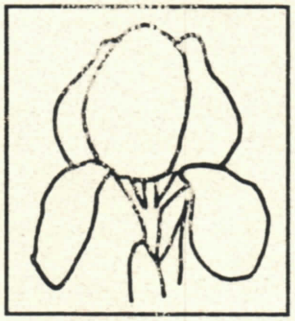
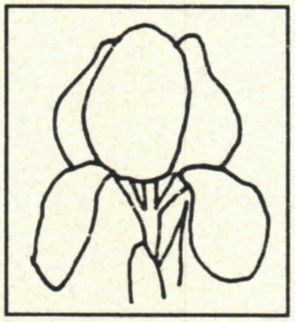
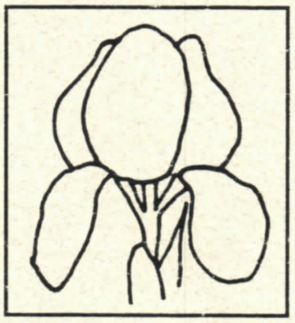
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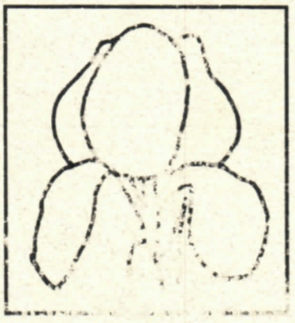


Jimmy Carter National Historic Site

Plains High School

Cultural Landscape Study and Management Plan

March 1992



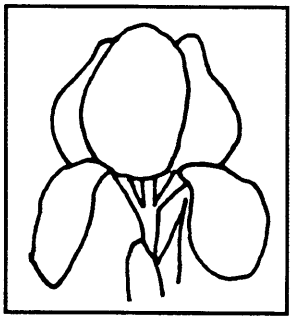
Jimmy Carter National Historic Site

Plains High School

Cultural Landscape Study and Management Plan

Prepared by:
The Southeast Regional Office, National Park Service,
and Lisa Whitcomb, University of Georgia,
Landscape Architecture Department

March 1992



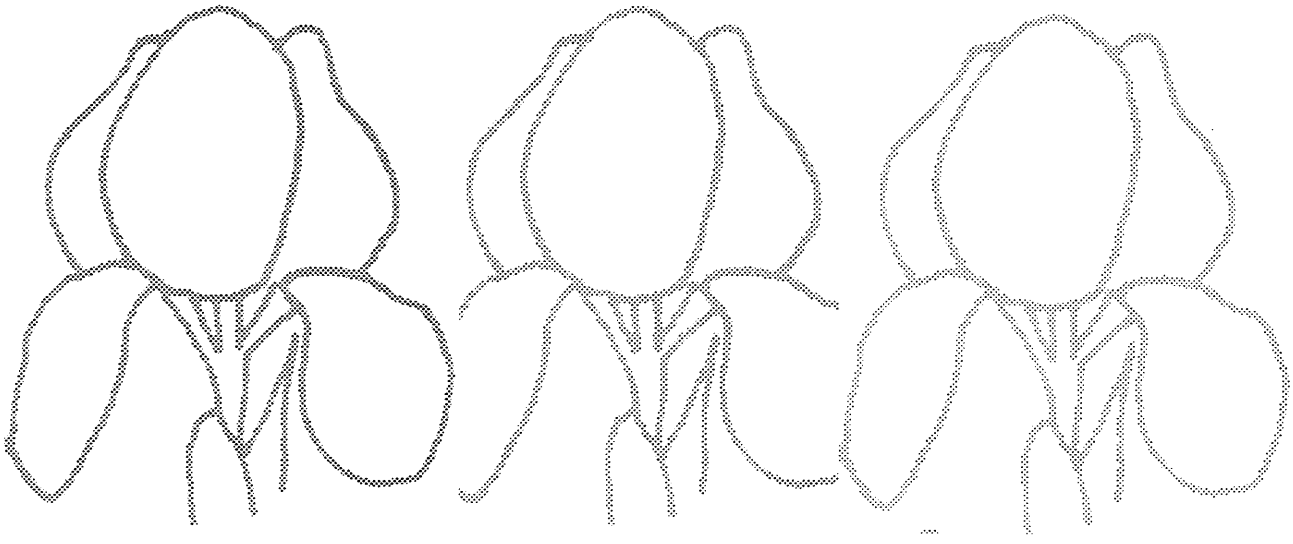
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Foreword

Lisa Whitcomb, a landscape architecture student at the University of Georgia, was completing an internship with the Planning, Design, and Compliance Division of the Southeast Regional Office (SERO) when she began working on the "Cultural Landscape Study and Management Plan" for the Plains High School site. Ms. Whitcomb completed the project to fulfill her Bachelors of Landscape Architecture Degree.

Both the National Park Service and the University assisted Ms. Whitcomb with this project. SERO Landscape Architect Patricia Trap coordinated the project and helped prepare the final document. SERO Regional Historian Len Brown directed the research and wrote the History section. Advising her from the University of Georgia were Professors Ian Firth and Bill Ramsey of the Landscape Architecture Department. Mr. Firth has completed previous cultural landscape studies for the National Park Service.

An additional note:
During the historic time period, students planted white flag lilies on the school grounds and even used them to form the school initials: "P-H-S". Pictures and poems honoring the beauty of the flower were seen in scrapbooks that were researched for this project. This flower has been used throughout this document as a symbol of the care and attention given to the landscape by the students of the school and the community of Plains.





Chapter I: The Historic Landscape

Introduction



Background

The Plains High School is part of the Jimmy Carter National Historic Site which was established by Congress in December 1987. Attended by Jimmy and Rosalynn Carter, the significance and integrity of the school building has been studied, documented, and its restoration begun while the historic importance of the surrounding landscape was initially ignored. The landscape has several historically significant features that relate directly to the park's legislative mandate to:

- preserve the key sites and structures associated with Jimmy Carter during his life span,

- provide for the interpretation of the life and presidency of Jimmy Carter,

- present the history of a small, rural southern town.

At the Superintendent's request, the "Plains High School Cultural Landscape Study and Management Plan" was prepared to preserve the historic integrity of the landscape. The document serves several objectives:

- **to study and document the significance and integrity of the landscape**

- **to adapt the site for future use as a visitor and community center as called for in the General Managment Plan (Review Draft, 1992).**

- **to provide a management plan to preserve, restore, or rehabilitate significant resources and guide future development of the site.**

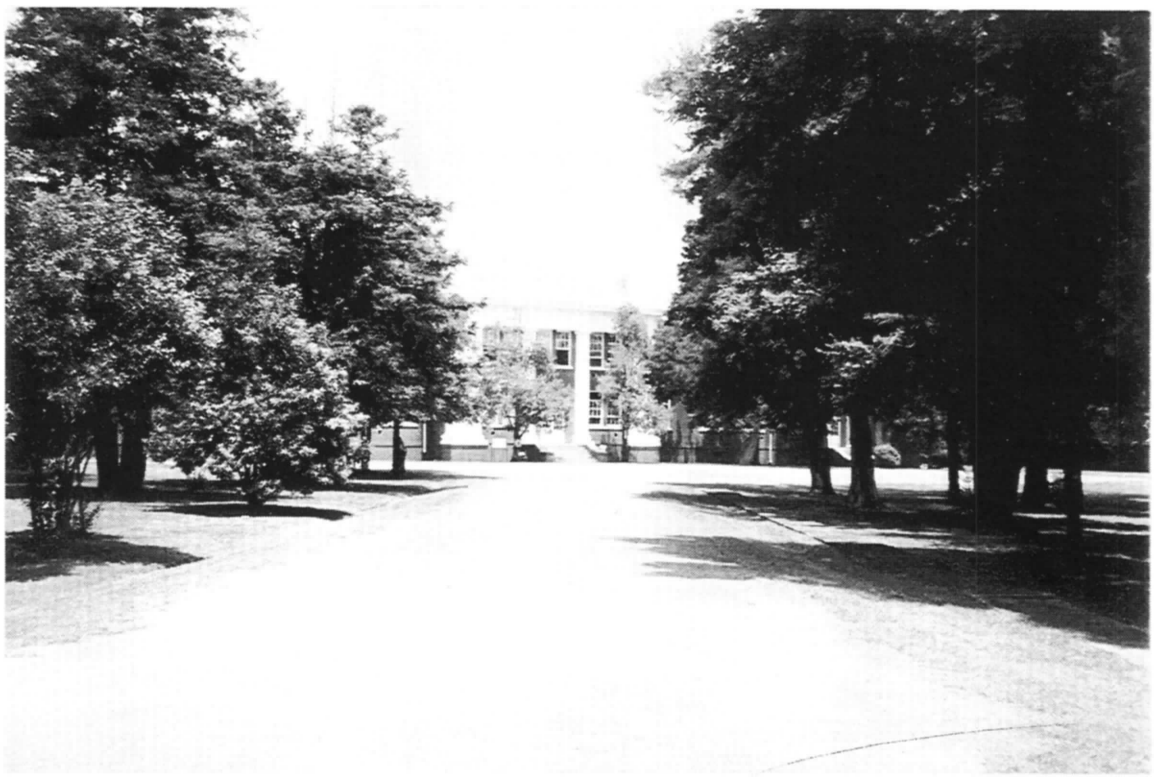
The document is presented in three chapters and contains both a cultural landscape study and management plan for the historic landscape of Plains High School in Plains, Georgia. Chapter 1 documents the significance of the historic landscape through an inventory of existing conditions, description of historic conditions, and analysis of the significance and integrity of the landscape. The procedure used to establish significance of the landscape was adapted from the process developed for historic structures. At the time this study was completed, NPS standards for historic landscapes had not been formalized.

Chapter II presents three alternative plans for the site. The alternatives were developed using the Secretary of the Interior's Standards for Historic Preservation, are based on the cultural landscape study, and address appropriate future uses of the site.

The management plan in Chapter III includes a site plan and managment guidelines. The best features from each alternative were compiled to form the plan. The criteria used to select these features were based on:

- accommodating future use with minimal impact to the resource and,

- restoring historic conditions only if it is necessary for the visitor's understanding of the significance of the resource.



Plains High School

Existing Conditions

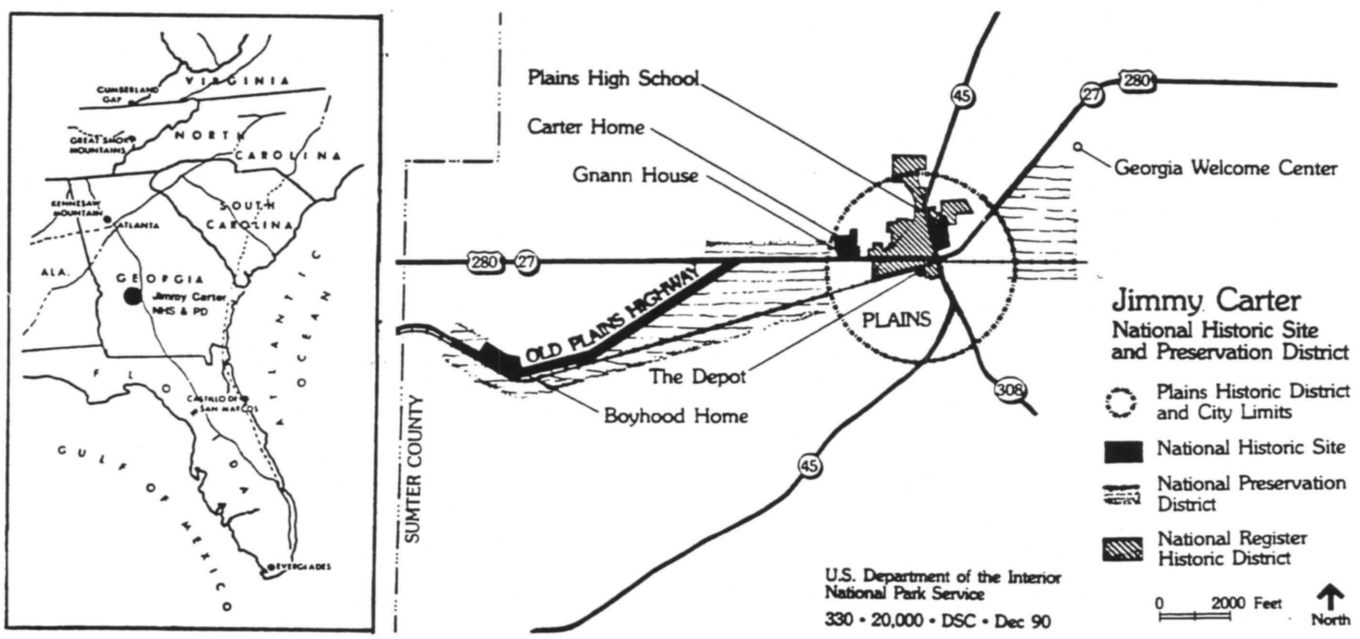
Setting

The town of Plains is located in Sumter County, Georgia, 10 miles from Americus and about a three and a half hour drive south of Atlanta. The surrounding landscape is mostly under cultivation. Groves of pecan trees are the easiest crop to recognize from the road. The roads have been paved and more industry has developed along the edges, but the town still retains the small town charm and atmosphere of earlier days when Jimmy and Rosalynn Carter were growing up.

Surrounding Land Use

The high school is located along North Bond Street. When passing by on the street, the building is clearly visible. The classical architecture of the two story structure is impressive. The school site is flat, with zero to two percent slopes, making the building that much more visibly prominent.

Hospital and North Bond streets are tree lined and contain several historic homes. One historic house



Location Map

and a storage area for the peanut industry in town exists along the eastern side of the school property. Orange colored carts, used to transport the peanuts from the fields, and other equipment are visible from the school. The southern boundary is adjacent to two single story buildings and another residence. One of the buildings is a locally owned convenience store called the Peanut Gallery and the other is the Kuntry Korner, a small restaurant. Both structures are also visible from the school. The residence is surrounded by vegetation and is screened from view.

The Site

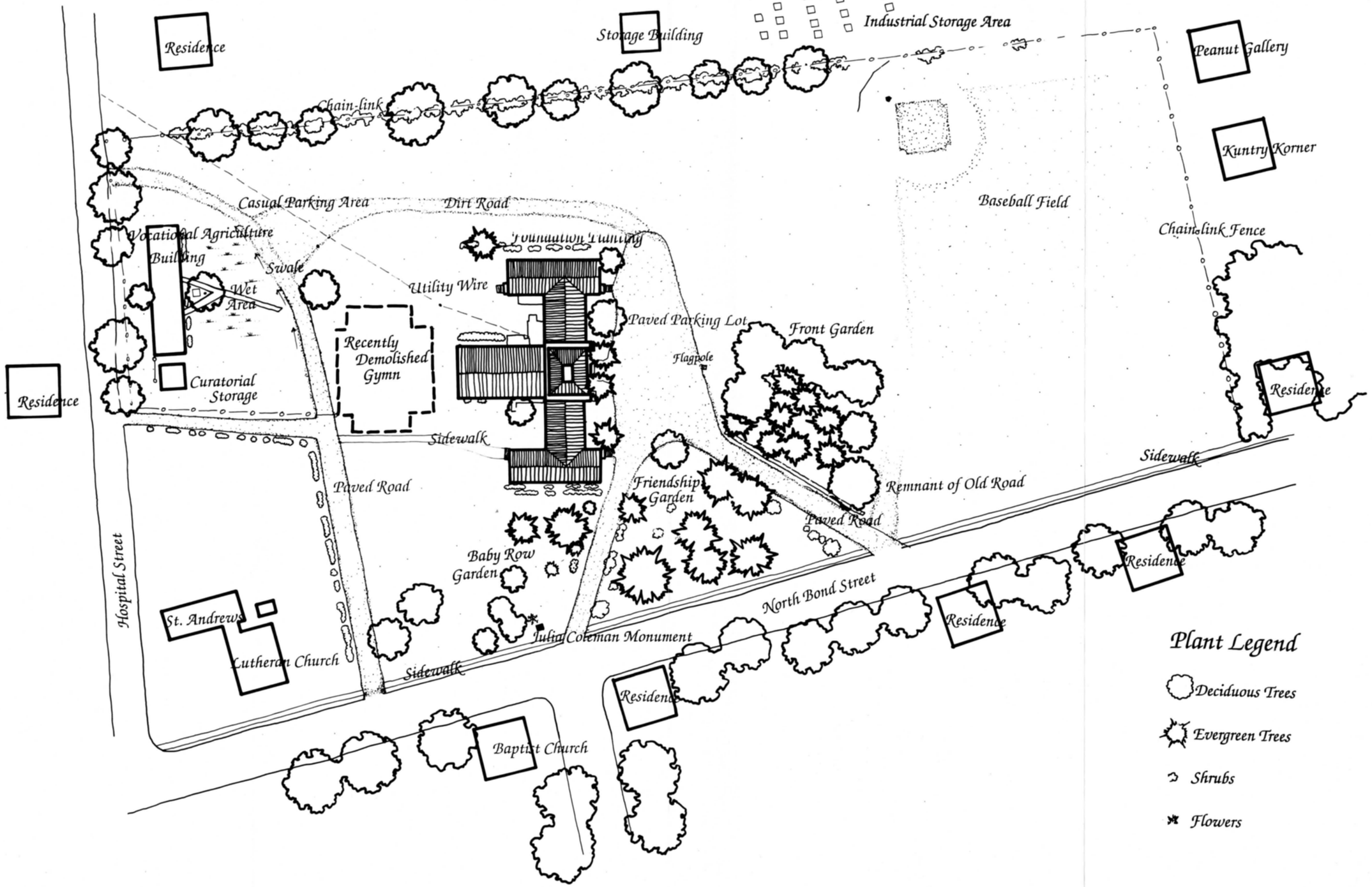
A chain-link fence defines the property boundary to the south, east, and north where it cuts into the landscape near St. Andrews Lutheran Church. Shrubs and tree seedlings have become established up against the fence along the eastern boundary. Most of these plants are not on park property but their size indicates they could threaten historically important off site views.

The southern half of the property has traditionally been used for athletics and is also where the famous government-press softball games took place in 1976 prior to Carter's election.

Close to the school's entrance is a stand of trees which has been termed the "Front Garden" for the purpose of this study. Evergreen trees comprise most of the garden, but there are also a few deciduous ones. The trees cast a very dense shade so grass barely grows beneath them. There is evidence that cedars, mimosa trees, and other invasive plants regularly sprout up in this area.

Front Garden





Existing Conditions

Jimmy Carter National Historic Site

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Plant Legend

1. Arborvitae(shrub)
2. Arborvitae(tree)
3. Deodar Cedar
4. Cunninghamia
5. Eastern Red Cedar
6. Elm
7. Pecan
8. Sycamore
9. Water Oak
10. Dogwood
11. Needle Palm
12. Wisteria
13. Eleagnus
14. Abelia
15. Wax Leaf Ligustrum
16. Amure Privet
17. Nandina
18. Photinia
19. Cherry Laurel
20. Vanhoutte Spirea
21. Baby's Breath Spirea
22. Hackberry
23. Winter Jasmine
24. Winter Honeysuckle
25. Forsythia
26. Crepe Myrtle
27. Azaleas
28. Red Oak

Note: This list provides common plant names. For Scientific plant names, see Appendix B.

Plant Symbol Legend

- Deciduous Trees
- Evergreen Trees
- Individual Shrubs & Tree Seedlings
- Massed Shrubs & Tree Seedlings

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EXISTING VEGETATION

Two driveways cut into the site from North Bond Street and become a parking lot in front of the building. Between these driveways is an area historically called the "Friendship Garden". Many of the existing plants in this area were donated many years ago in memory of someone. Deodar cedar and cunninghamia trees, planted in the 1930s, have grown together and cast a dense shade on a significant portion of the garden. Small clusters of flowering bulbs are evident at the base of mature trees. One or two white concrete posts, about two feet tall, also exist.

On the northern side of the second driveway is an area historically referred to as "Baby Row". A monument to Miss Julia Coleman, a school teacher and superintendent, is located in this area. Three arborvitae remain from several that were donated and planted to commemorate the birth of a child. It is not clear where the northern boundary of this garden is.

For this document, the area immediately surrounding the school is termed "Foundation Planting" and was installed circa 1936. Unlike Friendship Garden and Baby Row, the Foundation Planting was specifically and formally designed to complement the school building. Arborvitae trees mark the major entrances to the school building. The trees are overgrown with large gaps in the vegetation and their leaf litter constantly clogs up the drainage system on the school roof. Other plants remaining from the Foundation Planting occur mostly in rows along the east and west sides of the school building. Some individual shrubs



Friendship Garden

have been invaded by vines and even other shrubs. Many of the plants have been pruned into compact ball shapes.

Currently, the Vocational Agriculture Building, erected circa 1941, is being used as the central maintenance facility for the entire park. Piles of materials typically associated with construction and other maintenance activities, are visible. A parking area has been casually established near the building and a dirt road, connecting this "lot" to the front of the school building, also exists.

Several informal, dirt roads and parking areas are evident on the site. The asphalt paved road leading into the property is worn and crumbling and several old sidewalks crossing the property are cracked and falling apart.

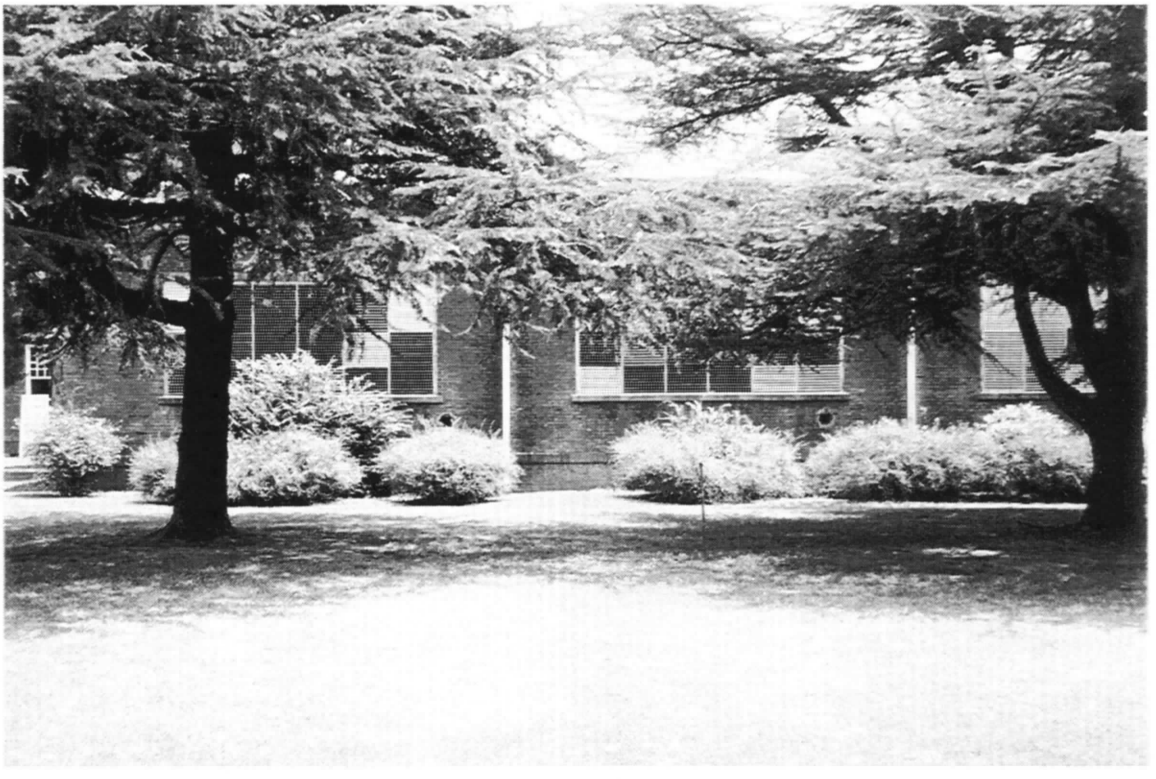


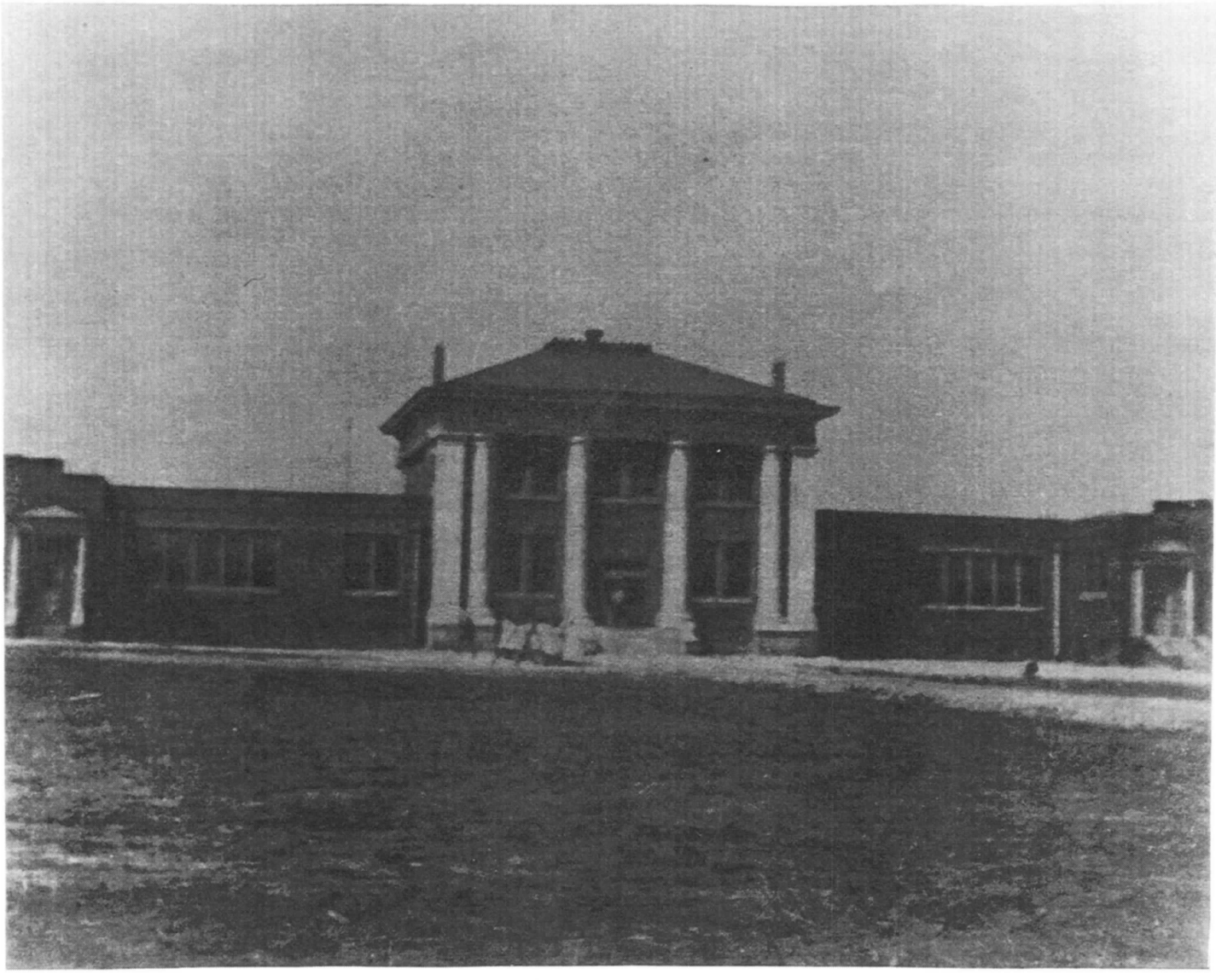
Baby Row

Vocational Agriculture Building



Foundation Planting





Plains High School was completed in 1921.

Historic Conditions



Introduction

In 1886, Thomas W. Stewart, Jr. and his sister opened a small school in the town of Plains where the Baptist Church now stands. Four years later a subscription for funds to build a new school was begun and the citizens in the years that followed contributed $1800. which was augmented by the local Masonic Lodge with the understanding that they could have a meeting hall on the second floor. The school, a two story frame building was opened in 1900. It faced Bond Street and was located to the rear of the present building. In the latter half of the decade, 1910--1920, there was an effort to consolidate the many one teacher schools in Sumter County into larger better equipped schools. During those years the Mossy Dell School and Planters Academy, located five and three miles south of Plains, were merged with the larger facility in Plains.

In August 1920 the citizens of Plains met to discuss the construction of a new school building. It would be financed through the sale of $50,000 in 30 year bonds. Plains High School, a two story brick structure, was completed in 1921. It was considered one of the largest and best equipped in the county. The new school contained one room for each grade plus additional rooms for the library and classes in home economics, science or other specialized subjects. In addition there was a 500 seat auditorium. [1]

The Plains High School Cultural Landscape Study is divided into two historic time periods. From 1930 to 1935 the emphasis was on the buildings that occupied the site. The years from 1936 to 1949 included extensive landscaping of the grounds during the first five years and efforts during the rest of the 1940s to preserve what had been accomplished. The years from 1930 to 1949 were chosen for several reasons. These were the years that Jimmy and Rosalynn Carter, their siblings, and their contemporaries were in school. It was during these years that the school

landscape experienced the greatest amount of activity. Finally it marked the most active and productive years of teachers such as Young Thomas (Y.T.) Sheffield and Julia Coleman.

These two teachers were typical of the many teachers who spent their entire career at Plains High School. However, Julia Coleman and Y.T. Sheffield stood out because of their active role in the administration of the school and in the development of a strong academic and athletic program. Julia Coleman came to Plains High School in 1912 and by 1930 was serving as Superintendent and teaching english and literature. Sheffield had arrived in 1927 and served as coach, math teacher, and later principal. He also took responsibility for the business portion of the schools operation. The memories of both are still revered today.

Plains High School served the town of Plains, with a population of about 600, and the surrounding rural area. The school population like the town's remained constant during the years from 1921 to the end of the 1940s. The annual reports of the Sumter County School Superintendent for the years from 1938 to 1948 list enrollments from a low of 175 in 1942-43 to a high of 259 in 1938-39. In 1941, the year Jimmy Carter graduated there were 226 in the 11 grades of the school. The elementary grades made up from 55 to 60% of the school population. The students in the school were taught by a staff numbering between 10 and 13.[2]

These teachers, divided almost equally between the elementary grades and the high school, grades 8-11, presented a strong academic curriculum. In the years after 1930 the high school offered four courses of study: One designed for those planning to continue on to college or university was designated as "Cultural". The second was a home economics course approved by the University System of Georgia. The third and fourth, also approved by the university system, were a vocational agriculture course and a business course. In 1937 it was designated as a model or laboratory school by the State Board of Education.

The high school also had an impressive athletic record. Basketball was the primary interscholastic sport at the school, although baseball and track competition with other schools took place. In the decade of the thirties both the girls and boys basketball teams competed and often won at the regional and district levels.

The quality of the teachers and the education that the students received is demonstated whenever groups of former students gather to talk about their memories. The most memorable example is in President Carter's inagural address when he paid tribute to Miss Julia Coleman and the effect she had on his life.

Plains High School was more than just an educational institution. It was, along with

the churches, a social center of the community. Whether it was a school play, a performance by a visiting lecturer or actor, a game between two basketball teams, or graduation exercises the auditorium or gym was filled to capacity and late arrivals stood outside the windows to hear and see what they could. When combined with the generally pleasant experiences described as "school days" the school and the grounds surrounding it have a special place in the memories of the people of Plains. These strong feelings are reflected in responses by individuals to questions regarding what the school meant to them. Former State Senator Hugh Carter defined it as follows:

> "It's almost like it's as valuable as your right arm because that is where we learned the basics. . . . . But we loved that school we all went there--Jimmy and I both. Our kids went there; they all graduated there. And we have everybody, and not only us, but all of the people of this community--that school and that building right up there--it has a great place in the heart of everybody because that's where we learned our education."[3] The goal of this study is to provide the information both written and visual to assure that these memories are preserved.

Endnotes

1 This brief history of the schools in Plains was taken from the following sources. Beth M. Walters, History of Plains, Georgia, 1885-1985 (Americus, Georgia, 1985), pp. 93-95; Pat O'Brien, "Special Hisotry Study: Jimmy Carter National Historic Site and Preservation District, Plains, Georgia" (Denver Service Center, NPS, 1991) Typescript, pp. 143-44; and "Survey of Historic Structures: Plains, Georgia," Historic American Building Survey No. GA 2202-2221 (Washington, 1989) Plains School, GA-2206.

2 "Local Superintendents Annual Repots, 1938-1955, Records Office of Staff Services, Department of Education" Record Group 12, Subgroup 22, Series 64 in Georgia State Archives. Reports filed alphabetically by name of county or city. In the late 1940s Georgia added 12th grade to the high schools.

3 Transcript of interview with Hugh Carter by Edwin C. Bearss, National Park Service, in Plains, Georgia, December 17 and 18, 1985. Oral Histotory Collection, Jimmy Carter National Historic Site.

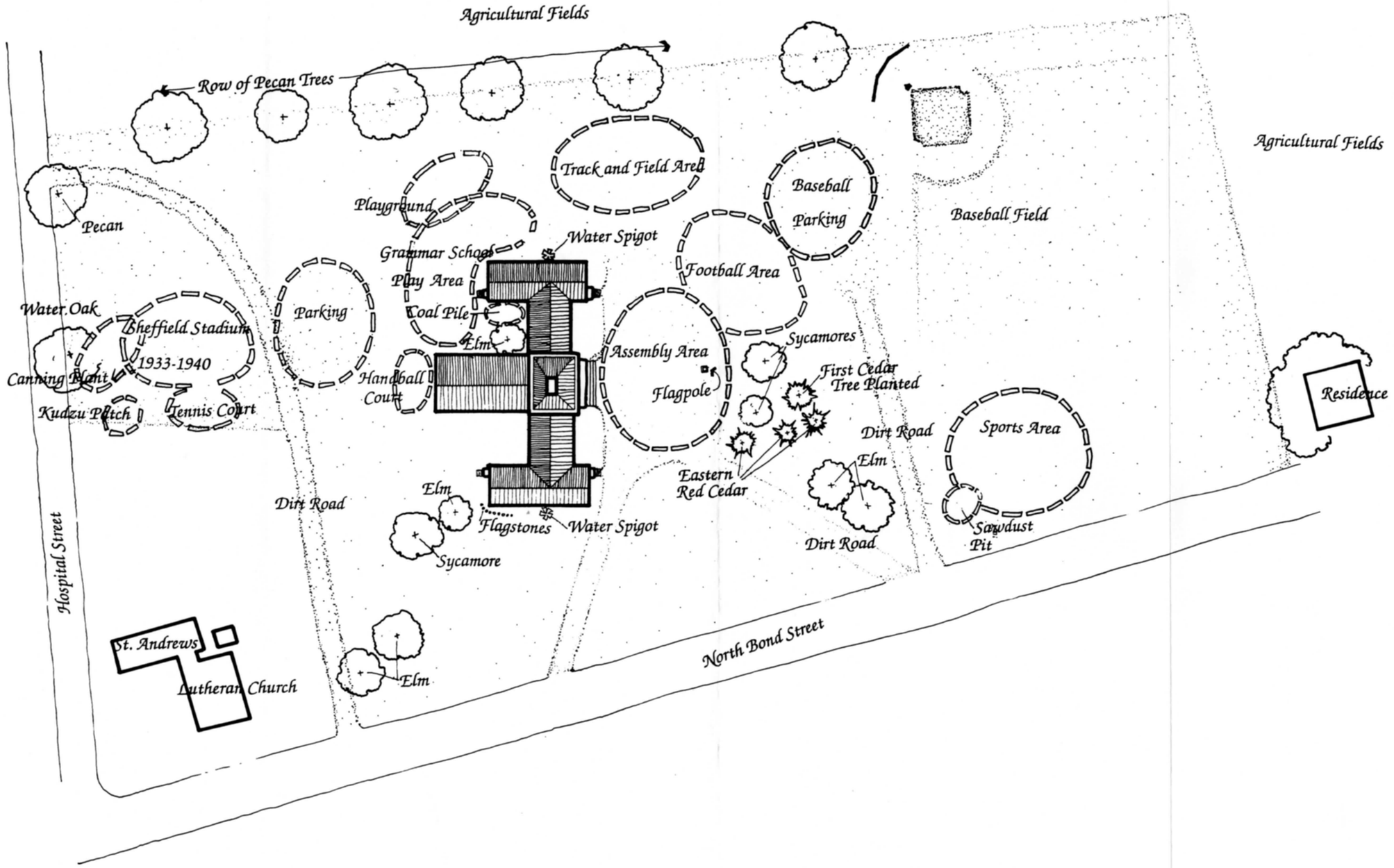
1930-1935: Vocational Agriculture, Basketball, and the Canning Plant

In 1927 Young Thomas Sheffield, a graduate of Carson-Newman College arrived in Plains to teach mathematics and take responsibility for the athletic program. A year later Sheffield, along with the students, constructed an outdoor basketball court.[1] The court was constructed of wood and rested on a foundation about 1 foot high. The dimensions of the structure were slightly larger than the court itself. Bleachers were located on two sides and a few years later the court was illuminated for night games. Each year it was necessary to replace the wood floor as the elements took their toll. Y.T. Sheffield's efforts to make basketball more than "a limited outdoor amusement" were supported by the Plains Athletic Association and the PTA.[2]

Within three years the quality of the basketball teams was being noted in the Americus papers. In 1930-31 the girls team had a very successful season and in the fall of 1931 there were 25 boys and 15 girls involved in the program. The girls won the Sumter County basketball championship that season. Y.T. Sheffield's dream however was not only to produce good teams, but also to build a gym or stadium on the school grounds.[3] In the Spring of 1932 achieving that goal was still in the future. The economic depression now in its second year was the primary reason for the delay. By the fall of 1933 Sheffield's determination, the support of the townspeople, and federal assistance had moved the idea from a dream to achievable reality.

The gym, upon completion was known as Sheffield Stadium. It was built over the existing outdoor court using material from the dismantled barracks of Southerfield near Americus. Southerfield had been a World War I training facility. Money for the labor came from a Reconstruction Finance Corporation loan of $1,000. Local men worked on completion of the gym and the PTA began a fund drive in December 1933 to raise $1000. By the end of January or early February 1934 the gym was a reality. In addition to the basketball court it contained two classrooms. The outside was green and white with shingled gables and a tin roof. The long axis of the structure ran north and south and was located to the north of the school near the present Field Office of the National Park Service (the former AG Building). Six hundred people attended the dedication the second week of February 1934. The Plains High School Buffalos now had an indoor gym.[4]

Over the next six years Sheffield Gym was host to innumerable high school games and tournaments as well as exhibitions by traveling professional teams with names such as the Celtics, Shamrocks, Oklahoma Indians, the



Historic Conditions: 1930-1935

Jimmy Carter National Historic Site

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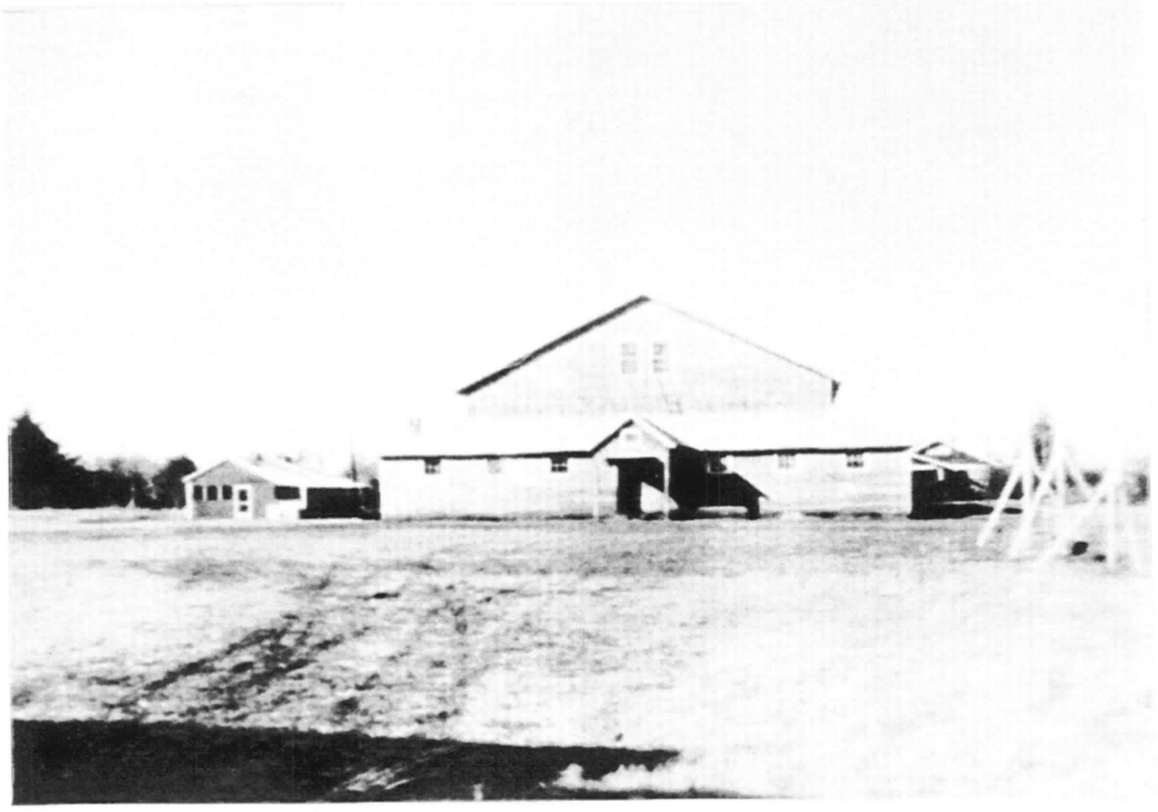
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Red Heads, and the Swedes. The boys and girls teams each played between 30 and 40 games during a season that began in early November and continued to late March. Both were consistently in contention for county and district championships. In 1937 both teams won their district championship. The boys team stared Hugh Carter and Ernest Turner while the girls were led by Helen Webb. Jimmy Carter was on the team in the last years of the decade, however he was not the equal of his cousin, Hugh. Attendance at the games was sizable--the gym may have had a capacity of about 400. Most people walked to the stadium. Those who drove parked their cars on the street or on the school grounds in and around the building. Admission ranged from ten to forty cents over the six year period. Plains was in the words of one resident--a basketball town.[5]

The construction of Sheffield Stadium in the final months of 1933 and the first months of 1934 added the second large structure on the school grounds. There were two smaller buildings--the Vocational Agriculture building and the canning plant--located on the campus. The first Vocational Agriculture building was described as a lean to attached to Sheffield Stadium. This may have been the "shop" that Jimmy Carter remembers as being in the gym. Specific details on the building are lacking, however, it would appear that the Vocational Ag building was in very close

Sheffield Stadium built in 1934



proximity to or part of Sheffield Gym. The canning plant which came into being with Mr. Simpson, the first teacher of vocational agriculture was located just to the west of Sheffield gym. It was a single story structure with a gable roof extending into a shed roof on the east side. It was available to anyone in the community and the canning was done by the vocational agriculture students.[6]

As 1935 drew to a close Plains High School sat in an open field with little or no landscaping of the grounds or the areas near the building. The school grounds were crossed by several roads leading to the school and Sheffield Stadium. Formal landscaping did not exist and the children played their games during recess or lunch period where they wished. With the new year a transformation of the school grounds would begin and continue for the next five years.

Endnotes

[1] Prior to the construction of this outdoor court practices and possibly games were played on an outside dirt court. Gladys Murry who graduated in 1925 remembers playing during her last year of school on such a court. The team had no coach. Transcript of Interview with Gladys Murry by Edwin C. Bearss, National Park Service, Plains, Georgia, December 18, 1985. Oral History Collection, Jimmy Carter National Historic Site. Cited hereafter as, OHC, JICA."

[2] Tri-County News (Americus, Georgia), November 17, 1933; Americus Times-Recorder, March 20, 1937. The construction of an outdoor court was a significant accomplishment. An article in The Americus Times Recorder, November 24, 1931, noted that Americus may not have an indoor court, but a miniature stadium is being erected and will be ready for the first game on November 26. The bleachers will hold 400 and plans are underway to light the court.

[3] Americus Times Recorder, October 18, 1931 and March 21, 1932.

[4] The above narrative is based on newspaper articles in the Tri-County News of Americus of November 17 and 24, and December 15, 1933 and February 9 and 15, 1934. The Americus Times-Recorder of December 8, 1933 and January 4, 1934 also had articles on the completion of Sheffield Stadium. Walters, History of Plains, Georgia, p. 95.

[5] On February 5 and May 15, 1991 oral history interviews were conducted with two groups of citizens on the landscape including buildings of Plains High School. Much of the data in this paragraph comes from these interviews. Transcripts of the interviews are located in the Oral History Collection, Jimmy Carter National Historic Site (OHC, JICA). Information on the success of the high school teams comes from the Americus newspapers. The March 20, 1937, Times Recorder described the season of the Plains Buffalos and their successes over the previous years.

[6] On May 15, 1991, seven individuals who had attended Plains High School in the two decades after 1930 were interviewed as a group. They were P.J. Wise(graduated 1936), Millard Simmons(1942), Virginia Williams(1941), Ruth Carter(1934), Ailene Haugabook(1946), George Harper and Maxine Reese. Dates of graduation for final two not known. Cited hereafter as Group Interview, May 15, 1991. Most of the information was provided by these individuals. Photographs of Sheffield Stadium show the canning plant adjacent to the building and backing on Hospital Street. Transcript of Interview of Jimmy and Rosalynn Carter by Ed Bearss, National Park Service, Plains, Georgia, on May 11, 1988. In OHC, JICA.

1936-1949: Plants, Prizes, Programs, and Preservation

A brief article in the December 27, 1935, issue of the Tri-County News, published in Americus, reported that on December 18, men from the Plains community had plowed and leveled the high school grounds. All the roads on the campus were plowed up with the exception of the one leading to the front door of the school and a second road past the canning plant to Sheffield Stadium. The grounds were planted in oats and lespedeza. This was the first indication that significant changes in the landscape of Plains High School were about to take place.

These changes were not long in coming. Early in the new year each room or grade in the school began to select shrubs they wished to plant. The planting was done by the room mothers and teachers. Their goal was to beautify the grounds. Shrubbery was planted around the foundation of the building while " a small park which will be named later [was] covered with beautiful trees." Several trees were planted in the memory of loved ones. According to the Tri-County News of Americus Georgia, the shrubs and trees planted included the following:

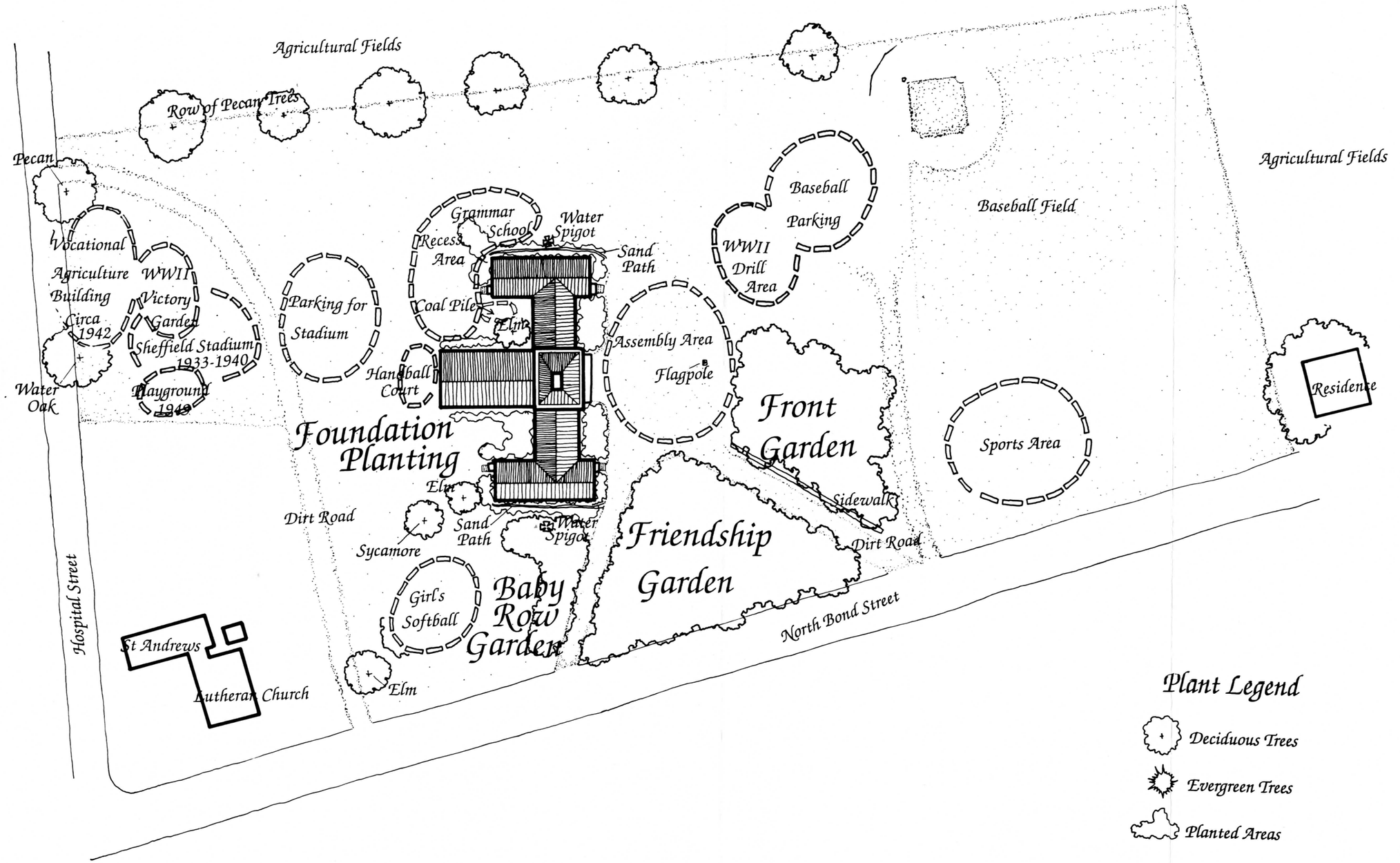
> "Magna Glauca, Nandina, Thumbergii Spirea, Lucidum Ligustrum, Japonica Ligustrum, Cunninghamea, Italian Cypress, Arbor Vita [arborvitae], Barberry, Wisteria, Japanese honeysuckle, Sweet Shrub, Crab Apple, Sweet Myrrh, Trumpet vine, Abelia, Pyrocantha, Pittosporum, Pfitzer Juniper, Spirea, Lantana, Rose Mary, Viburnum, Eleagnu [eleagnus], Crepe Myrtle, Euonymus, Boswood [boxwood], Flowering pear, Cedar, Tea Olive, Roses.[1]"

At the same time that all this activity was taking place, the young men of the Future Farmers of America through the vocational agriculture program were building two sets of swings with each set containing three swings. These were added to the other play equipment already on hand for use of the elementary school children.

In May 1936 a flower show was held at the high school and the newspaper report noted that, "Miss Julia Coleman has directed a program for beautification of the campus this spring and many shrubs and flowers have



Plains High School: beautification of the grounds.



Plant Legend

- Deciduous Trees
- Evergreen Trees
- Planted Areas

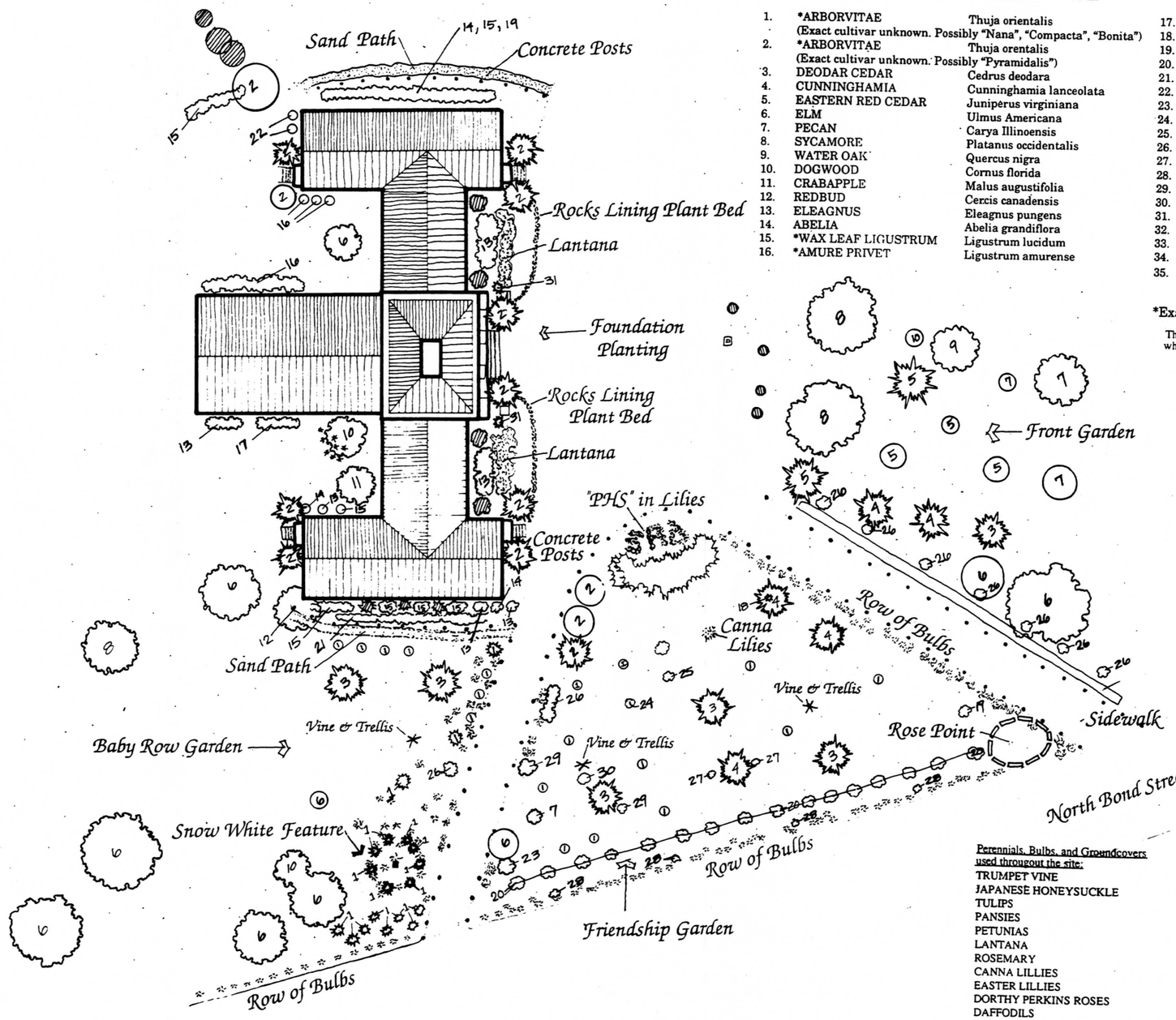
Historic Conditions: 1936-1949

Jimmy Carter National Historic Site

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PLANT LEGEND

SYMBOL	COMMON NAME	SCIENTIFIC NAME
1.	*ARBORVITAE (Exact cultivar unknown. Possibly "Nana", "Compacta", "Bonita")	Thuja orientalis
2.	*ARBORVITAE (Exact cultivar unknown. Possibly "Pyramidalis")	Thuja orentalis
3.	DEODAR CEDAR	Cedrus deodara
4.	CUNNINGHAMIA	Cunninghamia lanceolata
5.	EASTERN RED CEDAR	Juniperus virginiana
6.	ELM	Ulmus Americana
7.	PECAN	Carya Illinoensis
8.	SYCAMORE	Platanus occidentalis
9.	WATER OAK	Quercus nigra
10.	DOGWOOD	Cornus florida
11.	CRABAPPLE	Malus augustifolia
12.	REDBUD	Cercis canadensis
13.	ELEAGNUS	Eleagnus pungens
14.	ABELIA	Abelia grandiflora
15.	*WAX LEAF LIGUSTRUM	Ligustrum lucidum
16.	*AMURE PRIVET	Ligustrum amurense
17.	NANDINA	Nandina domestica
18.	NEEDLE PALM	Rhapidophyllum histrix
19.	CHERRY LAUREL	Prunus caroliniana
20.	VANHOUTTE SPIREA	Spiraea x vanhoutteii
21.	THUNBERGII SPIREA	Spiraea thunbergii
22.	HACKBERRY	Celtis (native species)
23.	WINTER JASMINE	Jasminum nudiflorum
24.	WINTER HONEYSUCKLE	Lonicera fragrantissima
25.	*FORSYTHIA	Forsythia intermedia
26.	*CREPE MYRTLE	Lagerstroemia indica
27.	*AZALEAS	Rhododendron indica
28.	*BARBERRY	Berberris spp.
29.	PHOTINIA	Photinia serrulata
30.	WISTERIA	Wisteria sinensis
31.	ITALIAN CYPRESS	Cupresses sempervirens
32.	PFITZER JUNIPER	Juniperus chinensis 'Pfitzeriana'
33.	MULBERRY	Morus rubra
34.	RED OAK	Quercus Rubra
35.	*JAPENESE PRIVET	Ligustrum Japonicum

*Exact Cultivar Unknown

The following plants were used on the site, but there is no documentation as to where they were planted:

BANANA SHRUB	Micelia Figo
WINTERSWEET	Chimonanthus Praecox
FIRETHORN	Pyracantha coccinea
PITTOSPORUM	Pittosporum tobira
EUONYMUS	Refer to Historic Plant Catalogs for Species
TEA OLIVE	Osmanthus Fragrans

Perennials, Bulbs, and Groundcovers used througout the site:

TRUMPET VINE
JAPANESE HONEYSUCKLE
TULIPS
PANSIES
PETUNIAS
LANTANA
ROSEMARY
CANNA LILLIES
EASTER LILLIES
DORTHY PERKINS ROSES
DAFFODILS
IRISES

Plant Symbol Legend

Symbols used when the type and location of a plant is documented by photographs or oral interviews:

Deciduous Trees

Evergreen Trees

Individual Shrubs

Massed Shrubs

Flowers

Symbol used when the type of plant is documented but the exact location is not.

Symbol used when the location of a plant is documented but the type is not.

HISTORIC VEGETATION

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been planted."[2] The appearance of the school grounds had changed appreciably and the changes were to continue. The open area located in the triangle formed by the two roads leading to the front of the school was to evolve in the next year into the Garden of Friendship or more familiarly Friendship Garden.[3]

According to former students of Miss Coleman she had several reasons for developing the Friendship Garden. One was commemorative, to enable individuals in the town to donate a plant to honor a special event in their life. It was the first garden of that type in the community and remained the only one. A second reason was a practical way to acquire plants to place in the garden. Another was that Miss Julia was a romantic and loved trees, plants, and flowers, and the garden, with its concrete benches and greenery, was a fine place for young people to court. A final reason whether she intended it or not was that the garden drew the school and the town even closer together.[4] Whatever the reasons the number of plants in the garden grew rapidly as people donated or Miss Julia purchased plants. Eleanor Forrest who taught in Plains from 1929 to 1966 remembers taking her to Americus to buy shrubs and helping her plant them.[5]

A third area of the school grounds, across the driveway from the Friendship Garden and adjacent to the foundation planting, was designated "Baby Row" by Julia Coleman. Begun in 1937 or 1938 it honored the "Little Citizens of Plains." The birth of each baby was marked by the planting of an arborvitae. Jimmy Carter's observation that the arborvitae were planted close together because a lot of babies were being born is supported by several undated newspaper clippings from school scrapbooks for the years 1937 to 1939. An earlier one reported that Baby Row contained 12 shrubs with the five newest honoring among others Billy Carter, born in 1937. A later one noted that there were was a reunion of the "Little Citizens" and 17 of them stood besides



Miss Julia Coleman

their shrubs. Among those present were Charlene Sheffield who was born in 1936 or 1937. Apparently some of the plants within Baby Row were in honor of children born before 1936 as the same article notes that Carolyn Clements is now a student in the school.[6]

Although there is general agreement among former students that Baby Row was on the west side of the school, there is a dispute as to whether it ran along the path that paralleled the west side of the school or along the northern side of the entrance road. Some believe that it did both. Four photographs from scrapbooks for the 1937-39 period would indicate another possibility--that the area west of the school extending out to the street may have been devoted to the Little Citizens. In a sense this would agree with all three locations for Baby Row suggested by former students.The trees and bushes around the school building, Friendship Garden, and Baby Row were more than just examples of decorative or commemorative landscape. All three were enhanced by additional design elements and became the center of various programs and activities. The contributions of the Vocational Agriculture students in constructing two sets of swings have already been noted. They also enhanced the landscaping of the school and garden areas by producing concrete posts that lined both sides of the entry driveway and marked the edge of the paths that ran down the east and west sides of the school. Each post had the initials of the boy who made it. The posts were 4 inches square and stood about two feet high and were placed four feet apart.[7] The FFA boys also produced several concrete benches and a bird bath that were placed in the Friendship Garden.

The efforts of Julia Coleman, the room mothers, and the students during 1936 in landscaping around the building and perhaps in the first plantings in Friendship Garden were recognized with an award from the Junior Garden Clubs of America in May 1937. Addressed to Julia L. Coleman it presented an award to the School Garden Club "in recognition of its outstanding accomplishments during the period of competition for the Junior Garden Clubs of America $500. Educational Fund." [8]

The Friendship Garden, like any garden that is well cared for, did not remain static, but was changed and improved in the years between 1937 and 1941. The area was essentially triangular with the longest leg running along Bond Street in a general north and south axis. The two shorter sides were formed by the two roads leading to the front of the school. At the eastern point of the triangle nearest the school the letters PHS were spelled out in white flag lilies. The southern corner of the garden was known as Rose Point for the roses planted there. Just across the north entrance road from Friendship Garden was another feature, Snow White and the Seven Arborvitae. Snow

White was a bird house and the seven arborvitae were the dwarfs.

The landscaping and other efforts at beautification extended beyond improvement of the visual appearance of the school. Friendship Garden, Baby Row, and the foundation plantings were all incorporated into student life at Plains High School from 1937 to 1941. Photographs of students who had participated in various dramatic presentations at the school were taken in the garden. This included Jimmy Carter as "The Barefoot Boy", June Davis as "Evangeline", and Evelyn Lewis as "Priscilla" (without Miles Standish). The Senior CLass of 1940 had their picture taken in the Friendship Garden as did many other individuals not identified in the scrapbooks kept by Julia Coleman. Friendship Garden also played a role in May Day activities centering around health, nature and physical fitness. Other Sumter County schools were invited and participated in the activities which included choral selections, speeches, exhibits of posters, and flower shows.



Snow White and the Seven Arborvitae



A queen of health and beauty was crowned by each school participating. The program was different each year. In 1941 it included a contest involving wild flowers with prizes given for the largest variety and the prettiest arrangement. Virginia Harris was crowned the Queen of May and Donald McDonald was King. Friendship Garden would have been the natural place for photographs of the various participants to be taken. Other activities away from the garden proper included a May Pole Dance, baseball and softball games between schools, and various informal games on the school grounds.[9]

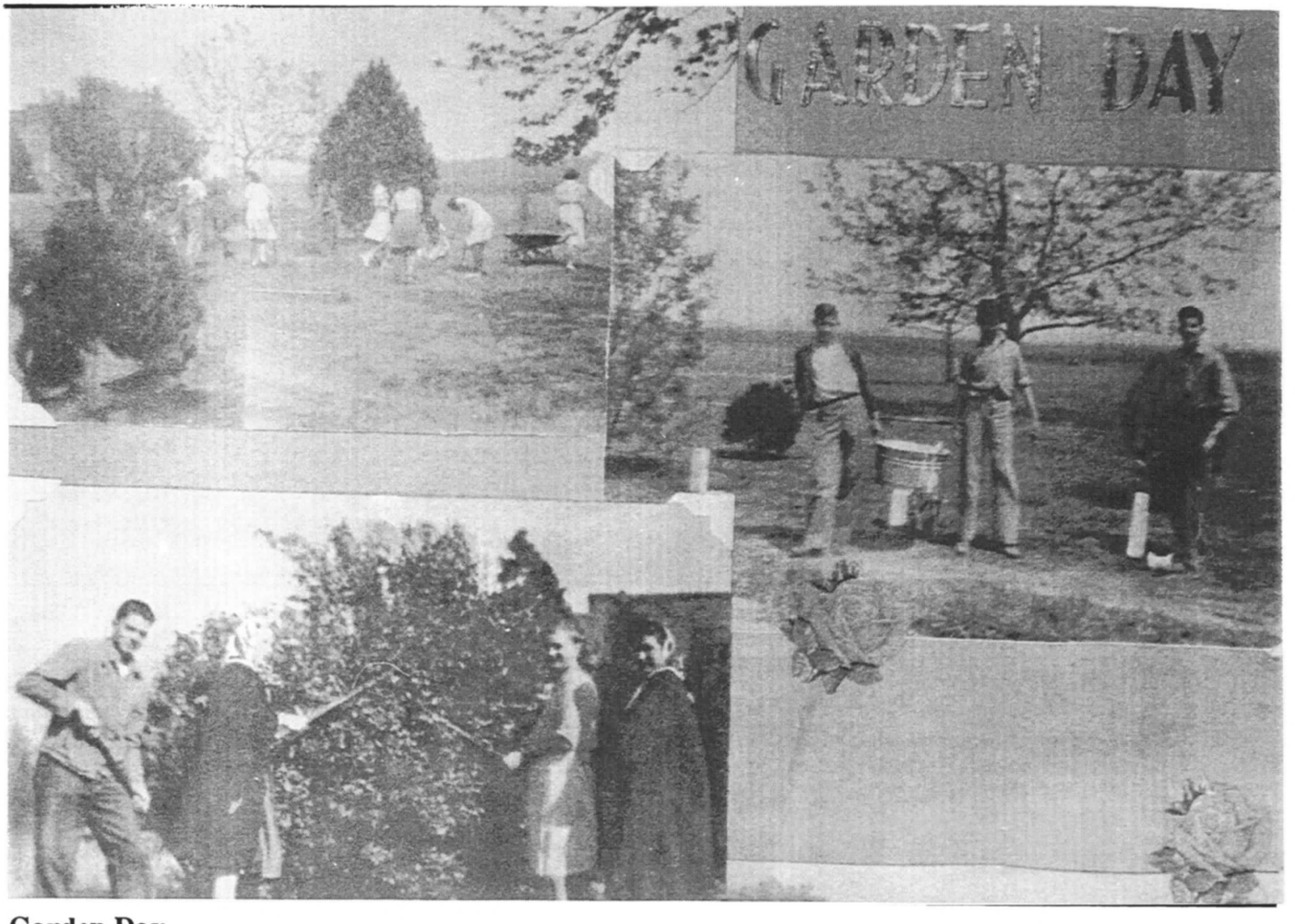
Another activity more directly related to the beautification of the school and the maintenance of earlier efforts was Garden Day or to be more exact, garden week. Like May Day it was a combination of educational activities and recreation ending with a workday. The emphasis was on nature study during the entire week. All classes carried out nature projects. Presentations in the auditorium would include bible readings, recitation of poems on trees, flowers, birds, and other elements of nature, and musical presentations. One year a trio sang Sidney Lanier's "The Master and the Trees". All this culminated in Garden Day which was organized and directed by the school Garden Club under the direction of club president, Virginia Goodwin.[10]



May Day in Friendship Garden

Work in the gardens and around the building on Garden Day each spring included pruning shrubbery, raking up fallen leaves and other items, repairing and repainting bird houses and rose frames, and preparing the soil for the planting of seeds and shrubs. Tools were brought by the students or borrowed from neighbors near the school. It was at this time that Baby Row would be extended and arborvitae or another shrub was planted for each new little citizen. Additional plants were added to the Friendship Garden or other locations. These would include both perennials and annuals such as tulips, pansies and petunias, as well as shrubs (ligustrum, banana shrub, winter sweet, and laurel) and trees such as dogwood, and red crepe myrtle.[11] Another job completed during this work period was the whitewashing of the concrete posts that lined the driveway and ran along the paths on the east and west side of the school.

Activity in the Friendship Garden was not limited to just one or two periods of the year. Though no one played in the garden, it was used by the students as a place to sit and visit. It also was a place where some of the older boys might sneak a smoke of Rabbit Tobacco.



Garden Day

These boys might be the same ones who worked in the garden as a punishment for minor infractions.[12]

The primary activity associated with Baby Row, planting of a shrub in honor of a new "Little Citizen" has been discussed earlier. This activity was made special with a small ceremony, the presentation of a pink or blue ceramic baby shoe, and photographs taken by the parents or the school. How important this was to the people in Plains can be gathered from the memories they have of the event and the continued existence of these small ceramic shoes in the possession of various individuals.

The appearance of the Plains High School landscape was changed significantly in the four years after January, 1936. The buildings erected during the first five years of the 1930s remained, paths had been laid out near the school, but most of the grounds remained open with scattered patches of grass that had survived the games and activities of recess. Sports facilities in addition to Sheffield Stadium consisted of a baseball field south of the school on land not owned by the school board, and some minimal facilities for track such as a sawdust pit for high jump and pole vaulting. A running track encircled the baseball field.



It should be noted that vigorous physical activity for both the boys and girls was found not only in the organized sports activities, but also in the morning and afternoon recess and before and after school. The range and variety of games and their location included the following. Handball was played using the back wall of the auditorium with the boys marking on the wall to establish the in bound lines. The girls played softball to the northwest of the building with homeplate near the Lutheran Church property. No one, according to several individuals, ever hit a ball that reached the school. Horseshoes were played on the property. Tackle football, without benefit of pads took place and resulted in more than an occasional torn shirt or cut lip. Baseball was played to the south of the school, possibly on the regular field. Jimmy Carter remembers that games at recess often used a homemade ball of string wrapped tight around a hard rubber core and either the boys or their mothers would sew the strings to hold the ball together. The team had a regulation baseball for their games against other schools. There were three tennis courts in Plains. One was at the Carter house at Archery, another in the community, and the third, for a few years in the latter half of the 1930s, was located west of Sheffield Stadium possibly within the boundary of the St. Andrews Lutheran Church lot. Other activities at various periods included gymnastics, games of red rover, and leap frog. At least one boy is remembered for his ability to walk on his hands. Most of these activities spanned the years from 1930 to 1950.[13]

There was one other major change in the landscape in the years from January 1936 and the end of 1941. On March 13, 1940, about 11:15 in the evening a fire was discovered in Sheffield Stadium. The flames spread quickly and the six year old structure was totally destroyed. It appeared the fire had begun in the blacksmith shop and the building, constructed of wood, burned to the ground. The vocational agriculture building was also lost. Although the canning adjacent to the gym caught on fire, it was saved by the volunteer fire department.[14] Basketball practice that fall was held on a dirt court or in the gym at Preston. The team also played their games there. It would be 1949 before a new gymnasium would be built on the grounds of Plains High School to replace Sheffield Stadium.[15]

In May 1941 Jimmy Carter graduated from Plains High School and in December the United States entered World War II. The changes that would take place during the remaining years of the 1940s would not be as extensive as those of the preceding decade. Many of the activities would be directly associated with the war years, while other activities begun in the six years before the end of 1941, would continue.

Two such activities were the reestablishment of a separate building to house the Vocational Agriculture activities and the continued use of the canning factory. In 1942 a new building was erected using concrete blocks made on the school grounds as part of the program of the National Youth Administration (NYA). The construction of the vocational agriculture building was done by the students and members of the community. The canning factory that had existed during the 1930s continued operation at least through the war years as individuals and groups turned to victory gardens and home canning as part of the war effort.[16]

As might be expected, the coming of the war changed the emphasis of student involvement and activities from Friendship Gardens to a Victory Garden and from Garden Days to marching and drill by the Victory Corps as patriotism and preparation became the norm. The victory garden was located within and adjacent to the foundation remains of Sheffield Stadium. Photographs taken at the time show rows of corn, frames for string beans or other climbers. No doubt the produce not eaten was canned in the canning plant. The Victory Corps was drilled daily by Mr. Sheffield and each Friday the students came in their uniforms. Girls in khaki skirts, long sleeved shirts with a black tie and private hats. The boys also in khaki pants, shirts, and hats. Flag raising, patriotic programs and the election of a Victory Queen were part of daily life of the high school students in the years from 1942 to 1945.[17]

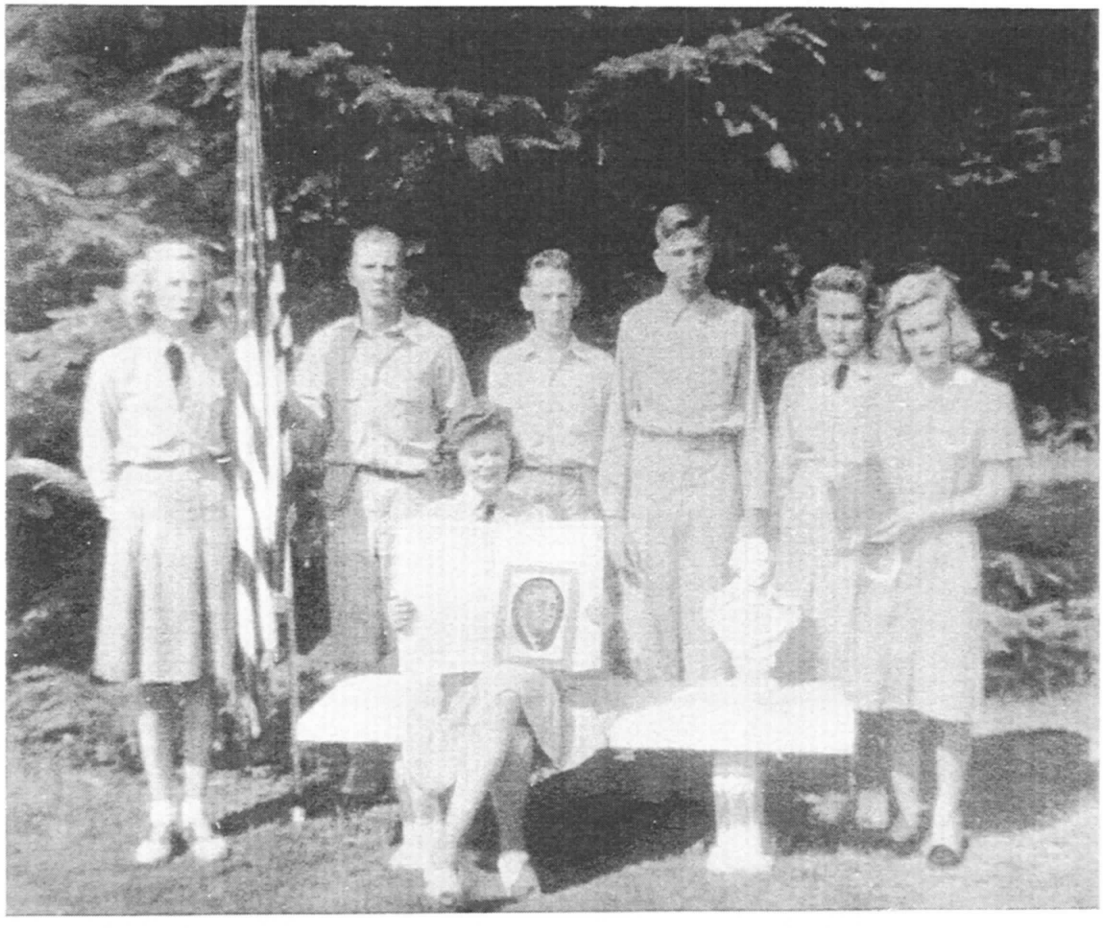
In 1943 the Board of Trustees for Plains School purchased the rectangular lot south of the school property (known as Tract 3) from Fannie Wise Crawford. It was acquired for a baseball field. This action legitimatized the on going use of the property by the school teams for that purpose. The property was paid for with War Bonds.[18] The wisdom of the Board's action is verified by the continued use of the area for baseball and softball to the present time. Plains most famous citizen remembers that during his campaign for the presidency softball games were played "up in front of the high school" with the Secret Service playing the Press Corps.

During the war years and in the last half of the decade activities and traditions begun in the 1930s continued. Friendship Garden was maintained and each spring during Garden Days the students did the work of cleaning, pruning and replacing plants within the garden. It became, in the words of a local newspaper article written during the war, "one of South Georgia's beauty spots." Baby Row nearby with its golden tipped arborvitae bordering a long wall on one side of the campus and the trees and shrubs planted around the building were also cared for during the years from 1942 to 1949. The class of 1946 built a sidewalk on the south side of the north entrance

road and inscribed their names in it as a memorial to their years in school. The emphasis on sports and academics continued during these years with the students of the school competing in basketball, baseball and track, as well as oratory, writing, drama, and other academic areas.

In May 1949 the people of Plains honored Miss Julia Coleman upon her retirement after 35 years at Plains High School. She had served as Superintendent of Plains High School for the last 21 years and had been principal of the school for 7 years prior to that. Newspaper articles reporting preparations for Julia Coleman Day noted her major accomplishments included designation by the State Department of Education in the 1930s as one of three model or laboratory schools and recognition in 1937 by the Junior Garden Clubs of America for its campus program of landscaping. The development of the Friendship Garden and Baby Row are two accomplishments that Miss Julia took great pride in. A full day of honors and speeches were planned including the dedication of a play area for the elementary students to the north and east of the main building. A basket lunch was held in the newly completed gymnasium at noon. [19]

The Victory Corps



Julia Coleman remained as a teacher at Plains High School until 1958 and Y.T. Sheffield retired in 1966. Evidence of their influence on Plains High School remains until today. The buildings and landscaped grounds that were standing in May 1949 changed very little in the next forty years. As a cooperative effort between the NPS and the community of Plains, in Summer 1991, the gymnasium was dismantled and work on the interior and exterior restoration of the school building was going forward. Remnants of the gardens, plantings, roads, walks, and parking areas remain from the earlier era and await a similar treatment. The buildings and the landscape are lasting monuments to two individuals who devoted their lives to a small, south Georgia town as well as to the role that the school had in the life of Plains, Georgia.

Endnotes

[1] "Plains High School News," Tri-County News (Americus) March 13, 1936. An article from the January 3 issue of the Tri-County News reporting on Plains High School noted that earlier efforts to plant arbor vitae had been difficult, but that it now was very beautiful.

[2] Americus Times Recorder, May 5, 1936.

[3] An exact date for the beginning of the Friendship Garden is hard to determine. The idea may have been in Miss Julia Coleman's mind by 1936. In 1937 it was a reality and was mentioned in an article, "Plains School Garden Party" in the Tri-County News, April 29,1937

[4] The first three reasons for establishing Friendship Garden were offered by former students during group interviews on February 5, and May 15, 1990. The fourth is the author's. Transcripts are OHC, JICA. Individuals who participated in the February 5 interview were Mrs C.G. (Ailene) Haugabook (graduated 1946), Anne and Clarence Dodson, Mrs Betty J. Carter (1926), Mrs Lilloise Sheffield (1930), and Virginia Williams (1941). Mrs Sheffield was the wife of Y. T. Sheffield.

[5] Transcript of interview with Eleanor Forrest by Ed Bearss, December 18, 1985, OHC, JICA.

[6] Julia Coleman prepared scrapbooks documenting the major activities of the school. The first of these was begun about 1934. Each scrapbook covered several years. These still exist and were in the possession of Julia Coleman's niece, Ann Moss. Some pages were photographed by the staff of Jimmy Carter National Historic Site several years ago. It is from these photographs that this information is gathered. Efforts to copy all the existing scrapbooks are being pursued. They are a priceless part of the heritage of Plains, Georgia.

[7] A few of the posts survive along the west side of the school. The distance between them is four feet. Their original dimension and height is approximate. Photographs showing the posts are numerous.

[8] The Junior Garden Clubs of America were sponsored by Better Homes and Garden Magazine and had their main office in Des Moines, Iowa. An award of $500. was a significant amount of money in 1937. Advertisements in the Americus, Georgia, papers listed the cost of a new Buick or Chrysler at $980 in 1937 or 1938.

[9] May Day activities at Plains High School were given good coverage by the local papers from 1937 to 1941. Photographs of various individuals in their "dramatic costumes" are in the scrapbooks compiled by Julia Coleman.

[10] Much of this information is from an undated newspaper article by Julia Coleman in the school scrapbook for 1939-1940.

[11] Undated newspaper article by Julia Coleman, "Nature Study Program as Conducted at Plains School" in one of the scrapbooks. Probably dates to final years of the 1930s.

[12] Transcript of Interview with David Wise by Ed Bearss, December 17, 1985; Interview with Jimmy and Rosalynn Carter by Ed Bearss, May 11, 1988; and Group Interview, May 15, 1991 in Plains Georgia. All of the above in OHC, JICA.

[13] Sources for this included interviews with Jimmy and Rosalnn Carter by Ed Bearss on May 11 and 12, 1988, and Interviews with two separate groups of former students on February 5 and May 15, 1991, by the authors of this study. Ibid.

[14] An article on the front page of the Americus Times Recorder, March 14, 1940, recorded the disaster.

[15] The new gym would be located directly to the rear of the school and was constructed of metal. In 1991 it would be dismantled and the area returned to its original condition.

[16] Group Interview, May 15, 1991, Plains, Georgia. In OHC, JICA. Photographs in school scrapbook for period 1940-48 show students making the blocks and work on the actual construction of the Vocational Ag Building. This structure is currently used as the field office and maintenance facility for the National Historic Site.

[17] P.J. Wise and George Harper as part of the group interview on May 15 verified the location of the Victory Garden. Rosalynn Carter in an interview on May 11, 1988, with Ed Bearss described the uniform and activities of the Victory Corps. Photographs from the school scrapbooks for the years 1940 to 1948 show the victory garden, the students assembled for raising and lowering the flag, the Victory Queen and her uniformed court, and students in uniform memorializing President Roosevelt after his death in April 1945. Interviews in Oral History Collection, JICA.

[18] "Survey of Historic Structures: Plains Georgia," HABS Survey No. GA-2206, Plains High School. Group Interview, Plains, Georgia, February 5, 1991. The Board of Trustees took this action when they learned the owners were planning to divide it into residential lots. They recognized that the school needed it for their athletic programs.

[19] Long articles appeared in the Enquirer and Journal on May 17 and 14, 1949, respectively. It is assumed these are papers published in either Albany or Americus, Georgia. The newspaper clippings are from a scrapbook that was photocopied and sent to this writer for his use.

Evaluating Significance



Evaluating significance determines whether a structure or building has historic value. It also points out what areas or elements of the resource have the most historic value and should be interpreted to the public. The Plains High School has already been evaluated for its integrity and significance and is currently being restored. The following discussion evaluates the integrity and significance of the High School's landscape.

Integrity

Integrity refers to "...the authenticity of the historic identity of a cultural resource, which is evidenced by the survival of physical characteristics from the historic period".[1] Basically, integrity is determined by comparing existing conditions to those of the historic period. For this study the historic period begins in 1930 and ends in 1949 when Miss Julia Coleman was formally honored by the school.

Comparing the historic and existing conditions provides several things. First, it shows what existing vegetation, land uses, and structures are out of context with the historic time period. If necessary, these things may have to be removed or changed. Second, the analysis of integrity provides a reference for what future uses and changes to the site are appropriate. The existing integrity of the landscape should be minimally affected by any future use of the site. Finally, the analysis also shows what changes to the site would improve current conditions to better the visitor's understanding of the history and significance of the resource. Integrity is based on the National Register of Historic Places criteria which were originally developed for historic structures. To have "integrity" a site must retain several of the following seven aspects:

location, setting, materials, design, workmanship, feeling, and association.

These seven qualities are evaluated to establish the sites' overall integrity. In *Biotic Cultural Resources: Management Considerations for Historic Districts in the National Park System, Southeast Region,* Professor Ian Firth, from the University of Georgia, has redefined these structural aspects to apply to historic landscapes. The following discussion uses Professor Firth's definitions for each quality and applies them to the Plains High School landscape. He has substituted species composition, community organization, and management techniques for the original aspects of material, design, and workmanship.

Location

Location refers to "...the geographic distribution of a biotic cultural resource".[2] The boundaries of the area are considered, as well as individual elements that comprise the landscape as a whole.

1. The 12 acre site has the same boundaries as it did in 1949 but the current chain-link fence did not exist.

2. The boundaries of the Foundation Planting has not changed.

3. The northern boundary of the Front Garden area has changed slightly. Historic photographs indicate specimen shrub plantings extended closer to the existing parking lot.

4. The location of the Friendship Garden remains intact between the two entrance driveways.

4. The Baby Row Garden had no northern boundary. Historic photographs show that the planted area extended to roughly half the width of the east wing of the building. A substantial number of bulbs and flowers that historically indicated the edges of the planted area, have been lost.

5. The baseball field holds the highest level of locational integrity. The field was used for athletic purposes for many years before it was bought by the school in the early 1940s. The same diamond was used in President Carter's famous press versus government softball games.

6. Along with the High School, the Vocational Agriculture Building is the only other building remaining from the historic time period. Some of the historic elements that were incorporated into the landscape, such as concrete posts, were constructed in this building.

Setting

Setting refers to "...the physical environment." The physcial setting includes natural features such as landforms, as well as cultural features such as structures, and surrounding land uses.

1. Land use along Hospital Street, the school's northern boundary, is residential and consistent with the historic time period. The Lutheran Church adjoining the property on the northwest corner and the Baptist Church across the street are also consistent.

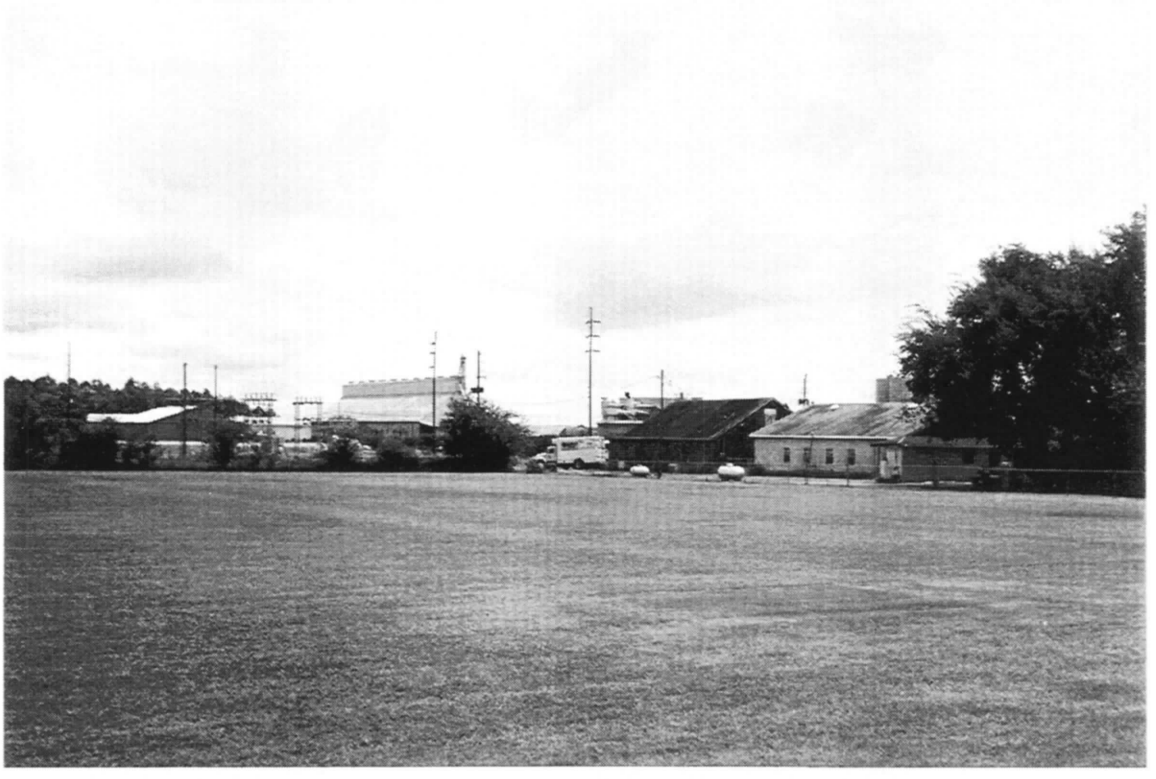
2. Existing land use along the eastern edge of the property is primarily agricultural and industrial. Two and three story metal silos and vehicles associated with processing peanuts, are currently visible from the site. Historically, the land was used to grow wheat and corn and while the crops and equipment have changed, this area has remained in agricultural use. Also visible from the school is an electrical power station which did not exist in the historic time period.

3. To the south, agricultural fields used to exist where the Peanut Shack and Kuntry Corner businesses are now located.

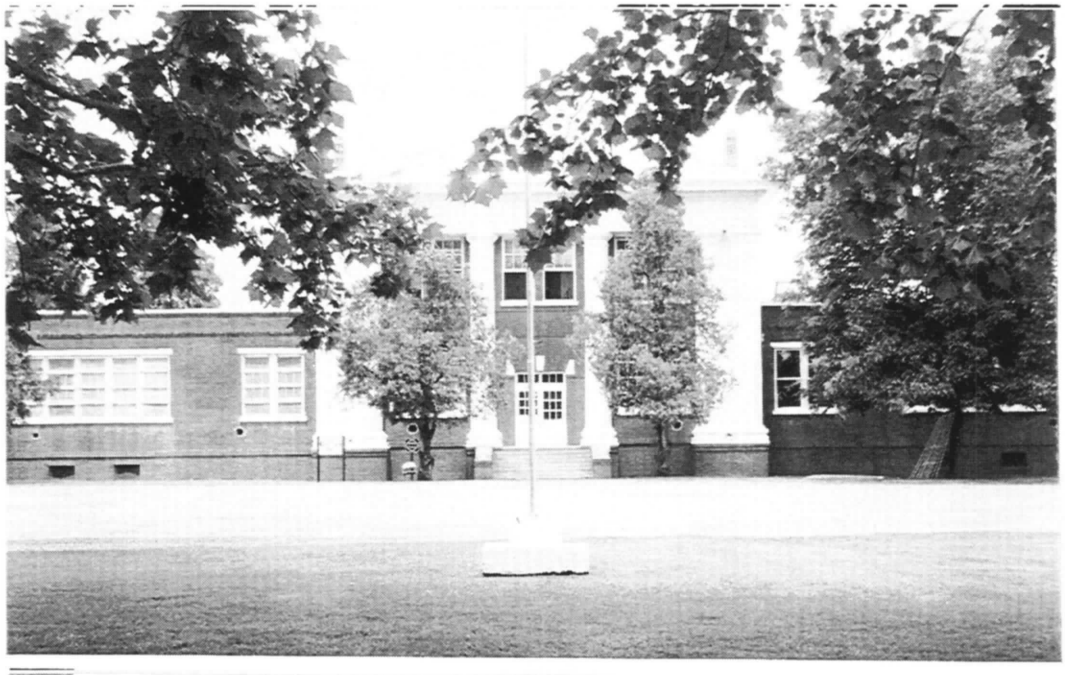
Species Composition

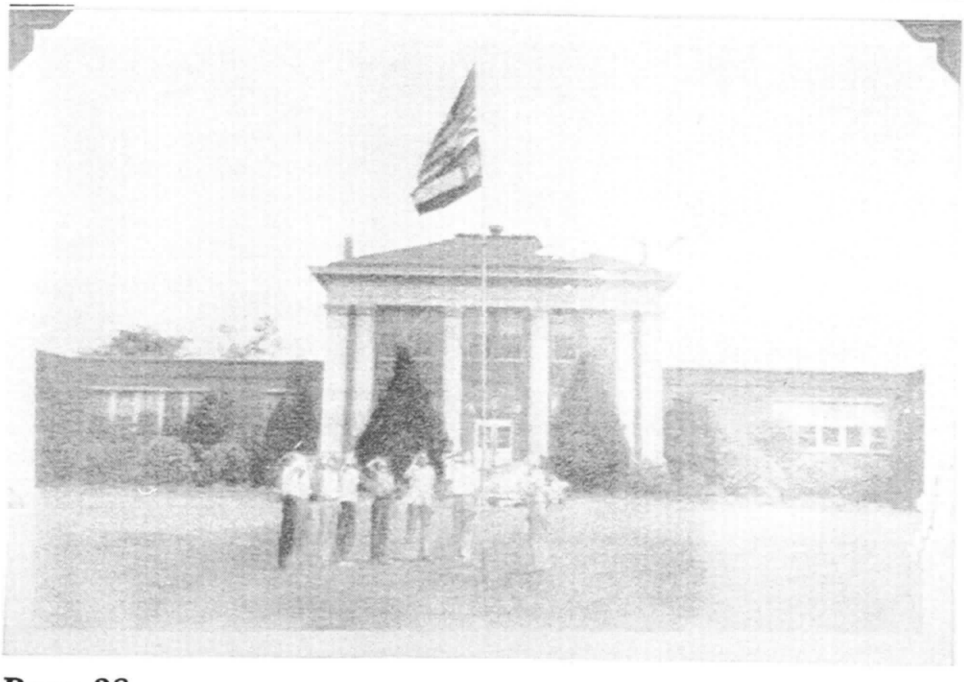
Materials that comprise a historic structure has been redefined to the species composition of a landscape. Ian Firth defines species composition as, "...the dominant and the introduced species which were the focus of management activities in a historic period". These plant species, "...should be the focus for inventory preservation..." in a historic landscape study.

Existing views from the school



1. Change in the type and size of plant materials on the site is evident. Losses have occurred in the specimen plantings in the Baby Row and Friendship Garden areas. By 1949, roughly 15 arborvitae existed in the Baby Row area and today, three are left. One that remains appears to have been part of the "Snow White" element planted by the grammar school. Young shrubs, trees, vines, and bulbs were generally planted at random or where there was room. As the plants grew, many of the smaller shrubs and flowers could not survive in the dense shade cast by some of the evergreen trees.





Comparing existing conditions of the Foundation Planting along the front of the school (top) with historic conditions (bottom).

2. The Foundation Planting is missing some of the shrubs that were originally planted in rows. The front of the school is missing the thorny eleagnus, arborvitae, and other plants that were specifically installed for an overall effect. Individual trees in the rear of the building are significant missing elements. Rocks historically used to line the planting beds and many of the white concrete posts, are also missing.

3. The Front Garden has lost a few individual shrubs near the existing parking lot, but several new trees have filled in their place. Most of these trees are of the same species as the historic vegetation, and probably came from their seeds.

4. The addition of the chain link fence surrounding the property has allowed numerous species of trees and shrub seedlings to become established along its edge. Most of the plants appear to be outside the park property. The growth of these plants is changing what has historically been unobstructed views offsite.

5. The species of lawn cover on the school site has also changed. Lespedeza and oats were planted in 1936. Currently Centipede, Bermuda, Fescue grasses, and various weeds make up the existing turf.

Community Organization

The overall design of a historic structure is compared to the plant community organization of a historic landscape. Community organization is defined as "...the size, structure, and distribution of each of its plant and animal populations." The changing organizational patterns of the landscape, such as planting schedules, should also be examined.

1. The most obvious compositional change in the landscape is the lack of age variation in the plants. By 1949, the end of the historic time period, the original foundation plantings and Friendship Garden plants would have been at least 13 years old. At that time, young arborvitae plants were still being planted for children in Baby Row. The age of plants would have been extremely varied as people continually donated plants and randomly planted them. The existing plants are obviously old and well-established. A few new trees have come up naturally since 1949 and could eventually shade out existing historic plant material.

Management Techniques

Workmanship used to build historic structures can be related to the management techniques used on plant material. This includes pruning schedules, mowing, and even fertilizing and watering. How plants were main-

tained greatly affected the overall appearance of a historic landscape.

1. Current management techniques are greatly affecting the overall integrity of the site. Many of the existing shrubs are manicured into compact balls, creating a very formal appearance. Historically, shrubs were pruned annually on Garden Day each spring. Historic photographs show that most of the plants were allowed to assume their natural forms and many attained heights and widths of six to eight feet.

2. Current NPS mowing practices also differ from the historic time period. During interviews, former students describe the grass as being mowed by the county only twice a year. In some areas, the lawn did not grow due to the impact of playing school children. Today, the lawn is constantly maintained and most of the remaining flowering bulbs that were randomly planted in the gardens, are often mowed down.

Feeling

Feeling is defined as, "...the ability of a cultural resource to evoke a sense of the past." Sounds, smells, and the visual impression of the site create an overall sense of place.

1. It is difficult to walk the Plains High School site and realize the central role the school once played in the community. From 1936 to 1949 the school was simultaneously an example of Miss Julia's idea of beauty and the brunt of the day to day abuse from playing school children. The sights and sounds of children running around at recess, plays being produced, commemorative photos being taken, athletic events, and outdoor learning sessions, typical of Miss Julia's and Y.T. Sheffields administration, are missing but remnants of these elements and activities still exist. Other integrity issues contribute to the loss of feeling. The lack of age stratification in the plants and the current Park Service maintenance techniques, discussed earlier, contribute to the general loss in feeling on the site. The site appears static, vacant, old, and underutilized and the plants, too highly manicured.

Association

Association is defined as, "...the connection between a biotic community and the people, events or developments of a historic period."

1. The Plains High School site exhibits a high degree of integrity of association. Jimmy Carter attended the school from 1930 to 1941. Influences in his education that relate to the school grounds came from athletics, the use of the garden as an outdoor classroom, and the community involvement with Friendship Garden and Baby Row.

Significance

Once the integrity of the landscape is evaluated, its significance can be determined. The National Register for Historic Places lists the following four categories of historic significance:

1. **Association with historic persons**
2. **Association with historic events**
3. **Illustration of types of design or construction**
4. **Provision of information on history and prehistory.**

To be significant, a landscape or other historic element need only fit in one of these categories. The Plains High School site has significance in the first three categories. Each of these three has been listed and the corresponding significance of the landscape is discussed.

Association with Historic Persons

Jimmy and Rosalynn Carter attended the school from 1931 to 1944. They are associated with the landscape as well as the building for several reasons.

1. Jimmy Carter was a member of the school basketball team under coach Y.T. Sheffield. Basketball and other athletic activities took place on the site.

2. Under Julia Coleman's initiative, the Friendship Garden and Baby Row were used as outdoor classrooms and contributed to Jimmy's and Rosalynn's education. During events such as "Garden Week" and "May Day", students learned about the natural environment and wrote essays, poems, and had spelling B's with natural themes. Boys in the vocational agriculture school built concrete posts, benches, sidewalks, and bird houses to go into the garden. Some school plays and public speaking activities, which all the children were expected to participate in, also took place in the garden.

3. The Friendship Garden and Baby Row are also expressions of community involvement, volunteer cooperation, and public donations. It is possible that these elements influenced Jimmy and are reflected in later policies of his political career.

Association with Historic Events

The landscape was significantly modified in response to two historic events: the Depression and World War II.

1. The most expansive period for the school and it's landscape, when awards were won for excellence in gardening from the National Garden Club, was during the Depression. Unpaved roads, walking to school barefoot, jumping rope with Kudzu vines, coal piles to heat the school, and eventually the donation of plants and time to beautify the grounds, are representative of a small, rural, southern town during the Depression.

2. The school grounds were also modified during World War II. A victory garden was erected in the ruins of Sheffield Stadium and students participated in its planting. Rosalynn Carter remembers participating in military-like drills in the front assembly area and near the baseball field. Special school uniforms were worn and photographs depict the whole school in attendance. Several arborvitae and various shrubs were planted in the Friendship Garden and Baby Row to commemorate the "boys overseas".

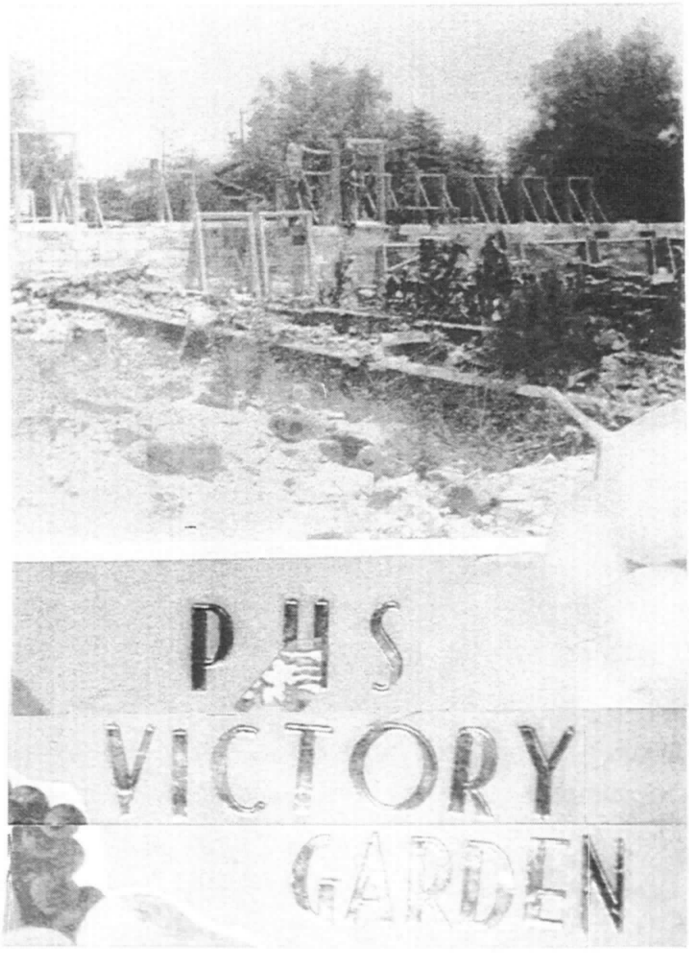


Illustration of Types of Design or Construction

The Foundation planting illustrates vernacular residential planting design for the time period. The symmetry in front of the school and use of evergreen exotic plant material is representative of landscape design discussed in historic gardening books. A 1931 Extension Service bulletin from the University of Georgia discusses planting design for the rural south and its design applications are very similar to the Plains High School foundation planting.[3] It is important to preserve and continue to use these species of plants.

Conclusions

As a whole, the Plains High School landscape is very significant. Yet within the site, several areas exhibit a higher degree of integrity, and are therefore, more significant and should be interpreted to the public. The areas are:

1. Friendship Garden
2. Baby Row
3. Foundation Garden
4. The Vocational Agriculture Building
5. The area west of the Vocation Agriculture building where Sheffield Stadium stood
6. The baseball field.

Several issues exist that will impact the visitors understanding of the historic significance of the landscape. These issues of integrity point out those changes between the historic and existing conditions which affect the visitors impression of the resource. Five major issues affecting the landscape's integrity are summarized below.

1. The chain link fence surrounding the property affects the species composition of the site, southward views offsite towards the town, and the general feeling of the property. Invasive tree and shrub seedlings are growing through the metal fence. Most occur off NPS property. Eventually these plants will screen historically open views off the site. The fence also creates a visual impression of separation between the school and the rest of the community; the school appears less integrated with its surroundings. The fence is also a symbol of distrust and protection and is inconsistent with the historic atmosphere of Plains.

2. Land use on the school's south and southeast boundary is also an issue. The modern silos and equipment associated with the local peanut industry are visible from the site, as are the convenience store and a restaurant. The extent these structures detract from the integrity of the site is debatable. The silos and trailers are clearly industrial, but they are also clearly associated with farming and agriculture. The convenience store and restaurant are both single story structures that face Highways 27 and 280. The store is constructed of wood and the restaurant of concrete blocks. Both buildings are consistent with the small-town character of Plains.

3. The effect of Maintenance Division use of the Vocational Agriculture Building on the resource is also debatable. Using the building as a workshop is consistent with the historic use, but the visual impact of modern equipment and informal parking

area detract from the simple, historic use of this place.

4. The maintenance of the plants becomes important for its impact on overall feeling. Historically accurate pruning techniques and trimming schedules need to be implemented to restore a more naturalistic character to the site. The spirea, thorny eleagnus, winter honeysuckle, and other shrubs, should be allowed to retain their natural growth form. Current mowing practices also need to be addressed. Bulbs, that historically would have been visible throughout the growing season, are moved down.

5. The single largest detractor from the site is a general loss of feeling. The school was once such a vital and central element in the community and it is very difficult to visually receive that impression from the site. The remaining plants look too old and the building appears too vacant. This will hopefully improve with visitor and community use of the site.

6. The age stratification in the vegetation was established through the continuous memory donation of plant material. The juxtaposition of older trees and shrubs with newly planted vegetation gave the impression of continual community investment and interest in the property. The impression is now lacking at the Plains High School site.

Endnotes:

[1] The process and definitions used in this section are from Resources Management Report SER-82 by Ian J. W. Firth , "Bitoic Cultural Resources: Management Considerations for Historic Districts in the National Park System, Southeast Region" (NPS, 1985).

[2] Definitions for location as well as setting, species composition, community organization, management techniques and feeling are all from "Bitoic Cultural Resources: Management Considerations for Historic Districts in the National Park System, Southeast Region" by Ian J. W. Firth (see above).

[3] Agricultural Extension Service Bulletin #402, by H. W. Harvey titled "Plans and Plantings for Georgia Homes" (University of Georgia, 1931).



Chapter II: The Alternatives

Alternatives

Introduction

The General Managment Plan (Reveiw Draft 1992) defined future uses for the site which include using the school building as the central visitor center for the historic district. Accomodating both these uses and the issues and conclusions drawn from the cultural landscape study, became the foundation for developing three management alternatives for the landscape. These alternatives were then used to develop a composite proposal, the Management Plan, that will affect the least change while providing the greatest understanding of the resource to the visitor.

According to *The Secretary's Standards for Historic Preservation Projects*, there are six options for the treatment of preservation projects:

> stabilization, protection, preservation, restoration, and rehabilitation.

Three treatment options, preservation, restoration, and rehabilitation, stood out as being best suited for this project and became the organizing themes for the alternatives. The Preservation Alternative focuses on preserving and stabilizing resources as they exist today, the Restoration Alternative proposes restoration of significant areas, and the Rehabilitation Alternative allows for the greatest amount of change and increase of new uses.

A corresponding plan and definitions for preservation, restoration, and rehabilitation begin each corresponding alternative. The definitions used came from *The Secretary's Standards for Historic Preservation Projects.*

Within each alternative, treatments are discussed for the following five topics: Circulation, Gardens, Landscape Maintenance, Activity Areas, and Other Structures and Elements. The Conclusions and Issues section, at the end of this chapter, provides a comparative summary of the limitations in the three alternatives and a focus for development of the Management Plan.

Alternative I: Preservation

Preservation is defined in the Secretary of the Interior Standards as, the act or process of applying measures necessary to sustain the existing form, integrity, and material of a historic property. It may include initial stabilization work, where necessary, as well as ongoing maintenance and repair of the historic materials and features.

The Preservation Alternative leaves the landscape looking essentially the way it currently appears while proposing a managment program that protects the historic fabric. It assumes that the visitor can understand the significance of the site based on little modification to existing conditions. Changes that would occur on the site include the following:

A. Circulation

1. Parking and Acess

The current parking lot will remain and be striped for 12 to 15 vehicles. All other parking, including buses and large vehicles such as campers, is available along both sides of North Bond Street. Those using the site after normal visitor hours would also use the existing lot and street to park vehicles. Overflow parking should occur on the lawn between the school and baseball field for community events occurring in the auditorium or on the ball field. Occasional parking on the lawn is consistent with the historic practice and would contribute beneficially to the "well used" appearance of the site.

Access into the school is currently limited because of several steps leading into all entrances and a lack of paved sidewalks around the building.

2. Roads and Sidewalks

Existing sidewalks behind the school and in front of the Vocational Agriculture building would remain. The dirt road along the eastern wing of the school, connecting the parking lot to the Vocational Agriculture building, would be plowed up and replanted with grass.

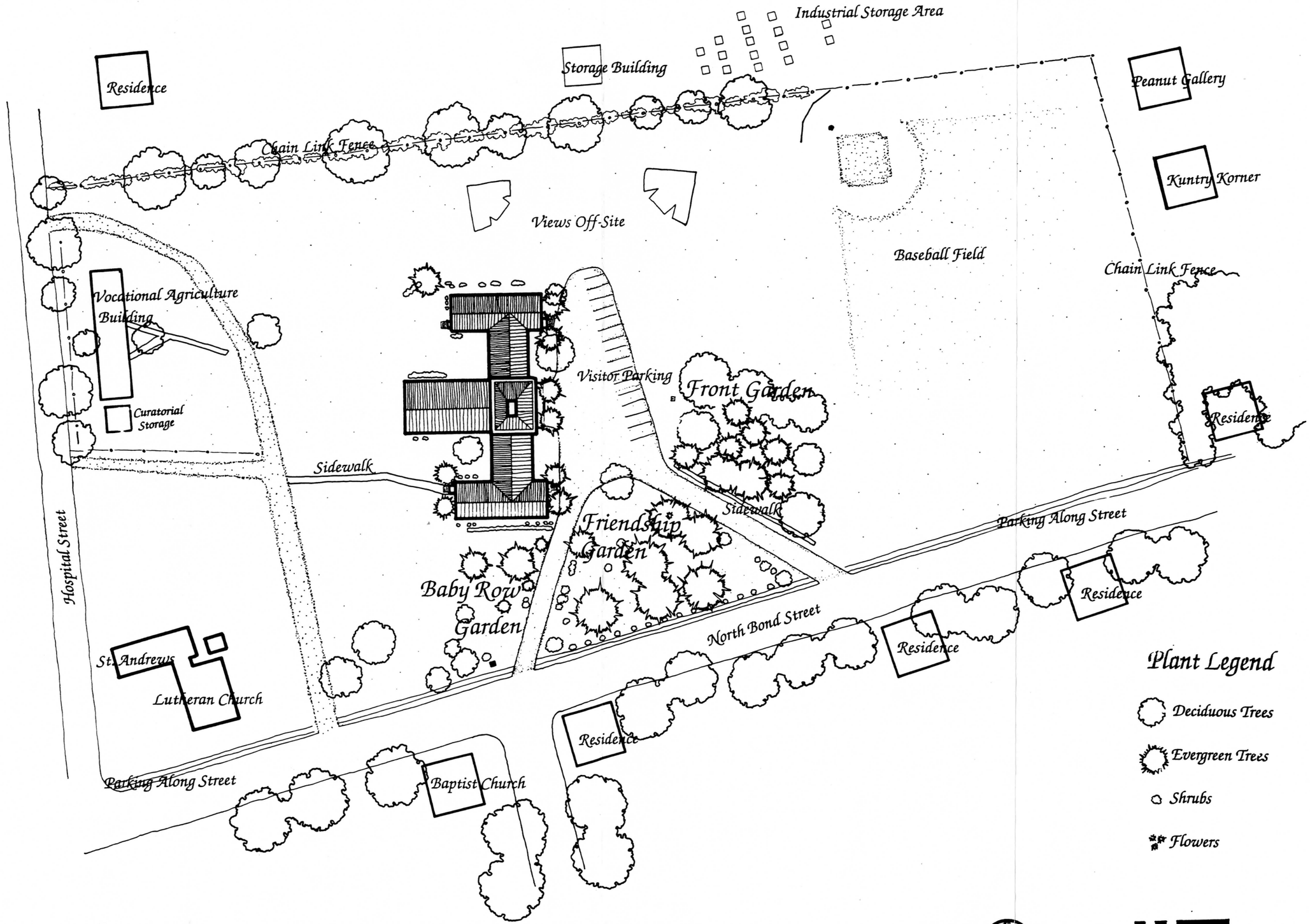
B. Gardens

1. Friendship Garden and Baby Row

Existing historic plant material in Friendship Garden and Baby Row will be preserved. The vegetation would be replaced in kind as it dies off. Non-historic plant material would be removed

2. Foundation Planting

Existing historic plant material will be preserved and non-historic plant material would be removed. The eight remaining arborvitae at the entrances to the school, would



Plant Legend

- Deciduous Trees
- Evergreen Trees
- Shrubs
- Flowers

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Alternative I: Preservation

Jimmy Carter National Historic Site

be replaced with matching pairs. The existing trees are dropping leaves on the roof, clogging the drainage system, and threatening the integrity of the building. Also, the trees have been "limbed up" and large gaps are visible in the vegetation. They no longer reflect the pyramidal form and symmetry intended at installation. Ten new trees, approximately 10 feet tall, should be planted and then maintained to a height of approximately 20 feet.



Existing overgrown arborvitae

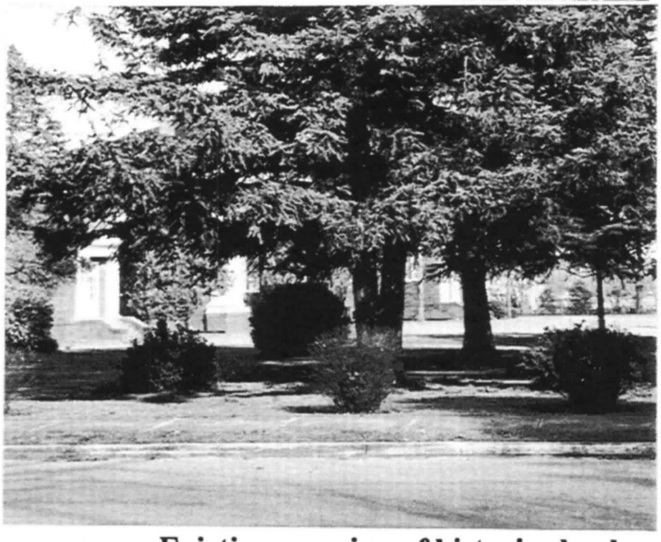
3. Front Area Garden.

All of the existing trees, flagpole and sidewalk are to remain and be preserved. When the trees die, they should be removed and replaced in kind. As part of the preservation alternative the flagpole should remain. Historically, the flagpole was a bit closer to the building and did not have the existing concrete base but was instead, installed directly into the ground.

C. Landscape Maintenance

1. Vegetation

The return to historic maintenance techniques is the most important element in a Preservation option. Specific shrubs, including the eleagnus, spirea, forsythia, abelia, winter honeysuckle, and winter jasmine have a natural "fountain" form. During the historic time period, these plants were allowed to retain their natural character. Pruning techniques should be employed that control growth of the plant material without changing its natural form. One way to accomplish this is to adopt a pruning schedule similar to what was used during the historic time period. Historically, shrubs were pruned once a year in Spring on "Garden Day" or randomly at other times by a disruptive student as a form of



Existing pruning of historic shrubs.

discipline. A similar lack of extensive, continuous pruning could be reinstated for these shrubs.

2. Lawn

Any mowing or trimming of the lawn should allow all existing bulbs to grow and flower. They were an important feature of the landscape and provided color and a "cared for" appearance. The Historic Vegetation map in the Historic Conditions section of this report, depicts the original location of many of these flowers. Bulbs were planted along North Bond Street and the driveways that border Friendship Garden. They were also planted in clumps at the base of trees.



Historic bulbs should not be mowed.

C. Activity Areas

1. Baseball Field

The existing field has been used for ball games since the construction of the school in 1920. It is also where the press versus Secret Service softball games took place during Jimmy Carter's candidacy. Because of it's high degree of locational integrity and historical significance, the field should be preserved and maintained for interpretation and continued community use.

D. Other Structures and Elements

1. Vocational Agriculture

The Maintenance Division would remain in the Vocational Agriculture building. Further expansion of the maintenance facility, such as the addition of structures, parking lots, or storage areas, would not be allowed in the Preservation Alternative. (Potential changes for the use of the Vocational Agriculture building and its surrounding area are discussed in the Restoration and Rehabilitation Alternatives).

2. The Fence and Views Offsite:

The chain link fence surrounding the property would remain. Hedge row plants that grow along it should be pruned to a height even with the top of the fence to protect views offsite.

Alternative II: Restoration

According to the Secretary's Standards restoration is defined as the act or process of accurately recovering the form, features, and details of a property as it appeared at a particular period of time by means of the removal of later work or by the replacement of missing earlier work. The Restoration Alternative focuses on the years 1936, when the foundation planting was installed, to 1949 when Miss Julia was formally recognized by the community. Documentation for the proposed restorations came from the following sources:

-Oral interviews, on location, of former students, February 5, 1991.
-community meeting in Plains, May 15, 1991,
-Julia Coleman's scrapbooks and historic photographs maintained by the park.

A. Circulation

1. Parking and Access

Parking for daily visitor use would be provided off site. As proposed in the General Management Plan (GMP Review Draft, 1992) shuttles would carry and drop people off along North Bond Street or in front of the school.

2. Roads and Sidewalks

The existing lot and paved driveways would be demolished and replaced with the original earth surface. The appearance and feel of the reddish, dusty earth would greatly enhance the visitors understanding of the daily life of a small, rural southern community during the historic time period.

The concrete sidewalk behind the west wing of the building and the two in front of the Vocational Agriculture building should be removed. Both were installed after 1949 and are in poor condition.

B. Gardens

Since they are some of the most significant areas on the site, the Friendship Garden, Baby Row, Foundation Garden, and Front Garden would be restored.

1. Friendship Garden and Baby Row

The Friendship Garden and Baby Row evolved around two principles:

- people donated the plants that went into these areas,
- the plants were placed where there was room.

These two principles are inherent to the restoration of these areas.

The donation of plants reflects the community's involvement with the school and social

fabric typical of a small, rural, southern town. It also resulted in the age and species variation of the plant community organization and the feeling that the site was constantly in use and cared for. It is important that a system of plant donations be re-established in order to restore the Friendship Garden and Baby Row. Restoration of these gardens without *donated plants* would be contradictory to the historic design intent and greatly affect the integrity of the site.

Restrictions on the numbers and types of plants donated would have to be made. Donations could be taken from anyone interested in giving a plant and it would be placed in the most appropriate place, sun or shade, where there was room. Initial donations would be limited so that every few years there would still be space available for other plants. This policy would result in continued age stratification of the plants. Limiting the types of plants to a historic plant list would ensure that the landscape retain the character of the time period.



A few specific design elements in the Friendship Garden and Baby Row should also be restored.

-An area in the Friendship Garden was planted in white flag lilies that read "P H S". Pfitzer junipers were planted behind the lilies as a backdrop.

-In the early 1940's, a grammar school class planted seven arborvitae and several white flag lilies at the base of a birdhouse in Baby Row. This feature was named "Snow White and the Seven Arborvitae."

-Restoration of Rose Point, located at the intersection of North Bond Street and one of the driveways, would also help restore the historical character and charm of the Friendship Garden.

Concrete benches, bird baths, and other birdhouses were also a part of Friendship Garden and Baby Row and should be restored. The concrete benches and bird baths were located in Friendship Garden. Three to four concrete

Residence
Storage Building
Industrial Storage Area
Remove Fence
Peanut Gallery
Kuntry Korner
Remove Fence
Dirt Road
Play Ground
Vocational Agriculture Building to be Preserved and Maintenance Offices to be Relocated
Sand Path
Foundation Planting to be Restored
Baseball Field to be Preserved
Remove Sidewalk
Restored Assembly Area and Entry Drive
Flag Pole
Front Garden to be Preserved
Remove Fence
Residence
Remove Sidewalk
PPS in Lilies
Sand Path
Area Effected by Donations
Dirt Road
Hospital Street
Baby Row Garden to be Restored
Friendship Garden to be Restored
Rose Point
Residence
"Snow White" Feature
North Bond Street
St. Andrews
Lutheran Church
Residence
Residence
Baptist Church

Plant Legend

- Deciduous Trees
- Evergreen Trees
- Individual Shrubs
- Massed Shrubs
- Flowers

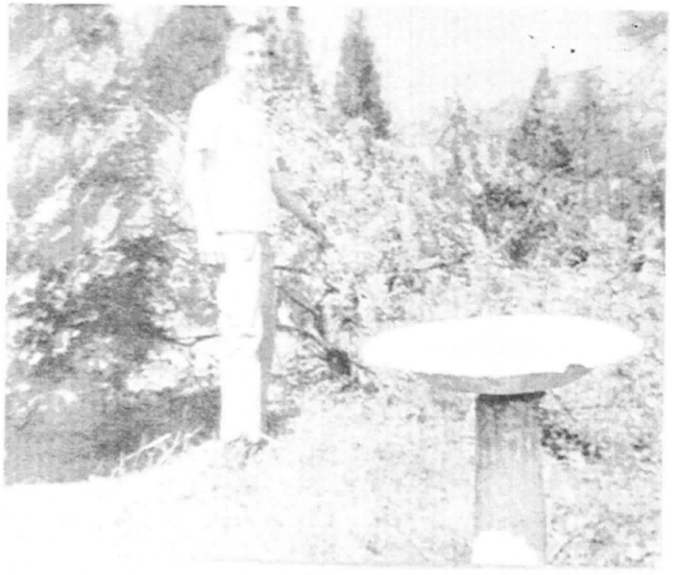
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Alternative II: Restoration

Jimmy Carter National Historic Site

benches are evident in pictures and other furniture was brought into the Garden on special occasions. The birdhouses were painted (colors unknown) and placed in both areas. Historic photographs, maintained by the park, document the size, shape, design details, and location of these features and should be used for the restoration.



Bird Bath



Bird Houses

2. Foundation Garden

As the first community effort to beautify the school grounds, the Foundation Garden should also be restored. The foundation planting is discussed in four parts: the front, east wing, west wing, and north side of the school.

a. Front of the school

The line of tree and shrubs in front of the school involves the most extensive removal and replanting for restoration. The two pecans, which have become established since 1949, would be removed. The three remaining arborvitae would also have to be removed and then replaced with three matched pairs. Three eleagnus would be planted under the windows on each wing and an Italian cypress set at each corner of the main building. Photographs indicate large evergreen shrubs were planted at the end of each row of eleagnus, but their exact identification could not be made. A replacement species should be selected that resembles the size, color, texture and form of the original shrubs. The lantana in front of the eleagnus and rock border would also be restored.

b. East Wing

There are no photographs of the east wing of the school, but oral interviews indicate the existing shrubs are consistent with the historic time period. During the interviews, it was stated that the shrub row was originally planted closer to the building.

Stumps are present that support this claim. The existing plants are in poor condition and pecan seedlings, native vines, and privet have become established within the row. The remaining shrubs should be removed and replaced in kind, 2 feet closer to the building.

c. West Wing

The west side of the school has been extensively documented with photographs of "little citizens" standing in Baby Row. These photographs indicate several plants that are missing and should be restored. An eastern redbud tree, Cercis canadensis is missing from the north corner of the building as are three columnar evergreen shrubs between the windows. Other evergreen shrubs were planted close to the building and should be restored. The existing row of Spiraea thunbergii is historically accurate and in good condition. A few of these shrubs need to be added to complete the original row. Vines and honeysuckle have invaded this shrub row and need to be removed.

White sand paths with concrete posts marking their edge were located on both the east and west wings of the building and would also be restored. The concrete posts were roughly 2 feet tall, above ground, and spaced 4 feet apart. They were only located on the side of the path closest to the building separating the path from the shrub rows.

c. The North Side

A dogwood tree and several yucca plants historically existed where the current mulberry tree and fire escape are located on the north side of the building. The mulberry tree and, if possible, the fire escape should be removed. The dogwood, yuccas, and rocks surrounding the bed area should be restored and would help screen the fire escape from view. Other photographs of the north side of the building were not found, but oral interviews indicate most existing vegetation is consistent with the historic time period.



3. Front Garden

Photographs of the Front Garden area show that it historically contained fewer trees than it does now. Three or four southern red cedars and two pecan trees have become established naturally since 1949. Because these trees are not seriously impacting the historic integrity of the site, they need not be removed. However, measures should be taken to ensure that more trees do not become established. The row of crepe myrtles, that once existed near the sidewalk, should be re-established. The cause of their removal could not be determined.

B. Landscape Maintenance

1. Vegetation and Lawn Areas

Pruning and mowing standards outlined in the Preservation Alternative would also apply to Restoration.

C. Activity Areas

1. Baseball Field

Because of its high degree of integrity and significance, the field should be preserved and maintained.

D. Other Structures and Elements

1. Vocational Agriculture Building

The Vocational Agriculture building would not be used as a maintenance facility for the Park. While use of the building as a maintenance facility is consistent with historic practice, the structure is not large enough to store equipment and function as a workshop. The visual impact of modern tractors, lawn mowers, tools, trucks, and other materials would be inconsistent with a Restoration Alternative. Instead, the building could be used as part of the Educational program currently being proposed by the Park.

2. The Fence and Off Site Views

Several structural items installed after 1949 would have to be removed from the site. The chain-link fence surrounding the property helps to secure the school, but as a visual symbol of keeping people out, it compromises the small town feeling of the site. The plant material that has grown up along it should also be removed to restore views off the site.

Alternative III: Rehabilitation

In the Secretary's Standards, rehabilitation is defined as the act or process of returning a property to a state of utility, through repair or alteration, which makes possible an efficient contemporary use while preserving those portions or features of the property which are significant to its historical and cultural values.

The Rehabilitation Alternative focuses on changes that must be made to accommodate new functions on the site. These new uses include: increased public visitation, community use of the grounds and building, National Park Service use of the Vocational Agriculture building, and use of the site as an educational facility.

A. Circulation

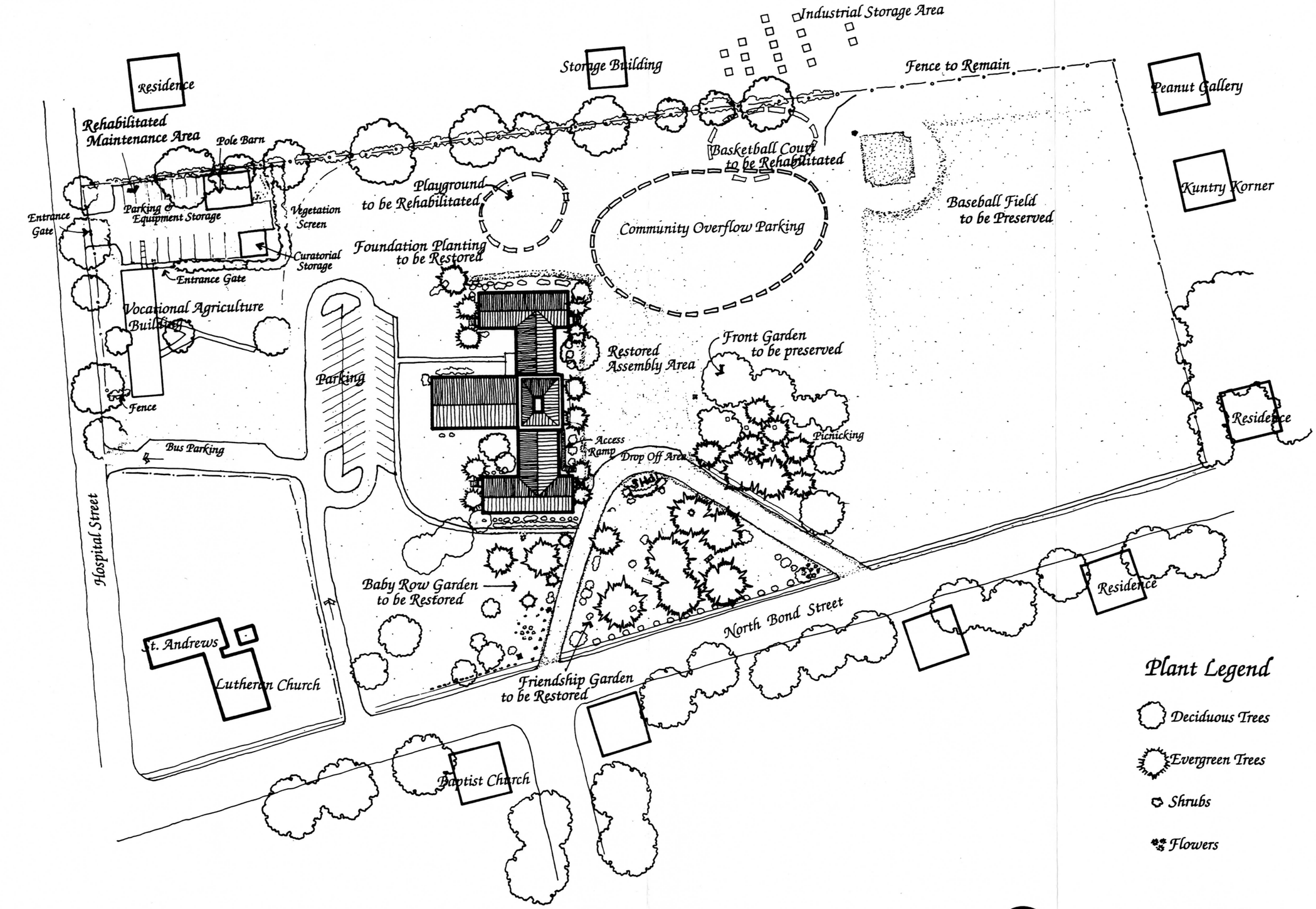
Pedestrian and vehicular circulation on the Plains High School Site is complicated for several reasons.

1. The area in front on the building was historically used as an assembly area. Each morning, students would line-up in this area before entering the east and west classroom wings. Reciting the Pledge of Allegiance and marching in drills during World War ll also took place in this area. During the 1950's and 1960's, as more people acquired automobiles, the assembly space was paved as the existing parking lot.

2. Whether driving or walking entering the site on the existing driveways that border Friendship Garden, is an appreciable aesthetic experience. Coniferous trees line the drive creating an impressive allee, and with the classic architecture of the school building, an important sense of arrival is created. This sense of arrival and entrance through the front of the school building is important for the visitor to experience.

3. The GMP (Review Draft, 1992) calls for the Plains High School to be used as the visitor center for the entire Jimmy Carter National Historic Site. Parking should initially accommodate 80 cars, and eventually 200. Based on current visitation figures, an 80 car lot is not warranted. The presence of extensive parking facilities would greatly impact the open quality of the site and visitor's experience of the historic landscape during the Depression and World War II. It is also questionable if the town of Plains infrastructure could handle the projected traffic volumes.

4. Access into the school is also a complex issue. If used as the main visitor center for the park, all people should enter the main entrance to the school. The building will also be used as a community center and should be



Alternative III: Rehabilitation

Jimmy Carter National Historic Site

able to accommodate the aging population of Plains. Access is most easily accommodated through a back door on the east wing.

5. Development and restoration on the site is being funded by a 60 - 40 agreement between the National Park Service and the Plains community. Initial large-scale development of a parking lot on the site will be difficult to fund.

1. Access and Parking

Rehabilitation of the landscape to accommodate a parking lot must be sensitively approached since this element will greatly impact the historic scene and character. The existing asphalt lot will be removed and a new parking lot for 40-50 vehicles constructed in an area which least impacts the integrity and significance of the site. Two locations for the lot can be considered: one directly behind the school auditorium, as shown on the plan, or the second along the east wing of the school. Both locations have less integrity than that of the existing lot, and would help "hide" the lot from those driving or walking by. It is important that only one of these lots be built since too much of the historically undeveloped land would need to be paved.

The existing asphalt driveways would remain in place to give visitors the opportunity to approach the front of the building. A bus and car drop off area would be provided and the remaining asphalt in front of the school should be removed.

Access into the building should be accomplished without compromising the visual integrity of the building. It is also important to provide access through an entrance used by everyone; people with disabilities must not be segregated from the rest of the public and those regularly using the school will include the aging population of Plains.

The location of the access ramps should be closely linked with the location of the parking lots. In the front of the school, the eleagnus shrubs can help hide a ramp into one of the three entries. Preferably, a ramp would be located at the main entrance. If construction of the ramp at this door would severely impact the historic integrity of the building, the second best solution is to build one at the entrance to the west wing. This is also the location of the bus and car drop off area. A second access ramp is also provided at the rear of the school. This ramp would provide the most direct access to the central visitor area inside the building and could be easily tied in with either new parking lot.

Overflow parking for at least another 40 vehicles is available along North Bond Street. For periodic, special events with large crowds, parking on the school grounds should be allowed. This is consistent with historic use of the property. Bus and oversized vehicles would be parked along the existing access road, which would be widened, between the school and the church.

If visitor use consistently exceeds projected figures, all visitor parking should be removed from the site. A separate parking lot and initial visitor contact point should be developed outside the city's historic district limit. The existing infrastructure of Plains can not handle large volumes of traffic.

2. Roads and Walks

The rehabilitation of roads and parking lots should compliment the historic scene and not compromise the feeling of, "a small rural southern town". Steps should be taken to reduce the visual impact of a paved surface on the historic scene. An earth colored asphalt or concrete could be used. Gutters, curbs, and "end stops" associated with typical parking lots should not be installed. Lines should be painted as unobtrusively as possible.

Since they were built prior to the historic time period, the sidewalks behind the school and in front of the Vocational Agriculture building would be removed. The existing dirt road along the eastern wing of the school would be plowed up and replanted with grass.

B. Gardens

All of the Gardens should be restored as reccomended in Alternative II, Restoration.



The Historic Scene

C. Landscape Maintenance

1. Vegetation and Lawn Area

Mowing and trimming of the plants and lawn should be treated according to Alternative II, Preservation.

D. Activity Areas

1. Baseball Field

Because of its high degree of integrity and significance, the field should be preserved and maintained as stated in Alternative I.

2. Playground, Basketball Court, and Picnic Areas

A playground, basketball court, and picnic area will be rehabilitated on the site for visitor, educational, and community use. The playground and basketball court will be rehabiliated in their original locations. Picnic areas will be provided within spaces that, historically, were used for similar purposes.

A playground will be placed in the historic grammar school play area near the southeastern corner of the school. The type of play equipment and the material it is constructed with should not duplicate the original elements but should be consistent with the character of the site. Single use play equipment like swings, merry-go-rounds, and slides will be used and should be constructed of wood or other natural materials.

The historic basketball court closest to the baseball field will be rehabilitated to regulation standards for high school teams. It should be resurfaced with a reddish colored asphalt to minimize visual impact on the site.

Picnic tables would will be placed near the playground, under the existing pecan trees. Additional picnic tables will also be placed in the Front Garden Area. Picnicking is consistent with the historic use of both these area.

E. Other Structures and Elements

1. The Vocational AgricultureBuilding

The Vocational Agriculture building would be rehabilitated for use as the central maintenance facility for the entire National Historic District. Currently, the building, erected in 1941, functions as offices, workshop and storage area for the Maintenance Division. Lawn mowing equipment and other large pieces of machinery are stored elsewhere. The existing facility would be enlarged to accommodate the following: one tractor, two trucks, two 6 foot mowers, five employee parking spaces, three Park Service vehicles, approximately 40'x40' "pole barn" to house equipment, the library building, and extraneous storage space.

Since the area east of the Vocational Agriculture building has the least amount of integrity and interpretive value, it will contain the enlarged Maintenance Area which will be fenced and screened from view with plants. The southern boundary of the enlarged maintenance area was determined by the visitor's impression of the space. In Designing Cities by Artistic Methods (1898), Camillo Sitlé developed a standard formula to determine ranges of perceived personal and public spaces. His approach, still considered the standard, was used to determine the boundary. Consequently, 190 feet would be the least amount of distance needed to visually separate the school from the maintenance facility. This distance will allow the visitor to appreciate the historic value of the grammar school play area and recognize the developed area as being separate from the historic scene. Building the maintenance facility closer to the school would negatively impact the integrity and interpretive value of the site.

Conclusions

Since each alternative has limitations, selecting one as the foundation for the Management Plan is not justifiable. The limitations of each are discussed below to help determine those elements which should be selected to form the Management Plan.

Alternative I: Whether a visitor would understand the unique qualities of the Plains High School Site is debatable under a pure Preservation Alternative. While a visitor could be told about the development and importance of the Friendship Garden and Baby Row, the "feeling" of community involvement in the landscape is missing. The assertion that the school was centrally important within the social web of a small rural southern town is moot without more visual evidence of regular community involvement. The school was an institution within the town, but many citizens have a personal investment in the landscape--planting of an arborvitae commemorating their birth, a shrub donated for someone they loved, or as a student, the time spent learning and growing in this special place. The Preservation Alternative does not convey this vital concept.

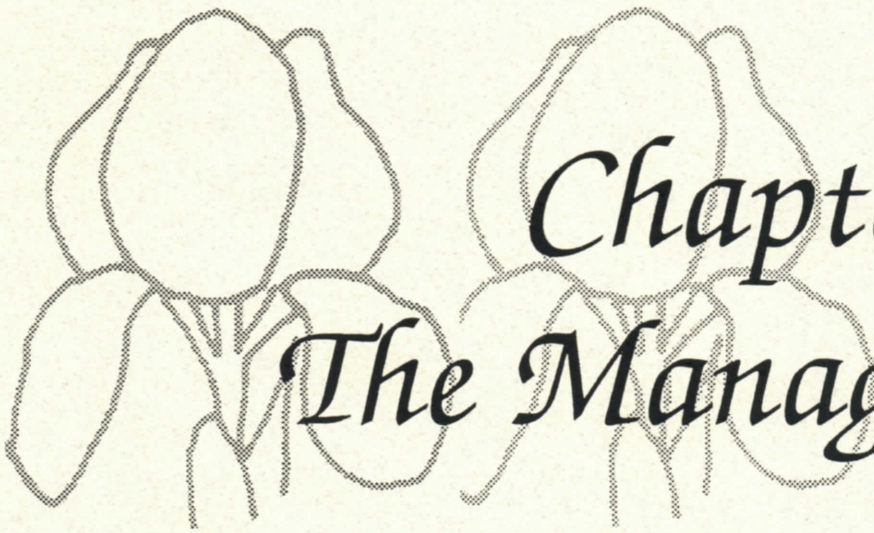
Alternative II: A Restoration Alternative for the Plains High School would most accurately return the property to its visual appearance when Jimmy and Rosalynn Carter attended school. The ongoing involvement of the community with the site would also be evident and could be easily interpreted to a visitor. But the lack of access onto the site, into the building, and throughout the property is a problem as is the limitations in future use of the site.

While ideal, the removal of maintenance from the Vocational Agriculture building poses new location and acquisition issues for the entire historic site. Interpretive, educational, and administrative uses for the building are arguably more practical and less expensive in the long run than a maintenance facility.

The removal of trees and other structural elements such as sidewalks, could also pose a problem with some members of the community. Even though these trees were not part of the historic scene, it is still difficult to justify removing them as they've become significant features in the landscape.

Alternative III: Before parking lots are developed in any area of the property, the integrity of the existing site, visitor experience, and the appearance of the town of Plains itself must be analyzed. The integrity of the Plains High School site is excellent and the town of Plains still retains its small-town charm and atmosphere. Roughly 50 vehicles can be accommodated on site with possibly 50 more on the street. The school must not appear to be the most "commercially developed" piece of property in town. Visitor use must be accommodated but one intent of the site, to portray a small, rural, southern town, would be negated with increased development.

The land in front of the existing Vocational Agriculture building has historically supported many uses. The interpretive value of the raised basketball court, tennis court, victory garden, and most importantly, Sheffield Stadium, would be significantly impacted by expanding the maintenance facility. Possibilities of interpreting the athletic events Jimmy Carter participated in and the hands-on education the future President received in this area, needs to be weighed against the distraction of a functioning maintenance facility.



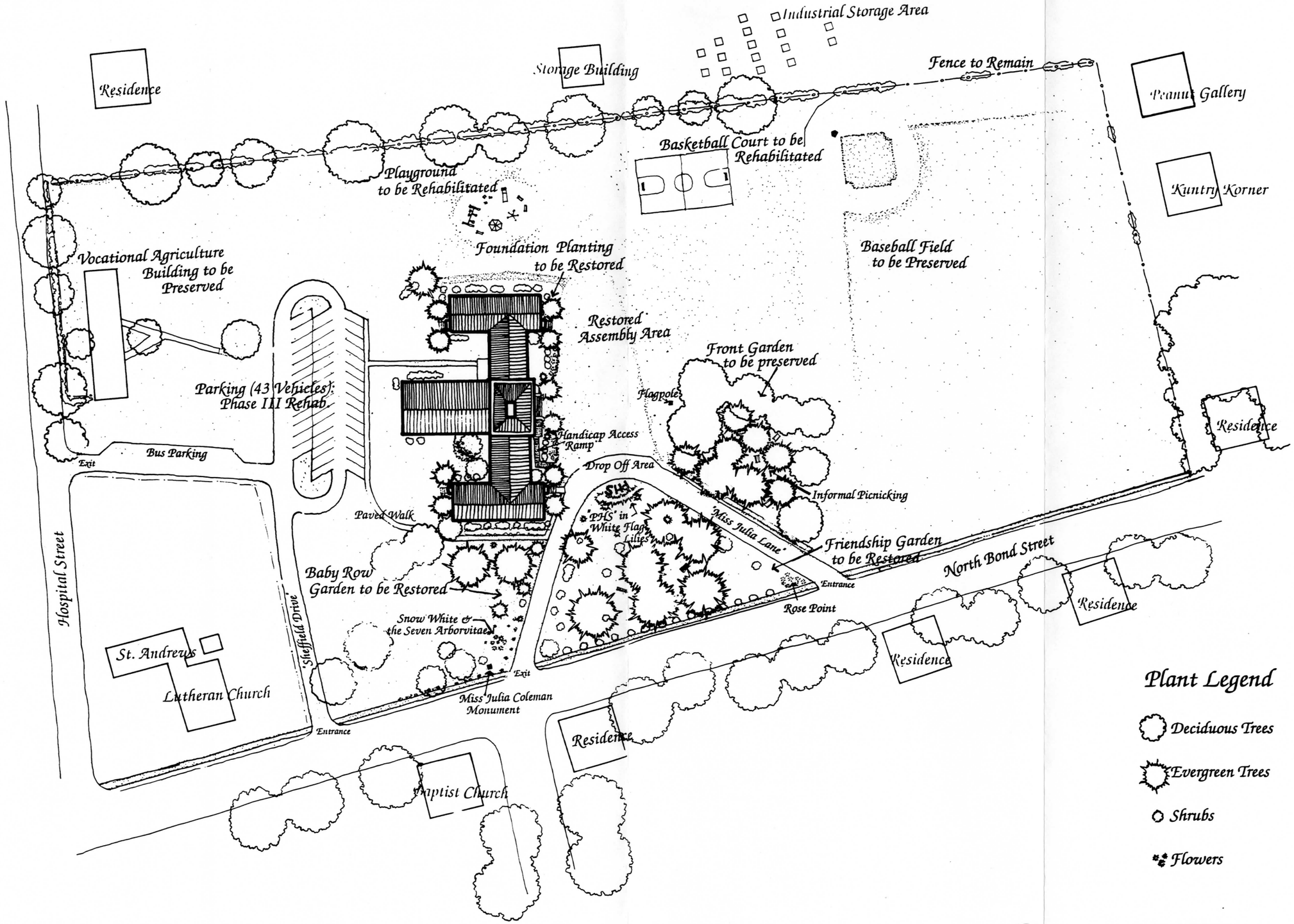
Chapter III: The Management Plan

Management Plan

The Vision

The management plan for the Plains High School site, presents a step back into the historic southeastern United States of 1930-1940 and the landscape that influenced this Nation's thirty-ninth president. It is a look into the ingenuity of a people caught up in the Great Depression and how they volunteered precious time, labor, and money to create a social center for the community. A place for emphasizing beauty, a memorial to people they loved, a stage for athletic events and the arts, and an outdoor classroom. The landscape will once again represent the dedication to building individual character and community responsibility emphasized by school administrators Miss Julia Coleman and Y.T. Sheffield. Most importantly, the landscape will evoke the childhood experiences and of a globally-minded president.

The concept of integrating the Plains High School landscape back into the community is key to the management plan. In a small rural southern town the school was more than an institution where children were educated. The school was a social focus of the community. Recognizing the school in this role is vital to understanding the intricate connection between home, church, and school. For the National Park Service to interpret accurately the impact that school educators had on Jimmy Carter's childhood and presidency, the visitor must recognize the link between the school and the community. The Management Plan for the Plains High School site provides this link.



Plant Legend

- Deciduous Trees
- Evergreen Trees
- Shrubs
- Flowers

Management Plan

Jimmy Carter National Historic Site

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NORTH

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SCALE

Preservation

A. Baseball Field

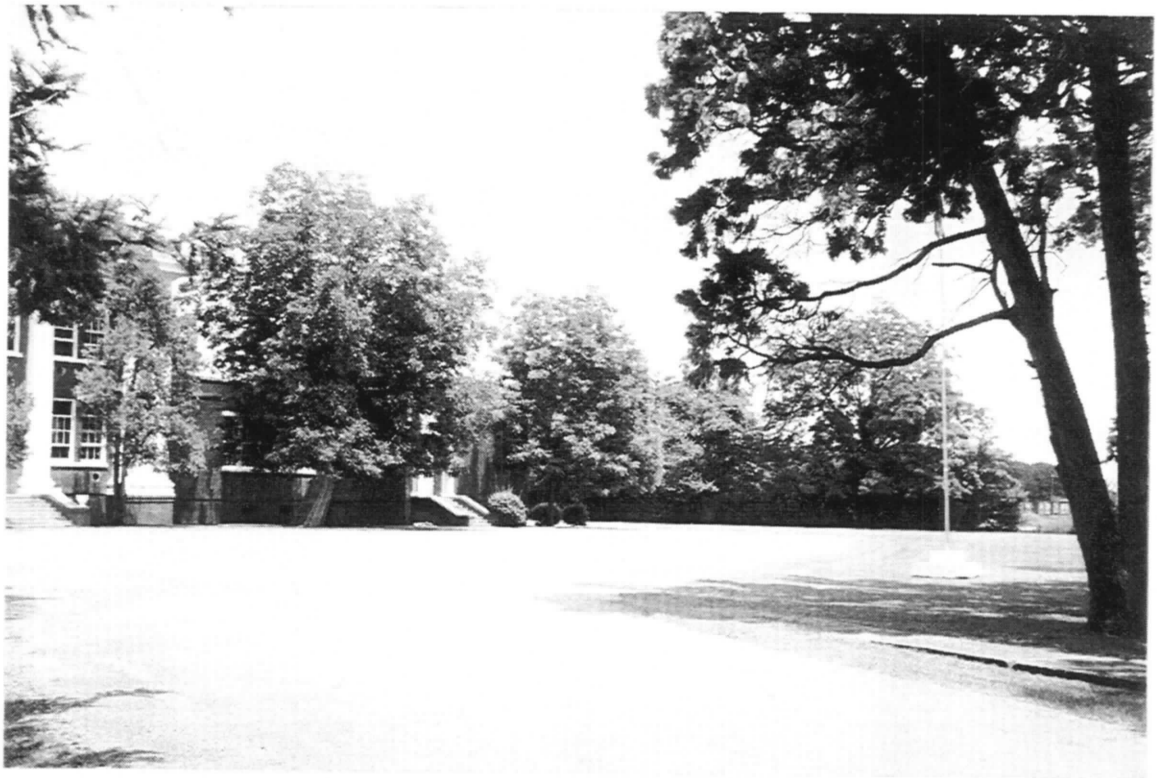
The baseball field exhibits a high degree of locational integrity and will be preserved and maintained for interpretation and community use. The existing field has been used for ball games since the construction of the school in 1920. It is also where the press and Secret Service softball games took place during Jimmy Carter's candidacy.

B. Front Garden Area

All of the existing trees and the sidewalk in the Front Garden Area are to remain. When these trees die they should be removed and subsequently replaced in kind. No new plantings will be allowed in this area. As stated under Vegetation Maintenance, any new seedings that appear should be removed.

The historic sidewalk located along the entrance drive will be preserved.

The flagpole is to remain. When Phase II or III of the Parking recommendations is implemented, the concrete base should be removed and the flagpole relocated to its historic location closer to the school building.



Flagpole and Parking Area

Restoration

A. Friendship Garden & Baby Row

Restoration of Friendship Garden and Baby Row is vital for a visitor to understand the connection between the Plains community and the High School. Existing vegetation in these areas does not effectively represent the history of memory donations and community involvement in the landscape. Consequently, it does not convey the intricate relationship between home, church, and school that the visitor needs to understand. The existing plants are mature, most at least 50 years old, and it has been many years since any new vegetation has been planted. This lack of age stratification in the existing plant material greatly affects the character and feeling of the landscape.

Restoration of these gardens specifically includes the restoring the concept of memory plant donations. A system for the donations is needed to limit the number and type of plants donated. This policy will protect two important features of these areas:

-continued community involvement represented by the varying age stratification of the plants,

-historic integrity by preserving the character of the landscape.



Friendship Garden to be restored

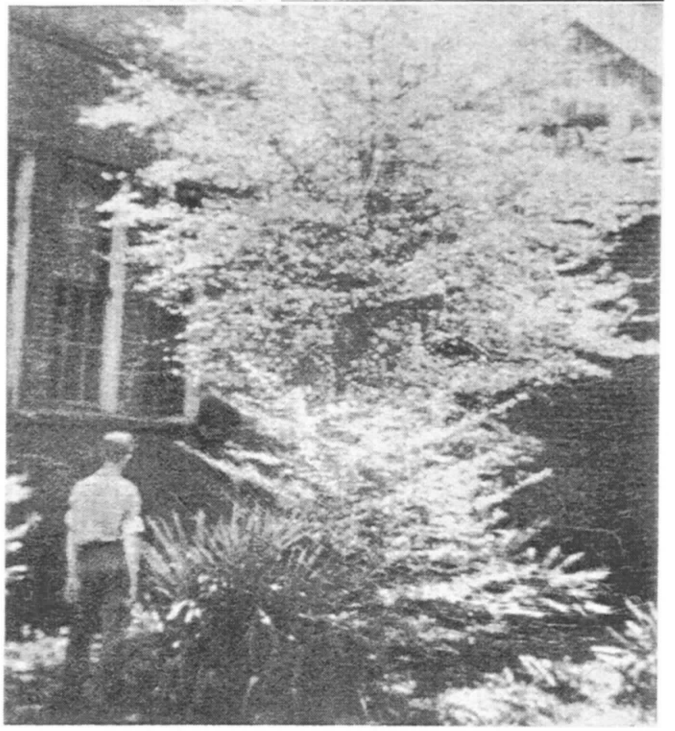
stored along the edges of roads and the base of trees. Wooden, painted birdhouses will be replaced in trees of both gardens. White concrete posts will be restored along boundaries of both gardens next to the road labeled "Miss Julia Lane." Four concrete benches will be placed in the Friendship Garden. To be historically consistent, it is important that Friendship Garden be used as an outdoor living room and not a recreation area.

B. Foundation Planting

The Foundation plantings for the Plains High School will be restored as an example of residential landscape design typical of the historic time period. The remnant vegetation does not accurately represent the original design. This is due partly to the loss of vegetation, but also because some existing plants have outgrown their intended design form. For example, five pairs of pyramidal shaped arborvitae were originally used to mark the entrances to the building. Some of the trees are missing and those remaining have been allowed to grow beyond the height of the building and have large gaps in the vegetation. The originally intended compact, pyramidal form is completely lost. The trees are also threatening the integrity of the school roof. The Master Plan proposes that these trees and other vegetation be replaced and then maintained in their intended form.

The white sand paths and concrete posts will be restored along the east and west wings of the school. The presence of these walkways effectively marks the edge of the Foundation Planting on the sides of the building and can be used by visitors exploring the site. Research indicates that these paths were approximately 4 to 5 feet wide and were constructed by spreading white sand over a compacted earth trail on the sides of the building. The concrete posts will be placed between the vegetation and the walkway and be spaced 8 feet apart.

The sidewalk extending from the rear entrance of the west wing will be removed. It was constructed after 1949 and interrupts the historic character of the back of the school building.



Foundation Planting to be Restored.

Disadvantages:

- the integrity of the original compacted earth assembly area is significantly compromised by the paved lot and vehicles parked in front of the building
- interpretation of the compacted earth assembly area, Friendship Garden, Baby Row, and the front of the school is significantly impacted

A.2 PHASE TWO

The temporary lot will be removed and a new parking lot will be constructed in an area which least impacts the integrity and significance of the site. The new lot would accommodate about 40 cars and be reached from the existing road designated on the Master Plan as "Sheffield Drive". The lot should be designed without curbs and gutters and be constructed of a reddish colored asphalt or earth colored concrete to minimize the visual impact to the site.

Two alternative locations for the lot were originally considered: one along the east wing of the school and the second directly behind the school auditorium. The site direcly behind the school auditorium was selected because it has experienced the greatest change since the historic time period. Recently, a stadium, constructed after 1939, was removed from this site. It is imperative that only one lot be constructed since the development of both lots would severely impact the historic scene and integrity of the site. If visitation increases to where one lot cannot accommodate parking then Phase Three should be implemented.

The existing asphalt driveway defining Friendship Garden would remain in place to give visitors the opportunity to approach the front of the building in their own vehicle or as part of bus tour. This drive could be named "Julia Lane" and would provide a bus and car drop off area near the front access ramp to the school. The remaining asphalt in front of the school should be removed to allow the historic compacted, earth assembly area to be restored to enrich the visitor experience of the site.

A second access ramp is also provided at the rear of the school. This ramp would connect the new parking lot with the school and provide the most direct access to the central visitor area inside the building. Overflow and bus parking will remain as indicated in Phase I.

PARKING LOT (BEHIND THE SCHOOL AUDITORIUM):

Advantages:

-visitors have easy and direct access from the lot to the ramp at the rear of the building

- the lot would be constructed in a disturbed area (the second gym is

C. Vocational Agriculture Building:

Initially, the Vocational Agriculture building will continue to be used as the office, storage area, and daily activity center for the Maintenance Division. Temporary expansion will be allowed as depicted on the Rehabilitation Alternative and enlarged below.

While temporary, this development will significantly impact the historic integrity of the landscape. The building is not large enough and an additional "pole barn," storage area, and parking spaces are needed. When land and the funds to acquire new property become available, maintenance operations must be moved offsite to a more appropriate location.

The sidewalk in front of the Vocational Agriculture building will remain until it deteriorates significantly. Although it was constructed outside of the historic time period, several students have inscribed their names in its surface. It should not be replaced.

Management Guidelines



Preservation

A. Baseball Field:

1. The baseball field will be maintained for use by the Plains community.

2. The existing bleachers shall be preserved for future use. This includes replacing the wooden seats as needed. If the bleachers become unsafe, they will be replaced in kind with new metal frames and new wooden seats.

B. Front Garden Area:

1. No new plantings are to be allowed in this area.

2. When any of the existing trees dies or becomes a safety hazard, it must be removed and replaced in kind.

3. The crepe myrtles along the sidewalk should be replaced when some of the existing large trees die (see item 2) and sufficient sunshine is made available.

4. Wood picnic tables can be located in this area for informal picnicking.

C. The Fence:

1. The shrubs along the chain-link fence will be maintained to a height that is even with the fence.

D. Vegetation Maintenance:

1. The shrubs listed below will be pruned in such a way that their arching or fountain form is retained (see Historic Vegetation Map).

Scientific Name	Common Name
Eleagnus pungens	Thorny Eleagnus
Abelia grandiflora	Abelia
Spiraea x vanhoutei	Vanhoutte Spirea
Spiraea x thunbergii	Thunberg Spirea
Jasminum nudiflorum	Winter Jasmine
Lonicera fragrantissima	Winter Honeysuckle
Forsythia x intermedia	Border Forsythia

f. Rocks will be placed in a ring around all newly donated shrubs see photograph.

g. Bulbs will be planted in a row along Miss Julia Lane and in the Friendship Garden and Baby Row Garden along North Bond Street.

h. A detailed planting plan must be developed before any plants are installed. A preliminary planting plan is included in this study to be used as a guide.

2. Concrete posts, 2 feet tall and spaced 8 feet apart, will be installed as shown on the preliminary planting plan in Friendship Garden and Baby Row Garden. The concrete posts on the site will be white-washed once a year. If white-washing is not feasible they will be painted white.

3. The PHS in white flag lilies, *Iris albicans*, and Pfitzer junipers shall be restored in the Friendship Garden.

4. "Rose Point" shall be restored in the Friendship Garden. The types of roses selected shall come from historic plant catalogs.

5. "Snow White and the Seven Arborvitae" will be restored in the Baby Row Garden. The bird house will be on a pole 8 feet tall.

6. The trees indicated on the preliminary planting plan (see page 85) will be removed to protect the open space in the garden areas.

7. Existing plant material will be replaced in kind when necessary.

B. Foundation Garden:

1. The foundation garden shall be restored according to the preliminary planting plan (see page 85).

a. The planting and removal of vegetation in this area will occur at one time.

b. The public can donate the plants in this garden.

2. Trees indicated on the preliminary planting plan will be removed.

3. The white sand paths (and concrete posts) will be restored.

a. The width will be 4 feet.

b. They will end approximately 3 feet beyond each school wing.

4. Existing plant material will be replaced in kind when necessary.

h. Miss Julia Lane will be separated from the dirt assembly area by 12 inch high, white concrete posts, set 3 feet apart. They should be visually distinct from the historic concrete posts.

3. Phase lll - If parking regularly reaches levels above the capacity of one developed lot, then a large parking lot will be developed offsite.

4. Community Parking - The Plains community will be allowed to park on the grounds of the site, off the paved parking lot, during functions at the school held after visitor hours.

B. Playground, Basketball Court, and Picnic Areas:

1. A developed playground on the site shall be consistent to the simple character of historic playgrounds. The equipment will be single units and set at safe distances apart. Examples are slides, merry-go-rounds, teeter toters, and swings. The equipment will be constructed of wood or other natural materials.

2. The basketball court will be resurfaced to regulation high school size. The existing goals should be used if possible and the nets replaced as necessary.

3. Five simple, wooden picnic tables will be placed in the Front Garden and three under the Pecan trees by the playground.

C. Vocational Agriculture Building:

1. The land in front of the building will be graded so that water drains away from the structure.

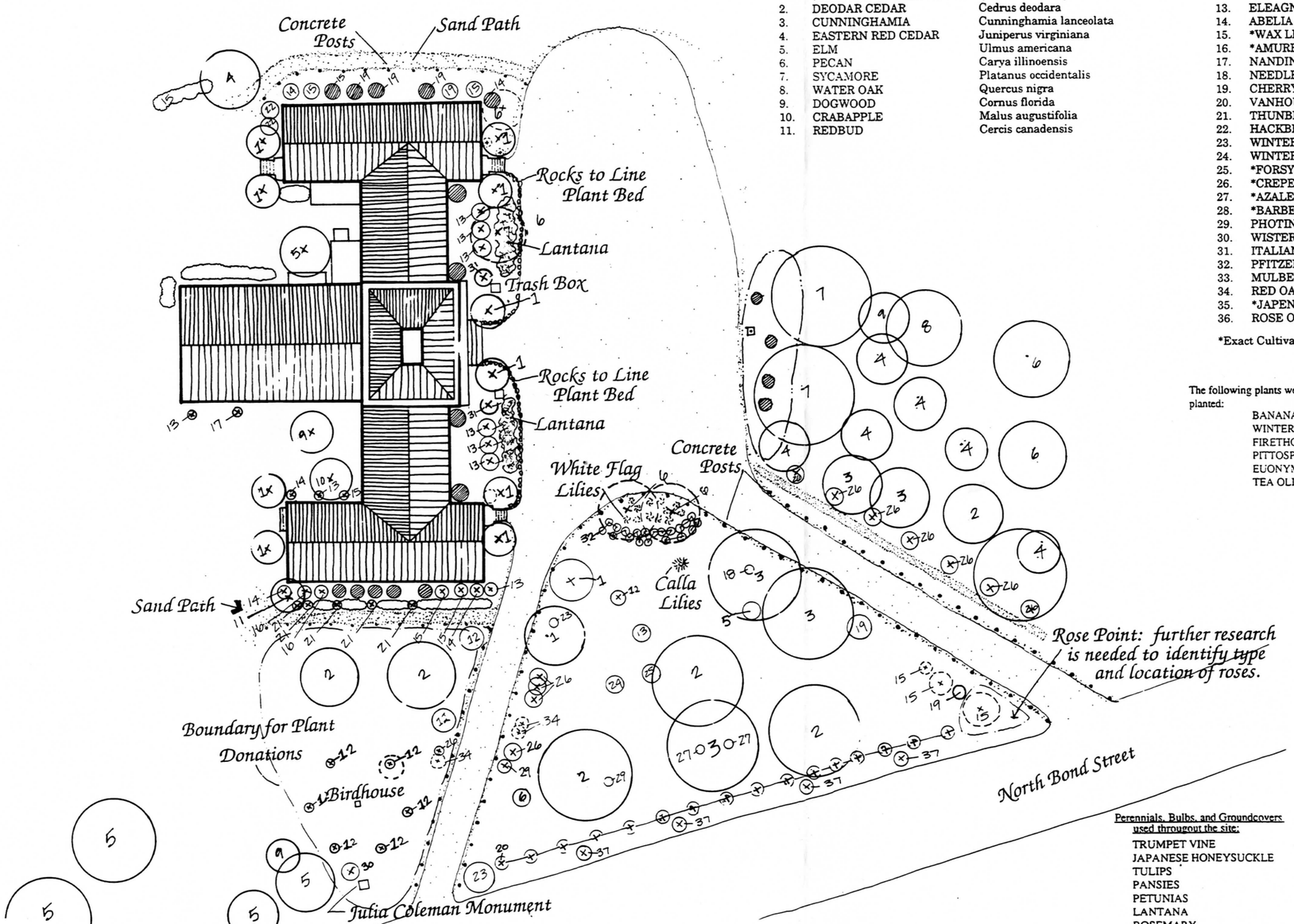
2. After Maintenance Division vacates the building, it will be used for educational or interpretation purposes.

3. Temporary rehabilitation of the building, for the use of the Maintenance Division, an area shown on the Rehabilitation Plan, will be done with the least amount of impact to the site.

a. A chain-link fence will be erected around the developed area.

b. Vegetation, chosen from the historic plant list, will be planted to screen the fence.

c. The library structure will be moved into the Maintenance area until a permanent place for storing the books is found.



PLANT LEGEND

	COMMON NAME	SCIENTIFIC NAME
TREES:		
1.	*ARBORVITAE (Exact cultivar unknown. Possibly "Nana", "Compacta", "Bonita")	Thuja orientalis
2.	DEODAR CEDAR	Cedrus deodara
3.	CUNNINGHAMIA	Cunninghamia lanceolata
4.	EASTERN RED CEDAR	Juniperus virginiana
5.	ELM	Ulmus americana
6.	PECAN	Carya illinoensis
7.	SYCAMORE	Platanus occidentalis
8.	WATER OAK	Quercus nigra
9.	DOGWOOD	Cornus florida
10.	CRABAPPLE	Malus augustifolia
11.	REDBUD	Cercis canadensis

SHRUBS:		
12.	*ARBORVITAE (Exact cultivar unknown. Possibly "Pyramidalis")	Thuja orientalis
13.	ELEAGNUS	Eleagnus pungens
14.	ABELIA	Abelia x grandiflora
15.	*WAX LEAF LIGUSTRUM	Ligustrum lucidum
16.	*AMURE PRIVET	Ligustrum amurense
17.	NANDINA	Nandina domestica
18.	NEEDLE PALM	Rhapidophyllum hystrix
19.	CHERRY LAUREL	Prunus caroliniana
20.	VANHOUTTE SPIREA	Spiraea vanhoutteii
21.	THUNBERGII SPIREA	Spiraea thunbergii
22.	HACKBERRY	Celtis (native species)
23.	WINTER JASMINE	Jasminum nudiflorum
24.	WINTER HONEYSUCKLE	Lonicera fragrantissima
25.	*FORSYTHIA	Forsythia intermedia
26.	*CREPE MYRTLE	Lagerstroemia indica
27.	*AZALEAS	Rhododendron indica
28.	*BARBERRY	Berberris spp.
29.	PHOTINIA	Photinia serrulata
30.	WISTERIA	Wisteria sinensis
31.	ITALIAN CYPRESS	Cupresses sempervirens
32.	PFITZER JUNIPER	Juniperous chinensis 'Pfitzeriana'
33.	MULBERRY	Morus rubra
34.	RED OAK	Quercus rubra
35.	*JAPENESE PRIVET	Ligustrum japonicum
36.	ROSE OF SHARON	Hibiscus syriacus

*Exact Cultivar Unknown

The following plants were used on the site, but there is no documentation as to where they were planted:

BANANA SHRUB	Micelia Figo
WINTERSWEET	Chimonanthus Praecox
FIRETHORN	Pyracantha coccinea
PITTOSPORUM	Pittosporum tobira
EUONYMUS	Refer to Historic Plant Catalogs for Species
TEA OLIVE	Osmanthus Fragrans

Perennials, Bulbs, and Groundcovers used throughout the site:

TRUMPET VINE
JAPANESE HONEYSUCKLE
TULIPS
PANSIES
PETUNIAS
LANTANA
ROSEMARY
CANNA LILLIES
EASTER LILLIES
DORTHY PERKINS ROSES
DAFFODILS
IRISES

Plant Symbol Legend

- Existing Vegetation
- Vegetation to be Planted
- Vegetation to be Planted- Historic I.D. Unknown
- Vegetation to be Removed
- Existing Shrub Row to Remain
- Flowers

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NORTH

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SCALE

Preliminary Planting Plan

Jimmy Carter National Historic Site

Appendix A



100TH CONGRESS
1ST SESSION

H. R. 2416

IN THE SENATE OF THE UNITED STATES

OCTOBER 6 (legislative day, SEPTEMBER 25), 1987
Received; read twice and referred to the Committee on Energy and Natural Resources

AN ACT

To establish the Jimmy Carter National Historic Site and Preservation District in the State of Georgia, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. ESTABLISHMENT OF JIMMY CARTER NATIONAL HISTORIC SITE.

(a) ESTABLISHMENT.—In order to provide for the benefit, inspiration, and education of the American people, there is hereby established the Jimmy Carter National Historic Site in the State of Georgia. In administering the historic site, the Secretary shall—

(B) the Plains Railroad Depot, adjacent to the Seaboard Coast Line Railroad, which served as the campaign headquarters of former President Carter;

(C) the boyhood home of former President Carter, consisting of the residence, together with not more than 15 acres, located west of Plains near the community of Archery, Georgia;

(D) the 100-foot wide scenic easements on either side of Old Plains Highway from the intersection of U.S. Highway 280 to the boyhood home referred to in subparagraph (C);

(E) the Plains High School and grounds of approximately 12 acres; and

(F) the Gnann House at 1 Woodland Drive, which is adjacent to the residence referred to in subparagraph (A) of former President Carter.

(c) ACQUISITION OF REAL AND PERSONAL PROPERTY.—(1) Except as otherwise provided in this subsection and subject to such terms, reservations, and conditions as the Secretary determines reasonable or necessary, the Secretary may acquire by donation, purchase with donated or appropriated funds, exchange, or otherwise—

(A) lands and interests in lands within the boundaries of the historic site; and

the Jimmy Carter National Preservation District, which shall consist of the area identified on the map referred to in section 1(b)(1) as "Preservation District". The preservation district shall include the Plains Historic District as listed in the National Register of Historic Places on June 28, 1984, and those agricultural lands not to exceed 650 acres and that portion of Bond Street as depicted on such map.

(b) PRESERVATION EASEMENTS.—(1) The Secretary may obtain by donation or purchase preservation easements on historically or culturally significant (as determined by the Secretary) buildings and open spaces located within the preservation district. Each preservation easement shall contain (but need not be limited to) provisions that the Secretary shall have the right of access at reasonable times to the portions of the property covered by that easement for interpretive or other purposes, and that no changes or alterations shall be made to such portions of the property except by mutual agreement.

(2) The Secretary may mark, interpret, and provide technical assistance to properties within the preservation district in accordance with the Secretary of the Interior's Standards for Historic Preservation Projects.

Commission in carrying out their responsibilities under this Act.

SEC. 5. MANAGEMENT PLAN.

Not later than 3 years after the date of enactment of this Act, the Secretary shall develop and submit to the Congress a general management plan for the use and development of the historic site and the preservation district. Such plan shall—

(1) be prepared in accordance with section 12(b) of the Act entitled "An Act to improve the administration of the national park system by the Secretary, and to clarify the authorities applicable to the system, and for other purposes", approved August 18, 1970 (16 U.S.C. 1a–1 et seq.), and shall be consistent with the purposes of this Act;

(2) include consideration of the economic feasibility and interpretive necessity of providing a transportation system for visitor use; and

(3) address the preservation and interpretation of Plains High School (referred to in section 1(b)(2)(E)) including appropriate use by the town of Plains.

Following a determination of the appropriate uses of the Plains High School for the town of Plains, the Secretary may enter into a cooperative agreement with the town concerning its use of the high school.

Appendix B

HISTORIC PLANT LIST

COMMON NAME	SCIENTIFIC NAME
TREES:	
*ARBORVITAE	Thuja orientalis
(Exact cultivar unknown. Possibly "Pyramidalis")	
CUNNINGHAMIA	Cunninghamia lanceolata
CRABAPPLE	Malus augustifolia
DEODAR CEDAR	Cedrus deodara
DOGWOOD	Cornus florida
EASTERN RED CEDAR	Juniperus virginiana
ELM	Ulmus americana
ITALIAN CYPRESS	Cupresses sempervirens
MULBERRY	Morus rubra
PECAN	Carya illinoensis
REDBUD	Cercis canadensis
RED OAK	Quercus rubra
SYCAMORE	Platanus occidentalis
WATER OAK	Quercus nigra
SHRUBS:	
ABELIA	Abelia x grandiflora
*AMURE PRIVET	Ligustrum amurense
*ARBORVITAE	Thuja orientalis
(Exact cultivar unknown. Possibly "Nana", "Compacta", "Bonita")	
*AZALEAS	Rhododendron indica
BARBERRY	Berberis spp.
CHERRY LAUREL	Prunus caroliniana
*CREPE MYRTLE	Lagerstroemia indica
ELEAGNUS	Elaeagnus pungens
*FORSYTHIA	Forsythia x intermedia
*JAPENESE PRIVET	Ligustrum japonicum
NANDINA	Nandina domestica
NEEDLE PALM	Rhapidophyllum hystrix
PHOTINIA	Photinia serrulata
PFITZER JUNIPER	Juniperous chinensis 'Pfitzeriana'
ROSE OF SHARON	Hibiscus syriacus
THUNBERGII SPIREA	Spiraea thunbergii
VANHOUTTE SPIREA	Spiraea x vanhoutteii
*WAX LEAF LIGUSTRUM	Ligustrum lucidum
WINTER HONEYSUCKLE	Lonicera fragrantissima
WINTER JASMINE	Jasminum nudiflorum
WISTERIA	Wisteria sinensis

*Exact Cultivar Unknown

EXISTING VEGETATION LIST

COMMON NAME	SCIENTIFIC NAME
TREES:	
*ARBORVITAE	Thuja orientalis
(Exact cultivar unknown. Possibly "Pyramidalis")	
CUNNINGHAMIA	Cunninghamia lanceolata
DEODAR CEDAR	Cedrus deodora
DOGWOOD	Cornus florida
EASTERN RED CEDAR	Juniperus virginiana
ELM	Ulmus americana
PECAN	Carya illinoensis
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ELEAGNUS	Elaeagnus pungens
*FORSYTHIA	Forsythia x intermedia
HACKBERRY	Celtis spp. (native species)
NANDINA	Nandina domestica
NEEDLE PALM	Rhapidophyllum hystrix
PHOTINIA	Photinia serrulata
THUNBERGII SPIREA	Spiraea thunbergii
VANHOUTTE SPIREA	Spiraea x vanhoutteii
*WAX LEAF LIGUSTRUM	Ligustrum lucidum
WINTER JASMINE	Jasminum nudiflorum
WINTER HONEYSUCKLE	Lonicera fragrantissima
WISTERIA	Wisteria sinensis

*Exact Cultivar Unknown

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