known as Sheffield Stadium, on the earlier site of the basketball court. In 1934, Sheffield oversaw construction of a second building—a canning plant— to the west of the gymnasium and vocational building. These two buildings helped form a partially enclosed yard behind the school near an existing grammar school play area and handball court. Paths connected the buildings with the school.

Between 1935 and 1949, Superintendent Julia L. Coleman oversaw an effort to improve the appearance of the school grounds that included establishing turf lawn over much of the open landscape and attractive gardens west and southwest of the building. She also oversaw the addition of foundation plantings around the school building.

Initial efforts entailed plowing and leveling the ground around the school building. She invited each classroom or grade to select shrubs they wished to plant. Mothers of the children, as well as the teachers, helped to plant the shrubs in three garden areas and along the building foundation. Conical Chinese arborvitae trees marked the building entrances, while evergreen shrubs framed window openings. The school community also planted colorful flowering shrubs and ground covers in front of the evergreen trees and shrubs and along sand and flagstone paths that edged

the sides of the school. The FFA helped construct a playground northeast of the school building that featured a pair of swing sets.

Of the three garden areas established, two were named. The school community referred to the triangular planting area west of the Loop Drive (also School Drive) as the Garden of Friendship or the Friendship Garden. This planting area featured evergreen and deciduous trees, shrubs, and herbaceous flowering plants. One of the focal points of the garden was a planting of White Flag iris that spelled "PHS" adjacent to the Loop Drive. Another was a bed of roses located at the intersection of the Loop Drive and North Bond Street that came to be known as Rose Point.

To the north of the Loop Drive, across from the Friendship Garden, Coleman encouraged community members to plant arborvitae, one of her favorite species, in honor of loved ones. This area between the foundation plantings marking the western facade of the school building and North Bond Street, became known as Baby Row after it became a tradition to plant arborvitae in honor of new babies born in Plains.281 One of the features of the garden was a white birdhouse surrounded by seven arborvitae. The students referred to the feature as Snow White and the Seven Arborvitae. Baby Row was defined by the school building to the east, concrete posts and the Loop Drive to the south, North Bond Street to the west, and arborvitae plantings to the north.

The third garden established on the school grounds was southwest of the school entrance and the Loop Drive. Many of the plantings added to this area were large trees, such as sycamores, cedars, water oaks, China fir, pecans, and elms. These extended south toward the baseball field. In 1946, the senior class added a sidewalk along the Loop Drive at the edge of the Front Garden. Like the Friendship Garden and Baby Row, the Front Garden was edged by the concrete posts added along the Loop Drive in 1937.

During the 1940s, several changes occurred on the school property that affected patterns of spatial organization. In 1940, Sheffield Stadium caught fire and burned to the ground along with the adjacent vocational education building. The gymnasium was not immediately replaced due to the United States entry into World War II the following year. During the war, Coleman oversaw

installation of a Victory Garden near the gym foundation ruins, as well as construction of a new Vocational Agriculture Building in 1942. The new building established a formal spatial edge to the property along the northern boundary. In 1943, the School Board acquired the adjacent parcel serving as the site of the school baseball field from owner Fannie Wise Crawford.

In 1949, the School Board replaced the original gymnasium with a new structure located directly behind and attached to the brick building. The new building obscured a large part of the open yard that had previously served athletics and other student activities north of the school.

The school continued to serve the community until 1979, when it closed. During the 1960s and 1970s, an increase in the student population was accommodated in temporary classrooms housed in trailers or other prefabricated buildings set up around the grounds. These were removed after the school closed. The 1949 gymnasium was removed by the NPS in 1991 due to its poor condition, reestablishing the formerly open area behind the school building. A chain-link fence was also added along portions of the property boundary after the NPS acquired the property circa 1987.

Post-Historic and Existing Conditions:

The boundaries of the site define the overall spatial configuration of the landscape within its context in Plains. The south, north, and east boundaries are delineated by chain-link fence. Extending along the east boundary is a thick row of shrubs outside the fence (Figure 3.1). Large pecan trees (Carya illinionensis) are located inside the fence and the extent of the site is clearly defined by these features.

Within the boundaries of the site, spatial organization is characterized by the expansive open turf lawn encompassing the southern portion of the landscape and clusters of large deciduous and evergreen trees north and west of the open, grass lawn (Figure 3.3). The more enclosed west area of the site is characterized by large deciduous and evergreen trees, small trees, and a variety of shrubs. This contrast creates clear spatial patterns in the landscape (Figure 3.4).

There are unique spatial characteristics within the clusters of mature trees reflecting the original development of the Friendship Garden, Front Garden, and Baby Row. Though not defined by distinct edges, these areas and their spatial characteristics can be distinguished through their location. The Front Garden consists of a dense canopy of large trees on the south side of the Loop Drive (Figure 3.5). The Friendship Garden is a triangular space formed by the Loop Drive and south parking lot (Figure 3.6). Based on available documentation, Baby Row is in the area west of the school extending to North Bond Street (Figure 3.7). The spatial character of each is different due to the variety and size of plantings, the history of the garden landscapes, visitor amenities, and other small-scale features.

Since the early 1990s, the NPS has made several changes to the Plains High School property to accommodate the public. Other changes have entailed construction of a new parking area north of the school building, along with an accessible entrance, the planting of crape myrtle trees along the Loop Drive and Parking Lot, and the establishment of a maintenance yard adjacent to the Vocational Agriculture Building, which now serves as a maintenance facility. Some of the other changes that have occurred since 1958 include the loss of all historic athletic and recreational facilities except for the baseball field, which was reconstructed by the NPS during the late 1990s.

The maintenance yard is a distinct space defined by fencing on all sides and a chain-link gate at the entrance. It contains temporary storage structures, garages, and parking. The screen fencing is visible from many areas of the site and effectively defines the spatial pattern and size of the maintenance yard. It also screens views into the maintenance yard from the landscape. The interior of the maintenance yard is visible from Hospital Street.

Since 1958, the large trees that characterize the Front Garden have matured. The trees now block historic views of the school facade from North Bond Street and the commercial district of Plains (Figure 3.8-3.9). Expanded parking facilities and tree plantings added by NPS obscure the former assembly area south of the school entrance, and views of the school's principal facade (Figure 3.10-3.11). Baby Row has evolved from an open space featuring a variety of object plantings to a turf lawn edged by a mature deodar cedar tree and a cluster of arborvitae. The NPS added the

arborvitae to recall the historic character of the garden, but it retains little integrity (Figure 3.12-3.13). The Friendship Garden has similarly matured, with larger trees now dominating the space that formerly contained open space with object plantings, as well as massed plantings (Figure 3.14-3.15).

Otherwise, patterns of spatial organization within the school property generally reflect the historic conditions present during the period of significance. Surviving patterns of spatial organization include the open space south of the school building; the baseball field southeast of the school building; the three garden areas south, southwest, and west of the school building; and the open yard area between the Vocational Agriculture Building and the Plains High School building.

Fig 3.1 The eastern boundary is defined by chain- link fence, large shrubs, and mature pecan trees.

Fig #3.2. North Bond Street and the adjacent sidewalk define the west boundary of the project site.

Fig #3.3. The southern portion of the landscape is characterized by open turf lawn containing the baseball field and temporary furnishings.

Fig #3.4. Spatial patterns are clearly defined in the landscape due to contrast of open space and mature tree clusters.

Fig #3.5. The Front Garden is comprised of a dense cluster of canopy trees creating an enclosed space and a shady location for visitor amenities

Fig #3.6. The spatial pattern of the Friendship Garden is created by the Loop Drive and parking lot. It is an enclosed space with mature trees, small trees, and multiple

Fig #3.7. Landscape Characteristic image The location of Baby Row is between the west facade of the school building and North Bond Street. The deodar cedar in the

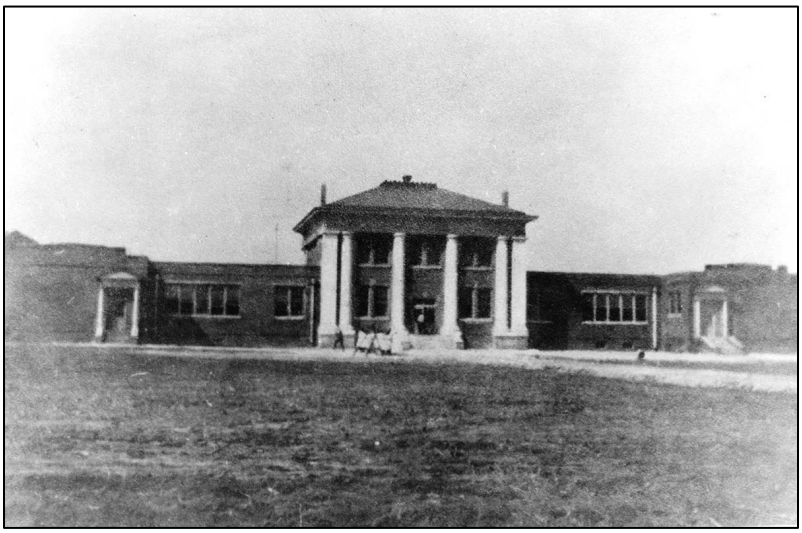

Fig #3.8. Completed in 1921, the Plains High School building initially stood within a large open field (top). The building faced south toward the commercial district of Plains, Georgia, and it could clearly be seen from town. Between 1921 and the 1930s, the school grounds remained open and undeveloped. The only spatial articulation within the property was the division between the southern and northern sections of the grounds into a formal front yard and less formal rear yard as defined by the school building. The formal front yard included a space south of the school used for school assemblies (Library of Congress, Historic American Buildings Survey, HABS GA-2206, 1921).

Fig #3.9. As of 2018, the open assembly space (bottom) to the south and in front of the school building survives but has been converted to a parking area (LSHLA, 2017).

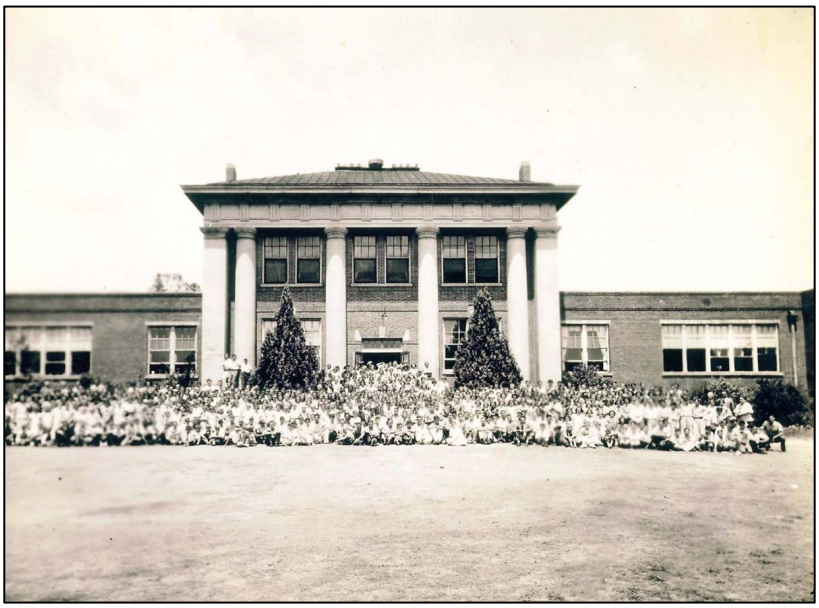

Fig #3.10 The assembly area was an important place of gathering for the school community during the period of significance associated with the cultural landscape. The informal gathering space was grass and sand surfaced (ICA archives, image no. JICA00_0009, 1930s–1940s).

Fig #.3.11 . The former assembly space to the south of the school building has been converted to asphalt parking edged by wheelstops, which diminishes the integrity of setting of the building entrance (National Park Service, 2019).

Fig #3.12. The school as constructed circa 1921 sat in front of the earlier Plains School (top, left in photo). The classically designed brick building was an important addition to the Plains community. The school could originally be seen from the commercial district to the south. Plantings added to the south of the Loop Drive leading to the school entrance beginning in 1936 included several large tree species (JICA archives, image no. 20161012_162324).

Fig #3.13. As of 2018, these trees, along with crape myrtle trees added by the NPS, limit views of the building from several vantage points (LSHLA, 2017).

Fig #3.14. In the late 1930s or early 1940s, the administration added a flagstaff to the assembly area in front of the school. The flagstaff became an important focal point for the open space (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook #1(b)_6_PathofEducation_B, undated).

Fig #3.15 The flagstaff survives as of 2018 (bottom) but is edged by tree plantings and parking spaces. Cars parked in front of the school building detract from the historic view of the school's main facade and entrance (LSHLA, 2017).

Fig #3.16. Baby Row is one of the gardens established under the direction of Superintendent Julia Coleman in the late 1930s. Baby Row featured plantings honoring the newest members of the Plains community. Many of the plantings were arborvitae shrubs. Irises, flowering vines, ornamental shrubs, and a birdhouse were also present (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, image no. JICA00_0056, Coleman scrapbook 5B, 1930s–1940s West Wing).

Fig #3.17. Most of the historic plantings of Baby Row are no longer. The building foundation is shaded by a deodar cedar tree where shrubs and trees once stood. The tree partially blocks views of the western facade. The tree, has altered the historic feeling and character of the space and its relationship to the school building (National Park Service, 2019).

Fig #3.18. Julia Coleman established Baby Row and the Friendship Garden on either side of the Loop Drive in the 1930s. Baby Row contained beds of low-growing bulbs, vines, and shrubs providing a variety of texture and color, and arborvitae shrubs behind. The Friendship Garden featured a variety of trees and shrubs. Concrete posts edged the margins of the gardens (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 5(a)_Greetings-PHS_1939-1940_001).

Fig #3.19. As of 2018, the Loop Drive survives in its historic alignment. It is edged by reproduction concrete posts. The two gardens are present, but Baby Row is missing the earlier variety of colorful and textural plants. The Friendship Garden has become dominated by maturing evergreen trees (LSHLA, 2017).

Land Use

Land uses are the principal activities in a landscape that form, shape, and organize the landscape as a result of human interaction.

Post-Historic and Existing Conditions:

Education and recreation were the principal land uses associated with the school property during the period of significance. Primary land use and activities associated with the Plains High School site include visitor services, administration, interpretive/museum, commemoration, recreation, and maintenance. The visitor services, administration, and interpretive/museum uses were added with the rehabilitation of the school and its new function as the Jimmy Carter National Historic Site Museum and Visitor Center. Commemorative and interpretive land uses are characterized by the monument, wayside interpretive exhibits in the landscape, and interpretive exhibits and programs within the visitor center. The Julia L. Coleman Monument and the areas of the Friendship Garden and Baby Row are associated with commemorative land use. There are four interpretive waysides in the landscape: one for the Friendship Garden, another for Baby Row, and two for Plains High School.

When added in 1949, the Julia L. Coleman monument introduced a commemorative land use to the property. The monument is not associated with one of the historic contexts related to the property's significance, however, and commemoration does not constitute a contributing land use.

Recreational land use is associated with the baseball field, turf lawn, and the playground. Maintenance use within the property boundary is associated with the Vocational Agriculture Building and the adjacent maintenance yard.

Education, recreation, and commemorative land uses remain associated with the Plains High School property today. Land uses added as a result of NPS administration of the property, which post-date the period of significance, are maintenance and administration.

Vegetation

Vegetation includes deciduous and evergreen trees, shrubs, vines, groundcovers, and herbaceous plants and plant communities, whether indigenous or introduced in the landscape.

Historic Condition:

The character and composition of the Plains High School property exhibits a strong association with the efforts conducted by Superintendent Coleman to improve and enhance the school grounds through planting during the mid-1930s through her retirement in 1958. Surviving today are the expanse of turf lawn and the three garden areas implemented under her direction beginning in 1935.

The Friendship Garden, Front Garden, and Baby Row are components of the Designed Landscape of Plains High School described in the 2015 National Register Additional Documentation for Jimmy Carter National Historic Site that also includes the Loop Drive and Parking Lot. These three gardens retain sufficient integrity to convey their historic associations. Specifically, the gardens possess integrity of location, setting, feeling, and association. Integrity of design, materials, and workmanship are diminished due to the loss of historic plant materials and site furnishings, and the addition of some contemporary plant materials. The foundation plantings do not possess integrity due to the loss of all historic plant material and replacement with contemporary species resulting in diminished integrity of feeling, association, design, materials, and workmanship. Setting is also diminished by the changes that have occurred to the adjacent parking areas, paths and walks, and plantings.

Turf lawn

At the time the school building was constructed in 1921, the property was characterized by grassy fields and meadows resulting from the abandonment of agricultural activities. The school property remained relatively open and informally maintained as a grassy plain until 1935, when Superintendent Julia Coleman developed a proposal for improving the grounds. The first change implemented as part of her plan was plowing the school grounds ahead of planting a cover crop of oats and lespedeza. Following the removal of the cover crop, Coleman oversaw the planting of

grass turf throughout the school grounds. The turf was maintained by school personnel through mowing. By 1943, the entire school grounds featured turf except for individual garden areas.

Foundation Plantings

In 1936, Julia Coleman initiated an extensive landscaping program on the school grounds. Each class selected and planted trees and shrubs around the foundation of the school.285 Many of the trees and shrubs were planted in honor of loved ones. The majority of the species chosen for these plantings were not native to the United States. This was consistent with popular tastes at the time, and what was available from most plant nurseries.

The arrangement of the foundation plantings followed certain principles. Conical evergreens, typically Chinese arborvitae (Platycladus orientalis), one of Julia Coleman's favorite plants, marked the five entrances into the school building, placed symmetrically about each door. They also marked the corners of the central block of the school building with a matched pair of Italian cypress (Cupressus sempervirens) trees (Figure 3.19-3.25). These evergreen plantings provided a sense of rhythm and reinforced the Classical style of the architecture. Between the entrances, beds of evergreen and flowering shrubs were planted, varying in height, texture, and form. The plantings typically featured layers of plants between the building and the walk paralleling each facade, with lower plants in front and taller behind. Taller plants were placed between large windows to ensure that natural light could reach the classrooms inside.

The crews marked building corners with larger mounded evergreen shrubs while the centers of the bays contained rows of globe-like thorny olive (Elaeagnus pungens) shrubs and colorful lantana. The students edged the beds with rock. Historic photographs of the completed foundation plantings suggest the level of care taken by the crews in improving the school grounds and the pride they took in their efforts. The historic photographs also suggest that the foundation plantings were sited to emphasize their natural shape and habit, and were not maintained by being clipped into geometric forms.

The crews also installed foundation plantings along the east and west ends of the school. Less formal plantings edged portions of the northern facade. Along the east wing they planted a row of evergreen shrub species—waxleaf privet (Ligustrum japonicum), Carolina cherry laurel (Prunus caroliniana), and abelia (Abelia × grandiflora)—that closely edged the building. The finer textured and arching form of the abelia offset the heavier and coarser texture of the waxleaf privet and cherry laurel. A sand path edged by concrete posts formed the edge of the planting bed.

Layered plantings of trees and shrubs also edged the west wing of the school building, contained by concrete posts and a sand path. The west side was distinct from other foundation plantings in that another row of widely-spaced evergreen shrubs also edged the path to the west. Against the building was a back row of taller sculptural evergreens such as Hollywood juniper (Juniperus chinensis 'Kaizuka') set between the windows, and waxleaf privet, abelia, and thorny olive. In front of these evergreen species was a row of flowering deciduous shrubs composed of baby's breath spirea (Spiraea thunbergii). This finely textured plant features arching branches laden with delicate white flowers in spring. A redbud tree (Cercis canadensis) graced the northwest corner of the building within the bed of foundation plantings. Based on review of historic photographs, the redbud and spirea flowered together in early spring, providing an impressive display of color against the backdrop of the brick building (Figure 3.26- 3.30).

Period accounts suggest that Julia Coleman emphasized spring flowering in the foundation planting palette, as well as the use of evergreens to ensure year-round interest. Many of the photographs contained in the scrapbooks assembled by Coleman feature spring scenes.

The foundation plantings that graced the north facade of the school, which included the auditorium extension, featured Chinese arborvitae at the northern entrances into the east and west wings, as well as deciduous trees in the bays to either side of the auditorium. The deciduous tree species represented were crabapple, dogwood, and elm (Ulmus americana). The crabapple and dogwood flowered in spring around the same time as the redbud and spirea to the west. Evergreen shrubs—thorny olive, abelia, waxleaf privet, nandina (Nandina domestica), and amur

privet (Ligustrum amurense)—edged the building in rows. The abelia provided pink flowers in spring, while the nandina produced red berries in the fall that persisted throughout much of the winter. The courtyard west of the auditorium contained additional plantings (Figure 3.30-3.33). A hackberry (Celtius occidentalis) tree marked the northeast corner of the building. Yuccas (Yucca filamentosa) were planted around the base of some of the trees.

The Friendship Garden, designed landscape

Superintendent Coleman oversaw implementation of a plan to establish a small park of plantings southwest of the school within the triangle of space edged by the Loop Drive and North Bond Street. By 1937, trees, shrubs, bulbs, and annuals had been planted by students and members of the community in honor of friends and neighbors (Figure 3.34-3.43). Because the garden featured plants honoring community members, Coleman referred to it as the Garden of Friendship, or the Friendship Garden. Coleman chose to plant evergreen trees in the southern third of the garden, while adding deciduous trees along the northern edge. Plantings added along North Bond Street were lower to avoid conflicts with overhead electrical lines. Trees, including white oaks (Quercus alba) that also followed the road further north and may have been part of a larger street planting, edged these plantings to the east. Within the center of the garden, there were also lower shrub plantings arranged in a relatively open manner, and treated as objects to be looked at, rather than as masses or groups.

Species known to have been planted within the Friendship Garden are pecan, elm, deodar cedar, arborvitae, China fir (Cunninghamia lanceolata), and crape myrtle (Lagerstroemia indica) trees, as well as winter honeysuckle (Lonicera fragrantissima), forsythia (Forsythia × intermedia), winter jasmine (Jasminum nudiflorum), needle palm (Rhapidophyllum hystrix), and azalea (Rhododendron spp.) shrubs. Coleman oversaw planting of white flag iris (Iris albicans) in the eastern corner of the garden. These plantings faced the Loop Drive and were arranged to spell "PHS" (Figure 3.42-3.43). Behind the irises, Pfitzer junipers (Juniperus chinensis 'Pfitzerana') served as an evergreen backdrop that facilitated the reading of the letters. Dorothy Perkins roses (Rosa 'Dorothy Perkins') marked the southwest corner of the garden, which came to be known as

Rose Point. The rose garden also served to grace the entrance into the school at North Bond Street.

Historic photographs illustrate that the school planted canna lilies (Canna indica) in the garden seasonally. A single row of Vanhoutte spirea (Spiraea × vanhouttei) edged North Bond Street. Barberry (Berberis) shrubs and tulip and daffodil bulbs edged the spirea to the east. Bulbs also framed the margins of the Loop Drive, and the bases of the trees, adding a splash of seasonal color. Students also added seasonal and perennial plants, such as rosemary (Rosmarinus officinalis), pansies, petunias, and Easter lilies throughout the garden, sometimes edged by circles of rock.

Members of the FFA fabricated concrete benches, bird baths, and birdhouses that occupied various locations in the garden. Students also made small concrete posts, which they painted white and placed along the margins of the Loop Drive. Students also built wooden trellises used to train trumpet vine (Campsis radicans), wisteria, and Japanese honeysuckle (Lonicera japonica).

The Front Garden

The third garden was located south of the Loop Drive between the entrance and the flagstaff. In 1936–1937, students and community members primarily planted trees according to Julia Coleman's vision. The garden is never referred to by name in historic accounts but is referred to as the "front garden" in the 1992 CLR. Species planted in the Front Garden included sycamore, deodar cedar, Eastern red cedar (Juniperus virginiana), dogwood (Cornus florida), pecan, elm, water oak (Quercus nigra), and China fir.

Baby Row

In 1937, Julia Coleman initiated work on the final garden area associated with her campus beautification plan—Baby Row. Located to the west of the school building between the west wing and North Bond Street, Baby Row was initially planted with arborvitae shrubs in honor of babies born in Plains. Among the babies honored in the plantings was Billy Carter, the youngest brother of Jimmy Carter, born in 1937. Bulbs were planted along North Bond Street as well as the

Loop Drive that provided seasonal color and served as an amenity for those passing the school grounds. A row of white oak trees edged North Bond Street. Similar to the Friendship and Front Gardens, Baby Row was edged by the concrete posts lining the Loop Drive (Figure 3.44-3.45).

During the early 1940s, one of the primary-school classes planted a circle of seven arborvitae around a centrally located birdhouse near the Loop Drive. White flag irises were added at the base of the birdhouse. The students referred to the arrangement as "Snow White and the Seven Arborvitae," with the irises representing Snow White and the arborvitae the seven dwarfs. Later, two deodar cedar trees were planted closer to the school building. The open landscape between featured beds of irises, wooden trellises with flowering vines, scattered arborvitae plantings, and a few crape myrtle trees.

Pecan trees, east and northeast boundaries

Since circa 1940, a row of pecan trees has edged the eastern and northeastern boundaries of the school property. This treatment is representative of one of the typical ways in which property boundaries were marked historically in the region during the early to mid-twentieth century.

Victory Garden

Julia Coleman was also responsible for overseeing the installation of a Victory Garden in the northern part of the school grounds between 1942 and 1945. The garden occupied the foundation ruins of the Sheffield Stadium, destroyed by fire in 1940. Following the end of World War II, the garden was abandoned. It is no longer present today.

Post-Historic and Existing Conditions:

Pecan Trees

Large pecan trees are located on the east and north site boundaries. Trees on the east boundary are located inside the chain-link boundary fence. All but one of the pecan trees on the north boundary are located adjacent to the drainage ditch extending east on Hospital Street, outside the boundary fence. One pecan tree is located inside the fence adjacent to the Vocational Agriculture Building. The pecan trees are mature and in fair to good condition (Figure 3.46). The long-term

health and viability of the trees adjacent to the drainage ditch are threatened by root exposure on the ditch slope. Further erosion after heavy rain events could further undermine soil stability (Figure 3.47).

Foundation Plantings

Evidence of the historic foundation plantings survived in 1992 as documented in the CLR completed that year. The CLR describes the overgrown nature of the arborvitae trees at the building entrances, and the vestiges of shrub plantings on the eastern and western ends of the building that were in declining condition. Based on condition assessments, the NPS removed the declining plants and replanted the building foundations to the south and east in the mid- 1990s. The replacement plantings did not include columnar arborvitae at the entrances into the building, the Italian cypress at the corners of the main block, and the variety of shrubs that had formerly composed the beds. The new plantings are maintained through shearing that results in the rows of globular forms in contrast with the way the historic foundation plantings were allowed to retain their natural form.

Today, foundation plantings edge the south and east facades of the building. The south facade features thorny olive planted in arced rows under the windows of the east and west extensions from the main block. Leyland cypress (Cupressus × leylandii) edges some of the building entrances in an effort to recall the columnar Chinese arborvitae plantings. There are also plantings of abelia, nandina, and cherry laurel around the east and west wing entrances. These three species, along with the thorny elaeagnus, were all part of the historic foundation planting palette. Similarly, the east facade features foundation planting species consistent with the historic planting—abelia, waxleaf privet, and cherry laurel. The sand path and concrete posts are also no longer present along the edge of the planting bed.

The only shrub present at the west wing today is a single waxleaf privet. A deodar cedar tree currently shades this side of the building potentially precluding the replanting of historic foundation plantings due to the lack of available light. The north facade features a few individual plants and small groups of plants today. Species present are waxleaf privet, nandina, thorny

olive, and hackberry trees. Changes made by the NPS in the mid-1990s to provide a universal accessibility ramp west of the auditorium has altered the open space that formerly featured dogwood and crabapple trees and yuccas. None of the arborvitae has been replanted to mark the school entrances.

Friendship Garden:

Today, the Friendship Garden retains its historic boundaries, delineated by the Loop Drive and North Bond Street. The concrete posts along the margin of the drive have been reconstructed by the NPS since 1992. Several historic plantings survive, such as the deodar cedar, crape myrtle, and China fir trees, and winter honeysuckle, forsythia, winter jasmine, and Vanhoutte spirea shrubs. There are also plantings of thorny olive, waxleaf privet, Japanese photinia (Photinia glabra), and abelia shrubs that appear to be later additions. The shrubs in the Friendship Garden today, however, are clipped and have globular or squared-off shapes and are often leggy, which is inconsistent with the appearance of the Friendship Garden visible in historic photographs. The shrub line located along the west boundary of the Friendship Garden is composed of winter jasmine, barberry (Berberis julianae) and spirea. A number of these shrubs are shaded out by the large trees and are in poor condition. The NPS has replanted the Pfitzer juniper and white flag irises spelling "PHS" based on historic documentation. The maturing deodar cedar and China fir trees are shading out some former garden beds, precluding the replanting of shrubs in some locations. An evaluation of plantings within the Friendship Garden conducted by Dr. Tim Smalley and Josiah Meigs of the University of Georgia Horticulture Department on February 10, 2017, notes that the needle palm, a Georgia native, is an unusually large specimen (Judy 2017).

The Front Garden:

The Front Garden continues to be composed primarily of trees today. It is a dense, shady grove of mature evergreen and deciduous trees. Historic specimens present today are sycamore, deodar cedar, Eastern red cedar, China fir, pecan, elm, and water oak. Historically, dogwood trees were also present, but were not observed in the grove in 2017. A row of more recently planted crape myrtle trees edges the grove to the north. A Western red cedar (Thuja plicata) appears to be a later planting that is not evident in aerial photographs from the 1940s. Evaluation of Front

Garden plantings by Dr. Tim Smalley in 2017 suggests that most of the trees in the Front Garden grove are vigorous, handsome trees, in good condition. The Western incense cedar (Calocedrus decurrens) identified in Dr. Tim Smalley's report was lost due to the storm in 2018.

Baby Row

The Julia Coleman monument remains on the school property today and is edged by three arborvitae associated with historic Baby Row plantings. The only other historic plantings that survive today are one of the two deodar cedar trees planted near the western facade of the school building, several white oak, dogwood, pecans, and crabapple trees located along North Bond Street. A circular planting of arborvitae was added by the NPS after 1992 to recall the character of Baby Row. Much of the rest of the garden is maintained as turf lawn; missing are the remainder of the plantings and a birdhouse added by FFA members.

Rosalynn Carter Butterfly Trail Garden

In 2013, the park added a butterfly garden to the east side of the north parking lot. The garden is composed of flowering shrubs and perennials that support the life cycle of butterflies. This garden is part of the Rosalynn Carter Butterfly Trail, established by the former First Lady to bring awareness to conserving butterflies and their habitats. Species identified include butterfly bush (Buddleja davidii), butterfly weed (Asclepias tuberosa), black-eyed Susan (Rudbeckia fulgida), daylilies (Hemerocallis fulva), and lantana (Lantana camara). A small metal sign set within the garden is in the configuration of a butterfly, with Rosalynn Carter's name etched in a metal arc above the butterfly. The vegetation is in fair to good condition (Figure 3.55).

Ornamental plantings, north plaza:

Several circulation features were added to the Plains High School property to accommodate visitors in 1996. These features provide expanded parking and a universally accessible route of entry into the school building. Framing the north parking area and walk system are plantings of ornamental trees and shrubs, some of which are set within a raised brick planter.

Trees and shrubs, north boundary:

A hedgerow of young trees and shrubs edges the northwestern property boundary that is shared with St. Andrews Lutheran Church. This planting appears to have been added with the new parking facilities in 1996 to diminish the impact of the asphalt paving on the church property. Species include water oak, Chinese holly, dogwood, wax leaf Ligustrum, pecan, black cherry (Prunus serotina), honeysuckle vines, catbrier vines (Smilax spp.) and eleagnus (Elaeagnus angustifolia).

Landscape Features:

Feature Name: Front Garden

Feature Contribution: Contributing

Feature Name: Friendship Garden

Feature Contribution: Contributing

Feature Name: Baby Row

Feature Contribution: Contributing

Fig #3.19. By the 1940s, the foundation plantings added in 1936 had begun to mature. Evident in the historic photograph are the conical Chinese arborvitae at the building entrances, the Italian cypress used to mark the corners of the main building block, and the evergreen shrubs planted beneath the windows in the bays between. Taller shrubs are visible at the corners where the main block met the wings (JICA archives, accession no. JICA-80, catalogue no. JICA- 6250, image no. JICA-00_0002, Coleman scrapbooks 5B 1930s-1940s Front 5D_friendship).

Fig #3.20. Contemporary foundation plantings consist of evergreen shrubs that are maintained as clipped globes arranged into arced groups. The building entrances are no longer marked by conical evergreen shrubs (LSHLA 2017).

Fig #3.21. The historic plantings of Chinese arborvitae at building entrances provided a sense of arrival. The historic plantings also included seasonal displays of herbaceous species arranged in urns placed on the cheekwalls of the front stairs (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, image no. JICA-00-0004, Coleman scrapbooks 1930s-1940s).

Fig #3.22. Today, neither the arborvitae nor the urns are present. Leyland cypress trees, which are conical in form, have been planted by the NPS to either side of the stair to recall the arborvitae (LSHLA, 2017).

Fig #3.23. By the late 1980s, the Chinese arborvitae at the building entrances, including the front door (top), had become overgrown and no longer possessed a conical form, while many of the other foundation plantings had been removed (Library of Congress, Historic American Buildings Survey, HABS GA-2206, image no. HABS

Fig #3.24. In the 1990s, the NPS removed the rest of the foundation plantings and replanted evergreen shrubs along the southern foundation of the building (LSHLA, 2017).

Fig #3.25. Foundation plantings associated with the eastern side of the building and added in the 1930s featured evergreen shrubs with interesting forms, a row of spring-flowering spirea, and a redbud tree. Widely spaced evergreen shrubs also edged the path leading around the buildings to the west (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 1(b)_17_BreathofSpring_A).

Fig #3.26. Today, a deodar cedar tree overhangs the former foundation planting area, which no longer contains trees and shrubs as was present historically (National Park Service, 2019).

Fig #3.27 . From the northwest corner of the school, the path continued around to the north side. Views of the Vocational Agriculture Building and the open yard were afforded from the walk (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 1(b)_15_Spring_A).

Fig #3.28. Today, the foundation plantings have been removed, a new walk has been built, and the north parking area is visible beyond the building. The Vocational Agriculture Building remains partially visible in the distance (LSHLA, 2017).

Fig #3.29. Chinese arborvitae continued to mark the building entrances in the 1980s. The plants had become overmature and irregularly-shaped. Dense vegetation was present within the courtyard west of the auditorium (Library of Congress, Historic American Buildings Survey, HABS GA-2206, image no. HABS 054819pu).

Fig #3.30. In the 1990s, the NPS removed the overmature Chinese arborvitae trees at the building entrances and added new walks and parking features. The north parking area and lawn area feature contemporary plantings of ornamental trees and shrubs. These are not consistent with historic species present on the school grounds (LSHLA,

Fig #3.31. Flowering trees and yucca occupied the courtyard west of the auditorium (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 1(b)_16_Spring Flowers_B).

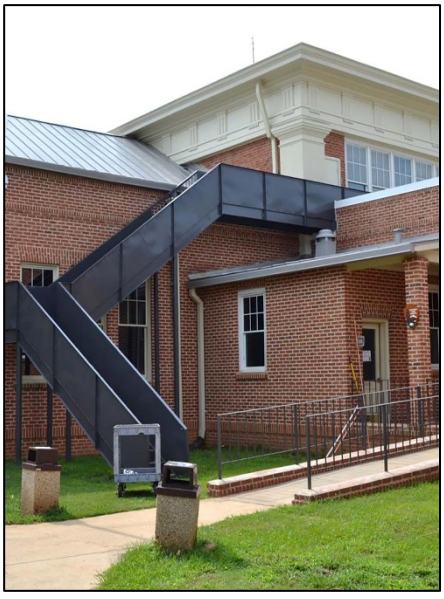

Fig #3.32. This area has been altered to accommodate visitor access through the construction of a universal accessibility ramp and is planted with turf grass (LSHLA, 2017).

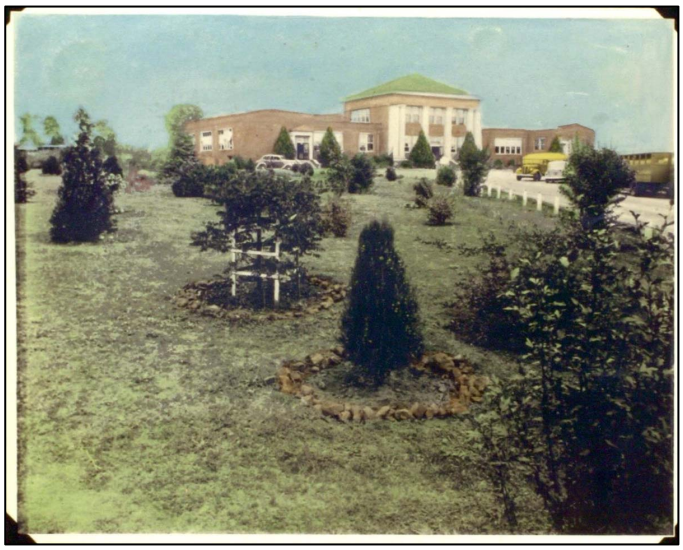

Fig #3.33. The Friendship Garden was planted in 1936 west of the Loop Drive. Historic photographs illustrate the widely-spaced arrangement of the plantings, the use of circular beds edged with rocks to plant smaller specimens, and the wood trellises used to support some vines and shrubs. The overall impression conveyed by the early garden is of an armature of evergreen shrubs interspersed with flowering deciduous shrubs and some shade trees (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 1(b)_89_PHS).

Fig #3.34. As the plantings have matured, the character of the space has changed to clusters of tall trees casting deep shade separated by open turf lawn (LSHLA, 2017).

Fig #3.35. The Friendship Garden was historically an open space framed by evergreen plantings and containing areas of turf lawn and beds of shrubs, vines, and bulbs. Visible from the garden were the front of the school foundation plantings. This part of the garden has evolved since the 1940s as a more open area with a larger expanse of lawn (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 1(b)_55_4photos_B).

Fig #3.36. The NPS has reestablished a historic planting of white flag irises that spell "PHS." Juniper shrubs are planted behind the iris as a backdrop. Many of the shrub plantings are maintained through clipping and appear globular in form. From the Friendship Garden, views to the school building lack the conical foundation plantings present during the 1940s (LSHLA,

Fig #3.37. The historic photograph illustrates the rich textures and forms of the foundation plantings present during the primary period of significance. The Friendship Garden and Baby Row plantings are visible at the west end of the school along with open lawn area associated with the Friendship Garden used for outdoor activities (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook NO3a_002_Lily).

Fig #3.38. The contemporary landscape lacks the variety of form and diversity of species associated with the historic foundation plantings. The shrubs in the Friendship Garden today are clipped and have globular or squared-off shapes and are often leggy. The space occupied by the women in the historic image appears to offer a sense of containment, while the contemporary garden feels more open and less defined (LSHLA, 2017).

Fig #3.39. Additional views of the open space associated with the northeastern end of the Friendship Garden as used for special activities (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook NO3b_001).

Fig #3.40. Additional views of the open space associated with the northeastern end of the Friendship Garden as used for special activities and the feeling of the space today (LSHLA, 2017).

Fig #3.41. Iris plantings in the Friendship Garden historically. The iris bed was not as clearly articulated and no mulch was present (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 1(b)_31_Lily).

Fig #3.42. Iris plantings in the Friendship Garden and in 2018 (NPS, 2018).

Fig #3.43. Historic views of Baby Row illustrate the historic arrangement of plantings west of the school building, and the foundation plantings along the west wing (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook NO_3(a)_UNTITLED_1937-1939_003).

Fig #3.44. The contemporary view shows the deodar cedar tree that has matured and now shades the area. The only foundation planting present is a single evergreen shrub located near the southwestern corner of the building (National Park Service, 2019).

Fig #3.45. Pecan trees on the north boundary of the site are outside the boundary fence and adjacent to the drainage ditch on Hospital Street.

Fig #3.46. Erosion on the slopes of the drainage ditch exposes the tree roots and threatens the long- term viability and health of the trees.

Fig #3.47. Shrub and tree plantings form the boundary between the north access drive of Plains High School and St. Andrews Lutheran Church.

Fig #3.48. The Front Garden is composed of mature deciduous and evergreen trees. Ornamental crape myrtles are also part of the cluster of trees and extend behind and east of the flagstaff.

Fig #3.49. The Friendship Garden is composed of a mixture of mature evergreen trees, deciduous trees, low to medium shrubs, and perennials

Fig #3.50. Perennials in the Friendship Garden include White Flag iris, blooming in the spring.

Fig #3.51. Six or seven of the shrubs in the Friendship Garden adjacent to the sidewalk on North Bond Street are shaded out by large trees and are in poor condition.

Fig #3.52. In 2017, mature deodar cedar trees were present in Baby Row between the school building and North Bond Street. The park removed the northernmost cedar due to damage from Hurricane Michael in 2018. (Source: National Park Service, 2019)

Fig #3.53. The circle of six arborvitae is located in the landscape north of the Plains High School Building.

Fig #3.54. Shrubs used for foundation plantings have been pruned into geometric shapes.

Fig #3.55. The butterfly garden is located north of the building, adjacent to the north vehicular parking area.

Circulation

Circulation refers to the spaces, features, and applied material finishes that constitute systems of movement in a landscape.

Historic Condition:

Vehicular Circulation

The first circulation feature associated with the Plains High School property was a V-shaped dirt road that connected the property to North Bond Street. This road was consistent in form and location with present-day Loop Drive, although it was not paved and was relatively informal. Julia Coleman oversaw regularization of the road in 1935 as part of a larger effort to improve and enhance the school grounds with lawn, paths, plantings, and other features. Students fabricated concrete posts that were installed along the margins of the improved entrance road between 1936 and 1939. Parking continued to occur informally along the margins of the road, and at the edge of the open assembly area in front of the school building during the 1930s and 1940s (Figure 3.56-3.57). The Loop Drive appears to have been wider during this period than the contemporary road

alignment. Circa 1950s, the Loop Drive was paved and the assembly area replaced with a parking lot.

Other circulation features present on the property during the 1920s and early 1930s were a dirt service road that led between North Bond and Hospital (then Wise) Streets, including a section that crossed onto land owned by the adjacent St. Andrews Lutheran Church, and a spur road between the gymnasium and the Vocational Agriculture Building to Hospital Street. The latter road remained in use until some point after 1950 when it was replaced with an L-shaped road located entirely on school property.

After the open area south of the school was paved as a parking area, a sand road extended from the parking area around the east side of the school. This road connected the parking area and the road that extended between the gymnasium and the Vocational Agriculture Building (Figure 3.58-3.59) and is no longer extant. The only other vehicular circulation feature present during the historic period was a two-track road that led to the baseball field from North Bond Street, which appears as a trace route today.

Pedestrian Circulation Features

Historic Conditions

Little is known about the way pedestrians moved through the school grounds between 1921 and 1935. It is likely that earthen paths connected the athletics venues with the building and the Loop Drive. However, no aerial or ground photographs or maps exist to illustrate the locations of pedestrian paths during this period.

Between 1935 and 1940, an informal earthen path is known to have crossed the school property diagonally between North Bond Street in the southwest corner and Hospital Street in the northeast corner.

Following construction of the Vocational Agriculture Building in 1942, a spur of this path led to the entrance to the new building, skirting the newly installed Victory Garden. Another path led

to the rear entrance of the building from Hospital Street. Additional paths may have served to connect the school building with the various athletics and recreational venues on the grounds, but information is not available to support this likelihood.

In 1946, the senior class donated a new concrete sidewalk to provide a pedestrian connection between North Bond Street and the school that followed the Loop Drive. The students inscribed their names in the concrete of the sidewalk. A second sidewalk inscribed with the names of students that stands in front of the Vocational Agriculture Building dates to circa 1956.

Sand and flagstone paths also led to the side entrances of the school building on its north and south facades, and around the building to the west and east. Rocks lined the front walk, separating the plantings from the path, while concrete posts edged the walks to the east and west of the building (Figure 3.62-3.63).

Post-Historic and Existing Conditions:

Primary vehicular circulation routes are located adjacent to the project site. North Bond Street extends the length of the west boundary and Hospital Street extends the length of the north boundary. Overall circulation is concentrated in the northern two thirds of the landscape and consists of vehicular roads providing ingress and egress and access to parking; an integrated pedestrian sidewalk system providing clarity and connections for pedestrian movement and access to all building entrances; and an ADA/ABAAS accessible connection from parking to the north entrance of the building.

Roads and Parking

Three access roads are provided into the site from North Bond Street. The Loop Drive allows two-way traffic in and out of the site and provides access to vehicular parking at the south entrance of Plains High School (Figure 3.72). The south parking lot provides two bays for vehicles. The south bay is angular parking and the north bay is perpendicular parking. The south parking lot provides thirty spaces and each has a curb stop (Figure 3.73). In 2018, the south parking lot was repaved.

An additional entrance road north of the Plains High School provides access to bus and recreational vehicle parking, vehicular parking, universally accessible parking, and an exit onto Hospital Street (Figure 3.74). The road displays white painted arrows indicating one-way circulation from North Bond Street to the exit on Hospital Street.

In the summer of 2018, the north parking lot was repaved and new parking space delineations were painted with a new orientation. The pavement is currently in good condition, with the exception of the entrance to the north parking lot from Bond Street. There are currently three ADA/ABAAS-compliant parking spaces; two recreational vehicle/bus parking spaces; seven regular spaces on the eastern end of the lot; and 13 regular spaces on the southern end of the lot (Figure 3.75). A regulation parking sign indicates the location of the parking area for buses and recreational vehicles on North Bond Street.

Road Traces

A faint road trace is visible on the site of the former dirt road that led from the Loop Drive to the baseball field and former parking area. The trace is indicated on the existing conditions map in the 1992 CLR and labeled as a remnant of an old access road. Features of the road trace are visible from the sidewalk adjacent to North Bond Street (Figure 3.76). No other road traces are readily visible but may be discovered through archeological investigation.

The NPS removed the sand road east of the school building, abandoned the two-track road leading to the baseball field, reworked the L-shaped road northwest of the school building to accommodate visitor parking, and removed the spur between the gymnasium and Vocational Agriculture Building. The NPS subsequently added a parking area near the Vocational Agriculture Building to serve maintenance needs. Today, the Loop Drive is the only vehicular circulation feature that survives on the property from the period of significance.

Pedestrian Circulation

There is a primary pedestrian route from the town center of Plains to the project boundary. The sidewalk is associated with North Bond Street and provides pedestrian access to the site on the western boundary.

Within the site, a variety of concrete and brick sidewalks provide visitors access to building entrances, parking areas, landscape features, and interpretation. At the south entrance to the school building, there is a sidewalk adjacent to perpendicular parking that extends to provide access to three entrances on the south side of the building (Figure 3.77). This sidewalk begins at the eastern most entrance and extends west and north around the building, connecting to a sidewalk system for the north elevation of the building. The sidewalks are generally in good condition.

A three-foot wide pedestrian walkway begins at the east end of the south parking lot and leads to the current playground. The walkway is constructed of interlocking plastic forms ("Portafloor") installed on the grass with no sub-base material. This path and the playground are not compliant with ADA/ABAAS standards. The walkway is in fair condition (Figure 3.78).

Pedestrian circulation north of Plains High School provides access to and from vehicular parking, ADA/ABAAS-compliant parking, and bus parking. Brick and concrete sidewalks connect and provide access to five entrances on the north elevation. One entrance provides an ADA/ABAAS-compliant ramp and entrance to the interior (Figure 3.79). Concrete sidewalks provide pedestrian circulation from Plains High School to the Vocational Agriculture Building. The concrete and brick sidewalks and ramp are in good condition.

A 10-foot by 3-foot concrete sidewalk segment ("Senior sidewalk") is located adjacent to the entrance of the south parking lot. The sidewalk remnant in its original location is inscribed with names of students who were seniors at Plains High School in 1946. It is protected from vehicular intrusion with the addition of two curb stops. It is in fair to good condition (Figure 3.80). A smaller remnant of concrete sidewalk is preserved and located within the sidewalk leading to a

south entrance of the Vocational Agriculture Building. It is also etched with names and a date of 1957. The etched segments are in fair to good condition (Figure 3.81).

Historic circulation features present on the Plains High School property include the Loop Drive and south Parking Lot, a section of the senior sidewalk along the Loop Drive, and another sidewalk etched with student signatures south of the Vocational Agriculture Building. The Loop Drive and Parking Lot are components of the Designed Landscape of Plains High School described in the 2015 National Register Additional Documentation for Jimmy Carter National Historic Site that also includes the Friendship Garden, Baby Row, and the Front Garden.

Each of the historic circulation features retains integrity of location, feeling, association, materials, and setting. Changes that have been made to the landscape around the parking lot such as the addition of wheelstops and crape myrtle tree plantings and the removal of the southern section of the senior sidewalk diminished integrity of design and workmanship of the Loop Drive and Parking Lot.

Landscape Features:

Feature Name: Loop Drive and Parking Lot
Feature Contribution: Contributing

Feature Name: Senior Sidewalk along the Loop Drive
Feature Contribution: Contributing

Feature Name: Sidewalk with etched names near the Vocational Agriculture Building
Feature Contribution: Contributing

Feature Name: Parking area south of Plains High School
Feature Contribution: Non-Contributing

Feature Name: Access road and parking area north of Plains High School

Feature Contribution: Non-Contributing

Feature Name: Maintenance area parking

Feature Contribution: Non-Contributing

Feature Name: ABAAS ramp, north facade of Plains High School

Feature Contribution: Non-Contributing

Feature Name: Concrete and brick walks

Feature Contribution: Non-Contributing

Feature Name: Portafloor path to playground

Feature Contribution: Non-Contributing

Fig #3.56. The Loop Drive is one of the original features of the Plains High School property that survives with integrity of location, feeling, association, and design. The road appears to have been wider during the 1940s as shown; cars and buses sometimes parked along the eastern margins during this period (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook Front drive NO_1(a) PHS 1940-1948_001).

Fig #.3.57 . The road follows a similar alignment as it did historically and continues to afford views of the school building facade. Although the Loop Drive was originally an informal dirt route, it was paved during the 1950s (LSHLA, 2017).

Fig #3.58. A sand drive led around the western end of Plains High School after the assembly area south of the school building became a parking area in the 1950s. The sand road extended to a dirt road that led between the gymnasium north of the school and the Vocational Agriculture Building located along Hospital Street (HABS, 1979).

Fig #3.59. The NPS removed the road and seeded the area with grass to reestablish lawn (LSHLA, 2017).

Fig #3.60. Parking replaced the assembly area south of the Plains High School building during the 1950s. During the 1980s, the south parking area featured a tan-colored paving material that blended well with the red brick color of the building and concrete stairs (JICA archives, NPS, 1992).

Fig #3.61. The formalized parking currently present in front of the building (bottom) is paved in asphalt that is blue-gray in color. The blue-grey color, and the wheelstops that mark parking spaces, diminish the parking lot's integrity of materials (LSHLA, 2017).

Fig #3.62. A sand walk historically provided access to the front entrance of the school. The sand walk also connected the central entrance with entrances in the east and west wings. Rocks lined the foundation planting beds adjacent to the walk (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, image no. JICA-00-0005, Coleman scrapbooks 1930s–1940s).

Fig #3.63. Since 1992, the NPS has formalized the circulation associated with the building to accommodate visitors. A concrete walk leads to the front entrance from the south parking area; all evidence of the former sand walks has been removed. A concrete walk also parallels the front of the building alongside the south parking area (LSHLA,

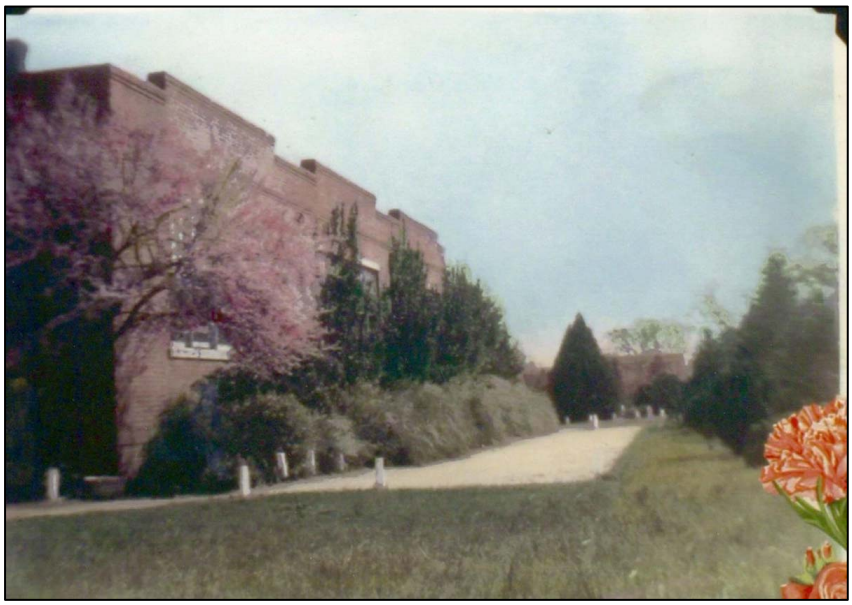

Fig #3.64. . A sand path led around the western side of the school building during the late 1930s, 1940s, and 1950s. Concrete posts edged the path. Foundation plantings and flowering trees framed the walk on one side (JICA archives, accession no. JICA-80, catalogue no. JICA-6250, Coleman scrapbook 1(b)_75_Florida, undated).

Fig #3.65. The NPS has replaced the sand path with a narrow concrete walk. Concrete posts have been reconstructed and added to the east of the walk to recall the historic feature. Ornamental foundation plantings are no longer present (LSHLA, 2017).

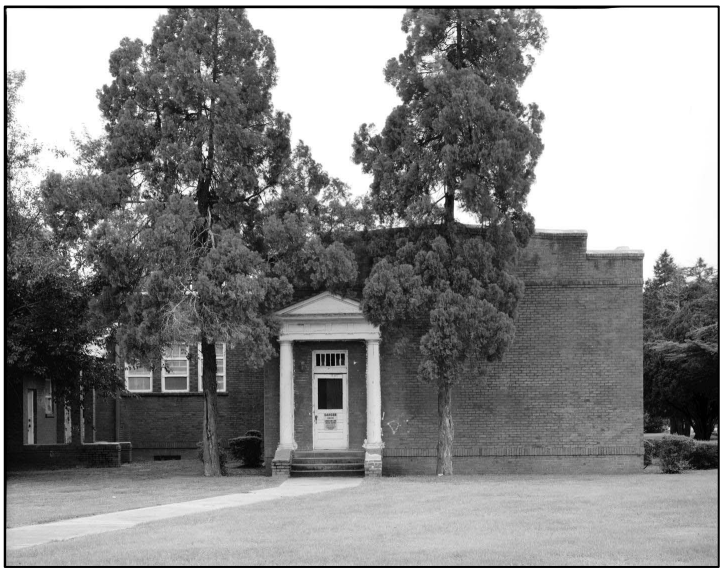

Fig #3.66. A path also historically led to the west wing rear entrance (Library of Congress, Historic American Buildings Survey, HABS GA-2206, 1979).

Fig 3.67. The NPS later replaced the original path as part of a new system that included accessible parking, a plaza, and an accessible entrance into the north side of the school (LSHLA, 2017).

Fig 3.68. These photographs illustrate some of the changes related to the establishment of the universally accessible entrance to the north side of the school (Library of Congress, Historic American Buildings Survey, HABS GA-2206, 1979).

Fig 3.69. These photographs illustrate some of the changes related to the establishment of the universally accessible entrance to the north side of the school (LSHLA, 2017).

Fig 3.70. The NPS made similar changes to the path systems associated with the entrances on the eastern side of the school building's north facade during the late 1990s (Library of Congress, Historic American Buildings Survey, HABS GA-2206, 1979).

Fig 3.71. The NPS made similar changes to the path systems associated with the entrances on the eastern side of the school building's north facade during the late 1990s (LSHLA, 2017).

Fig 3.72. The north entrance drive provides access to the parking lot, parking spaces, and circulation routes into the building. (Source: National Park Service, 2019)

Fig 3.73. The south access provides a view to Plains High School and access to parking.

Fig 3.74. South parking lot and main entrance to the building.

Fig 3.75. North parking lot and sidewalk access to north entrances to Plains High School. (Source: National Park Service, 2019)

Fig 3.76. The road trace is indicated in the landscape along the alignment of the Front Garden tree massing.

Fig 3.77. Sidewalk adjacent to the south parking area connects to pedestrian circulation west and north of the building. (Source: National Park Service, 2019)

Fig 3.78. The "Portafloor" walkway intersects with the wood frame boundary of the playground.

Fig 3.79. Accessibility ramp provides access from the pedestrian sidewalk to one north entrance. This is the only ADA/ABAAS accessible entrance to the building.

Fig 3.80. Sidewalk segment is preserved behind protective curb stops.

Fig 3.81. .A small concrete segment with etched names and date is preserved within the sidewalk leading to the Vocational Agriculture Building.

Buildings and Structures

Buildings are elements constructed primarily for sheltering any form of human activity in a landscape, while structures are elements constructed for functional purposes other than sheltering human activity.

Historic Condition:

There are three buildings located on the Plains High School property—the Plains High School, Vocational Agriculture Building, and Bally Building. Plains High School and the Vocational Agriculture Building date to the period of significance and contribute to the significance of the property. The Bally Building, which was relocated to the property from another park in 1989, post-dates the period of significance and is non-contributing. Several other buildings that were present historically are not extant today—the original Plains School, Sheffield Stadium, canning plant, gymnasium, and temporary classrooms.

Few changes have been made to the exterior of either the school building (Figure 3.82 -3.87) or the Vocational Agriculture Building. Both the Plains High School and Vocational Agriculture Building retain integrity of location, design, materials, workmanship, association and feeling, and provide an essential connection to the historic use of the property. Although the parking area, walks, and contemporary plantings to the north of the school affect integrity of setting along with the Bally Building, which is sited just west of the historic Vocational Agricultural Building, overall integrity of setting is retained due to the ongoing presence and views of the adjacent historic residential neighborhood, churches, and the commercial district of Plains.

Plains High School

The first building to be constructed on the Plains High School property was the Plains School in 1900. This modest, small two-story wood-framed building faced North Bond Street to the northwest of the current Plains High School. By 1920, the student population had outgrown the building, and the citizens of Plains decided to issue a bond sale to fund construction of a new school building. The present-day school was completed in 1921 using bond funding. The earlier building was moved to the Johnson Home Industrial College, an African American training school in Archery in 1921.

The new building, also known as the Plains School, became known as Plains High School by the mid-1930s. Designed in the Classical Revival style, the brick school featured a two-story central block with one-story wings to either side. It was substantially larger than the original Plains School and relatively well appointment for the period with large light-filled classrooms, a sizable auditorium, good interior lighting, ventilation, and sanitary facilities. The building also served as a multi-purpose community building because of its large auditorium, which provided a non-denominational location for meetings, recitals, and programs. The building remained in use until the school closed in 1979.

Vocational Agriculture Building

The School Board built the Vocational Agriculture Building to the north of the existing Plains High School in 1942 near the ruins of the gymnasium. Constructed of concrete blocks made on the school grounds as part of the National Youth Administration (NYA), a New Deal program that provided jobs for rural youth, the Vocational Agriculture Building replaced use of the shed-roof addition to the Sheffield Stadium that burned in a fire in 1940. The Vocational Agriculture Building remained in use until the school closed in 1979.

Buildings No Longer Extant

The first Plains School was a private school built in 1900 and operated by Thomas W. Stewart Jr. It initially remained on the property until moved to Archery in 1921 and reestablished as part of the existing Johnson Home Industrial College.

1934 Gym

In 1933–1934, the School Board oversaw construction of a gymnasium at Plains High School. Funding for the gymnasium, which became known as Sheffield Stadium, came from a Reconstruction Finance Corporation loan of $1,000. Local community members helped to build the new structure and to raise funds to repay the loan. The gymnasium was built over an existing outdoor basketball court. The exterior was brick, painted green and white, and featured shingled

gables and a tin roof. After dedication of the stadium on February 14, 1934, it served as the home of the Plains High School Buffaloes. The school later added a lean-to structure to the building to accommodate vocational agriculture education. Sheffield Stadium caught fire in 1940 and burned to the ground. Julia Coleman oversaw installation of a Victory Garden atop the ruins of Sheffield Stadium circa 1942.

Canning Plant

Also built in 1934 west of the gymnasium was a one- story canning plant. The school department built the structure with the help of students. The plant supported vocational education as well as community canning needs. Although the fire that impacted Sheffield Stadium in 1940 spread to the cannery, the fire department managed to extinguish the flames before they engulfed the cannery. The structure remained in use until at least the end of 1949; the specific date and circumstances of its removal are not currently known.

1949 Gym

Using money raised by the local Lions Club, Y. T. Sheffield oversaw construction of a new gymnasium on the Plains High School property in 1949. The gymnasium remained in use until the school closed in 1979. The NPS removed the building in 1991 due to its poor condition (Figure 3.88-3.89).

Other buildings that served the school while it was open, but have since been removed, were temporary classrooms housed in trailers or other prefabricated buildings installed on the grounds circa 1966. The buildings provided classroom space when the high school building became overcrowded. The temporary classroom buildings appear to have been moved off the grounds following closure of the school in 1979.

Baseball field and backstop

A baseball field was first established at Plains High School on an adjacent privately-held parcel in 1943. The land associated with the field was later acquired for inclusion in the school property.

Following establishment of Jimmy Carter National Historic Site, the NPS reconstructed the field and added a new backstop between 1998 and 2000. The baseball field continues to serve the community.

Structures No Longer Extant

All other sports venues established for the students while the school was open—an outdoor basketball court established in 1928, track and field features established between 1928 and 1930, a handball court built circa 1930, and tennis courts added in the late 1930s—have been removed from the property.

Post-Historic and Existing Conditions:

Buildings

Plains High School, 1921 (LCS No. 091340) (HS-04).

The Plains High School is a Classical Revival building constructed in 1921. The two-story main portion of the building is rectangular in plan and is orientated east-west, as are the one-story hyphens connecting the two-story block to the two, one-story wings that run north-south. The east and west wings are rectangular in plan (Figure 85). An auditorium wing extends north from the main, two-story portion of the building. The two-story central block is topped by a hip roof clad with a standing-seam metal roof. The one-story wings have a gable roof obscured by brick parapets. These roofs are covered with a membrane. Through-wall scuppers and metal gutters are present at the lower roofs. The auditorium has a gable roof covered with standing-seam sheet metal.

The main elevation of the building faces south. The two-story center portion of the south elevation consists of three bays defined by engaged concrete Doric columns. Square engaged concrete columns are located at the corners of the central block. A Doric frieze lines the top of the two-story portion of the building. A pair of nine-light, three-panel wood doors with a six-light transom is centered on the south elevation. Fenestration also includes multi-light wood-framed

windows, grouped in pairs or threes on each elevation. A brick stair leads to the main entrance doors (Figure 3.90).

Vocational Agriculture Building (NPS Maintenance Building), 1942 (LCS No. 091341) (HS-02)
North of the high school building and east of the Bally Building is the Vocational Agriculture Building. The one-story building sits on a concrete foundation. The exterior concrete block walls are clad with plaster stucco (Figure 3.92). The gable roof is covered with diamond-shaped composite roof shingles. The gable ends of the building at the east and west elevations are clad with wood siding. Exposed wood eaves are present at the base of the gable roof. The building has metal gutters and downspouts along the north and south elevations. The Vocational Agriculture Building is now used for maintenance offices and storage for the park.

Bally Building, 1989
The Bally Building is located north of the school building, directly east of the Vocational Agriculture Building. It is used as museum storage space. The tall, one-story building is rectangular in plan. The temporary metal building sits on a concrete foundation, which is partially exposed above grade. A concrete ramp and landing lead to the entrance on the east side of the building. There is a single concrete step at the south side of the landing. A metal pipe handrail is present at the ramp. The ramp leads to the only door to the building, a metal two-panel door with padlock (Figure 3.93).

Structures

Identification Sign
Located on the west side of the school site, and south of the Loop Drive and parking lot entrance, a large brick identification sign is visible to pedestrian and vehicular traffic in both directions on North Bond Street (Figure 3.94). The sign has a brick base constructed in a running bond, with a concrete cap. The base supports one brick pier with a concrete cap which provides the support for the sign panel. The brown sign panel face has lettering and trim painted white. Both north and south faces of the panel read, “Museum & Visitor Center, Plains High School,” and in

smaller letters below, "Jimmy Carter National Historic Site, United States Department of the Interior." There are standard National Park Service arrowhead plaques located on both the north and south sides of the brick pier, for identification in both directions. The sign is in good condition and located in an open expanse of turf providing excellent visibility.

Maintenance Area Sheds

A variety of storage sheds are located within the maintenance yard. These structures serve as machinery storage, garages, and other functions of site maintenance.

Fences and Gates

The fences located in the project area are primarily chain-link and define the east and south boundaries and a section of the north boundary. The remainder of the north boundary is defined by vegetation associated with the St. Andrews property parcel. The boundary fences are 6 feet high and anchored with associated posts located 8 feet apart. There is a pedestrian gate associated with the south fence allowing access to the buildings and services adjacent to the Plains High School south boundary. Overall, the boundary fencing is in fair condition. Sections of the fence on the south boundary near North Bond Street are collapsing and in poor condition. Several fence segments are bent and unstable on the east boundary (Figure 95).

Gates associated with the fencing are located at the north boundary and are associated with the maintenance area. There is a chain-link gate at the entrance to the maintenance yard from Hospital Street and a chain-link gate extending from the northwest corner of the Vocational Agriculture Building to the north boundary fence. The gates are in good condition.

A wooden screen fence surrounding the maintenance yard was recently replaced with a black vinyl chain-link fence with dark colored wood slats attached to the chain link (Figure 96). The fence includes two gates, one at a location near the Vocational Agriculture Building and a 20-foot-wide, two-leaf fence on roller hardware at the south boundary of the maintenance yard.

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A wooden screen fence surrounding the maintenance yard was recently replaced with a black vinyl chain-link fence with dark colored wood slats attached to the chain link (Figure 3.96). The fence includes two gates, one at a location near the Vocational Agriculture Building and a 20-foot-wide, two-leaf fence on roller hardware at the south boundary of the maintenance yard.

Metal culvert with concrete apron spillway
This structure is located east of the north parking area and is part of the larger drainage system in place for the roads, parking, and site (Figure 3.98).

Corrugated metal and concrete pipe culverts. Corrugated metal pipe culverts have been installed in the landscape for the management of stormwater runoff. These features are particularly evident in the grass lawn between Plains High School and the Vocational Agriculture Building. Concrete pipe culverts associated with the drainage ditches are located on the north and west boundaries of the site.

Landscape Features:

Feature Name: Plains High School
Feature Contribution: Contributing
CRIS-HS Resource name: [enter text here]
CRIS-HS Resource ID: 091340

Feature Name: Vocational Agriculture Building
Feature Contribution: Contributing
CRIS-HS Resource name: [enter text here]
CRIS-HS Resource ID: 091341

Feature Name: Bally Building

Feature Contribution: Non-Contributing

Feature Name: Sheds

Feature Contribution: Non-Contributing

Feature Name: Identity sign

Feature Contribution: Non-Contributing

Feature Name: Screen fencing, maintenance area

Feature Contribution: Non-Contributing

Feature Name: Chain-link fencing, property boundary north and east

Feature Contribution: Non-Contributing

Feature Name: Corrugated metal pipe culverts

Feature Contribution: Non-Contributing

Feature Name: Chain-link fencing, maintenance area

Feature Contribution: Non-Contributing

Feature Name: Metal culvert

Feature Contribution: Non-Contributing

Fig 3.82. View of Plains High School circa 1921, illustrating the high degree of integrity exhibited by the building exterior. Note the earlier Plains School behind the high school in the 1921 photograph (JICA archives, #20161012_162324).

Fig 3.83. View of Plains High School circa 2016, illustrating the high degree of integrity exhibited by the building exterior (LSHLA, 2017).

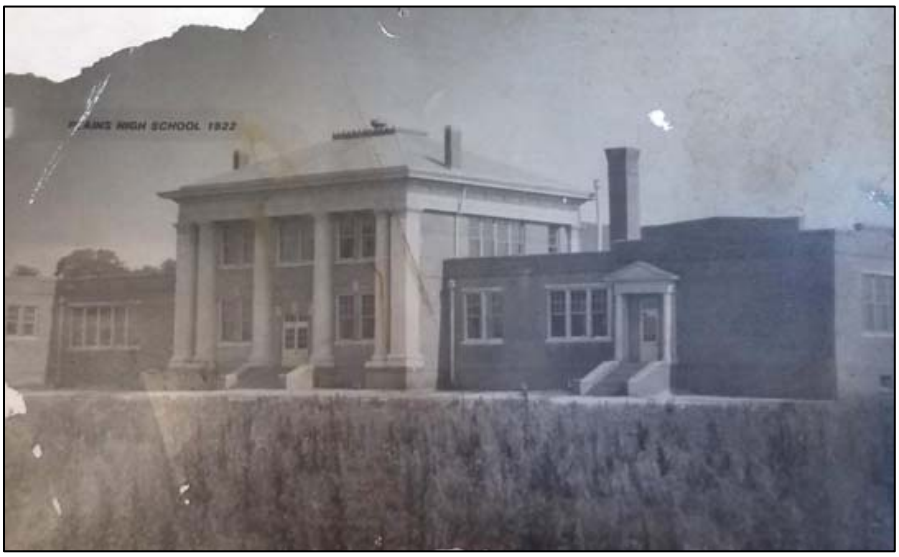

Fig 3.84. Among the changes made to the building exterior since the NPS acquisition include alteration of the raised parapet at the top of the hipped roof surrounding the vent pipe, historically crenelated, but now flat; the addition of a lightning rod; and changes to the original flared top of the brick chimney (JICA archives, #20161012_162934, 1922).

Fig 3.85. Among the changes made to the building exterior since the NPS acquisition include alteration of the raised parapet at the top of the hipped roof surrounding the vent pipe, historically crenelated, but now flat; the addition of a lightning rod; and changes to the original flared top of the brick chimney (LSHLA, 2017).

Fig 3.86 Another change that has occurred in association with the school building exterior is the addition of handrails at the entrance (JICA archives, #20161012_162501).

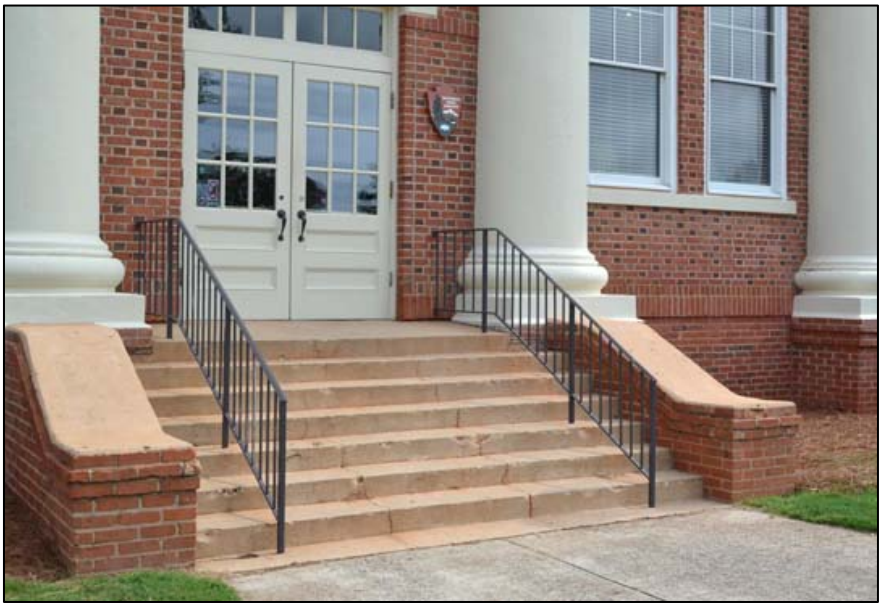

Fig 3.87. Another change that has occurred in association with the school building exterior is the addition of handrails at the entrance (LSHLA, 2017).

Fig 3.88. The school's second gymnasium, built in 1949, stood north of the school building (top). A small shed- roofed structure connected the gymnasium with the school (JICA archives, #20161012_162950, undated).

Fig 3.89. The NPS demolished the gymnasium in 1991 due to its poor condition. The area is now open and features turf grass and ornamental shrub plantings (LSHLA,

Fig 3.90. South elevation of Plains High School as seen from the Friendship Garden.

Fig 3.91. Plains High School as seen from the open landscape within the project boundary.

Fig 3.92. South elevation of the Vocational Agriculture Building.

Fig 3.93. South and east facades of the Bally Building, with ramped entry and railing.

Fig 3.94. Standard NPS brick identification sign is visible in both directions on North Bond Street.

Fig 3.95. A chain-link fence defines the south boundary of the site. Some sections of fencing along the south and east boundaries are in need of repair or replacement.

Fig 3.96. The new fence around the maintenance yard was installed in 2017, replacing the former wooden vertical board fencing.

Fig 3.97. Chain-link backstop associated with the baseball field.

Fig 3.98 . Stormwater culvert and concrete apron in the grass lawn between Plains High School and the Vocational Agriculture Building.

Views and Vistas

A views is the expansive and/or panoramic prospect of a broad range of vision that may be naturally occurring or deliberately contrived. A vista is a controlled prospect of a discrete, linear range of vision, which is deliberately contrived.

Historic Condition:

At the time Plains High School was constructed in 1921, the property along North Bond Street was entirely open and level, allowing for broad and expansive views between the commercial center of Plains and the stately facade of the new building. The entrance road into the school grounds from North Bond Street afforded views of the principal facade of the school from the south.

Aside from the addition of several athletic venues, which were all low to the ground, there were few landscape features to interfere with the expansive views across the property during the 1920s and early 1930s. In 1933–1934, the addition of two new buildings—a canning plant and

gymnasium— in the northern part of the property served to contain the space and establish new focal points from the school.

In 1935, Superintendent Julia Coleman developed a plan for improving the grounds of the school, with gardens to be planted between the school and North Bond Street to the west. The trees and shrubs planted in these gardens and along the foundation of the building established focal points that softened the character of the grounds and provided shady enclaves within the formerly open expanses of grassy meadow. The plantings added southwest of the building, while initially low-growing, eventually grew up to partially obscure views of the school building from the south.

Existing Conditions

Views of principal school facade remains partially blocked in 2018 due to the maturation of trees in the Front Garden and the Friendship Garden. The Loop Drive, which leads into the school property from North Bond Street continues to allow for views of the facade from the southwest, although these are always at an angle.

While the landscape to the south of the school otherwise remains open, allowing for views from the school in this direction, incompatible development along the southeastern property line diminishes the integrity of this view. Pecan trees along the eastern boundary fence, present since the 1940s, help to screen views of the adjacent peanut processing plant. Prior to the planting of these trees and the establishment of the peanut processing plant, the view to the east from the property was of open agricultural fields.

Views to the north continue to feature historic buildings such as St. Andrews Lutheran Church and the residential neighborhood along North Bond Street. The commercial area of Plains remains visible from the western edge of the property along the road, helping to convey the important relationship between the school and the town.

The Bally Building located west of the Vocational Agricultural Building constitutes a change to the historic viewshed in this direction from the school.

A vista is created at the south access to Plains High School due to the mature tree plantings on either side. The focused vista provides visitors a direct visual connection to the south facade and main entrance to the building (Figure 3.100). There are views from the open grass lawn near the baseball field to the south facade of Plains High School. Crape myrtle trees partially obstruct this view. The view to the school becomes more expansive north and east of the baseball field (Figure 3.101).

Fig 3.99. Mature tree vegetation creates a vista from the south entrance to the school building.

Fig 3.100. Views to Plains High School from the baseball field are partially obstructed by the row of crapemyrtles.

Fig 3.101. Views south from the landscape are unobstructed.

Small-Scale Features

Small-scale features are elements that provide detail and diversity for both functional needs and aesthetic concerns in the landscape.

Historic Condition:

During the years that Plains High School was in operation (1921–1979), the school property featured numerous small-scale features relating primarily to athletics and recreation, site furnishings, and garden areas. Historic photographs illustrate several of the playground, garden, and site furnishing features. Few historic photographs have been located of athletic venues such as the track, volleyball court, basketball court, softball field, tennis courts, and original baseball field.

Photographs exist of the playground equipment associated with the first Plains School, swings added by members of the FFA to Plains High School in the 1930s, and Julialand, a play area added in 1949 to honor Julia Coleman on the occasion of her first retirement. Julialand featured metal slides, swings, seesaws, and a castle tower.

Site furnishings that appear in historic photographs are concrete benches, concrete posts, a flagstaff, bird houses, a bird bath, urns, rock edging, and yard hydrants. These features appear in front of the school, along the Loop Drive, and within Baby Row, the Front Garden, and the Friendship Garden. The bird houses, bird bath, and concrete posts are known to have been fashioned by students and members of the FFA and placed along the Loop Drive and the sand paths extending around the sides of the school building between 1936 and 1939. The students gave the concrete posts a fresh coat of whitewash on Garden Day each year while Julia Coleman was involved with the school.

The flagstaff was an important part of the daily activities of the school students. It was used for the morning pledge of allegiance and other ceremonies. During World War II, the flagstaff became the focus of patriotic speeches. A base was added to the flagstaff in the 1950s.

During the 1940s, a pair of concrete benches historically offered a place to sit in the Friendship Garden. There was also a light over the entrance into the school building, while the entrance stair was flanked by a pair of concrete planter urns.

In 1949, students erected a monument to Julia L. Coleman on the occasion of her retirement as superintendent. Coleman later returned to teach at the school, retiring for a second time in 1958. The monument was updated to reflect her second retirement with the addition of an inscription that reads "In honor of Julia L. Coleman / Teacher from 1908 to 1958."

Post-Historic and Existing Conditions:

Numerous small-scale features are located in the landscape of Plains High School. Many were installed in association with the rehabilitation of the school and its new function as the Jimmy Carter National Historic Site Museum and Visitor Center.

Flagstaff / Base, circa 1921 (LCS No. 091343) (HS-04)

The existing flagstaff/base is located between the south parking lot and a row of crape myrtles adjacent to the Front Garden (Figure 94). The structure is a 30-foot-high metal telescoping flagpole on a stepped concrete base. The stepped base measures 4-feet square by 2-feet high. The pole is painted silver and the base is white. The base is constructed with brick with a painted parge coating. The flagstaff/base is in good condition.

Julia L. Coleman Monument, circa 1949 (LCS No. 091342) (HS-03)

The small marble monument is located within the landscape west of the Plains High School building. It is encircled by eight hexagonal concrete pavers placed flush in the landscape. Some of the octagonal pavers are in fair to poor condition and are cracked or broken. Surrounding plantings include six arborvitae in a circular arrangement, two crabapple (Malus angustifolia), one mature deodar cedar, elms, dogwood, and pecan.

The monument has a square base and rectangular shaft with a bronze medallion lying flat on top of the shaft. The monument is 3 feet high from the ground to the top, with a 2-foot square base.

The shaft is 1 foot 2 inches square and 2 feet 10 inches high. The front of the shaft is inscribed, In Honor of Julia L. Coleman/Teacher from 1908 to 1958. The round bronze medallion on top of the shaft is inscribed in raised lettering, Years are but moments of eternity, with an eagle, hourglass, and roman numerals. The monument is in good condition (Figure 3.103).

Benches

The site contains three benches of various style and materials. A single bench is set within the Front Garden under the edge of the tree canopy. It currently faces south toward the baseball field and the open grass lawn (Figure 3.105). The bench is constructed of recycled plastic slats that form the seat and back of the bench. Metal supports painted black form the arm rests and base of the bench. The bench is in good condition and can be moved to other areas of the site or within the confines of the picnic area. A second bench is located under a large cedar tree in the Friendship Garden. The granite bench is 14 inches high and cannot be moved with ease. The bench is in good condition (Figure 3.106). A third bench is located within the playground. The single bench seat with no back is constructed of recycled plastic. Metal supports painted black are bolted to the bench. This bench can be moved to various parts of the playground area and is in good condition.

Trash Receptacles

Four trash receptacles are located north of Plains High School associated with the pedestrian circulation system. Two of the receptacles are constructed with an exposed aggregate base and brown metal top. They are placed on either side of the sidewalk where it intersects with the accessibility ramp (Figure 3.107). Additional matching trash receptacles are set in the concrete sidewalk adjacent to a low brick planter wall. They are constructed of plastic and metal, designed as a square column with a grey and brown base, and a grey top open on all four sides (Figure 3.108). A single trash receptacle is located adjacent to the playground. It is a grey plastic container with a rounded top, placed within a frame of bolted wooden slats. Trash receptacles on the site are in good condition.

Picnic Tables

The Front Garden contains six picnic tables. The trees create an outdoor room with bountiful shade for visitor comfort and convenience (Figure 3.108). Three of the picnic tables are constructed of wood seats and tabletops with metal tube supports. Three additional tables are constructed of recycled plastic seats and tabletops with metal tube supports. There are two plastic cigarette receptacles set at either side of the picnic space.

There are single picnic tables provided at the south entrance to the Vocational Agriculture Building and adjacent to the playground. These two tables are constructed of recycled plastic with metal tube supports. The picnic tables are in fair to good condition. The wood members of the picnic tables show signs of some splintering and cracking and are in fair to good condition.

Concrete Posts

Approximately 83 whitewashed concrete posts are adjacent to both edges of the Loop Drive and parallel to the west facade of Plains High School (Figure 3.109). The posts are 3 inches square, 19 inches high, and spaced at regular intervals. They are in poor to good condition. Some posts are threatened by tree roots and trunks growing around them, causing leaning, cracking and deterioration of the concrete (Figure 3.110). Most of the extant posts are replacements for similar posts installed between 1936 and 1939. There are two likely original posts (1936-1939) on the northeast corner of the east wing, nestled within two plantings.

Wooden Bollards

Wooden bollards are set at various intervals along the property boundary of St. Andrews Lutheran Church, adjacent to the north entrance road to Plains High School. These bollards are in fair condition.

Site Lighting

There are contemporary site lighting features within the landscape associated with pedestrian circulation, parking, and entrances to the building. The fixtures are composed of glass globes attached to a metal pole painted black. The lighting fixtures are in good condition.

Curb Stops

Concrete curb stops are provided for all parking spaces at the south entrance to the school building. The curbs protect the edge integrity of the asphalt and prevent intrusion of cars into the pedestrian sidewalk. The curb stops are in good condition.

Playground Equipment

The playground provides two pieces of equipment, a metal tube swing set with two swings and a metal tube seesaw with two seats. The equipment is in good condition (Figure 3.110).

Mailbox

There is a small mailbox in the Friendship Garden across the loop road from the school building. The mailbox is a black metal post box attached to a wooden post, buried directly into the ground. This feature is in good condition.

Informational Signs

Two vertical information signs are located in the vicinity of the south and north entrances of the school (Figure 105). The signs are composed of metal-framed exhibit cases with plexiglass covering mounted on wooden posts. Information is displayed and updated based on upcoming events or other park notifications. The informational signs are in good condition.

Interpretive Signs

Four interpretive wayside signs are located within the landscape. The low profile signs are constructed of fiberglass panels supported by gray metal framing. They include the audio connection instructions for additional interpretation. Two of the signs interpret Plains High School, including the history and evolution of the school and its rehabilitation. One is located adjacent to the south entrance sidewalk and the other to the north parking area and pedestrian sidewalk. The interpretive waysides are in good condition (Figure 3.111-3.112).

A wayside exhibit is set within the east edge of the Friendship Garden, adjacent to the loop road. This wayside exhibit interprets the garden and the evolution of the landscape work by Julia L. Coleman (Figure 3.113).

An additional wayside is strategically set in the intersection of the south pedestrian sidewalk and the Loop Drive and parking lot. This wayside exhibit provides interpretation for Baby Row (Figure 3.114). It contains the commemorative history of the area and community and student involvement in the development of the garden. The interpretive wayside is in good condition.

Traffic Regulation Signs

There are numerous traffic regulation signs associated with the Plains High School site. There are standard stop signs, parking signs, and instructions for accessing standard vehicular and bus and recreational vehicle parking.

Movable Features

Many small-scale features present on the site are movable to accommodate recreational events. These features include a bike rack, spectator bleachers, recycling bins, soccer goals, and long wooden benches. These benches provide baseball players with team benches.

Utilities

Plains High School has been in continual use as a public facility for nearly a century, during which time numerous underground utility lines and structures have accumulated across the site, primarily around the high school and the area to its north. These include sanitary and storm sewers; underground water, electric, irrigation, and telecommunications lines; hydrants; and manholes and sanitary cleanouts. Larger structures include a 1966 septic system with a tank and an 85-foot by 30-foot drain field installed with portable classrooms northeast of the high school building, and a 2002 stormwater drainage system for the building that includes a 25-foot by 84-foot drain field north of the building's east wing. A fiber-optic cable was installed through the rear lawn, in between the parking lot and the building.

Landscape Features:

Feature Name: Flagstaff

Feature Contribution: Contributing

CRIS-HS Resource name: [enter text here]

CRIS-HS Resource ID: 091343

Feature Name: Two original concrete posts

Feature Contribution: Contributing

Feature Name: Julia L. Coleman monument

Feature Contribution: Contributing

CRIS-HS Resource name: [enter text here]

CRIS-HS Resource ID: 091342

Feature Name: Reproduction concrete posts

Feature Contribution: Non-Contributing

Feature Name: Granite bench

Feature Contribution: Non-Contributing

Feature Name: Vehicular signs

Feature Contribution: Non-Contributing

Feature Name: Informational signs

Feature Contribution: Non-Contributing

Feature Name: Wayside exhibits (interpretive signage)

Feature Contribution: Non-Contributing

Feature Name: Wooden bollards

Feature Contribution: Non-Contributing

Feature Name: Trash receptacles

Feature Contribution: Non-Contributing

Feature Name: Wooden benches with backs and metal arms

Feature Contribution: Non-Contributing

Feature Name: Wooden benches without backs

Feature Contribution: Non-Contributing

Feature Name: Picnic tables

Feature Contribution: Non-Contributing

Feature Name: Recycling bins

Feature Contribution: Non-Contributing

Feature Name: Lighting

Feature Contribution: Non-Contributing

Feature Name: Bicycle racks

Feature Contribution: Non-Contributing

Feature Name: Repositionable sports goals

Feature Contribution: Non-Contributing

Feature Name: Repositionable metal bleachers

Feature Contribution: Non-Contributing

Feature Name: Playground equipment

Feature Contribution: Non-Contributing

Fig 3.102 . The flagstaff / base is located adjacent to the south parking area. It is framed by a line of crape myrtle trees.

Fig 3.103. Hexagonal pavers were placed in the landscape around the monument.

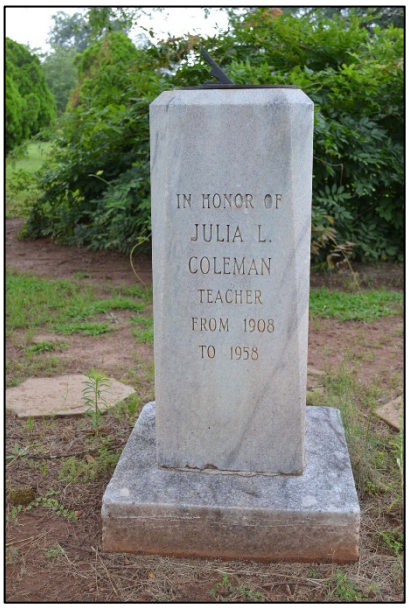

Fig 3.103. The marble monument is inscribed In Honor of Julia L. Coleman / Teacher from 1908 to1958.

Fig 3.104 The bench is an additional amenity in the Front Garden picnic space.

Fig 3.104. The granite bench provides seating in the deep shade of the Friendship Garden.

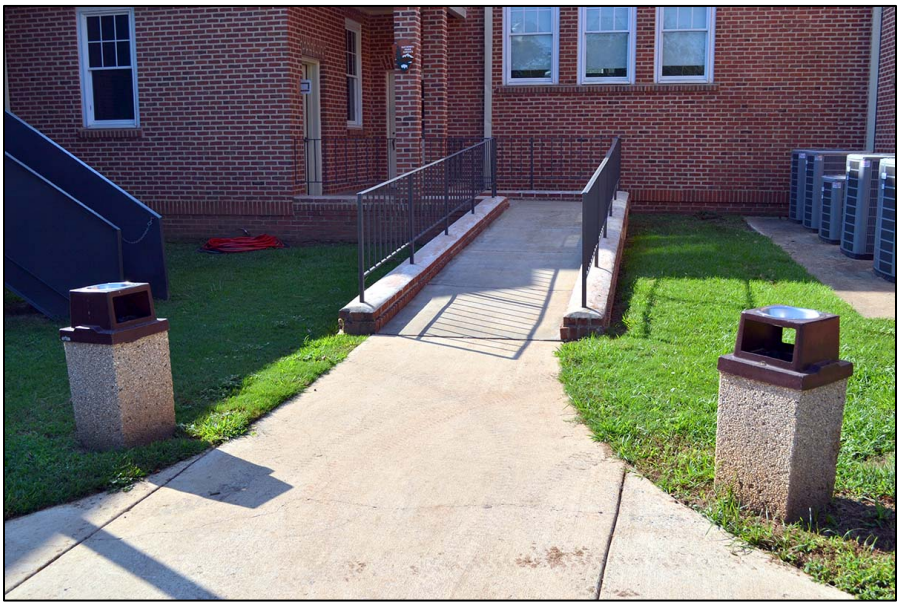

Fig 3.105. Pair of trash receptacles near the accessibility ramp.

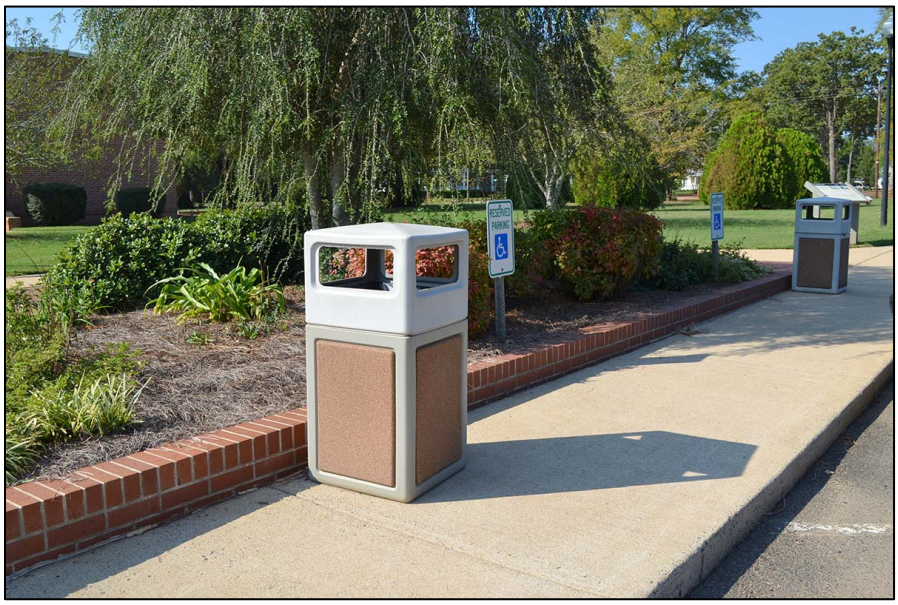

Fig 3.106. Pair of trash receptacles located along the pedestrian sidewalk adjacent to the north parking area.

Fig 3.107. Picnic tables are provided in the shade of the Front Garden.

Fig 3.108. Most of the concrete posts are in fair to good condition.

Fig 3.109. A few concrete posts are overtaken by adjacent tree growth and are in poor condition.

Fig 3.110. The playground offers two pieces of play equipment, a swing set and a seesaw.

Fig 3.111. This signage is designed with an exhibit frame that opens for ease of updating park events and interpretive programs.

Fig 3.112. A wayside exhibit for Plains High School is located north and south of the school.

Fig 3.113. A wayside exhibit interprets the Friendship Garden and the contributions of Julia L. Coleman, her students, and the community.

Fig 3.114. Wayside exhibit interprets Baby Row and the history of the landscape design. (Source: National Park Service, 2019)

Archeological Sites

Archeological sites are the locations of ruins, traces, or deposited artifacts in the landscape and are evidenced by the presence of either surface or subsurface features. Only sites identified in approved National Register documentation are identified in this report.

Post-Historic and Existing Conditions:

Resources identified during archeological investigations

Parts of the Plains High School site have been subjected to varying degrees of archeological study during four investigations conducted by NPS staff from the Southeast Archeological Center (SEAC) for National Historic Preservation Act Section 106 compliance as part of park improvement projects. These include a 1995 survey of a 2.3-acre area west and north of the school associated with landscaping improvements and new parking areas; a 2007 investigation of a 0.9-acre area of the site for rehabilitation of the Vocational Agricultural Building, which also included some grading of adjacent terrain; 2010 archeological monitoring of the installation of 370 feet of utility lines for a greenhouse in the school's maintenance yard; and ground penetrating radar (GPR) and magnetic gradiometer (Mag) surveys conducted across 1.3 acres south of the school in

2014 during training related to a landscape preservation project at the Clark House. Besides the training project, GPR was employed during the 2007 investigation, which covered an area between the Vocational Agricultural Building and the school. The 1995 and 2007 projects also included subsurface components (i.e., archeological excavations). The 2010 monitoring included no additional archeological work beyond the monitoring activities (Figure 110).

[NPS – We anticipate that this paragraph will be redacted for any final copies of the report that will be made public.] None of the studies identified any archeological sites that would be directly affected by the park improvement projects for which the investigations were conducted. However, the 2007 and 2014 remote sensing (i.e., GPR and Mag) investigations revealed the presence of seven underground anomalies that correspond with buried features, six of which may be archeological features with the potential to yield new information about the Plains High School site. These include a portion of the early twentieth-century east-west road south of the high school; part of the road formerly south of the Vocational Agricultural Building that was removed during the parking lot improvements in the 1990s; a pair of unknown anomalies (possible buried filled pits) along the road just west of the maintenance yard; a buried compact surface north of the school's east wing that could be related to any number of structures, such as the 1960s portable classrooms, a 2002 drain system for the high school building, play areas, or sports courts; and a possible cellar in the southwest corner of the park property. The latter feature has a particularly high potential for yielding new information, since, if it is a cellar, it would be related to an undocumented building. The final anomaly identified during the remote sensing surveys is a deposit of fill in the demolished foundation of the 1949–1991 gymnasium, which does not have potential to contribute new information about the history of Plains High School.

Additional archeological resources that may be present at Plains High School. Unidentified archeological resources may be present at Plains High School. These include precontact period sites; although the high school is not in a location that is particularly sensitive for precontact sites, they may, nonetheless, be extant. The Archaic Period (the Middle to early Late Holocene [7,000 to 650 BCE]), when sites were not as clustered in valley floors along large rivers as they were at other times, is the most likely precontact period to be represented.

Potential historical period underground resources comprise remains related to demolished or abandoned structures and features, including deposits related to the early twentieth-century Plains School; and features associated with the canning plant, the circa 1934 Vocational Agricultural Building, and Sheffield Stadium and its antecedent basketball courts. Intact buried portions of walkways, driveways, and parking areas can potentially provide information concerning their locations, dimensions, construction characteristics, and pavement types.

Likewise, surfaces related to historical play areas and athletic fields may now be covered with turf, but could yield information concerning the appearances, sizes, and other characteristics of these features. Finally, edges of gardens may be discernable beneath the topsoil, and recovery of floral materials could provide information concerning the species of plants grown in them.

Chapter 9: Condition Assessment

Assessment Interval:

6

Condition

Condition:

Fair

Condition Date:

1/07/2022

Primary Inspector Name:

Profession/Credentials:

[

Narrative:

The Plains High School cultural landscape has under gone changes that have altered the historic appearance of the site including the addition of new circulation patterns, the addition of the Bally Building, the new playground, and small-scale features. Those these additions have altered the character of the site, the continued presence of the Plains High School, Vocational Building, and designed landscapes evoke the historic use and character of the site. The overall landscape maintains the seven aspects of integrity allowing the site to be in "fair" condition. A cultural landscape report was completed in 2019 addressing these alterations and providing guidelines on the continued use and maintenance of the landscape, which could allow the landscape to be in "good" condition.

Impacts

Seq. No.	Type	Impact Type – Other	Internal Source?	External Source?	Narrative	Date Identified
1	Associative Change		Yes	No	1000 Char.	1/07/2022

2	Removal/Replacement		Yes	No		1/07/2022
3	Pruning Practices		Yes	No		1/07/2022

Chapter 10: Treatment

Stabilization Measures

Stabilization Measure Narrative (R)	Stabilization Cost (R)	Stabilization Cost Date (R)	Estimate Level (R)	Cost Estimator (R)	Cost Narrative

Approved Treatments

Type	Com-pleted	Approved Treatment Doc.	Doc Date	Narrative	Approved Treatment Cost	Cost Date	Estimate Level	Estimat or	Cost Narrative
1		Plains High School Cultural Landscape Report	2019						

Chapter 11: Bibliography and Supplemental Information

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		"Biography: James Earl "Jimmy" Carter, Jr.,"	2019	American Experience	accessed September 12, 2019, http://www.pbs.org/wgbh/american	Film			

					experience/films/carter/#cast_and_crew.				
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	Blitz, John H., and Karl G. Lorenz.	"The Early Mississippian Frontier in the Lower Chattahoochee-Apalachicola River Valley."	2002	Southeastern Archaeology 21, no.2 (2002):117–135.					
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Supplemental Information

Seq. No.	Supplemental Information Title	Supplemental Information Narrative

Appendix

Landscape Features

Seq. No.	Feature Name	Feature Contri-bution	CLI Feature ID	Latitude	Longitude	CRIS-HS Resource Name	CRIS-HS Resource ID	FMSS Record Type	FMSS Record Number	FMSS Exact Match?	CRIS-AR ID
	Natural Systems and Features										
	Spatial Organization										
	Land Use										
	Vegetation										
	The Front Garden	Contributing									
	The Friendship Garden	Contributing									
	Baby Row	Contributing									
	Circulation										
	The Loop Drive and Parking Lot	Contributing									
	Senior sidewalk along the Loop Drive	Contributing									
	Sidewalk with etched names near the	Contributing									

	Vocational Agriculture Building										
	Parking area south of Plains High School	Non-contributing									
	Access road and parking area north of Plains High School	Non-contributing									
	Maintenance area parking	Non-contributing									
	ABAAS ramp, north facade of Plains High School	Non-contributing									
	Concrete and brick walks	Non-contributing									
	Portafloor path to playground	Non-contributing									
	Buildings and Structures										
	Plains High School	Contributing					091340				

	Bally Building	Non-contributing									
	Vocational Agriculture Building	Contributing					091341				
	Sheds	Non-contributing									
	Identity sign	Non-contributing									
	Screen fencing, maintenance area	Non-contributing									
	Chain-link fencing, property boundary north and east	Non-contributing									
	Baseball field	Non-contributing									
	Corrugated metal pipe culverts	Non-contributing									

	Chain-link fencing, maintenance area	Non-contributing									
	Metal culvert	Non-contributing									
	Views and Vistas										
	Small-Scale Features										
	Flagstaff	Contributing					091343				
	Two original concrete posts	Contributing									
	Julia L. Coleman monument	Contributing					091342				
	Reproduction concrete posts	Non-contributing									
	Granite bench	Non-contributing									
	Vehicular signs	Non-contributing									

	Informational signs	Non-contributing									
	Wayside exhibits (interpretive signage)	Non-contributing									
	Wooden bollards	Non-contributing									
	Trash receptacles	Non-contributing									
	Wooden benches with backs and metal arms	Non-contributing									
	Wooden benches without backs	Non-contributing									
	Picnic tables	Non-contributing									
	Recycling bins	Non-contributing									

	Lighting	Non-contributing									
	Bicycle racks	Non-contributing									
	Repositionable sports goals	Non-contributing									
	Repositionable metal bleachers	Non-contributing									
	Playground equipment	Non-contributing									
	Archeological Sites										