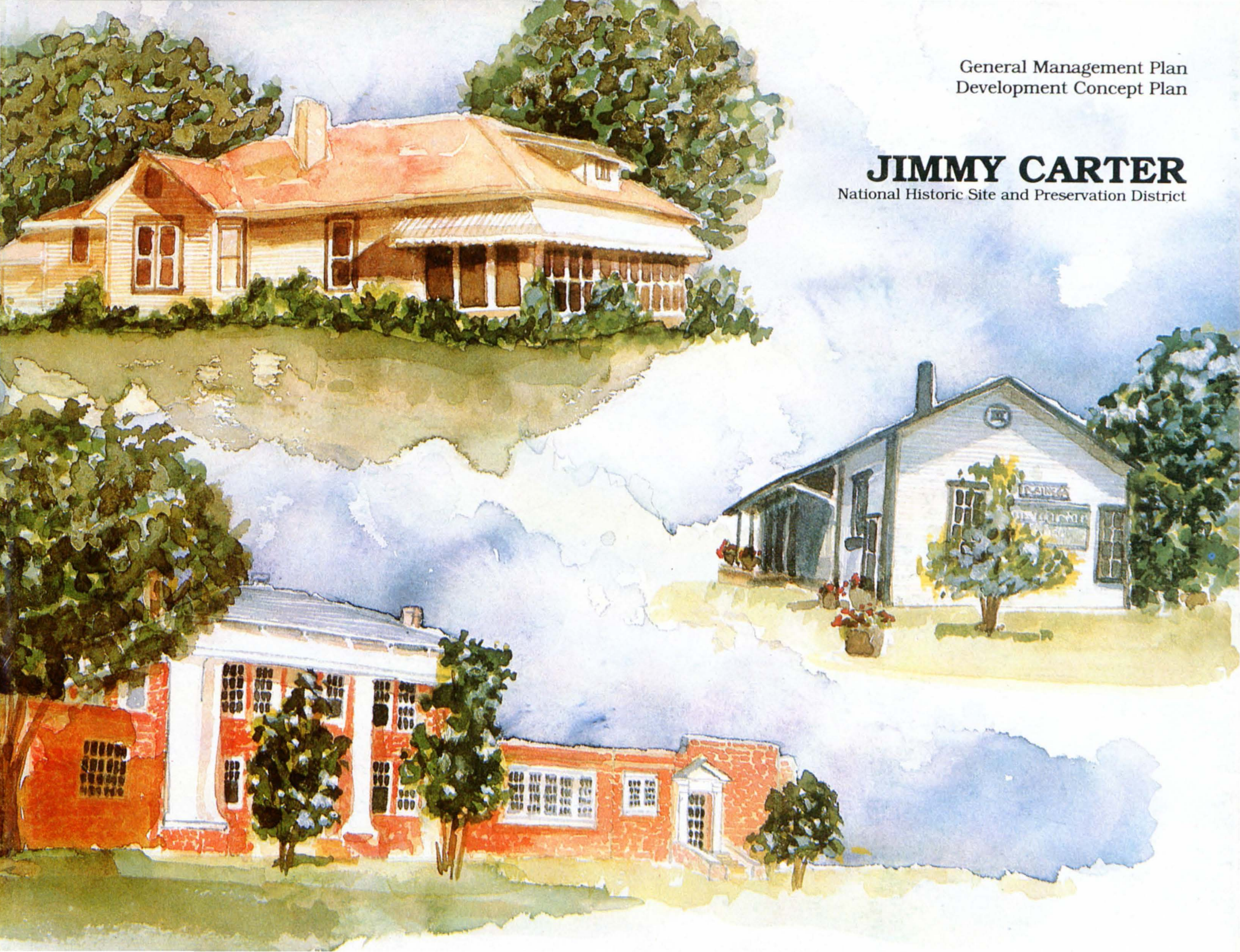


General Management Plan
Development Concept Plan

JIMMY CARTER

National Historic Site and Preservation District



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General Management Plan/Development Concept Plan

September 1993

JIMMY CARTER

National Historic Site and Preservation District • Georgia

SUMMARY

The Jimmy Carter National Historic Site and Preservation District was established by Congress in 1987 by Public Law 100-206. The historic site consists of the Plains railroad depot, Jimmy Carter's boyhood home, Plains High School, the Carter compound (home, adjacent lot, and Secret Service headquarters), and 100 feet of scenic easements along both sides of Old Plains Highway (U.S. 280) west of Plains. The preservation district consists of a historic district and 650 acres of various agricultural lands. The park — comprised of the site and district — is in and around the incorporated city of Plains, Georgia.

As required by P.L. 100-206, the National Park Service has prepared this general management plan to guide administration and development of the park while protecting the park's natural and cultural resources and providing opportunities for visitors to understand, enjoy, and appreciate the stories the park was established to tell — the growth and development of two people in a small southern town who became international figures. The *Draft General Management Plan/Development Concept Plan/Environmental Assessment/Interpretive Prospectus* was distributed in May 1993. That plan described four alternatives for managing the park and assessed the environmental impacts of implementing each of the four alternatives. The public review and comment period was 30 days.

After public review and comment on the draft plan, the NPS regional director (Southeast Region) chose alternative 4 as the approved plan for future

management and operation of the park. This alternative includes opening all four sites to the public and providing many ways, through media presentations and contact with NPS-trained personnel, for the public to learn the story of the Carters and their hometown of Plains. Under the plan, the depot will be restored/refurnished to its unfinished 1976 election appearance; message repeaters, exhibits, short talks, and videos will allow visitors to experience the excitement of the campaign and see the people who were involved. At the boyhood home visitors will tour the restored and minimally refurbished home and restored commissary, and they will see stabilized outbuildings, restored fields, and a living history program. Many kinds of interpretive media will help visitors learn the story of and influences on Jimmy's early life.

The restored/rehabilitated high school will be the primary visitor center, with an auditorium and a restored and furnished classroom and an office. Two classrooms will host educational programs for school groups. Eventually, at the Carter compound, the Carter home will be open to tours, and the Secret Service headquarters will have exhibits on Secret Service operations.

The Park Service will assist with design guidelines for the preservation district. In addition, guided tours, wayside exhibits, and other media will interpret the preservation district. Some funding may be available to property owners, and the Park Service will encourage other agencies to help the city provide quality visitor

experiences. A concession-operated tour van system will shuttle visitors between sites of interest.

The impacts of implementing the approved plan are described in detail in the draft plan. In summary, the major impacts are (1) improved opportunities for visitors, (2) improved access for visitors with disabilities, (3) retention of and protection of the historic scene and visual quality of the sites and preservation district and the surrounding small-town rural landscape, (4) some effects on the high school structure and grounds and the boyhood home grounds because of the necessary rehabilitation and parking area, (5) increased visitation to the town, which could result in traffic congestion (and therefore noise and pollution), wear and tear on roads, lack of parking area, and safety concerns. These impacts of increased visitation will be mitigated in part by the use of the tour van shuttle system.

The most significant effect on cultural resources will be the restoration/rehabilitation of the high school and surrounding grounds. Restoring/refurnishing the depot, restoring/refurnishing the boyhood home and commissary, and opening the Carter home and Secret Service headquarters to the public will also have some impacts on those cultural resources. Careful restoration and rehabilitation work, proper design, and studies to

determine the number of visitors that can safely be in the buildings at one time without affecting the structures will help mitigate these impacts.

No threatened or endangered species, wetlands, or floodplains will be affected, and there will be only minimal negative effects on wildlife, air quality, and visual quality.

There will be increases in annual sales benefits and tax revenues, and an estimated 37 new jobs will be created. Less than 3 acres of soil, 1 acre of prime farmland, and about 2.5 acres of vegetation will be negatively affected.

The NPS regional director has concluded that this plan will not result in significant impacts on the human environment and has prepared a finding of no significant impact (see appendix A).

Although this plan has been approved by the NPS regional director, plan implementation will still require several steps — among them property acquisition, preliminary design, and appropriation of funds to implement the plan.

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A VISION FOR JIMMY CARTER NATIONAL HISTORIC SITE AND PRESERVATION DISTRICT

The rise of James Earl Carter, Jr., to the office of president of the United States exemplifies an American ideal: through hard work and adherence to principles, the presidency of this nation is open to all. President and Mrs. Carter have lived and are living their lives according to a philosophy of stewardship, compassion, integrity, and courage. This philosophy has its basis in the roots of the culture in which the Carters grew up. The effects of this philosophy are still being felt, not only across the United States but around the world as well.

President and Mrs. Carter were born and raised in the little town of Plains in southwestern Georgia. Except for time in college, the Navy, the Georgia governor's mansion, and the White House, they have continued to make their home in Plains. A small agricultural community of over 700 people, Plains and its environs remain to this day much as they existed during President and Mrs. Carter's formative years. It is a town where family, school, and church strongly influence the daily lives of its citizens.

Both President and Mrs. Carter came from strict, hard-working, loving families. They were educated by caring disciplinarians and have always been active participants in their church. Christian teachings have influenced their lives greatly, and the Carters continue to apply these teachings in their daily interactions with the local community, the nation, and the world.



Jimmy and Rosalynn Carter

In many ways, Plains, Georgia, epitomizes a small rural southern town. For many visitors, strolling down its main street, driving through its residential areas or surrounding rural countryside, stepping into one of its church sanctuaries, or sitting in the high school auditorium brings back memories of childhood. This ordinary American community produced a son and daughter whose lives have been both extraordinary and exemplary.

Preservation and interpretation of the historic resources and their surrounding environs, as specified in the legislation, will help visitors understand and appreciate the story of Jimmy and Rosalynn Carter. More intangible but nonetheless critical are the interrelationships of the people of Plains with the Carters. Here are the dynamic elements that molded the Carters' personalities and enabled them to reach their goals.

Presenting this story is the challenge for planning the future of the Jimmy Carter National Historic Site and Preservation District.

INTRODUCTION

The story of a young man and young woman growing to adulthood in a rapidly changing world, and their successes in meeting those changes, is a story that will be told at the Jimmy Carter National Historic Site and Preservation District (see Vicinity map). This story is about the importance of both the nuclear and extended family, and it eloquently illustrates an individual's and a community's attempts to address long-standing questions of race and religion. The story underscores the difference between average educational opportunities and what can happen when teachers care to take extraordinary steps in instructing their charges. It is a story of modern partnerships in marriage. Finally, it is a story of both successes and setbacks and the ability of a man and his family to meet both with dignity and courage and to forge from both positive truths that they willingly share with their immediate community and their larger world family.

The intertwined histories of Jimmy and Rosalynn Carter and Plains, Georgia, represent the experiences of individuals and a community whose faith and willingness to share of themselves gave to the United States and the world a history and message of enduring hope and perseverance.

PLAINS, GEORGIA, AND THE CARTERS

Jimmy Carter and Plains have interrelated, involved histories. The Carter family has lived in Georgia for

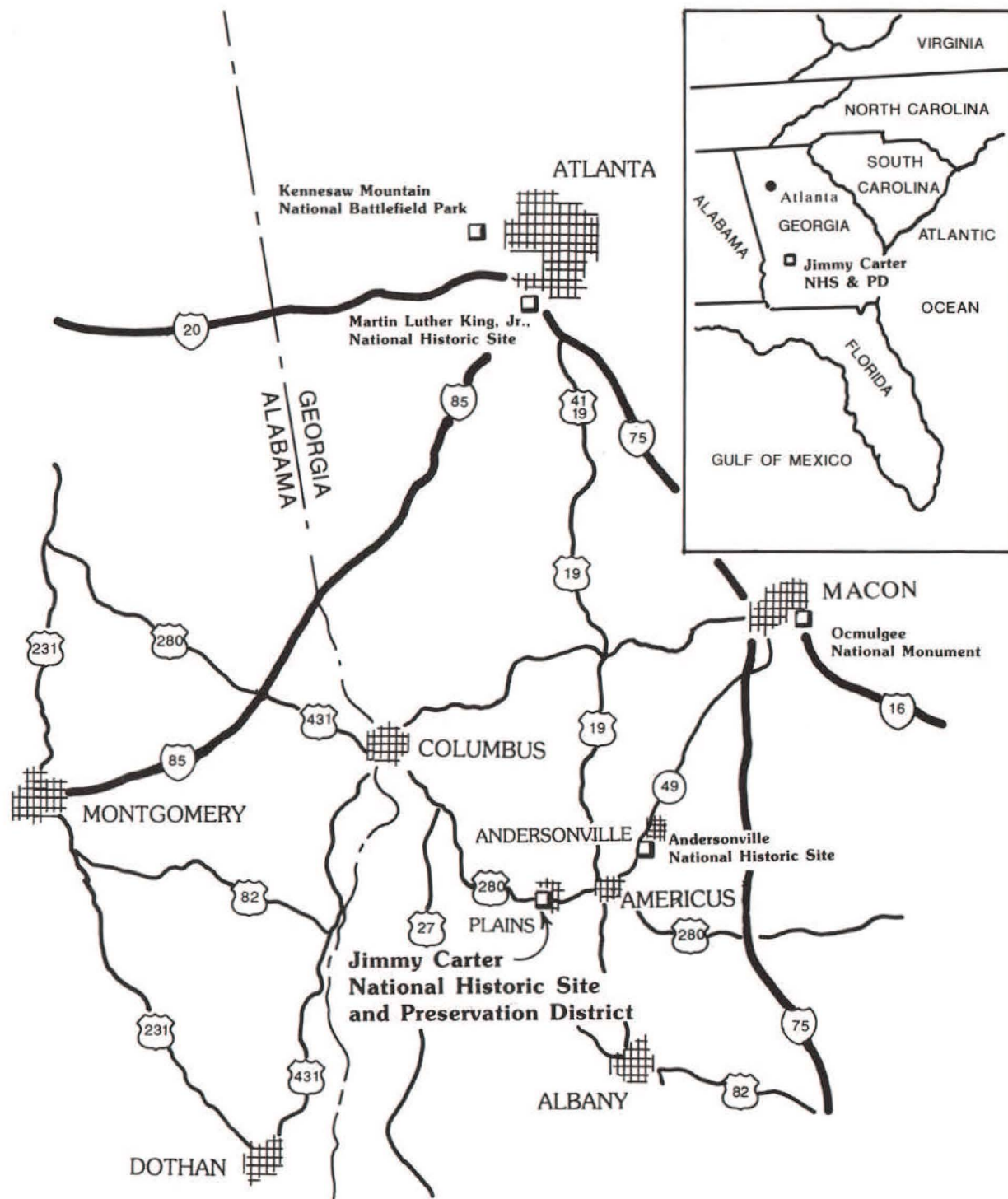
about 180 years, and for the last 100 years or so some of the family has lived in the Plains area.



Downtown Plains, 1991

James Earl Carter, Jr., was born in the thriving little agricultural center of Plains in 1924, followed by sisters Gloria and Ruth and later his brother Billy. Jimmy's father moved the family to a 360-acre farm in Archery, 2.5 miles from Plains, when Jimmy was four. Archery was a predominantly black community, and this farm community was home to Jimmy until he left for college.

Black men and women — some who sharecropped and others who hired on — were employed by Jimmy's parents to work the Carters' farmlands in Sumter and



North
Not to scale

Vicinity Jimmy Carter National Historic Site and Preservation District

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National Park Service
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Webster counties. Corn, peanuts, and cotton were the main crops. Jimmy and his father planted the small pecan grove near the house. The Carters shared a large garden with Jack Clark and his wife Rachel, sharecroppers who helped the Carters run the farm. The Clarks lived near the Carter home and were an important part of Carter's childhood.

Jimmy Carter's childhood and adolescence centered around farm life, family, school, and church. The church reinforced community standards, values, and class structures. Another major element in Carter's youth was school. As with most public facilities of the times, schools were segregated by race. Jimmy was deeply impressed by Miss Julia Coleman, teacher and principal of Plains High School. He considered his years with her among the most valuable in his life. Carter's



Plains Baptist Church, 1991

years in college and in the Navy opened other worlds, but he took with him a firm and positive foundation of a generations-old community and cultural background.

For Jimmy, this foundation began on the farm and in his family, was reinforced in church, and was refined in school. Later it would be brought to fruition in politics.

After receiving his naval commission, Jimmy married Rosalynn Smith in 1946. Following his father's death, Jimmy and Rosalynn and their three sons (Jack, Chip, and Jeff) returned to Plains in 1953 to take care of the family peanut business. Jimmy served on the local school board and became active in community organizations. Some, such as the White Citizen's Council, he refused to join. Although he had accepted Plains and its attitudes, Jimmy began to confront the problem of race and community. His own attitudes had changed during his years in the Navy, and they continued to evolve. Jimmy Carter remained true to the precepts he had learned at home, in church, in Miss Julia's classroom, and in his life beyond Plains. He stood firmly by his principles regardless of political or peer pressures.

Their daughter, Amy Lynn, was born in 1967 while Jimmy and Rosalynn were living in Sumter County.

After serving as a state senator, in 1971 Jimmy became the governor of Georgia. With his governorship Plains went through another period of change, building on the change that started with the introduction of rural electrification and the ascendancy of peanut cultivation. The new era — the civil rights movement — profoundly affected people's lives in the South and in Sumter County forever. As the governor's hometown, Plains found itself increasingly in the limelight, and Carter's 1976 presidential campaign pulled Plains into national focus. Plains residents, black and white, worked together for their candidate's dream, and as they

worked, their candidate's dream became their own. Carter had become the symbol and leader of the American people, and his hometown had become a symbol and gathering place for the nation's people — good and bad, rich and poor, all races, all creeds. As Carter attempted to mold the destiny of the nation, so did the nation affect and change his life and his hometown.

After their return to Plains in 1981, the Carters stayed busy — writing books and being involved in a nonprofit housing project called Habitat for Humanity, The Carter Center, and various other projects. The Carters are also involved in NPS planning efforts for the park.

The personal history of Jimmy Carter and the community history of Plains have become integral parts of each other in a way that few people and communities have had the privilege to experience. A more detailed history of the Carter family is in the draft plan and in the *Special History Study* (NPS 1991d).

PARK ESTABLISHMENT

The Jimmy Carter National Historic Site and Preservation District was established by Congress in 1987 by Public Law 100-206 (see appendix B). The site and preservation district, hereafter referred to as the park when both areas are referenced, are in and around the incorporated city of Plains, Georgia (see Plains Area map). The legislation directs that the park be administered to

- interpret President Jimmy Carter's life and presidency in relation to Plains, Georgia

- preserve the resources associated with that story
- present the history of Plains as a small rural southwestern Georgia town
- interpret the influence of the rural South on Jimmy Carter during his formative years

BRIEF DESCRIPTION OF THE PARK

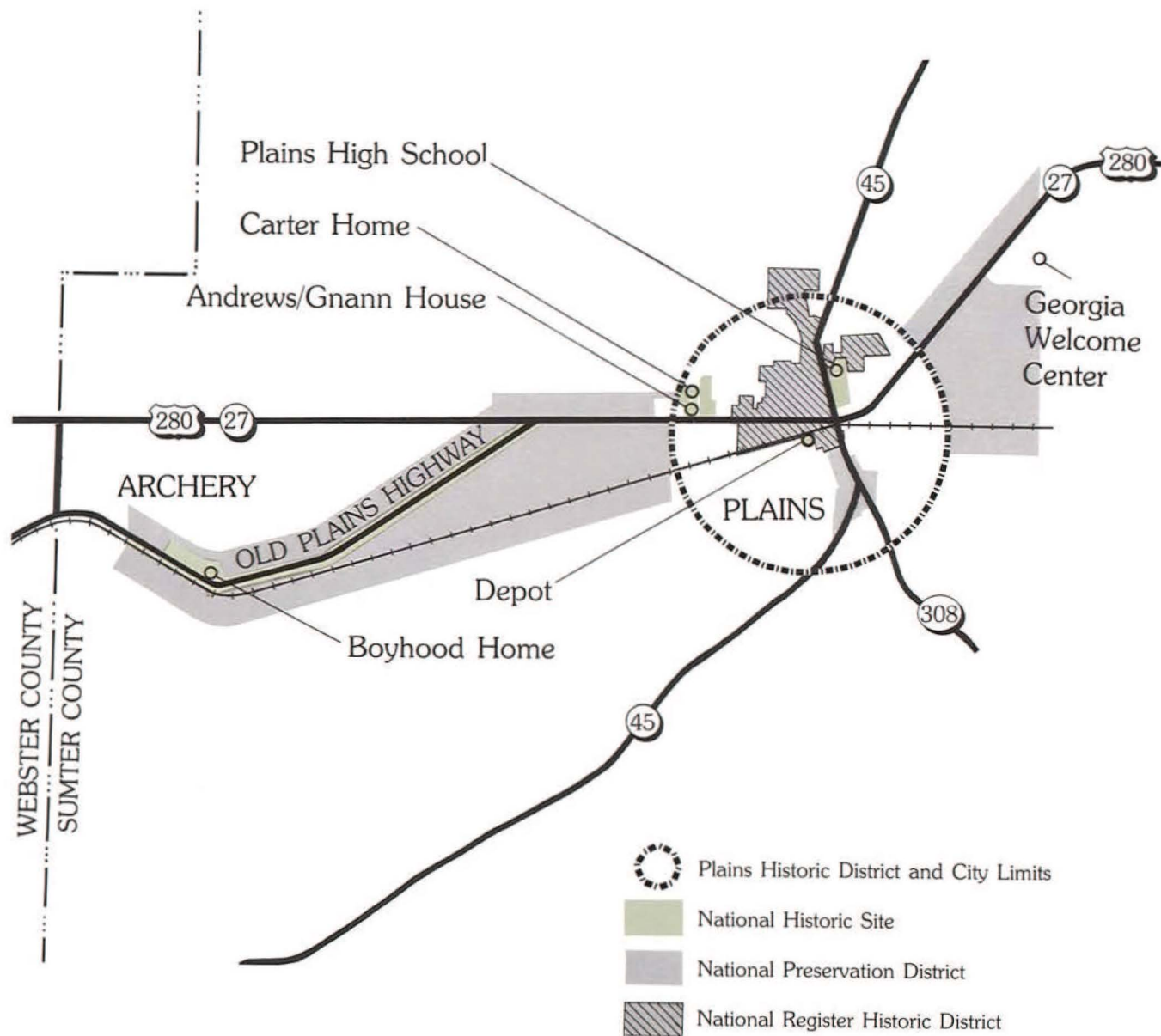
The legislation describes the four cultural resources in or near Plains that have special significance in the life and presidency of Jimmy Carter as follows; these properties constitute the **historic site**:

- **Plains railroad depot** (less than 1 acre)

The depot, built ca. 1890, is in the business district. The frame building includes a freight porch



Plains depot, 1991



Plains Area
Jimmy Carter
National Historic Site
and Preservation District
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on the west end. There is a small dirt parking area west of the building. The 1976 Carter presidential campaign was headquartered in this depot, and the building served as the backdrop for his national campaign.

- **the boyhood home of President Carter** (the residence and not more than 15 acres at the former community of Archery, Georgia, west of Plains)



The Carter boyhood home, 1991

The Jimmy Carter boyhood home, built ca. 1922 about 2.5 miles west of Plains, was Jimmy's home from the time he was about four until he left for college. A one-story frame bungalow, a frame commissary building, and part of a pecan grove planted by Carter and his father are on the property. Currently in private ownership, the house

and commissary are rapidly deteriorating and in danger of being lost. Two original tenant farmer's houses still stand on the property, but other buildings have collapsed.

- **Plains High School** (approximately 10 acres)

Plains High School, built in 1921, is north of the central business district and is where Jimmy and



Plains High School, 1991

Rosalynn Carter went to school for 11 years. The masonry structure is being renovated by the Park Service and the city of Plains. There are remnants of a garden and a small marble memorial to an influential teacher and principal, Julia Coleman, on the west side of the building, and there is informal parking in front. When the Carters attended,

grades 1–11 were in Plains School; over the years this building has become known as Plains High School. As in the legislation, Plains High School is used in this document when referring to this building.

- **the Carter compound**, (west of the central business district, consisting of the Carter home on #1 Woodland Drive, the Timmerman/Andrews/Gnann house adjacent to the Carter residence, and acreage across Woodland Drive)



The Carter home

The Jimmy and Rosalynn Carter home, built in 1961, is west of the central business district. The house is nestled in the woods on a 4.82-acre lot. The one-story frame and masonry ranch-style structure has a patio but no basement; there is a

detached two-story garage with guest quarters on the second story. An additional 4.55 acres on the east side of Woodland Drive contains a fish pond and flag pole. A brick sidewalk and fence, installed by the Carters in the 1980s, and an NPS wayside exhibit are on the south end of the property next to the highway.

The frame Timmerman/Andrews/Gnann house, built in the mid 1920s by J.W. and Emma W. Timmerman and later sold to Maybelle T. and Reese M. Andrews (their daughter and son-in-law), sits on 1.92 acres and is about 200 feet south of the Carter home. The Secret Service security detail for the Carters occupies this house. The yard is fenced on the south, west, and east, but the area between the house ((hereafter referred to as the Andrews/Gnann house) and the Carter home is open. A gate house and double wooden gate closes Woodland Drive at the highway intersection on the south.

- 100 feet of **scenic easements** along both sides of Old Plains Highway (from its intersection with U.S. Highway 280 west to beyond the boyhood home)

The **national preservation district** includes: (1) the National Register Historic District/original Plains Historic District (which had the same boundaries), (2) certain agricultural lands (not more than 650 acres), and (3) a portion of Bond Street. The national preservation district protects agricultural lands and related environments and extends beyond the boyhood home on the southwest and to the Georgia Welcome Center on the northeast. (The various national register and local and national preservation district boundaries

are confusing, overlapping, independent designations. A detailed explanation is provided in the "Affected Environment" section of the draft plan.)

The legislation also allows for the donation or purchase of preservation easements for historically or culturally significant buildings and open spaces in the preservation district, along with NPS technical assistance to owners of historically significant properties within the preservation district.

SIGNIFICANCE

The park's resources (cultural, natural, recreational, and human) are significant because they can be used to illustrate and interpret the following:

- the relationship of a community in developing a person who would become president
- the effect Mr. Carter's presidency had on the city of Plains and its residents during his years in the White House
- Jimmy Carter as a manifestation of the "American dream" and the attainment of the presidency — from "Jimmy who?" to President Jimmy Carter
- the story of life in the rural south and the life of the first president elected from the deep South since before the War between the States
- the progressive school and the medical and agricultural facilities in Plains and their

contributions to the development of Plains as both a typical and atypical rural southern town

- the post-presidential lives of President and Mrs. Carter and their effect on Plains, the nation, and the world
- complexities of American life in Plains in the 1930s to 1970s that gave rise to the presidency of Jimmy Carter

PURPOSE OF AND NEED FOR THE PLAN

The National Park Service is required to prepare general management plans to guide administration and development of units in the national park system. These plans provide guidance, generally for 10 to 15 years, for NPS managers on how to protect a park's natural and cultural resources while providing opportunities for visitors to understand, enjoy, and appreciate the reason for which the park was established — in this case to tell the history of Jimmy and Rosalynn Carter and the Plains community.

The plan for Jimmy Carter National Historic Site and Preservation District complements the fine work already accomplished by the citizens of Plains who initiated the efforts to preserve Jimmy and Rosalynn Carter's hometown. The people of Plains weathered periods of national and international attention and remained steadfast in the face of various temptations and so-called opportunities for overnight development that might have robbed their town of its integrity and resources. Instead, residents limited development and

conserved their historic legacy. Both Plains and the nation are richer for it.

The National Park Service will build upon the hard work and prudent management evidenced by Plains and its citizens so that the city and the region of Sumter County, Georgia, continue to accurately reflect the setting in which the 39th president matured and to which he returned after service in the Navy, the Georgia governor's mansion, and the White House. It is in this setting that he and Mrs. Carter continue to conduct their post-presidential lives and work.

The purposes of the general management plan are as follows:

- Provide a framework to accomplish legislative objectives.
- Identify and involve appropriate constituencies for consultation on major decisions.
- Protect significant cultural and natural resources.
- Identify the park audiences and determine how to best communicate major messages.
- Incorporate the preservation district into the overall visitor experience.
- Relate development to preservation and interpretation needs.
- Prepare the groundwork for drafting cooperative agreements with appropriate agencies and organizations to ensure preservation of the park.

This plan represents the combined efforts of the National Park Service and the residents of Plains, Georgia.

MANAGEMENT OBJECTIVES

Management objectives, done for each NPS unit, provide a framework for conserving park resources, integrating the park into its surrounding environment, and accommodating public use in accord with NPS management policies. The following are the management objectives for Jimmy Carter National Historic Site and Preservation District.

Interpretation

Jimmy Carter — To inspire and educate the visitor concerning the lives of Jimmy and Rosalynn Carter, the 1976 campaign, and a broad view of the presidency of Jimmy Carter.

Carter Presidency — To encourage visitors to seek more detailed information on the presidency of Jimmy Carter at the Carter Presidential Library in Atlanta.

Small Rural Southern Town — To present the history of a small rural southern town, particularly as it shaped the lives of Jimmy Carter and Rosalynn Carter.

Cultural Resources

Depot — To restore the depot so that the visitor can experience and understand the depot as it was in the 1976 campaign period.

Boyhood Home — To restore the boyhood home and commissary to the 1930-41 period and preserve other structures and grounds. To protect the rural agricultural scene visible from the boyhood home and the corridor from U.S. 280 to the boyhood home.

High School — To maintain the high school building and grounds in a manner that allows the public to experience the character and flavor of the school during the period 1931-44.

Carter Compound — To provide for the opportunity in the future to present the Carter compound to the public as it was in Jimmy Carter's lifetime.

Preservation District — To preserve, interpret, and provide technical assistance for sites and structures within the preservation district to allow the public to experience the character and flavor of a rural historic southern agricultural community.

Oral History

To gather oral histories from persons knowledgeable about the life, campaign, and presidency of Jimmy Carter and the history of Plains, Georgia.

Collections

To preserve personal property acquired for purposes essential to inspire and educate visitors about the life, campaign, and presidency of Jimmy Carter.

ISSUES AND CONCERNS ADDRESSED IN THE PLAN

The major issues addressed by this plan — the questions to be answered, the problems to be solved, and the opportunities to take advantage of — are as follows. These issues, which must be considered in the planning process and in coordination with the park's management objectives, are interrelated; action(s) proposed for one issue will likely affect other issues.

Visitor Experience and Interpretation Issues

The potential audiences, what the visitor experience should be, what interpretive stories should be told, and what media, exhibits, individual programs, and personal tours and educational programs might be appropriate at each site has not been determined. The history of the region and its interpretation are important to an accurate understanding of the Carter story, including the issues of racial equality and civil rights as they relate to Jimmy Carter. How and where should these stories be told?

The use of Plains High School as the primary interpretive and visitor contact point presents various concerns. Interpretation will require that the high school be presented as an institution that operated at a certain

period in American history wherein social and racial segregation were facts of everyday life. What is the best way to use this previously segregated facility to showcase the community's history yet maintain sensitive treatment of race relations in Plains?

Key locations in the park were significant in the Carters' lives at different periods. Should all the park's resources be restored to a particular time frame or should each be restored to tell a portion of the story?

The park involves the Carters and other residents of Plains who share their stories. There is no overall plan to sustain this involvement or to provide for the long-term conservation of these resources through oral histories, videotapes, photographs, and similar methods. How can the Park Service conserve these resources through these various methods, and how can such work be done without unnecessarily impinging on the privacy of individuals?

The park will attract local, regional, national, and international audiences. Who are these audiences, and what specific programs are needed for their respective needs?

The park has initiated some local and regional educational, heritage, and outreach programs; however, no overall plan exists for such valuable and needed programs. A plan that addresses these needs and presents guidelines for implementation should be developed. What educational programs should the park provide, and how?

The site and functions of a permanent, expanded visitor center have not yet been identified. Where should the park's visitor center be?

Resource Management Issues

The historic character and qualities of Plains that need protection center on its rural, small-town image and flavor. This ambience is, in part, observable in the size, scale, and type of commercial building construction, the late 19th–early 20th century nature of its various neighborhoods, the town's orientation to the railroad, and its obvious function as an agricultural depot serving a large farming district.

The preservation district encompasses a large portion of Plains. The cultural and natural resources in the district are integral to and important for understanding the Carter story. What are the most appropriate interpretation and management strategies for preservation, development, and use for parkwide resources that will not infringe on private property rights?

The park has begun implementing plans for conserving cultural resource and archival materials that are part of the NPS collection. Plans need to be expanded to accommodate future acquisitions, particularly those items currently belonging to the Jimmy Carter family. Such planning will be done in consultation with the Carter Presidential Library, The Carter Center, the National Archives, the Georgia State Archives, other regional repositories, the Smithsonian Institution, and the NPS regional and chief curator's offices. One of the

most critical elements of this plan will be completion of a life estate agreement with the Carters.

Natural resources are a basic component of the park's cultural landscape, and they played an integral part in the lives of the Carters. A preliminary inventory of the natural resources is needed, along with the development of natural resource management objectives that support the cultural resource management objectives and strategies to meet these objectives. The plan will lay the groundwork for a more detailed resource management plan.

The park lacks substantive data on social and economic trends that will influence changes in the character of Plains. What is the best strategy regarding the future NPS role in guiding and managing these changes?

A myriad of preservation districts and administrative procedures overlap in the park. Should they be consolidated, and if so, how?

Management, operation, and interpretation of the park will require cooperation among the National Park Service, the city of Plains, Sumter County, the Middle Flint Regional Development Commission, and the Carter Presidential Library. What are the respective roles and responsibilities for each of these entities?

Visitor Use and Development Issues

The Park Service needs to obtain more information regarding visitor facilities and needs. Specific options will be identified for visitor transportation within Plains and

to the boyhood home, parking, restrooms, and other facilities and services such as visitor orientation and guided or directed tours. What effects will visitors have on the social and economic life of Plains? What are the potential new businesses and economic development that would be compatible with objectives for conserving the special town character and values of Plains? (The option of using the Georgia Welcome Center, 1 mile east of town, for NPS purposes should be considered.)

Park Operations and Administration Issues

What is the role of the site vis-à-vis the preservation district?

Are the park maintenance facilities adequate?

Currently the site shares administration and management with Andersonville National Historic Site. Should that arrangement continue or should the site have its own administration and management staff?

The current NPS headquarters is not adequate for anticipated future needs. Where should the park headquarters be?

RELATIONSHIP TO OTHER PROJECTS

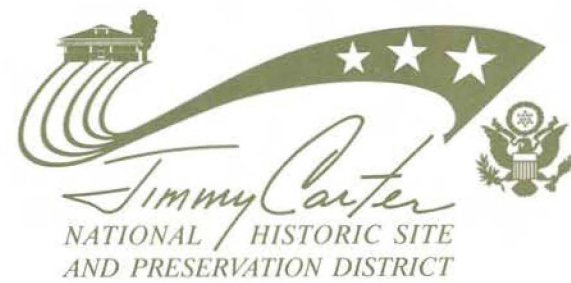
The Middle Flint Regional Development Commission has contracted for a comprehensive plan for the city of Plains. Close coordination with the contract planner is needed to ensure that the environment in and around

the park is protected and preserved and that mutual preservation goals can be achieved.

The Regional Development Commission has also conducted a historic resources survey for Plains that identified 117 separate survey elements. The commission, in conjunction with the Georgia State Office of Historic Preservation, will update the existing National Register of Historic Places nomination form for the Plains Historic District.

The 1991 *Land Protection Plan* for the park will be updated as necessary. Specific recommendations in this plan that would require a change in the *Land Protection Plan* are noted.

The Plains liaison committee fosters communication between the Park Service and the city. The city and the Plains Historical Preservation Trust have assumed responsibility for raising 40% of the funds for rehabilitating the high school. To date the town and trust have been quite successful in these endeavors.



THE PLAN

BACKGROUND

THE PERSPECTIVE FOR THIS MANAGEMENT PLAN

During the congressional hearings on the proposed legislation to establish the park, Senator Sam Nunn of Georgia stated the following:

The homes of American Presidents that have been preserved represent an invaluable resource for all Americans. . . . But in preserving only the homes of major historical figures, we tend to lose much of the essence of ordinary life that would illuminate those times. . . . As currently planned, the Jimmy Carter historical site and park would serve both these important purposes.

The presence of the Carters and their fellow citizens in Plains presents an unusual opportunity for NPS park planners — to obtain the insights of a former president and first lady, as well as the people of Plains, and to incorporate that information into the planning process. These insights and understandings will enhance the visitor experience and understanding of the Carter story.

The park's enabling legislation distinguishes between the national historic site and the preservation district in terms of NPS ownership. However, the plan recognizes that the resources in the preservation district are integral to understanding the Carter story. Efforts to carry out the plan must involve cooperation among the National Park Service, the Georgia State Office of

Historic Preservation, the city, Sumter County, the Carter Presidential Library, and The Carter Center in Atlanta.

In more traditional units of the national park system, the National Park Service owns, either in fee or less-than-fee, controlling interests in virtually all lands within the park's designated boundaries. Such is not the case at this park. NPS ownership is limited to four structures and their immediate surroundings and acquisition of less-than-fee interests within scenic and preservation easements. At this park, the Carters and the people of Plains are most important; resources provide a backdrop to the story of Jimmy and Rosalynn Carter and Plains.

Critical to visitor understanding and enjoyment of the Carter story is preserving and interpreting the city of Plains. Visitors will care most about being in the hometown of the 39th president of the United States. During the next few years, visitors might have an opportunity to meet and talk to the former president and first lady or some of their many friends and neighbors who made possible that campaign of 1976 that transformed one of their own from "Jimmy who" to President Jimmy Carter. Through media and technology, this experience can be effectively passed on to future visitors as well. This plan has been done with the cooperation and partnership of the people of Plains.

After the present generation passes on, the park will subtly change to a more traditional park. This plan

provides for a smooth transition from one park environment to another. Modern technology will be used to capture and preserve the stories of the people who educated, nurtured, supported, and embraced Jimmy and Rosalynn Carter — in victory and defeat — and the events that helped shape the lives of President and Mrs. Carter and their family.

The National Park Service believes that as long as the Carters and their contemporaries remain alive, the park should be a living park — a park in which the citizens of the town are important resources who contribute to the overall visitor experience. The Park Service also believes that visitors will want to interact in some meaningful way with the community and its residents. The foundation of this general management plan is based on visitor experience and interpretation. This does not mean that integrity, significance, and subsequent protection of the resources associated with the Carter story are less important. It means that while the cultural and natural resources of Plains and its surrounding area will be protected and interpreted, their real value lies in their serving as a context for the Carter story.

As required by the legislation, an advisory commission has been established to provide advice on achieving balanced and accurate interpretation of the historic site during (and after) the planning process. The Park Service has actively worked with the advisory commission in preparation of the draft and final plans and will continue to work with the commission in the future.

Public involvement for preparation of the draft and final plans has included a newsletter with a return comment form, public meetings, meetings with the park's advisory

commission, review by President and Mrs. Carter, and comments on the draft plan. A summary of the results of ongoing public involvement is in appendix C.

INTERPRETATION

Interpretation, as used by the National Park Service in this document, refers to a process of education that is designed to stimulate curiosity and convey ideas and stories to the visiting public. Identifying the stories and ideas to convey — what the Park Service calls the interpretive themes — the means of conveying them, and their context in modern society are among the considerations needed for designing an interpretive program for any NPS area. The following seven major themes, presented in chronological as opposed to priority order, have been identified for the Jimmy Carter National Historic Site and Preservation District. Like interpretive themes for many historic sites, considerable overlap occurs, making it almost impossible to present one theme without incorporating aspects of others. The following themes have been determined for the park.

(1) Jimmy Carter developed personal characteristics that enabled him to strive for and achieve the highest elective office in the country. Jimmy and Rosalynn are products of their environment. They have shown extraordinary abilities to set and achieve goals, comprehend complex issues, deal with both success and adversity, and succeed in business and politics. They also continue to provide leadership, maintain a strong sense of compassion and stewardship, actively seek to make a positive

difference, and commit themselves to their family, church, community, and country.

(2) The lives of Jimmy and Rosalynn Carter are reflected by the physical and cultural environment of Archery and Plains, Georgia. Primary influences on the Carters were family, church, community, school, and agriculture. Jimmy grew up on a farm, where most of his playmates and neighbors were black and where he developed a lifelong appreciation of and commitment to the outdoors. He greatly respected his parents. His father was strict with his children, but was also fun-loving, a good athlete, a farmer, a landowner, a public servant, and a state legislator. His mother, a registered nurse, was independent and highly capable, with a noted sense of humor. Jimmy and Rosalynn's schooling stressed the classics, competition, and the arts as well as the sciences — courses emphasized by teacher and principal Julia Coleman. Although Plains was strictly segregated during their childhoods, the Carters developed strong convictions for promoting racial and social equality as a result of family and school influences.

(3) Plains was a typical — and an atypical — town in southwestern Georgia. Plains was founded in 1885 by people for whom the Civil War and slavery were recent memories. The 1885 town of Plains incorporated earlier communities, including the Plains of Dura, established in the 1830s just north of the later townsite on lands taken from the Creek Indians.

The Carters were a prominent but not dominant family in Plains. During the Carters' childhoods,

Plains was a railroad town, largely dependent on agriculture. Plains was conservative and segregated, and social life revolved around the churches, the schools, and a lively downtown on Saturdays. Plains became known for its modern medical facility (Wise Sanitarium), public school (one of four model schools in the state), and for its involvement in regional planning. The town's general appearance has changed little since the Carters' childhoods. Growing up in and returning to this small town were major factors in the Carters' lives.

(4) After a successful career in the Navy, Jimmy Carter returned to Plains and committed himself to business and politics. Several of his family had been politically active. Carter's political career began locally with involvement in the school board, planning commissions, civic organizations, and business and agriculture groups. At the same time he and Rosalynn built his father's peanut business into a profitable operation. They resisted pressures to join segregationist groups such as the White Citizen's Council. With significant help from friends and John Pennington, a reporter from the *Atlanta Journal*, Carter managed to overturn election fraud and win a seat in the state senate; this led to changing and significantly improving the fairness of state electoral politics. Jimmy served in the state senate for two terms and then lost a close primary for governor. He won the governor's office in 1970. He brought about notable achievements in civil rights, governmental reorganization and budgeting, conservation, education, and assistance to the underprivileged.

(5) The Carters ran the 1976 campaign as they had their earlier political efforts. Their victory exemplified the American dream of a person from simple beginnings becoming president. Jimmy Carter's family (including his wife, Rosalynn, who overcame her fear of public speaking) helped considerably in his campaigns for state senator, governor, and president, which stressed personal contacts with all constituencies.

Successful campaigns in 1970 (governor) and 1976 (president) both started as grass roots efforts and were conducted with indefatigable energy. Dedicated local volunteers (the Peanut Brigade) helped bring the message of this largely unknown candidate to the attention of the country. The railroad depot and the town of Plains figured strongly in the media coverage of the campaign as well as in Jimmy's subsequent presidency. The story of the campaign provides insight into our political process and America in the 1970s.

(6) In 1976 Jimmy Carter was elected 39th president of the United States. His achievements included the negotiation of the Panama Canal Treaty, the Camp David accords leading to the peace treaty between Israel and Egypt, economic deregulation, energy legislation, the creation of the Departments of Education and Energy, the Alaska Lands Act (doubling the size of the national park system), and the negotiation of the SALT II treaty. The Iran hostage crisis, difficulties in dealing with Congress and the media, public dissatisfaction, and economic difficulties were also matters that confronted President Carter during his term.

His presidency demonstrated his compassion for minorities and the poor. Rosalynn was a key advisor and played an active role in many decisions. Her special interests included mental health and women's issues.

(7) President and Mrs. Carter continue to work hard for the goals and initiatives that characterized the Carter presidency. After the presidency, the Carters moved back to Plains and began writing books and finding new ways to continue their work. They have achieved international recognition for their involvement and leadership in peace, conflict resolution, human rights, health care, nutrition, education, and low-income housing. Modern communications technology has allowed these efforts to be based both in Plains and at The Carter Center in Atlanta.

Part of interpretation is the consideration of what opportunities should be provided for visitors — the visitor experience. The NPS planning team, taking into consideration input from the public meetings and comments, has determined that the Park Service will provide opportunities for visitors to

understand and appreciate the interrelationships of the Carters and Plains,

appreciate the Carters — their struggles, discipline, leadership, genuineness, integrity, faith, commitment, honesty, and ability to handle adversity and success,

feel inspired by the story and motivated to contribute to society in their own ways,

be curious to find out more about the lives and careers of the Carters

appreciate the excitement, frenzy, and complexity of the 1976 campaign and its effect on a small town

understand both similarities and differences between the Carters' lives and their own in the context of today's and tomorrow's world

appreciate controversial and/or complicated stories — such as those dealing with human rights and politics

enjoy themselves, feel enriched, and/or feel better about themselves and their nation

feel encouraged to make their own judgments of controversial and complicated events

find interesting, enjoyable, and memorable stories and activities, including activities for children, the elderly, minorities, the disabled, and visitors from other countries

experience life in a typical small southern town and its preserved historic environment

sense the presence of the Carters while visiting the historic structures, and learn about events that occurred there that shaped the Carters' lives

VISITOR USE PROJECTIONS

In 1990, 71,400 visitors came to the Georgia Welcome Center and 34,822 visitors came to the depot. With more development, improvements, and conceivably more reason for visitors to make Plains a destination after plan implementation, it is logical to project an increase in visitation. How much of an increase will depend on the efforts of the Park Service, the state of Georgia (particularly the welcome center), and the city of Plains.

For this document, visitation at the welcome center and not the depot is used as a base figure. The pattern of visitation for other new NPS presidential areas, such as Lyndon B. Johnson National Historical Park, Theodore Roosevelt Birthplace National Historic Site, and Lincoln Home National Historic Site is about 10% increase per year for the first five years followed by decreases thereafter. However, many visitors to the park do not stop at the welcome center; regional residents and students involved in the heritage education program will probably not stop at the welcome center either. Based on these assumptions and data, the projected annual visitation for the park is 78,500 (a 10% increase) for the first year after this plan is implemented. If the visitation pattern at the park follows other NPS presidential parks, annual visitation five years after plan implementation could be 115,000.

GENERAL COMPONENTS OF THE PLAN

RELATIONSHIP OF NPS PLANNING EFFORTS TO THE CITY AND PRESERVATION DISTRICT

The National Park Service will continue to work closely with local residents to assist in planning for the future. As visitation increases there will be demands on the local community that can cause changes in the small town. The Park Service is aware of concerns of local residents regarding the economic future of the Plains community. That future is closely related to visitation at the park.

Plan objectives focus on interpretive and educational opportunities and services for the visitor. Bed-and-breakfast and food services will best be provided by the private sector. Current zoning regulations impose design and size restrictions on hotels and similar establishments in Plains, so these services will need to be provided outside the corporate city limits or in nearby communities. The Park Service will take an active role by providing information at the visitor center about area attractions and services.

The national preservation district provides the backdrop for the elements that constitute the national historic site. The buildings, cultural landscapes, and human resources of the preservation district contribute to the public's understanding of the lives of Jimmy and Rosalynn Carter. The city contracted with a private planning consultant to prepare a comprehensive management and preservation plan for the city. The Park Service intends, through its planning efforts, to

work with the city to identify and implement shared or common goals and objectives for protecting and interpreting important cultural resources in the park and for providing opportunities for visitor enjoyment.

MANAGEMENT OF THE RESOURCES

Many actions relate to managing the cultural and natural resources. These actions include, among others, historic structure reports, historic archeological studies, history studies, oral histories, an inventory of natural resources, and vegetation and integrated pest management for all four sites. These actions are described in detail in the later "Resource Management" section.

THE GEORGIA WELCOME CENTER

The legislation establishing the park states that the National Park Service may enter into an agreement with the state for cooperative operation and use of the Georgia Welcome Center. The center is about 1 mile from the nearest NPS site. Visitors to the welcome center will continue to learn about statewide recreational opportunities. NPS exhibits will be updated and rehabilitated as needed. However, the National Park Service will not use the welcome center as one of its primary visitor facilities.

CURATORIAL STORAGE

Current use of the brown metal building behind the high school (the Bally building) for curatorial purposes and artifact storage is temporary. Other locations for permanent curatorial storage and work are being considered. When an alternative location is identified, the Bally building will be removed or relocated.

NPS ADMINISTRATION

Jimmy Carter National Historic Site and Preservation District is administered by and shares a superintendent and other key staff with Andersonville National Historic Site at the Andersonville administrative headquarters, 22 miles from Plains. When rehabilitation of the high school is completed, administrative and ranger offices will move to the school, which will have room for all of the park's administrative space requirements. (The building's historic integrity will be respected and conserved in any office use.) The high school will be the headquarters for Jimmy Carter National Historic Site and Preservation District, with the agriculture building behind the high school serving as maintenance headquarters.

The Andersonville and Jimmy Carter NPS units will continue to share administrative and maintenance staff, including a superintendent, until management determines otherwise.

VISUAL QUALITY

The rural landscape surrounding the Jimmy Carter National Historic Site is an integral part of the interpretive story and provides an appropriate backdrop for the historic structures within the site. Preservation of the visual quality of this landscape is an essential component of site preservation.

The city of Plains has adopted a comprehensive zoning package (done by the regional planning commission and the Georgia State Office of Historic Preservation). This package includes a historic preservation overlay zone concept that requires review of new construction and includes various exterior treatment provisions.

Sumter County has no zoning or historic preservation requirements. The city of Plains and Sumter County should cooperate to see that adequate zoning and legislation become applicable to all portions of the park; height, scale, mass, exterior treatments, lot size, and use should be part of the review criteria. The Park Service will cooperate with such initiatives when appropriate.

EASEMENTS/MAINTENANCE OF THE CULTURAL LANDSCAPE

To maintain the cultural landscape around Plains, all easements, including scenic easements along Old Plains Highway and preservation easements (including all agricultural lands up to 650 acres) in the preservation district, will be acquired. This will help ensure the park's environmental integrity and help protect prime

farmland and the quality of the rural scene, especially between Plains and Archery.

The rural character of the region is generally defined as an open field arrangement of farms interspersed by wooded watersheds. Retention of the open feeling of the farm environment could be promoted through clustered development, enforcement of house acreage ratios (for example, one house to every 10 acres), design guidelines for new development, and similar strategies. Acquired easements will be those that (1) protect significant viewsheds from both the roadways and from major historic sites and (2) have a particular historical significance in the Carter/Plains story. The *Land Protection Plan* will be updated to incorporate this recommendation.

Modern electrical installations are more extensive than the original elements and have many more components than the historic installations. Electrical systems that do not require large, aboveground installations will be considered for serving the various properties.

Alternative paving processes will be considered for roadways, parking areas, and paths. This material will help meet the planning objective for creating an appearance that is in keeping with the unpaved roads and paths of 1930s Plains while accommodating modern traffic and visitors with disabilities. Recent developments in this field have produced materials that form durable, dust-free, permeable hardened surfaces that retain the natural color and texture of the regional soils. These soil stabilization agents are nontoxic, environmentally safe materials, such as pine tar derivatives and complex protein molecules.

SITE SECURITY

A fire protection and detection system and a security system will be installed at each of the four sites. Also, the number of visitors that can safely be in the buildings at each site at one time without affecting the structures will be determined.

VOLUNTEERS, GUIDES, AND BROCHURES

More opportunities for volunteer park guides and interpreters will be explored. Training will be provided by the National Park Service, and coordination with existing community groups will be considered.

There will be an NPS parkwide brochure and site brochures for the boyhood home, high school, and preservation district.

PUBLIC HOUSING UNIT 9A

The property will not be acquired for NPS purposes; it will be interpreted through NPS wayside exhibits and designated as part of the tour route.

FORESTRY

The Park Service will encourage forest conservation and cooperate with federal, state, and local agencies in establishing forestry conservation programs in the park. Because proper forest management was important to Earl and Jimmy, the role of forestry will be interpreted at the boyhood home.

SPECIFIC COMPONENTS OF THE PLAN

DEPOT

Visitors will tour the restored and refurnished depot, appearing much as it did during the 1976 campaign. Through exhibits and wayside exhibits visitors will learn the story of the presidential campaign, and through videotapes they can experience the excitement of the campaign and see some of the people involved. Short interpretive talks and informal contacts will also be available.

To the extent possible in a historic building, interior climate will be controlled by fans and space heaters. Reproductions of original artifacts will be used where necessary. The historic integrity of the building will be maintained. The building will be staffed unless appropriate security measures can be instituted to protect both the resource and the exhibits without detracting from visitors' experiences. Parking will be provided for 8–12 cars next to the depot, and there will be a staging area for buses (see Plains Depot, Site Concept). A sidewalk will connect the parking area to the door of the depot. (More detailed information on the Southwest Georgia Railroad right-of-way is needed before the parking area location can be accurately determined.)

BOYHOOD HOME

Through message repeaters, wayside exhibits, living history, guided tours, a site brochure, and roving interpreters, visitors will learn the story and hear

anecdotes of Jimmy Carter's life at the farm. Visitors will have ranger- or volunteer-guided tours of the restored and minimally refurnished home and the restored commissary. The home will be staffed and furnished only with selected pieces that might be used as props in interpretive presentations, such as a radio like Jimmy Carter listened to as a boy. Interpretation in the home will include recorded messages. The historic integrity of the house and commissary will not be compromised, and no major alterations are contemplated. The home will be interpreted as it was ca. 1936 (before the Rural Electrification Act). There will be wayside exhibits and message repeaters in some areas.

After further study, the Clark tenant house will be interpreted onsite with message repeaters and wayside exhibits to demonstrate Jimmy Carter's close ties to the Clarks, indicate the tenant house's juxtaposition to the boyhood home, and relate the importance of the Clarks in the operation of the Carter farm. Archeological investigations will establish the precise location, orientation, and outline of the tenant house. Extant outbuildings and foundations will be stabilized. Visitors will have the opportunity to get a balanced impression of the different people who supported the Carter farm.

Other options for interpreting the Clark house and other buildings on the site will be considered. Visitors will have the opportunity to get a balanced interpretation of the various lifestyles represented in that farm community.

In accord with NPS guidelines, reconstruction of any buildings at the boyhood home site will only be undertaken if, after the Park Service acquires the boyhood home site, future studies and planning determine that (1) these measures are essential for public understanding, (2) the structures are associated with the park's primary theme, (3) this is the only way that visitors can appreciate the historical and cultural associations for which the park was established, and (4) sufficient documentation can guide reconstruction in accord with NPS guidelines. These measures will be evaluated when the site is acquired by the Park Service and more detailed planning is undertaken.

Restrooms and a 12-car parking area with access thereto will be provided away from the main house and screened by trees (see Boyhood Home, Site Concept).

Fields will be managed and interpreted through living history and agricultural leasing. Some programs can be carried out in cooperation with other agencies, such as the University of Georgia's agricultural extension.

The pecan orchard is an essential part of the cultural landscape at the boyhood home and will be actively managed. The trees in the orchard were planted by Jimmy Carter and his father in the 1930s. The present authorized boundary encompasses only about 1 acre of the orchard. Purchase of a scenic easement is authorized as part of the historic site for an additional 2.3 acres along the road as well as surrounding land that is part of the preservation district. Because the orchard is one of the few extant elements of the farm operation left, interest in the entire approximately 12-acre orchard will be obtained, as well as interest in a buffer across the

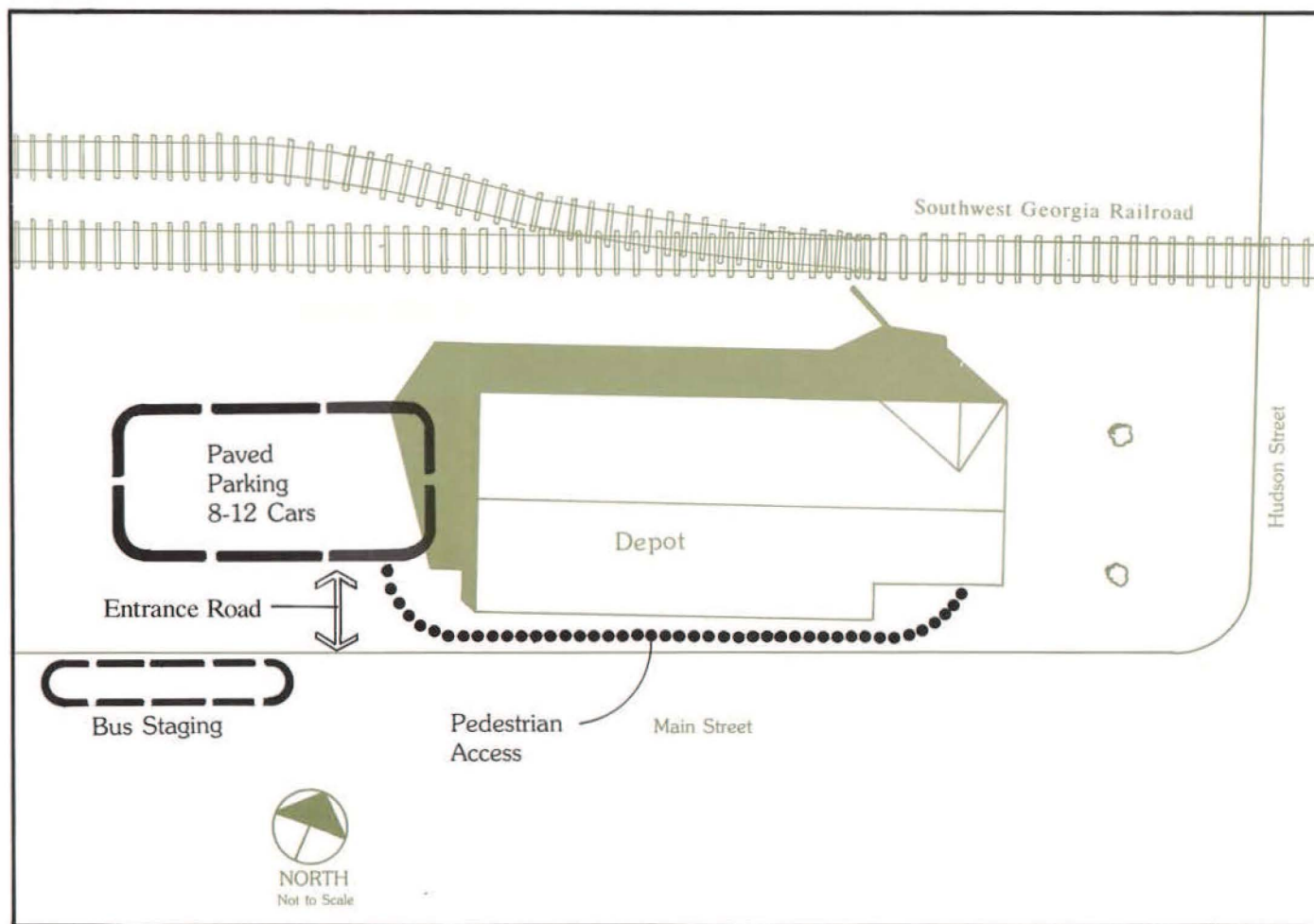
road from the orchard (if the railroad line is ever abandoned).

Having the whole orchard under NPS control will ensure the maximum protection possible to a significant aspect of the cultural landscape at the boyhood home. This action will be consistent with the NPS *Cultural Resources Management Guideline* (NPS-28, 1991 draft revision).

None of the above actions at the boyhood home will be implemented until title to the property has been acquired by the National Park Service.

HIGH SCHOOL

The high school will be the primary visitor center. Visitors will find a restored and furnished classroom, office, and auditorium; other rooms will feature exhibits that explain the Carters' lives in Plains, including political and business careers, education, family, religion, and post-presidency. The story of the park will be told in a film in the auditorium and a site brochure. Additionally, interactive videotapes will give visitors access to President and Mrs. Carter's recollections. One room may have video programs on the Carters' lives and careers. Interpreters will give talks in the auditorium, classroom, and on the grounds. Residents will also use the auditorium for community and cultural events. One classroom will be remodeled as a community meeting room. The historic integrity of the interior will be maintained. No major alterations will be contemplated. For specific room uses, please refer to the *Interpretive Prospectus*.



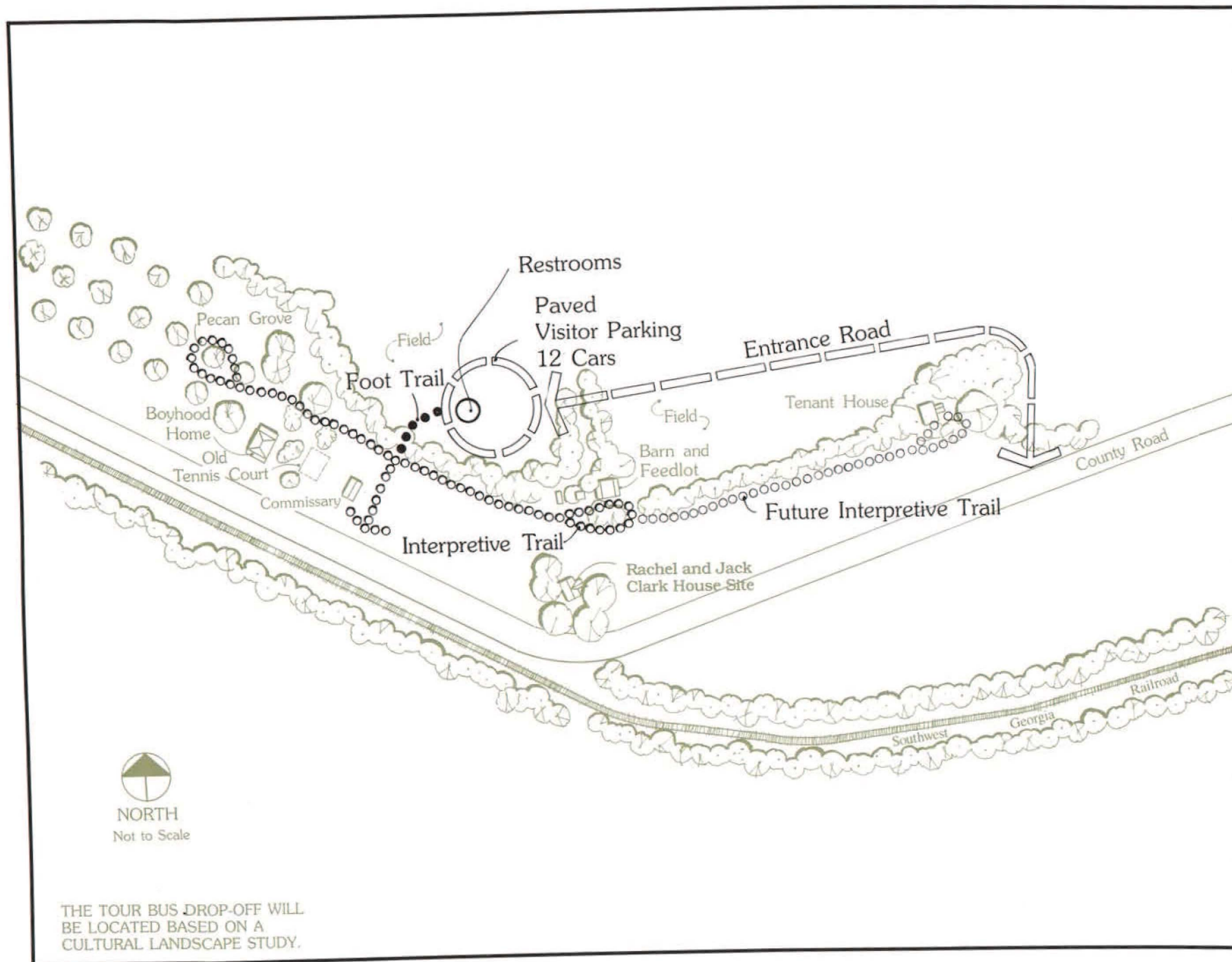
Plains Depot Site Concept

**Jimmy Carter
National Historic Site
and Preservation District**

United States Department of the Interior
National Park Service

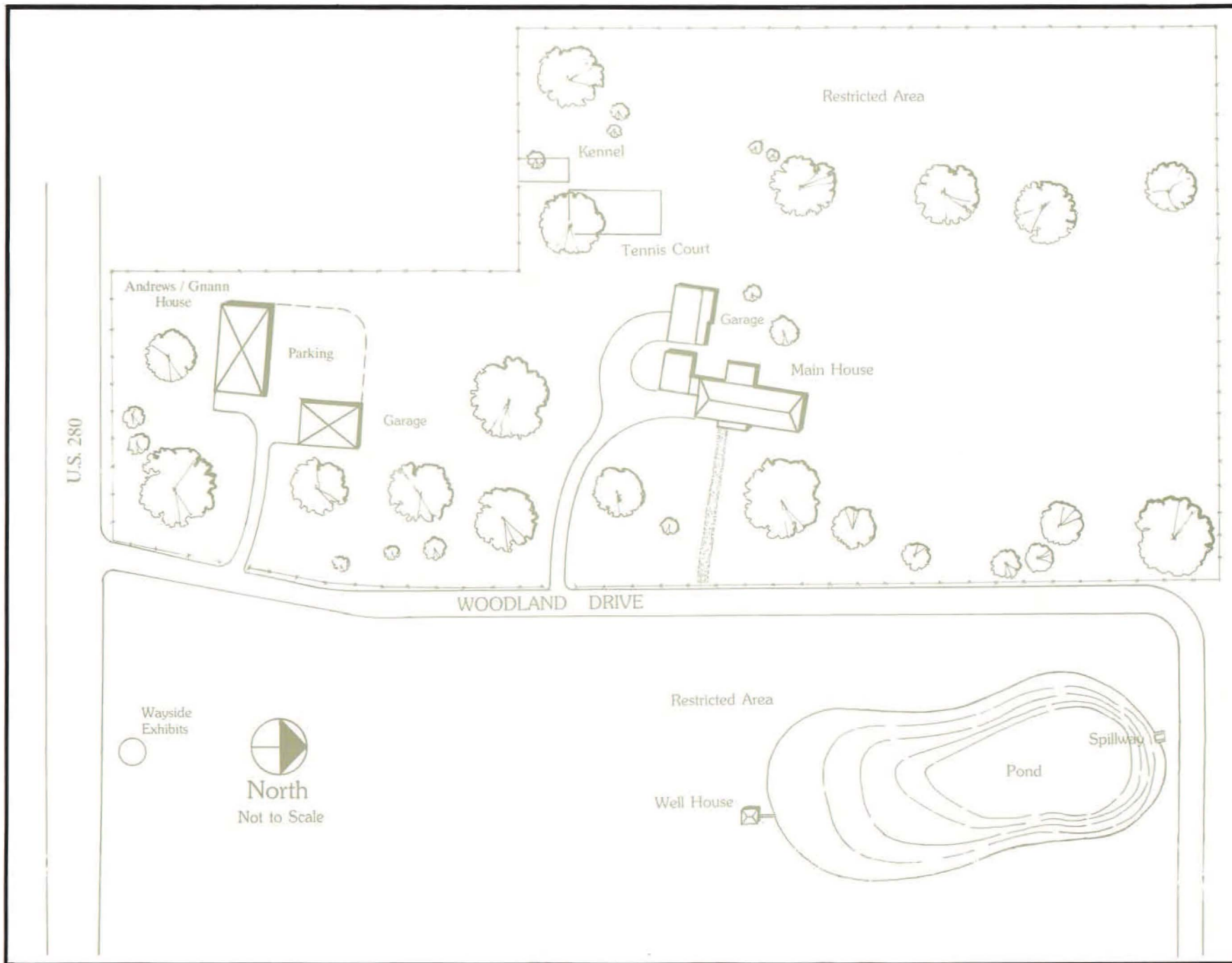
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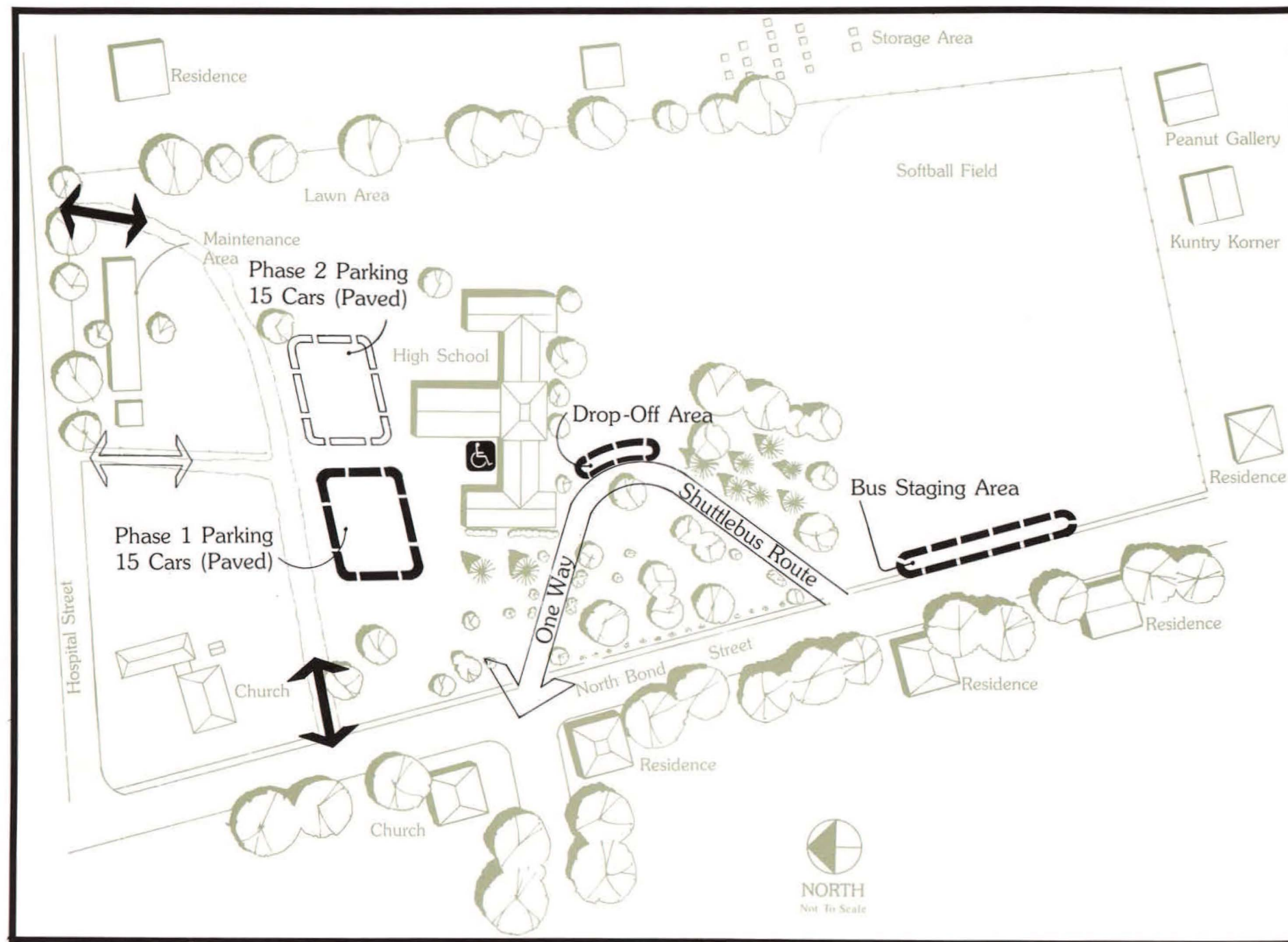
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**Carter Compound
Existing Conditions**

**Jimmy Carter
National Historic Site
and Preservation District**

United States Department of the Interior
National Park Service

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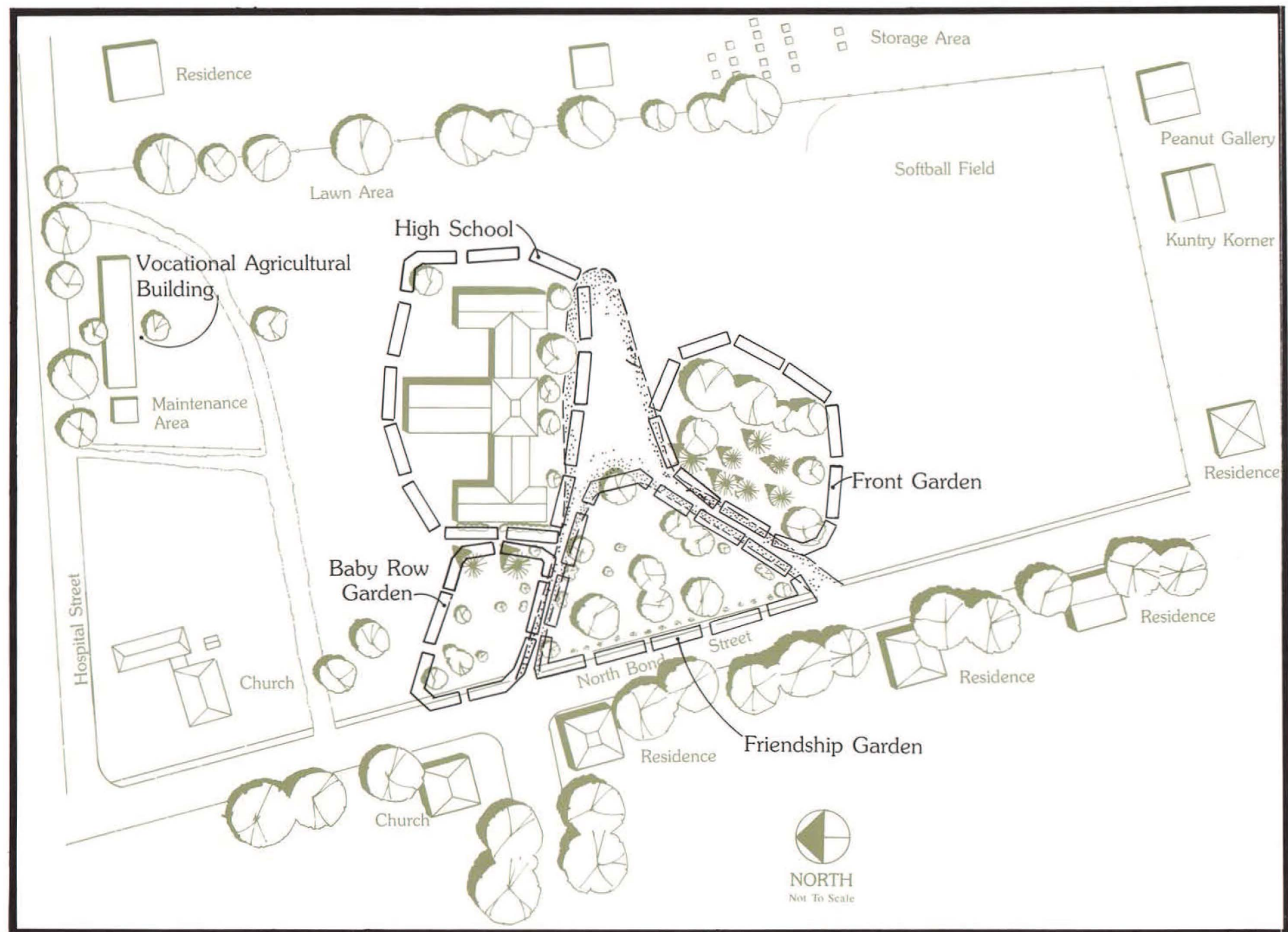


Plains High School Site Concept

**Jimmy Carter
National Historic Site
and Preservation District**
 United States Department of the Interior
 National Park Service

330 • 20016C • DSC • September 1992

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-  Landscape Preservation Area
-  Existing Parking Area (approximately 15 cars)

Plains High School Cultural Landscape

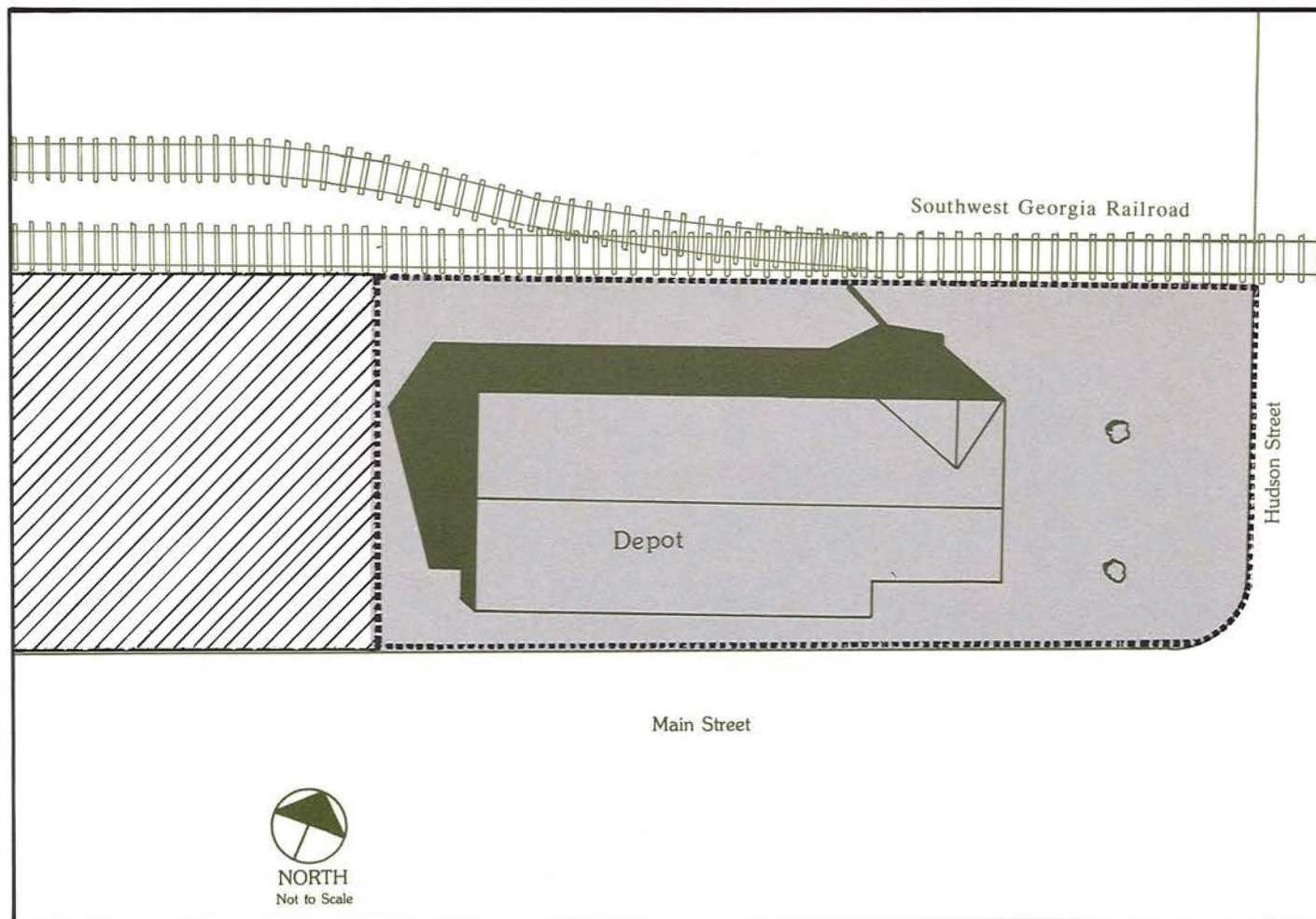
**Jimmy Carter
National Historic Site
and Preservation District**

United States Department of the Interior
National Park Service

330 • 20015A • DSC • September 1992

ON MICROFILM

NATIONAL PARK SERVICE



KEY

- Historic Zone Boundary
- Preservation Subzone
- ▨ Development Zone

Plains Depot Management Zones

**Jimmy Carter
National Historic Site
and Preservation District**

United States Department of the Interior
National Park Service
330 • 20021B • DSC • September 1992

ON MICROFILM

- Initiate additional oral history interviews with the Carters and others as necessary to implement the site's proposed interpretive programs.
- Undertake cultural landscape report of boyhood home.
- Consider establishing shuttle system for visitors.
- Undertake cultural landscape report of Carter compound.
- Undertake cultural landscape report of depot.
- Secure life estate agreement with the Carters.
- Undertake additional history studies, archeological surveys, national register nominations, etc. (discussed in later "Cultural Resource Management" section).
- Initiate natural and cultural resource management activities.

COSTS AND STAFFING

It is estimated that about \$4,989,726 (1992 costs) will be needed to implement the approved plan for the park. These costs do not include land acquisition costs. Costs associated with interpretive media, equipment, and planning (Harpers Ferry Center costs) are estimated to be an additional \$2,242,750.

Costs for necessary studies (historic furnishings plans, boundary study, ethnographic survey, etc. — as detailed in the following "Cultural Resource Management" section — will be an additional \$1,035,000; carrying

capacity/load/structural integrity studies will be an additional \$130,000.

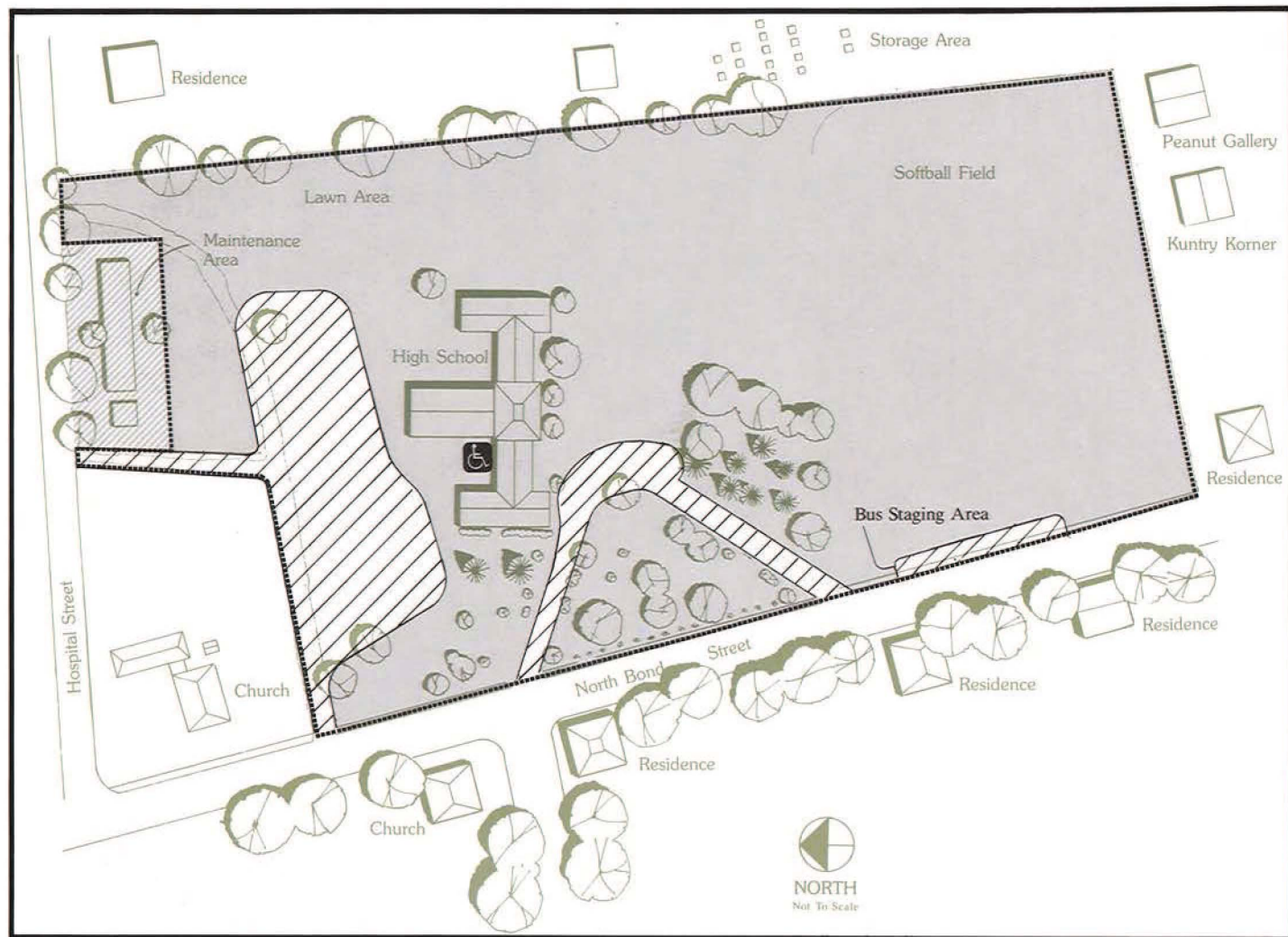
The city and the Plains Historical Preservation Trust have assumed responsibility for raising 40% of the funds for rehabilitating the high school. They have been quite successful at raising funds for this and various related projects.

Current staff consists of about 11 full-time-equivalent employees. To implement the approved plan, about 20 additional full-time-equivalent employees will be needed.

A more detailed discussion of costs and staffing are in appendix G.

MANAGEMENT ZONING

The lands within the Jimmy Carter National Historic Site owned or to be owned by the National Park Service have been placed into management zones, which indicate where park operations, management functions, visitor uses, and developments are appropriate. Zones are identified based on the authorizing legislation, NPS policies, the site's resources, desired visitor experiences, and established uses. The management zones (and subzones) for each of the four sites are shown on the following maps.



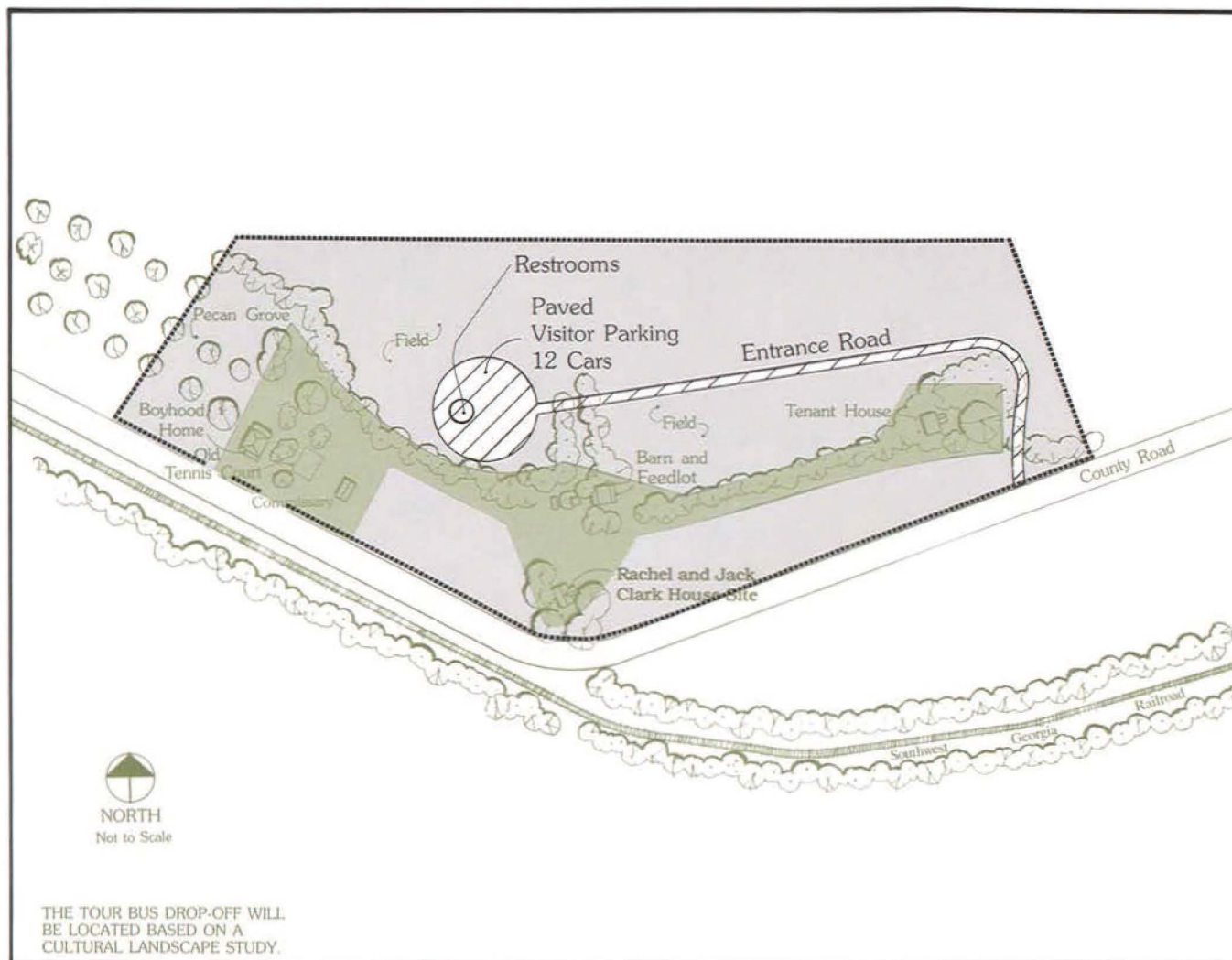
KEY

- Historic Zone Boundary
- Preservation Subzone
- ▨ Development Subzone
- ▧ Management Zone

Plains High School Management Zones

**Jimmy Carter
National Historic Site
and Preservation District**
United States Department of the Interior
National Park Service
330 • 20019C • DSC • September 1991

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KEY

- Historic Zone Boundary
- Agricultural Subzone
- Preservation Subzone
- ▨ Development Subzone

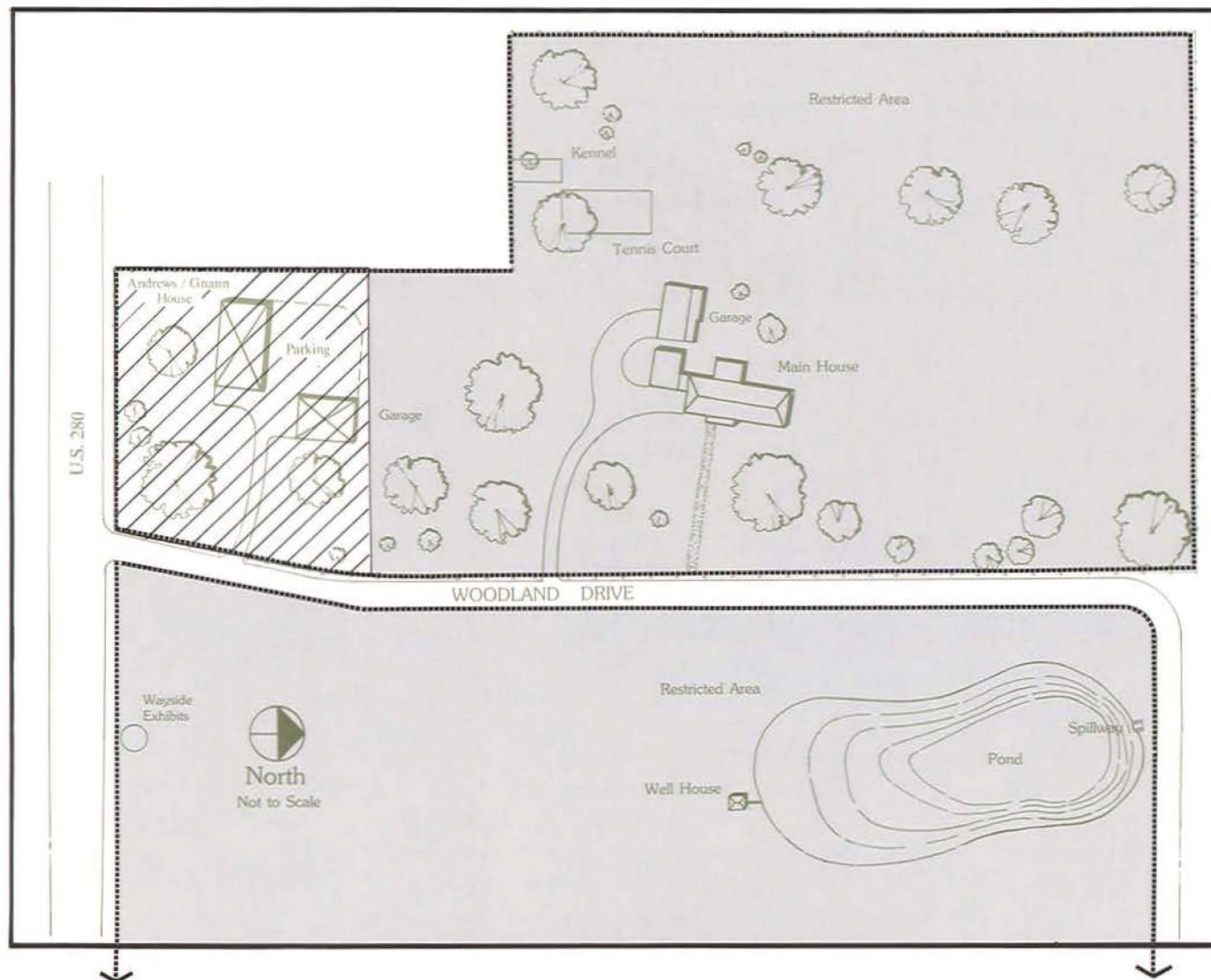
Boyhood Home Management Zones

Jimmy Carter National Historic Site and Preservation District

United States Department of the Interior
National Park Service

330 • 20020B • DSC • September 1992

ON MICROFILM



KEY

- Historic Zone Boundary
- Preservation Subzone
- ▨ Development Subzone

Carter Compound Management Zones

Jimmy Carter
National Historic Site
and Preservation District
 United States Department of the Interior
 National Park Service
 330 • 20022C • DSC • September 1992

ON MICROFILM

RESOURCE MANAGEMENT

This section sets forth natural and cultural resource management actions that will guide resource management in the park. Under NPS policies, each park unit should have a resource management plan. The park staff has completed a draft resource management plan, which is currently under review.

Because many issues are associated with resource management, it is important to note that the management actions discussed below are based on information available as of this writing.

CULTURAL RESOURCE MANAGEMENT

Cultural resource management is needed to ensure the conservation of the park's cultural resources, which include the depot, the boyhood home, Plains High School, the Carter compound, and various collections associated with each site. Also included are properties in the preservation district and related scenic easements.

Cultural resource management guidelines, a part of the park's resource management plan, will guide long-term planning and management of the park's cultural resources. Visitor use must not impair or destroy resources, and management must assess how much use the structures can withstand without resulting degradation or destruction. Before actions can be taken to protect the park's cultural resources, however, adequate inventories must be completed and strategies must be adopted for protection and preservation.

Some work has been completed. An oral history program was begun in the late 1980s by the NPS chief historian and park staff. The NPS Historic American Building Survey/Historic American Engineering Records division completed a survey of Plains in 1989. Twenty-three sites were recorded at that time, with base maps completed for many of the sites. The Middle Flint Regional Development Commission has conducted a historic resources survey for Plains that contains 117 separate survey elements.

The General Services Administration requested a determination of eligibility for National Register of Historic Places status in 1978 for the Plains Historic District, and a national register nomination was completed in 1984 by the state. The Regional Development Commission is revising the national register nomination. A cultural resource inventory of the city was completed by the state in the 1970s; this is also being updated by the Regional Development Commission. Rehabilitation of Plains High School was initiated in 1989 and continues with the assistance of the city of Plains, the Plains Historical Preservation Trust, and other regional agencies.

A special history study of the park was completed by the NPS Denver Service Center in 1991; additional historical research topics that need attention are outlined in that study, including an assessment of the park as a cultural landscape.

The Regional Development Commission has contracted for a comprehensive preservation plan for the city of

Plains, which is being coordinated with NPS planning activities. The city is zoned, and the Plains Historic District acts as a zoning overlay. Sumter County has no zoning laws. NPS planning is taking this lack of regulation in the county into consideration; it may affect the boyhood home and the various proposed scenic easements. The Park Service is working closely with the city preservation commission and the Regional Development Commission to ensure necessary communication and coordination with all those having an interest in the city of Plains and its historic preservation.

The city preservation ordinance of July 1991 expanded the historic district to the city limits of Plains; however, in the process some irregularities between national and local jurisdictions were created. Several minor differences in boundaries need to be addressed.

The city has a preservation commission that reviews all proposed construction within the historic district. The historic district, established as a zoning overlay, affects all extant zoning and development in the city. Because of the preservation overlay, all alterations of existing structures or new construction in Plains will be reviewed by the preservation commission and approved by the city council. Decisions by the council can be appealed in court. The city is also entitled to participate in grant programs and all other considerations as provided for under the federal/state Certified Local Government program.

The National Park Service will coordinate with the Georgia State Office of Historic Preservation and the Advisory Council on Historic Preservation in all applicable historic preservation planning matters as

referenced in 36 CFR 800.3(c) and the 1990 servicewide programmatic agreement regarding section 106 compliance.

The following additional cultural resource plans and studies, including plans related to interpretation of the cultural resources, will be done for the park.

Archeological Resource Evaluation Studies

A historic archeological program for the park will be designed and initiated. Archeological studies at the sites will help establish fence rows, gardens, outbuilding locations, and other related cultural resource data. Continued cooperation with the Georgia State Office of Historic Preservation to ensure the protection of any prehistoric archeological remains yet unsurveyed will also be an important part of an archeological plan for the park.

Boundary Study

The status and relationships of the various overlapping and confusing historic district jurisdictions (National Register of Historic Places, national historic site, national preservation district, local preservation district, preservation easements, etc.) will be reviewed and studied; recommendations will be made for more concise and easily understood boundaries.

Collection Condition Survey/Management Plan/Storage Plan

A collections and curatorial plan adequately addressing acquisition, accession, and curatorial policies that would protect and conserve park collections will be adopted. This plan will be developed in consultation with the Carter Presidential Library, the National Archives, the Georgia State Archives, other state, local, and regional repositories, the Smithsonian Institution, and the NPS regional and chief curator's offices. Memoranda of agreement and understanding will be developed between consulting agencies, as appropriate. Inventories of the Carter home will be completed so that there is a minimum of confusion and inconvenience for the Carter family at such time as the Carter home and various contents are transferred to the United States as NPS properties. A life estate agreement (described below) will be completed to facilitate a smooth conveyance of properties and responsibilities.

The park requires a museum and archival storage and treatment facility. Such a facility will be established in a new facility with all necessary curatorial features. Collections and archives, which will be managed according to NPS standards and guidelines, will be stored and exhibited in appropriately designed and controlled environments with adequate protection against accidents, theft, atmospheric pollution, insect infestation, and vandalism. Collections will also be monitored to ensure long-term stability.

Oral History Program

Continuation and expansion of the oral history program is important and will be coordinated with the Carter Presidential Library in Atlanta, Georgia. Additional efforts are needed to include all residents of Plains who have participated in the Carter story. Such information will enhance existing knowledge of the local people and provide data for interpreting local culture and its effect on Plains and the Carters.

Cultural Landscape Reports

Cultural landscape reports for the depot, the Carter compound, and the boyhood home will be accomplished before substantial work is undertaken (other than routine maintenance). A cultural landscape report for the boyhood home is being done by the park and NPS regional office. A cultural landscape report for the high school has been completed.

Cyclic Maintenance Programs

A cyclic maintenance program will be initiated for structures and sites, including special cultural/natural elements such as the pecan grove at the boyhood home. Historic settings will be considered in the cyclic maintenance plans for each site. Specific structure evaluations and preservation actions will be applied to each building to protect cultural artifacts and remains.

Ethnographic Study

Jimmy Carter grew up in a region of diverse cultures; their interaction and exchange contributed substantially to his development as an adult. Therefore, an ethnographic study of the Plains vicinity will be conducted so that its cultural complexities can be more adequately understood. An ethnographic resource is any natural resource (animal, plant, or mineral), cultural resource (historic or prehistoric), or landscape that is linked to the traditional practices, values, beliefs, history, and/or ethnic identity of a cultural group or groups. An ethnographic study of the region will improve visitor services and foster a better understanding of the region's history and its cultural diversity.

Historic Furnishing Reports

Historic furnishing reports are needed for the Carter boyhood home, the Carter compound, Plains depot, and Plains High School; these reports will be coordinated with the park's curatorial plan.

Historic Preservation Guides

A general guide tailored to the park's preservation needs will be assembled and published for use by the park staff in daily preservation work. Guides for screening cultural resources from visual intrusions and developing agricultural leasing and living history programs to evoke a rural setting reminiscent of the 1930s at the boyhood home will be done in cooperation with natural resource specialists. Guides will include management of the

pecan grove at the boyhood home as a cultural and natural resource, with emphasis on the health of the grove instead of production, and establishing monitoring systems for airborne pollution problems and attendant deterioration of the cultural resources.

Historic Resource Study

A historic resource study for the park will be prepared, including historic base maps, so that all cultural resources can be properly identified, evaluated, and placed in a comprehensible context.

Historic Structure Reports

A historic structure report will be initiated for the high school before further work is completed so that original conditions may be researched and recorded and work to date may be adequately documented. Historic structure reports will also be completed for all other historic structures in the park.

Life Estate Agreement

Although the Carter home will eventually become the centerpiece of a tour of Plains, it will remain the private residence of President and Mrs. Carter as long as they choose. Many questions about management of the home, contents, and lands need to be delineated between the Park Service and the Carters. A life estate agreement, similar to those developed at the Lyndon B. Johnson site and the Truman home, will be drawn up

between the Carters and the Park Service. The agreement will address the following:

1. The orderly transfer of the Carter home and adjoining lands at the appropriate time.
2. Dissemination of the furnishings and property within the house to family heirs and the National Park Service.
3. Guidelines for management of the house and lands until the transfer takes place.
4. How the house and grounds will be interpreted until they are open to the public for tours.

A memorandum of agreement between the Park Service and the Carters serves as an interim agreement until the life estate agreement is drawn up. The Park Service will move quickly to initiate this more formal agreement to ensure an orderly transition of the property at the right time.

National Register Update

Updating the national register nomination forms for the park (being done by the Regional Development Commission) will be completed. The extant nomination deals with Plains only in its context as a late 19th century village, with no mention of President Carter. The document contains no data to help guide management, preservation, or visitor use at the park. This work will be closely coordinated among the Regional Development Commission, the Georgia State Office of Historic Preservation, and the Park Service to ensure inclusion of all essential information. This work will also be coordinated with the NPS Southeast Regional Office,

which is in the process of updating the List of Classified Structures and is also preparing historic resource studies for the park.

Technical administrative and physical preservation problems include the following:

- **Accessibility** — All structures and sites will be made accessible to visitors and employees with disabilities to the extent possible without substantially compromising the historical integrity of the resources.
- **Acquisition of Boyhood Home** — Acquisition will be accomplished as soon as possible, before the buildings and site suffer further deterioration and vandalism.
- **Load Monitoring Systems for Individual Structures and Sites** — Load studies for each structure and site will be calculated so that maximum use figures and cyclic maintenance considerations can be incorporated in managing these resources.

High humidity and insect infestation create special cultural resource problems for both wood and masonry structures. Groundwater, dry and wet rot, termites, carpenter ants, wood beetles, and various fungi affect wood buildings. Structures like the Carter home on Woodland Drive that are not built on piers to allow for better air circulation can have various moisture problems that lead to deterioration. Masonry problems including spalling, point deterioration, foundation settling, efflorescence, and similar phenomena also can be traced to moisture problems. Care will be taken to ensure that all structures have adequate drainage

systems and that vegetation is trimmed away from the buildings so that water does not run onto roofs and walls. Groundwater problems will be addressed immediately, and steps will be taken to ensure that water drains properly, away from building foundations.

NATURAL RESOURCE MANAGEMENT

The natural resources at the park are an integral part of the cultural landscape. Natural resources will be managed to restore the historic setting where necessary to support interpretation and historic structures. Overall, natural resource management in the park will support cultural resource management objectives, which will be more precisely determined in cultural landscape reports of the high school, boyhood home, depot, and Carter compound.

The development of an up-to-date inventory of natural resources in each park is important. Only when an accurate picture of the type and condition of the natural resources in a park exists can effective management decisions be made. Natural resources are constantly changing; thus, a program of long-term monitoring is essential to help detect changes in resource conditions before unacceptable changes occur. A historic landscape report was completed for the high school property by the NPS Southeast Regional Office, and the existing flora (see appendix E) was documented as part of that project.

Vegetation management in the park will accomplish several objectives and will be examined in more detail in the park's resource management plan or individual

action plans. In conjunction with cultural landscape reports for the boyhood home, depot, and Carter compound, small areas may be planted to represent various historic periods. An agricultural lease program and a living history program will be used at the boyhood home to re-create and maintain an appropriate rural landscape. Agricultural practices will include limited use of fertilizers, methods that prevent soil erosion, and integrated pest management practices that minimize pesticide use. Appropriate agricultural practices will be developed in conjunction with the U.S. Soil Conservation Service and the Georgia Cooperative Extension Service.

Another objective of vegetation management will be to protect individual trees at the various sites. Most of the feeding roots for trees are in the upper 4–6 inches. Soil disturbance within this zone may sever roots and dramatically affect tree health, especially old trees or trees that are in poor health. Planning for sidewalks, trails, curbs, underground utility lines, etc., will mitigate, to the extent possible, any effects on nearby trees.

Vegetation management will also address tree replacement. Trees will die or need to be removed for reasons of safety. When removal occurs, an evaluation of the tree site will be done to determine what will be needed to ensure new tree growth; factors that will need to be considered include surrounding tree roots, shade, and proximity of trails, buildings, and utilities.

Fire may also be used as a vegetation management tool, especially at the boyhood home. The possibility of prescribed burning as well as fire suppression protocol will

be addressed by park staff in a fire management plan or as part of the park's resource management plan.

The National Park Service requires an integrated pest management (IPM) approach to control any pests in the park, including the use of cultural, mechanical, biological, or chemical methods. Chemical pesticides are only used as a last resort and in conjunction with nonchemical methods. An IPM plan will be prepared as a separate document or as part of the park's resource management plan. The IPM plan will discuss controlling unwanted vegetation, managing pests in the pecan orchard at the boyhood home, controlling pests in the curatorial collection, managing termites, monitoring aircraft insecticide spraying on property adjoining the boyhood home to determine potential contamination on NPS lands, and other pest control issues, as necessary.

Active management of the boyhood home pecan orchard will be addressed in an orchard management plan or in the resource management plan. Emphasis will be placed on maintaining healthy trees, not necessarily on producing quality fruit. Routine care, harvest of the fruit, and tree maintenance will be addressed in the plan. The Extension Service recommends that pecan trees be fertilized in late February or early March. Soil testing will be done regularly to determine the pH of the soil, and lime will be added to the soil as necessary to keep the pH between 5.6 and 6.5. The extension agent recommends that lime be applied in the fall. IPM methods will be used to control pests, and chemical pesticides will only be used as a last resort.

COMPLIANCE WITH FEDERAL AND STATE LAWS, EXECUTIVE ORDERS, AND REGULATIONS

The *Draft General Management Plan/Environmental Assessment/Interpretive Prospectus* provided disclosure of the planning and decision-making process and potential environmental consequences of the alternatives as required by the National Environmental Policy Act. A summary of the public involvement process for preparing the plan is found in appendix C.

In implementing this *General Management Plan*, the National Park Service will comply with all applicable laws and executive orders. Informal consultation with appropriate federal, state, and local agencies has been conducted in the preparation of this document.

Section 7 of the Endangered Species Act requires all federal agencies to consult with the U.S. Fish and Wildlife Service to ensure that any federal action does not adversely affect the continued existence of listed species or critical habitat. Consultation with the Fish and Wildlife Service has revealed that there are no known federally listed threatened or endangered species in the park. Thus, no listed species or critical habitat will be affected. Further consultation will be carried out before any construction to ensure that no new listed species have been found at any of the sites.

Consultation with the Georgia Natural Heritage Program revealed that no state-listed threatened or endangered species will be affected by implementing the approved plan. Further consultation will be carried out before construction to ensure that no new listed species have been found at the sites.

According to Executive Order 11988, "Floodplain Management," federal agencies are required to avoid construction within the 100-year floodplain unless no other practical alternative exists. According to the U.S. Geological Survey, no 100-year floodplains will be affected.

According to Executive Order 11990, "Protection of Wetlands," all federal agencies must avoid, where possible, effects on wetlands. No known wetlands will be affected.

Actions are in accord with the Clean Air Act, as amended (42 USC 7401 et seq.). The park is designated as a class II clean air area. Maximum allowable increase of sulfur dioxide, particulate matter, and nitrogen oxides beyond baseline concentrations established for class II areas cannot be exceeded. These class II increments will allow modest industrial activities in the vicinity of the park. Section 118 of the act requires all federal facilities to comply with existing federal, state, and local air pollution control laws and regulations. Park staff will work to ensure that all in-park activities meet the requirements of the state air quality implementation plan.

Consultation with the U.S. Soil Conservation Service has indicated that there are prime farmlands at the boyhood home. Because all proposed actions will comply with the Farmland Protection Policy Act, no further consultation is needed in reference to prime and unique farmlands.

All ground-disturbing activity in the state of Georgia requires an erosion and sediment control permit. This permit will be obtained at least 30 days before construction begins.

According to the Architectural Barriers Act of 1968 (42 USC 4151 et seq.) and the Rehabilitation Act of 1973 (29 USC 701 et seq.), all facilities and programs developed will be accessible to visitors with disabilities.

The following lists those actions requiring further consultation with the Georgia State Office of Historic

Preservation under section 106 of the National Historic Preservation Act of 1966, as amended. The actions will also be done in accord with the programmatic agreement completed by the National Park Service, the National Conference of State Historic Preservation Officers, and the Advisory Council in 1990. In compliance with the programmatic agreement, the draft and final documents were sent to the Georgia State Office of Historic Preservation for comment.

TABLE 1. ACTIONS REQUIRING FURTHER CONSULTATION UNDER SECTION 106 OF THE NATIONAL HISTORIC PRESERVATION ACT

Complete restoration of depot, boyhood home, and high school; high school used for visitor center. High school grounds and Friendship Garden restored. Boyhood home out-buildings and Clark tenant house reconstructed or otherwise interpreted. Fields restored through living history and agricultural leasing.

Requires SHPO/ACHP review

Restoration of Carter home.

Requires SHPO/ACHP review

Andrews/Gnann house restored for exhibits and administrative purposes

Requires SHPO/ACHP review

Installation of waysides and repeaters

106 and regional review required, but under terms of the 1990 programmatic agreement, further review by the SHPO/ACHP is not required if region finds the project meets conditions specified in the agreement

Design assistance available for preservation district

Does not require SHPO/ACHP review

ORGANIZATIONS CONTACTED

FEDERAL AGENCIES

Advisory Council on Historic Preservation
U.S. Department of Agriculture
 Forest Service, Southern Region, Asheville, NC*
 Fruit and Nut Laboratory, Byron, GA
 Soil Conservation Service, Scotty Palmer, District
 Conservationist

U.S. Department of the Interior
 Fish and Wildlife Service*
 Philip Laumeyer, Field Supervisor
 Geological Survey
 Tim Stamey, Hydrologist

STATE AGENCIES

Georgia Natural Heritage Program
 John Bozeman, Coordinator
Georgia State Agricultural Extension Office
Georgia State Historic Preservation Office
University of Georgia, Cooperative Extension Service
 Sumter County, County Agent Tim Lawson

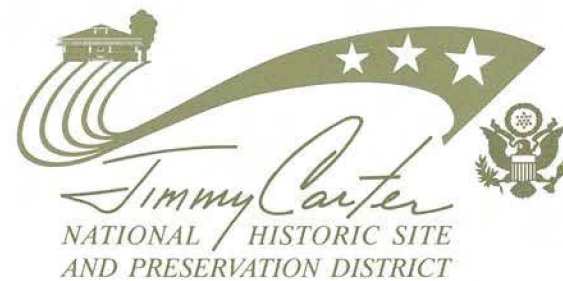
OTHER ORGANIZATIONS/AGENCIES

Habitat for Humanity
James Earl Carter, Jr., Presidential Library

LOCAL AGENCIES/ORGANIZATIONS

Americus City Schools*
First United Methodist Church
Holiness Church
Jimmy Carter National Historic Site and Preservation District
 Advisory Commission
Koinonia Farms
Middle Flint Regional Development Commission
Plains Baptist Church
Plains City Council
Plains Historical Preservation Trust
Plains Historical Society
Lebanon Baptist Church
Maranatha Baptist Church
Saint Andrew's Lutheran Church
Saint John African Methodist Episcopal Church
Sumter County Historical Society

* Indicates comments were received on the draft plan.



APPENDIXES, BIBLIOGRAPHY, AND PREPARERS

APPENDIX A: FINDING OF NO SIGNIFICANT IMPACT



IN REPLY REFER TO:

United States Department of the Interior

NATIONAL PARK SERVICE
Southeast Regional Office
75 Spring Street, S.W.
Atlanta, Georgia 30303



FINDING OF NO SIGNIFICANT IMPACT
ON
ENVIRONMENTAL ASSESSMENT
FOR
GENERAL MANAGEMENT PLAN/DEVELOPMENT CONCEPT PLAN/
INTERPRETIVE PROSPECTUS
JIMMY CARTER NATIONAL HISTORIC SITE
PLAINS, GEORGIA

INTRODUCTION

The National Park Service (NPS) has prepared and made available for public review, the Draft General Management Plan/Development Concept Plan/Environmental Assessment/Interpretive Prospectus (GMP/DCP/EA/IP) for the Jimmy Carter National Historic Site and Preservation District. These studies document the alternatives considered for preservation and interpretation of the four properties under the stewardship of the NPS (High School, Boyhood Home, Depot and Carter Home) and suggests coordination of preservation and conservation strategies with local and regional governments.

The GMP's Alternative 4 (preferred alternative) has been formulated to address crucial questions regarding future administration of park resources. The Environmental Assessment section of the document weighs the planning strategy and potential effects of implementation. The Interpretive Prospectus is a development guide for exhibits and interpretive program needs so that visitors may be provided with adequate information and appropriate visitor experience. The Development Concept Plan articulates specifics regarding the site's future evolution.

The purpose of this document is to record a Finding of No Significant Impact (FONSI) and to select Alternative 4 as the GMP for the site. Please attach this FONSI to the EA.

PUBLIC INVOLVEMENT

A Management Objectives Workshop was held on March 11 and 12, 1993, in Americus with 38 persons in attendance. The workshop resulted in the development of 10 Management Objectives which are the core of the General Management Plan.

In May of 1993, the Draft GMP/DCP/EA/IP was distributed for public review and comment. The review and comment period was 30 days.

The total number of written responses were five. One comment was from the general public, two were received from State and local

agencies and two Federal agencies responded.

All responded favorably to preferred Alternative 4.

PLAN REVISIONS AND CLARIFICATIONS

One minor change is that the cooperation of local, State and Federal forestry programs has been added under the section entitled General Components of the Plan.

SUMMARY OF ENVIRONMENTAL CONSEQUENCES

The most significant impacts of the plan are: (1) improved opportunities for visitors; (2) improved access for visitors with disabilities; (3) retention and protection of the historic scene and visual quality of the sites, preservation district and the surrounding rural landscape; (4) effects on the High School, grounds and Boyhood Home because of building rehabilitation and parking requirements; and (5) increased visitation to the town. These items are being mitigated through careful observation of the Secretary of the Interior's Standards for Restoration/Rehabilitation and the proposal for a tour van shuttle system that will eliminate the need for extensive parking areas.

The most significant effect on cultural resources will be the rehabilitation of the Plains High School and surrounding grounds for administrative and museum use. Restoring the Depot and Boyhood Home and opening the Carter Home and Secret Service Headquarters will also have effects on the properties. All, however, are minimal and can be effectively mitigated by judicious program planning and careful supervision of the resources. Load analysis for each site and structure will help in determining the maximum number of visitors each resource can accommodate without damage to the historic fabric or scene.

No threatened or endangered species or habitat will be affected by this plan. The Fish and Wildlife Service has been consulted in accordance with Section 7 of the Endangered Species Act and they concur with our determination.

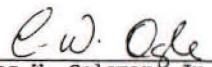
No wetlands or floodplains will be affected by this plan.

The Georgia State Historic Preservation Officer (SHPO) and the Advisory Council on Historic Preservation (AC) were consulted throughout the planning process and both have concurred that the plan proposals will have no adverse effect on the historic site. Future required consultations with the SHPO and AC are listed on page 104 and 105 of the GMP/DCP/EA/IP.

In accordance with the Farmland Protection Policy Act, no prime or unique farmland will be affected by this plan.

CONCLUSION

The NPS has made a Finding of No Significant Impact since implementation of the plan for this historic site does not constitute a major Federal action significantly affecting the human environment, and an Environmental Impact Statement will not be prepared.


for _____
James W. Coleman, Jr.
Regional Director
Southeast Region

9-30-93
Date

APPENDIX B: LEGISLATION

101 STAT. 1434

PUBLIC LAW 100-206—DEC. 23, 1987

Public Law 100-206 100th Congress

An Act

Dec. 23, 1987
[H.R. 2416]

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,

16 USC 161 note.

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—
(1) preserve the key sites and structures located within the historic site associated with Jimmy Carter during his lifespan;
(2) provide for the interpretation of the life and Presidency of Jimmy Carter; and
(3) present the history of a small rural southern town.

(b) DESCRIPTION OF JIMMY CARTER NATIONAL HISTORIC SITE.—(1) The historic site shall consist of the lands and interests in lands (including the real property described in paragraph (2)) as generally depicted on the map entitled "Jimmy Carter National Historic Site and Preservation District Boundary Map", numbered NHS-JC-80000, and dated April 1987. The map shall be on file and available for public inspection at appropriate offices of the National Park Service.

(2) The real property referred to in paragraph (1) is that real property which has significant historical association with the life of James Earl Carter, Jr., 39th President of the United States, located in the town of Plains and the County of Sumter, Georgia, and described more particularly as follows—

(A) the home of former President Carter on Woodland Drive in Plains, Georgia, including the residence and approximately 2.9 acres across Woodland Drive;

(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 Gann 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,

Public
information.

PUBLIC LAW 100-206—DEC. 23, 1987

101 STAT. 1435

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

(B) personal property and artifacts for purposes of the historic site.

(2) The Carter home (described in subsection (b)(2)(A)), the Plains Railroad Depot (described in subsection (b)(2)(B)), and the Plains High School (referred to in subsection (b)(2)(E)) may only be acquired by donation.

(3) Former President and Mrs. Carter may, as a condition of the acquisition of the Carter home (described in subsection (b)(2)(A)), reserve for themselves a right of use and occupancy of the home for a term of years or for a term ending at the deaths of President and Mrs. Carter.

(4) The Administrator of the General Services Administration shall acquire by purchase the Gann House (described in subsection (b)(2)(F)) to be used for security purposes during the lives of former President and Mrs. Carter, or for such period as they may be entitled to security pursuant to Federal law, after which time the Gann House shall be transferred to the Secretary of the Interior for administrative purposes by the National Park Service.

SEC. 2. JIMMY CARTER NATIONAL PRESERVATION DISTRICT.

16 USC 461 note.

(a) JIMMY CARTER NATIONAL PRESERVATION DISTRICT.—In order to preserve and interpret the life of James Earl Carter, Jr. and the rural southern town of Plains, Georgia, including the 20th century south and the roles of agriculture and the agricultural economy there is hereby established 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.

SEC. 3. ADMINISTRATION OF HISTORIC SITE AND PRESERVATION DISTRICT.

16 USC 461 note.

(a) IN GENERAL.—The Secretary shall administer the historic site and the preservation district in accordance with the provisions of this Act, and the provisions of law generally applicable to national historic sites, including the Act entitled "An Act to establish a

Contracts.

National Park Service, and for other purposes", approved August 25, 1916 (16 U.S.C. 1, 2-4), and the Act entitled "An Act to provide for the preservation of historic American sites, buildings, objects and antiquities of national significance, and for other purposes", approved August 21, 1935 (16 U.S.C. 461 et seq.).

(b) **COOPERATION WITH STATE OF GEORGIA.**—The Secretary may enter into a cooperative agreement with the State of Georgia pursuant to which the Secretary may cooperate in the operation and use of the State of Georgia Visitor Center in Sumter County.

(c) **HISTORY.**—The Secretary shall gather oral history on the historic site, its occupants, and environs. The Secretary may also preserve personal property that has been acquired by the Secretary for purposes of the historic site.

(d) **REPORT.**—25 years after the date of enactment of this Act, the Secretary shall convene a distinguished group of nationally recognized historians, scholars, and other experts to examine the life of President Carter in greater historical perspective. The group shall examine the research then available on President Carter, his life and Presidency, and make recommendations on interpretation, preservation, and other issues (as appropriate) at the Jimmy Carter National Historic Site and the Jimmy Carter National Preservation District.

16 USC 461 note. SEC. 4. ADVISORY COMMISSION.

(a) **ESTABLISHMENT.**—The Secretary shall establish an advisory commission to provide advice on achieving balanced and accurate interpretation of the historic site.

(b) **MEMBERSHIP.**—(1) The commission shall consist of a group of five nationally recognized scholars with collective expertise on the life and Presidency of Jimmy Carter, the 20th century rural south, historic preservation, and the American Presidency.

(2) The commission members shall be appointed by the Secretary for staggered terms of 3 years each. Any vacancy on the commission shall be filled in the same manner in which the original appointment was made. Any member of the Commission appointed for a definite term may serve after the expiration of such term until a successor is appointed.

(3) Meetings of the Commission shall be called twice annually by the Secretary.

(c) **EXPENSES.**—The Secretary is authorized to pay, in accordance with section 5703 of title 5, United States Code, the expenses reasonably incurred by the members of the Commission in carrying out their responsibilities under this Act.

16 USC 461 note. 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.

Contracts.

SEC. 6. DEFINITIONS.

16 USC 461 note.

For the purposes of this Act—

(1) the term "preservation district" means the Jimmy Carter National Preservation District established under section 2;

(2) the term "historic site" means the Jimmy Carter National Historic Site established under section 1; and

(3) the term "Secretary" means the Secretary of the Interior.

SEC. 7. AUTHORIZATION OF APPROPRIATIONS.

16 USC 461 note.

(a) **IN GENERAL.**—There is authorized to be appropriated such sums as may be necessary to carry out this Act, except that not more than \$3,500,000 is authorized to be appropriated for acquisition of real and personal property (including preservation easements) and development of the preservation district and the historic site.

(b) **COST SHARING.**—Not more than 60 percent of the aggregate cost of restoring the Plains High School (referred to in section 1(b)(2)(E)) may be provided from appropriated Federal funds. The remaining 40 percent, non-Federal share of such cost may be in the form of cash, goods, or services, fairly valued.

Approved December 23, 1987.

LEGISLATIVE HISTORY—H.R. 2416:

HOUSE REPORTS: No. 100-342 (Comm. on Interior and Insular Affairs).
SENATE REPORTS: No. 100-250 (Comm. on Energy and Natural Resources).
CONGRESSIONAL RECORD, Vol. 133 (1987):
Oct. 5, considered and passed House.
Dec. 11, considered and passed Senate.

APPENDIX C: SUMMARY OF PUBLIC INVOLVEMENT

To assist the National Park Service in the preparation of this general management plan, the city of Plains appointed a liaison committee to represent the interests of the community to the planning team. The work of that committee has been invaluable as the planning process has evolved.

Also, during winter 1991 approximately 1,000 newsletters and questionnaires were mailed to all Plains residents and other interested people and organizations. Nearly 200 of those questionnaires were returned, and many of the concepts presented in the alternatives and the proposal were drawn from suggestions made by various members of the public.

In October 1991 two public meetings were held in Plains to present to the public the alternatives that had been developed for this plan. An additional 100 copies of the alternatives workbook were mailed to other interested persons who could not attend the meetings. Attendance at the meetings and mailed-in responses from the workbook were substantial, with most respondents favoring a blending of alternatives two and three. The most common responses favored the interpretive concepts of alternative 3 over those of alternative 2, but people wanted to ensure that the National Park Service maintained an adequate interpretive staff to provide necessary personal services. Virtually none of the respondents favored alternative 1. It is important to note that this public consensus also represents the preference expressed by President and Mrs. Carter.

In addition to the above general comments on the alternatives, the majority of those commenting also strongly favored the inclusion of some type of optional shuttle system to assist visitors in getting around the park and preservation district. Some thought the shuttle system should operate year-round, while most thought maintaining its operation during peak visitation seasons would be sufficient.

The first meeting of the Jimmy Carter National Historic Site and Preservation District Advisory commission was held in November 1990. The commission regularly meets each spring and fall. During the development of this plan, members of the planning team met with the commission at those meetings to apprise them of the plan's progress and seek their advice on planning issues, particularly those related to interpretation. Commission members participated actively in the development of this plan and provided invaluable assistance to the planning team.

Except for the fall 1991 meeting, each commission meeting included a session with President and Mrs. Carter, during which they were advised of the status of the plan and were asked their opinions on specific issues related to it.

The draft plan/environmental assessment was sent out in June 1993 for public comment, and a 30-day review period followed. Comments were considered, and appropriate changes are reflected in this final plan.

APPENDIX D: EDUCATION PROGRAM AT PLAINS HIGH SCHOOL

BACKGROUND

President Jimmy Carter made a substantial mark on public education. Jimmy Carter's first appointed position was as a member of the Sumter County Board of Education. As a part of that body, he stood out as a champion of integration and quality instruction for all Sumter Countians. Those early efforts won friends and enemies for the Carter family. When Jimmy Carter became a state senator, he succeeded in having Georgia Southwestern College made into a full four-year college. As governor, he instituted educational reforms that were a hallmark of his administration.

A remarkable opportunity exists for the National Park Service at Plains High School. For Jimmy and Rosalynn Carter, education began at Plains High School; both attended all 11 years there. This school was a model school in Georgia under the leadership of its principal and English teacher, Julia Coleman. Miss Julia, as she was called by her students, left an indelible mark on all her students, but most significantly on Jimmy Carter. President Carter quoted this revered teacher in his 1977 inaugural address. He is proud to point out that he is the only president to quote a teacher in an inaugural address. President and Mrs. Carter have expressed strong personal interest that the school be preserved and once again be used in a fashion that will help unite the community.

Plains High School was built in 1921 as a segregated school to serve all of the white community's needs. (The black community's educational needs were met through the efforts of individuals in their community.) The first class graduated in 1922. At that time high school only went to the 10th grade. Each day began with assembly in the auditorium. Alumni vividly remember Miss Julia's favorite hymns being sung at

assembly. After assembly, classes gathered outside designated entrances and marched into their classrooms. President Carter and many others tell of a school program that constantly challenged each student, pushing him or her to their utmost abilities. Few teachers challenged like Miss Julia. Her love for the humanities was passed on to her pupils through music appreciation, debates, one-act plays, ready writing exercises, and many other teaching techniques that teachers today would call innovative. As Miss Julia moved on, another strong teacher took her place. Mr. Y. T. Sheffield was a different type of teacher and principal but just as much an influence on his students as Miss Julia. Mr. Sheffield was a math and science teacher as well as coach. Integration came in the 1970s, and Sumter County consolidated its schools. By 1979 the old building was deteriorating and had become a liability. When the National Park Service took possession of the building, it was close to ruin.

Although a major project, the National Park Service can restore the school to its majestic appearance in the 1930s (the time period that President and Mrs. Carter attended). This proposal seeks to do much more. The physical structure of the school would mean more if the spirit of quality education and the love that all the teachers shared with the students is also restored. It is time once again for the old school to touch the lives of young people. The story of Georgia's first president and the way that Plains affected his life is a natural magnet for school children throughout the region. The challenge comes in making Plains High School a working school on a field trip. If Plains High School can respond to this need, then truly Miss Julia's quote holds true: "We must adapt to changing times while clinging to unchanging principles."

PURPOSE

This proposal outlines how Plains High School can once again assume a leadership role in education. The goal of this program is to operate a school program where students would come to Plains for one day to learn many of the same subjects studied by President and Mrs. Carter. The curriculum will be designed to fit directly into the state's current curriculum. Teachers will choose those activities that are most appropriate for their students. Pre-visit materials will prepare them for the trip. Follow-up activities will reinforce topics covered. The day spent in Plains will involve trips to the resources of the park as well as attendance at programs in the school itself.

The cognitive part of such a program is readily apparent, but there is another side as well. Students will realize that if the school in Plains produced a president, then almost any goal is possible. The most important message of the experience will be that hard work and striving for a quality education can win great tangible and intangible rewards.

CURRICULUM

This program will be designed to fit into the established state curriculum. The day spent at Plains High School will allow teachers to dovetail the program directly into their own classroom activities. To fulfill this concept the following objectives are proposed:

- Students who attend the Plains High School program will learn about the events surrounding the lives of Jimmy and Rosalynn Carter — emphasizing their formative years, education, family and spiritual life, and accomplishments.
- Teachers will be able to choose among several different activities so that students can experience interesting and

enjoyable programs that relate to material being covered in the classroom.

- Teachers will be encouraged to use pre-visit and post-visit activities that will prepare students and ensure that topics are reinforced after the visit.
- Students will be exposed to critical thinking skills so that they can be stimulated and challenged to examine the events and issues associated with the park's interpretive themes and relate them to their own lives.
- Activities will be chosen from the following categories of study that include those traditionally studied at the high school during the years Jimmy and Rosalynn attended as well as those areas important to the Carter presidency and post-presidency:
 - geography
 - ready writing
 - international relations
 - human rights
 - historic architecture
 - humanities
 - debate
 - drama
 - the classics
 - environmental studies
- The curriculum will be more than a field trip; it will be a program where the students will be challenged in the setting that challenged a future president of the United States.

WHO WILL ATTEND

The program at Plains High School will be designed for specific grade levels and accomplish three goals.

- Most important, it will ensure that the grades will be chosen to take advantage of the state curriculum — when a visit to a presidential site would be most appropriate.

- Second, it will ensure that students do not return year after year for the same program.
- Third, it will limit the number of school groups to manageable numbers.

Although many topics will be covered, the grades selected will be those where American History is taught. The program will be limited to two classes (up to 70 students) per day. This limitation is necessary for the program to be most effective and to consider NPS staffing realities.

This program will be marketed to public and private school teachers. Because it will be new and different, many teachers may be unfamiliar with this approach. The biggest problem in attendance will come in scheduling. Spring, when field trips tend to be scheduled, will undoubtedly fill up first; the solution to this problem is through active and direct involvement with the schools. The program coordinator will attend faculty meetings, in-service workshops, and other gatherings of teachers. In summer, the program can be adapted to provide continuing education for teachers, further exposing teachers to the program's value. Recruitment problems will probably be short term. As word of the program's success spreads, all dates should quickly be reserved.

FACILITY NEEDS

The students will use a classroom at Plains High School as a base for activities. If the campaign process is to be discussed, it will be introduced in the classroom and followed up with an excursion to the depot. The classroom space will set the mood and historical setting experienced by students in the 1930s. The room will be equipped with period furniture and there will be teaching aids similar to those used 60 years ago. Modern equipment and supplies will be used but stored elsewhere

until needed. The classroom will be functional yet conjure up a vision of education in the past.

During good weather, students can eat outdoors at picnic tables, or in the classroom during bad weather. Refrigeration will be necessary so that food and drinks can be properly stored. Storage and administrative space will also be needed.

ADVISORY COMMITTEE

Prior to establishing the program an advisory committee will be established to develop and chart the overall direction of the curriculum. The committee will be composed of individuals representing a wide cross section of the state education community. The following is suggested as an appropriate combination:

- Professor, Georgia Southwestern College (education)
- Superintendent, Americus City Schools
- Superintendent, Sumter County Schools
- Representative, Georgia Department of Education
- Regional education association representative
- Classroom teacher (elementary)
- Classroom teacher (secondary)
- Park ranger, Jimmy Carter National Historic Site
- Superintendent, Jimmy Carter National Historic Site
- Professor, presidential history/Carter specialist

One of the professors could come from another college's or university's education department, or from another discipline.

This committee will address the following issues:

- (1) Grades that will be most appropriate for the program.
- (2) Topics that will be taught.
- (3) The objectives of the program.
- (4) The role of the visiting teachers in the program.

- (5) The qualifications, position, and performance standards of the education coordinator of the program.
- (6) Development of a marketing strategy for the program, including what school systems will be targeted.
- (7) Materials and supplies needed for the program to be successful.
- (8) How President and Mrs. Carter can be personally involved in the program to enhance its success.
- (9) Possible sources of grant money to provide support for the program.
- (10) Problems associated with logistics including lunches, transportation, facility needs, and other concerns.

INITIAL START-UP

To establish the program there will be start-up costs associated with supplies, materials, desks, furnishings, audiovisual equipment, teaching aids, and other needs. These needs will be defined by the advisory committee and more specifically by the education coordinator. The greatest of these costs will be the furnishings, including the students' desks. The establishment of a historical mood is very important, but could prove to be expensive. Opportunities to acquire surplus, old, yet serviceable desks from a school system should be pursued. Once the cost of specific needs has been assessed, a grant might be secured to pay for the initial start-up.

Ongoing support will be sought from NPS funds, the Parks as Classrooms program, and the National Parks Foundation.

THE EDUCATION COORDINATOR

The single-most important facet of this program is the selection of a full-time person to implement it. This person

should be an experienced and innovative teacher. Following are some of the most important duties:

- Developing and carrying out lesson plans for all activities.
- Developing pre- and post-visit activities for students.
- Recruiting and scheduling classes to take part in the program.
- Coordinating in-service teacher workshops and summer programs with Georgia Southwestern and local school systems for teachers seeking to improve their skills.
- Evaluating the effectiveness of lesson plans and making changes as appropriate.
- Working with local teachers to determine what activities fit into the established school curriculum.
- Effectively implementing programs.
- Training and supervising park staff and volunteers.

This position will be funded by the National Park Service. Funds might come from the educational series. Additional support will be sought from the Georgia Department of Education. The program coordinator/teacher may be able to use the state's retirement and benefit system. The Sumter County School System has agreed to handle the administrative work connected with the position. Another possibility would be to fund the position with a grant until government funding was available. Volunteers could be sought as aides or support personnel, as needed.

CONCLUSION

Currently, few school groups visit the hometown of the 39th president of the United States. Rather than waiting for school groups visits to increase, there is an unusual opportunity to plan and implement a program that would make school visits positive educational experiences. There is also a unique opportunity to preserve and interpret the stories of a president and first lady.

Program development will meet the needs of schools as well. In these days of more austere budgets, school field trips will be as cost-effective as possible. This means that the field trip should be a part of the established school curriculum and meet educational objectives. A visit to Plains will mean that school activities will proceed as normal but in a different setting. This meets the Georgia Department of Education's goal that as much time as possible is spent "on task."

Most importantly, there is the lesson to be learned from Jimmy and Rosalynn Carter — that hard work in school can win great rewards. Hard work in school, hard work at home, and quality leisure time combine to create individuals who are rounded in all fields of endeavor. This program will seek to emphasize that type of commitment. As Plains High School comes alive once more, the words of Miss Julia Coleman can echo again through the halls: "Study hard. Who knows? Someone might leave here and become president of the United States."

APPENDIX E: FLORA OF PLAINS HIGH SCHOOL SITE

COMMON NAME	SCIENTIFIC NAME
Trees	
arbor vitae	<i>Thuja orientalis</i> * (possibly <i>pyramidalis</i>) (o)
cunninghamia	<i>Cunninghamia lanceolata</i> (o)
deodar cedar	<i>Cedrus deodora</i> (o)
dogwood	<i>Cornus florida</i>
eastern red cedar	<i>Juniperus virginiana</i>
elm	<i>Ulmus americana</i>
pecan	<i>Carya illinoensis</i>
red oak	<i>Quercus rubra</i>
sycamore	<i>Platanus occidentalis</i>
water oak	<i>Quercus nigra</i>
Shrubs	
abelia	<i>Abelia grandiflora</i> (o)
amure privet	<i>Ligustrum amurense</i> * (o)
arbor vitae	<i>Thuja orientalis</i> * (possibly <i>nana</i> , <i>compacta</i> , or <i>bonita</i>)(o)
azalea	<i>Rhododendron indica</i> *
cherry laurel	<i>Prunus caroliniana</i>
crepe myrtle	<i>Lagerstroemia indica</i> * (o)
eleagnus, silverberry	<i>Eleagnus pungens</i> (o)
forsythia	<i>Forsythia intermedia</i> * (o)
hackberry	<i>Celtis</i> sp.
nandina	<i>Nandina domestica</i> (o)
needle palm	<i>Rhapidophyllum hystrix</i> (o)
phontinia	<i>Photinia serrulata</i> (o)
Thunbergii spirea	<i>Spiraea thunbergii</i> (o)
Vanhoutte spirea	<i>Spiraea vanhouttei</i> (o)
wax leaf ligustrum	<i>Ligustrum lucidum</i> * (o)
winter jasmine	<i>Jasminum nudiflorum</i> (o)
winter honeysuckle	<i>Lonicera fragrantissima</i>
wisteria	<i>Wisteria sinensis</i> (o)

* Exact cultivar unknown (o) = ornamental

References: Dirr 1990, Halfacre and Shawcroft 1989, and personal communication with R. Hill, School of Environmental Design, University of Georgia, Athens, GA.

List compiled by Lisa Whitcomb (National Park Service, Southeast Regional Office).

APPENDIX F: ECONOMIC FEASIBILITY OF TOUR VANS

If NPS projections of future visitation are reasonably accurate, there will be traffic congestion in Plains to the point that the visitor experience will be adversely affected and residents will be inconvenienced. For these reasons, a tour van system is recommended. Encouraging visitors to use the tour vans in lieu of their personal vehicles to tour the area will allow the Park Service or the community maximum control over automobile traffic in Plains.

Potential methods for Park Service management and operation of a tour van system include issuing a concessions contract or permit, or issuing a commercial use license (CUL).¹ A concession is a service offered the visitor by a contracted private business in the park. A concessions contract is issued if the operator will realize more than \$150,000 annually in direct sales. If the amount realized is less than \$150,000 annually, a concessions permit is issued.

Before awarding a permit or contract, a statement of requirements must be issued, allowing any interested party to bid. After the bids have been paneled, a concessioner is selected.

TOUR VAN SYSTEM OPERATION

The cost of the vans is projected to be \$80,000 (\$20,000 each). The visitor center will be used as a pickup/dropoff point (staging area) for the van system. The vans will tour the various points of interest in Plains (see Potential Tour Route map). During the peak season (June through September), vans will probably operate every 15 minutes, which will require the use of four vans. This schedule will allow

passengers to leave the bus at the boyhood home for leisurely viewing and disembark at the depot to visit the downtown area and board another bus later. Each of the four vans will make eight complete trips per day during the peak season; two vans will make eight complete trips per day during April, May, October, and November, and two vans will make four complete trips during February and March, and one van will be on call during December and January.

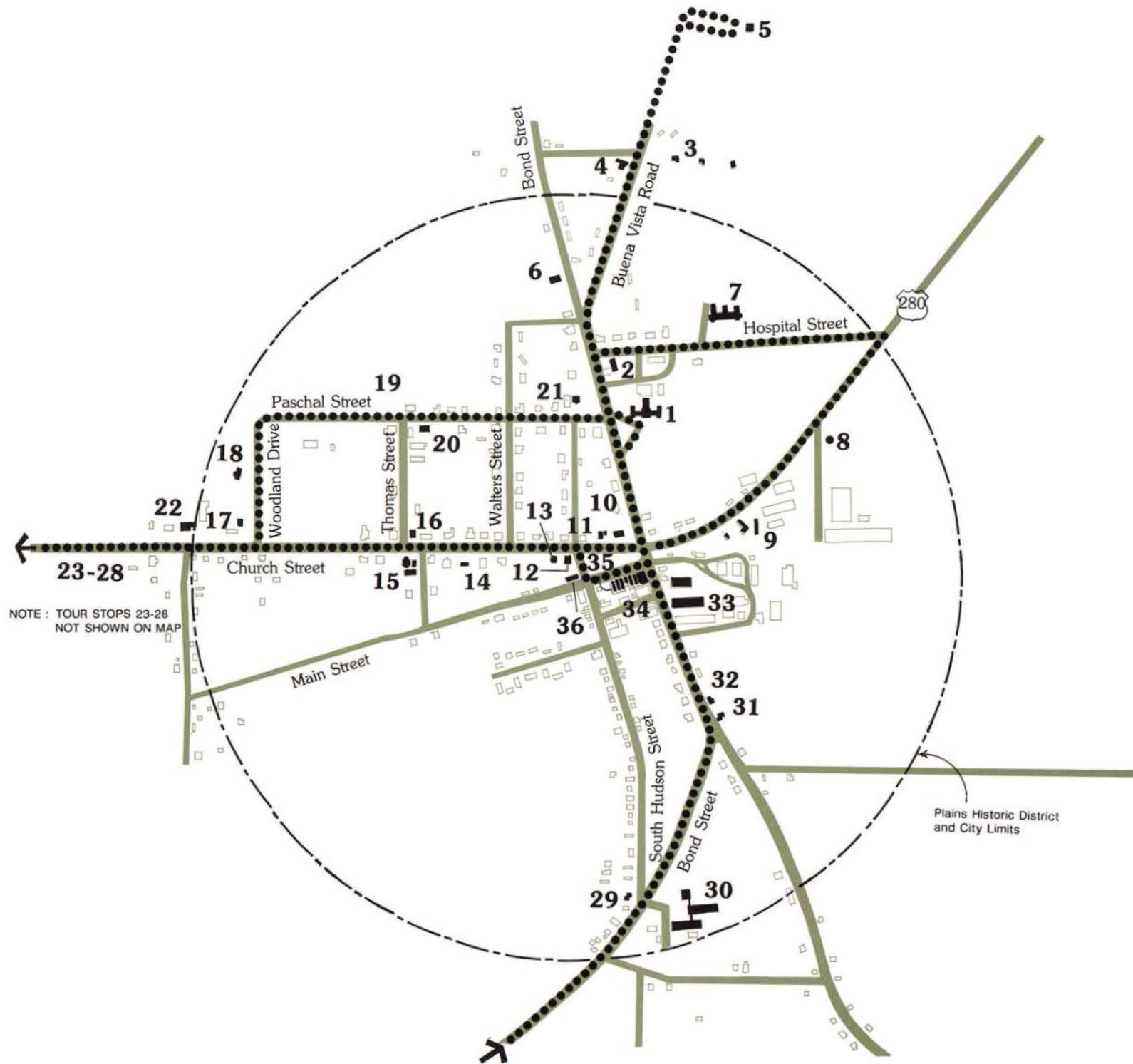
ECONOMIC ANALYSIS

Costs

Each trip is projected to be 8 miles, including the boyhood home. For cost projection purposes, it is assumed that the on-call van will make 30 round trips during December and January. The operating cost, including labor, fuel, repairs, and maintenance, license, and insurance, is calculated to be \$4.00 per mile.

121 days × 8 trips × 4 vans × 8 miles =	30,976 miles
121 days × 8 trips × 2 vans × 8 miles =	15,488 miles
60 days × 4 trips × 2 vans × 8 miles =	3,840 miles
30 days × 1 trip × 1 van × 8 miles =	<u>240 miles</u>
TOTAL =	50,544 miles
TOTAL COST @ \$4 PER MILE =	\$ 202,176

1. A commercial use license is not recommended for the park. Once a commercial use license is issued, all interested parties that might request one must be issued one. A commercial use licensee is restricted from doing any business on park property, meaning that, in this case, loading and unloading passengers and collection of fares must be done outside the park. The park would have very little control over a commercial use licensee's scheduling, fare charges, quality of interpretation, vehicles, etc.



Sales and Profit

The following sales and profit data are based on the 1990 Georgia Welcome Center visitor count of 71,400, plus a projected 10% increase to 78,500. These figures are also based on not having rail access to the boyhood home and assume 85% of the visitors would take the van tour. Revenue and profits would be as follows:

Sales:	
44,506 adults @ \$5	\$222,530
22,253 children & seniors @ \$2.50	<u>55,632</u>
TOTAL SALES	\$278,162

Total operating costs	\$202,176
Profits before taxes and franchise fees	\$75,986
Proposed franchise fee (10%)	\$ 27,816
Net profit before taxes	\$48,170

The profit margin indicated in the calculations above will be approximately 17%. Relative to the tour van industry, this percentage should provide a solid profit margin for the concessioner. Therefore, the proposed tour van system should be economically feasible.

APPENDIX G: COST ESTIMATES (1992)

DEVELOPMENT COSTS

The following are the costs estimates to implement the plan.
Land acquisition costs are not included.

Plains High School

Restore school	\$3,474,900
Provide phase 1 parking (15 cars)	39,780
Provide phase 2 parking (15 cars)	53,040
Provide community overflow parking (50 cars)	66,300
Provide concrete access ramp for visitors with disabilities	22,464
Construct entrance loop	30,888
Provide bus pulloff and parking	22,464
Provide walkway from parking to front	7,956
Subtotal	\$3,717,792

Boyhood Home

Restore home	\$221,108
Provide parking (12 cars)	31,824
Restore commissary	106,080
Reconstruct barn	312,000
Represent Clark house (an averaged figure)	68,640
Construct entrance road	205,920
Provide access for visitors with disabilities	6,220
Provide restrooms	206,480
Subtotal	\$1,158,272

Depot

Restore building to historic condition	\$87,142
Provide parking/miscellaneous	18,720
Provide lift for visitors with disabilities	7,800
Subtotal	\$113,662

TOTAL

\$4,989,726

Costs for necessary studies (historic furnishings plans, boundary study, ethnographic survey, etc. — as detailed in the "Cultural Resource Management" section — will be an additional \$1,035,000; carrying capacity/load/structural integrity studies will be an additional \$130,000.

COSTS FOR DEVELOPMENT OF INTERPRETIVE PROGRAM

Because the Carter compound (Carter home and Andrews/Gnann house) are not yet in the park, the costs for interpretive media associated with those structures are not included in the following costs.

Furnishings Plans

High school, depot, boyhood home

(56) Produce historic furnishings plans \$ 52,500

Museum Exhibits

High School — Plan, produce, and install museum exhibits for 1,900 sq ft of exhibits and 510 sq ft of lobby and hallway.

(51) Exhibit planning	\$ 95,000
(52) Exhibit production	475,000
(53) Museum services	47,500
(51) Exhibit planning — lobby, hallway	10,000
(52) Exhibit production — lobby, hallway	<u>51,000</u>
	\$ 678,500

Depot — Plan, produce, and install museum exhibits for 700 sq ft of exhibits and 200 sq ft of lobby.

(51) Exhibit planning	\$ 35,000
(52) Exhibit production	175,000
(53) Museum services	17,500
(51) Exhibit planning — lobby, hallway	4,400
(52) Exhibit production — lobby, hallway	<u>22,000</u>
	\$ 253,900

Historic Furnishings

High School

Classroom — Julia Coleman's
Office — Julia Coleman's
Classrooms (2) — environmental education program
Library/classroom — environmental education program

Depot

Boyhood Home — House, Commissary, and Barn

Buildings interpreted at the boyhood home could include the Clark tenant house, barn, chicken coop, and out-house, as well as fences, farm roads, and the tennis

court. To minimize costs and maximize community involvement, the park could explore accomplishing the reconstruction program through donated labor and materials.

(57) Historic furnishings acquisition (high school, depot, and boyhood home)	\$ 187,000
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Audiovisual Arts

High School

(61) Audiovisual planning — 16 mm film	\$ 15,000
(62) Produce 16 mm film (15–25 minutes)	150,000
(61) Audiovisual planning — interactive video	30,000
(62) Produce three interactive videos	300,000
(61) Audiovisual planning — audio recording	750
(62) Produce one audio recording	7,500
(63) Audiovisual equipment	
16 mm film Xenon film projector	3,400
35 mm dissolve slide system	2,400
Video projection system (includes speakers, screen, laserdisc player, installation, caption board, amplifier, and spares	105,000
1/2" video player/recorder (2) from commercial sources	800
35" video monitor	3,000
Message repeater (solid state)	<u>1,500</u>
	\$ 619,350

It is anticipated that the school library and educational media center will be developed and furnished through donations.

Depot

(61) Audiovisual planning — interactive video	\$ 11,000
(62) Produce one interactive video	112,000
(61) Audiovisual planning — video	10,000
(62) Produce one 10- to 20-min. video	100,000
(63) Audiovisual equipment	
Interactive video system	22,500
35" video monitor	<u>3,000</u>
	\$ 258,500

Boyhood Home

(61) Audiovisual planning — audio recording	\$ 1,500
(62) Produce two audio recordings	15,000
(63) Audiovisual equipment	
Message repeaters (2)	3,000
35" video monitor	<u>19,500</u>
	\$ 39,000

Wayside Exhibits**High School**

(54) Wayside exhibit planning, design	\$ 4,500
(55) Wayside exhibit production (3)	13,500

Depot

(54) Wayside exhibit planning, design	3,000
(55) Wayside exhibit production (2)	9,000

Boyhood Home

(54) Wayside exhibit planning, design	9,000
(55) Wayside exhibit production (6)	27,000

Preservation District

(54) Wayside exhibit planning, design	12,000
(55) Wayside exhibit production (8)	<u>36,000</u>
	\$114,000

Publications

Design and produce a park brochure	\$40,000
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ADDITIONAL ANNUAL COSTS

Current staff consists of the superintendent, chief ranger, administrative officer, and chief of maintenance, all of whom are split between Andersonville National Historic Site and Jimmy Carter National Historic Site and Preservation District. A supervisory park ranger (lead ranger) is in charge of the interpretive visitor services function at Jimmy Carter. A carpenter is in charge of the daily leadership in the maintenance department. This represents approximately 11 full-time-equivalent employees at an annual salary of \$263,163 including benefits. About a \$600,000 increase would be needed for annual staffing costs. This personnel cost includes 30% benefits for full-time employees and 8% benefits for seasonal employees. Costs are preliminary estimates and will be more fully addressed in a future operations plan. The plan would require about 20 additional full-time-equivalent employees.

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PLANNING TEAM

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The photo of Jimmy and Rosalynn Carter, used with the permission of The Carter Center, was taken by Rick Diamond. Other photos in the document were taken by NPS Denver Service Center staff.



As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural and cultural resources. This includes fostering wise use of our land and water resources, protecting our fish and wildlife, preserving the environmental and cultural values of our national parks and historical places, and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people. The department also promotes the goals of the Take Pride in America campaign by encouraging stewardship and citizen responsibility for the public lands and promoting citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.



United States Department of the Interior / National Park Service