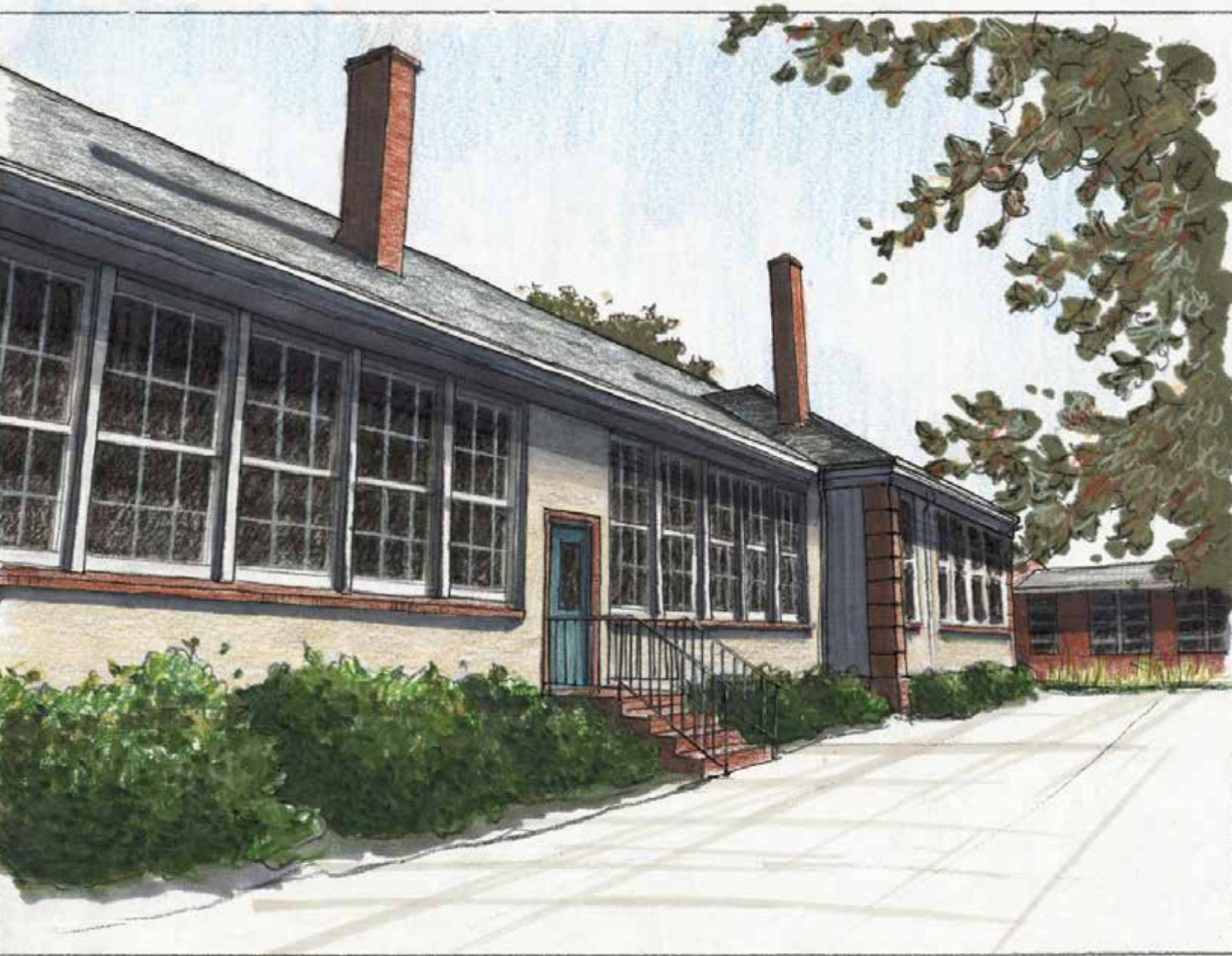


A Neighborhood Community Center Built on the Past:

Fairmont Rosenwald School Complex as the
Centerpiece for Area Revitalization in Griffin, Georgia



October 25-28, 2014, Griffin GA
Center for Community Design & Preservation,
UGA College of Environment and Design



What is the Center for Community Design & Preservation?

The Center for Community Design & Preservation is the Public Service and Outreach office for the College of Environment and Design at The University of Georgia.

The mission of the Center for Community Design & Preservation (CCDP) at the College of Environmental Design (CED) is to provide service learning experiences for students in landscape architecture, historic preservation and environmental planning. The CCDP at CED delivers conceptual community design services by utilizing a mix of faculty, professional staff and students, which helps leverage professional assistance to implement projects. As recipient communities receive high quality design services they could not otherwise afford, students receive the practical hands-on experience that makes them more marketable as graduates.

Our projects link University resources with public needs. The CCDP contracts with governmental agencies, non-profit organizations, civic groups and other funders to carry out projects, conduct research, provide training and deliver administrative services. The cornerstone for all CCDP services is community-based results.

www.ced.uga.edu/pso

Table of Contents

CHARRETTE TEAM	4
INTRODUCTION	5
OVERVIEW	6
HISTORY OF GRIFFIN	7
FAIRMONT HOMES	8
THE ROSENWALD STORY	14
CASE STUDY: NOBLE HILL, CASSVILLE, GEORGIA.....	19
CASE STUDY: H. T. EDWARDS COMPLEX, ATHENS, GEORGIA	23
THE PUBLIC INPUT PROCESS	26
THE COMMUNITY PREFERENCE OPINION BALLOT	27
GRIFFIN-SPALDING CO. IS LEADING THE PACK.....	29
RECOMMENDATIONS FOR CHANGE	30
RECOMMENDATION 1 and 2	30
SPECIFIC OBSERVATIONS BASED ON OCTOBER 2013 ASSESSMENT	32
TWO OPTIONS FOR ADDRESSING BUILDING REHABILITATION	34
RECOMMENDATION 3.....	34
STREETSCAPE IMPROVEMENTS.....	42
RECOMMENDATION 4	42
SIDEWALKS.....	43
PEDESTRIAN CONNECTIONS THROUGHOUT THE NEIGHBORHOOD	47
RECOMMENDATION 5.....	47
NEIGHBORHOOD IMPROVEMENTS.....	48
RECOMMENDATION 6	48
CASE STUDY: PEDESTRIAN TUNNEL, SUWANEE, GEORGIA.....	51
FAIRMONT NEIGHBORHOOD'S EXISTING ARCHITECTURE.....	54
RECOMMENDATION 7.....	54
COMPATIBLE INFILL	55
FURTHER INFORMATION ON INFILL GUIDELINES.....	60
CONCLUSION.....	61
ACKNOWLEDGMENTS	62
APPENDICES	63-114
APPENDIX A: KNOXVILLE AFFORDABLE INFILL GUIDELINES.....	63
APPENDIX B: INTERIM GUIDELINES FOR HISTORIC DISTRICTS	95
APPENDIX C: FUNDING LIST	103
APPENDIX D: CASE STUDY: GREENVILLE, SOUTH CAROLINA	109

Charrette Team

Center for Community Design & Preservation Staff

Pratt Cassidy	Director
Jennifer Lewis	Outreach Coordinator
Eleonora Machado	Graphics Coordinator, Report Production
Allen Pratt	Charrette Assistant

College of Environment and Design Students:

Jason Aldridge	Historic Preservation
Jonathan Cassiday	Historic Preservation
Jialiu Cui	Landscape Architecture
Vineet Date	Historic Preservation
Laura Duvekot	Historic Preservation
Elizabeth Elliott	Historic Preservation
Dora He	Landscape Architecture
Lauren Hughes	Historic Preservation
Quichen Jia	Landscape Architecture
Parker Lawrence	Historic Preservation
Victoria Leonard	Historic Preservation
Yiqian Liang	Landscape Architecture
Juncheng Lu	Landscape Architecture
Christopher Sawhill	Landscape Architecture
Yang Shen	Landscape Architecture
Nico Shen	Landscape Architecture
Xiwei Wu	Landscape Architecture
Xiao Xiao Yongzhi	Landscape Architecture
Tianchi You	Landscape Architecture
Yi Zheng	Landscape Architecture
Hui Zou	Landscape Architecture
Xuran Zou	Landscape Architecture



What is a Charrette?

“Charrette” describes a rapid, intensive, and creative work session, in which a design team focuses on a particular design problem and arrives at a collaborative solution. Charrettes are product-oriented. The public charrette is fast becoming a preferred way to face the planning challenges confronting American cities.

Introduction:

The University of Georgia's Center of Community Design and Preservation (CCDP) at the College of Environment and Design (CED) was invited by a community revitalization task force to help members of the Fairmont community initiate improvements to their neighborhood. The project scope involved creating linkages between the Fairmont Homes public housing campus, the Griffin Vocational School - which includes an original Rosenwald Fund school building - and the surrounding Fairmont neighborhood. The tool for developing those ideas and gathering public input was the "design charrette." The charrette process uses a holistic approach, taking into consideration all facets of the neighborhood to help develop potential plans and designs. A team of students and faculty focused on assets of the Fairmont community to create a participatory planning process. The outcome of the process is outlined in this report. It highlights the CCDP's approach to community-based change that celebrates history while allowing for growth and development.

The Human Factor:

The success of any local project belongs first and is most affected by the residents and property owners. Without strong local collaboration the process that had occurred up until now would not have happened. This spirit of connectedness to place, the Fairmont Neighborhood, and cohesion will move the projects undertaken as a result of the Charrette forward. The next generation will be the ultimate recipients of the good work that Griffin is doing now. The children and grandchildren of the visionaries today will reap the rewards of continued hard work done now. Decline has not happened overnight nor will revitalization, it is a slow and methodical journey that always comes back to the impact that this will have on the future. Changes that are happening today will be realized many years in the future. Some visual improvements will have immediate effect and help to buoy the spirits of those stewards of these improvement plans. Local enthusiasm must remain high and commitment should never falter. Organizing committees and implementation plans must include local beneficiaries. The buy-in by locals for changes that will be happening must follow the age-old and time-tried methods of inclusion, transparency and constant communication. Workshops, newsletters, social media and neighborhood events will help provide access to local residents. Youth programs must be a part of the process of revitalization. Celebration of success must occur regularly. Community revitalization and involvement of locals is much like tending gardens, pruning shrubs and cultivating crops. It requires vigilance, careful observation, timely reaction and patience. In the end, rewards will happen, disparate parts of the neighborhood will be rewoven and mistakes can be corrected.



Overview

Fairmont's neighborhood identity is well-recognized as a geographic location in Griffin, but its memory as a good place to live far exceeds the current conditions. The area has been identified as one of the most persistently poor districts of the city and maintenance on private property is at a very low point. In fact many of the properties are either determined sub-standard or quickly becoming that way. Community services for residents as well as responsiveness from landlords are shockingly low. This has led to a general feeling of disenfranchisement and separation from other areas of the city. It leads to additional property decline and higher dissatisfaction among residents with their living environment. The report highlights the Rosenwald School as the glue that holds the neighborhood together, but the health and continued success of Fairmont Homes is a very key factor in the area's future achievements.





Nineteenth-Century View of a Rural African American Small Village or Hamlet, Augusta-Richmond County Area. The early Springfield landscape probably resembled this kind of loosely organized village or hamlet containing a few buildings surrounded by much vacant land. (Source: Augusta Museum of History).



History of Griffin

The City of Griffin, in Spalding County, Georgia, is set in a historically agricultural region in central Georgia and south of Atlanta.

The area was first developed in the early part of the nineteenth century, as farmers moved on the vacant land. General Lewis Lawrence Griffin, owner of the Monroe Railroad, established Griffin at the planned intersection of the Monroe Railroad and at another that ran east to west. General Griffin planned the new city to have wide roads and plots dedicated to six churches, two schools, parade grounds, and a cemetery. The City of Griffin was officially incorporated in 1843. The region proved to be suitable for cotton cultivation, which helped Griffin to grow into a successful commercial center in the middle of Georgia. Cotton continued to dominate the local economy into the early twentieth century.

In addition to the strong agricultural economy, Griffin was bolstered by a growing textile industry.

Approximately eleven textile mills were built in and around Griffin, which created a strong manufacturing economy.

The textile industry constructed associated mill neighborhoods, providing housing and services for their employees.

Entrepreneurs and early speculative real estate developers built blocks of similarly designed housing to accommodate the large number of working families moving into the area. The mills remained prosperous until the 1970s and 1980s, when the textile industry collapsed throughout the United States. The story of Griffin, like in many other textile-based towns, was one of slow to rapid decline in income, increase in public assistance and greater difficulty for landlords to adequately maintain rental properties.

Fairmont Homes

The strong base provided by the well-maintained and widely enjoyed Fairmont Homes is the perfect role model for continued investment and improvement in the entire neighborhood.

The tying together of the Fairmont Homes future improvement and maintenance schedules with the rehabilitation of the Rosenwald School complex is the “perfect storm” for neighborhood revival. Fairmont Homes offers an example of how public housing can prove to be a stabilizing force in neighborhoods that are in great flux like the Fairmont area.

Small and incremental improvements at Fairmont Homes can bring added vitality to an already vital housing development. The buildings are sound, well-built and harken to the days of more robust public investments and higher grade building materials that reflect an era of attention to building longevity and stability. The new investments that will be made regarding the Fairmont project should continue in a tradition of compatible improvements (build with similar materials, roof shape and footprints) and sensitive changes (modest introductions of new features that are secondary to the older more prominent extant buildings).

Fairmont Homes is an intact community located within the larger Fairmont neighborhood. The 1952 public housing development is in good condition, providing affordable, safe and adequate housing superior to that of many private rental options nearby. Fairmont Homes also demonstrates a sustainable historic character that relates to both the Griffin community at large as well as the historic Rosenwald School.

Fairmont Homes housing is durable. By retaining the existing structures, while improving the opportunities for social interaction within the community and incorporating basic landscape improvements, the historic character of Fairmont Homes can be maintained, and the quality of life for residents can also be improved. In this way the City of Griffin can continue providing quality affordable housing in the Fairmont Community, while considering other options to increase the total number of housing units.

The current housing units at Fairmont Homes are aging, but continued maintenance and modernization of the interiors of these structures offers the best, most economical appropriate opportunity to improve low-income housing in this area. A recent demonstration renovation of an existing unit at Fairmont Homes undertaken by the administration – with crown moulding, hardwood floors, improved cabinetry and expressive paint colors – resulted in tenants’ taking better care of their units and eliminating the turnover time maintenance staff spent on repairs. This success could be repeated with additional units to further residents’ pride and sense of belonging. When people feel a part of something, they tend to give back to it.

Following that example, a gradual phasing for improvements and redevelopment is suggested for Fairmont Homes. A staged approach allows the impact of relatively minor actions to be demonstrated prior to investing in larger alterations.

Although the Fairmont Homes grounds are well kept, they are mostly unadorned in appearance, contradicting the wealth of Southern planting traditions evident throughout Griffin. A key feature enjoyed by the public is tree canopy and foundation plantings. Therefore, an initial phase should include small-scale improvements such as foundation shrubs and new tree plantings but also allowing for personalization with hanging plants, container gardens and seasonal decorations by residents. These features will allow individual unit expression, which instills pride and will help avoid a somewhat harsh and uninviting appearance of Fairmont Homes. Future changes here should follow the simple rule: To the extent possible all plant material should be drought tolerant, grouped plantings of native varieties that are well-suited to the shade and irrigation conditions at the site.



While well-maintained, the lack of foundation plantings and color give Fairmont Homes campus a stark, institutional and unfriendly appearance.



The arrangement of residential buildings around a central courtyard shaded by a large canopy tree creates an attractive campus and an inviting gathering space. Replicate this success by planting shade trees in other courtyard spaces.



Before



After



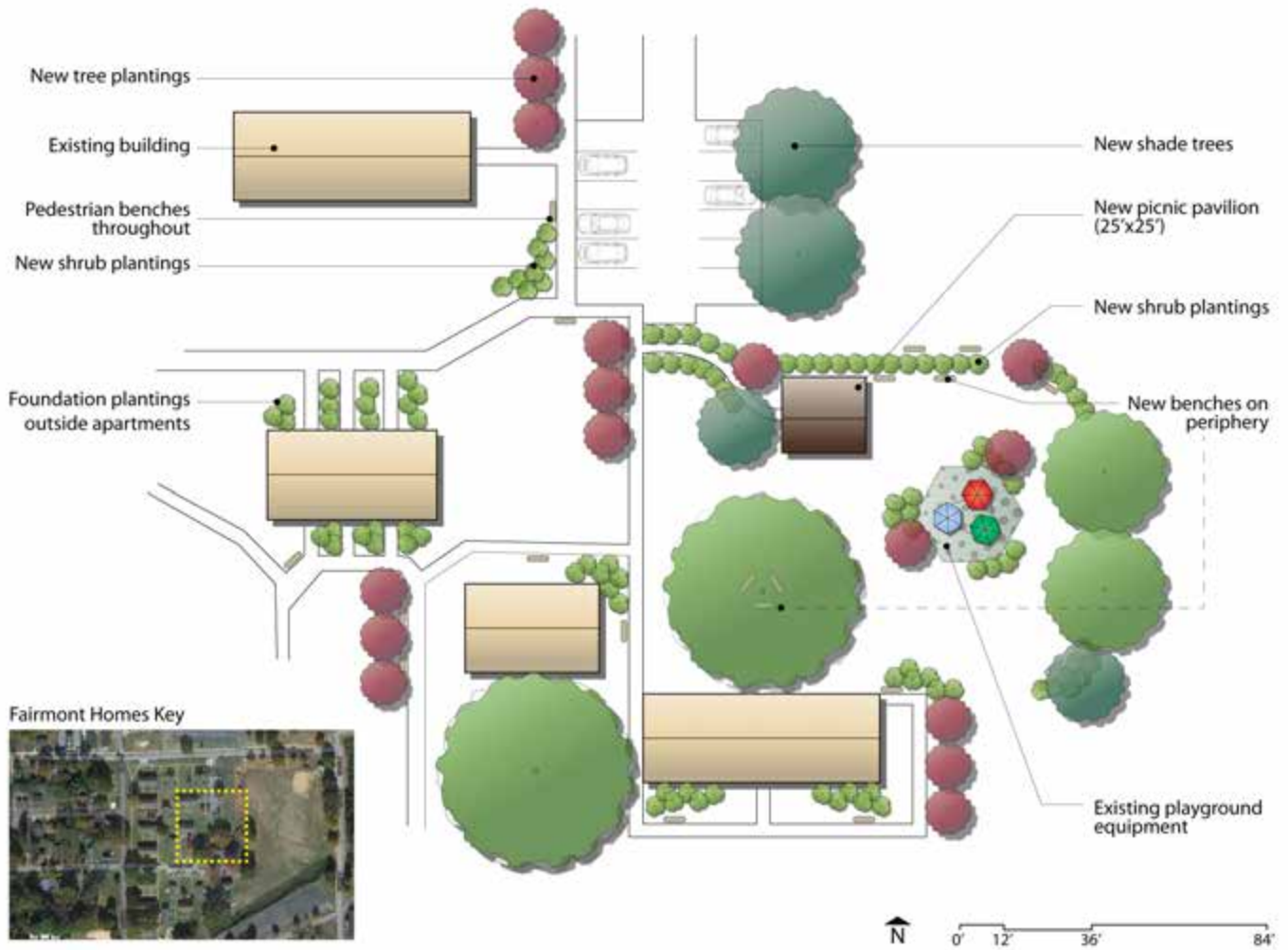
While this area has new play equipment and plenty of shade trees, residents are greeted by a large sign of “NO” rules and have nowhere to sit, which may explain why no one was observed playing on a beautiful day.

Changing the design and wording of the Playground Rules sign conveys the same message, but in a positive, not punitive, way.



Focus on creating new social spaces within Fairmont Homes as a second phase.

There are currently few organized social spaces, except the playground, which was observed as underused. Use the existing courtyard arrangement of Fairmont Homes to create areas where people can gather in the green spaces framed by the buildings. Include benches, picnic tables, and shade trees where none exist. Benches and picnic tables can also be placed in other areas where residents are already gathering, such as the playground. Parents are more likely to have children spend time at the playground if there is a place for them to sit and watch from the shade. Constructing a picnic pavilion should be considered carefully and not appear to be inconsistent with the architectural arrangement of the campus.





Before



After

In addition to developing social spaces within Fairmont Homes, subsequent improvement phases should consider options for connecting Fairmont Homes with the larger community.

Linking Fairmont Homes to the redevelopment of the Rosenwald School complex will create a physical connection between two locations with a shared history and will provide Fairmont Homes' residents with access to the new amenities at the Rosenwald School complex. Also, a redesigned entrance to Fairmont Homes can provide a stronger identification for the housing.

As Fairmont Homes has a positive reputation and character, it is important to reinforce community identity, stability and connection to the larger neighborhood, we learned from locals that the county's baseball/softball field in the same block as Fairmont Homes is well-maintained but rarely used. While once a spot for a local softball league, there is now a lack of programming for the space. Having events and regular use there will bring much-needed attention from the rest of Griffin to residents in the Fairmont neighborhood.



Before



After

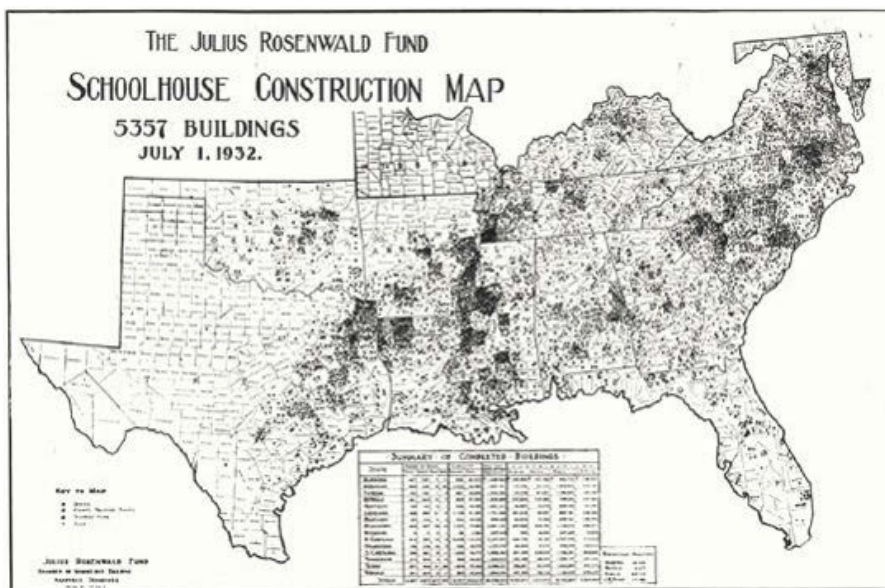


A later phase could consist of larger scale modifications to Fairmont Homes. The renovation of one of the apartment buildings as a fully functional community center could provide computer labs, day care, classrooms, indoor recreation for children, and weekly medical clinics that residents have expressed a need for. These are resources needed by the larger Fairmont neighborhood, as well, and are part of the desired uses for a renovated Rosenwald complex. Demonstrating a growing desire for neighborhood-sited, easily-accessible community resources could help graduate the program to larger accommodations at the Rosenwald School.

Fairmont Homes remains a vital part of the larger Fairmont community. The buildings are in good condition and are an important part of the community's historic character. The buildings should be treated as historic and any renovations or modifications should protect the historic integrity of the structures. Fairmont Homes can be improved with a range of options, many at a very low cost. Changes in policy and minimal investment can support small-scale changes that will demonstrate the value of a larger investment in the future.

The Rosenwald Story

School buildings known as “Rosenwald Schools” played a significant role in the evolution of education of disenfranchised African-Americans in the twentieth century. Rosenwald schools were built throughout the southeast in the early twentieth century to provide education for African American children, primarily in Southern, rural towns. The schools were named for Julius Rosenwald, the leader and founder of the Rosenwald Fund. Rosenwald worked with Booker T. Washington to construct the schools by soliciting donations from community members and offering matching funds. Over the course of twenty years, over 5,000 Rosenwald schools were built in 15 states.



By 1932, the Rosenwald Fund had produced 4,977 new schools, 217 teacher homes, 163 shop buildings at a total cost of \$28,408,520. Today, that would be approximately \$280,500,000.

Julius Rosenwald was born in 1862 to German Jewish immigrants, and was raised in Springfield, Illinois. His father worked for the Hammerslough Brothers Clothing firm, allowing his family to live a comfortable life. As a teenager, Rosenwald dropped out of high school and moved to New York City to work in the clothing business with his uncle. After five years, he returned to Illinois to establish his own business as a clothing merchant in Chicago. This business succeeded, and Rosenwald was eventually able to purchase shares from Richard for Sears of Sears, Roebuck, and Company. When Sears sold the remaining shares of his company in 1909, Rosenwald became president of Sears Roebuck. The success of Rosenwald's business transactions gave him a position of power and influenced millions.

The wealth Rosenwald had amassed afforded him the opportunity to provide philanthropic support to charities. Rosenwald's experiences as a Jewish American led him to believe that he should have no prejudices in who received his charity. African American education came to his attention after he read Booker T. Washington's *Up from Slavery*. Rosenwald eventually met Washington while the latter was looking for

financiers for his Tuskegee Institute. Their meeting led to a partnership, with Rosenwald becoming one of the Institute's trustees.

After the success of the Tuskegee Institute, Washington and Rosenwald looked for additional ways to improve the lives of African Americans in the South. Washington proposed an idea to Rosenwald for building schoolhouses in rural communities for African American children using the remainder of Rosenwald's donations. Rosenwald was receptive to the idea, and the first of six schoolhouses was built in Loachapoka, Alabama in 1914. The success of these first schoolhouses led to the creation of more; by 1915, eighty public schools had been constructed. Though Washington died in 1915, Rosenwald carried out their legacy.

The Julius Rosenwald Fund was established in 1917, whose mission was to fund rural public schoolhouses for African-American children in the South, with the community abiding by guidelines set forth by the foundation. Rosenwald schools were constructed to be open, sanitary, and flexible spaces.

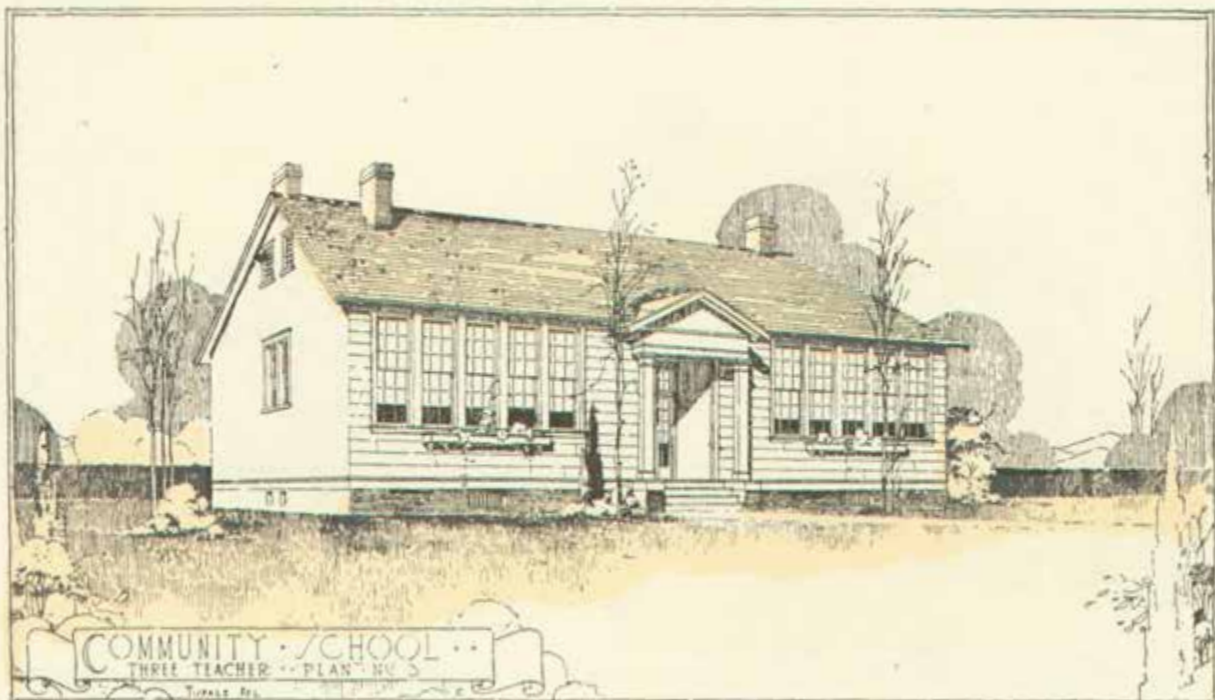
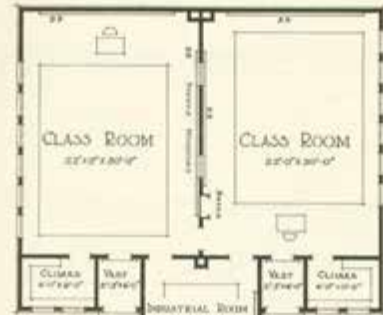
Community School Plans

Bulletin No. 3

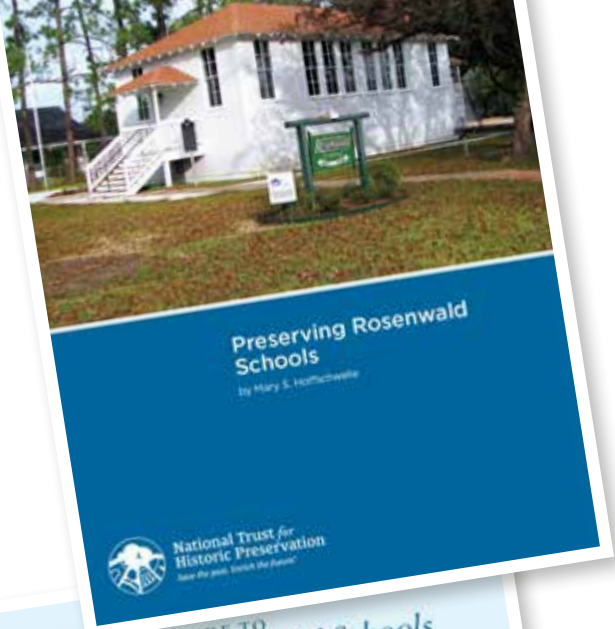


Issued by
THE JULIUS ROSENWALD FUND
Nashville, Tennessee
1924

COMMUNITY SCHOOL PLANS



Rosenwald Schools followed plans developed by Tuskegee trained architects and were published in 1924.



Rosenwald encouraged the building of schools in styles consistent with surrounding architecture.

The most effective charity, he felt, was used as the recipient community saw fit, not according to a strict notions of what they needed brought in by outsiders. The foundation helped public schools for rural African-Americans flourish. By 1932, 5,357 schoolhouses were constructed using Julius Rosenwald Funds in 15 states across the southeast.

Decades later, the National Trust for Historic Preservation recognized an important national resource in the Rosenwald schools that remained. In 2011, the Trust created the Rosenwald School Initiative in order to bring awareness to and protect the original school houses as cultural resources.

The Initiative works to collect any information it can through documents and oral histories. Multiple states have also created their own programs to identify and catalog extant Rosenwald schools. Georgia's State Historic Preservation Office has been working to identify Rosenwald schools - 259 schools planned and constructed between 1915 and 1937 have been documented. Of those, only a few dozen have been identified.

The National Trust for Historic Preservation provides this manual on line free of charge for people interested in preserving Rosenwald Schools. <http://tinyurl.com/preservingrosenwaldschools>



The Georgia African American Historic Preservation Network's (GAAHPN) was established in 1989.

In 2000, the Georgia Legislature provided funding for a full-time African American programs coordinator position within the Historic Preservation Division (HPD) at the Georgia Department of Natural Resources to provide staff support to GAAHPN's volunteer steering committee. In 2006, HPD received a National Conference of State Historic Preservation Officers (NCSHPO) Award for Excellence in Historic Preservation for establishing the nation's first African American program in a state historic preservation office. http://georgiashpo.org/historic/african_american

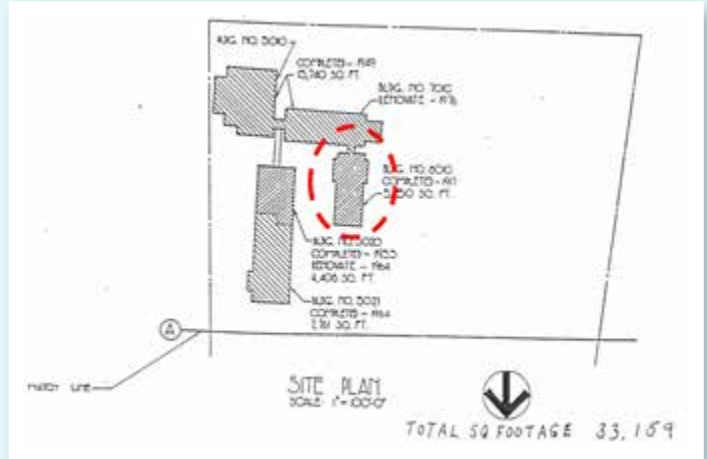


This drawing of a shotgun house serves as the logo for the Georgia African American Historic Preservation Network. This network of volunteers, which is dedicated to preserving historic sites related to Georgia's African American heritage.

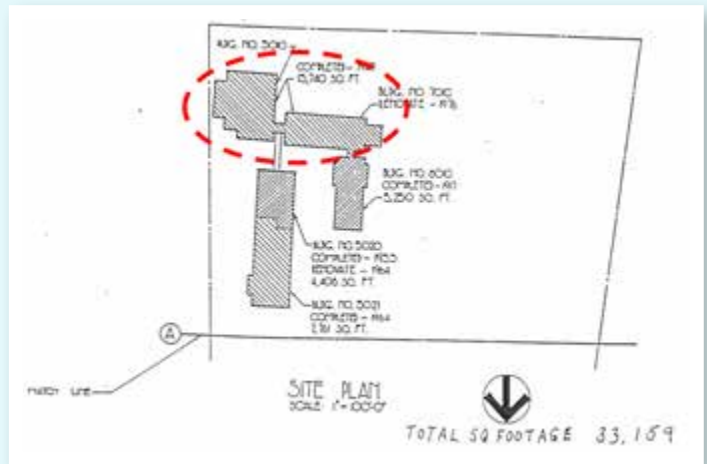
The Rosenwald school in Griffin's Fairmont community is the state's fiftieth school to be identified.

The school was known as Griffin Vocational School and the Fairmont School throughout its use and was built in 1929 using funds from the Julius Rosenwald Foundation as well as contributions from the town's white and African American residents. The schoolhouse initially included eight rooms and was constructed of polychromatic brick.

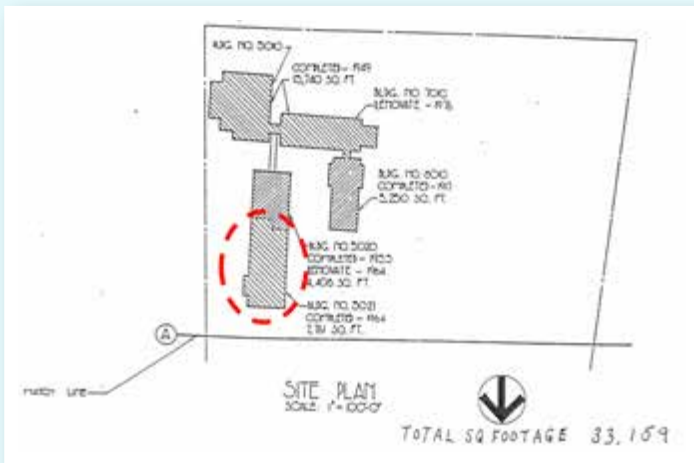
While its features satisfy many of the ideals set forth by the Tuskegee architects who created the stock plans for the all Rosenwald schools, some of the idiosyncratic features that are unique to this building have not been noted in other Georgia schools. The prominent entrance (now obscured by the addition of the classrooms in the front) and exit doorways and arched porticos bring great monumentality to the generally more simple entrance designs of other schools. The surrounding fields, ample parking and now the addition of the community garden, provide an open and airy landscaped setting for the school, even though it is in the middle of a rather dense neighborhood.



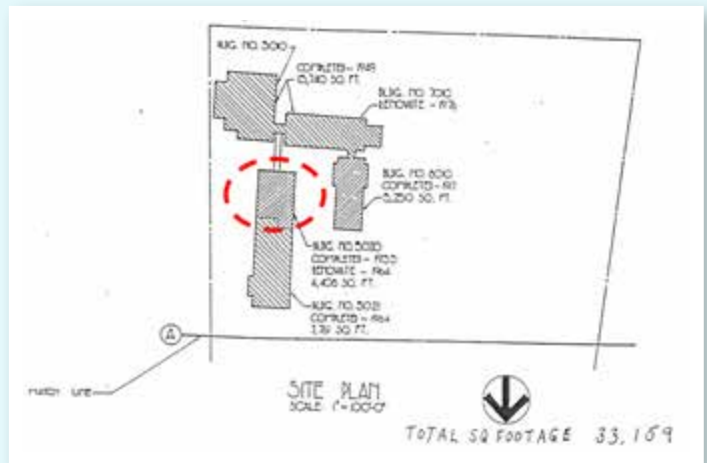
Rosenwald Building ca. 1928-29



Fairmont High & Kelsey Auditorium/Gymnasium ca. 1949



ca. 1964 Addition



ca. 1955 Addition



What is an equalization school?

Georgia equalization schools were constructed as a result of the Minimum Foundation Program for Education passed by the Georgia State Legislature in 1949. Implementation of this program did not begin until 1951, when the legislature enacted a three percent retail sales tax to fund this initiative, and the State School Building Authority was created to construct the school buildings. Equalization refers to the doctrine of “separate but equal,” in which the separation of races continued in many of Georgia’s school systems until 1970.



Fairmont High & Kelsey Auditorium/Gymnasium ca. 1949

In 1949, two additions were built on the site. A front wing connected to the front facade of the Rosenwald structure, creating an ell, and extended to the gymnasium, also built at this time. A third addition was added in the 1960s. These additions, made during the height of the battle over desegregation of public education, were constructed as part of the “equalization school” movement. As Southern politicians struggled to prove that “separate but equal” education could be attained and that the South could remain segregated, these equalization schools and additions were constructed to demonstrate to the Federal government that African American children had adequate classroom space. These efforts only stalled integration for a brief period of time.



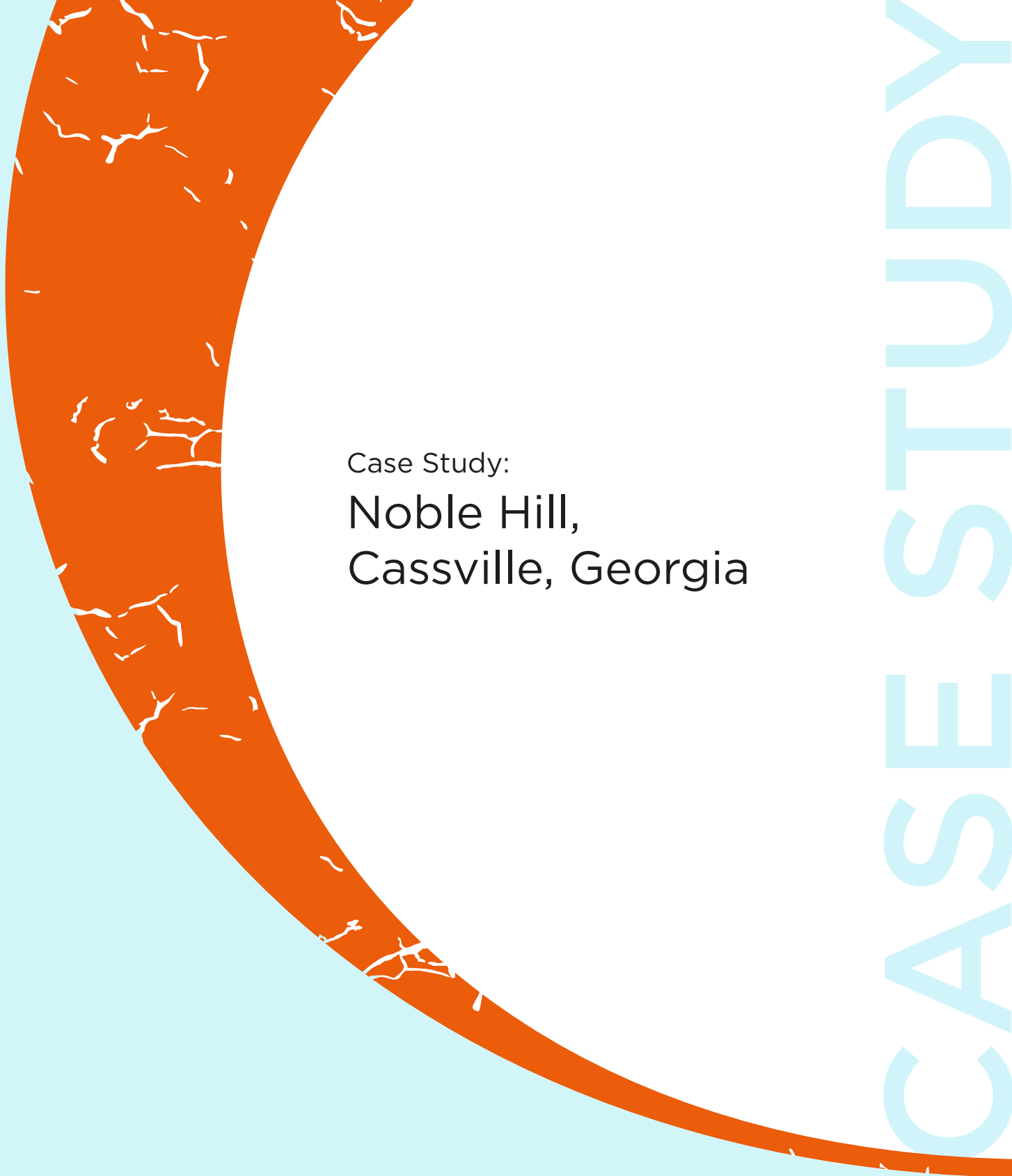
ca. 1955 Addition

The school remained in operation as a neighborhood high school until the 1990s, when other area schools were constructed. The site was later used by the Crossroads Program, which provided education for special needs children and remained in use until 2008. Though sitting vacant for the last five years has taken a very visible toll on the building, the survival of portions of the school complex show two very distinct philosophies that shaped the education available to African American children in the twentieth century. Having served as a Rosenwald school that provided access to education before it was guaranteed to African American children, as an equalization school during the battle for Civil Rights, as an integrated high school, and finally as a program for children needing extra care; these buildings have seen a remarkable transformation in the way that public education is approached. Its preservation and the interpretation of its history to the Fairmont community provide an opportunity to depict this evolution in a way that not only celebrates the neighborhood’s history, but ties changes in the community to major events in American history.



ca. 1964 Addition

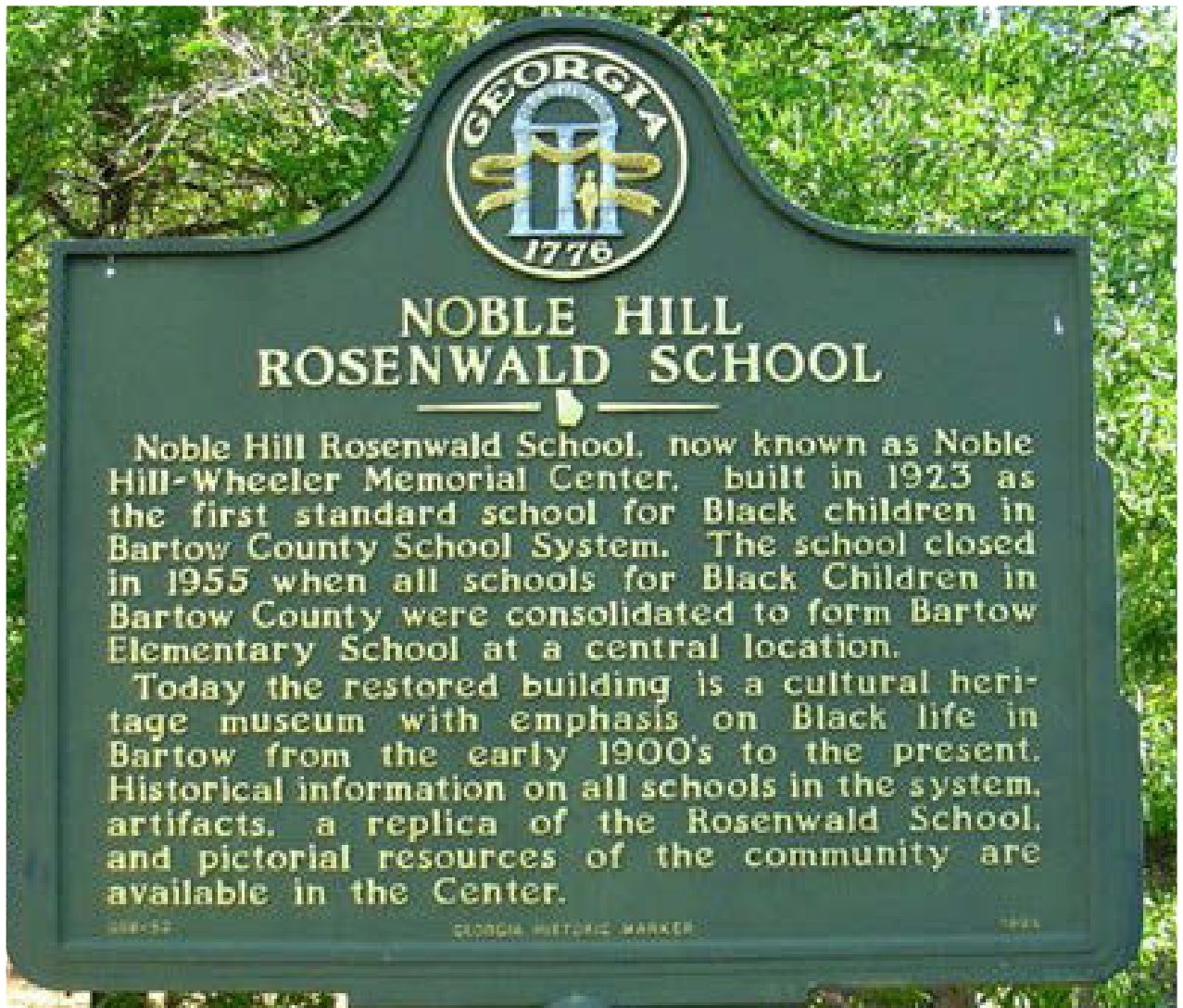
Many excellent examples of Rosenwald building rehabilitation projects across the South exist. In Georgia, one of the first locally successful efforts predates much of the national attention about this disappearing group of resources. The efforts of Dr. Susie Wheeler and the alumni of the Noble Hill School began the long legacy of Georgia recognizing and protecting the schools.



Case Study:
Noble Hill,
Cassville, Georgia

CASE STUDY

Cassville, Georgia



The little white building with tall windows is off a main road, miles from the busier patches of town. This was the school where Marian Coleman sang nursery rhymes, the same school where her parents met when they were just kids.

For about 30 years, any black child in this northwest Georgia community came here to learn to read and write, to understand math, geography and health. They shared books, brought their own lunches and shared those, too.

At recess, kids played in the woods just outside. In the morning, those who arrived first lit the stove with wood parents donated.

But the Noble Hill School shut down in 1955 — after four teachers and seven grades had been crammed into the two-room schoolhouse that lacked electricity and water and the Supreme Court had ruled against segregated education for white and black students. It was more than

10 years before the local public schools integrated, Coleman remembers, but there was no pretending the 1923 building was equal.

For decades, the little white building sat empty. It became a storage garage and then a memory. Grass and weeds grew tall around it. The paint chipped away and wood sagged. Windows disappeared.

So it went for most Rosenwald schools, a collection of about 5,000 schoolhouses built between the early 1910s and early 1930s. Their creation stemmed from philanthropy and community cooperation that were rare for the time — matching funds provided by Sears, Roebuck and Co. leader Julius Rosenwald, educational direction by Tuskegee Institute leader Booker T. Washington and financial support from local black families and white-led school districts.

Their purpose: Educate black children in the rural South.



They were modern schoolhouses for the time, designed by Tuskegee Institute architects with ventilation, gathering space and windows large enough for reading light.

“You need a schoolhouse,” Washington told his Tuskegee students. “You cannot teach school in log cabins without doors, windows, lights, floor or apparatus. You need a schoolhouse, and, if you are earnest, the people will help you.”

With seed money from Rosenwald, the rural school building program led to significant educational gains for rural Southern blacks, Federal Reserve of Chicago researchers wrote last year, with great effects on cognitive test scores, literacy and years of schooling. As the black-white education gap narrowed between the World Wars, educated African-Americans were more likely to move to areas with stronger labor markets — mostly cities in the North — which helped to shape the Great Migration and the 20th century economy.

When the school building program ended in 1932, it had served more 660,000 students in 15 states, according to the National Trust for Historic Preservation.

“People were so hungry for schools,” said Stephanie Deutsch, author of a book about Rosenwald Schools, “You Need a Schoolhouse.” “There were so many places in the rural South where there just weren’t any schools.”

But the history was forgotten by those who didn’t know or ignored by those who didn’t care. Some Deep South communities tore down the schoolhouses to make room for larger buildings they hoped would sustain separate-but-equal education, preservationist said, or to make room for cities and suburbs that sprang up on old farmland.

It has been 10 years since the National Trust listed Rosenwald schools among the most endangered historic places. Since then, the National Trust launched the Rosenwald Schools Initiative to help school groups share resources and channel millions in grant money. The Smithsonian Institution’s National Museum of African-American History and Culture has been acquiring Rosenwald school



artifacts. The broader history of the schools has become better known, leading more alumni and communities to question whether their rickety old buildings are part of a bigger story.

There’s renewed energy in the fight to restore the old structures, preservationist said. Their current status, as far as the National Trust is concerned: Favorable.

That doesn’t mean it’ll be easy.

National Trust for Historic Preservation officials estimate about 800 Rosenwald schools still stand. But just like when they were built, their survival requires broader community support.

First, they need help finding them.

The schools were built to serve rural students and often went without addresses, or even roads. Local government and school records are sparse, if they exist at all, preservation workers said. Even those still standing are sometimes so worn by weather and time that they aren’t recognizable; it’s tough to prove a wooden structure in an overgrown field matches a decades-old memory and the Rosenwald Fund’s school records.

The Noble Hill school was among the first Rosenwald schools to be preserved. Its alumni and their descendants began talks to restore the school in 1982, decades before the story of the schools spread. It took years to secure the land and building, gather support from local and state officials, prove historic significance and raise \$200,000 needed for improvements.

“A lot of people would have given up,” said Coleman, the one-time student.

Coleman is now curator of the museum inside the schoolhouse. It re-opened in 1989 as the Noble Hill-Wheeler Memorial Center, a museum of black culture that hosts hundreds of school children every year.

“It’s part of our history, so we can look back and see where we came from, how far we’ve progressed,” said Coleman, who never attended integrated schools and eventually went to Atlanta to further

her education. “I tell a lot of the kids they’re blessed. Some things that happened in history time, you wouldn’t want repeated.”

Since Noble Hill’s restoration, Georgia preservation officials have located 50 more Rosenwald schools — a sliver of the 242 built there, but more than many other states have found, said Jeanne Cyriaque, African-American programs coordinator for the Georgia Department of Natural Resources Historic Preservation Division. Cyriaque has sent people tromping through fields to check out rumors of buildings, she said, but the search had changed in recent years. As the story of the Rosenwald schools spread, she began to hear from alumni who’d just realized their schools had a history beyond their small towns.

“People would call in and say, ‘I think I have a Rosenwald School. Can you help me?’” Cyriaque said.

The struggles they face now can be even greater than Noble Hill’s — buildings are older and deeper into disrepair. Restoration money is hard to come by. Even the most well-meaning alumni are rarely prepared to babysit a historic building.

African-American history only sparked the interest of historians in recent decades, preservationists say, and many communities are now trying to make up for lost time.

“It has to do with the understanding — the mainstream America understanding — that our histories are all interwoven. You can’t separate the strands and shouldn’t separate the strands of our collective history,” said Tracy Hayes, field officer with the National Trust’s Rosenwald Schools Initiative. “Everyone can have their own individual experience, but it’s not individual at all; it’s all part of the larger tapestry.

“It crosses the boundaries of African-American history, Jewish philanthropic history, Northern philanthropic history. It takes us into the history of education, of rural areas, the whole population of people becoming educated, the population that became the leadership in civil rights movements and moving people forward in gaining equality.”

Some communities aren’t interested in the saving the Rosenwald schools or the memories they represent. For a long time, black and white communities struggled with emotions dug up by the old buildings.

“We’re trying to get communities to recognize these are not just African-American stories. It’s their community’s history,” Cyriaque said. “In the African-American community, if a building was associated with slavery or Jim Crow, it was somewhat devalued.”

It’s no coincidence, she said, that Atlanta’s Sweet Auburn district, once known as “the richest Negro street in the world,” appeared on the National Trust’s list of most endangered places released last week, she said.

But the memories of the safe, loving community around the Rosenwald schools is exactly what drives some local preservation groups.

“It took a while for me to understand that affection, that it was a loss,” said Deutsch, the author, who is married to a descendent of Julius Rosenwald. “Everything in this little town was segregated. We couldn’t go to the library or do anything. This was everything. There’s solidarity in being together, facing something difficult together.”

Community members who worked to save the Noble Hill school are memorialized inside the museum.

Community members who worked to save the Noble Hill school are memorialized inside the museum.

This weekend, preservationists, historians, alumni and builders gather in Tuskegee, Alabama, for the National Rosenwald Schools Conference. It’s their chance to share what they’ve learned and consider how other rural communities manage their Rosenwald schools. For some, it’s a crash course in preservation: How to pay for it? What’s the maintenance like on an 80-year-old building?

Most importantly, preservationists said: What can the building do to sustain its own survival?

“I hear it all the time. I’ll go visit a school, ‘We want our school to be a museum,’” Cyriaque said. “I say, ‘What else is it going to do?’”

“A lot of people, when they first get into it, think the hardest part is saving the building. Really, it isn’t in the end. It’s how you’re going to keep it alive.”

Many museums struggle to stay open, staffed and funded. Some school buildings are successfully used now as preschools or private residences. The 1929 Carroll School in Rock Hill, South Carolina, is used by fifth-graders doing field studies about life during the Depression. The former Walnut Cove Colored School in Stokes County, North Carolina, is used as a senior center. The six-classroom Highland Park School in Prince George’s County, Maryland, opened in 1928, and is now part of a larger elementary school.

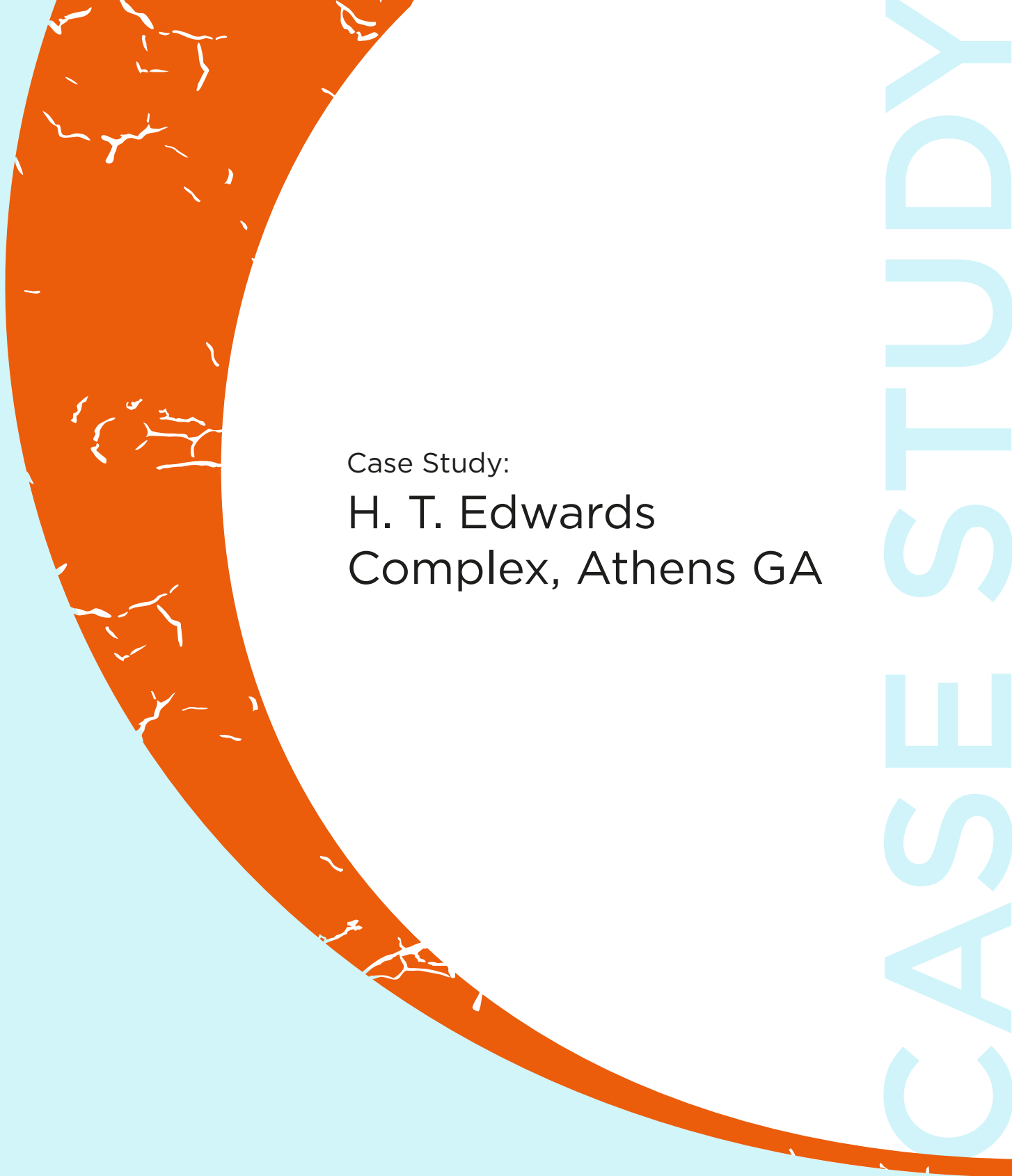
Most of the usable buildings in Georgia serve as community centers, although some have served as town offices, libraries and studios for dance classes, Cyriaque said.

At the Noble Hill Wheeler Memorial Center in northwest Georgia, Coleman has heard it all. Kids are shocked by the idea of outhouses and three-mile walks to school, but older folks come there to reminisce. Even if they grew up somewhere else, older visitors recognize the wood floors, the blackboards, the high block of windows and wonder what happened to their old school.

“When they come in and we start talking, and it starts bringing back a lot of memories, I get a lot of information that way,” Coleman said.

“Sometimes, it just takes something to stir it up.”

(Source: <http://www.cnn.com/2012/06/16/us/rosenwald-school-preservation/>)



Case Study:
H. T. Edwards
Complex, Athens GA

CASE STUDY

H. T. Edwards Complex, Athens GA



In 1922, Athens High and Industrial School became the first Black public Secondary School to be accredited in the state of Georgia. In the early 1950s, a new school building was built for Athens High and Industrial School, which would be renamed “Burney-Harris High School” in 1965, in honor of two former educators. During integration in 1970, Burney-Harris High was merged into Athens High on Milledge Avenue, which was renamed “Clarke Central High School”.

For so long the Black schools in Athens Clarke County had been closed and the history and the culture of that community lost forever. Therefore, preserving the building was a passionate cause for alumni. The Athens community fought for the preservation of the Burney-Harris High School for over ten years. There were three different SPLOSTS votes passed to finally obtain enough funds to rehabilitate the building.

Today the H.T. Edwards complex is a campus built around the original rehabilitated school building and gymnasium. The Boys & Girls Club, Athens Technical College’s adult education program, the Clarke County School System’s Head Start program, Classic City High School,

Whatever It Takes and the Athens Community Career Academy all share space on the campus.

Ted Gilbert, director of district services for Clarke County School System states, “It’s a pretty magnificent coming together of the community. To me one of the most exciting things about the project was the collaborative nature of it. It’s rare that so many different entities can get together on such large project. The community owns this project, and when you bring the community together you can get a lot more accomplished.”

The alumni’s Heritage Committee worked tirelessly to keep a commitment and focus on preserving the building, and for gathering photographs and personal mementos from alumni, as so much of the school’s official records were lost or discarded. There is now a large Heritage Room full of memorabilia, and large black and white photographs from the school’s history cover the walls of the rehabilitated building.

The school district’s Community Oversight Committee Chair, Smith Wilson, made certain that the original style glass walls, which were covered up decades ago, were put back into the final design. And all alumni are so pleased that the original maple wood gym floor was refurbished rather than replaced. The original 1 and ¼ inch wide planks in the gym floor are far narrower than today’s wood flooring because they were designed to prevent cupping in the humid climate of the old non-air conditioned gym.

The rehabilitation of the facility and the celebration of its rich history gives you the feeling that you are in an old school – the soul of the alumni vibrates throughout the campus through pictures and memories and return visits – and yet, it is a 21st-Century, technology-infused, true community center.



The Athens High and Industrial School - Burney-Harris High School Alumni Association is an active and dedicated group of individuals who meet annually and preserve the history of Black education in Athens, GA.



Large reproductions of photographs from the school's heyday fill the walls of the rehabilitated school.



A conference room contains handsome display cases of memorabilia from the school's alumni.



The restored original maple planks of the gym floor are far more narrow than today's wood flooring, as they were designed to prevent cupping in the humid climate of the non-air conditioned gym.



The modern Common Area of the rehabilitated high school serves as a study lounge and meeting space, and is surrounded by large photographs from the school's past.

The Public Input Process and the Community Preference Opinion Ballot

The charrette used focus group interviews, neighborhood transect walks, demographic information and visual character inventories to arrive at a series of options and alternatives for neighborhood improvement.



Throughout the charrette process and especially during the final presentations, input was gathered from the people likely to be affected and from stakeholders in Griffin.

These recommendations along with observations from previous studies were presented on December 5, 2013, to a group of about sixty neighborhood residents, members of the project's steering committee, and other interested community members from throughout the Griffin area. The themes and major stages for future action were summarized in a visual presentation followed with the opportunity for each participant to complete an "Opinion Ballot" to determine what should be community improvement priorities.

Opinion Ballot

Fairmont-Rosenwald Griffin, GA

Part One Beautification/Physical Improvements

Number the boxes from **1 to 7** in the order of your preference (1 is the most important and 7 is least important).

Number every box to make your vote count

- Neighborhood Beautification (More Trees, Less Litter, Better Signs, Tidy Sidewalks)
- Repair Existing Sidewalks
- Construct new sidewalks (where they did not exist before)
- Improve the Broadway Commercial Corridor (including safe rail line passageways)
- Beautify grounds at Rosenwald
- Design Guidelines for New Construction in the neighborhood.
- Improve Fairmont Homes Grounds

Part Two The Rosenwald School Complex

My idea for the perfect use of the old school building is to use it as _____.

Are the following statements **True or False** in your opinion?

- The Rosenwald School complex is worthy of preservation in its entirety.
- The older part (rear) is the most important and should be preserved first.
- The Gymnasium is in poor condition and should be saved first.
- The Gymnasium is beyond hope, it should be demolished.
- Improvements at the intersection of Third and Kelsey are needed.
- The community garden is the most important part of the project and all efforts should be placed there.
- This project is hopeless and should be abandoned now.

Part Three

The neighborhood: houses, meeting spaces and green space.

Rank these statements.

- 1 = strongly agree
- 2 = agree
- 3 = neutral
- 4 = disagree
- 5 = strongly disagree

- There are not enough places to live in the Fairmont neighborhood.
- The Fairmont neighborhood is safe and friendly.
- There are too many open spaces (park land and vacant lots) in the neighborhood.
- There are already too many community facilities in the neighborhood.
- We need more organized sports in the neighborhood.
- I like very contemporary (modern) buildings. (SLIDE ONE)
- I like more traditional architecture. (SLIDE TWO)

The Opinion Ballot was divided into three sections.

Part One addressed how respondents felt about neighborhood beautification and physical improvements that would address the community on a large scale. In this section, respondents were given a list of seven objectives for community improvement such as repairs to sidewalks, the creation of Design Guidelines, and overall beautification, and asked to rank these goals in order of preference.

Findings:

The neighborhood is not as clean and tidy as people would prefer. Ideas strongly supported by public were: the grounds at the Rosenwald School Complex should be improved; and a commercial corridor revitalization program along Broadway with safe passage beneath the railroad. While existing sidewalks need repair and new sidewalks are needed, they rank only slightly higher than design guidelines for the neighborhood. Most people seem to think that Fairmont Homes is in good condition and is a proud model for public housing solutions, many feel that if funding is limited the living conditions there are higher than in other parts of the neighborhood.

Part Two of the Opinion Ballot dealt specifically with the “Rosenwald School Complex,” where the charrette team has developed ideas for a proposed Fairmont Rosenwald Community Center. This section included a space for respondents to complete the statement, “My idea for the perfect use of the

old school building is to use it as _____.” Although ideas varied, responses of “Community Center” or “Community Recreation” were by far the most common. Further ideas for programming involved GED classes and adult education, 4H meetings, money management classes, and after-school programming for neighborhood children. Other suggestions for using the space included reuse as residential space, small business incubation space, and a Community Court.

Findings:

Clearly the revitalization and successful reuse of the Rosenwald School is important and local people see it as a landmark in the city and neighborhood. When asked to give group feedback to a drawing of landscape improvements to a parking lot at Third and Kelsey (see page 48), audience members responded affirmatively to the changes as a way to enhance the confluence of streets, cars and pedestrians. Respondents were indecisive on priorities for rehabilitation of the grounds. A preservation sensitive firm should be hired to access and prioritize phased improvements a) the grounds, b) the Rosenwald School, c) the equalization annex, and then the d) Gymnasium/Auditorium. Any work should be compliant with the Secretary of the Interior’s Standards for the treatment of Historic Properties — Rehabilitation Guidelines.

Regardless of desired function, it is clear that the majority of the meeting’s attendees were supportive of improvements being made to the former school and its grounds. In addition to completing the sentence about how the space should be used, respondents were asked to answer “True” or “False” to seven statements about how and whether the building itself should be preserved. 100% of the 47 responses to the statement of “Improvements at the intersection of Third and Kelsey are needed” were positive, and all but one respondent (46 of 47) disagreed with the statement “This project is hopeless and should be abandoned now.” Majorities voted in favor of preserving the Rosenwald School Complex in its entirety (90%) and addressing the damage to the Gymnasium first (68%). Additionally, the majority of respondents (72%) felt that the oldest part of the Rosenwald School was the most significant, and that the property warrants attention beyond just the Community Garden (84%).

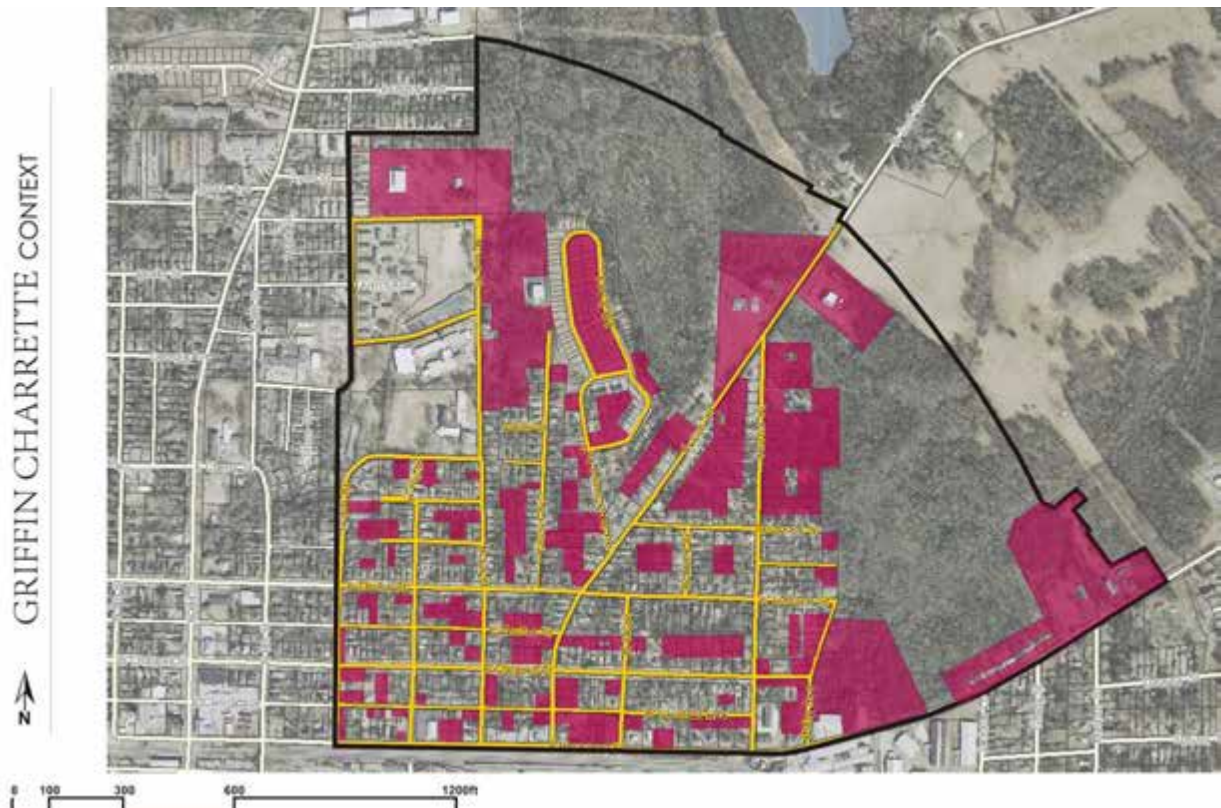
Part Three

The Opinion Ballot addressed housing, meeting spaces, and green space within the neighborhood.

Respondents were asked to respond to seven statements with a number between one and five, with one indicating that they agreed strongly and five indicating that they strongly disagreed.

Findings:

The Fairmont area of Griffin has overly adequate spaces and facilities for outdoor and group activities. New options for more recreational or open space should be carefully evaluated. The majority of respondents feel that more organized sports and recreational programs are needed. They also felt that the infill solutions for the neighborhood should appear more traditional as opposed to contemporary or “modern” and reflect the style and era of the existing buildings there. There is an abundance of unused and vacant land according to both previously conducted inventories and in the mind of the public. Not surprisingly, there is unanimity that the neighborhood has grown less safe and less friendly in recent years.



A quick analysis of open land and vacant space (shown in pink) in the Fairmont neighborhood shows no shortage of existing available space (both formalized and informal) for infill housing, outdoor functions, sports and community events. Creating new spaces for those activities should be considered carefully so that additional under-utilized buildings and outdoor areas are not being created adding to local government maintenance burdens. Interestingly, much of the vacant land and under-utilized space is government owned, so they are in the best position to determine and control its future use.

Griffin-Spalding Co. is leading the pack in terms of organization!

In most community revitalization studies the first phase of any project would address the need for organizational structure, committed team players, a visionary voice and plenty of reliable background data. In the case of Griffin/Spalding County this is already beautifully accomplished. The Griffin Housing Authority and the work of the local civic groups and institutions have helped to establish a broad-based proactive team of local activists, elected officials, academics and community leaders to guide this project. Griffin's accumulated planning work that has been augmented with active public participation is a refreshing solid foundation from which to begin work. Additionally the success and visual presence of the Healthy Life Community Garden at the Fairmont Rosenwald School and the positive reputation of Fairmont Homes further strengthens this project's underpinnings.



The community garden at the school has already garnered attention, created community cohesion and provided nutritious fresh vegetables. The garden concept and successful committee structure provides a good role model for beginning similar initiatives in the neighborhood.



Recommendations for Change

Stabilization: the act or process of applying measures designed to reestablish a weather resistant enclosure and the structural stability of an unsafe or deteriorated property while maintaining the essential form as it exists at present.

Recommendation 1.

Engage a preservation sensitive architectural design firm to produce a feasibility study and cost estimates for the rehabilitation of the school buildings.

Recommendation 2.

Stabilization should begin immediately (carefully remove vegetative growth on the exterior, stop water penetration in all buildings, and physically secure the buildings).



SHORT-TERM GOALS

Short-term Goals for the buildings' continued use:

- All biological processes occurring in and on the building should be arrested
 - **Human** - vagrants, unsecured entry points, vandals all prove damaging to the structure.
 - **Vermin** - pigeons, bats and other rodents should be addressed at entry points.
 - **Botanical** - vines should be cut at base of the plant. Each vine should be allowed to stay in place over one or two seasons so that the adhesive attachments to the building can safely be removed without removing mortar and other key masonry components of the structure.
 - Moisture must be kept out of the building.
 - Positive drainage away from the foundation should be maintained.
 - Roofs, gutters and downspouts should be cleaned repaired, patched or removed to avoid collection of rainwater.
 - Gymnasium roof should be covered with a tarpaulin while roof repairs are considered.
 - Mold and Mildew should be addressed by drying out the building (strong ventilation may be needed for several days to circulate air throughout the buildings).
- Bathroom and garden related functions should take priority due to the expansion and success of the extant community garden.
 - Since the gymnasium/auditorium is actively deteriorating, this might benefit most from immediate rehabilitation. A possible use would be as a garden related open-air market with bathrooms (no HVAC). It can be used as teaching space and can be equipped with tool storage and potting/preparation work areas.



Julius Rosenwald (left) visits the 4000th school he helped build.

Albert and Shirley Small Special Collections Library, UVA Library



LONG-TERM GOALS

Long-term Goals for the buildings' continued use:

- Create a Center for African American heritage. A museum study grant could fund the initial study of type, need and costs associated with a new museum or heritage center. Be advised that museums are rarely income generating. Another source of funds for running the museum functions should be identified to make this aspect of the Center sustainable.
- Spaces should be flexible to accommodate as many uses as possible and to keep the building as occupied as possible.
- Income-generating functions are preferred to make the building's future uses more sustainable.



Specific Observations based on October 2013 Assessment

The School needs immediate stabilization if it is to be saved. The western wing of the building, built during the 1960s as part of the Equalization movement, was recently demolished due to its poor condition.

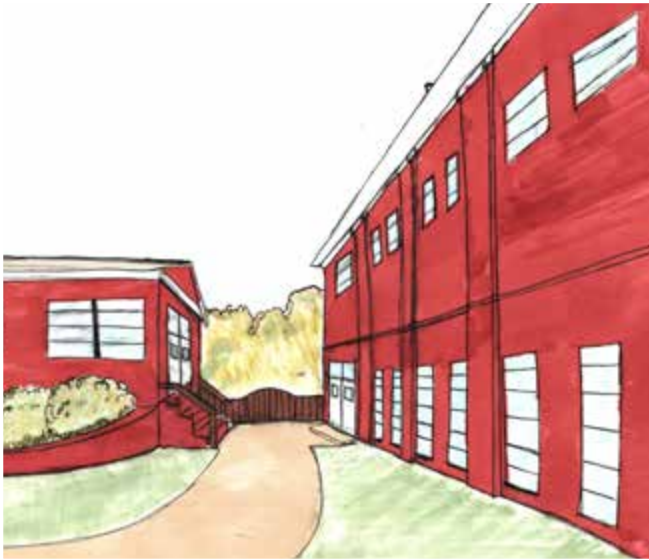


Wing A is the Rosenwald building—despite being the oldest portion of the building, appears to be in the best condition. There are no visible roof leaks, and the rear entrance and many windows have been boarded up, preventing much of the water damage that is present in other portions of the building. Dropped ceilings and heavy duty carpet obscure the original details of the vaulted ceilings, portions of the windows, and hardwood floors. Until renovations begin, it is difficult to know the condition of the materials beneath these mid-century alterations, but a lack of water damage suggests that they may be intact. Wooden trim details and mortar joints are being adversely affected by vines currently adhering to the exterior of the building.

Wing B, the remaining of the two mid twentieth century additions, though not suffering from much noticeable water damage or other urgent issues, features noticeable interior alterations which reveal its most recent use to house a special education program. These alterations, also present but less common in Wing A, are mainly comprised by a series of thin partition walls added to divide classrooms into smaller sections. Several of the

partitions created small observation rooms that allowed parents and therapists to watch children at play through Plexiglas windows. Other partitions created hallways connecting multiple classrooms, allowing students and teachers to pass from one room to another without entering the wing's large central corridor. These partitions greatly limit the flexibility and accessibility of the large classrooms that were part of the wing's original floor plan.

The 1940s gymnasium/auditorium, **Wing C**, has suffered the most damage of the remaining buildings of the school. Two portions of this wing have severe damage and will likely have to be demolished. The first, a small connecting hallway between Wings B and C, is in poor condition. Options for the rehabilitation should consider this area as a possible candidate for removal or replacement with an open breezeway to both eliminate the problems caused by the hallway's failing roof and allow easier access to the garden from the front parking area when the buildings are locked.



Enclosed breezeway removed between Gymnasium/Auditorium and the Remaining Equalization Addition.

The second damaged portion of Wing C is a small, single-story collection of three small storage rooms with a shed-style roof. This portion of the building could be removed without losing any of the gym's character-defining traits. More than likely it is a later addition that has little connection to the original buildings.



A scale model of the historic Gymnasium by Spalding County High School student, Mary Sikora, shows the potential of rehabilitating this impressive structure.

Before



After



The shed-roof storage rooms can easily be removed from the building to allow for the introduction of a larger opening to accommodate indoor/outdoor events.

Two roof leaks in the main portion of the gym, one originating from a failed vent at the center of the building, and the other at the southeast corner, have resulted in large holes in the gym's wooden floor. This damage will continue to worsen until the roof is repaired. This wing of the building has also seen the most damage resulting from vandalism and the storage of leaking cleaning chemicals in the building.

Two Options for Addressing Building Rehabilitation

Adaptive management [is a decision process that] promotes flexible decision making that can be adjusted in the face of uncertainties as outcomes from actions and other events become better understood. Adaptive management also recognizes the importance of natural variability in contributing to ecological resilience and productivity. It is not a 'trial and error' process, but rather emphasizes learning while doing. Adaptive management does not represent an end in itself, but rather a means to more effective decisions and enhanced benefits.

Recommendation 3.

A detailed Master Plan for the community garden, grounds, orchard, parking areas and former football field should be based on adaptive management strategies.

Two options emerged from the design charrette for the implementation of a strategy for the Fairmont Rosenwald School site. Both options consider the significance and condition of the various additions similarly, but provide different priorities that can be adapted based on funding and community needs.

Option One

Option One proposes a phased approach beginning with rehabilitation of Wing A. All wings of the complex should be immediately stabilized and secured to prevent further damage. Wing A is the original Rosenwald School, which provides toilet facilities in the oldest part of the complex.

- The existing washroom should be renovated and an access created for use by garden visitors.
- The rest of the building would provide interpretation and archival space for local African-American history.
- The area immediately behind the gym near the community garden should be used only for service vehicles and be secured for limited access for garden events.
- The existing parking areas should be re-stripped and re-edged, with a new simple path leading to the garden. This will provide safer and better managed access to the entire site.
- Wing C, the gymnasium, is equally important to bring back to regular use. It should be used for garden storage, events, and education space. The gym's northern façade's shed roof storage structure is in poor condition; when removed there may be an opportunity to install large garage-like doors that would open up the large space to the garden.
- The southern side (the front) needs very little enhancement to return it to a state of usefulness.

- Lastly, Wing B, the remaining Equalization building, should be seen as a flexible community space. Wing B seems to be in relatively good condition, and could easily provide functional classrooms, a community kitchen area, private offices, studio space, or computer labs in the future.

Option Two

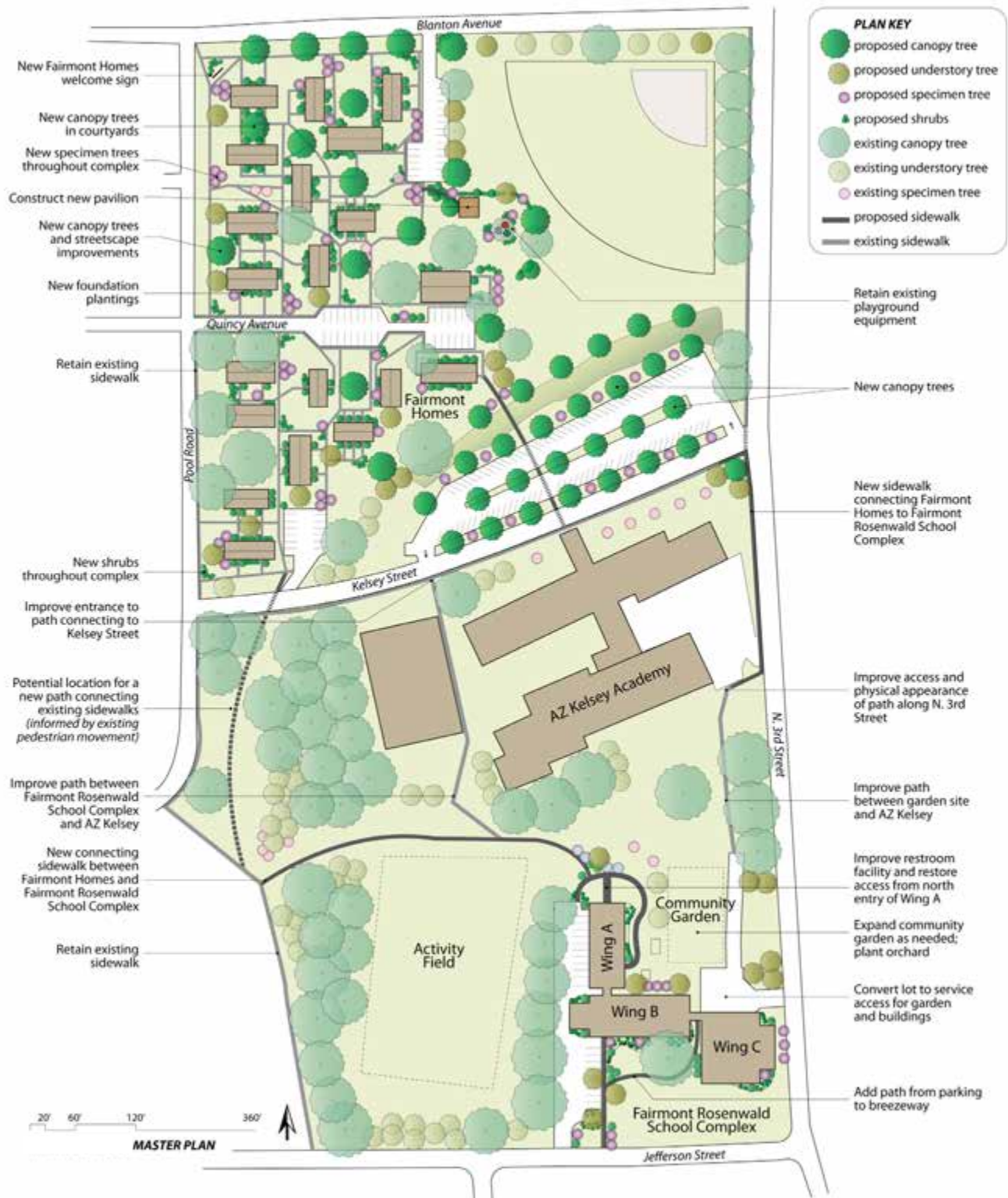
A second option also proposes a phased approach beginning with Wing C, the gymnasium. As in Option One, all wings of the complex should be immediately stabilized and secured. However, the rehabilitation of Wing C, the gymnasium would address the part of the complex that has the most deterioration.

- The leaking roof and rotted floor cannot persist without risking the complete loss of the structure.
- If this portion of the complex is rehabilitated first, toilets, storage and large meeting space can all be included in one structure.
- Similarly to Option One, parking should be addressed and a path established from the western parking to the garden area.
- Other parts of the complex can be rehabilitated as funds become available. Wing A still remains as interpretive or museum space.
- As in the first option, Wing B can still offer flexible programming as needed by the community.

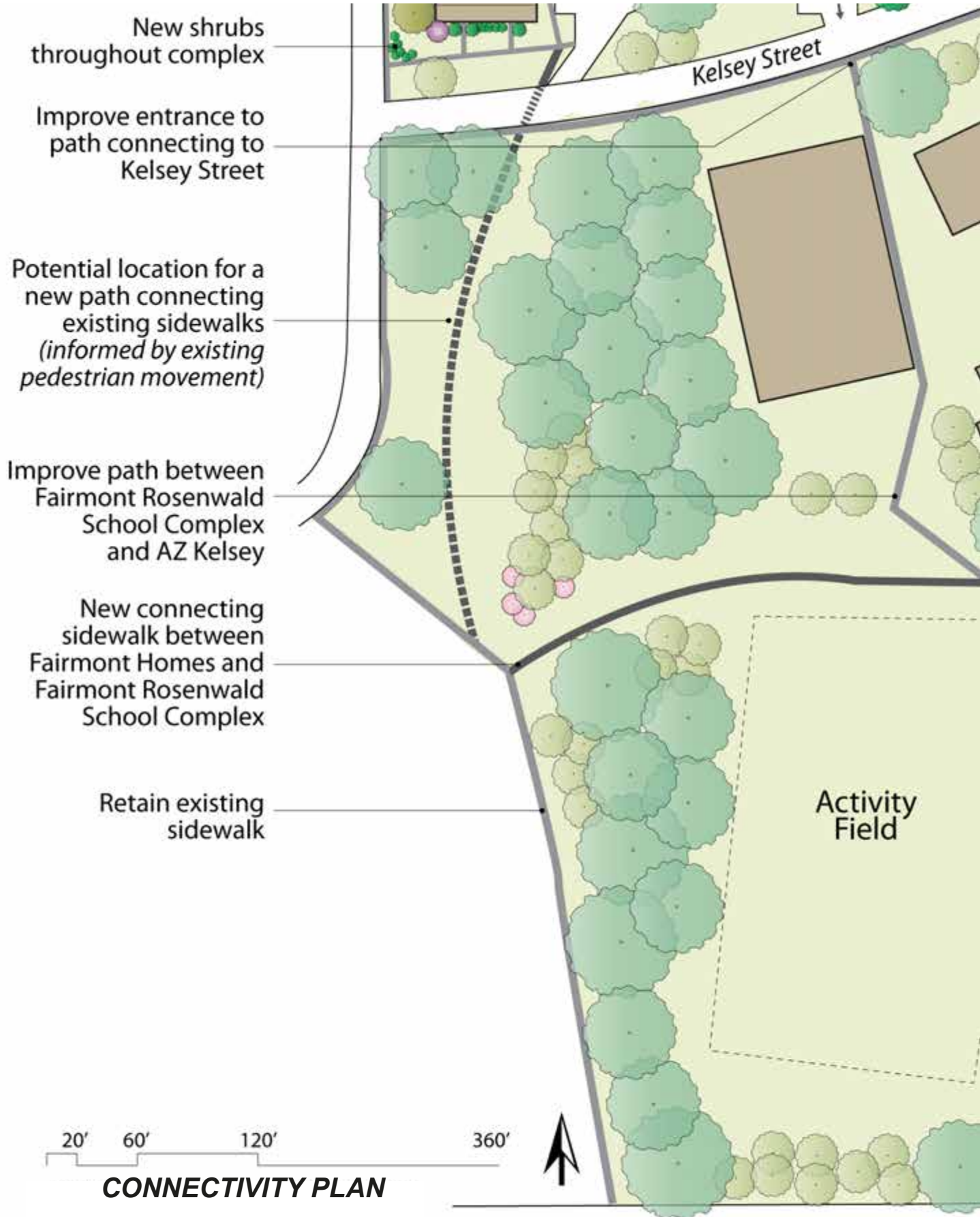
In both options a decision must be made regarding the connecting hallway between

Wing B and C. There are good reasons to maintain it as an open breezeway to provide access for visitors to the garden from the front parking lot, especially when the buildings are not open. This scheme would also require a paved accessible walkway being added to connect the front parking with the newly opened breezeway.

Access to the entire complex should be opened up. This can be addressed incrementally or all at one time. The site improvement should include removal of all chain link fencing, and repairing the footpaths in and around the site. Specifically, providing low profile, energy efficient lighting along all pathways, repairing cracked concrete stairs or sidewalks, and adding pockets of ornamental plantings at the end and beginning of each path.



A series of proposed changes outlined in Option One and Option Two





AZ Kelsey Academy

N. 3rd Street

Wing A

Wing B

Wing C

Community Garden

Fairmont Rosenwald School Complex

Jefferson Street

Improve access and physical appearance of path along N. 3rd Street

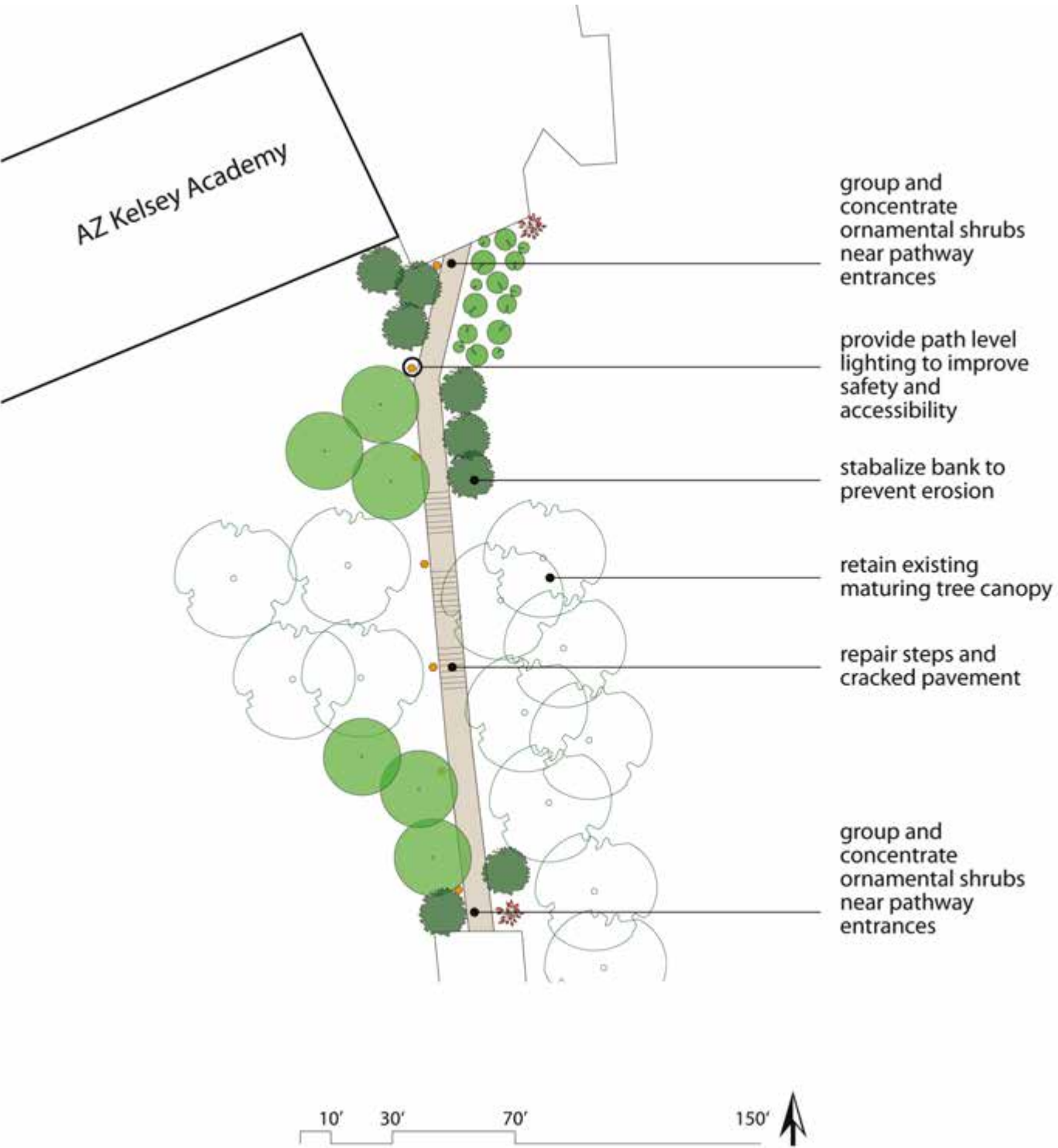
Improve path between garden site and AZ Kelsey

Improve restroom facility and restore access from north entry of Wing A

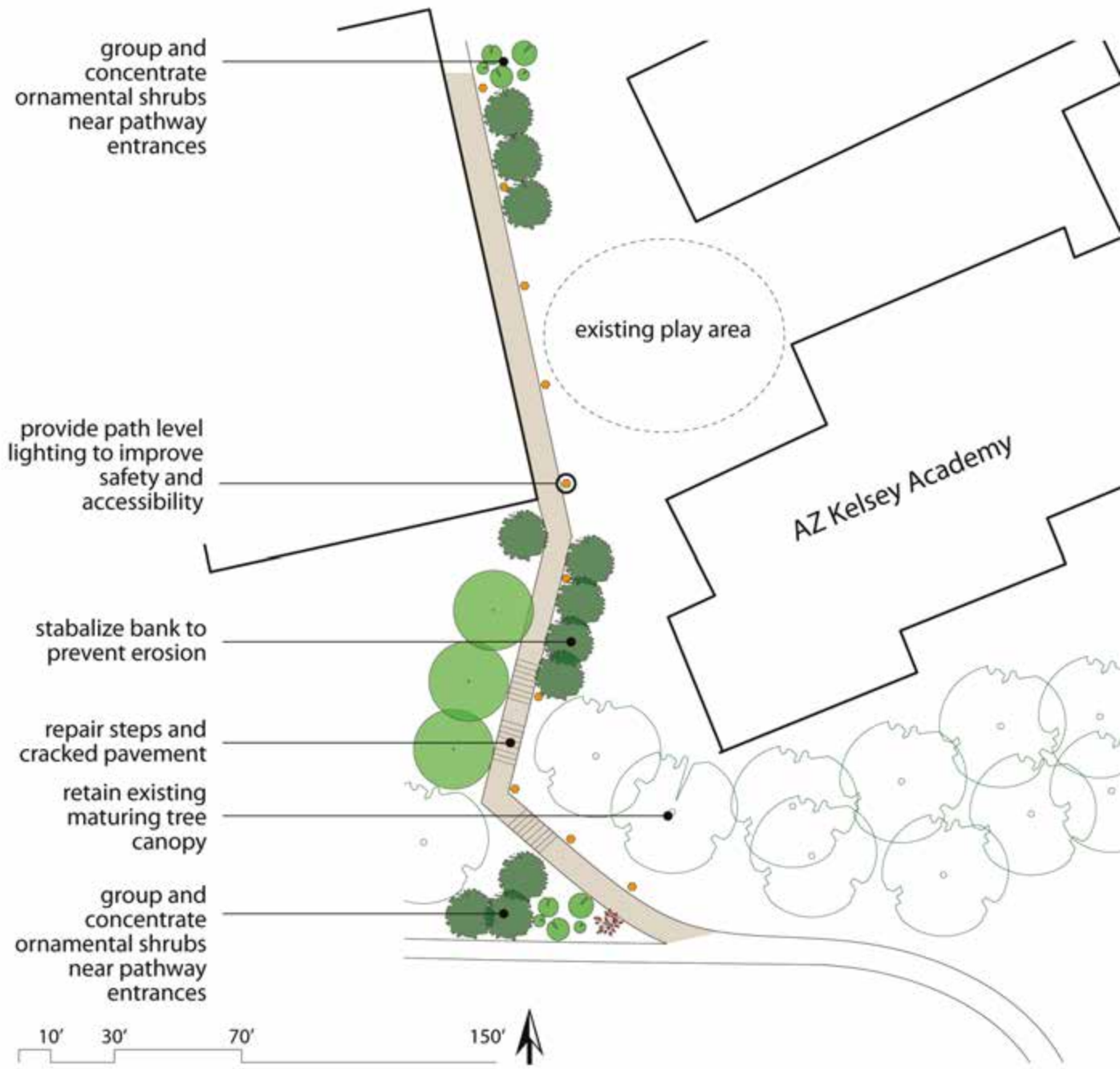
Expand community garden as needed; plant orchard

Convert lot to service access for garden and buildings

Add path from parking to breezeway



Specifically addressing low profile lighting, general repairs to concrete and stairs, and incremental plantings will greatly improve the access between AZ Kelsey Academy and the Fairmont Rosenwald School Site.



Suggestions for Beautifying School Grounds

Leaflet No. 2, July, 1923

In selecting a site for a schoolhouse, care should be taken to secure a plot with a gentle slope, containing rich, black loam soil that can be plowed readily. But if the building is already constructed on a site containing poor soil, it should be well manured before beginning to beautify the grounds.

Grading and Surfacing

As soon as the building is completed the surface must be cleared of all building debris, rubbish, rocks, or other materials which would interfere with plowing. Grade the top by plowing and scraping off any high bumps and filling in low places so as to leave the surface of a gentle, harmonious appearance. Carefully measure and stake off the walks leading from the public road to the building, from the school to the privies and the well, etc. Plow all the area which is to be planted to grass, shrubs, trees, and vines.

Principles in Laying Out Roads and Walks

Very short walks should usually be straight. Longer ones should have gentle, graceful curves. Make walks wide enough so that two persons can comfortably walk side by side on them. Driveways should be wide enough so that two vehicles can pass if necessary. Definite edgings should be made for walks and driveways. These may be of rocks, bricks, or concrete curbs. Place the walks and roads where they will be most convenient and usable. Make the surfaces of the most durable materials available, considering economy and funds; cinders, broken stone, gravel, sand-clay, brick, or concrete.

Starting Lawns

Grass should be started on all areas not to be used for agricultural purposes or particular parts of playgrounds where it would be objectionable. Tennis courts and basketball courts should be left free from sod. Grade the edgings near roads and walks to blend harmoniously with the grades of said roads and walks. Hand rake the surface and clear away any litter left by the plowing. Any steep slope or terrace should be sodded with blue grass sod or Bermuda grass sod, carefully placed, tamped, and pegged. If such sod is not too expensive, it may be used on much of the surfaces; but usually seeding is satisfactory and economical. Seed at the rate of about one pound of good grass seed per square rod. The grass mixture for most Southern States should include perennial rye grass. The mixture should consist of three pounds of perennial rye grass, one pound of Kentucky blue grass, one-half pound of white clover, and one-half pound of lespedeza. Mix the seeds together before sowing. Rake the grass seed in with a hand rake as soon as it is sown. Never cover it very deep. When the grass is up six inches or so, mow it with a hand blade and after the finer grasses have established themselves use the lawn mower frequently to prevent seeding. Spread top dressing of well-rotted manure on lawns every winter, and let that remain until early spring.

Planting of Shrubs

Shrubbery of a number of kinds should be chosen for planting at suitable places. Among the best kinds for Southern school grounds are the following: Native—raspberries, blackberries, roses, shumac, dogwood, blue-

—30—

The Healthy Life Community Garden, recently established in 2013, consists of raised beds and formalized orchard plantings, which members of the Fairmont neighborhood can use and maintain.

The conceptual plans for the green space around this site will use this existing community garden, as well as the history of the Rosenwald School to suggest appropriate changes.

Existing mature trees in this landscape are mainly Water Oak (*Quercus nigra*) with some White Oaks (*Q. alba*) and Red Oaks (*Q. rubrum*).

As an added feature to the plan, plant materials can be specified from the listings in the *Community School Plans Bulletin No. 3 (revised)*. Nashville: Issued by The Julius Rosenwald fund, 1927.

Selecting landscape and orchard plantings from the manual will add another element of historic integrity to the site.

The Community School Plans: Bulletin 3 specifies how the grounds may have appeared historically. These recommendations should be a starting point for landscape changes in and around the school complex. The manual specifically advises school to plant from the following lists of materials.

Other suggestions for this site include the removal of existing chain link fences at the boundaries of the school, methods other than metal fencing should be used to discourage trespassing and vandalism where possible.

Worn footpaths should be formalized (see Recommendation 5).

When it comes time to replace any fences that must remain due to safety concerns, such as along the street between the A.Z. Kelsey School and the Rosenwald School, an appropriate less-aggressive, less-obvious fence type should be considered.

Chain link alternatives are numerous and many have a more neighborhood-friendly appearance.

bush, small cedars or pines, hazelnut or elderberry. Common shrubs from home yards—lilac, sweet syringa (mock orange), bush roses, Japanese barberry, hydrangea, snowball, hibiscus (Althea), golden bell (Forythia), dentzia, privet, spirea, weigela, bush honeysuckle, azalea, rhododendron, laurel, small arbor vitae, small spruces, and other smaller evergreens.

Places for Planting Shrubs

They should be planted at the angles and curves and near the ends of walks and roads; along foundations and corners of the building; as borders or screens to hide shop buildings, privies, wood houses, etc., and in the corners of the grounds, suiting the shrubs to the places.

Plant low shrubs along low foundations, near the ends of walks, and under windows, and higher shrubs to serve as a screen or to occupy a conspicuous place in the back corners of the grounds. Always mass the shrubs in a natural way, never in formal manner. Imitate nature in this regard.

Flowers may often be planted around clumps of shrubbery. There are so many varieties of flowers suitable for all parts of the South that no teacher will have any trouble in selecting several beautiful kinds in any community.

Uses of Vines

Perennial vines which will endure many years should be planted where their growth will add to the beauty of the situation. Grape, honeysuckle, clematis, wisteria, Virginia creeper, and bitter sweet grow best on fences and trellises.

Quick effects are secured by planting annual vines for a single season, but perennials should eventually be used. Good annuals are morning-glory, cypress, Japanese bean, and other flower beans—gourds, etc.

Tree Planting

Avoid the destruction of large shade trees as far as possible, unless they obstruct the light in classrooms, or needed space in playgrounds, etc. Walks or roads may be curved around them to save them.

Plant rows of trees along the public road 20 to 40 feet apart; along the outer lines of the school ground, and scatter a few in places where shade will be desirable, as on the sunny side of the main building, near edges of the playgrounds and near the sides of the front lawn. Never plant trees close enough to classroom windows to cut off the sky light.

Along the roads plant permanent trees, such as native oaks, hackberry, elm, gum, ash, spruce, pine, cedars, magnolia, etc. For quick effects, good kinds are walnut, pecan, hickory, maple, etc.

Transplanting Trees

When native trees are to be transplanted, select those which have no other trees near them. More roots can then be secured. When a tree is dug with an abundance of root, it should be replanted as quickly as possible. Dig a hole larger than the expanse of the roots and deep enough so the tree may be planted a few inches deeper than before. Trim the top of the tree abundantly, so as to more than balance the pruning of the roots caused by the digging. Fit the roots into the hole nicely. Then place plenty of good rich dirt next to the roots and tramp it in well. Proceed to fill the hole with other dirt, tramping it firmly. The surface should be well dressed with loose soil.

Trees of all kinds may be planted in late fall, winter, or early spring, but not during the growing season.

For further information, consult the Farm Demonstration Agent, the State Agricultural College, Hampton Institute, Tuskegee Institute, or your State Department of Education. (See bird's eye view on front cover.)

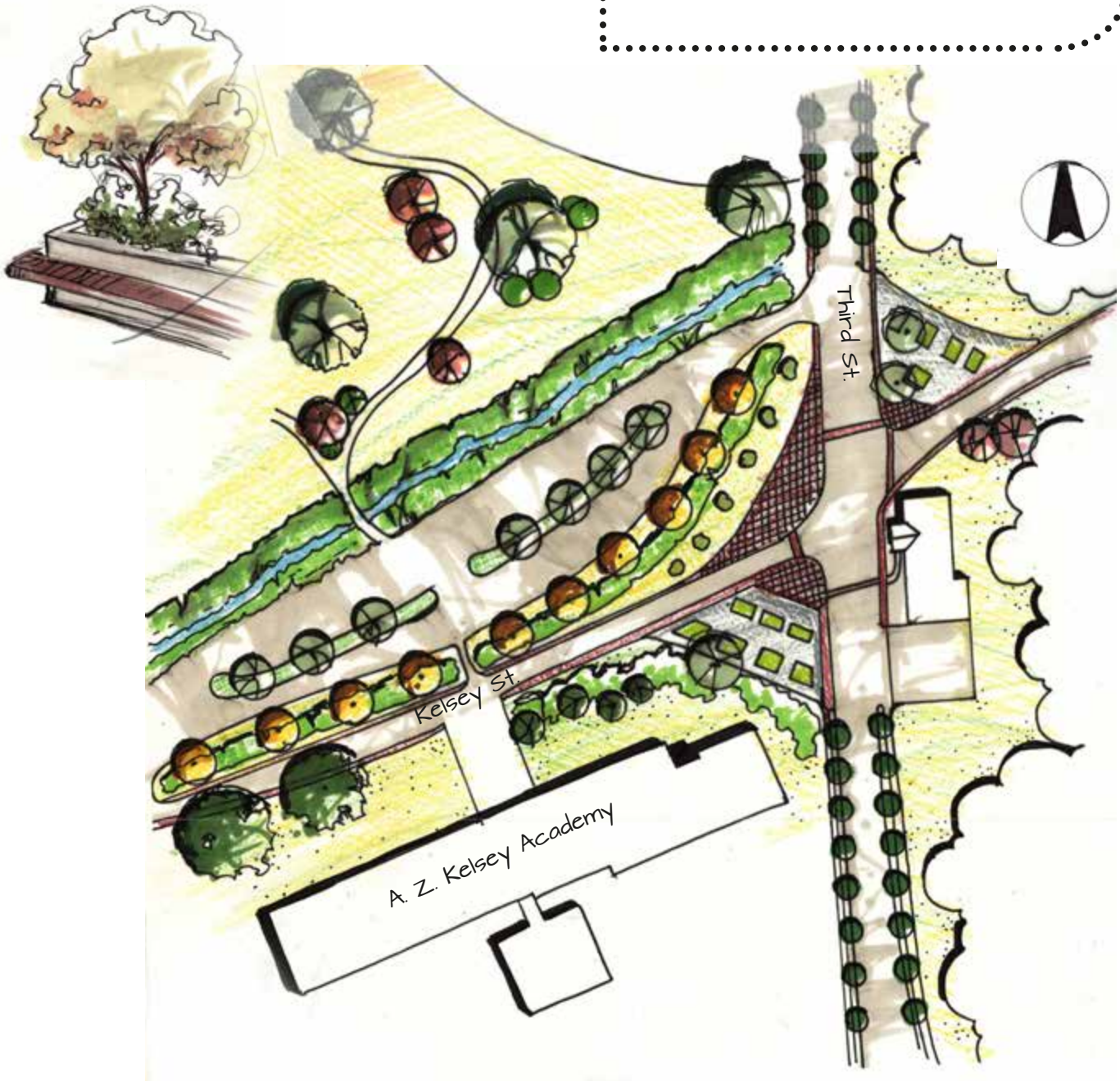
Streetscape Improvements

"The ballet of the good city sidewalk never repeats itself from place to place, and in any one place is always replete with new improvisations."

Jane Jacobs, The Death and Life of Great American Cities

Recommendation 4.

Streetscape improvements and other pedestrian oriented changes, while not a high priority for residents, can help undergird neighborhood improvements and foster private sector investment.



The parking lot and streetscape located at the intersection of Kelsey Street and Third Street can be improved according to the landscape guidelines described in Recommendation Three. Improved sidewalks will better join the ball fields with the parking lot and surrounding neighborhood.



Sidewalks

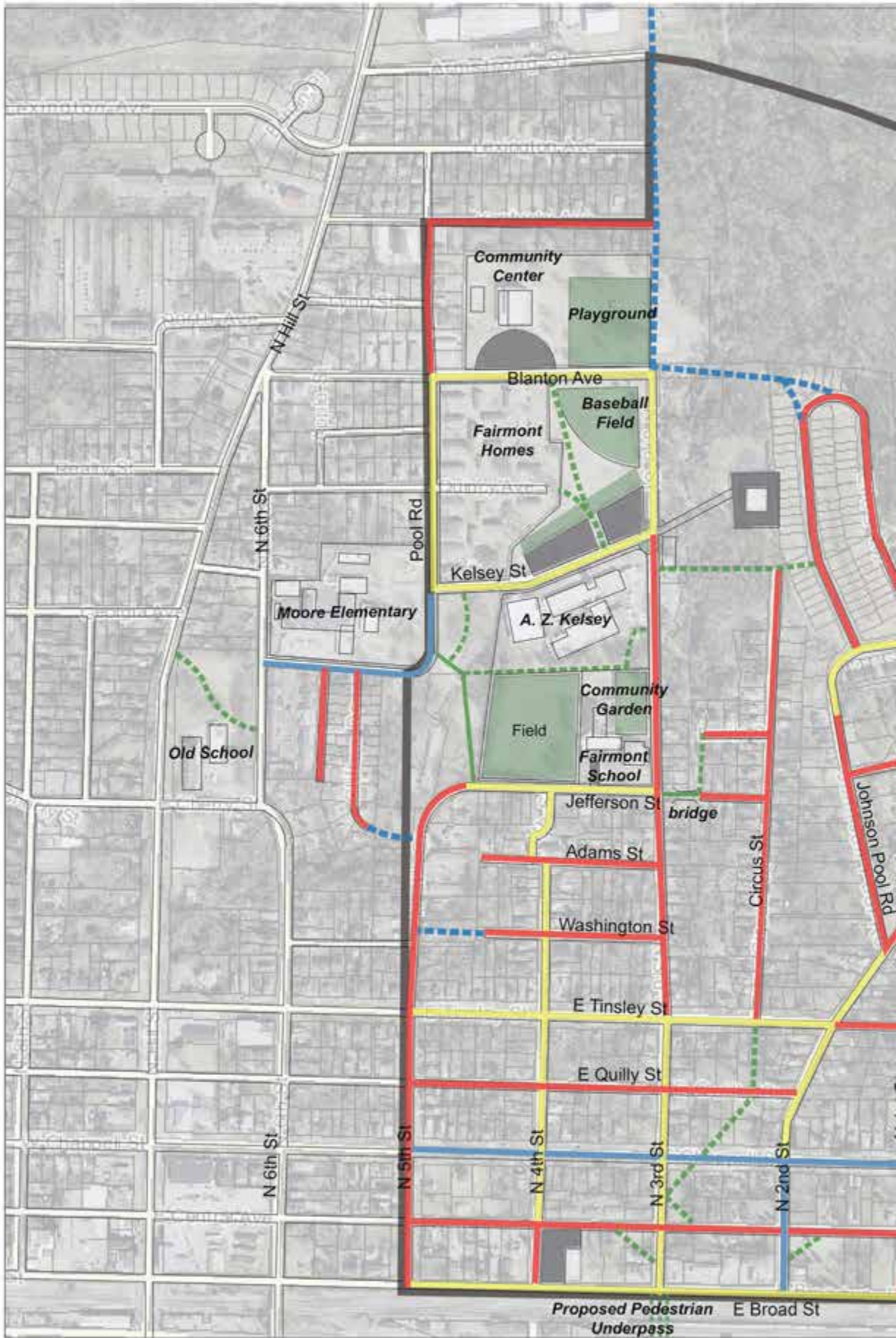
The lack of sidewalks in the study area makes it more difficult and unsafe to move about the neighborhood on foot. Providing sidewalks gives pedestrians a safe path away from traffic and is particularly important for children, elderly, and disabled community members.

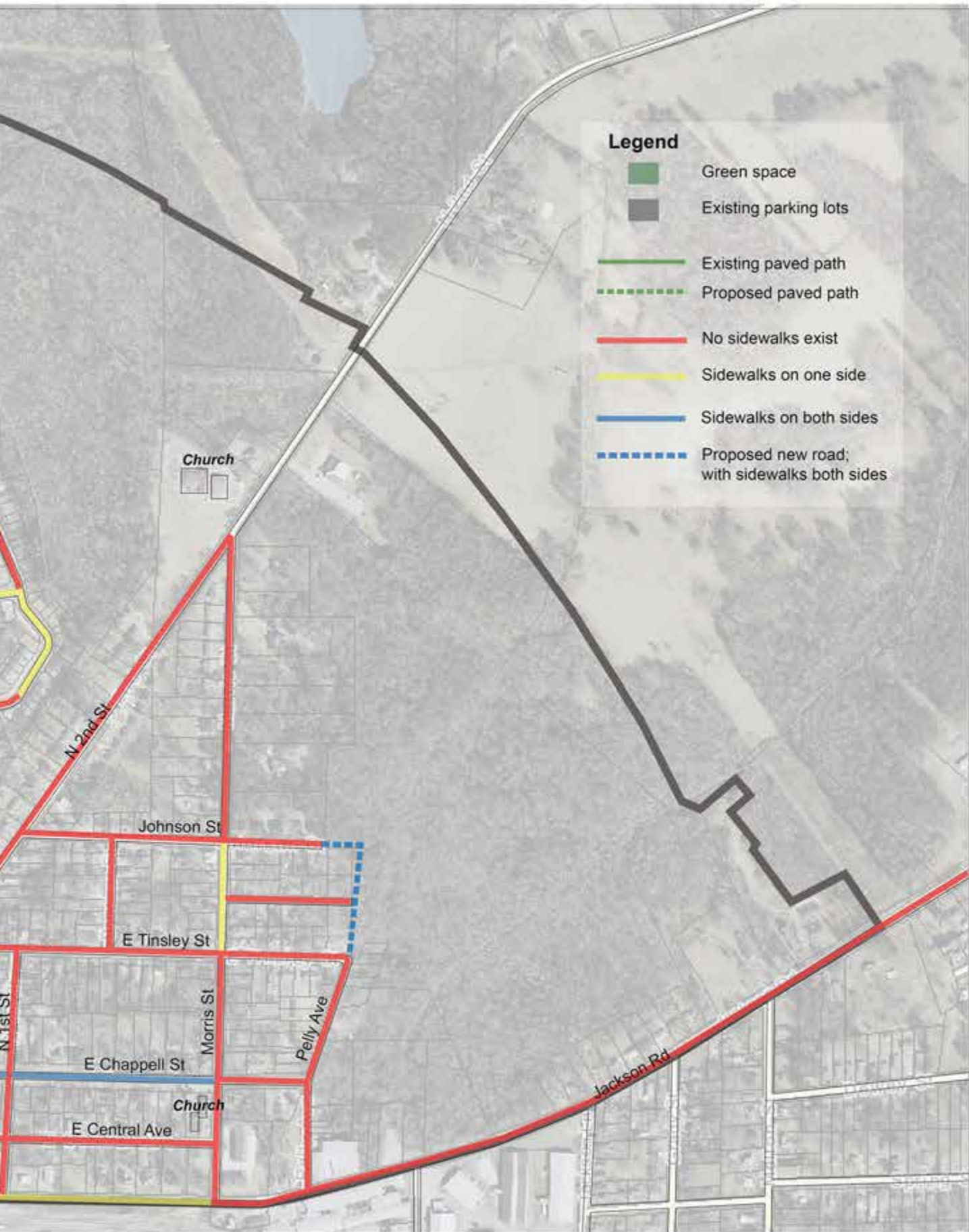
Over the course of the charrette, a cursory sidewalk inventory was conducted to determine how walkable the Fairmont Neighborhood is. Particular attention was given to main arteries that connect the neighborhood with the Fairmont Rosenwald School Complex, AZ Kelsey Academy, and Moore Elementary School.

The inventory was composed of three street types based on presence of sidewalks. The matrix for prioritizing sidewalk improvements should be based on four simultaneous factors observed in the field:

1. The presence of any sidewalks (no sidewalks at all should receive highest priority);
2. The condition of the sidewalk (poor condition should be viewed as having little or no sidewalk access);
3. The street type/usability assessment (streets that connect entirely through the neighborhood should be given higher priority); and
4. Adequate setback and right of way. The following illustrations are examples of what improvements might look like once the assessments are done

SIDEWALK INVENTORY MAP



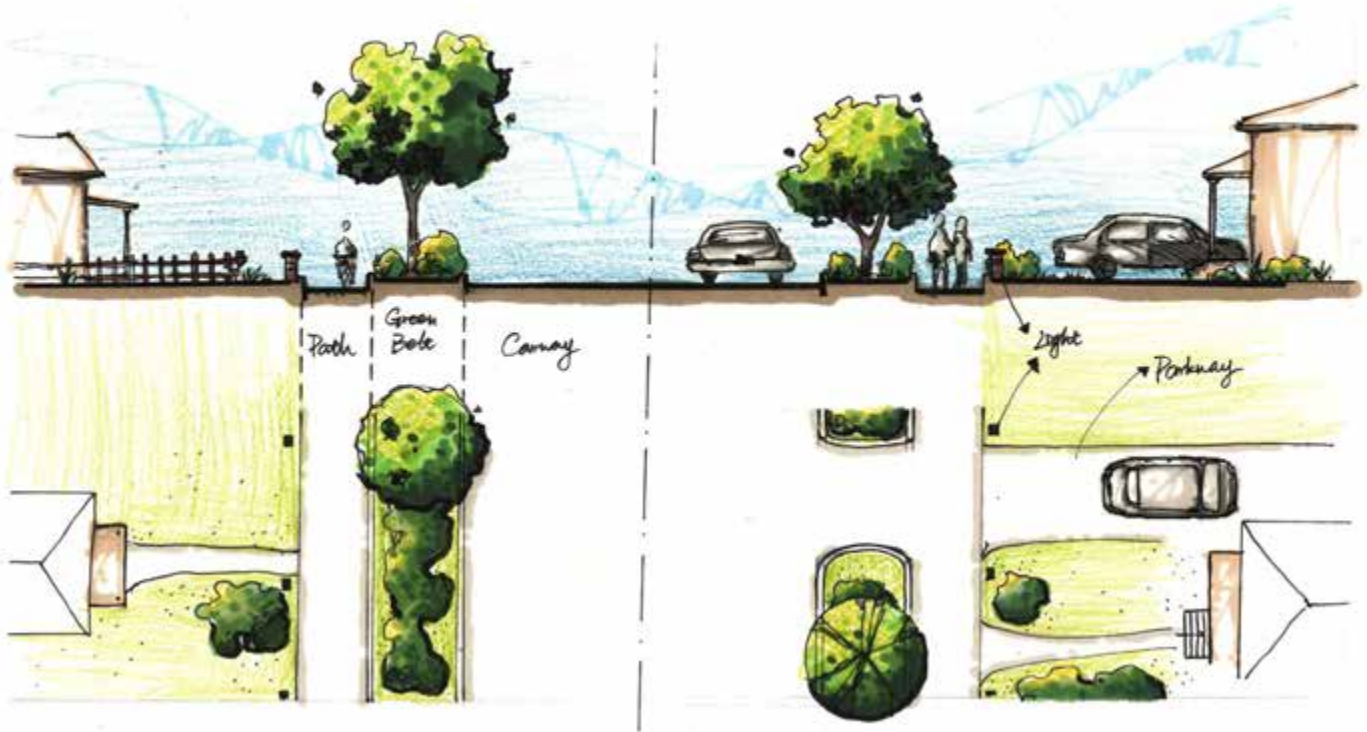


Fairmont Community Charrette, Griffin GA

UGA College of Environment + Design | HPR 6680/4680, Cassidy | October 25-27, 2013

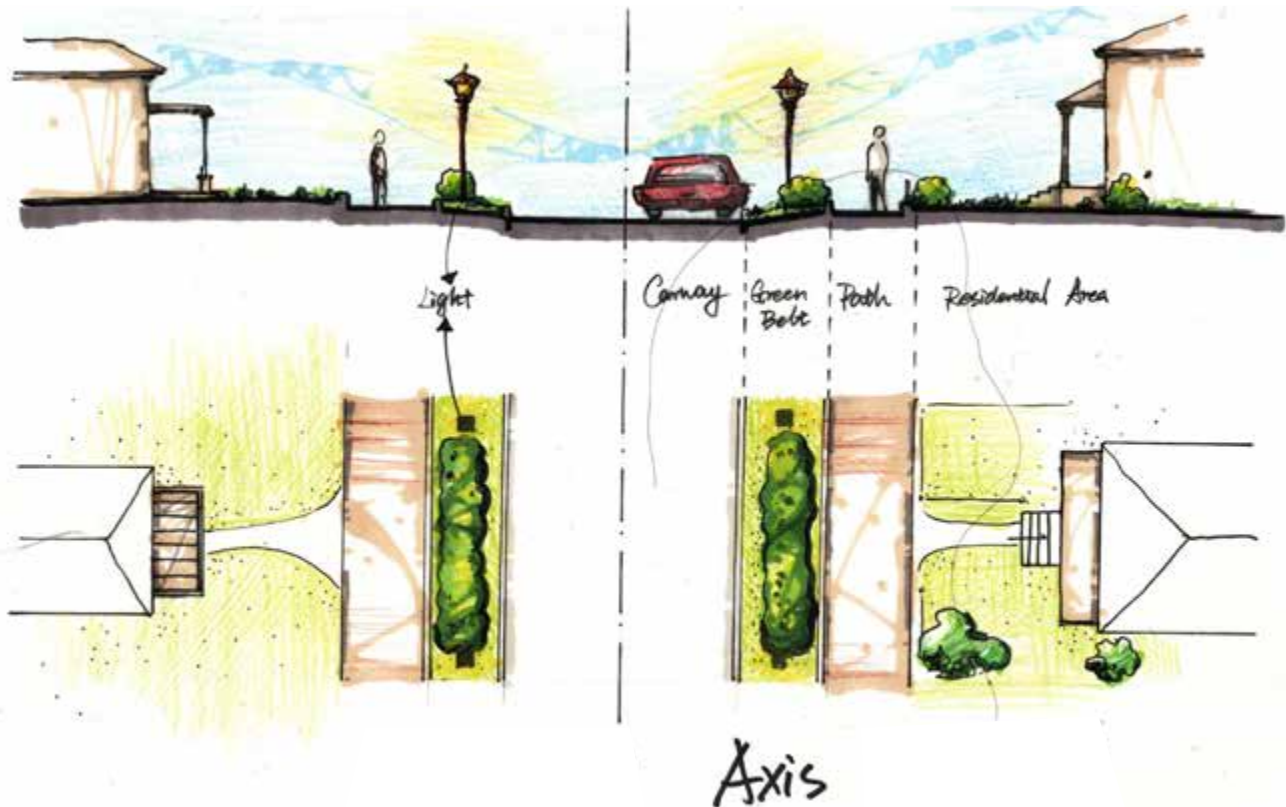
Plan A:

For streets that have a large right-of-way. The larger right-of-way allows for a wider planting strip (verge) that will provide enough space for street trees.



Plan B:

For streets with a smaller right of way.



Pedestrian Connections throughout the Neighborhood: Formalized Pedestrian Paths and Informal Desire Lines or “Cow Paths”

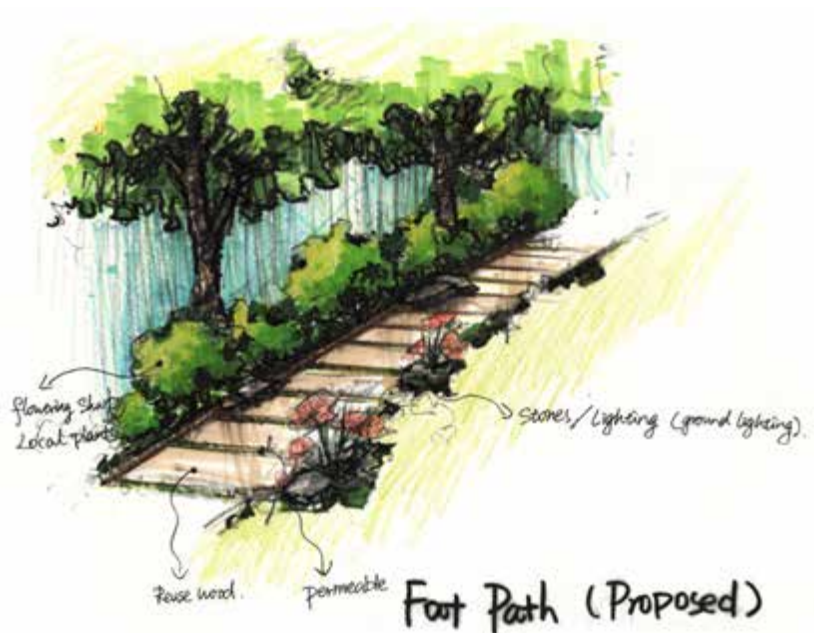
“We easily forget that we are track-makers, though, because most of our journeys now occur on asphalt and concrete – and these are substances not easily impressed.”

Robert Macfarlane, *The Old Ways, A Journey on Foot*

Recommendation 5.

Pedestrian paths are an indicator of where people are going and those “desire lines” should be formalized with improved paving surfaces, benches, lighting and landscape materials as appropriate.

There are numerous “cow paths” (pedestrian short cuts) though vacant lots in the Fairmont neighborhood. Based on the high level of wear, it is apparent that these paths are commonly used by members of the community to reduce their travel distance and possibly to avoid walking on streets without sidewalks. Since many of these lots are vacant, the cow paths could be formalized with a more permanent paving surface material, improved lighting, benches, and plantings. This would also create an additional green space in the neighborhood.



Neighborhood Improvements

“...One unrepaired broken window is a signal that no one cares, and so breaking more windows costs nothing.”

- **Kelling and Wilson**, *Broken Window: The Police and Neighborhood Safety*

Recommendation 6.

Historically the neighborhood was supported by a commercial corridor along Broadway and an easy connection to the downtown commercial district, this should be restored.

Commercial Corridor Revitalization: Broadway

Commercial corridors have long been the pulse of healthy neighborhoods. They help sustain neighborhoods by promoting local investment, boosting property values, and preserving the urban context of neighborhoods. Commercial corridors must incorporate new retail formats, find new market niches, and make strategic capital investments. Infill development will be an essential part of remaining competitive.

As the growth of a successful corridor can improve the surrounding neighborhood, the decline of a corridor can hurt the surrounding neighborhood. If the decline of a corridor appears irreversible, the neighborhood, city, and region all may want to facilitate a transition of the commercial real estate to some alternate use.

Moreover, declining corridors that adversely affect their adjacent neighborhoods may still be competitors of other nearby corridors, and therefore adversely affect adjacent corridors and their neighborhoods as well. Because of these spillover effects, which economists call externalities, it is important that the size and number of commercial corridors in the city are well suited to assuring the overall health of neighborhoods, the city, and the region.

For this reason a citywide analysis of what the right mix should be for retail health and symbiosis between each corridor and the city center – Downtown Griffin.

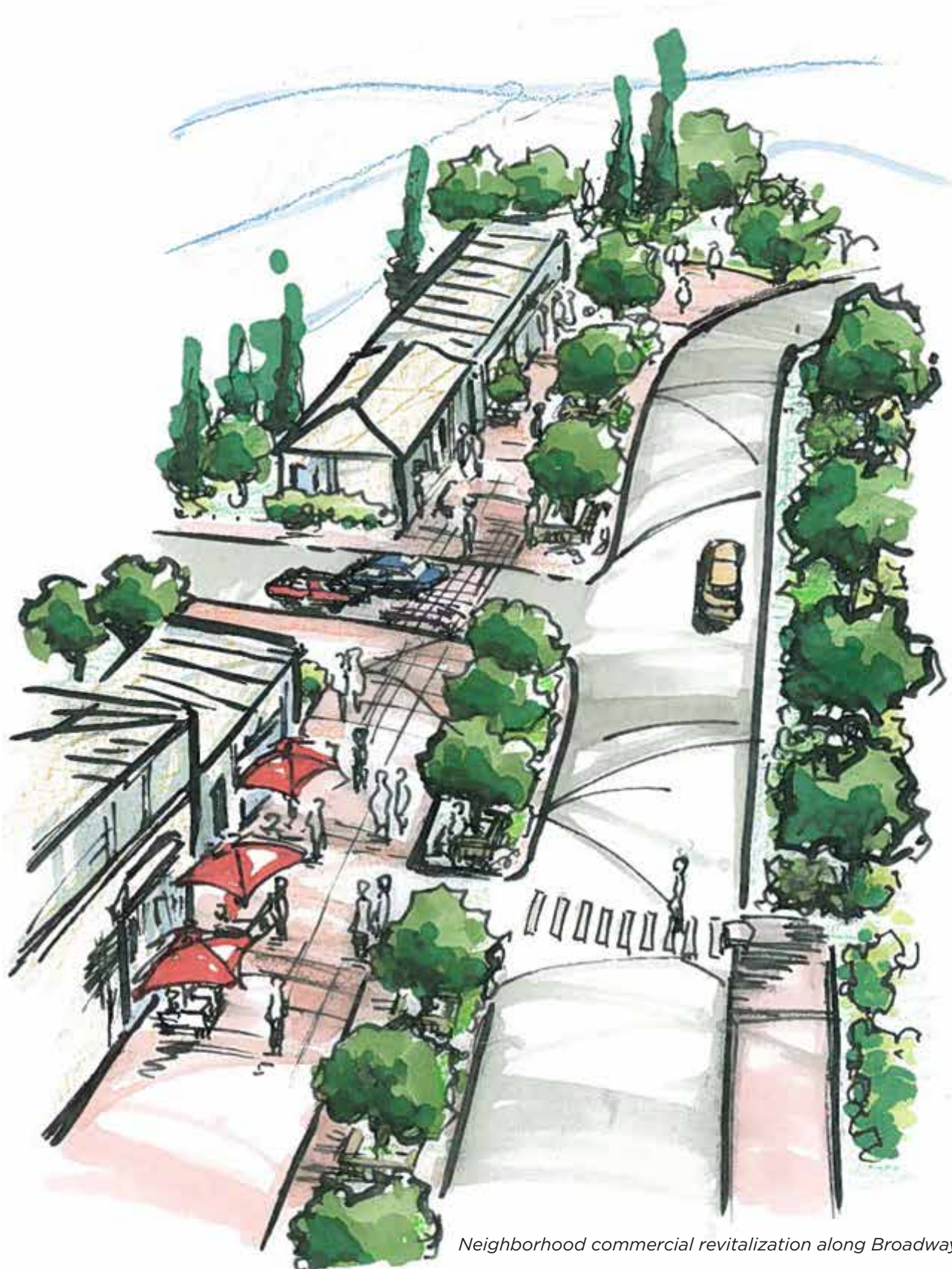
The Broadway corridor is seeing a “perfect storm” of negative urban conditions:

1. Physical barriers between downtown commercial areas and neighborhood residents;
2. Declining retail functions that lack diverse examples of land uses to encourage neighborhood revitalization;
3. Traffic speeds and excessive curb cuts that discourage pedestrian uses and safety;
4. Declining visual character leads to declining care being given to the area (“broken window” phenomenon³).

Vibrant commercial corridors contribute to strong neighborhoods. They provide a place to work, shop, and meet your neighbors. What strong corridors in larger cities have in common is a corridor manager that provides assistance to businesses, brings planning and resources to the corridor, oversees activities to make the corridor clean and safe, and works to attract new businesses to the area. This is a very similar approach that the Main Street Program uses for downtown. This area might be a good project to extend the benefits of Main Street across the tracks to include Broadway with its fool proof four-point approach (Organization, Promotion, Economic Restructuring and Design) to commercial revitalization.

³Social psychologists and police officers tend to agree that if a window in a building is broken and is left unrepaired, all the rest of the windows will soon be broken. This is as true in nice neighborhoods as in run-down ones. Window-breaking does not necessarily occur on a large scale because some areas are inhabited by determined window-breakers whereas others are populated by window-lovers; rather, one unrepaired broken window is a signal that no one cares, and so breaking more windows costs nothing. (It has always been fun.) March 1982. “Broken Windows: The police and neighborhood safety”. *The Atlantic Monthly*. George L. Kelling and James Q. Wilson

The neighborhood is literally fenced off from the commercial center creating a hard to access but close by competing zone. The fence is an eyesore that has declined over the years, it no longer prevents people from crossing the rail line and can be argued that it creates a situation that is less safe than if it didn't exist at all. Many Fairmont residents cross the railroad tracks on foot to reach services that are unavailable to them in their neighborhood despite the danger of negotiating a hole in the chain link fence and crossing tracks and stationary rail cars.



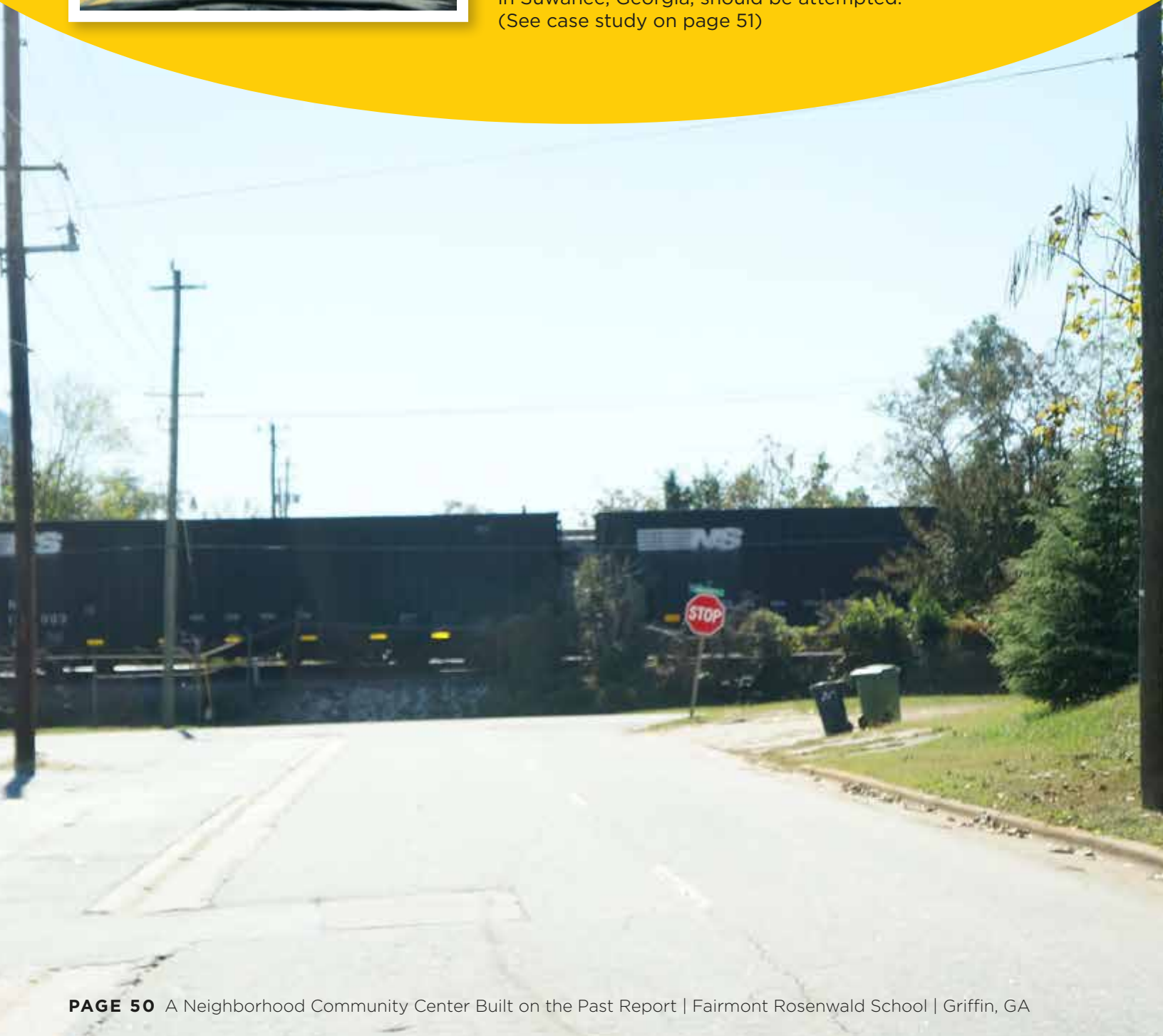
Neighborhood commercial revitalization along Broadway.



Crossing the Tracks

The current CSX Railroad policy regarding pedestrian crossing requires an above or below grade crossing for pedestrians; grade crossings are prohibited. Third Street is a main corridor and where it intersects with Broadway would be an optimal site for the placement of a crossing. This particular portion of rail corridor is multi-tracked, which makes spanning the rail lines for an above-grade crossing less feasible than the below-grade option.

Ironically a solution to the problem is close at hand. A safe and well-lit underpass formerly existed (which was filled in due to safety concerns related to automobiles). This idea should be reborn. If the existing filled-in tunnel cannot be restored for pedestrians then a project similar to the successful underpass in Suwanee, Georgia, should be attempted. (See case study on page 51)





Case Study:
Pedestrian Tunnel,
Suwanee Georgia

CASE STUDY

Suwanee Georgia Pedestrian Tunnel

A below-grade pedestrian crossing was successfully implemented in Suwanee, Georgia to connect a neighborhood similar to Fairmont to the rest of the city. Suwanee funded the underpass with a one million dollar Livable Cities Initiative Grant received by the Atlanta Regional Commission.

Project Profile: HAND TUNNELING



Suwanee Pedestrian Tunnel Suwanee, GA



PROJECT OVERVIEW AND CHALLENGES

Bradshaw Construction installed 62' of 156" steel liner plate tunnel by conventional hand mine methods through a railroad embankment for a pedestrian tunnel. Hand mine techniques were utilized to install the liner plate tunnel under an active Norfolk Southern Railroad with only 7' of cover. Mining took six days to complete, working around the clock. After completion of the excavation, a shotcrete lining was placed on the inside to create the finished product.



PROJECT INFORMATION - 471

OWNER:

City of Suwanee
James Miller, Project Manager
770.945.8996
jmiller@suwanee.com

ENGINEER:

Neel-Schaffer
Mark Jones, PE
678.604.0040
mark.jones@neel-schaffer.com

CONTRACTOR:

JJE Constructors

COMPLETION DATE:

1/21/2009

GEOLOGY:

Clayey Sand, Fill

EXCAVATION METHOD:

Hand Mine

MINING DIMENSIONS:

62' x 156" Ø

FINAL LINING:

Shotcrete Finish

FOR MORE INFORMATION:

Eric Eisold, Area Manager
410.970.8300
eeisold@bradshawcc.com
Refer to Project 471

Sources:

Project brief source: www.bradshawcc.com/projects/73/view/
www.suwanee.com/upload/minutes-20081125-Nov%2025%202008.pdf

Fairmont Neighborhood's Existing Architecture and Compatible Infill

"This is something everyone knows: A well-used city street is apt to be a safe street. A deserted city street is apt to be unsafe."

Jane Jacobs, The Death and Life of Great American Cities

Recommendation 7.

Develop, Use and Enforce (through regulation or incentives) Design Standards and Guidelines for all Changes in the Fairmont Neighborhood. They will ensure that existing buildings in fair-good condition are successfully rehabilitated and brought up to code and can guide new infill so that it reflects the architectural character of Griffin's neighborhood development pattern.

While the area historically has been the home to Griffin's working class, today that role has shifted to a concentration of unemployed persons and people on fixed incomes. The ultimate goal is that these revitalization strategies will restore the neighbor's confidence and increase their ability to seek gainful employment. The working class appearance of the neighborhood belies its true demographics.



It is time to reinstitute majority job holders as the conditions in Fairmont area improve. Lack of maintenance coupled with new construction that is inconsistent with the existing historic houses pose a threat to the character of the neighborhood that, if left unchecked, could prove to be irreversible.

Two actions should be pursued to begin the process of protecting the historic character of the Fairmont neighborhood. The first is to conduct a historic resource inventory of the neighborhood.⁴ The second is to develop and use design guidelines for all future changes in the neighborhood. These two activities can be related, that is Griffin can update their existing historic resource survey with a project to include visual character analysis of the Fairmont neighborhood with the intent of producing design guidelines for rehabilitation, demolition, and new construction. The guidelines can operate in several different ways. Some communities link their guidelines to a regulatory review process (like a historic preservation commission which requires permits for approved changes –Certificates of Appropriateness), while other places use them in an advisory capacity to aid private property owners and create minimum standards for public or governmental improvements. This process must ensure broad public participation and can be completed at any point in the planning process.



Many newer houses in the neighborhood do not reflect the traditional architectural patterns of the neighborhood; the “on-slab” construction techniques and abundance of synthetic materials do not reflect the wooden balloon frame “on-pier” construction techniques of historic buildings.

⁴Historic resources surveys collect and record information about extant historic buildings on a county-wide or community-wide basis. City or county governments generally undertake surveys for their communities as a first step in documenting historic resources for planning purposes. This survey information includes an architectural description of the building, photographs, and field notes on its age, history, setting, and geographical location. Each community or county survey includes a final survey report analyzing the findings. The survey data is entered into an online database known as GNAHRGIS - Georgia’s Natural, Archaeological and Historic Resources Geographic Information System available at www.gnahrgis.org. Guidelines for Local Surveys: A Basis for Preservation Planning, provides guidance to communities, organizations, Federal and State agencies, and individuals interested in undertaking surveys of historic resources.

Infill development is the process of developing vacant or under-used parcels in otherwise built-up areas where infrastructure is in place.

Most communities have significant numbers of vacant parcels within jurisdictional boundaries which, for various reasons, have been passed over in the normal course of urbanization. In addition, some developed parcels within built up areas have potential for additional development.

Although developed with one or more buildings (or with land uses such as a parking lot) some of these parcels contain sufficient land area to support other structures and/or land uses. It may be possible to divide and further develop these properties, as long as issues or conditions that have kept these parcels from being fully developed are addressed. Infill development results in a more efficient use of land and existing infrastructure such as streets and public utilities. Ideally, it achieves compact land use patterns and densities high enough to support improved transportation choices and public services, as well as a wider variety of commercial services, cultural events, and other amenities. Maximizing use of existing public facilities should lower the per capita costs of providing and maintaining services. (Source: Municipal Research and Service Center of Washington)

Image A



Image B



Image C



The American Workers House known as the “shotgun house” had its origins in West Africa. *Image A* shows the historic precedent as it appeared in the 1600s; *Image B* shows a traditional Caille house, a type common in Haitian cities that seem to combine African (mainly Yoruban) and native Caribbean traditions. Slaves, brought to the United States after Haitian independence in 1804, might have introduced this building style; *Image C* shows the typical shotgun found in abundance across the southern states.)

The history of this place is one uniquely tied to the history of African Americans in the South. To this day the neighborhood reflects the traditions that have been handed down through time, mostly in the form of oral histories that sculpt the tangible form and appearance of typical African American enclaves. Gardening traditions, recreational activities, religious events and house decorations are some recognizable cultural traits that have been passed from West Africa through the Caribbean and are still part of historically black neighborhoods of the South.

Some architectural historians have argued that the Southern mill house form — the front-gabled, 3-room “shotgun” — is a direct descendant from West African- Caribbean house types that were

climatically adjusted for hot Southern summers.¹ The shotgun house, which John Vlach suggests “may represent the continuation of an African lifestyle ... and be ... the most significant expression of Afro-American material culture;”² is distinctly linked to African cultures along the continent’s west coast. The “creole” feel of many of the early buildings in the Fairmont neighborhood attest to that. Another example of a diverse past full of tangible architectural stories is the wide-eaved bungalows of the early 20 century. They are a direct reflection of British colonial architecture from India, and are another example of how the appearance of houses in the neighborhood reinforces a rich history. It is easy to see how heritage and cultural patterns can be written in a city’s architectural patterns.

¹There is ample evidence that Africans transported indigenous house forms from the West Coast of Africa. In the Caribbean, house forms and village arrangements were closely connected to an architectural heritage that has been documented in accounts of early travel and exploration to the Gulf of Guinea. America’s earliest non-native inhabitants were able to craft villages similar to those in West Africa. House construction, village arrangement, the use of fences, the clustering of structures on the basis of kinship, the importance of yards and yard activities, and even the winding, narrow pathways through the villages can all be traced back to West Africa. (4-1-1997 African Architectural Transference to the South Carolina Low Country, 1700-1880. Fritz Hamer. University of South Carolina - Columbia.

²John Michael Vlach. “The Nature and Pattern of Afro-American Material Culture,” *By the Work of their Hands: studies of Afro-American Folk Life* (University of Virginia Press, 1991), p.4.

John Michael Vlach, “The Shotgun House: an African Architectural Legacy: Part I,” *Pioneer America*, vol.8, no.1 (1976: 47-56).

John Michael Vlach, “The Shotgun House: an African Architectural Legacy: Part II,” *Pioneer America*, vol.8, no.2 (1976: 57-70)

Portland Oregon's Design Principles for Residential Infill Development

Based on design guidance from the Comprehensive Plan, Community Design Guidelines, Zoning Code, and other City documents.

Bulleted statements listed below the basic principles are included to clarify the potential ways of implementing the principles.

1. Contribute to a Pedestrian-Oriented Environment

- a. Use architectural features (such as façade articulation, window and entrance details, and porches or balconies) that provide a human-scaled level of detail.
- b. Avoid large areas of blank wall along street frontages
- c. Minimize the prominence of parking facilities
- d. Provide strong connections between main entrances and sidewalks

2. Respect Context and Enhance Community Character (While the continuation of existing community character may be a priority in established neighborhood areas, contribution to a desired future character may be more important than compatibility in areas where change is expected and desired, such as in mixed-use centers)

- a. Arrange building volumes and use setback patterns in ways that reflect neighborhood patterns or that contribute to its desired character
- b. Consider utilizing architectural features (such as window patterns, entry treatments, roof forms, building details, etc.) and landscaping that acknowledge the surrounding context and neighborhood
- c. Use site design that responds to natural features of the site and its surroundings.
- d. Minimize solar access impacts on adjacent properties

3. Consider Security and Privacy

- a. Orient windows and entrances to the public realm to provide opportunities for “eyes on the street” and community interaction
- b. Minimize impacts on the privacy of neighboring properties

4. Provide Usable Open Space

- a. Maximize the amenity value of unbuilt areas, providing usable open space when possible
- b. Make usable open space, not surface parking, the central focus of larger projects

5. Design for Sustainability

- a. Use durable building materials
- b. Use energy-efficient building design and technologies
- c. Minimize stormwater runoff

Interim guidelines like those found in Appendix B may be put in place until district-specific guidelines can be developed.

http://georgiashpo.org/sites/uploads/hpd/pdf/CLG/model_design_guidelines.pdf)



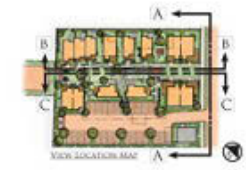
Typical Historic Housing in Fairmont Neighborhood: "Shotgun" Houses.



Sensitive rehabilitation and code compliance of existing properties should be encouraged.

When replacement is necessary, new construction should relate to existing historic building forms and architectural details. (Cottages on Greene: East Greenwich, RI)





The Cottages on Greene is integrated seamlessly into existing block patterns in Greenwich RI, maximizing shared spaces for parking and common areas.



A study that clearly articulates the project's impact on the neighborhood as compared to a typical multi-family structure helped gain support from local officials and residents.

Other public housing and affordable housing initiatives around the country have had tremendous success at regionalizing their architectural solutions for infill. As more and more local housing authorities see the success of a more localized solution for new housing, they are modeling their programs on this more context-based or traditional approach. It only makes sense, if the existing houses in an area are all raised on piers and balloon-framed with a front gabled pitched roof, then new buildings should also follow that form if they are going to visually relate to their neighbors.

In Washington, Georgia a local effort to improve a very derelict group of properties in a part of town that is rich in African-American historical sites proved very successful and has garnered much praise from planners. The final report “A Vision for Change: Rusher Street Target Area” can serve as a model for wholesale improvement of an area with contextual infill.

Further Information on Infill Guidelines

Managing Maryland’s Growth: Models and Guidelines for Infill Development. Maryland Department of Planning
Parris N. Glendening, Governor
Roy Kienitz, Secretary.
October 2001.

Strategies for Fiscally Sustainable Infill Housing. Greenbelt Alliance, Chris Schmidt, Center for Community Innovation, UC Berkeley. Sept 2011.

Regulatory Strategies for Encouraging Infill and Redevelopment. Denver Regional Council of Governments (DRCOG) www.drcog.org. April 2006.

A Guide to Integrating Infill Development into Portland’s Neighborhoods. City of Portland OR, Bureau of Planning. December 2008.

Southwest Washington Redevelopment Plan Charrette

Goals:

- Promoting mixed-income housing redevelopment.
- Providing an area for supporting neighborhood-scale commercial services.
- Enhancing the city’s southwestern gateway and streetscape features.

quality architecture
sustainable *diverse*
connected
vibrant **safe**
mixed income



Products:

- Design Guidelines (Buildings features, site features and street standards) in booklet format. Design guidelines will be drafted so that they can be applied by the City of Washington via inclusion in a zoning overlay district, restrictive covenants or other similar measures.
- Illustrative Panels: To allow for public display of proposed design concepts.
- Individual Graphics: Images that may be incorporated throughout various portions of the redevelopment plan document.



walkable

Charrette conducted by the University of Georgia Center for Community Design & Preservation in partnership with the City of Washington and the CSRA Regional Development Center | March 23 - 24, 2007.

*Charrette Poster for Washington, Georgia
Report available at this address: <http://www.ced.uga.edu/pdfs/outreach/charrettes/Washington2007.pdf>*

Conclusion

The friendship and respect that existed between Julius Rosenwald and Booker T. Washington sets a standard for the work that should inspire the revival of the Fairmont Rosenwald School. Rosenwald and Washington were perfectly suited for teaming up to make a lasting impact on the lives of young Americans. That same spirit will guide the current efforts to have the Griffin school and neighborhood rebound and thrive. It was not overnight that the neighborhood slipped into decline and slowly lost its cohesiveness; likewise it will be a slow and deliberate process to regain its luster.

This report was produced by listening to residents, responding to questions and sorting out the obstacles to success. The work that Griffin-Spalding County has already accomplished has firmly pointed Fairmont toward a path for positive change. The collaborative nature of local citizens and elected officials is a model for other communities. Decision makers in Griffin must build upon that can-do attitude and methodically begin to accomplish the recommendations in this report. The ideas here are not to be used as unbendable rules, but rather as flexible guideposts. Ultimately, the “wheel does not have to be reinvented” each time a new project is ready for implementation. The work has probably been tried somewhere else and those lessons can easily be applied to the resources in Griffin.

The work that the University of Georgia students did for Griffin should help to initiate progress toward community renewal. The Fairmont neighborhood will once again become a neighborhood of choice not a place of last resort. UGA is proud to be a part of this renaissance and know that very little can stop this proud march to excellence...just as Rosenwald and Washington would have wanted it to happen.



A Special Thanks to:

Regina Abbott	Spalding County Collaborative Authority for Families and Children
Daa'ood Amin	Amin Sheet Metal
Gerald Arkin	Assistant Dean, UGA-Griffin
Ellen Bauske	Center for Urban Agriculture, UGA-Griffin
Patty Beckham	Healthy Life Community Garden, Spalding County Cooperative Extension Office
Jerime Buffington	Paragon Consulting Group
Art Cain	Continuing Education Coordinator, UGA-Griffin
Shirley Caldwell	Housing Authority of the City of Griffin
Be-Atrice Cunningham	UGA-Griffin
Anthony Dukes	UGA-Griffin
Bob Dull	Housing Authority of the City of Griffin
Taurus Freeman	Planning Department, City of Griffin
Kenwin Hayes	Downtown Development, City of Griffin
Alvin Huff	Citizen Engagement Specialist, City of Griffin
Wade Hutcheson	Spalding County Cooperative Extension Office
Curtis Jones	Griffin-Spalding County School System
Jeff Jordan	Agriculture and Applied Economics, UGA-Griffin
Dick Morrow	Commissioner, City of Griffin
Eula Redding	Housing Authority of the City of Griffin
Mary Sikora	Senior, Spalding County High School
Kenny Smith	City Manager, City of Griffin
Jewell Walker-Harps	NAACP, Griffin Chapter
Cynthia Ward	Commissioner, City of Griffin
Haskell Ward	SEACOM
John Whitner	Fairmont High School Alumni Association



Appendix A:
KNOXVILLE
AFFORDABLE
INFILL GUIDELINES

APPENDIX A



HEART OF KNOXVILLE
INFILL HOUSING DESIGN GUIDELINES

Knoxville • Knox County Metropolitan Planning Commission
and
The East Tennessee Community Design Center



Table of Contents



Introduction to <i>Design Guidelines</i>	5
Checklist for <i>proposed infill appropriateness</i>	9
Guidelines	
1 Front Yards	11
2 House Orientation & Side Yards	12
3 Alleys Parking Services	13
4 Scale Mass & Foundation Height	14
5 Porches	15
6 Windows & Doors	16
7 Roof Shapes & Materials	18
8 Siding Materials	19
9 Additions	20
10 Multi-unit Housing	21
11 Landscape & other considerations	22
Applying the Guidelines	23
Appendix: Style Reference Guide	27

Layout, Text, and Illustrations
Jennifer Pemberton
East Tennessee Community Design Center

Text and Photography
Mike Carberry
Metropolitan Planning Commission

Consultants
Jeff Archer
Metropolitan Planning Commission

Ann Bennett
Metropolitan Planning Commission
Historic Zoning Commission

Rogers Doughty
City of Knoxville
Department of Community Development

Frank Sparkman
ETDC Volunteer Professional Advisor
Sparkman & Associates Architects

Anne Wallace
Metropolitan Planning Commission

This report was adopted by

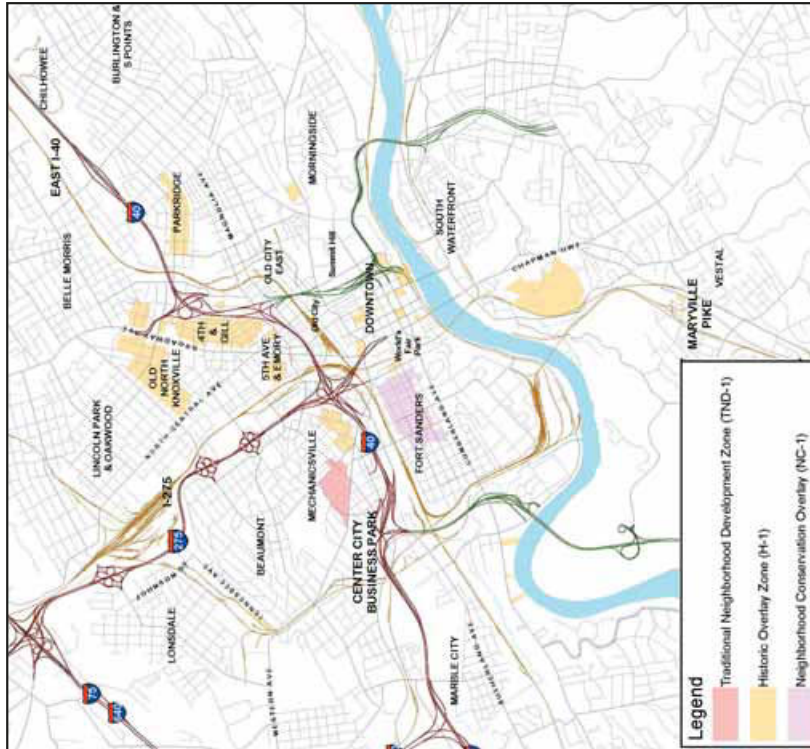
Funding for this report was provided in part by
the City of Knoxville Community Development
Block Grant & Empowerment Zone Grant
the United Way of Greater Knoxville
the Tennessee Arts Commission
and Friends of the Design Center

Introduction to design guidelines

Neighborhoods are generally created at points in time which certain architectural styles are “en vogue.” The original houses of most neighborhoods were designed with similar materials, features (such as porches), proportions, height, and yard dimensions. Consequently, architectural harmony was created early on. As houses were lost to fire or demolition and vacant lots became available, new construction was created without regard to the architectural context of the other structures on the block.

For the past few decades, the construction of new houses on these vacant lots - infill housing - has often been incompatible with the historic features in neighborhoods of the late 1800’s to 1950’s. Inappropriate infill has been a problem in the “Heart of Knoxville” neighborhoods, particularly along the old system of grid streets in such places as Park City, Oakwood, Lincoln Park, Five Points, Lonsdale, Beaumont, and South Knoxville (see map to left). As a result of the increasing concern for the historic integrity of these neighborhoods, the Heart of Knoxville Infill Housing Guidelines have been created.

The purposes of these guidelines are to re-establish the architectural character of those historically valuable properties with new housing that is architecturally compatible; to foster neighborhood stability; to recreate more pedestrian-oriented streets; and to meet a wide range of housing needs. These guidelines should be used to understand the major elements of architectural compatibility and promote housing designs that are usable and economically achievable. These guidelines have been created to apply to areas where there are no historic or neighborhood conservation zoning overlays or Traditional Neighborhood Development district zoning (see map to left). Those areas already have specific guidelines for infill and vacant lot development; the guidelines for those districts are available through the Metropolitan Planning Commission.



map: “Heart of Knoxville” with zoning overlays (credit: Metropolitan Planning Commission)

Design
Guidelines

Use the following checklist to determine appropriateness of proposed infill house design for the Heart of Knoxville. For each unchecked item, please refer to the appropriate "Heart of Knoxville Infill Housing Design Guidelines" section.

Front Yards

reference section 1, page 11

- Setback and front door are in line and consistent with original houses on the block.
- Porch and habitable portion of house is offset from street equal to neighboring houses.
- Walkway is proposed from sidewalk (when available) to front door, perpendicular to street.
- Fencing is constructed of traditional materials and excludes chain link, masonry, wide boards, and other contemporary materials.
- Healthy trees are marked for preservation.

House Orientation and Side Yards

reference section 2, page 12

- Proposed infill is proportional to dimensions of lot and original houses on the block.
- Proposed infill on corner lots has applied for any necessary zoning variance to locate closer to side street.
- Proposed infill keeps the spacing between houses consistent with original houses on the block.

Alleys, Parking, and Services

reference section 3, page 13

- Proposed parking avoids the front yard.
- Proposed infill house has access from alley only (where available) for garage or parking pad.
 - Where unavailable, proposed garage or parking pads extend 20 feet beyond front façade of proposed infill house.
- Proposed garages accessed by alley are setback at least 18 feet from centerline of alley pavement.
- Proposed parking pads, utility boxes, and waste collection points are visually screened by landscaping and/or fencing.

Scale, Mass, and Foundation Height

reference section 4, page 14

- Proposed infill elevation is proportional in scale to original houses on the block.
- Proposed infill façade respects width of older houses on the block.
- Proposed infill attempts to incorporate historic elements of block into design.
- Foundation height is consistent with original houses on block.
- Additions that cannot conform to scale and height of streetscape are located to the side or rear of infill lot.

Porches

reference section 5, page 15

- Proposed infill includes plans for a porch in a neighborhood where porches are dominant.
- Proposed porch is proportional to existing porches on block.
- Proposed porch maintains consistency with existing porches in setback along the street.
- Proposed porch materials and details complement the historic character and style of neighborhood (refer to appendix).

Windows and Doors

reference section 6, page 16

- Proposed window and door styles complement historic character and style of block (refer to appendix).
- Proposed window or door positioning does not violate the privacy of neighboring homes.
- Proposed infill excludes contemporary window styles in pre-1940 areas.
- Proposed infill respects window & door placement of older houses on block.

Checklist

Roof Shapes and Materials

reference section 7, page 18

- Proposed infill specifies similar pitch to existing houses on block.
- Proposed infill respects complex roof forms of historic blocks (refer to appendix).
- Proposed infill for a pre-1940 neighborhood specifies darker shades of shingle roofing.

Siding Materials

reference section 8, page 19

- In a neighborhood dominated by painted wood siding, the proposed infill specifies clapboard or similar substitutes.
- In a neighborhood with mixed architectural styles, the proposed infill specifies appropriate material and detail.
- The proposed infill excludes faced stone, vertical siding, and other non-historic materials.

Additions

reference section 9, page 20

- Proposed additions to existing houses respect siding and roof materials, as well as door and window styles original to the house.
- Proposed window or door replacements should respect original style (refer to appendix).
- Proposed additions are located to the side or rear of original house.
- Proposed additions which require additional height are located to the rear of the house.
- Specified roof line and roofing materials for proposed addition respect original house.
- Proposed addition does not violate openness or character of front porch.

Multi-unit Housing

reference section 10, page 21

- Proposed multi-unit housing respects traditional front yard setbacks of neighborhood.
- Proposed multi-unit housing respects height of original houses in neighborhood.
- Proposed multi-unit housing respects rhythm and proportion of historic homes on block.
- Proposed parking for multi-unit housing accesses existing alleys.
- Proposed housing specifies landscaping to include shade trees, in front and back yards.

Landscape and other considerations

reference section 11, page 22

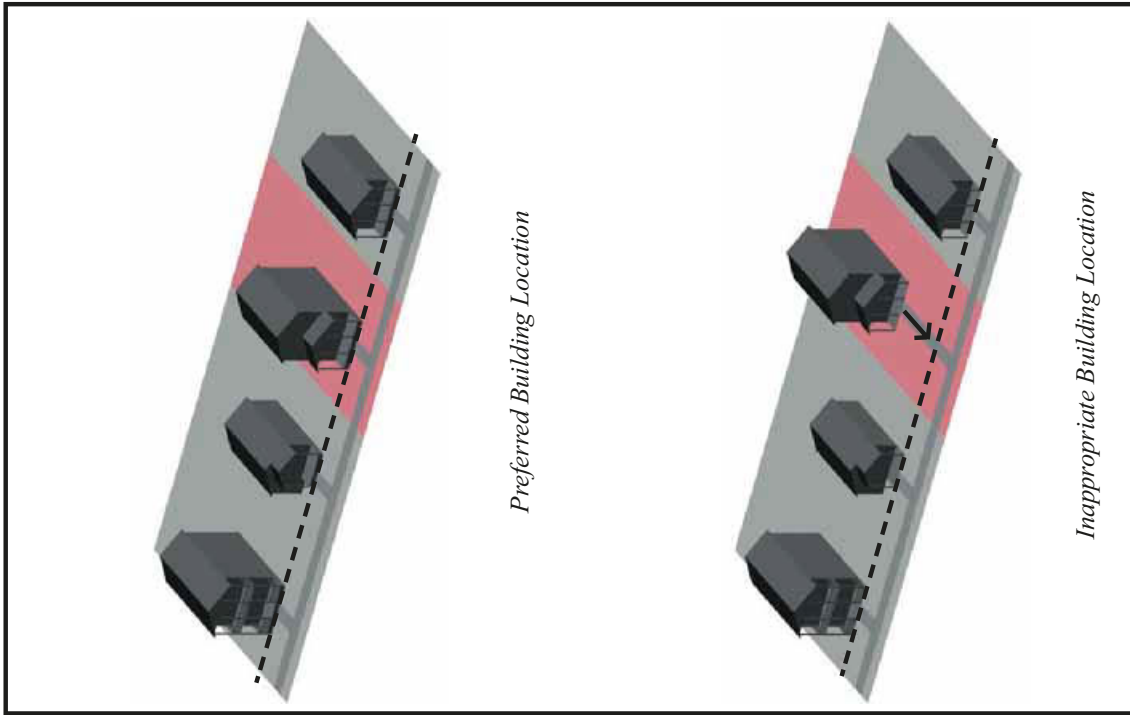
- For proposed infill with 25 feet or greater front yard depth, at least one shade tree is specified for planting.
- Specified fencing and/or hedges will not exceed 42 inches in height in front yard.
- Front yard fences avoid chain link and specify appropriate historic material.

1 Front yards

Front yard space was consistent from house to house with porches being located about the same distance from the street. Although there is variation in some blocks, a twenty-five foot setback to the front door is very common. Lawns and an occasional shade tree were found on virtually all lots.

Infill guidelines

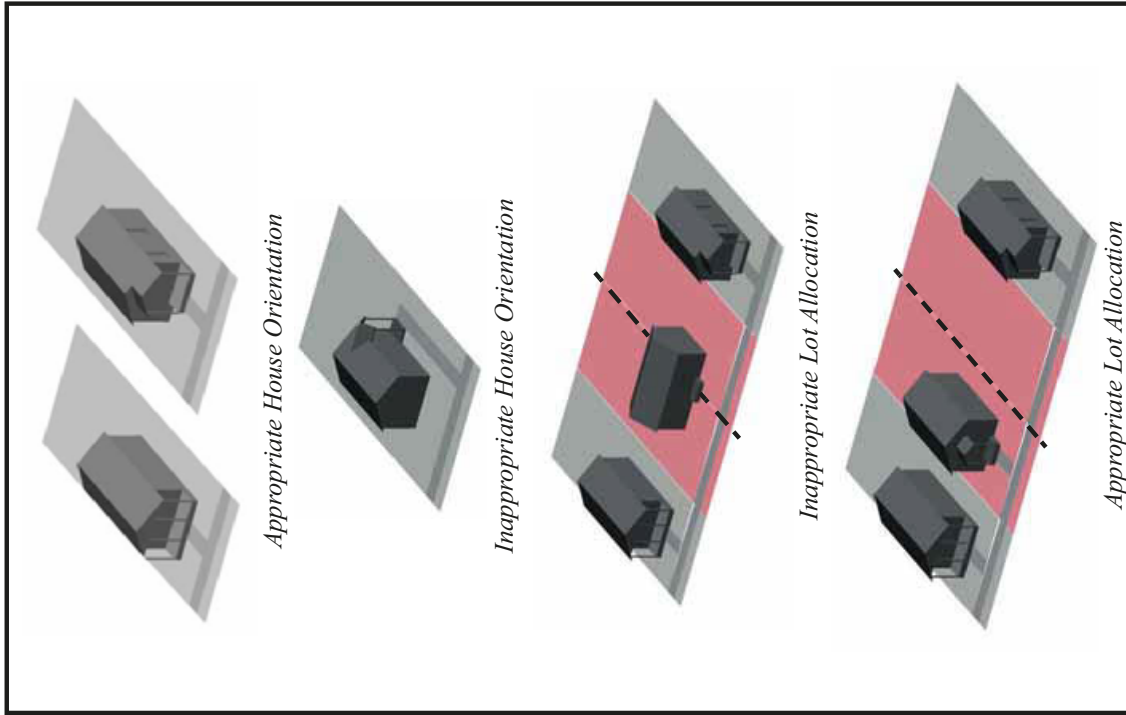
- Consistent front yard space should be created along the street with the setback of a new house matching the older houses on the block.
- When several infill houses are sited, porches and the habitable portion of each house should be about the same distance from the street as the original houses.
- A walkway should be provided from the sidewalk or street to the front door. Along grid streets, the walk should be perpendicular to the street.
- Fences that are constructed of traditional materials, such as picket fencing, may be used to define the front yard. Chain linked, masonry, wide boards and other contemporary fencing should be used only in backyards.
- Healthy trees that are outside the building footprint should be preserved. The root area should be marked and protected during construction.



2 House orientation and side yards

The typical city lot prior to 1930 was 50 feet wide. This dimension led to the development of houses which were relatively narrow and had substantial depth. Craftsman style homes are good examples of this characteristic. Because of this characteristic, side yards were relatively narrow.

Toward the mid-20th century, the increase in lot width was reflected by the development of the Ranch house.



Infill guidelines

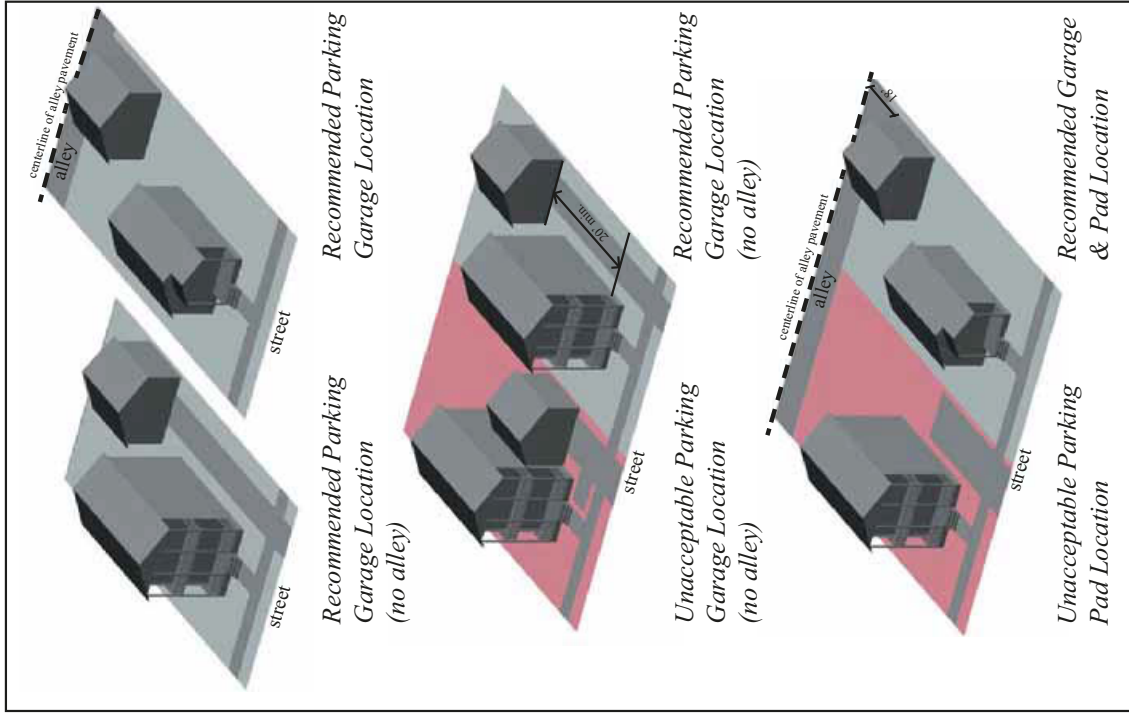
- New housing should be proportional to the dimensions of the lot and other houses on the block.
- On corner lots, side yard setbacks should be handled traditionally (that is, closer to the side street). The zoning requirement to treat corner lots as having two frontages should not apply in “Heart of Knoxville” neighborhoods.
- Side yard setbacks should be similar to older houses on the block, keeping the rhythm of spacing between houses consistent.
- On lots greater than 50’ in width, consider re-creating the original lot size.

3 Alleys, parking, and services

Alleys should serve two significant purposes: (1) accommodation of such services as utilities and garbage collection, and (2) access to off-street parking including garages and parking pads. A large proportion of the “Heart of Knoxville” neighborhoods have alleys. Unfortunately, such standards as setbacks for garages, types of materials for parking pads and encouragement of alleys for off-street parking are lacking. With infill development, the use of alleys for parking access is necessary.

Infill guidelines

- Parking should not be in front yards.
- Alley access should be used for garage or parking pad locations. On level ground, pea gravel or similar material may be used as a parking pad off alleys.
- On streets without alleys, garages or parking pads should be at least 20 feet behind the front façade of the infill house with access limited to one lane between the street and front facade.
- Garages which are perpendicular to the alley should be about 18 feet from the center line of the alley pavement, allowing a comfortable turning radius for a driver to enter a garage.
- Alley-oriented parking pads, garbage collection points, and utility boxes should be screened with a combination of landscaping and fencing.
- On those streets which have alleys, driveways should not be permitted from the front of the house.
- On corner lots, a driveway to the garage may be provided off the side street.



Design Guidelines



4 Scale, mass, and foundation height

The scale of early homes was generally consistent from one house to another; especially foundation heights, proportions of first floor elevations, and sizes and shapes of roofs. Sometimes, a one and one-half story house might be found next to a two story house but the essential elements of similar foundation height and façade characteristics created homes that tried to look tall and resulted in architectural compatibility. When a house is built on slab with a low pitch next to a traditional older house, the proportions of the two houses clash, resulting in an absence of architectural harmony. The following principles are critical in maintaining historic and property values.

Infill guidelines

- The front elevation should be designed to be similar in scale to other houses along the street.
- The front façade of new houses should be about the same width as original houses on the block.
- If extensions or bays were typically part of the neighborhood's historic house design, such elements should be incorporated into infill housing.
- New foundations should be about the same height as the original houses in the neighborhood.
- If greater height is to be created (with new construction or an addition), that portion of the house should be located toward the side or rear of the property.

5 Porches and stoops

Porches and stoops were incorporated into most house designs in Knoxville prior to 1900, providing a comfortable place to enjoy a summer breeze or to talk with family and neighbors. Later, front porches became less prominent as such styles as Dutch Colonial, Tudor Revival and Ranch houses became popular. Some houses only had small stoops.

Infill guidelines

- Porches should be part of the housing design in those neighborhoods where porches were commonplace.
- Porches should be proportional to original porches on the block, extending about 8-12 feet toward the street from the habitable portion of the house.
- Porches should extend into the front yard setback, if necessary, to maintain consistency with similarly sited porches along the street.
- Porch posts and railings should be like those used in the historic era of the neighborhood's development. Wrought iron, "antebellum" columns and other materials that were not used in the early 1900's should not be used.
- Small stoops centered on entry and no more than 5 feet deep are appropriate on blocks where porches were not traditional.

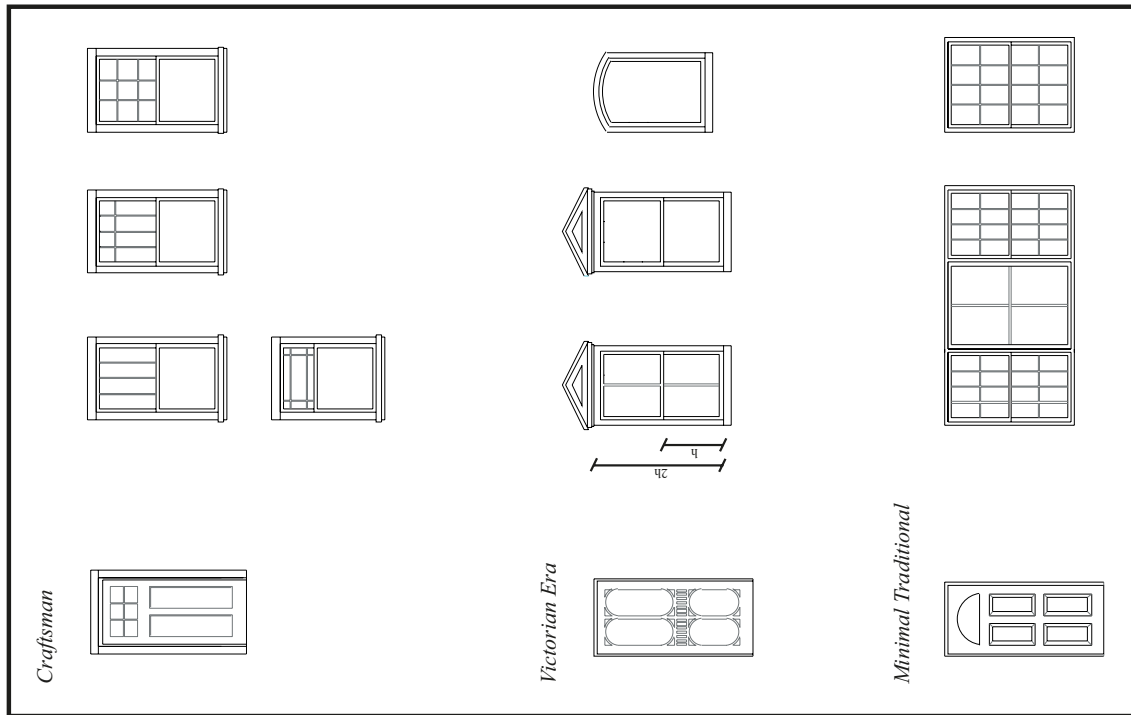


Early Knoxville houses had porches large enough for socializing or stoops to protect front entry- principles that should be respected with infill housing.



6 Windows and doors

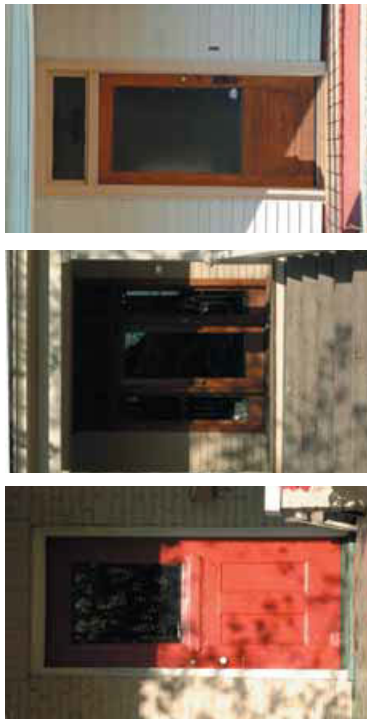
Every architectural style also has certain distinguishing window shapes and location. For instance, the windows of Victorian-era houses are narrow and tall. Craftsman houses are broader with a multiple paned sash over a one pane sash. When an infill housing design is selected the windows should be similar in scale and design to those of other houses on the block.



Infill guidelines

- In building new housing, the window and door styles should be similar to original or historic housing on the block.
- For privacy sake, side window and door placements should be considered to respect the privacy of adjacent properties.
- The windows and doors of an infill house should be located on the front facade in similar proportion and position as the original houses on the block.

Design Guidelines



Infill guidelines

- Attention should be paid to window placement and the ratio of solid (the wall) to void (the window and door openings).
- Contemporary windows such as “picture windows” should not be used in pre-World War II neighborhoods.

7

Roof Shapes and Materials

Steeper roof pitches and relatively darker shingles were common to most historic homes and are a basic consideration in new construction. Less pitch is common in ranch styles, popularized after 1950.



Infill guidelines

- New roofs should be designed to have a similar pitch to original housing on the block
- More complex roofs, such as hipped roofs and dormers, should be part of new housing designs when such forms were historically used on the block.
- Darker shades of shingle were often used and should be chosen in roofing houses in pre-1940 areas.

8 Siding Materials

Clapboard and brick were the most common siding. Houses in some neighborhoods, like Oakwood, were almost totally constructed with clapboard. The exterior materials of new construction should be like that of the neighborhood's older or historic architecture.



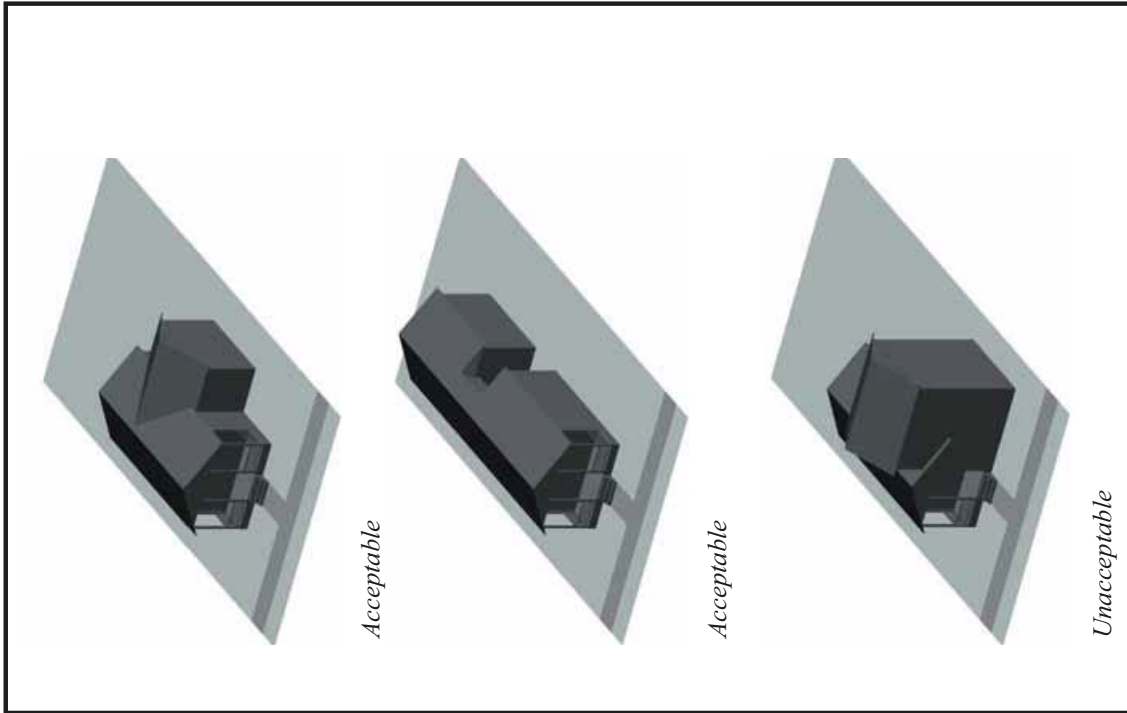
Infill guidelines

- Clapboard-like materials (such as cement fiberboard) should be used in constructing new housing where painted wood siding was traditionally used.
- Brick, wood shingle, and other less common material may be appropriate in some older neighborhoods, particularly those with a mix of architectural styles.
- Faced stone, vertical siding, and other non-historic materials should not be used in building new houses.
- Sheds, garages, and other outbuildings can be constructed of vertical siding or other more economical materials.

9

Additions

There is great variation in the size of houses in the “Heart of Knoxville” neighborhoods. Owners of smaller houses occasionally want to meet more contemporary needs. Owners of larger historic homes, located in areas zoned for multi-family housing (such as R-2), also may want to expand to accommodate apartments. Such expansions are possible without detracting from the neighborhood’s architecture as long as the following guidelines are followed.



Infill guidelines

- In making an addition, exterior covering and roof materials, doors and windows should be selected that are like those original to the house.
- If replacement is necessary, new windows and doors should be in keeping with the style and openings of the original design.
- Additions should be made to the rear or side of the house. Taller additions should be made to the rear of the house to keep the original scale of the front façade consistent with other houses along the block.
- The roof line and roofing materials should complement the original house.
- The open appearance of front porches should be maintained; if porches are to be enclosed, glass should be used (without obstructing architectural details) where the open dimensions of the porch had been located.

10 Multi-unit housing

Following World War II, many single-family neighborhoods were rezoned to permit apartments. This was done under an urban development theory that the highest density housing should be close to the central business district. The results have been mixed. In some instances the design of multi-unit buildings are completely out of context to older neighborhoods with apartment buildings looking like they should have been part of suburbia. In places where multi-unit housing is permitted (such as areas with R-2 or R-3 zoning), it is essential to neighborhood stability that new apartment buildings be designed in scale and context with the early architectural features of the neighborhood.



Infill guidelines

- Multi-unit housing (where permitted by zoning) should have similar front yard space to that of the traditional single family houses along the street.
- In those zoning districts where multi-unit housing is permitted, the height of the new housing should be similar to original houses along the street.
- Multi-unit housing should be designed to continue the architectural rhythm of the block. In addition to the same “build-to line,” porches, bays and breaks in the front façade should be created that mimic the look of older homes when looking down the block. This should be done by dividing the building into separate



sections which are proportionally similar to original houses on the block.

- Parking should be provided behind apartments with access from the alley
- Landscaping, including shade trees, should be planted in both front and back yards.

11

Landscape and other considerations

In historic neighborhoods around the Heart of Knoxville, street trees were planted to provide shade and cover near the sidewalks in the front yard. Fences were made of available materials and remained low and decorative around the front yard. This tradition is important when considering the overall aesthetic of a historic neighborhood.



Infill guidelines

- One native or naturalized shade tree should be planted in the front and rear yards of infill lots with 25 feet or more in depth to front of house.*
- Fencing and hedges should not exceed 42 inches in height in front yards.
- Chain link fencing should be reserved for the rear yard, no less than 5 feet behind the front facade.
- Front yard fences may use picket, wrought iron, or other historic material only.

* Front yard trees are not necessary along blocks that have planting strips that are more than 6 feet wide.

Applying the Guidelines



The following section illustrates examples for applying the Design Guidelines. If used correctly, the outcome will be more pleasant streetscapes, restored historical integrity, and greater property values.

Below: Mechanicsville Commons represents a well designed infill community.



*Image credit: Urban Design Associates

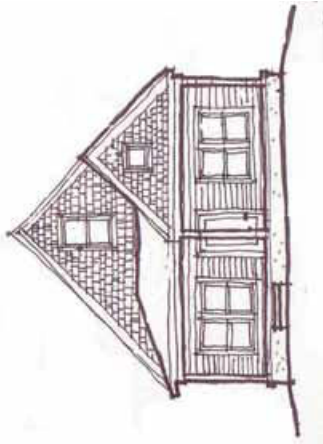
Heart of Knoxville Infill Housing Design Guidelines • 23

Applying the Guidelines

Appropriate Infill Example 1: A Folk Victorian and Craftsman Block

An infill site between a Craftsman style home and a Folk Victorian style home can afford many opportunities for an original style and design. Developers should be sure to address the generous foundation heights, one and a half story scale, complex roof shapes, and generous front porch allowances that the existing block exhibits.

The adjacent sketch (by Randall DeFord) and photo would be potential "good fits" within this neighborhood context.



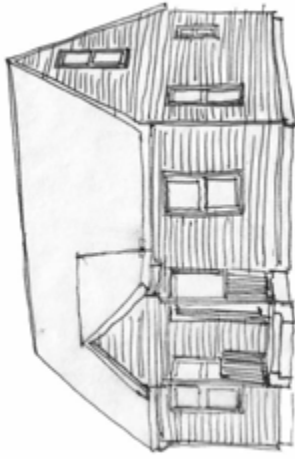
Although commendable in style, this infill home would better fit a smaller scaled block than in our example. With a greater foundation height and more complex roof shape, however, this home could potentially complement the character of this block.



Appropriate Infill Example 2: A Minimal Traditional and Ranch Style Block

This block demands many considerations for infill proposals. Here developers should note the modest roof pitches with minimal overhangs, the clap-board, brick or shingle materials, and the small to minimal porches. A desirable rhythm is created on this block by the scale, spacing, and angular orientation of these homes.

The adjacent sketch and photo would be potential "good fits" within this neighborhood context.



With a blank face and integrated porch, this small ranch home would be inappropriate for this block. The windows along the front facade are too few and inappropriately spaced while the porch sinks back into the main mass of the house. Other homes on this block have small stoops that project out into the front yard.



Applying the Guidelines

Appropriate Infill Example 3: A Large Mass Block

On a block with larger scale homes, it is imperative to match or complement the size with infill. On this particular block, there is a mix of styles, but foundation heights, setbacks, and masses are all similar.

The adjacent sketch would be a potential "good fit" within this neighborhood context.



Although this home has a 2-story height and adequate foundation height, this house must be much broader and more detailed to fit in a block of other large masses.



Appendix Style Reference Guide

In order to provide an understanding of Knoxville's common architectural styles, the following overview is presented. The point of this section is that the historical elements of design, such as foundation height, mass of the structure, roof pitch, and details like porches and window styles, are important in selecting a design for a block in the Heart of Knoxville. More contemporary architectural design is not necessarily discouraged but should be undertaken with respect to basic features of the original houses. Examples of do's and don'ts are depicted in other sections of this publication.

The following architectural styles are those prevalent in the Heart of Knoxville and do not represent all the styles that can be found throughout the city.

Please visit the following web site for more inclusive information:

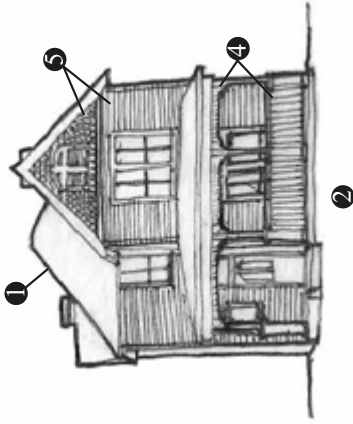
<http://www.knoxmpc.org/historic/edu/styles.htm>

Queen Anne Victorian

The Queen Anne style became part of domestic building from 1880-1900. Although the style has more to do with European building during the Elizabethan or Jacobean eras, the name survives on account of the English architects that popularized the style.

Defined by decorative detailing and complex roof forms, the style also commonly incorporates extensive one-story porches, towers, and various material methods to avoid flat wall surfaces.

The Victorian era styles, such as Queen Ann and East lake, were often constructed in Knoxville neighborhoods that developed in the late 19th and early 20th centuries. Such houses are often found in Park City, Fort Sanders, Old North, Mechanicsville, Lincoln Park, and along older corridors leading out-of-town such as Washington Pike. George Barber, a Knoxville-based architect who was known for his mail order houses, influenced the creation of Knoxville's Victorian era architecture.

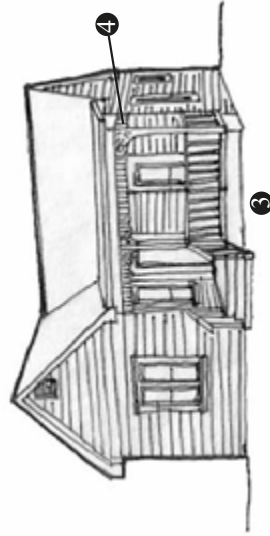


- 1 steeply pitched and irregular roof, dominant front facing gable
- 2 partial or asymmetrical porch, usually one story
- 3 asymmetrical facade
- 4 decorative detailing including spindle work
- 5 varied use of textured materials

Folk Victorian

The Folk Victorian style is defined by the intricate spindle work detailing of the Victorian period on simple folk masses. These houses were popular from 1870-1910 when homeowners of the more affordable folk house forms tried to update their homes to look Victorian.

Typically, Victorian detailing is seen on 5 sub-types of folk forms: front-gabled roof, gable front and wing, one-story side-gabled roof, two-story side-gabled roof, and pyramidal.

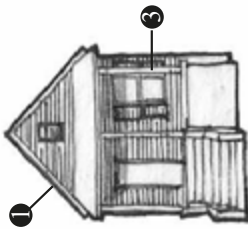


- 1 symmetrical facade, except for gable front and wing
- 2 simple folk house form
- 3 wide one-story porches
- 4 decorative spindle work porch detailing
- 5 brackets under eaves

In Knoxville, this style was used in development of many portions of the city. These houses can be considered the "common man's" version of the more detailed Victorian architecture. Some places, like Oakwood, where housing was built for railroad and factory workers, the style was used extensively. In other places, like Five Points and Park City, the style can be seen along several blocks.

Appendix

- 1 front gable roof faces street
- 2 long narrow form
- 3 one-story front porch
- 4 one room wide and several rooms long
- 5 often have gingerbread styled column brackets



Shotgun

At the turn-of-the-century, this affordable house became popular on long, narrow lots. The term “Shotgun” refers to the idea that if one were to shoot through the front door of the house, a shot would end up in the backyard, unobstructed.

Shotgun homes are always 1 story with a gable roof facing the street. Decorative brackets and ornamentation may be seen on some homes inspired by Victorian influences.

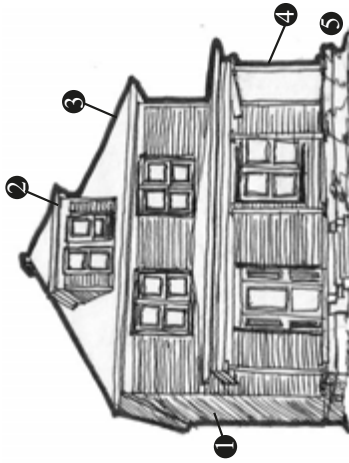
In Knoxville, groups of Shotgun houses are found in neighborhoods that were close to textile mills, railroad operations and other 19th century manufacturing. Being so narrow, they are found on lots roughly half the size of typical lots.

American Foursquare

This style quickly became a favorite among Americans during the early Twentieth Century. Many of the homes were sold in parts and plans from catalogs received by mail. The Foursquare is often called the “Basic” house and is distinguished by its box shape. The house gets its name from the four square rooms on each floor.

Other key distinguishing characteristics of the Foursquare house are the symmetrical shape, little ornamentation, and plain porch columns.

In Knoxville, Foursquare houses are not as common as Craftsman or Folk Victorian styles. They were typically constructed in the early 1900’s. When looking at an infill site next to a Foursquare, the scale of the infill development is a particular concern. A substantial housing unit(s), with an elevated foundation and porch would be in order to complement the nearby Foursquare.



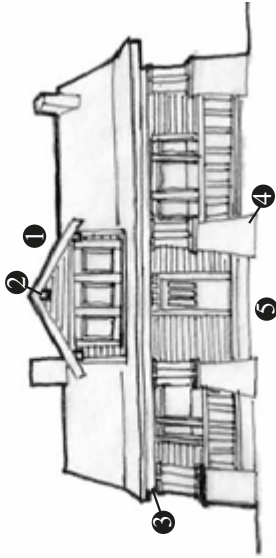
- 1 box-shaped
- 2 hipped dormer
- 3 hip roof
- 4 plain columns
- 5 1-story front veranda

Craftsman

Originating in California, the Craftsman style was developed in the early 1900's by two brothers strongly influenced by the English Arts and Crafts movement, oriental wooden architecture, and their background in the manual arts. The style spread quickly through pattern books and magazines, but faded at the beginning of the 1920's.

Although the details of the style vary, the main elements - porches, railings, supports, and brackets - are always intricately designed.

Knoxvillians embraced this style enthusiastically. While clapboard-covered houses are most typical, brick Craftsman styles were also built. One and one-half stories are common. Rarer locally are two-story adaptations of the style. Because Craftsman styles included many sizes and design features, such as variations in porches, roof lines and bay windows, they appealed to an array of home buyers, including moderate income to fairly well-to-do families. Almost every neighborhood inside I-640 and the older parts of South Knoxville have scores of Craftsman house.



- 1 low-pitched gabled roof, wide unenclosed eave overhang
- 2 decorative beams or braces under gables
- 3 exposed rafters
- 4 columns usually taper and continue to ground
- 5 full or partial width porches

Dutch Colonial Revival

As a result of Dutch immigration in the mid-1620's, parts of the New England states were influenced by the Dutch building tradition. The original Dutch Colonial style faded in the 1840's, but elements of this style are still noted in later period homes.

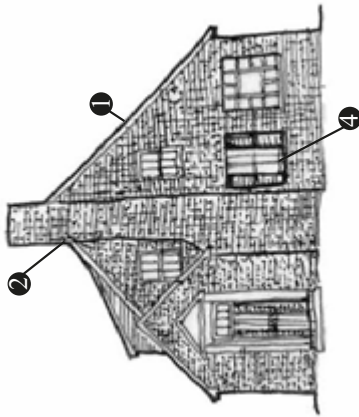
Most commonly, according to the rural tradition, revival homes exhibit the traditional gambrel roof and eaves that flare outward. The moderate-sized homes are also distinguished by dutch doors, a central entrance, and double-hung windows with small panes of glass.



- 1 side-gabled roof, also side-gambrel
- 2 little or no rake or overhang
- 3 usually one story
- 4 often have flared eave overhangs

Appendix

- 1 steeply pitched roofs, usually side-gabled
- 2 prominent chimneys
- 3 commonly have decorative half-timbering
- 4 tall, narrow windows with multi-pane glazing



Tudor Revival

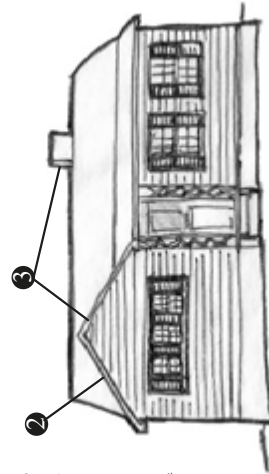
Modeled after late Medieval English prototypes of early 16th Century England, the Tudor style became part of the Eclectic period of American building. Distinguished by steeply-pitched, front-facing gables Tudor homes are particularly expressive in the exterior wall-cladding materials. Six subtypes help identify Tudor homes: stucco wall cladding, brick wall cladding, stone wall cladding, wooden wall cladding, false thatched roof, and parapeted gables. Decorative half-timbering is a common detail along with elaborate chimneys.

These revival styles were often built in the neighborhoods that developed in the 1920's and 1930's as the automobile gained popularity. Such houses can be found in the grid street neighborhoods as those near St. Mary's hospital and Emoriland. They are also found along the curvilinear roads of Knoxville's pre-World War II suburbs.

Minimal Traditional

Following the Depression and World War II, this style became common in the large tract housing developments across the country in the 30's. The style mimicked a Tudor cottage with the absence of steeply sloping roofs and ornate detail. Distinguishing features of the style are the close eaves and rakes with a low roof line on a one-story frame.

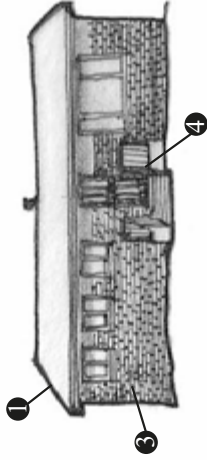
In many cases, the homes still have a large chimney and at least one front-facing gable.



- 1 low or moderate pitched roofs
- 2 minimal eaves and rake, no overhang
- 3 commonly have large chimney and front facing gable
- 4 absence of decorative detailing

Ranch

In the decades after World War II, an increase in personal automobile use gave way to more generous land area where larger, more sprawling homes could be developed. Ranch homes utilized their lavish lots by facing their longest facade to the street and integrating built-in garages. Their roof lines remained fairly low-pitched and masses relatively simple. The most complex Ranch style houses included a front-facing gable or gabled wing.



The Minimal Traditional and modest ranch styles became widespread in the Knoxville neighborhoods created after World War II. They were occasionally built as infill housing next to Victorian-era and Craftsman-styled houses. In those cases, their low elevation and horizontal orientation did not provide an architectural harmony between the old and new.

Appendix

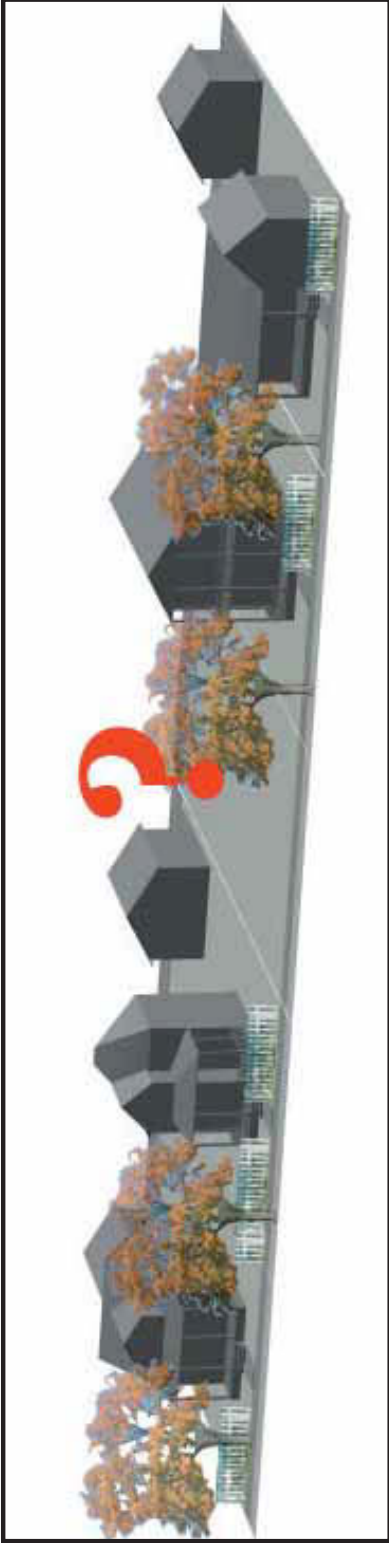
- 1 low-pitched hipped, side-gabled, or cross gabled roofs
- 2 asymmetrical one-story shapes
- 3 commonly wood or brick cladding
- 4 decorative iron or wooden porch supports

For Further Reference:

- Harrison, Henry S. *Houses*. Chicago: National Association of Realtors, 1973.
- McAlester, Virginia and Lee. *A Field Guide to American Houses*. New York: Knopf, 1984.

COMMENTS FROM A COMMUNITY MEETING ON SEPTEMBER 1, 2005

- Maintain land for existing churches to expand
- Improvement to Sam Hill School area for space for children to play
- Consider expansion of redevelopment area to include Tennessee
- Consideration of local businesses being "supported" and promoted for commercial area
- Suggest culverts where drainage ditches now exist to control water run off and improve safety
- Look at flood control issues - Ohio, Thomas, Adcock (drains put in but problem is worse), Sherman, Gap Road, McPhearson, Savoy
- Concern about creating a parking lot near proposed new commercial strip
- Question about road exits out of Lonsdale Homes
- Substation for payment - KUB telephone in commercial center - centralize commercial to eliminate driving from one store to another
- Does concept include remodeling or removal of existing house in area proposed for commercial center?
- Suggest individual "store" concept rather than one building
- Suggest greenway at Sherman and Texas
- Concern: process for acquiring property - land acquisition policy
- Will property owners have opportunity to upgrade their property?
- Will funds be available to assist property owners with upgrade?
- Commercial property suggested businesses - dry cleaner, relocate existing business to new commercial
- Proposed location of commercial - Texas between Sherman and Stonewall
- Concern that no industrial use be allowed
- Suggest designing means to curtail truck traffic on Texas



HEART OF KNOXVILLE
INFILL HOUSING DESIGN GUIDELINES

Knoxville • Knox County Metropolitan Planning Commission
and
The East Tennessee Community Design Center





Appendix B:
Design Guidelines
for Historic Districts

APPENDIX B

DESIGN GUIDELINES FOR HISTORIC DISTRICTS

by: Nore V. Winter

PART 1: GUIDELINES FOR SITE DESIGN

SET-BACKS

1. MAINTAIN THE PATTERN AND ALIGNMENT OF BUILDINGS ESTABLISHED BY THE TRADITIONAL SET-BACKS FROM THE STREET.

ENTRANCE ORIENTATION

2. MAINTAIN THE TRADITIONAL DESIGN VOCABULARY USED FOR DEFINING BUILDING ENTRANCES.

PLANT BEDS AND PLANTINGS

3. LOCATE PLANTINGS IN TRADITIONAL AREAS OF THE SITE.

* Along fences, walks, foundations, and at porch edges are good locations.

FENCES

4. MAINTAIN TRADITIONAL FENCE LINES WHERE THEY EXISTED.

* Preserve historic fences in their original location.

PAVING

5. WHERE HISTORIC PAVING MATERIALS EXIST IN THE AREA, CONSIDER USING SIMILAR MATERIALS FOR NEW PAVING.

* Preserve historic paving materials in their original location.

PARKING LOTS

6. PLAN PARKING LOTS TO BE SUB-DIVIDED INTO SMALL COMPONENTS SO THAT THE VISUAL IMPACT OF LARGE PAVED AREAS IS REDUCED.

* Provide planting buffers at the edges of the parking lots.

* Also include islands of planting in the interior of lots.

* Side or rear locations are preferred for parking lots.

SIGNS

Signs should be subordinate to the architecture and overall character throughout the district. The types and sizes of signs allowed are defined in the zoning ordinance. These guidelines also apply:

7. NO MOVEABLE OR PORTABLE SIGNS ARE ALLOWED IN ANY LOCATION IN THE DISTRICT.

8. POSITION FLUSH-MOUNTED SIGNS SO THEY WILL FIT WITHIN ARCHITECTURAL FEATURES.

* Locate flush signs so they do not extend beyond the outer edges of the building front.

* Avoid obscuring ornament and detail.

9. LOCATE PROJECTING SIGNS ALONG THE FIRST FLOOR LEVEL OF THE FACADE.

* Positions near the building entrance are encouraged.

10. WHERE SEVERAL BUSINESSES SHARE A BUILDING, COORDINATE THE SIGNS.

* Align several smaller signs, or group them onto a single panel.

- * Use similar forms or backgrounds for the signs, to visually tie them together.

11. LOCATE POLE MOUNTED SIGNS IN LANDSCAPED AREAS.

12. SIGN MATERIALS SHOULD BE COMPATIBLE WITH THE BUILDING MATERIALS.

PART 2:

GUIDELINES FOR THE REHABILITATION OF CONTRIBUTING STRUCTURES IN HISTORIC DISTRICTS

These guidelines, #13-26, apply to the rehabilitation of all contributing structures in the "Historic Districts" in addition to the site guidelines, #1-12.

ESTABLISHING A GENERAL APPROACH:

The primary objectives of a rehabilitation plan should be:

- * The preservation of all important or "character-defining" architectural materials and features of the building.

AND

- * Provision for a safe and efficient contemporary use.

DETERMINING THE CONTENTS OF A REHABILITATION PLAN:

A plan should contain strategies for these three types of work:

- * Protection and maintenance of historic features that survive in generally good condition.
- * Repair of historic materials and features that are deteriorated.
- * Replacement of historic materials and features with new materials where deterioration is so extensive that repair is not possible.

A plan MAY also include strategies for:

- * Alterations to the exterior of the historic building.
- * Additions of new rooms or spaces to the exterior of the historic building.

General Preservation Policy:

Preservation of character-defining elements of historic buildings is a top priority, and alterations and repairs should accurately represent the historic qualities of the buildings. Original documentation therefore should be used for restoration work whenever possible. Where original documentation is not available, interpretations of similar elements that occurred in the area may be considered.

DESIGN CHARACTER

13. RESPECT THE ORIGINAL DESIGN CHARACTER OF THE BUILDING.

- * Analyze the building to determine which elements are essential to its character.
- * Don't try to make it appear older (or younger) in style than it really is. The genuine heritage of the District should be expressed.

CHANGE IN USE

14. NEW USES THAT REQUIRE THE LEAST CHANGE TO EXISTING STRUCTURES ARE ENCOURAGED.

- * Every reasonable effort should be made to provide a **compatible use** for the building that will require minimal alteration to the building and its site.

REPAIRING ORIGINAL FEATURES

15. AVOID REMOVING OR ALTERING ANY HISTORIC MATERIAL OR SIGNIFICANT ARCHITECTURAL FEATURES.

- * Original materials and details that contribute to the historic significance of the structure are qualities that should be preserved whenever feasible. Rehabilitation work should not destroy the distinguishing character of the property or its environment.
- * Examples of historically significant architectural features are porches, window trim, and chimneys. Other significant elements may be the overall building form, its roof shape or material finish.

16. PROTECT AND MAINTAIN EXISTING SIGNIFICANT STYLISTIC ELEMENTS.

- * Protection includes the maintenance of historic material through treatments such as rust removal, caulking, and re-painting.

17. USE APPROVED PROCEDURES FOR CLEANING, REFINISHING, AND REPAIRING HISTORIC MATERIALS.

18. MINIMIZE INTERVENTION WITH HISTORIC ELEMENTS.

- * Deteriorated architectural features should be repaired rather than replaced, wherever possible.
- * Patch, piece-in, splice, consolidate, or otherwise upgrade the existing material, using recognized preservation methods, whenever possible.

19. THE REPLACEMENT OF MISSING PORTIONS OF AN ELEMENT MAY BE INCLUDED IN REPAIR ACTIVITIES.

- * Match the original material when feasible. A substitute material is acceptable if the form and design of the substitute conveys the visual appearance of the original.

20. WHEN DISASSEMBLY OF AN HISTORIC ELEMENT IS NECESSARY FOR ITS REHABILITATION, USE METHODS THAT MINIMIZE DAMAGE TO THE ORIGINAL MATERIALS.

- * Always devise methods of replacing the disassembled materials in their original configuration.

REPLACING ORIGINAL FEATURES

21. REPLACEMENT OF MISSING ARCHITECTURAL ELEMENTS SHOULD BE BASED ON ACCURATE DUPLICATIONS OF ORIGINAL FEATURES.

- * In the event replacement is necessary, the new material should match that being replaced in design, color, texture, and other visual qualities.
- * The design should be substantiated by physical and/or pictorial evidence.

22. USE MATERIALS SIMILAR TO THOSE EMPLOYED HISTORICALLY WHERE FEASIBLE.

- * If alternate materials must be used, they should match the original in appearance as closely as is possible.

23. WHERE RECONSTRUCTION OF AN ELEMENT IS IMPOSSIBLE BECASUE OF A LACK OF HISTORICAL EVIDENCE, THEN A NEW DESIGN THAT RELATES TO THE BUILDING IN GENERAL SIZE, SCALE AND MATERIAL MAY BE CONSIDERED.

- * Use design elements that reflect teh building's style.

EXISTING ALTERATIONS

24. PRESERVE OLDER ALTERATIONS THAT HAVE ACHIEVED HISTORIC SIGNIFICANCE IN THEMSELVES.

- * Many changes to buildings that have occurred in the course of time are themselves evidence of the history of the building and its neighborhood. These changes may have developed significance in their own right, and this significance should be recognized and respected.
- * An example of such an alteration may be a porch or a kitchen wing that was added to the original building early in its history.

25. MORE RECENT ALTERATIONS THAT ARE NOT HISTORICALLY SIGNIFICANT MAY BE REMOVED.

SERVICE AREAS AND EQUIPMENT

26. SCREEN SERVICE EQUIPMENT AND TRASH CONTAINERS FROM PUBLIC VIEW.

* The visual impact of mechanical and electrical equipment should be minimized.

NOTE:

* If the rehabilitation project involves a commercial type of building, also see guidelines #27-31.

* If the rehabilitation project involves a residential type building, also see guidelines #32-38.

**PART 3:
SPECIAL GUIDELINES FOR COMMERCIAL TYPE BUILDINGS**

These guidelines apply to the rehabilitation of commercial type structures in the "Historic Districts" in addition to the general guidelines, #1-26.

DISPLAY WINDOWS

27. MAINTAIN THE LARGE DISPLAY WINDOWS THAT ARE CHARACTERISTIC OF COMMERCIAL BUILDINGS.

* The traditional "storefront" image should be preserved at the street level.

* When replacing glass or restoring windows, maintain the original size and shape of the storefront opening.

SECOND STORY WINDOWS

28. PRESERVE THE ORIGINAL SIZE AND SHAPE OF UPPER STORY WINDOWS.

BUILDING ENTRANCES

29. MAINTAIN ORIGINAL RECESSED ENTRIES WHERE THEY EXIST.

ROOFS

30. PRESERVE ORIGINAL ROOF FORMS WHERE THEY CONTRIBUTE TO THE HISTORIC CHARACTER OF THE BUILDING.

31. MAINTAIN ORIGINAL ROOF MATERIALS WHERE THEY ARE VISIBLE TO THE STREET

**PART 4:
SPECIAL GUIDELINES FOR RESIDENTIAL TYPE STRUCTURES**

These guidelines apply to the rehabilitation of residential type structures in the "Historic Districts" in addition to the general guidelines, #1-26.

MATERIALS

32. MAINTAIN THE ORIGINAL FINISH.

TRIM AND ORNAMENT

33. MAINTAIN HISTORIC TRIM AND ORNAMENT.

* Preserve existing trim in place where it survives.

- * Where original trim is missing, replace missing elements with designs to match the original.
- * Use original proportions for trim designs.

ROOFS

34. PRESERVE ROOFS AT THEIR ORIGINAL PITCH.
35. PRESERVE THE CHARACTER OF ORIGINAL ROOFING MATERIALS.

WINDOWS

36. MAINTAIN HISTORIC WINDOW PROPORTIONS.
37. IF STORM WINDOWS ARE USED, THEY SHOULD NOT OBSCURE ORIGINAL WINDOW PROPORTIONS.

ENTRANCES

38. MAINTAIN THE HISTORIC CHARACTER OF THE BUILDING ENTRANCE.
 - * Where porches exist, they should be preserved.
 - * Where original doors contribute to the historic character, they should be preserved.

PART 5: GUIDELINES FOR NEW CONSTRUCTION IN HISTORIC DISTRICTS

In general, new buildings should be harmonious in form, material, siting and scale with the established district character. In addition to the general site design guidelines #1-12, the following guidelines apply to all new construction in "Historic Districts."

BUILDING ORIENTATION

34. ALIGN THE FACADE OF THE NEW BUILDING WITH THE ESTABLISHED SET-BACKS FOR THE AREA.

BUILDING FORM AND SCALE

35. NEW BUILDINGS SHOULD APPEAR SIMILAR IN MASS AND SCALE WITH HISTORIC STRUCTURES IN THE AREA.
 - * Where new building facades will be wider than those found traditionally, subdivide the surface into portions similar in scale to historic facades by varying set-backs, roof forms, and materials.
36. USE BUILDING FORMS THAT MATCH THOSE USED HISTORICALLY.
37. USE ROOF FORMS THAT MATCH THOSE USED HISTORICALLY.

MATERIALS

38. USE BUILDING MATERIALS THAT ARE SIMILAR TO THOSE EMPLOYED HISTORICALLY FOR ALL MAJOR SURFACES.
 - * Materials for roofs should be similar in appearance to those used historically.
 - * New materials may be used if their appearances are similar to those of the historic building materials.
 - * Use finishes similar to others in the district.

ENTRANCES

39. ORIENT THE MAIN ENTRANCE OF THE BUILDING IN A MANNER SIMILAR TO ESTABLISHED PATTERNS IN THE DISTRICT.
 - * If porches are typical of the district, use similar elements to define entrances to new buildings.

WINDOWS

40. USE OF WINDOW SIZES AND PROPORTIONS SIMILAR TO HISTORIC DESIGNS IS ENCOURAGED.

NOTE: If the new construction includes an addition to an existing building, see also guidelines #41-46.

PART 6:

ADDITIONS TO "CONTRIBUTING" STRUCTURES

These guidelines apply for additions to contributing structures in the "Historic Districts" in addition to guidelines, #1-12 and #34-40.

RELATIONSHIP TO MAIN BUILDING

41. ADDITIONS TO EXISTING BUILDINGS SHOULD BE COMPATIBLE WITH THE SIZE, SCALE, COLOR, MATERIAL, AND CHARACTER OF THE MAIN BUILDING AND ITS ENVIRONMENT.

* Additions include porches and bay windows, as well as entire wings or rooms.

ORIGINAL DESIGN CHARACTER

42. WHEREVER POSSIBLE, NEW ADDITIONS OR ALTERATIONS TO BUILDINGS SHOULD NOT OBSCURE OR CONFUSE THE ESSENTIAL FORM AND CHARACTER OF THE ORIGINAL BUILDING.

43. AVOID NEW ADDITIONS OR ALTERATIONS THAT WOULD HINDER THE ABILITY TO INTERPRET THE DESIGN CHARACTER OF THE HISTORIC PERIOD OF THE DISTRICT.

* Alterations that seek to imply an earlier period than that of the building are inappropriate.

* Alterations that seek to imply an inaccurate variation on the historic style are also inappropriate.

LOCATION

44. WHEN LOCATING ADDITIONS TO HISTORIC BUILDINGS, MAINTAIN THE PATTERN CREATED BY THE REPETITION OF BUILDING FRONTS IN THE AREA.

* Site additions back from the building front so they will not alter the historic rhythm of building fronts.

45. LOCATE ADDITIONS SO THEY WILL NOT OBSCURE OR DAMAGE SIGNIFICANT ORNAMENT OR DETAIL.

* Place additions to the side or rear.

* Avoid impacts to special moldings, decorative windows or dormers.

MATERIALS

46. USE MATERIALS THAT ARE COMPATIBLE WITH THE ORIGINAL BUILDING.



Appendix C: Funding List



Funding list:

The next four pages, you will find a list of funding for organizations, resources, fundraising strategies and a list of additional reading on the subject.

UGA does not endorse anything listed below, the list is provided for information only. The community is encouraged to do detailed research before applying.

Funding for Organizations

Support from American Express

American Express supports organizations that cultivate meaningful opportunities for civic engagement by our employees and members of the community, whether as volunteers, donors, voters or patrons. Supported programs encourage community service and civic participation, and deliver measurable outcomes that have a lasting impact on communities. Areas of support includes funding for organizations and projects that preserve or rediscover major historic sites and monuments in order to provide ongoing sustainable access and enjoyment for current and future audiences. Programs supported include historic landmarks and public spaces.

Funding for Natural and Cultural Heritage

The Cracker Barrel Foundation believes in the importance of preserving and communicating natural and cultural heritage through support of environmental education, preserving historic monuments, natural sites, parks and providing arts education. Nonprofit organizations seeking grant funding must provide services and/or have a mailing address from a city and state where a Cracker Barrel Old Country Store is located. Proposals are accepted and reviewed throughout the year. Decisions are made quarterly.

Andrew Mellon Foundation

The Andrew W. Mellon Foundation currently makes grants in five core program areas including the performing arts and art history, conservation and museums. The program for art museums is designed to help excellent institutions build and sustain their capacity to undertake serious scholarship on their permanent collections; to preserve these collections; and to share the results of their work in appropriate ways with scholarly

and other audiences. The Foundation's Performing Arts Program provides multi-year grants on an invitation-only basis to a small number of leading orchestras, theater companies, opera companies, modern dance companies, and presenters based in the United States. Letters of inquiry regarding programs that fall within the above-described areas of focus are welcome and are reviewed throughout the year.

Blank Foundation

Funding for the Arts

The Arthur M. Blank Family Foundation recognizes that a thriving arts community contributes immeasurably to economic and social vitality. The arts also inspire and engage young people in ways that spark academic and social success. Within the scope of their strategic plan and specific funding initiatives, The Blank Family Foundation will identify and invite potential partners to apply for grants. Funding areas include the Art of Change, a program which encourages a rich arts community available to all citizens. Inquiries about initiatives or programs relating to the Foundation's specific goals may be made by contacting the Foundation staff member associated with the relevant program area.

Historic Preservation Fund grants for Certified Local Governments

The Historic Preservation Fund (HPF) Grant program is appropriated annually from Congress through the National Park Service to the states. HPD reserves 10 percent of each year's appropriation for grants to Certified Local Governments (CLGs). Griffin is a CLG. The 60/40 matching grants enable cities, towns, and rural areas to undertake projects that aid in the preservation of historic properties. Read the Historic Preservation Fund Grant fact sheet.

Federal Funding Sources

Institute of Museum and Library Services (IMLS)

The primary source of federal support for the nation's 17,500 museums and 123,000 libraries. On this Web site, search for grants for museums or historical societies for information on IMLS' latest grant program descriptions. Museums for America is the primary source of funding for museums, but other museum grant programs are also of interest.

Museum Assessment Program (MAP)

Administered by the American Association of Museums, MAP provides four different types of assessments from peer reviewers, intended to help museums meet standards and best practices.

National Endowment for the Arts (NEA)

The NEA awards grants to support artistic excellence, creativity, and innovation for the benefit of individuals and communities. See this Web site for a list of funding opportunities for museums.

National Endowment for the Humanities (NEH)

The NEH makes grant awards supporting research, education, preservation, and public programs to institutions with humanities-based collections. The Preservation and Access Grants listed on this Web site may be helpful to former CAP museums. Many CAPped museums apply for Preservation Assistance Grants (PAG) to fund CAP report recommendations.

National Historical Publications & Records Commission (NHPRC)

The NHPRC promotes the preservation and use of America's documentary heritage essential to understanding our democracy, history, and culture and has several funding opportunities to meet this goal.

National Science Foundation (NSF) Collections in Support of Biological Research (CSBR) Grants: The CSBR Program provides funds for improvements to secure, improve, and organize collections that are significant to the NSF/BIO-funded research community.

National Trust for Historic Preservation

The Find Funding Web page of the National Trust helps to connect organizations and communities with grants and special funding programs.

Resource Organizations

American Association of State and Local History (AASLH)

AASLH is a national organization that provides publications, information, and training to benefit history professionals and volunteers working in libraries, archives, historical societies, museums, historic sites, parks, and historic preservation and academic institutions. See its Web site for more information on the History News magazine and the Standards and Excellence Program for History Organizations (StEPs).

American Association of Museums (AAM)

The American Association of Museums has been bringing museums together since 1906, helping to develop standards and best practices, gathering and sharing knowledge, and providing advocacy on issues of concern to the entire museum community. AAM's programs promoting museum standards include the Museum Assessment Program (MAP) and the museum accreditation program. The AAM publications the Official Museum Directory and Museum News magazine help to keep museum professionals connected and updated in their field.

American Institute for the Conservation of Historic and Artistic Works (AIC)

The American Institute for Conservation of Historic and Artistic Works (AIC) is the national membership organization of conservation professionals. Its members include conservators, educators, scientists, students, archivists, art historians, and other conservation enthusiasts in over twenty countries around the world. AIC's "Find a Conservator" tool can help you to locate a conservation professional in your area.

Association of Fundraising Professionals (AFP)

The Association of Fundraising Professionals (AFP) represents more than 30,000 members in 229 chapters throughout the world, working to advance philanthropy through advocacy, research, education and certification programs. The association fosters development and growth of fundraising professionals and promotes high ethical standards in the fundraising profession. The AFP maintains various publications and services to advance the practice of fundraising.

The Chronicle of Philanthropy

Their Web site contains reports, news and advice on fund-raising, giving, capital campaigns, marketing, and a host of other fund-raising topics.

Conservation Online (CoOL)

This Web site, maintained by the Foundation of the American Institute for Conservation (FAIC), provides a full text library of conservation information, covering a wide spectrum of topics of interest to those involved with the conservation of library, archives and museum materials. It is a growing online resource for conservators, collection care specialists, and other conservation professionals.

Foundation Center

Established in 1956, the Foundation Center is the leading source of information about philanthropy worldwide. The Center maintains the most comprehensive database on U.S. grantmakers and their grants. It also operates research, education, and training programs designed to advance knowledge of philanthropy at every level. Thousands of people visit the Center's web site each day and are served in its five regional library/learning centers and its network of more than 450 funding information centers located in public libraries, community foundations, and educational institutions nationwide and around the world. The Foundation Center also worked with the Library of Congress to create the guide *Foundation Grants for Preservation in Libraries, Archives, and Museums*.

Grantsmanship Center

This national organization provides training and information on fund-raising and current issues of interest to the nonprofit field. Training opportunities occur from March through October in different cities across the U.S.

Institute of Museum and Library Services' Connecting to Collections: A Call To Action: This IMLS initiative was launched in 2007 to aid libraries and museums in their efforts to provide the best possible care for the collections. On this site, you will find links to conservation information, recordings from the initiative's past events and programs, and state profiles on the impact of Connecting to Collections. In addition, IMLS's YouTube Channel features a short video *Connecting to Collections: A Call to Action*, developed to underscore the importance of collections held in museums, libraries, and archives throughout the U.S. and to inspire communities to take action.

Fundraising Strategies

To raise money for matching funds or even for

general collections care, think about how you can use preservation and conservation to garner support. Heritage Preservation provides various resources on fund-raising, including:

- Connecting to Collections Online Community Resources for Increasing Support of Collections Care <http://www.connectingtocollections.org/all-topics/increasing-support-for-collections-care/>
- Capitalize on Collections Care: a Heritage Preservation publication that contains ideas for creative ways to use preservation and conservation to gain support from the private sector and state or local governments. <http://www.heritagepreservation.org/PDFS/COClo.pdf>

Additional Reading:

- American Association of Museums. *Fine Art of Federal Grantsmanship for Museums: Resource Report 7*. Washington, DC: American Association of Museums, 1988.
- Dove, Kent E. *Conducting a Successful Capital Campaign: A Comprehensive Fundraising Guide for Nonprofit Organizations*. San Francisco: Jossey-Bass Publishers, 1988.
- Greenfield, James M. *Nonprofit Handbook: Fund Raising*. 2nd ed. New York: John Wiley and Sons, 1997.
- Hoffman, Marilyn. "Writing Realistic Grant Budgets." *Museum News* 58 (January/February 1980): 38-53.
- Hopkins, Karen Brooks, and Carolyn Stolper Friedman. *Successful Fundraising for Arts and Cultural Organizations*. 2nd ed. Phoenix: The Oryx Press, 1997.
- Mundel, Jerry. "So You Wanna Be a Proposal Writer!" *Grantsmanship Center News* 11, no. 4 (1983): 52-53.
- National Institute for the Conservation of Cultural Property. *Capitalize on Collections Care to Increase Support*. Washington DC: Heritage Foundation, 1997.
- Nichols, Susan K. *Fund Raising: A Basic Reader*. Resource Report 1. Washington, DC: American Association of Museums, 1987.
- Sommerville, Bill. "Where Proposals Fail." *Grantsmanship Center News* 10, no.1 (1982): 24-25.
- Steele, Victoria, and Stephen D. Elder. *Becoming a Fundraiser: The Principles and Practice of Library Development*. Chicago: American Library Association, 1992.
- Sternberg, Hilary. "Internet Resources for Grants and Foundations." *College & Research Libraries News* 58 (May 1997): 314-317.

Links: Funding for Organizations

Support from American Express <http://about.americanexpress.com/csr/howto.aspx>

Funding for Natural and Cultural Heritage

<http://www.crackerbarrel.com/about-us/cracker-barrel-foundation/areas-of-support/>

Andrew Mellon Foundation http://www.mellon.org/grant_programs/programs

Blank Foundation Funding for the Arts <http://www.blankfoundation.org/grant-seekers>

Historic Preservation Fund grants for CLGs <http://www.georgiashpo.org/incentives/grants>

Historic Preservation Fund Fact Sheet:

www.georgiashpo.org/sites/uploads/hpd/pdf/HPF-CLG_FACT_SHEET.pdf

Federal Funding Sources

Institute of Museum and Library Services (IMLS)

http://www.ims.gov/applicants/available_grants.aspx

<http://www.ims.gov/applicants/detail.aspx?GrantId=11>

Museum Assessment Program (MAP) www.aam-us.org/resources/assessment-programs/MAP

National Endowment for the Arts (NEA) <http://www.neh.gov/grants>

National Endowment for the Humanities (NEH)

<http://www.neh.gov/grants/preservation/preservation-assistance-grants-smaller-institutions>

<http://www.neh.gov/divisions/preservation>

National Historical Publications & Records Commission (NHPRC)

<http://www.archives.gov/nhprc/announcement/>

National Trust for Historic Preservation

<http://www.preservationnation.org/resources/find-funding/>

NTHP Funding for Rosenwald Schools:

<http://www.preservationnation.org/resources/find-funding/rosenwald-grants/#.UwJEjyha69E>

Resource Organizations

American Association of State and Local History (AASLH) <http://www.aaslh.org/>

American Association of Museums (AAM) <http://www.aam-us.org/>

American Institute for the Conservation of Historic and Artistic Works (AIC)

<http://www.conservation-us.org/>

Association of Fundraising Professionals (AFP) <http://www.afpnet.org/>

The Chronicle of Philanthropy <http://philanthropy.com/section/Home/172>

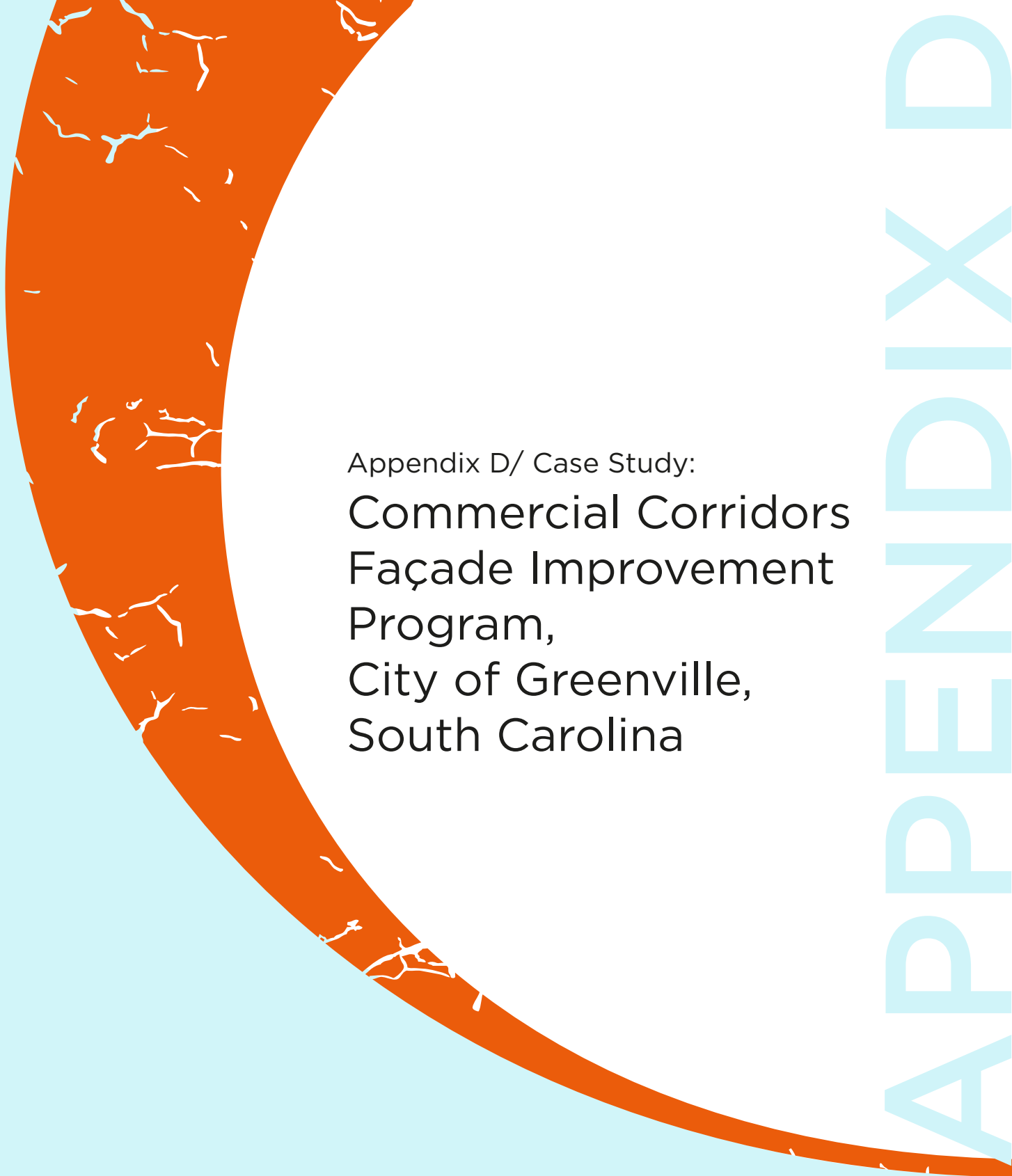
Conservation Online (CoOL) <http://cool.conservation-us.org/>

Foundation Center <http://foundationcenter.org/>

Foundation Grants for Preservation in Libraries, Archives, and Museums

<http://www.loc.gov/preservation/about/foundtn-grants.pdf>

Grantsmanship Center <http://www.tgci.com/>



Appendix D/ Case Study:
Commercial Corridors
Façade Improvement
Program,
City of Greenville,
South Carolina

APPENDIX D

Commercial Corridors Façade Improvement Program City of Greenville, South Carolina

Page 1/3

COMMERCIAL CORRIDORS FACADE IMPROVEMENT PROGRAM



PROGRAM GUIDELINES

PURPOSE:

The City of Greenville's Commercial Corridors Façade Improvement Program (FIP) provides financial and technical design assistance to commercial property owners and business owners in targeted commercial corridors for qualified façade improvements. The purpose of the FIP is to support the revitalization of the City's commercial corridors by stimulating private investment in high-quality improvements that enhance the appearance of buildings and properties and eliminate blight and non-conforming design standards.

FACADE IMPROVEMENT COMMITTEE:

The Façade Improvement Committee (FIC) is a four-person committee, consisting of two City staff members and two members of the Greenville chapter of the American Institute of Architects (AIA).

ELIGIBILITY:

Maximum Allowable Award: The program provides for a one-time reimbursement, up to \$10,000 per property, for eligible façade improvements. The applicant is eligible for a 50% reimbursement on expenses equal to or less than \$10,000. For additional expenses above \$10,000, the City will reimburse the applicant up to 20% of eligible expenses. The maximum award amount is \$10,000.

Example: If the applicant's total approved expenses equal \$25,000, he/she would be eligible for an \$8,000 reimbursement grant. $[(\$10,000 \times 50\%) + (\$15,000 \times 20\%)] = \$8,000$

Multiple Buildings/Parcels: Improvements made to multiple buildings on a single parcel are only eligible for the above stated amount. Improvements made to a single building located on multiple parcels (under same ownership) are only eligible for the above stated amount. However, the FIC reserves the right to grant special exceptions for reimbursements greater than the above stated maximum in the event that an applicant's proposed improvements exceed what is required by the City's design standards and have the potential to make a significant impact on the corridor.

Eligible Applicants: Eligible applicants include owners of **commercial properties** and owners/managers of businesses located in designated commercial corridors within the City of Greenville. Business owners/managers who are leasing a building for which improvements are proposed must submit an *Owner Consent Form* with their completed application. Only businesses whose existing use is allowable by the City's current codes and regulations are eligible for funding through the FIP. The FIC reserves the right to deny funding to applicants who are delinquent on payment of fines or fees.

Eligible Areas: The FIP is currently available in the following commercial districts:

- **Augusta Street:** *Augusta Street from Vardry Street to Mauldin Road*
- **Laurens Road @ Pleasantburg Drive:** *Laurens Road from Webster Road to Lindsay Avenue and Pleasantburg Drive from Antrim Drive to south of Keith Drive.*
- **Pete Hollis Boulevard/Rutherford Street:** *See map for eligible area.*
- **Stone Avenue:** *Stone Avenue from Rutherford Street to Church Street*
- **Wade Hampton Boulevard:** *Wade Hampton Boulevard from Stone Avenue to North Pleasantburg Drive*
- **West Greenville:** *See map for eligible area.*

City of Greenville, Façade Improvement Program

Program Guidelines

Sources:

<http://www.greenvillesc.gov/EconDev/CommercialCorridors.aspx>

<http://www.greenvillesc.gov/EconDev/FacadeImprovement.aspx>

http://www.greenvillesc.gov/EconDev/forms/FacadeImprove/FIP_Guidelines_2013.pdf

Commercial Corridors Façade Improvement Program

City of Greenville, South Carolina

Page 2/3

Eligible Expenditures: For purposes of this program, eligible expenditures shall include expenses related solely to those exterior improvements which are eligible for reimbursement, as outlined in the program guidelines and determined by the FIC; excludes expenditures related to interior improvements, ordinary repair and maintenance, improvements required as a result of code violations, or other expenditures deemed ineligible by the FIC.

- Eligible improvements include exterior building improvements (cosmetic and/or structural), signage, lighting and landscaping, which are visible from the street. Examples include, but are not limited to: exterior painting or surface treatment, decorative awnings, window and/or door replacements or modifications, storefront enhancements, landscaping, irrigation, streetscape, outdoor patios and decks, exterior wall lighting, decorative post lighting and architectural features. Fees for architects, engineers or other design consultants are also eligible expenditures.
- Any renovations that are solely the result of *ordinary repair and maintenance* are not eligible for funding through the FIP. *Ordinary repair and maintenance* is defined as "any work, the purpose and effect of which is to correct or prevent any deterioration or decay of, or damage to, a structure, site or any part thereof and to restore the structure or site, as nearly as may be practicable, to its condition prior to such deterioration, decay or damage using materials which are of a design, color and outer appearance as close as practicable to the original."
- Improvements that are required as a result of a violation notice or citation are not eligible for funding through the FIP. However, improvements that are the result of voluntary compliance and the applicant's desire to bring a property into conformance with the City's current design standards will be considered.
- Site furnishings, amenities, non-permanent structures and movable equipment are not eligible for funding through the FIP.
- Improvements must be consistent with recommendations set forth in master plans for the area in which the property is located.
- All work must be completed by licensed contractors, legally operating in the City of Greenville. The applicant is responsible for obtaining necessary building/site permits for all work. Applicants should contact the City's Building Codes & Permits Department for assistance with permitting.

APPLICABILITY:

Please reference the City of Greenville, Land Management Ordinance: *Design Standards and Guidelines for Non-Residential Development, Sign Regulations, Landscaping Standards and Exterior Lighting Standards*.

Exterior Building Improvements: The *Design Standards and Guidelines for Non-Residential Development* shall apply to new construction, renovation or reconstruction of existing structures that exceeds twenty-five percent (25%) of the current fair market value of the structure. For purposes of this program, proposed improvements that do not exceed twenty-five percent (25%) of the current fair market value must strive to meet the intent of these standards to the extent practicable. Improvements made to existing buildings will receive priority for funding. Grants for new construction and/or demolition may be considered by special exception from the FIC.

Signage: Any new signage must comply with the current *Sign Regulations*. Expenses related to the removal of a non-conforming sign and subsequent replacement with a new conforming sign (if applicable) are eligible, as long as the removal and/or replacement is not required as a result of a violation notice or citation. Construction of new signage (where it previously did not exist) is not eligible for funding, unless by special exemption from the FIC.

Commercial Corridors Façade Improvement Program

City of Greenville, South Carolina

Page 3/3

Landscaping: Only landscaping improvements that bring sites into compliance with the City's *Landscaping Standards* (to the extent practicable) will be eligible for funding through the FIP. Landscaping improvements completed in conjunction with building and site improvements will receive priority over those done without additional improvements.

APPLICATION PROCESS:

APPLICANTS ARE ENCOURAGED TO CONTACT THE CITY'S ECONOMIC DEVELOPMENT DEPARTMENT TO REVIEW THE PROJECT PRIOR TO SUBMITTING A COMPLETED APPLICATION.

All applicants must submit the following information to the Façade Improvement Committee:

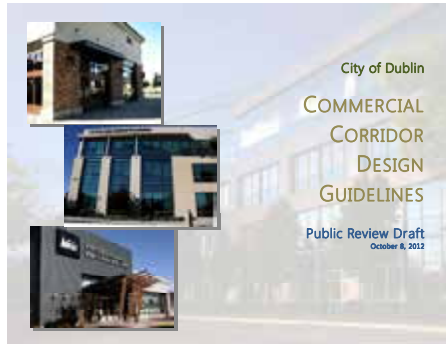
- I. Completed application
- II. Photographs of existing façade
- III. Plans and/or elevations of proposed improvements
- IV. List and/or description of materials to be used
- V. Detailed cost estimates/bids for proposed improvements
- VI. If applicant is property owner: Proof of Property Ownership
OR if applicant is not property owner: Owner Consent Form

- Upon receiving a completed application, a representative from the City's Economic Development Department will arrange a meeting with the FIC to review the proposal. **The completed application and additional required documents must be approved by the FIC prior to commencement of work.**
- The FIC will then provide written notification to the applicant stating whether the proposed façade improvements have been approved as submitted, approved with changes or disapproved. The FIC will also advise the applicant of the anticipated amount of reimbursement authorized, provided the improvements are completed as approved.
- The FIC has the authority to request modifications of a proposed design to ensure the appearance of the site or building will be compatible with the character of the surrounding neighborhood. If the applicant chooses not to make the modifications as requested, the committee reserves the right to deny funding.
- The FIC reserves the right to request further information from the applicant or visit the applicant's property in an effort to evaluate the merit of applicant's proposed façade improvement.
- Projects deemed eligible for reimbursement must be completed within one year of receiving approval by the FIC. The FIC reserves the right to deny funding to projects not completed within one year of approval.

REIMBURSEMENT PROCESS:

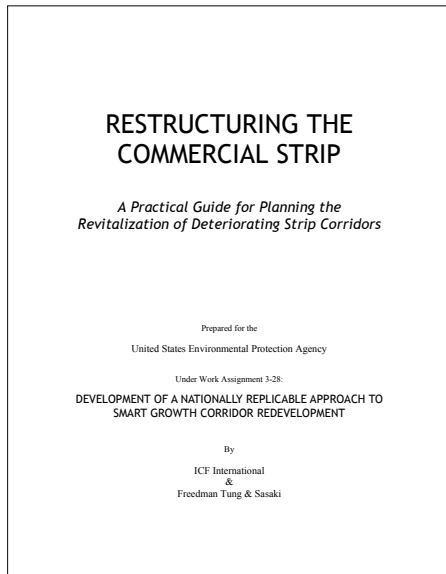
Applicants who qualify for funding must document all expenditures and provide the FIC with proof of payment (receipts, paid invoices, etc.) for all eligible improvements within 30 days of completion. Once construction is complete, the FIC will visit the project to ensure that it complies with the approved plans. The applicant will then be provided with a one-time reimbursement for the approved amount. Reimbursement checks will be issued by the City of Greenville, Economic Development Department.

Additional information:



Façade Grant Program for Building Improvements along Commercial Corridors

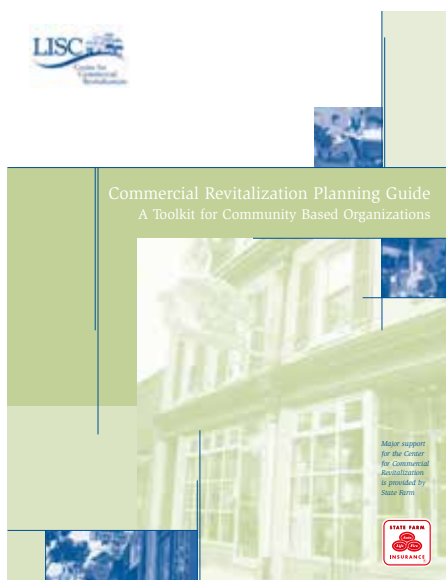
<http://ca-dublin.civicplus.com/DocumentCenter/View/3320>



Restructuring the Commercial Strip: A Practical Guide for Planning the Revitalization of Deteriorating Strip Corridors

EPA

http://www.epa.gov/smartgrowth/pdf/2010_0318_wa_328_corridor_manual2.pdf



Commercial Revitalization Planning Guide A Toolkit for Community Based Organizations

LISC

<https://www.seattle.gov/economicdevelopment/OISI/documents/LISC-CommercialRevitalizationPlanningGuide.pdf>



The University of Georgia

Center for Community Design & Preservation
College of Environment and Design
University of Georgia
Athens, GA 30602