



BOGGS

CHARRETTE REPORT

Prepared for the Boggs Rural Life Center by:
The Center for Community Design and Preservation
College of Environment and Design
The University of Georgia
Supported in part by The University of Georgia President's Venture Fund

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All black and white photographs are courtesy of the Boggs Academy yearbook archive

CCDP = Center for Community Design and Preservation

CED = College of Environment and Design

UGA = The University of Georgia

MEPD = Master of Environmental Planning and Design

MLA = Master of Landscape Architecture

BLA = Bachelor of Landscape Architecture

MHP = Master of Historic Preservation

LLE=Language and Literacy Education

CE = College of Education

BS = Bachelor of Science

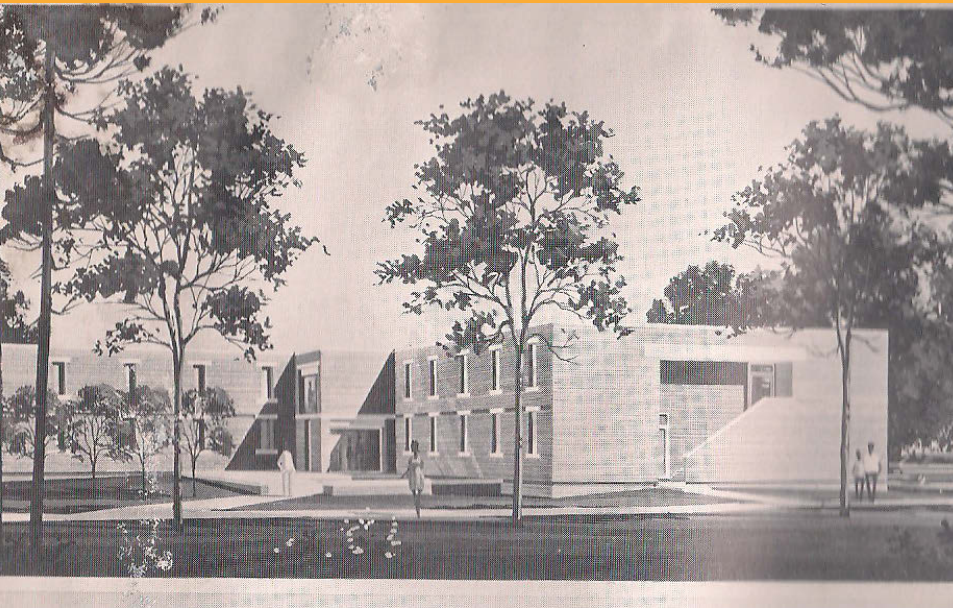
MIS = Management Information Systems

TCB = Terry College of Business

CFCS = College of Family & Consumer Sciences

This program is supported in part by the University of Georgia President's Venture Fund through the generous gifts of the University of Georgia Partners.

*“This was an
unforgettable
experience.*



*We are forever
changed by
being with you
at Boggs.”
– UGA charrette
participants*

Table of **CONTENTS**

Introduction [4]

Developmental History
of Boggs [8]

Boggs Academy Legacy [12]

Methodology [16]

Summary of Exercises [20]

Physical Improvements [24]

A Unique Educational
Experience [44]

Agricultural Stewardship [48]

Financial Needs and
Opportunities [54]

Conclusion [57]

Appendix 1: Full results of
Visioning Exercise [58]

Appendix 2: Potential
Partnerships and Contacts [62]

Appendix 3: Excerpts on Boggs
Academy by Joseph Durham [64]

Appendix 4: Rain Garden Plants
list from UGA Cooperative
Extension [68]

BOGGS ACADEMY was founded by the Reverend Dr. John Lawrence Phelps. The vision of Boggs Academy began during the summer of 1906, which was a year of extreme racial tension in the south. Amid this climate, Phelps accepted the challenge to establish a school built on Christian principles, which would educate African American youth. Phelps set about building a church and school with the support of the Presbyterian Church, U.S.A. and the local community.

The initial two acres of land were donated by Morgan Walker, donations were collected and a church was erected (Morgan Grove Presbyterian Church). By December of the same year, the church doors were opened, and by January 1907, an independent school was opened

in the church. Five children were enrolled into Boggs Academy when it opened. The school was named after Virginia P. Boggs (Corresponding Secretary of the Presbyterian Board of Missions For Freedmen) as a tribute for her faithful zeal, commitment to the school's success and her support and friendship to Reverend Phelps while he was a student at Biddle University (Now known as Johnson C. Smith University). In 1930, the original church was destroyed by fire and another building was erected through the generosity of the Blackburn family of Pittsburgh, Pennsylvania; the new chapel, which is still standing on the Boggs campus, was named the John I. Blackburn Presbyterian Church, U.S.A.

Numerous private African American schools were established after the Civil War because there were no public schools for African American students in the South. Boggs began primarily to serve the local African American community. After the public school opened in Burke County in the 1950s in response to integration laws, Boggs increasingly functioned as a preparatory school for the African American middle class from Georgia and other states. Boggs Academy had also negotiated a settlement that allowed both white and black people to serve on its faculty.

Over the years the Boggs student body and campus continued to grow and flourish with additional acreage, buildings and capabilities.

Glenda Farrell (Boggs Academy Class of 1969, Boggs Academy National Alumni Association President) and Gail Perdue (Boggs Academy Class of 1970).

INTRODUCTION



*“I didn’t pick cotton –
I took physics!”
– Winston Cook, Boggs
Academy class of 1962*

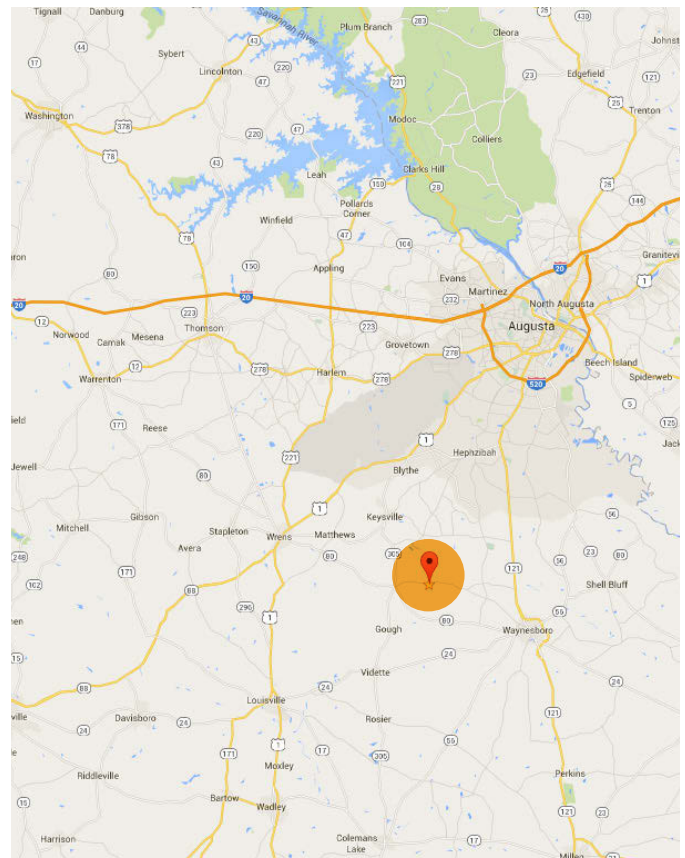
INTRODUCTION



UGA student Almeta Tulloss discusses rural assets with Boggs Rural Life Center members and alumni

Rural communities and small towns in the U.S. face unique challenges, including entrenched poverty, development that affects traditional ways of life, school district consolidation, shrinking public funds, and changing demographics. A key question that emerges is how to achieve and sustain community vitality as communities transition to meet the future. Institutions and governmental policies alone cannot solve rural challenges. These kinds of “wicked” community problems can only be adequately tackled if people decide to act together to address them.¹

The University of Georgia’s Center for Community Design and Preservation (CCDP) at the College of Environment and Design seized an opportunity to assist in planning a brighter future for one of the state’s most interesting historic African American resources, Boggs Academy – a boarding school for African-Americans in Burke County, Georgia,



¹ A wicked problem is one in which each attempt to create a solution changes the understanding of the problem. Wicked problems cannot be solved in a traditional linear fashion because the problem definition evolves as new possible solutions are considered and/or implemented. The Kettering Foundation (www.kettering.org), a nonprofit operating foundation rooted in the American tradition of cooperative research, uses issue framing and forums as a structure for talking about wicked problems to uncover common ground, i.e., “acceptable solutions” for a set of diverse stakeholders.



Brainstorming in small groups is a key component of charrettes.



Boggs Academy alumni Modou N'dow and Dee Parks visit the Alumni room at Boggs Rural Life Center.

that was founded by the Presbyterian Church, U.S.A. in 1906 and operated until 1986.

In 1991, Boggs Academy transitioned to Boggs Rural Life Center (BRLC), a non-profit formed to continue the mission of addressing needs and issues in Burke and surrounding counties. The rural historic site is made up of approximately 1200 acres of farm and forestry land, a campus which houses several dormitories and cottages, a 19,000 square foot multi-purpose building, classrooms, administration buildings, a gym, swimming pool, barns and a cafeteria.

CCDP involved Boggs Academy alumni, BRLC board members, county leaders (elected officials and government staff), local residents, school board representatives, African American issue advocates, agricultural advocates and Cooperative Extension staff through an intensive 3-day design workshop – a *charrette* – to envision how to sustain the historic campus.

As with many volunteer organizations, the alumni association and the BRLC Board found it difficult to envision change before it occurs. That is where our charrette and talented students come in and can make a real difference in the future viability of proposed changes.

The options and alternatives that developed over the weekend of design and dialogue gives decision makers confidence to make more informed and sound choices for redevelopment of the property in the future.

This project is broadly supported by local groups which include, in addition to the Boggs Alumni Association and the BRLC Board of Directors: the mayors of Waynesboro, Keysville and Wadley; State Representatives Gloria Frazier (Hephzibah District 126) and Jesse Stone (Waynesboro District 23), the Georgia Clients Council, the Georgia African American Historic Preservation Network (GAAHPN) and the Central Savannah River Regional Commission.

HIGHLIGHTS OF CHRONOLOGICAL EFFORTS AND ACCOMPLISHMENTS TO DATE

- 1986** Boggs Academy founded
- 1984** Last graduating class of Boggs Academy
- 1986** Doors Closed
- 1990** Incorporation of Boggs Rural Life with the State of Georgia
- 1991** The initial covenant between the Presbyterian Church, U.S.A. and the Boggs Rural Life Center Board
- 1994** February memo of entity's affiliation and agreement for \$5,000 sponsorship
- 2002** First Timber cut
- 2000-2002** Rural Development Enterprise operated Boggs
- 2003-2004** Pecan Grove Project transferred ownership to Developer
- 2004** Phoenix group presented an offer to pay off debt
- 2005** Second Timber cut to meet financial obligations
- 2006** Roofs put on three buildings
- 2006** Renewed non-profit with the State of Georgia
- 2007** Entered into lease agreement with *WestCare*
- 2007** Building repairs made by First Presbyterian Church of Lake Forest IL.
- 2007** Annual Meeting with leaders of the Presbyterian Church, U.S.A. (opened to the public) minutes on file
- 2008** Annual Meeting and Review and Revision of By-laws/ revision of mission statement
- 2009** Annual Meeting and Board Development Training (opened to the public)
- 2009** Community Input of possibilities of Boggs
- 2011** Annual Meeting and Point K Board Assessment
- 2012** Annual Meeting and Review and Revised Bylaws
- 2012** Environmental Quality Initiative Program grant for the installation of well for organic farming
- 2012** Application for tax exempt status renewal submitted (Temporally used GCC tax exempt status)
- 2012** Revised by-laws approved
- 2012** Election of officers
- 2012** Partnership with USDA on Goat Farming Demonstration
- 2012** Contracted with new accountant, and consultant
- 2013** Certificate of Occupancy Renewed for Phelps Building Occupancy 850 people
- 2013** Meeting with Presbyterian Church, U.S.A. - Ken Meeks facilitated based on concerns raised
- 2013** By-laws 2012 and minutes readdressed confirming changes based on concerns raised
- 2013** Partner with Georgia Clients Council Inc. on the USDA Rural Business Enterprise Grant
- 2014** Kicked off of RBEN Business Incubator Project with the Georgia Clients Council Inc.
- 2014** Initial meeting with director of the Historical Preservation Agency to explore historical designation for Boggs Academy
- 2014** March Face to Face Board Meeting
- 2014** Boggs History Article in the Waynesboro True Citizen Newspaper
- 2014** First African American EXPO over 700 students and teachers from Burke County visited campus
- 2014** National Boggs Alumnae President and BANAA members visited campus
- 2014** Teacherage demolished after fire
- 2014** Boggs 2013 taxes filed correctly and on time
- 2014** Boggs 501(c)(3) renewed after three years (Revocation was IRS mistake)
- 2014** Roof repair on Phelps Building
- 2014** GCC \$2,200.00 donation to Boggs for operations
- 2014** Liability and professional insurance renewed
- 2014** Boggs National Alumni Association met on Boggs Academy Campus approximately 90 people attended
- 2014** Hunting and Farm land is currently leased out
- 2014** All legal and financial records, insurance, taxes are current as of November 2014
- 2014** Annual Meeting
- 2015** UGA Community Design Charrette

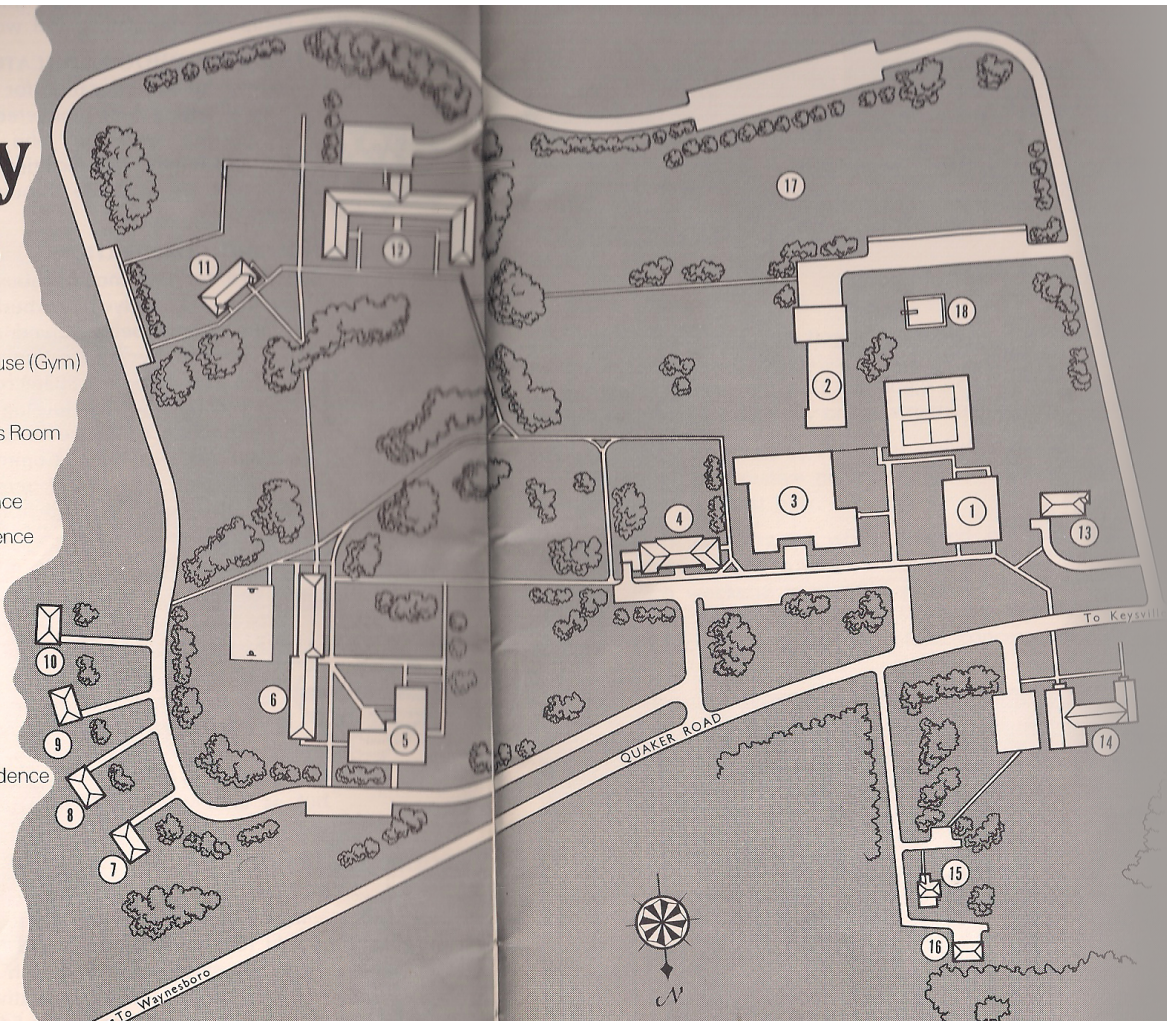
Note from Boggs Rural Life Center Inc.: All of the above items listed are documented by leases, minutes, written agreements, memos, or letters. Please note these are only highlights.

DEVELOPMENTAL HISTORY

Boggs Academy Campus

BUILDING LEGEND

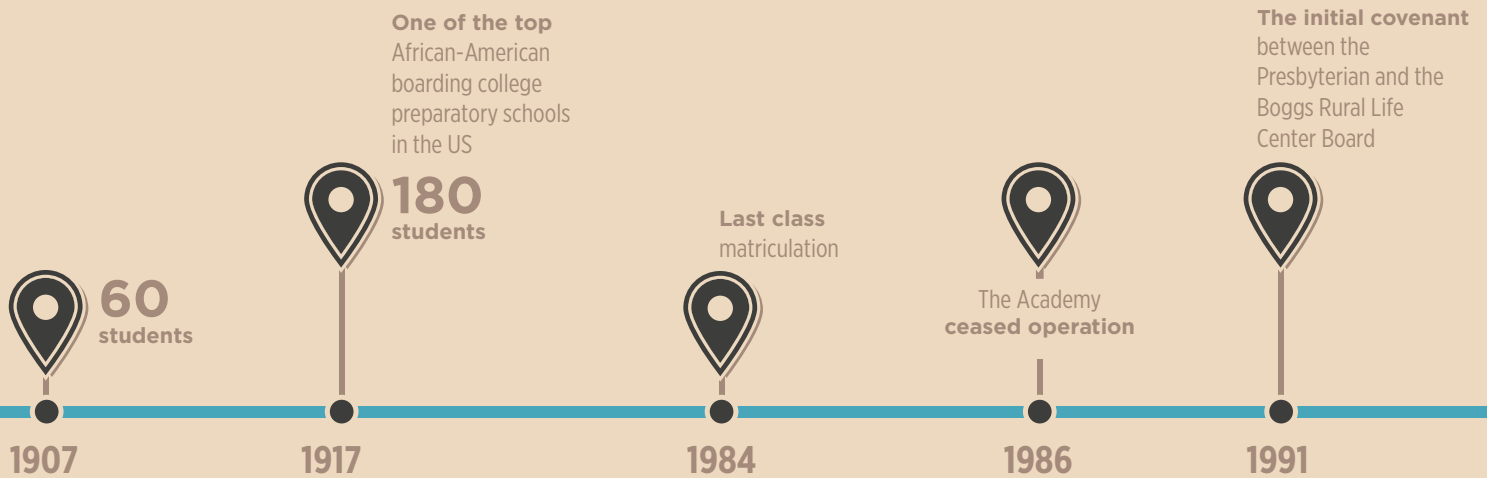
- ① C. W. Francis Community House (Gym)
- ② Classroom Wing
- ③ Phelps Administration & Class Room
- ④ Boggs Hall (Dining)
- ⑤ Milner Young Men's Residence
- ⑥ Harbison Young Men's Residence
- ⑦ Faculty Residence
- ⑧ Faculty Residence
- ⑨ Faculty Residence
- ⑩ Faculty Residence
- ⑪ Teacherage - Young Ladies' Residence
- ⑫ Purves Young Ladies' Residence
- ⑬ Manse
- ⑭ John I. Blackburn Church
- ⑮ President's Residence
- ⑯ Garage
- ⑰ Athletic Fields
- ⑱ Swimming Pool



Boggs Academy Yearbook, 1969

*“What Boggs was then is what
education needs today!”
– Alton West, Boggs Academy class of 1966*

DEVELOPMENTAL HISTORY OF BOGGS



BOGGS ACADEMY WAS ESTABLISHED IN 1906 BY THE BOARD OF NATIONAL MISSIONS OF THE UNITED PRESBYTERIAN CHURCH, U.S.A. TO FULFILL THE UNMET NEEDS OF THE DISPOSED, IMPOVERISHED AFRICAN AMERICAN COMMUNITY IN BURKE COUNTY AND SURROUNDING AREAS.

With 60 students in 1907, the Academy grew to 180 Students and 6 instructors by 1917. In time, Boggs evolved into one of the top African-American boarding college preparatory schools in the US. Over 90% of the graduates went to College. Boggs Academy played a significant role in the emergence of a rural African American voice in the state's movement towards civil rights and racial equality.²

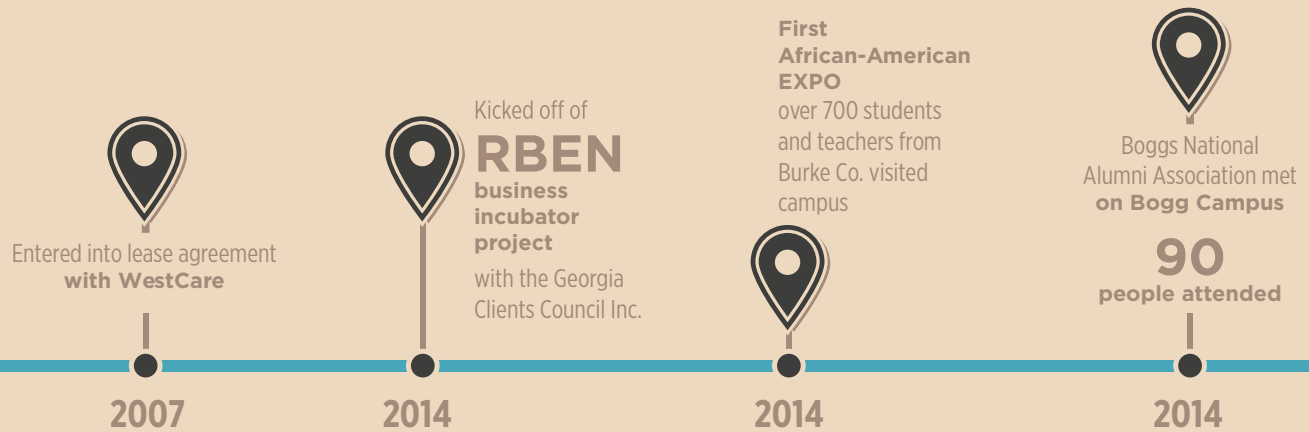
The Academy ceased operation in 1986, with the last graduating class matriculating in 1984. However the story does not end there. A dedicated group of alumni and advocates protested and petitioned the Presbyterian Church to release the deed to the property and create a new entity to continue the Boggs Academy legacy of lifelong learning and opportunity.

The Boggs Rural Life Center, Inc. was established principally through the leadership and efforts of the Boggs Community Development Corporation (BCDC), the Keysville Concerned citizens (KCC), and the Burke County Improvement Association (BCIA); three groups which for years had shared a history of significant accomplishments

in civil rights actions in city, county, and school board governance in Burke County and leadership in religious and civic matters. These three organizations, along with the Boggs Academy National Alumni Association (BANAA), and the National Black Presbyterian Caucus, came together to work with the Presbyterian Church USA (PCUSA) in an effort to help ensure that the Boggs Rural Life Center would continue to be a beacon of hope to the disenfranchised and under-developed African-American communities of Burke County and beyond.

Initially, the Presbyterian Church USA was skeptical of the community's ability to independently sustain an institution the size of Boggs. After much discussion, negotiations were ended, and the church put the property up for sale. Mrs. Lela Wright Stone, an alumnus of Boggs Academy, led a delegation of nine dedicated alumni and Burke County Presbyterians to hold a vigil at the annual meeting of the General Assembly of the Presbyterian Church USA held at their headquarters in Louisville, KY. The following persons were in the delegation: Rev. Otis Smith, Ezra Roberson, Emma D. Roberson, Lynette Stone, Michael Searles, Willie McCloud, Sandra Bell and Vince Bell. The church had denied the earlier request of the group to be placed on the meeting agenda. However, this group would not take no for an answer and the decision was made to rent a van and drive to Louisville and make their request in person.

² EBONY, October 1975, page 102



After picketing outside the headquarters building and getting the attention of the local TV station, the group was allowed to have one person speak to the Assembly and Mrs. Stone was selected to present the position of the group. In her statement, Mrs. Stone asked the Board to honor its earlier stated mission to serve the rural poor and the disenfranchised in Burke County.

The church's response was immediate and positive. The "For Sale" signs were removed and the negotiations resumed. In June 1991, the PCUSA conveyed all lands – 1232 acres, including a 60 acre campus and 24 buildings – to the Boggs Rural Life Center, Inc. with the directive that it was to find, "new and purposeful ways by which to fulfill its original mission to meet the needs of the dispossessed African-American communities of Burke county, and the surrounding regions of Georgia and South Carolina."³

Currently some of the buildings are being occupied and maintained by WestCare, an urban teen residential addiction center for short term stays (21 days) for 14 persons. WestCare Georgia's Boggs facility provides residential drug education and treatment services for adolescent males (ages 13-17) who have a history of substance abuse or dependence. This residential model

embraces the concept that behavioral changes can occur through positive peer support and peer pressure, and the rural Boggs campus is well-suited to WestCare's needs, though they are hoping to grow their program.

The BRLC Board of Directors, elected officials, alumni and citizens all have strong commitment to making sure that Boggs moves successfully into the future. They are aggressively pursuing an innovative and practical approach to building reuse, educational functions, and economic development opportunities.



³ As of the 2010 United States Census, there were 23,316 people residing in Burke County, with 49.5% being Black or African American, 47.5% White, 1.1% from some other race and 1.3% from two or more races. The median income for a household in the county was \$27,877, and the median income for a family was \$31,660. About 28.70% of the population was below the poverty line, including 39.00% of those under age 18 and 29.80% of those age 65 or over. "State & County QuickFacts". United States Census Bureau. Retrieved February 15, 2014.

THE “BOGGS PROGRAM” CONSISTED OF FOUR PARTS: STUDY, WORSHIP, WORK, AND PLAY.

- Students began their day with compulsory chapel and attended classes until 4 p.m.
- They had to be in the dormitories by 9:30p.m. and in bed by 10 p.m.
- Students were required to spend one class period a day at such chores as mowing lawns or cleaning floors. This was known as the “Boggs Experience.”
- The Boggs student body originally came from the rural sections of Georgia and were both “unchurched and unschooled”, but in time, students came from other parts of the state and other states also.
- Ninety-five percent of the graduates went on to colleges, which ranged from Ivy League schools such as Dartmouth College to Morehouse College in Atlanta and Howard University in Washington, D.C.

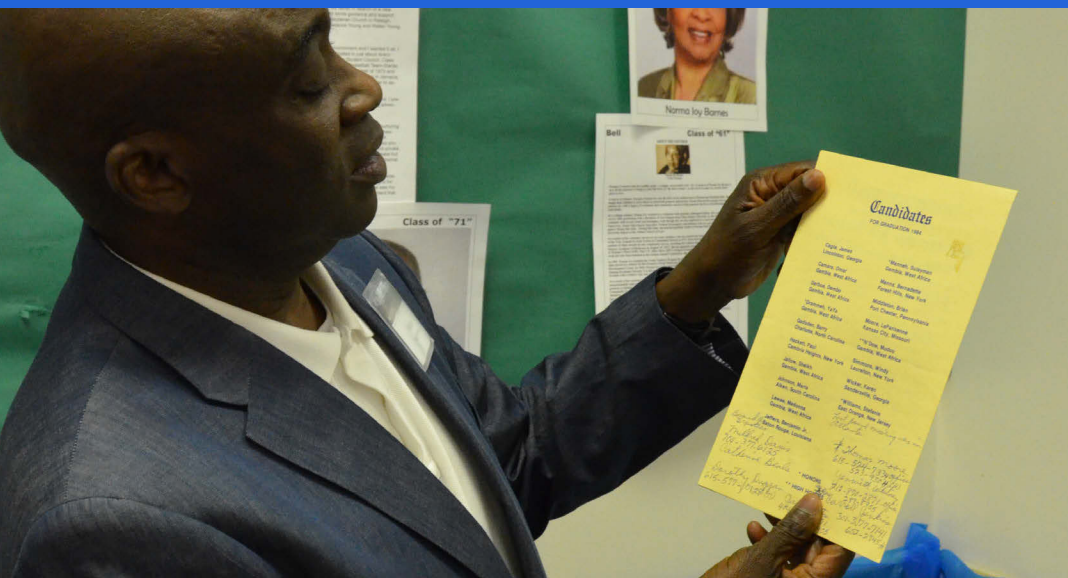
- Excerpts from “*The Other Side of the Story: the World of African-American Academies in the South After the Civil War*”, by Joseph T. Durham

BOGGS LEGACY



Boggs Academy alumni look past the “Love Tree” to the Purvis Womens dorm

*“Boggs grads have the drive.”
– Yvette Oliver, Boggs Academy class of 1983*



Modou N'dow (2016 President of BANAA) shows off his graduation program from 1984, the last graduating class.

THE GREAT CONTRIBUTION OF AFRICAN-AMERICAN ACADEMIES IS THAT THEY TOOK STUDENTS FROM BOTH RURAL AND URBAN SETTINGS AND NURTURED THEM IN A CARING ENVIRONMENT WHICH MOLDED CHARACTER AND ALSO PROVIDED A HIGH QUALITY EDUCATION.

The best testimonial to the quality of education received is provided by the hundreds of graduates who went on to college and became useful citizens, contributing to their professions and the larger society.

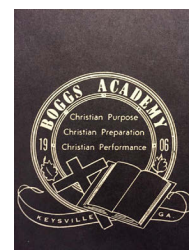
Understanding Boggs Academy's teachers, alumni and, now, the advocates of the Boggs Rural Life Center is all part of "The Boggs Legacy."

According to alumni, the school and the attentive faculty created strong memories, structure and discipline -- all of which helped to foster highly capable graduates.

In this report, the oft-repeated memory of the legacy of Boggs is one composed of individual achievement, personal development, and community. There are

palpable sentimental connections to Boggs that have deep meaning. The land, the ecology, the built environment, ruins and even missing pieces all stir emotions in alumni, teachers and African American residents in Burke County. There is reverence for their school. The mood and atmosphere while attending Boggs was one of "family." That sense of belonging and importance -- if lost or diminished as successive generations of Boggs graduates age -- will have lasting ramifications on the future of the property.

The school's mission -- "Christian Purpose, Christian Preparation, Christian Performance" -- has guided decisions from the earliest arrival of students until its more recent operational change. The sense of community is so strong that Boggs alumni continue their relationships with each other long after graduating. The alumni association holds yearly reunions with seven alumni chapters across the country. There is regular communication between the BRLC Board of Directors and the alumni, including an ongoing effort to collect written stories, pictures and memorabilia for the museum room located in the Phelps Building. Additionally, alumni have invested in the continuation of



⁴ There is an existing film entitled, "Seven Years old and going to Boggs" (1937), Presbyterian Historical Society, Published on Jun 5, 2015. A promotional film for the Presbyterian-operated Boggs Academy (Keysville, Ga.), produced by the PCUSA Board of National Missions, 1937. [Motion Picture A104, Presbyterian Historical Society, Philadelphia, Pa.] <https://www.youtube.com/watch?v=4tbZYD2mIQ4>



Pratt Cassity, UGA CCDP director and Boggs Charrette Coordinator, presenting the "Charrette Report" during the 2015 Alumni Reunion in Jacksonville, Florida.

the Boggs Legacy through new programs such as the mentoring program for students at Burke County High School.

Love for Boggs Academy has sustained its memory in the minds of its alumni, but a greater effort is needed to tell the story of what its legacy means to African-Americans as well as all Georgians. Compiling a written history of the school will help tell its story. It is worthy to be shared as an Internet resource, as classroom curriculum, printed publications, and even a documentary film.⁴

The legacy of Boggs Academy is the sense of self-worth that comes with being on your own away from parents, numerous dormitory antics and Friday night dances, the "Love Tree" – that stalwart sentinel of young romance. It is the cross-burning on the front lawn, the mysterious fire that reduced the original education building to ashes, the KKK racing their trucks around the girls dorm in the middle of the night, and sitting at the lunch counter at the Waynesboro drug store. It is the quiet strength embodied in a loving headmaster, the respect that white faculty gave to their Black students, the discipline and appreciation that came from the "duty work" on campus – canning summer vegetables and eating them all winter long, taking care of cattle, pulling Johnson grass in the cotton field by the lake, being promoted to a coveted position in the Student Center. Knowing that you were special, and part of something bigger than yourself.

Therefore it is from a position of history, honor and respect that our suggestions for a sustainable future for the campus will evolve. By focusing first on physical upgrades and funding opportunities, the programming suggestions outlined herein reflect what we heard when we asked "What Makes Rural America Good?" and "What Would You Change with a Magic Wand?", blended with the BRLC mission to continue the historical strength of Boggs Academy through intellectual, social, civic and spiritual development, creating opportunities for quality education, a skilled workforce, economic development, healthcare and recreation for a diverse population. The Legacy of Boggs Academy is its Future.



WHAT CAN BE LEARNED FROM THE STORY OF AFRICAN-AMERICAN ACADEMIES?

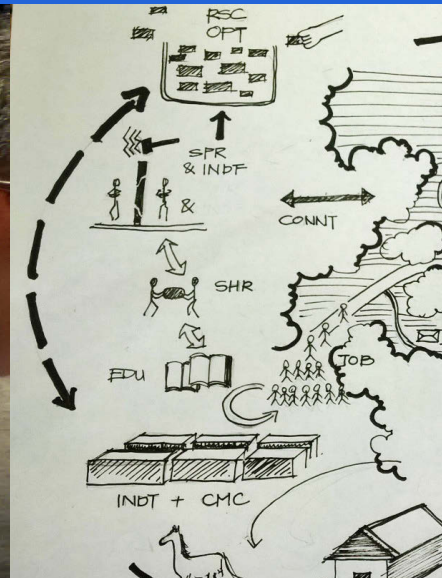
- The first lesson is that African Americans have always had a deep thirst for knowledge. The academies sprang up in response to this desire. Men like John Lawrence Phelps of Boggs Academy accepted aid from the Presbyterian Church, but also accepted aid from the community to keep the school operating.
- Secondly, we learn that the communities in which the schools were located contributed their time and resources to ensure that the schools would operate.
- Thirdly, we learn that there were some good “white folks” who sacrificed their lives in the cause of black education. They gave of their wealth to aid the schools. The women of the Presbyterian Church gave considerable sums of money for buildings and special projects for the good of the schools.
- Finally, we learn that the academies produced men and women of character who have excelled in many fields of endeavor. Today these men and women are members of various alumni associations which meet periodically to keep alive the memories of the schools. The African-American academies, which were established just after the Civil War, constituted a “golden era” in the education of blacks in this country. The accomplishments of these schools provide eloquent documentation that blacks have had a long and historic interest in intellectual development, and that they did what they could, in spite of severe hardships, to achieve their educational goals.

- Dr. Joseph T. Durham, from “*The Other Side of the Story: the World of African-American Academies in the South After the Civil War,*” *The Negro Educational Review*, Vol. 54, No. 1-2, January-April 2003.

METHODOLOGY



A “Charrette” is a rapid, intensive, and creative work session.



DETERMINING THE STRENGTHS AND OPPORTUNITIES FOR A COMMUNITY OFTEN REQUIRES LOCAL INTEREST COMBINED WITH OUTSIDE EXPERTISE.

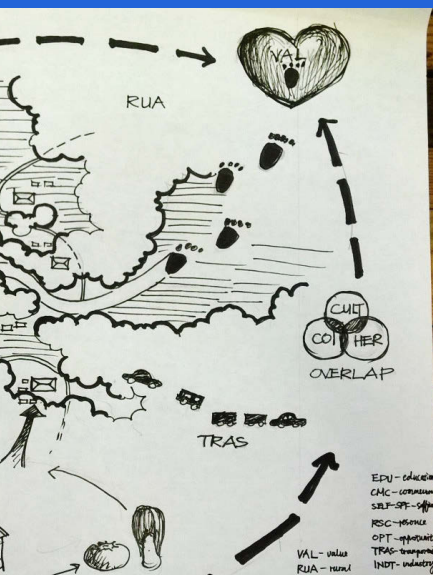


Jeanne Cyriaque, Georgia African American Heritage Coordinator at DNR, contributed important details for small group discussions

At the beginning stages, long-term planning efforts benefit from a participatory, inclusive and results-driven design workshop known as a “charrette.”

“Charrette” means a rapid, intensive, and creative work session, usually lasting several days, in which a team focuses on a particular design problem and arrives at a collaborative solution. Public design charrettes are fast becoming a preferred way to face the planning challenges confronting American cities.

The University of Georgia’s College of Environment and Design (CED), with programs in Landscape Architecture, Historic Preservation and Environmental Planning and Design, has been using the charrette process to help communities for many decades and has completed over 80 charrettes in Georgia, as well as international experiences. At Boggs, we benefitted from having student representatives from each of CED’s programs, as well as students from the UGA College of Education – a former teacher pursuing her PhD in Language and Literacy Education – and the College of Family and Consumer Sciences – a young farmer with outreach experience studying Consumer Food Science.



The Boggs charrette provided the opportunity to engage the assembled stakeholders as part of the Kettering Foundation's "The Future of Rural Communities Project" concerns gathering process. In collaboration with Imagining America, Cooperative Extension, Art of the Rural, the United States Department of Agriculture (USDA) and other emerging partners, the Kettering Foundation⁵ and the National Issues Forums Institute⁶ will create a deliberative issue guide about rural community development by and for rural citizens and residents, including those living in small towns and cities. As part of a longer arc of work surrounding this guide, teams will support a yearlong series of public, deliberative forums and community activities using the finished guide. As a member of the Rural Issues Guide development team, Pratt Cassity saw an opportunity to lead the assembled Boggs Academy stakeholders in a concerns gathering exercise and visualization process to lay a level playing field for informed design recommendations for campus improvement at Boggs Rural Life Center and future development. The process UGA developed is an alternative method to identify local issues will feed into a national discussion on issues.



Boggs Academy alumni share tales with the UGA team.



The UGA team discusses future improvements with Boggs Rural Life Center stakeholders.

⁵ <https://www.kettering.org/shared-learning/through-networks>

⁶ <https://www.nifi.org/>

THIS CHARRETTE OCCURED IN THREE PHASES:

PHASE I

Phase I is Research, Assessment, & Preparation.

This includes securing maps, historic photographs, any previous plans and studies and identifying local stakeholders and user groups.

PHASE II

Phase II is the Design Charrette, a 3-day design workshop held in the community. It begins with a kick-off session, whereby CCDP leads direct public discussion of issues to inform the charrette team of relevant issues and constructive visioning for community improvement, as well as creating community buy-in. Ground-truthing, or physical confirmation of learned issues, is followed by developing alternatives for change. Work proceeds by refining ideas and eliminating ineffective options through regular feedback loops from stakeholders.

The team's work space – a hands-on, active design studio – remains open to the public throughout the charrette so that citizens can stop by to provide feedback and additional information.

Phase II concludes with a presentation of the solutions to the public for their reaction and final input.

PHASE III

Phase III then begins as we Refine the Concepts.

A charrette team generated this report as a guiding document and continues to work with BRLC members and Alumni to bring recognition and resources to the campus.

FOR MORE INFORMATION ON CHARRETTES at the College of Environment and Design, and nationally, visit these sites:

CED Charrettes: www.tinyurl.com/CEDcharrettes

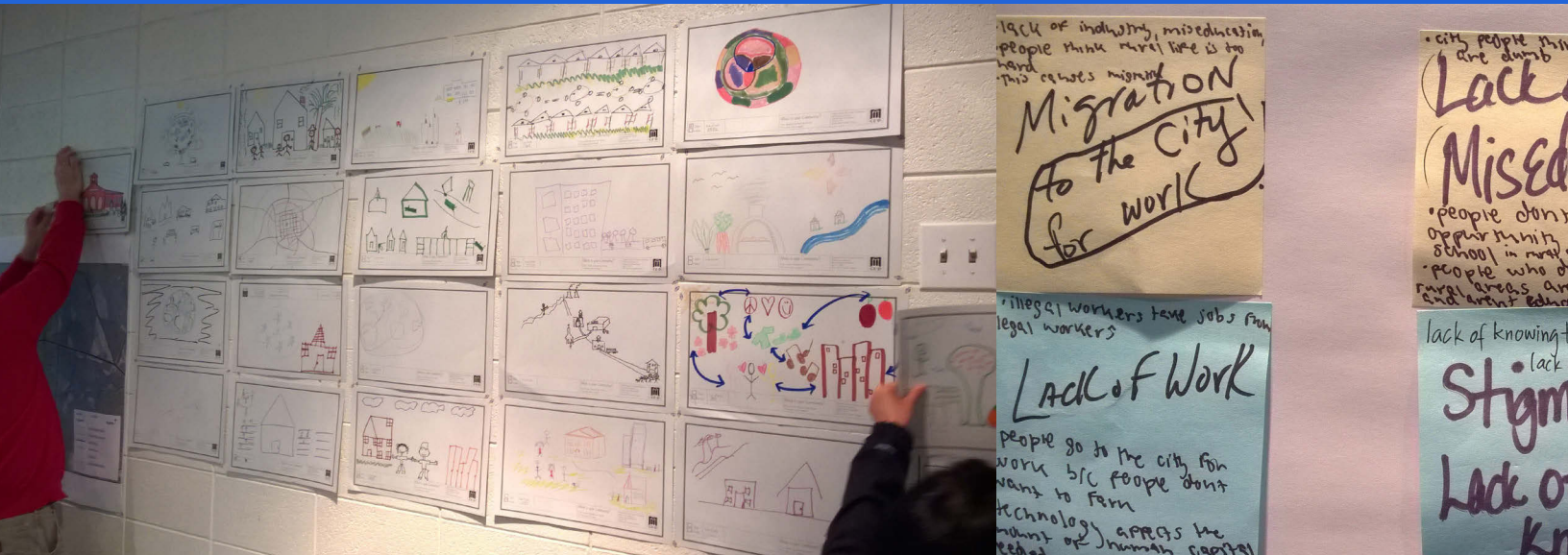
National Charrette Institute at www.charretteinstitute.org

CHARRETTE EXERCISES



"Boggs serves its community"

EXERCISES



Participants illustrated “community” through cognitive mapping and visualization/verbalization.

Two concerns gathering exercises were conducted to guide participants toward design-based creative thinking to help solve the complex problems facing Boggs and rural America.

EXERCISE ONE SUMMARY

COGNITIVE MAPPING

Description: to engage the visual brain and generate overall themes for Exercise Two, participants were asked to create the image of their community on an 11x17 sheet of paper.

A majority of participants depicted institutions as landmark image makers in their communities, however some thought more broadly by depicting global images or geospatial organization as their image (more of a map-based response than an illustrative one).

Many were intent on showing all aspects of their region including the cooling towers of nearby Plant Vogtle while some simply emphasized housing as the image of their cognitive community.

EXERCISE TWO SUMMARY

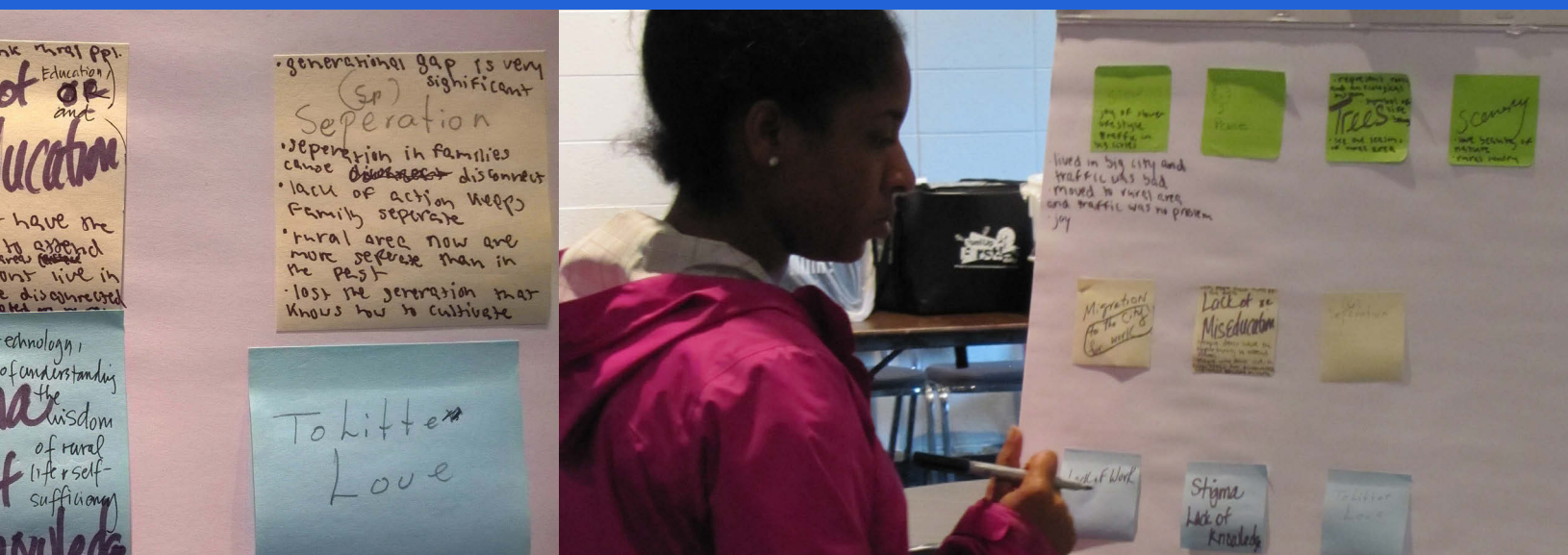
VISUALIZATION/VERBALIZATION

Description: This exercise helped participants visualize change, about issues and about concerns in rural America. Participants used their “mental camera” to “take a picture” of the images that came to mind when asked a series of three questions: “What makes Rural America good?”,

“What forces are working against success in Rural Georgia?”, and “If you had a magic wand and could change only one thing in rural Georgia, what would that be?”

The themes that emerged from participants painted a picture of a bucolic view of rural life, one in which the pace is slower and gives a chance to reflect and enjoy natural beauty. But with this detachment from the fast pace of technology and modern living comes a trade-off – lack of jobs, lack of resources, and more opportunities elsewhere. However, the pendulum is always in motion... some of the millennial generation, perhaps accustomed to perpetually seeking that which is new, have begun to seek out the self-sufficiency that comes from creating things in a natural setting.

It became clear that Boggs was well-positioned to continue its educational mission by continuing to play to its strengths – a rural retreat with a rich history, capable of housing and feeding large or small groups, and offering resources, knowledge, and recreation. The following suggestions celebrate the history of Boggs Academy – in order to preserve its legacy and take advantage of funding opportunities for historic places – and offer educational, recreational and agricultural programming suggestions and financial opportunities that could sustain the future of the Boggs Rural Life Center.



WHAT MAKES RURAL AMERICA GOOD?

- Slow
- Trees
- Scenery
- Open space
- Vegetation – the scenery in rural life
- Peacefulness
- The order/jobs/responsibilities that come with rural tasks/life
- The intimacy of relationships that hold the rural community together – everyone knows everyone
- The slower pace of life
- Everything is more appreciated
- Farms
- Good Food
- Grandma's House
- Trees
- Spacious
- Serene
- Fresh air and water quality
- Self-sufficiency and independence

WHAT FORCES ARE WORKING AGAINST SUCCESS IN RURAL GEORGIA?

- Migration
- Miseducation/Misunderstanding
- Separation/Generation gap
- Industries/economics
- Suburbanization
- Lack of time/resources
- Lack of educational and employment opportunities
- Inept transportation system
- Food access
- Money
- People
- Communication
- Greed
- Apathy
- Violence
- Pollution
- Ignorance
- Loss of cultural heritage
- Brain Drain

IF YOU HAD A MAGIC WAND AND COULD CHANGE ONLY ONE THING IN RURAL GEORGIA, WHAT WOULD THAT BE?

- Capital investment
- Self-sufficient Community
- Give the gift of Love
- Improve education and self-sufficiency
- Over population
- Remove stigma attached to a rural life
- Change history in that lack of education creates no access to jobs which has a generational effect.
- Peace
- Colorblindness
- Caring for one another
- Love
- Colorblind communities with caring hearts
- People would have a greater understanding of how important rural life is to America
- Cleaning up abandoned buildings and trash
- More art/music/creativity/ continuing education for adults
- Capitalize on the resources we have (land, timber, agriculture, and heritage) and build community around that.



PHYSICAL IMPROVEMENTS



*“Boggs was the best thing that
ever happened to me!”*

– Joseph Barnes, Boggs Academy class of 1968

PHYSICAL IMPROVEMENTS



THIS SECTION OF THE REPORT IS INTENDED TO PROVIDE A GENERAL SUMMARY OF EXISTING CONDITIONS ON CAMPUS THROUGH A PRELIMINARY VISUAL SURVEY. DETAILED HISTORIC STRUCTURE REPORTS NEED TO BE COMPLETED BY AN ENGINEER. WHEN POSSIBLE, IMMEDIATE TREATMENT RECOMMENDATIONS HAVE BEEN MADE IN THIS REPORT, BUT IT IS BEYOND THE SCOPE OF THIS REPORT TO OFFER LONG-TERM TREATMENT¹ RECOMMENDATIONS.

The developed 17-acre Boggs campus is a portion of a massive 1200-acre site carved from forests and fields. Among the challenges presented by the condition of the buildings⁷, there are also issues with the land itself.

However the challenges may be outnumbered by opportunities, and some challenges may be opportunities themselves, such as the possibility to convert some of the standing water areas into rain gardens. The charrette team's campus plan illustrates the location of rain gardens, new athletic courts, a demonstration garden, and revitalized buildings.

Many alumni spoke of a pond/lake that is no longer holding water, and there is currently no forestry management or historic landscape management plan in place. For these reasons, it is the charrette team's recommendation that more research is done to assess the entire site as an ecological system, versus the scope of this evaluation, limited mostly to the 17-acre campus.

⁷ See the "Mothballing Historic Buildings" sidebar on p. 37 for timely advice on protecting your important buildings as rehabilitation funding is sought.



Nature is taking its toll on many of the campus buildings.



*UGA students ground-truthing.
Physical confirmation of learned issues.*

PHYSICAL IMPROVEMENTS



1. C.W. FRANCIS COMMUNITY HOUSE (GYMNASIUM) BUILT 1958



DESCRIPTION: The C.W. Francis Community House was dedicated in 1958, named after a former superintendent, Reverend C.W. Francis, Sr.

PROBLEM IDENTIFIED: This gymnasium building appears to retain adequate structural integrity for possible rehabilitation. There are holes in the roof, which have allowed water to deteriorate the interior wooden floor system. There is no visual evidence of foundation problems, and the bricks/mortar appear to be in good condition. The damage from water has already been done, thus the priority for a new roof comes behind that of Boggs Dining Hall, which stands to sustain more water damage.

SHORT-TERM RECOMMENDATIONS: Patch roof to keep water out, remove overgrown plant material, board-up broken windows.

LONG-TERM RECOMMENDATIONS: Replace barrel-vaulted roof using similar design of arched trusses, repair original metal casement windows, replace gym floor, repair stage, install HVAC system, repair/replace doors, lighting and sports equipment.



2. CLASSROOM WING/SHOP

DESCRIPTION: This brick building was used as a vehicle maintenance shed, a Shop classroom, Home Economics and Science Laboratory.

PROBLEM IDENTIFIED: It has concrete floors and a metal truss roof system; the “bones” appear to be in good condition, but some windows are broken.

SHORT-TERM RECOMMENDATIONS: Secure building, board-up broken windows; remove rubbish/debris from interior.

LONG-TERM RECOMMENDATIONS: Repair casement windows and doors. Building has potential for support services such as storing field/building maintenance tools and equipment.



PHYSICAL IMPROVEMENTS



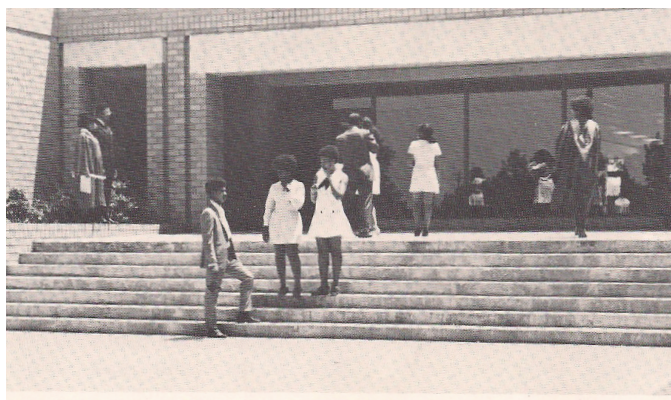
3. PHELPS ADMINISTRATION & CLASSROOM 1967



DESCRIPTION: The Phelps building is, without question, in the best condition of any building on campus.

PROBLEM IDENTIFIED: As any building of its time, it does have some plumbing issues, and it needs to be outfitted with a fire suppression system in order to comply with fire safety codes. This building is currently in use and in good repair, in general.

SHORT-TERM RECOMMENDATIONS: Continue day-to-day maintenance, increase lawn and landscape maintenance, upgrade Internet access to enhance building usage for meetings, community classes, computer lab, etc.





4. BOGGS DINING HALL 1924

DESCRIPTION: The oldest and arguably one of the most historically significant building remaining on campus, the dining hall was the center of social life for the majority of the school's history.

PROBLEM IDENTIFIED: It has the potential to serve as an operational kitchen for social events such as weddings, meetings, and reunions, and as a cafeteria for retreats, camps and workshops that require a staffed food service on-site. A well-designed commercial kitchen could

also serve as a certified processing center for Farm-to-School efforts that bring fresh local produce to school cafeterias and community homemaker entrepreneurs. This building is a high priority for rehabilitation and should not be allowed to decline further.

SHORT-TERM RECOMMENDATIONS: Secure roof from rain penetration to prevent more water damage, board up broken windows, determine if any kitchen equipment is useable/sellable, remove interior rubbish/debris.

LONG-TERM RECOMMENDATIONS:

Replace roof to match original, repair windows and doors (replacing only if absolutely necessary; should match the originals), repair tongue-and-groove wood ceiling and wainscoting, repair wood floors in dining room, paint walls, install historically appropriate lighting, hang reproduction photographs from Boggs archival collection.



PHYSICAL IMPROVEMENTS



Roof damage is allowing water to penetrate the interior and deteriorate the soffits.

4. VIRGINIA P. BOGGS MEMORIAL DINING HALL 1924

EXTERIOR



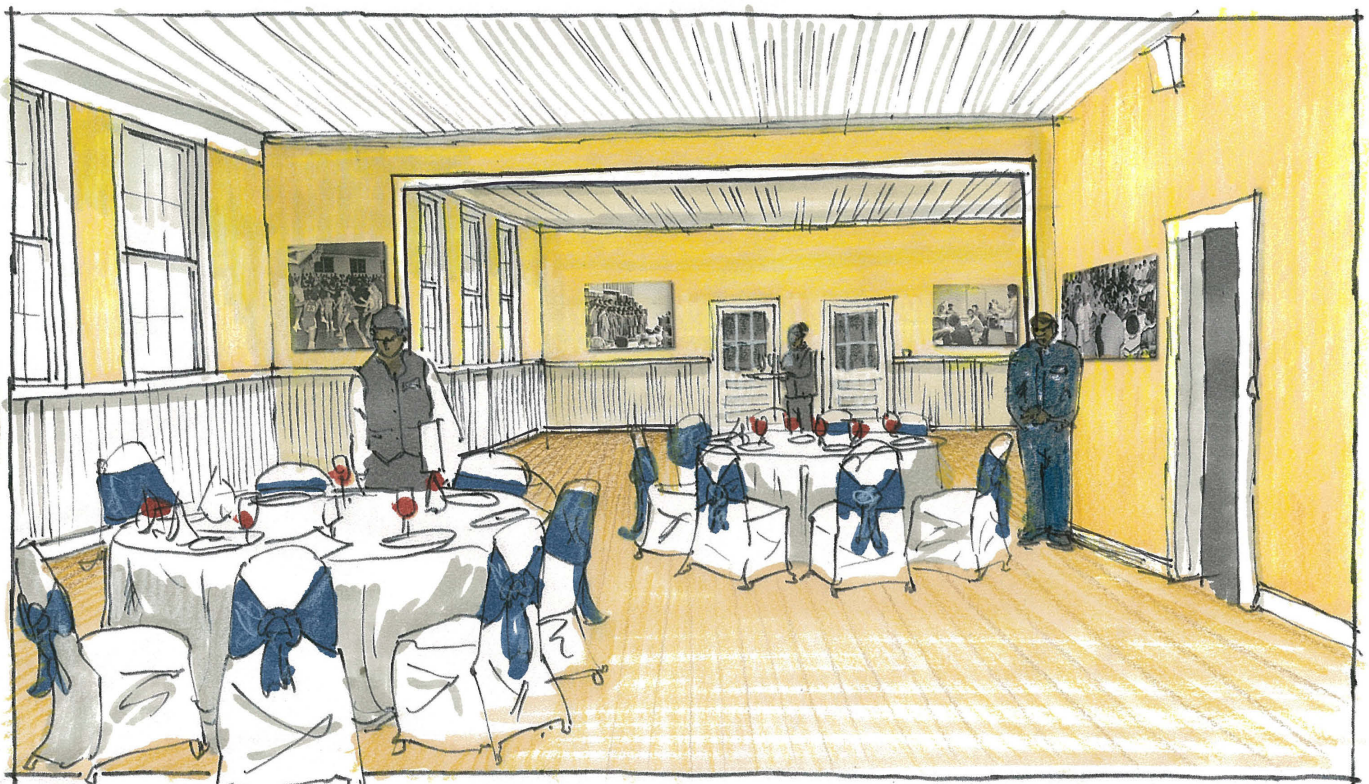
Restoring the Dining Hall provides an eating and gathering place for social and educational functions.



Existing condition of the Dining Hall. Roof is damaged and interior is filled with rubble.

4. VIRGINIA P. BOGGS MEMORIAL DINING HALL 1924

INTERIOR



Restored to its original appearance, the Dining Hall can become a beautiful event space.



5. MILNER YOUNG MEN'S RESIDENCE A.K.A. LIVING STUDY COMPLEX 1970



DESCRIPTION: The last building erected on campus boasts a handsome modern design. It served as an upper-class Men's dormitory, dining room and recreation space.

PROBLEM IDENTIFIED: Windows are broken and rain is continuing to damage the interior. Because of the masonry, this building has a high potential for successful and cost-effective rehabilitation.

SHORT-TERM RECOMMENDATIONS: Secure building, board-up broken windows and doors, remove overgrown plant material.

LONG-TERM RECOMMENDATIONS: Replace roof, repair windows, return building to functionality as living space.



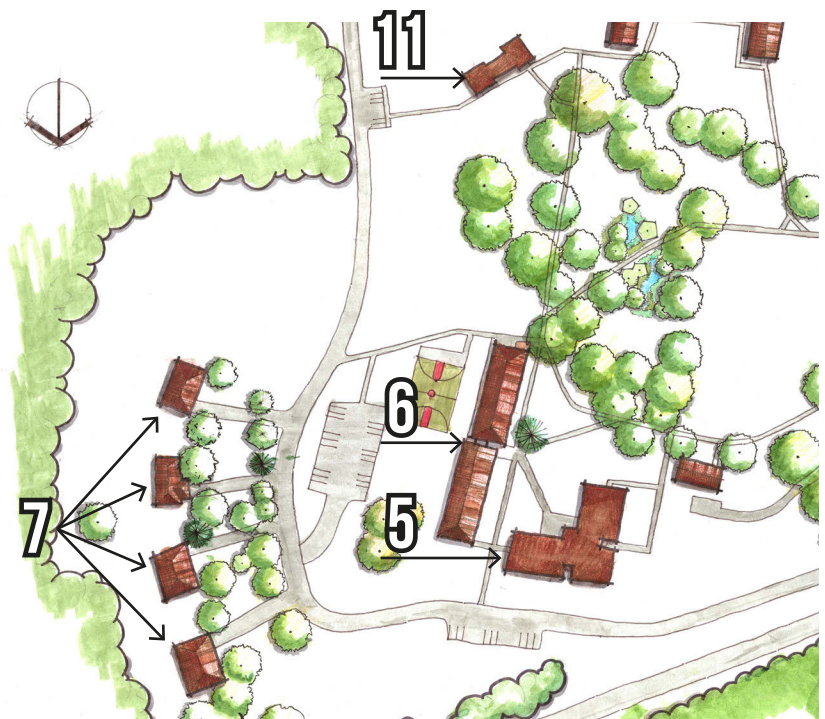


6. HARBISON HALL YOUNG MEN'S RESIDENCE 1958

DESCRIPTION: Of the unused buildings, Harbison Hall exhibits the most potential for immediate occupancy. Recently re-roofed.

PROBLEM IDENTIFIED: There are some concerns about hazardous building materials including the alleged presence of asbestos or lead-based paint, as well as issues with fire safety and suppression, but relative to the challenges presented by the other unoccupied buildings on campus, this one is in excellent condition.

SHORT-TERM RECOMMENDATIONS: Remove interior rubbish/debris, including old mattresses/furniture, assess reuse potential of wooden bunks.



7. RESIDENCES 1958-1960

DESCRIPTION: These four small houses are in good repair and are currently occupied – two are residential rental properties and two used as WestCare living quarters.

11. TEACHERAGE – YOUNG LADIES' RESIDENCE 1958

DESCRIPTION: The Teacherage, a residence for Boggs faculty, was completely destroyed by fire in 2013. Before the fire, however, the building was occupied by WestCare, who installed a modern septic tank, so this would be a logical location for new construction, if needed.



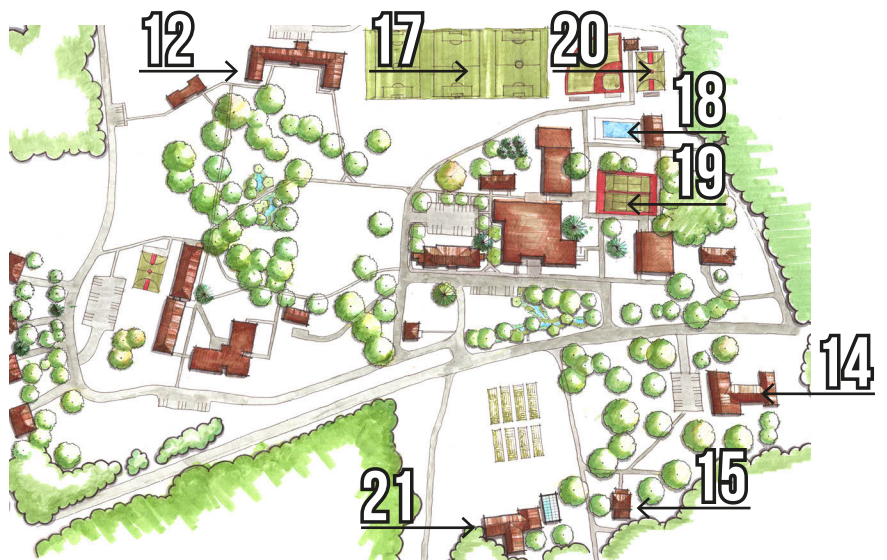
12. PURVIS HALL YOUNG LADIES' RESIDENCE 1955



DESCRIPTION: This is an important building to the female alumni of Boggs and should be stabilized and considered for rehabilitation.

PROBLEM IDENTIFIED: Because of safety concerns, the interior condition of this dormitory building could not be evaluated. It is evident, however, from a visual survey of the exterior that the roof system is severely compromised.

SHORT-TERM RECOMMENDATIONS: Tarp/board roof to protect against water penetration, board broken windows/doors, secure building, mow overgrown grounds. See Mothballing sidebar on page 37.



MOTHBALLING HISTORIC BUILDINGS

Source: National Park Service/
Preservation Briefs 31
[www.nps.gov/tps/how-to-preserve/
briefs/31-mothballing.htm](http://www.nps.gov/tps/how-to-preserve/briefs/31-mothballing.htm)

Comprehensive mothballing programs are generally expensive and may cost 10% or more of a modest rehabilitation budget. However, the money spent on well-planned protective measures will seem small when amortized over the life of the resource. Regardless of the location and condition of the property or the funding available, the following 9 steps are involved in properly mothballing a building:

DOCUMENTATION

1. Document the architectural and historical significance of the building.
2. Prepare a condition assessment of the building.

STABILIZATION

3. Structurally stabilize the building, based on a professional condition assessment.
4. Exterminate or control pests, including termites and rodents.
5. Protect the exterior from moisture penetration.

MOTHBALLING

6. Secure the building and its component features to reduce vandalism or break-ins.
7. Provide adequate ventilation to the interior.
8. Secure or modify utilities and mechanical systems.
9. Develop and implement a maintenance and monitoring plan for protection.



14. JOHN I. BLACKBURN CHURCH 1962

DESCRIPTION: The church appears to be in good condition. Ongoing maintenance recommended.



15. PRESIDENT'S RESIDENCE 1920

DESCRIPTION: Recent improvements to the President's House have made it ready for occupancy.



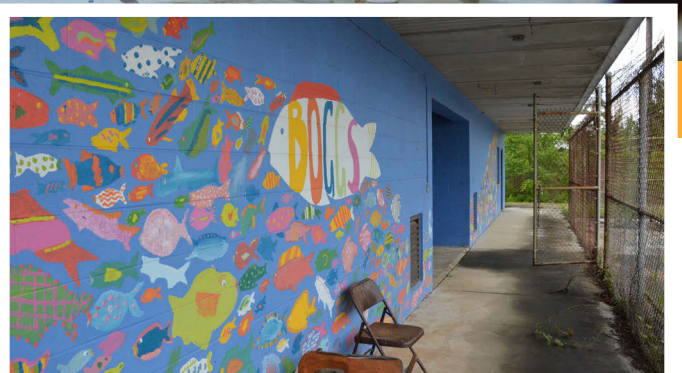
17. ATHLETIC FIELDS

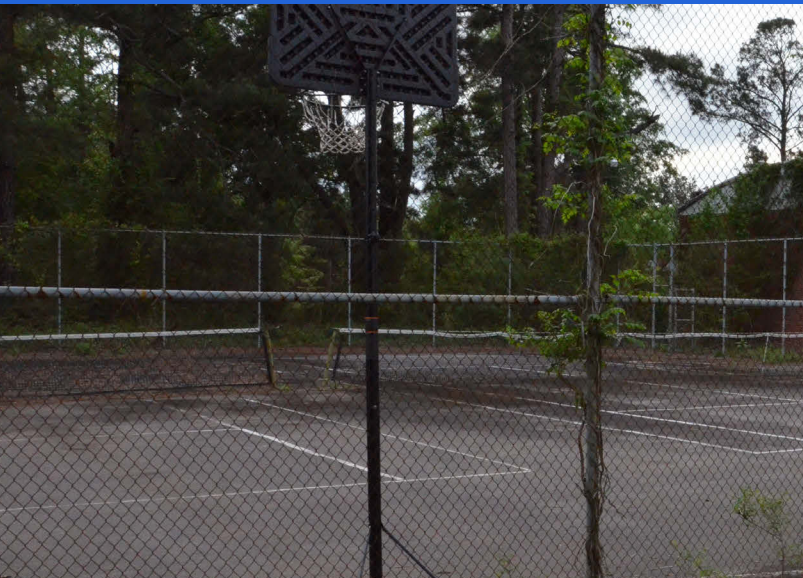
DESCRIPTION: With little grading or other site-prep, new athletic fields can easily be installed where the original ones once existed. The large grass field could host soccer fields and a driving range as well as its longtime uses for baseball and football games. This would also be an excellent location for a shaded pavilion that could be used as a bandstand, a picnic shelter, or by game spectators.



18. SWIMMING POOL, 1973

DESCRIPTION: The swimming pool appeared to have recently been repaired. A fish mural was painted in 2007. The bath house exhibits good potential for being easily repaired. The condition of the pool's pump and filter system should determine the feasibility of reusing the pool. It presents a unique opportunity for Burke County recreation.





19. TENNIS COURTS

DESCRIPTION: The tennis courts need to be resurfaced and nets replaced. Removing vegetation from the fence and maintaining surface condition makes this a low cost asset for the campus.



20. BASKETBALL COURTS

DESCRIPTION: The basketball court beside Harbison should be repaired. A new court near the rest of the athletic facilities would expand the opportunities for additional basketball courts. Additionally, there is room for a new court behind the baseball diamond, which will benefit from afternoon shade.





21. DAIRY BUILDING



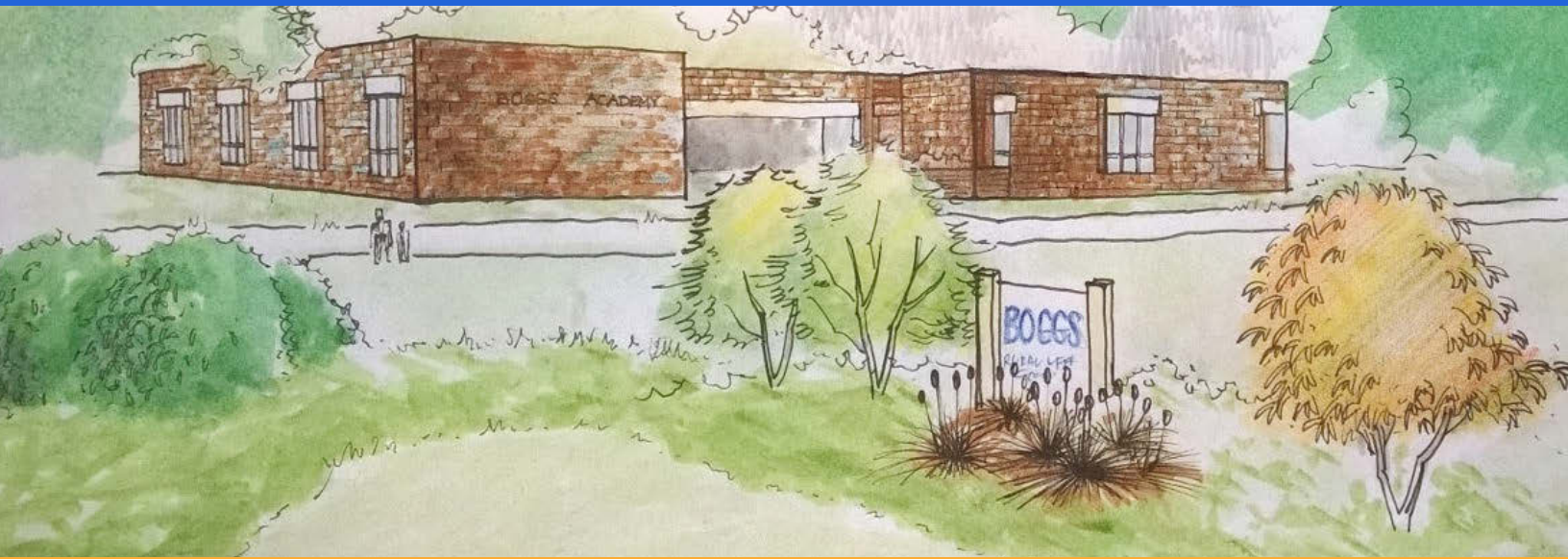
A greenhouse would expand the functionality of the Farm Building

DESCRIPTION: The Dairy building is an iconic part of the landscape across from the main campus entrance.

PROBLEM IDENTIFIED: It should be rehabilitated to serve as a support building for revived and expanded agricultural programs.

SHORT-TERM RECOMMENDATIONS: A greenhouse and demonstration gardens will augment the program and highlight the agricultural opportunities at the Boggs Rural Life Center.

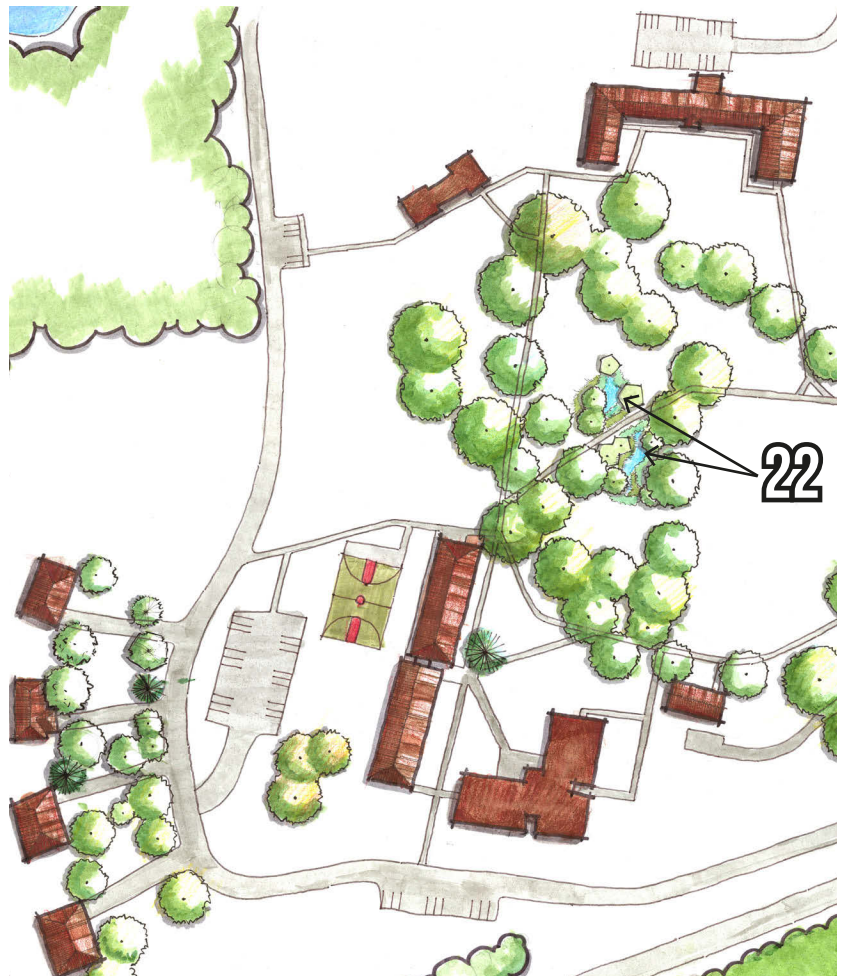




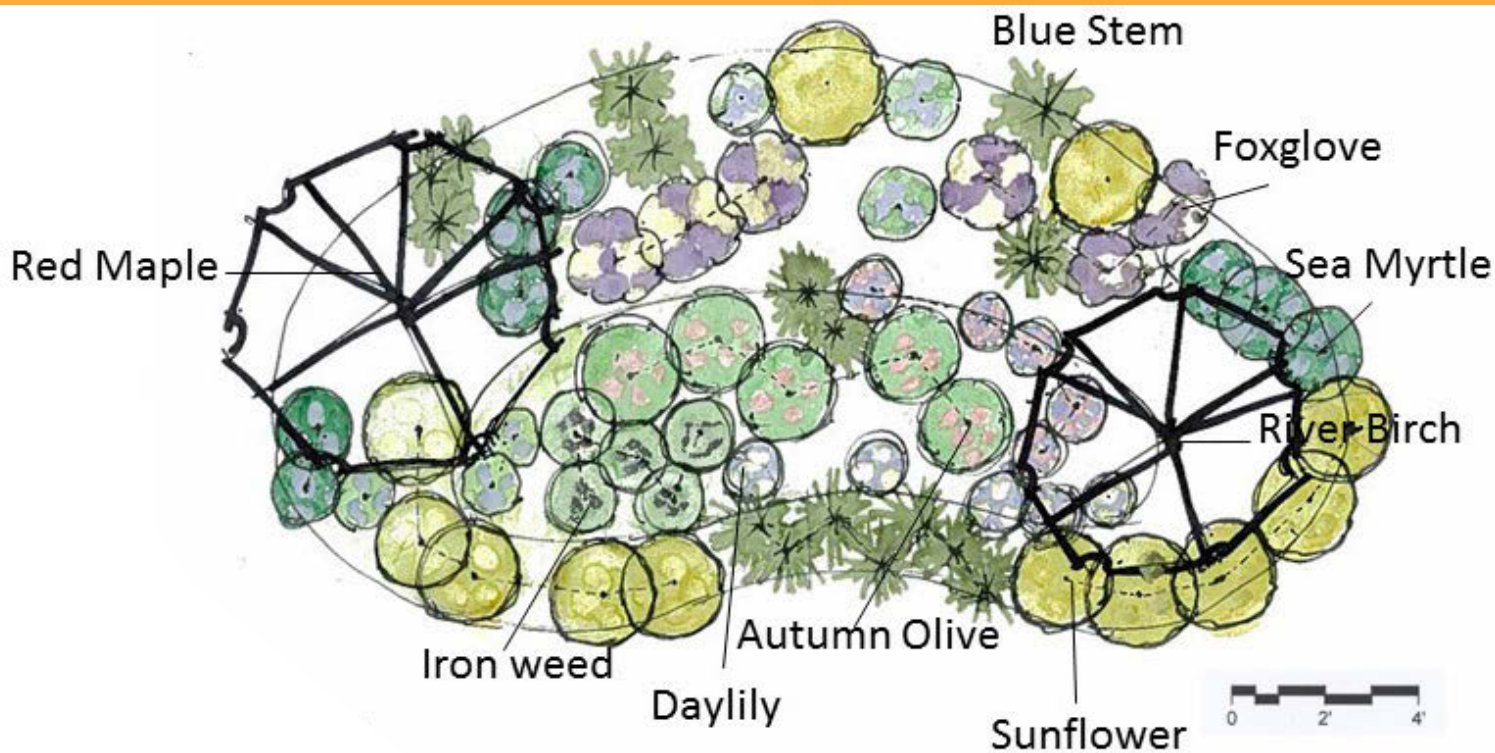
22. RAIN GARDENS

DESCRIPTION: A rain garden is a planted depression or a hole that allows rainwater runoff from impervious surfaces (roofs, driveways, parking lots) to be contained and slowly absorbed into the ground. Stormwater collects in these low, planted areas and slowly soaks into the ground. It directs standing water away from where it is not wanted, and provides an attractive planted area that can tolerate wet or dry conditions. Rain gardens also improve water quality by filtering out pollutants before the water re-enters streams and ponds.

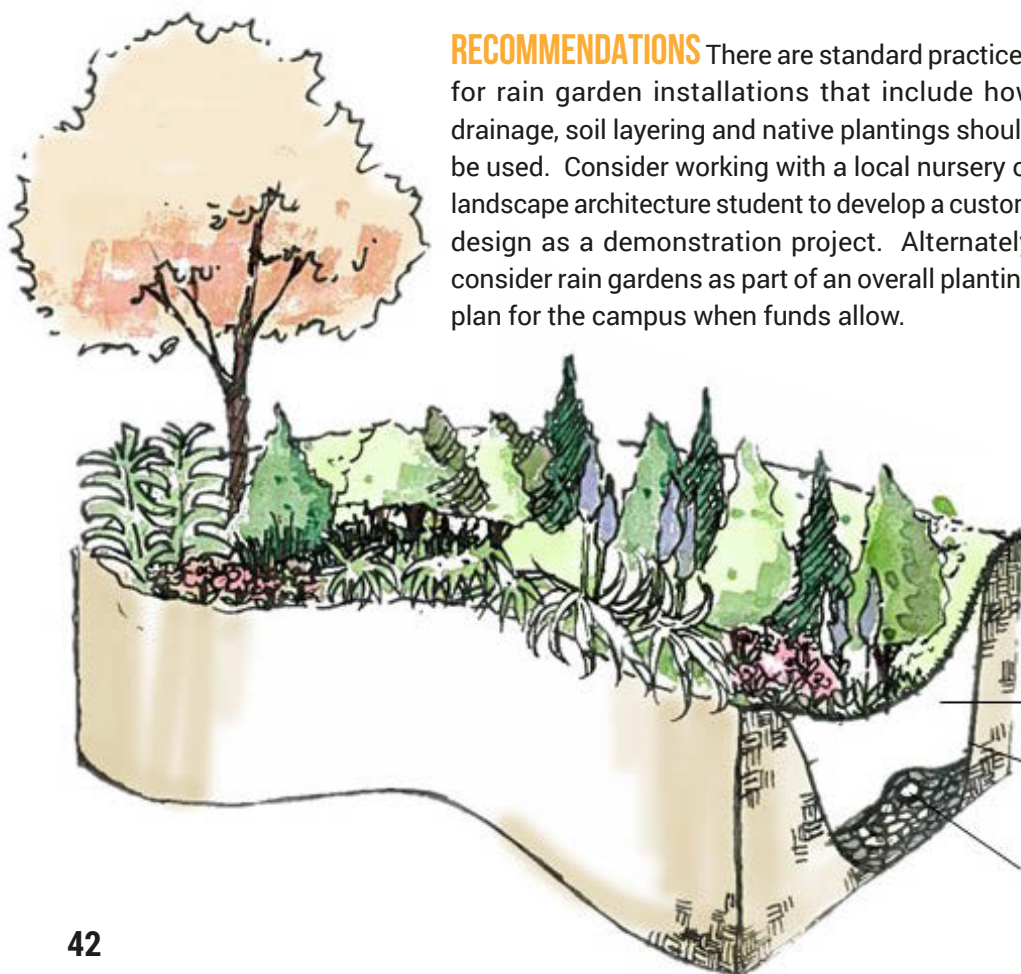
PROBLEM IDENTIFIED Standing water was visible during moderate rain events in the front lawn of the property between the road and the entrance to the Phelps building, and within the area that was previously used as picnic space between the men's and women's dormitory buildings. Rain gardens could be incorporated at these locations to deal with these small areas that are prone to minor flooding, as well as provide beautification.



22. RAIN GARDEN DIAGRAM

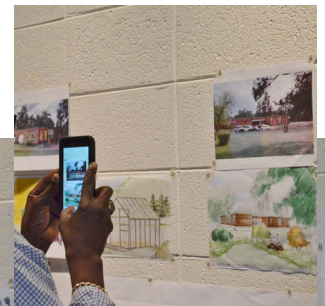
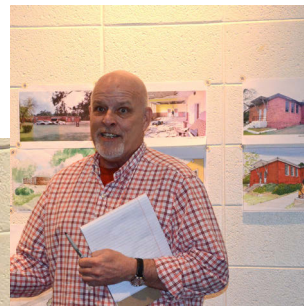
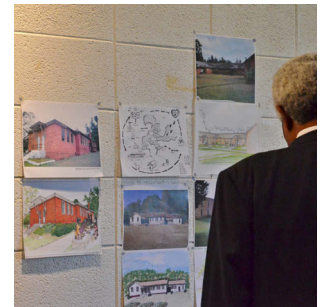


RECOMMENDATIONS There are standard practices for rain garden installations that include how drainage, soil layering and native plantings should be used. Consider working with a local nursery or landscape architecture student to develop a custom design as a demonstration project. Alternately, consider rain gardens as part of an overall planting plan for the campus when funds allow.



Planting Soil
Geotextile Fabric
Under drain and outlet

CHARRETTE PRESENTATION - APRIL 2015



A UNIQUE

FORESHADOWING (NOUN) —

A LITERARY DEVICE IN WHICH
AN AUTHOR DROPS SUBTLE HINTS ABOUT
PLOT DEVELOPMENTS TO COME
LATER IN THE STORY.

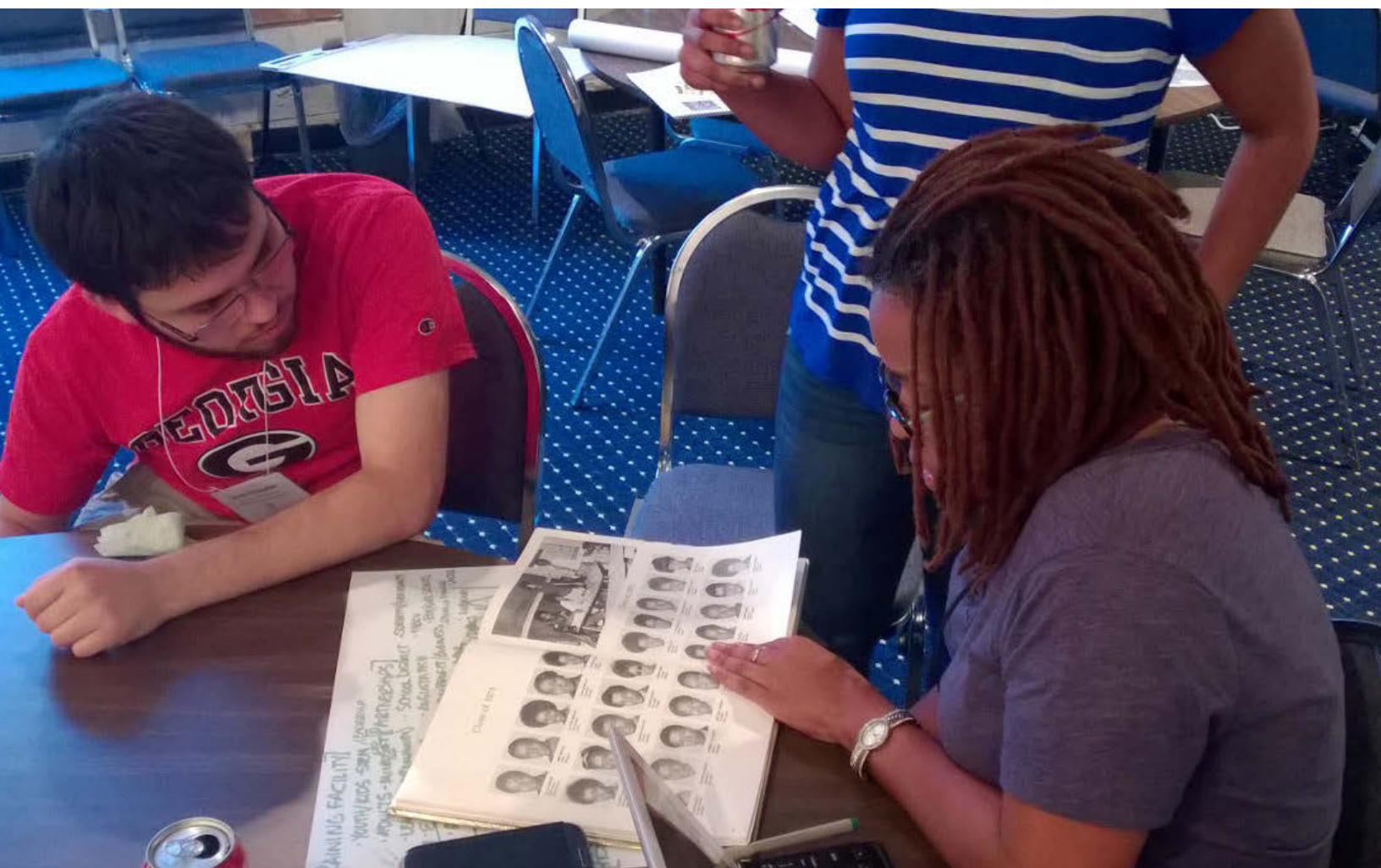
From a 1972 Boggs
Academy yearbook:

“BOGGS SERVES ITS COMMUNITY”

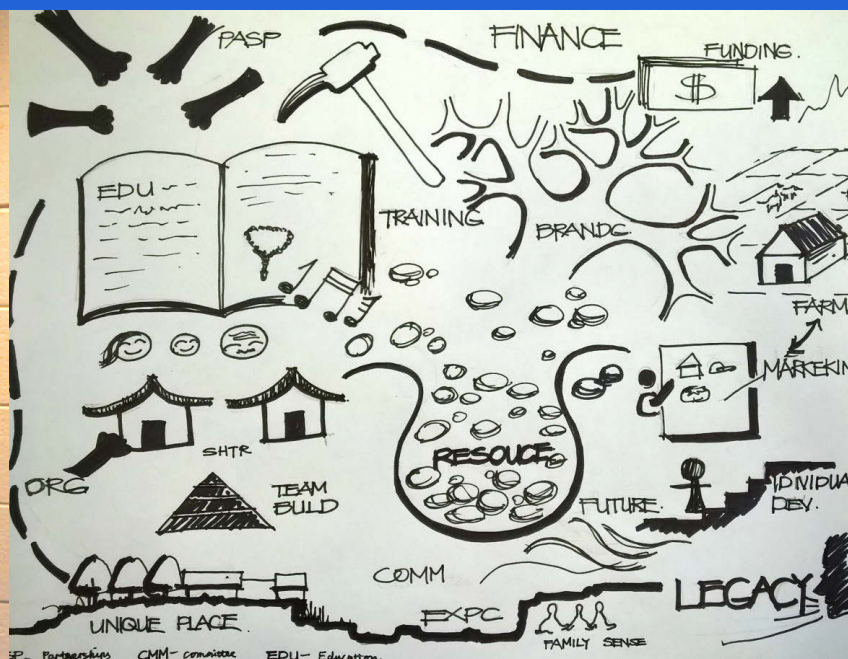
the campus was described as “The
1,231 acres provide an almost
unlimited laboratory for a school.”

THIS STATEMENT FORESHADOWS
THE MYRIAD OPPORTUNITIES
FOR BOGGS’ SECOND LIFE.

EDUCATIONAL EXPERIENCE



*“Boggs serves its
community”*



THE BOGGS RURAL LIFE CENTER (BRLC) REVITALIZATION MUST INCLUDE EDUCATION

– both as it relates to its mission and the legacy of the Academy. The BRLC can be reborn with updated facilities for all levels and forms of education. Educational uses of the property are dependent on successful partnerships with local, regional, and national networks. At the outset, an ongoing program to identify and partner with institutions whose aim is similar for providing training to youth and/or adults is essential.



Flexibility in building changes should accommodate the possibility of housing a variety of educational programs.

A plan for revitalization of the former school should likely contain one or more of the following educationally-focused functions:

1. TRAINING FACILITY

The BRLC campus building should include plans for various types of coursework. These courses would include, but not limited to:

- STEM/STEAM (Science, Technology, Engineering, Art, Math)
- Leadership Development
- Entrepreneurship and Innovation
- Agricultural Education and Certification
- Arts and Cultural Programs

2. RESIDENTIAL EDUCATION

Similar to a training facility, a residential component combines the training aspect of education with a lodging component. The BRLC, used as campus lodging facilities, could easily host programs that integrate both short

and long-term education programs with overnight stays and multi-day, week or month events. BRLC has already demonstrated the capability for a program such as this through their relationship with WestCare. Residential education options could be expanded to cover returning citizens such as homeless veterans and previously incarcerated individuals. However, to make any of these options available decisions must be made about the rehabilitation and code concerns of the dormitory buildings.

3. RETREATS

The BRLC has the potential of becoming a world class, unique retreat center. Approximately 30 miles from Augusta or 120 miles from Atlanta, the BRLC could host multi-day retreats for faith-based organizations, corporations and educational institutions. The campus and grounds could be transformed to include updated classroom space, interior meeting rooms, dining and food preparation areas and physical spaces for team-building activities like ropes courses. The available meals would be part of the retreat package and could easily focus on locally grown crops that are being processed on site, local food traditions (Southern or Soul food), or could be themed in such a way to increase the nutritional literacy of the retreat participants with healthy meal offerings.

THE SUCCESS OF THE EDUCATIONAL OPTIONS ARE DEPENDENT UPON FUNDING AND WHICH BUILDINGS WILL BE OPERATIONAL WHEN THEY ARE NEEDED FOR PROGRAMS TO BE LAUNCHED.

POTENTIAL PARTNERSHIPS

Burke County School District and surrounding county districts
Augusta Technical College
Historically Black Colleges and Universities (HBCU)
Georgia Power and the Southern Company's management for Plant Vogtle

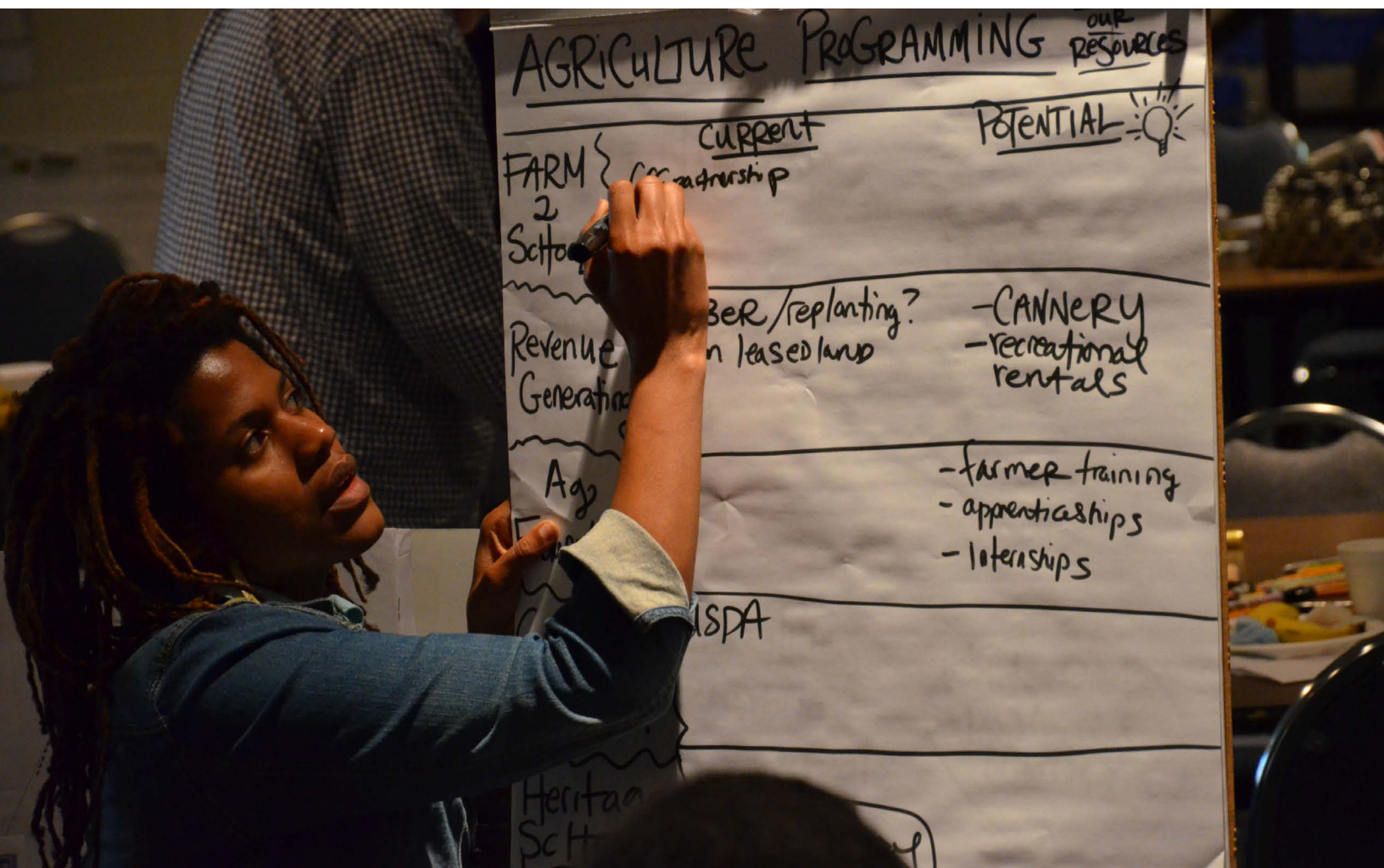
Georgia Department of Labor
Georgia Department of Agriculture
Burke County Health Department
Black sororities and fraternities
Boy and Girl Scouts
Burke County Library system

See Appendix for organizational contact information.

I see the Rural Life Center struggling to balance finding its future identity with the realities of paying for the upkeep of a large rural tract of land. I see my work supporting moving past obstacles by highlighting that proper stewardship of land resources will provide a sustainable economic resource for the organization with the eye on both short-term and long-term capital generation to support the time required to make the changes necessary to build a new reputation and extend the Boggs Legacy into a new generation.

*~ Almeta Tulloss, UGA student in
Consumer Food Science*

AGRICULTURAL STEWARDSHIP



Boggs Academy has a rich and valuable agricultural history that provided students with a hands-on education on the working farm which included horse stables, chickens and goats, and grew a wide variety of southern vegetable crops. The students were involved in everything from animal husbandry to food preservation, and students who needed assistance could offset tuition costs by working on the Boggs Academy farm.

Currently, Burke County's rural population has the highest rates of cancer and youth diabetes in all of Georgia, and like many rural areas suffers from a "brain drain" of human and education resources into more urban areas.

The Boggs Rural Life Center is primed to tackle some of rural life's biggest issues and position itself again as a leader in the community providing nutrition, sustainable agriculture, and technical career skills education to those most in need.

Local organic farmers have described the lack of educational resources as a major barrier to new farmers entering the market, and current farmers achieving success.

The size of the Boggs Academy land tract is one of its greatest resources and proper management will ensure a safe, sustainable home for people and wildlife to flourish for years to come. This land provides ample space for community recreational facilities, educational farm plots, a community cannery, agricultural and African-American history celebrations, and shared processing facilities for farmers.

THE FOLLOWING TOPICS ARE PRESENTED FOR CONSIDERATION IN ORDER TO MAXIMIZE AND CELEBRATE BOGGS ACADEMY'S UNIQUE, RURAL EXPERIENCE.

LAND MANAGEMENT

PLAN AGRICULTURE-BASED EDUCATION

DEVELOPMENT AND FUNDING

LAND MANAGEMENT PLAN

A land management is an important tool for planning for the future of forested properties, whether the concern is for wildlife conservation, ecological protection, profit revenue, sustainability – or all of the above. Here are a few considerations for a land management plan:

Forestry

- Timber Harvesting and Planting Cycles

Pasture Land

- Revenue Generation (Hay, Farm Rental, Outdoor festivals)

Soil

- Erosion
- Organic Crop Management

Water

- Lakes
- Wells
- Farm irrigation

Energy Production

- Solar Panels
- Geothermal

Partnerships & Resources

(full listings and contacts in Appendix)

- Georgia Department of Natural Resources
- U.S. Department of Agriculture
- The University of Georgia – Warnell School of Forestry
- American Forest Foundation

AGRICULTURE-BASED EDUCATION

Boggs can provide agriculture, leadership, technical skills and foodservice/nutrition training in a short- or extended-stay environment. Boggs Rural Life Center is a true Heritage School, a 21st century resource that celebrates the history that sustained our community while providing relevant education for the changing rural world. Boggs could provide destination education: learn everything from animal husbandry to carpentry, organic crop production, small machine repair, or food preservation all during a rural retreat setting in renovated historic facilities. Ideas for destination education themes include:

- Organic Learning Farm: Continuing the Agricultural Legacy of Boggs Academy (EQUIP Grant / NRCS)
 - Produces food for Schools
 - Vegetable Stand/Farmers Market
 - Career Training for Farmers
 - Demonstration Plots and Agritourism
- Farmer Training – School Students, Veterans
 - Soil fertility
 - Crop rotation
 - Natural Pest control
- Homesteading / Heritage School (Revenue-Generating)
 - Food Preservation
 - Small Machine Repair
 - Animal Husbandry
- Local Food Hub
 - Provides processing and packaging facilities for local farmers
 - Mobile meat processing facility for local farmers
 - Distributes food to schools
 - Promotes and Educates about Local Food and Nutrition
- Farm to School
 - Georgia Clients Council Partnership: Training farmers in procurement, safety, packaging
- Leadership in Youth
- Agritourism

DEVELOPMENT AND FUNDING

The BRLC must find a sustainable source(s) of revenue that celebrates what makes its rural location great, and cleaves to its mission of service, teaching, and unique experiences. Developing an organized approach and a unified vision will help to clarify the path forward.

Clarify Boggs Rural Life Branding: Branding will clarify for the public and for funders the intended use of the space. What is its primary use? Is it recreational? Agricultural? Educational? For ex-offenders or veterans? It can be all of these things at once but can it clearly be communicated as all of these things at once? Branding is what people think or imagine first when they hear “Boggs Rural Life Center”

Organize Documentation and Reporting for Grants: Gather and organize all current information relevant for seeking Grants into a resource database for easy use. Seek out Grants and funders via The Foundation Center in Atlanta, GA. Other funders to consider are:

- USDA Grants (See details on next page)
- Community Development Block Grants (CDBG) are administered by the GA Department of Community Affairs, who partners with rural and low- and moderate-income communities to provide innovative ways to replace jobs lost from the decline of traditional industries.

Strategize to Strengthen Grant Eligibility: Develop marketing materials that will attract funders and community members. People like to be invested in projects that exude success. Action attracts Action:

1. Organize events and build programming that will draw attention to the center and its objectives.
2. Take lots of pictures!
3. Funders like to see smiling kids holding healthy vegetables.

Develop Strategic Partnerships - Partnerships will provide necessary support in seeking out, applying for, and maintaining grants, developing support networks, and identifying resources. By partnering with the Department of Corrections and/or the Department of Labor, BRLC could serve as a potential educational resource for ex-

offenders or people in need. The BRLC could also be a leader in providing veterans services. By providing agriculture, leadership, technical skills and foodservice training in a short or extended stay environment, the BRLC becomes “destination education” in transitional housing for veterans in need. Other potential partners include:

- Public Schools / School Nutrition Programs
- Local Farmers
- Augusta Technical College
- Georgia Organics
- UGA Extension

See Appendix for contact information and links.

- **USDA Grants**
 - o Farm to School program assists eligible entities in implementing farm to school programs that improve access to local foods in eligible schools. On an annual basis, USDA awards up to \$5 million in competitive grants for training, supporting operations, planning, purchasing equipment, developing school gardens, developing partnerships, and implementing farm to school programs.
 - o Rural Development has a myriad of grants and technical assistance is available for communities and nonprofits related to water, facilities, housing, broadband, business development and energy.
 - o Natural Resources Conservation Service (NRCS) Environmental Quality Incentives Program (EQIP) is a voluntary program that provides financial and technical assistance to agricultural producers. It helps plan and implement conservation practices that address natural resource concerns and for opportunities to improve soil, water, plant, animal, air and related resources on agricultural land and non-industrial private forestland.
 - o NRCS Longleaf Pine Initiative (LLPI) - Through LLPI, NRCS works with producers on private lands in nine states to improve the sustainability and profitability of longleaf pine forest ecosystems.
 - o Workforce Investment Act (WIA) is a federal program is the nation's principal workforce development legislation, providing funds to address the employment and training needs of dislocated workers, low-income adults and youth.

REVENUE GENERATING IDEAS

FESTIVALS

Capitalize on Boggs' greatest resource – open land – by developing festivals on the Boggs campus. Festivals build community and raise awareness with minimal input and maximum potential revenue. Some options include:

- **SUNFLOWER FESTIVAL:** planting a large field of sunflowers, when at peak ripeness have a festival with food, invite community, take LOTS of pictures, people pay to cut their own bouquets. Other organizations have raised thousands of dollars with under \$100 initial investment.
- **SOUL MUSIC FESTIVAL:** celebrating Augusta's soul history, would need to partner with music business professionals.

RETAIL PRODUCTS

Canned goods, heritage products (wool, horse shoes)

FARMER'S MARKETS

Start as a Quarterly Seasonal Market that capitalizes on the value of African-American history and features crafts, food, a learning garden, farm tours, vintage tractors and farm equipment, pie contests.

FUNDRAISERS

- **THRIFT/FLEA MARKET**
- **MOVIE DAYS FOR KIDS AND SENIORS**
- **WEEKLY FISH FRY**
- **ALUMNI FUNDRAISER:** Legacy Project to direct giving to a demonstrated need.

RV PARK FACILITIES

OUTDOOR RECREATION

Pavilions, lake development, horse trails, walking biking trails, team sport fields, basketball and tennis courts, swimming pool, cross-country and track and field courses.

ANNUAL RODEO

STOCKED FISH POND

AGRITOURISM

“Pick your own” crops, pumpkin patches, flower cutting, watermelon patches, petting zoo, bird dog kennel, fishing and hunting, aquaponics.

FACEBOOK PAGE:
fb.me/addersonsfreshproduce



CASE STUDY: ADDERSON'S FRESH PRODUCE

Successful Organic Family Farm, 2 miles from Boggs Rural Life Center

PRODUCERS: Sam & Loretta Adderson (husband is an engineer, and wife is an ex-nutrition extension agent, and school nutrition supervisor)

EXPERIENCE: Loretta grew up on her father's farm in Georgia, and began gardening organically in Michigan, professionally worked in nutrition as a school nutritionist (got experience with navigating heavily regulated environments, very important for USDA certified organic) and as a nutrition extension agent in Pennsylvania. She then took the training to become an organic certifier to know the process inside out, and be able to speak to inspectors knowledgeably.

FAMILY STRENGTH: Currently farming family land, even when living across the country Loretta's family still ate meat and produce from her father's Georgia farm, she mentors her grandchildren in farming, which provides them with experience that develops patience, strength. Their success lies marrying business and family life, integrating old and new traditions, daughter started a natural skin care line with farm products, they all apply corporate experience, and higher education levels and careers to integrate and communicate the importance of farm life to contiguous generations.

SUCCESS: Proceeded in stages. Started "growing organically" then "transitioning towards organic" then "certified organic" whole process took 9 months. Received funding from NRCS EQUIP* grant, started out at a smaller farmers market. Credits success to being very knowledgeable about the subject, engaging technology and social media very actively, and participating in credible distribution channels that invest in solid marketing and provide consistent customer base.

CHALLENGES

Lack of education opportunities for African-American farmers

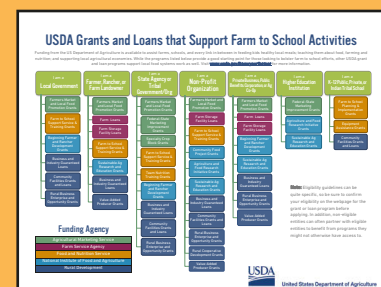
Capital for equipment costs

Hand watered, trucked from Augusta to Keysville for two years before getting a well

Huge insurance liability

Technical assistance

Stigma ("Slave work", no money, too hard)

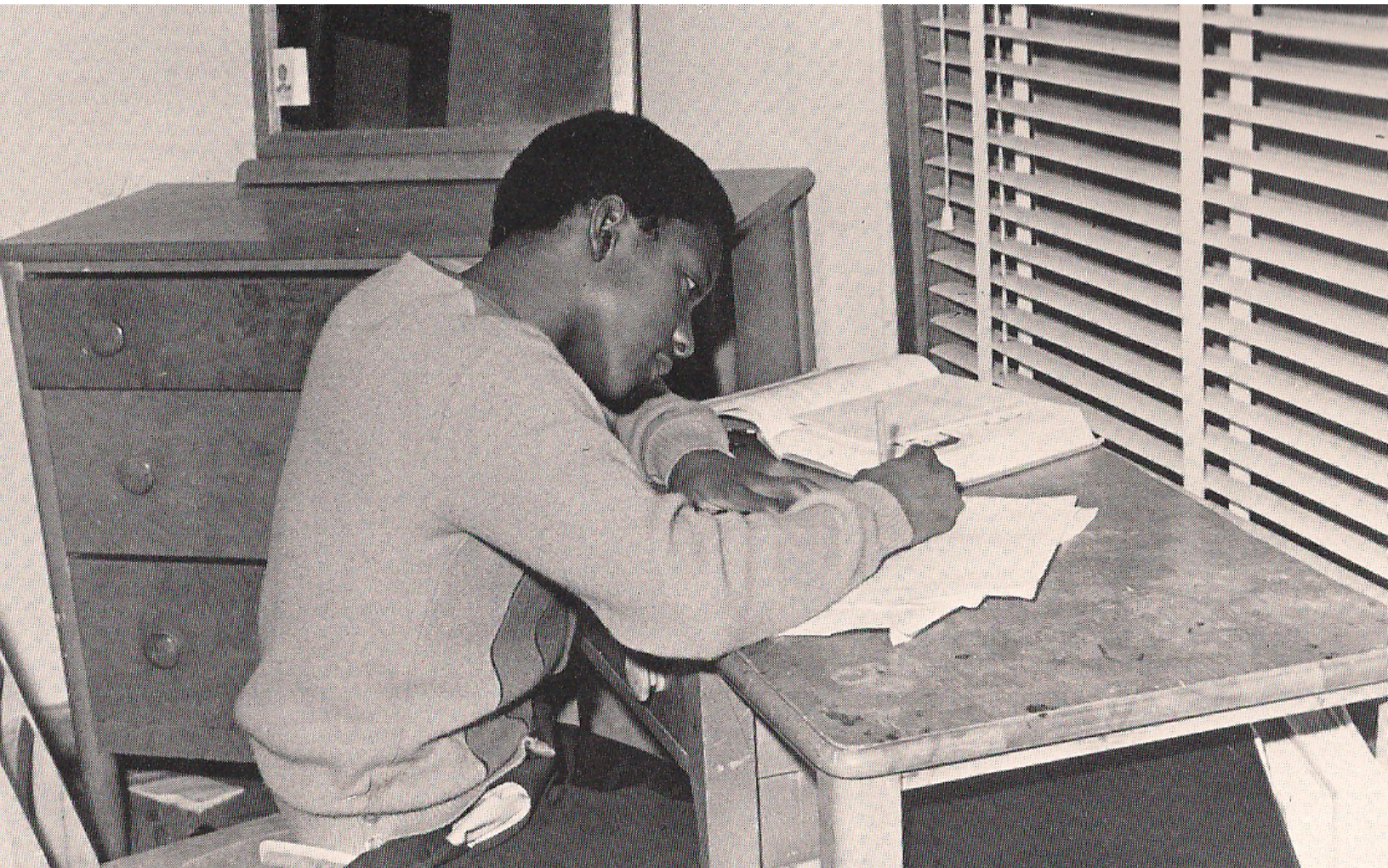


USDA Grants and Loans
www.tinyurl.com/USDAchart

*NRCS EQUIP: National Resources Conservation Service Environmental Quality Incentives Program www.nrcs.usda.gov

*Students have gone out from
Boggs Academy occupying
prominent places both in the
religious and professional
world. The Academy has offered
some rare opportunities to
the neglected boys and girls
living in rural communities,
and, we are pleased to say that
some of them have been able
to seize the opportunity and
are now useful citizens in the
community in which they live.
~ Rev. Dr. John L. Phelps, 1934 letter*

FINANCIAL NEEDS AND OPPORTUNITIES



*“Time is erased
when we get together.”
– Ryan Thompson, Boggs Alumni
CSRA chapter President*

FINANCIAL NEEDS AND OPPORTUNITIES

There is one critical ingredient required for all of the recommendations preceding this one: money. Boggs' financial needs come with some serious financial challenges, many of them described in the physical improvements section.

Initial Assessment

Currently, the Boggs contract with WestCare generates \$5,700/month. Other sources of revenue include the leasing of houses/cottages on the property, which brings in \$1,200/month; Boggs also leases hunting land and farming land and has received some small grants here-and-there for one-time expenditures. Total monthly revenue is approximately \$7,000.

Monthly expenses include compensation for staff \$3,000, utilities \$1,500, which leaves \$500 for maintenance. With other miscellaneous costs, total monthly expenses range from \$5,000-\$6,000.

Currently this is a stable positive cash flow. There is very little extra funds for anything other than that for which is currently budgeted. Current revenue is enough for a minimal level of functional operation, but to move Boggs into a more stable future, two things are needed: 1) a sizeable capital investment in the infrastructure of the campus, and 2) stable long-term revenue generation.

What is not known is exactly how much the cost will be to totally rehabilitate the existing campus. Most of the buildings retain a workable level of structural integrity, while others, like the girls' Purves Dormitory, are so badly compromised that rehabilitation might prove cost-prohibitive. This all, however, depends on what is identified as the appropriate use for each of the buildings and who will bear the cost of the work.

There are several improvements which must be made regardless of the path Boggs pursues. These include replacing the outdated sewage system; securing and stabilizing (or moth balling) buildings that are currently not in use, which will likely include the cost of new roofs for most of the buildings; if buildings are deemed unsalvageable, demolition costs are _____; and some watershed and drainage improvements on the site will have associated costs.

Capital Investment

An overarching question is, Where will this large infusion of capital come from? A precedent, on a small scale, has been set with the WestCare, which has invested approximately \$350,000 in improvements for the buildings

they occupy. BRLC should explore opportunities for government and private grants associated with housing, historic preservation, or African American history. Lastly, all alumni of Boggs need to be informed of this project as each of them may have access to resources that can be brought to the table.

Many good ideas for revenue generation have been discussed as a result of this planning project. What is needed, primarily, is long-term contractual commitments from outside partners, especially those which are willing to commit capital funding as partial consideration for a long-term lease.

Low-Cost/Low-Investment Opportunities for Immediate Revenue Generation

While current site limitations inhibit many income-producing possibilities, there are many things which can be done now to generate revenue that require little or no initial investment, including renting "office" space in the Phelps building to function as a small business incubator, leasing of the near-complete Superintendent's House, an organic farmers' market, and ensure maximized leasing of hunting and farming property. The opportunities in the Agricultural recommendations seem to have the biggest impact with the shortest lead time and upfront investment. They would generate positive attention for the campus as well.

An additional \$1,000/month, for example, would increase the current monthly revenue by 15%, which would have a large impact on current operations while long-term funding is being sought.

Marketability/Desirability

When marketing any property for sale or lease, or for use otherwise, it is important to stage the property. Many investors do not have the ability to see beyond the negative attributes and realize the significance of a site. Many cannot see past deferred maintenance. For this reason, the entire campus should be completed as soon as possible so that first-time visitors to the property will easily be able to see the same value that exists for those with long-time associations with Boggs. This consists of visual improvements on removal of overgrown vegetation, especially from building facades and the removal of fallen trees and other debris. Vacant buildings need to be secured and broken windows boarded. A creative way to celebrate the potential these buildings hold is to have locals paint murals on the plywood temporary window covers. Any would-be investor will want to see a place that is prepped and ready, hungry for new life.



CONCLUSION

The results from the concerns gathering, framing of issues and immediate needs for BRLC can be expressed in a 4-part framework:

1. Short term: Stabilize – fund improvements to keep the water out of the buildings, improve the physical appearance and make sure that new changes are sensitive to the existing physical and functional context of the campus.cool
2. Short Term: Functionality for current income generating activities (WestCare’s need for increased residential space – additions to existing structures + construction of a semi-permanent structure to serve as a processing facility for agricultural products for the Burke County USDA Farm to School Program, most likely on the site of the Teacherage where septic service is available)
3. Long term: income generating (economic sustainability) planning and preparation for new
4. Ongoing: Access programs’ impacts on the campus and the economic resiliency of BRLC. Remain flexible to accommodate new sources of funds for new initiatives that may redirect program functions or focus. (Things may have to change moderately to seek specific funding; however any change must be compatible to the BRLC mission and positive contributions being made by existing programs and uses.)

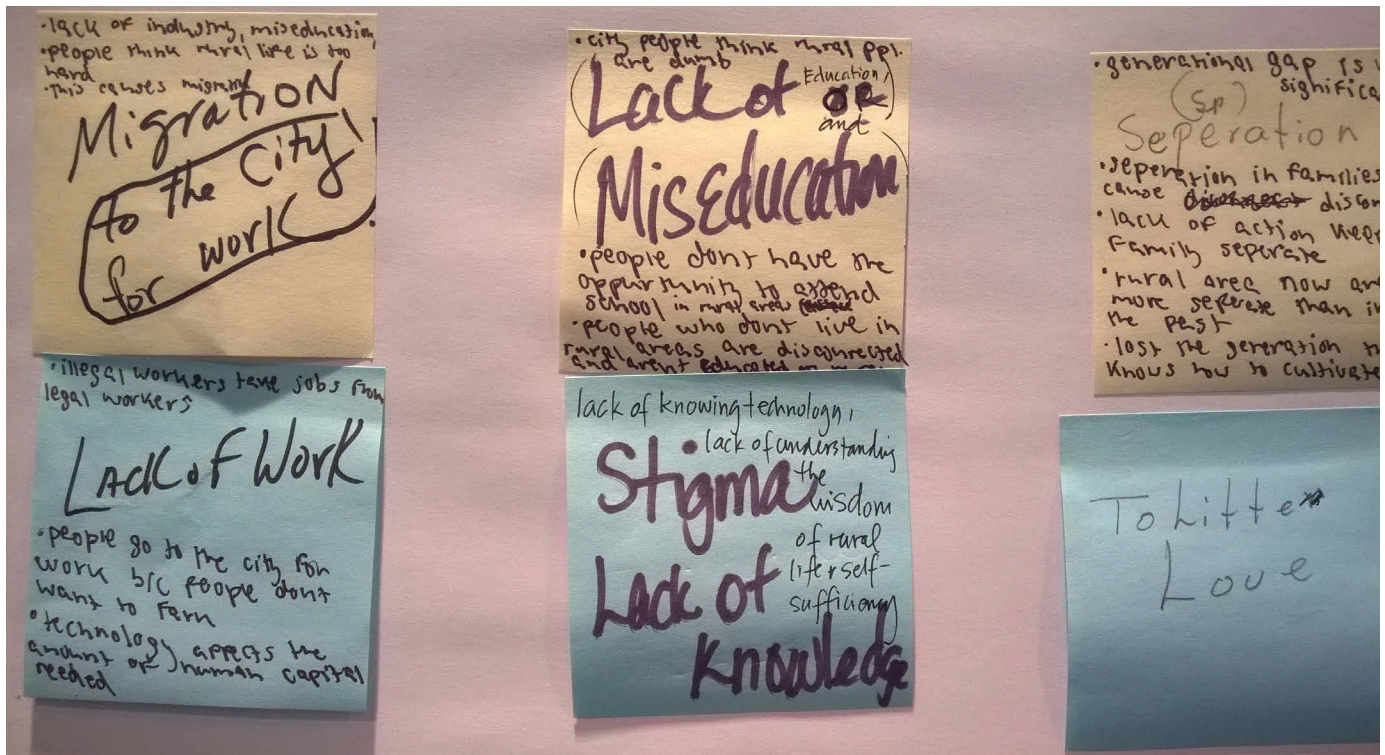
This framework addresses the physical property at Boggs but does not include the “real power” that is available to decision makers and leaders: THE ALUMNI.

The youngest alums are now nearing late-middle age. Their power can only be accessed in the short-term when placed in light of a plan for the next 100 years of Boggs. Now is the time to activate and engage powerful alums to identify donors, guide policy decisions and ensure that their desires (memories, legacy and good intentions) and included in master planning activities in perpetuity for the site, buildings and history of Boggs.

The need for engagement, empowerment and collaboration of people who can affect the future of Boggs is now.

BOGGS 2015

KETTERING AND THE NATIONAL ISSUES FORUM RURAL GUIDE



In collaboration with Imagining America, Cooperative Extension, Art of the Rural, the United States Department of Agriculture (USDA) and other emerging partners, the Kettering Foundation and the National Issues Forums Institute will create a deliberative issue guide about rural community development by and for rural citizens and residents, including those living in small towns and cities. As part of a longer arc of work surrounding this guide, teams will support a yearlong series of public, deliberative forums and community activities using the finished guide.

It was a unique component of this charrette used to gather community concerns. Using a process called “deliberative dialogue using arts-based and cultural tools” we attempted to demonstrate to Kettering that there are creative and pleasurable alternatives to the typical and very dour focus groups they usually use. The “concerns gathering” that is a part of “deliberative dialogue” has been developed by the Kettering Foundation and the National Issues Forum.

The process UGA developed as an alternative method to identify local issues will feed into a national discussion on issues facing rural America that Kettering is advancing.

We plan to develop the issue guide in partnership with the people who will most benefit from its use: the residents of rural communities. To create the most authentic guide possible and to encourage take-up of the guide in communities and among new partner organizations, we are embarking on a framing experiment. We will use a suite of approaches to encourage rural people to frame the issue in their own voices. The overall purpose is to engage in a participatory action research initiative that tests the community’s engagement and participation in framing and deliberation. Our working hypothesis is that involving communities in issue guide development will pay dividends in both issue guide development and in greater public participation during deliberative forums.

VERBATIM RESULTS OF EXERCISE TWO:

THINGS THAT MAKE RURAL AMERICA GOOD

- Slow (There is joy in a slower lifestyle... I came from Ft Lauderdale and Atlanta, and the traffic was awful. In Wrens (GA) "traffic" is 2 cars at a red light!)
- Trees (Trees help us see the seasons changing, but trees are also a symbol of life, representing our personal/cultural roots as well as an ecological symbol.)
- Scenery (Love the beauty of nature that you appreciate in rural areas. You can take it all in.)
- Open space
- Vegetation – the scenery in rural life
- Peacefulness
- The order/jobs/responsibilities that come with rural tasks/life
- The intimacy of relationships that hold the rural community together – everyone knows everyone
- The slower pace of life
- Everything is more appreciated – urban kids were amazed by stars
- Farms
- Good Food
- Grandma's House
- Trees
- Spacious
- Serene
- Livestock
- Natural beauty - Community
- Fresh air and water quality
- Space and freedom
- Self-sufficiency and independence
- Rural life's best qualities are embodied in its natural qualities, these attributes should be preserved and celebrated

WORKING AGAINST RURAL AMERICA

- Migration (WHY? Lack of industry and jobs, and a lack of interest in farm life, but also the changing nature of farm work. Technology has affected the amount of human capital needed to do farm work.)
- Miseducation (Not just the education levels in rural

areas, but that the myth that rural residents aren't smart, or up on modern technology. WHY? There is a stigma associated with folks who live in the country. The country mouse thinks the city mouse is disconnected from the land, and is not self-sufficient. The city mouse thinks the country mouse is slow and behind the times.)

- Separation (There is a generational gap between families due to newer generations moving away from rural areas in search of better opportunities rather than staying with their family in the place where they are from. People's lives are busier and they do not keep in touch or visit often.)
- Industries/economics
- Suburbanization
- Lack of time/resources
- Lack of educational and employment opportunities – causes people to leave
- Inept transportation system – this affects people in many ways. System may be in place but takes miles of walking just to reach the bus stop or station.
 - o A participant had to drive someone to go pick up their check today because they didn't have access to public transportation. The costs of a taxi would have taken a chunk of that check.
 - o People that carpool depend on the driver to maintain that job, once the driver is let go, the other passengers are affected even if they are exemplary employees.
- Food access issues – food nutrition literacy needed – some steps have already been taken
- Need more programs like OUTWARD BOUND to help people transition from high to college
- Money
- People
- Communication
- Greed
- Apathy
- Violence
- Flies
- Pollution
- Ignorance
- Loss of cultural heritage
- LACK (of stability, education, opportunities)

- BRAIN DRAIN
- There is a sense of drain from rural America into urban areas, draining people, jobs, and money, everything that can sustain a community. Lack of understanding the potential resources that are there to support rural systems, lack of innovative thinking (using school busses are rural public transportation, offering money for education based on returning to a rural area to live and work)
- Over population
- Remove stigma attached to a rural life
- Change history in that lack of education creates no access to jobs which has a generational effect. She wants to end this trend.
- Peace
- Colorblindness
- Caring for one another
- Love
- Killing Flies
- Color blind communities with caring hearts
- People would have a greater understanding of how important rural life is to America
- cleaning up abandoned buildings and trash
- More art/music/creativity/continuing education for adults
- Bringing resources and money to rural community, filling up space with more resources and energy. As one woman said, we need to capitalize on the resources we have (land, timber, agriculture, and heritage) and build community around that.

SOLUTIONS NEEDED FOR RURAL AMERICA

- Capital (People need a tangible investment to get their footing and make a solid start at something.)
- Self-sufficient Community (People need to be taught to fish rather than be given fish. An aid program can only go so far – when the grant runs out, so does the help. People and communities that are self-sufficient can get through rough patches.)
- Give the gift of Love (“What is the opposite of love? Not hate. It is indifference.” People need to look out for one another – neighbors, family. There is such value in communities that support each other out of love.)
- Improve education and self-sufficiency



BOGGS 2015

APPENDIX 2 POTENTIAL PARTNERSHIPS AND CONTACTS

AMERICAN FOREST FOUNDATION

AFF has an online tool to help plan for the future of your woods and set goals.
www.mylandplan.org/

AUGUSTA TECHNICAL COLLEGE

Waynesboro/Burke Campus
216 GA-24, Waynesboro, GA 30830

BURKE COUNTY LIBRARY

130 Highway 24 South
Waynesboro, GA 30830
706-554-3277, 706-554-0313 fax

BURKE COUNTY HEALTH DEPARTMENT

Gina Richardson, RN
County Nurse Manager
706-554-3456
P.O. Box 238
114 Dogwood Drive
Waynesboro, Georgia 30830

BURKE COUNTY SCHOOL DISTRICT

Nutrition Program
[http://www.burke.k12.ga.us/education/dept/dept.php?sectionid=1891&Boy Scouts of America Georgia-Carolina Council 4132 Madeline Dr Augusta, GA, 30909 706-733-5277](http://www.burke.k12.ga.us/education/dept/dept.php?sectionid=1891&Boy%20Scouts%20of%20AmericaGeorgia-Carolina%20Council4132%20Madeline%20DrAugusta,%20GA,%2030909706-733-5277)

FOUNDATION CENTER – ATLANTA OFFICE

The Foundation Center is the most authoritative source of information on private philanthropy in the United States. We help grantseekers, grantmakers, researchers, policymakers, the media, and the general public better understand the field of philanthropy.
133 Peachtree Street NE
Lobby Suite 350
Atlanta, GA 30303-1804
404-880-0094
www.foundationcenter.org/atlanta

GEORGIA DEPARTMENT OF AGRICULTURE

The mission of the Georgia

Department of Agriculture is to protect consumers, promote agriculture both locally and globally and assist our customers using education, technology and a professional workforce.
<http://www.agr.georgia.gov/divisions.aspx>
Misty Friedman, Nutrition Outreach Director, Georgia Grown
Misty.Friedman@agr.georgia.gov

GEORGIA DEPARTMENT OF LABOR

Most of the Department's direct services to customers are provided through the Internet or by staff in our statewide network of local Career Centers. Access the "Find Us" link to view information on locations, services provided, and phone numbers.
http://www.dol.state.ga.us/service_dir.htm

GEORGIA DEPARTMENT OF VETERANS SERVICES

Carol Crawford, office manager
Burke County Office Park
715 W. 6th St.
Waynesboro, GA 30830-0093
706-554-3874 | Fax: 706-554-4496
ccrawford@vs.state.ga.us
<http://veterans.georgia.gov/waynesboro>

GEORGIA ORGANICS

200-A Ottley Dr NE Atlanta, GA 30324
678-702-0400
<http://georgiaorganics.org/>

GEORGIA POWER AND THE SOUTHERN COMPANY'S MANAGEMENT FOR PLANT VOGTLE

Johnna Robinson, Community Development Manager
404-506-7935
joathoma@southernco.com

GIRL SCOUTS OF HISTORIC GEORGIA

Augusta Service Center
Cheryl Hecker, Program Manager
508 Shartom Drive
Augusta, GA 30907

706-432-1347 | 706-774-0505
checker@gshg.org
www.gshg.org | facebook.com/girlscoutsofhistoricgeorgia

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUS)

www.hbcu.com

HISTORIC PRESERVATION DIVISION, GA DEPARTMENT OF NATURAL RESOURCES

Jeanne Cyriaque, African American programs coordinator
2610 GA Hwy 155, SW
Stockbridge, GA 30281
770-389-7870
jeanne.cyriaque@dnr.state.ga.us

UGA WARNELL SCHOOL OF FORESTRY

Dr. Kris Irwin, Senior Public Service Associate, Conservation Education
Warnell 401 Building 4
706-542-7412
kirwin@uga.edu
Dr. Ben Jackson, Professor, Timber Harvesting and Alternative Forest Products
Warnell 436 Building 4
706-542-9051, 706-542-3342 fax
bjack@uga.edu

UGA EXTENSION BURKE COUNTY

Burke County Office Park
P. O. Box 300
715 West 6th Street
Waynesboro, GA 30830
(706)554-2119 | (706)554-6482 fax
<http://www.caes.uga.edu/extension/burke/contact.html>

U. S. DEPARTMENT OF AGRICULTURE BURKE COUNTY FARM SERVICE AGENCY

Julia W. Sharpe, Acting County Executive Director
715 W 6th St.
Waynesboro, GA 30830-4407
706-554-2109, 855-806-2115 fax
julia.sharpe@ga.usda.gov
www.rd.usda.gov/programs-services

BOGGS 2015

Excerpts on Boggs Academy from *The Other Side of the Story: the World of African-American Academies in the South After the Civil War*, by Durham, Joseph T., *The Negro Educational Review*, Vol. 54, No. 1-2, January-April 2003.

The names of New England private academies such as Phillips-Exeter, Andover, and Choate are well-known. These boarding schools, along with others, form a “Group of Seven” in the Northeast. The oldest school in the group -Andover - was founded in 1778, these prestigious schools have educated the white male children of prominent American families for generations. Leaving these sheltered surroundings, the graduates went on to Ivy League colleges and afterwards to successful careers.

There is another side of the story of private school education; there were also African American academies and boarding schools which existed in the South after the Civil War. Relatively unknown to the majority of Americans, these academies, like their New England counterparts, provided an environment that was exclusive and college preparatory in nature. Lawrence Otis Graham in his book, *Our Kind of People* (1959), cites Palmer Memorial Institute in Sedalia, North Carolina, as one example of an outstanding private academy for African-American students.

In 1934, 28 years after the founding of Boggs, Dr. Phelps wrote:

Twenty-eight years ago, we gathered a few ragged, barefooted boys and girls from the surrounding plantations and organized the first Presbyterian Sunday school in one of the neighbor’s house. In a few weeks we moved out under brush harbor and soon had going a splendid Sunday school - though, however, not until our good Mission to send us down some clothing and shoes. By the late fall we had been able to partly erect a little building that we used both for a school house and a church.

Time passed, our little Sunday school grew into an organized church and a day school that has ministered to this community for twenty-eight years. Many changes have been made during the twenty-eight years. We have grown from a bush arbor to a nice campus of forty acres with five brick buildings and as many as 10 frame buildings. All are being used in the administration and operation of the school and church. Our school plant is now valued at more than seventy-five thousand dollars.

Students have gone out from Boggs Academy occupying prominent places both in the religious and professional world. The Academy has offered some rare opportunities to the neglected boys and girls living in rural communities, and, we are pleased to say that some of them have been able to seize the opportunity and are now useful citizens in the community in which they live (Phelps, 1934 letter).

The “Boggs Program” consisted of four parts: study, worship, work, and play. The Boggs student body originally came from the rural sections of Georgia and were both “unchurched and unschooled”, but in time, students came from other parts of the state and other states also. Ninety-five percent of the graduates went on to colleges, which ranged from Ivy League schools such as Dartmouth College to Morehouse College in Atlanta and Howard University in Washington, D.C.

Students began their day with compulsory chapel and attended classes until 4 p.m. They had to be in the dormitories by 9:30p.m. and in bed by 10 p.m. Students were required to spend one class period

APPENDIX 3

a day at such chores as mowing lawns or cleaning floors. This was known as the “Boggs Experience”.

Beginning around 1951, the Academy became less and less dependent upon the Board of Missions for Freedmen and its successor board, the Unit of Schools and Hospitals, for support. The Board of National Missions, however, did vote to have the women of the church take a more active role in supporting the school. For the last twenty years of its existence, Boggs had an independent board of trustees, and support from private foundations and student tuition. After the public school opened in Burke County in the 1950s in response to integration laws, Boggs increasingly functioned as a preparatory school for the African American middle class from Georgia and other states. Boggs Academy had also negotiated a settlement that allowed both white and black people to serve on its faculty.

In the end, with declining enrollment, the improvement of secondary education and the migration of thousands of African Americans out of rural Georgia to other parts of the country, the school was closed in 1984.

What can be learned from the story of African-American academies? The first lesson is that African Americans have always had a deep thirst for knowledge. The academies sprang up in response to this desire. Men like John Lawrence Phelps of Boggs Academy accepted aid from the Presbyterian Church, but also accepted aid from the community to keep the school operating.

Secondly, we learn that the communities in which the schools were located contributed their time and resources to ensure that the schools would operate. Thirdly, we learn that there were some good “white folks” who sacrificed their lives in the cause of black education. They gave of their wealth to aid the schools. The women of the Presbyterian Church gave considerable sums of money for buildings and special projects for the good of the schools.

Finally, we learn that the academies produced men and women of character who have excelled in many fields of endeavor. Today these men and women are members of various alumni associations which meet periodically to keep alive the memories of the schools. The African-American academies, which were established just after the Civil War, constituted a “golden era” in the education of blacks in this country. The accomplishments of these schools provide eloquent documentation that blacks have had a long and historic interest in intellectual development, and that they did what they could, in spite of severe hardships, to achieve their educational goals.

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- Note: A great deal of the historical records of the Boggs Academy are in the Presbyterian Historical Society in Philadelphia.

BOGGS 2015

APPENDIX 4
RESIDENTIAL RAIN GARDEN DESIGN
The University of Georgia
College of Agricultural and Environmental Sciences
Cooperative Extension Service

Residential Rain Garden Design		
Large Trees		
Bald Cypress	<i>Taxodium disticum</i>	south GA native
Black Gum	<i>Nyssa sylvatica</i>	native
Ginkgo	<i>Ginkgo biloba</i>	non-native
Green Ash	<i>Fraxinus pennsylvanica</i>	native
Loblolly Pine	<i>Pinus taeda</i>	native
Overcup oak	<i>Quercus lyrata</i>	native
Persimmon	<i>Diospyros virginiana</i>	native
Red Maple	<i>Acer rubrum</i>	native
River Birch	<i>Betula nigra</i>	native
Sugar Hackberry	<i>Celtis laevigata</i>	native
Willow Oak	<i>Quercus phellos</i>	Native
Small Trees		
Crape Myrtle	<i>Lagerstroemia indica</i>	non-native
Dahoon Holly	<i>Ilex cassine</i>	south GA native
Devilwood	<i>Osmanthus americanus</i>	south GA native
Fringetree	<i>Chionanthus virginicus</i>	native
Musclewood, Ironwood	<i>Carpinus caroliniana</i>	native
Red buckeye	<i>Aesculus pavia</i>	south GA native
Serviceberry	<i>Amelanchier arborea</i>	native
Southern sugar maple	<i>Acer barbatum</i>	native
Sweetbay Magnolia	<i>Magnolia virginiana</i>	native
Green Hawthorn	<i>Crataegus viridis</i>	Native
Shrubs		
American Beautyberry	<i>Callicarpa americana</i>	native
Anise	<i>Illicium parviflorum</i>	south GA native
Arrowwood	<i>Viburnum dentatum</i>	native
Bottlebrush Buckeye	<i>Aesculus parviflora</i>	south GA native
Buttonbush	<i>Cephalanthus occidentalis</i>	native
Devil's walking-stick	<i>Aralia spinosa</i>	native
Elderberry	<i>Sambucus canadensis</i>	native
Florida leucothoe	<i>Agarista populifolia</i>	south GA native
Inkberry	<i>Ilex glabra</i>	south GA native
Oakleaf Hydrangea	<i>Hydrangea quercifolia</i>	native in western GA
Possumhaw	<i>Ilex deciduas</i>	native
Red chokeberry	<i>Aronia arbutifolia</i>	native
Silky dogwood	<i>Cornus amomum</i>	native
Strawberry bush	<i>Euonymus americanus</i>	native
Summersweet Clethra	<i>Clethra alnifolia</i>	south GA native
Swamphaw	<i>Viburnum nudum</i>	native
Swamp rose	<i>Rosa palustris</i>	native
Virginia Sweetspire	<i>Itea virginica</i>	native
Wax Myrtle	<i>Morella cerifera</i>	south GA native
Winterberry	<i>Ilex verticillata</i>	Native

APPENDIX 4

Herbaceous Perennials		
Asters	<i>Aster spp.</i> – <i>A. pilosus</i> , <i>A. patens</i> , <i>A. dumosus</i>	
New England Aster	<i>Aster nova-angliae</i>	
English Countryside Aster	<i>Aster nova-angliae</i>	native further north
Blackeyed Susan	<i>Rudbeckia hirta</i> ‘Indian Summer’	cultivar of native
Blue Lobelia	<i>Lobelia</i>	native
Laguna Compact Blue with Eye	<i>Lobelia</i>	native
River Oats	<i>Chasmanthium latifolium</i>	native
Cardinal Flower	<i>Lobelia cardinalis</i>	native (needs water in severe dry conditions)
Goldenrod	<i>S. nemoralis</i> , <i>S. odora</i> , <i>S. speciosa</i> ,	native
Goldenrod Fireworks cultivar	<i>S. rugosa</i>	native
Ironweed	<i>Vernonia noveboracensis</i>	native(needs water in severe dry conditions)
Joe Pye Weed	<i>Eupatorium fistulosum</i>	native (needs water in severe dry conditions)
St. Johns Wort	<i>Hypericum fasciculatum</i>	south GA native
Swamp Milkweed	<i>Asclepias incarnata</i>	native further north/west
Royal Fern	<i>Osmunda regalis</i>	native (needs water in severe dry conditions)
Cinnamon Fern	<i>Osmunda cinnamomea</i>	native (needs water in severe dry conditions)
Canna Lilies	<i>Canna x generalis</i>	(‘Pink Sunburst’ non-native)
Soft rush	<i>Juncus effuses</i>	native
Corkscrew Rush	<i>Juncus effusus</i>	(“Spiralis’ Rush cultivar of native)
Little bluestem	<i>Schizachyrium scoparium</i>	native (cultivars “The Blues”)
Indiangrass	<i>Sorghastrum nutans</i>	native
Switchgrass	<i>Panicum virgatum</i>	native (cultivars “Heavy Metal”, “Cloud Nine” & others)

Rain Garden Design

- Design it to handle a 1.25 inch rain event (this captures 80% of rainfall events)
- Square footage x 1.25 in. (or .104 ft) = X cu ft of water

Example: 60 x 30 = 1800 sq. ft.

1800 sq. ft. x .104 ft. of rain (1.25 in rain)=

187 cu. Ft. of water

Just for Fun: 187 cu. ft. of water x 7.48 = 1398 gallons

- Locate the rain garden down slope from any buildings
- Away from large trees (easier digging)
- In areas that take advantage of natural slope.
- Consider the size and placement in the landscape design. It may be easier to create two separate rain gardens
- For large projects it may be easier to hire a landscaper.
- For smaller projects use the excavated soil to build a berm on the downhill side of the garden.
- Use a rope or water hose to layout the edge of the garden.
- For deep gardens set aside the top 4-6 inches of soil (topsoil), excavate the hole then use the top soil to backfill the planting area.
- Do a perk test. Dig an 8 by 8 inch hole 8 inches deep and fill with water. If it takes more than 8 hours to drain then the soil needs to be amended.

- On poorly drained soil excavate 10-12 inches of soil from hole, mix 3-6 inches of coarse sand or small gravel with excavated soil and replace into rain garden.
- Bring 2 cups of soil to Extension Office for soil test (\$8 fee, results in two weeks)
- Add lime and fertilizer according to soil test results, 3-6 inches of organic matter then till to a depth of 6 inches.
- Determine sun exposure
 - Full sun = 6 or more hours of direct sun
 - Part Sun to Part Shade=
 - less than 6 hours of direct sun
 - Shade = virtually no direct sun
- Don't forget specific site problems
 - Deer!
 - Plants will need to be watered until established

Plants to Avoid Using in the Rain Garden

- Those Susceptible to Root Rots
 - Azaleas
 - Junipers
 - Indian Hawthorn
 - Chinese Privet
- By all means MULCH!!!!
 - A minimum of 2" needed
 - Keeps weeds down
 - Acts as sponge to capture heavy metals, oils and grease
 - Holds moisture
 - Maintains even temperature
 - Shredded hardwood mulch or pine straw recommended
- The planting plan design should include species that tolerate extremes.
- Rain gardens can be left to evolve into a natural wild condition.
- Native plants are best adapted to local climate and once established are generally low maintenance.
- When planted with native species rain gardens can have additional value as a wildlife habitat.
- Shrub, trees, and ground covers absorb up to 14 times more rainwater than a grass lawn.

Sources for More Information

[Http://www.cleanwatercampaign.com](http://www.cleanwatercampaign.com)

[Http://ugatrial.hort.uga.edu/AboutUGATrial.asp](http://ugatrial.hort.uga.edu/AboutUGATrial.asp)

COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, COLLEGE OF FAMILY AND CONSUMER SCIENCES
WARNELL SCHOOL OF FOREST RESOURCES, COLLEGE OF VETERINARY SCIENCES

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The UGA charrette team

would like to thank Boggs Alumni Association, Boggs Rural Life Center Board members, and citizens who joined together to host a charrette and share memories, ideas, energy, time and enthusiasm. This was an unforgettable experience.

The team is forever changed by being at Boggs.

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BANAA = Boggs Academy National Alumni Association
BOE = Burke Co. Board of Education
BRLCB = Boggs Rural Life Center Board of Directors
CSRARC = Central Savannah River Area Regional Commission
GACT = Georgia Advancing Communities Together
GCC = Georgia Clients Council

