

Section Three: Corrections to the Draft General Management Plan and Environmental Impact Statement

The following corrections to the draft plan are the result of comments and suggestions received during the public review and comment period. When referring back to the draft, the paragraph numbers listed in this section refer to paragraphs that begin on a particular page. A change within a paragraph that began on a previous page is identified as a “carryover paragraph.”

ABSTRACT

Page 2, paragraph 1, change to read:

A fifteen-acre boundary adjustment would be made **and this land would be purchased**, to include the remaining land from the Burroughs Plantation not within the **current** park boundary.

SUMMARY

Page 3, paragraph 1, change to read:

This is the site where Booker T. Washington was born into slavery in 1856. Until 1865 and the end of the Civil War, he was one of 10 **enslaved persons of African descent**, (including his mother, brother and sister), at the Burroughs Plantation...

Page 3, paragraph 3, change to read:

In addition, the potential audience for interpretation and education at BOWA has also grown due to increased interest in African American history and the growth of heritage tourism. ~~within the region~~

Page 4, paragraph 3, add as last sentence to paragraph:

In each action alternative, existing and new partnerships will play a vital role in the future success of the park.

Page 4, paragraph 6, change to read:

A fifteen-acre boundary adjustment would be made at the northeast border of the park **and this land would be purchased**, to include the remaining land from the Burroughs Plantation not currently within the park boundary.

Page 6, paragraph 5, change to read:

Expansion of the current park boundary to enable the purchase of the 15-acre parcel of land that contains the remaining 7 acres of the Burroughs Plantation is proposed in Alternatives C and D. By Preserving **through federal ownership** a resource that is directly related to the park’s significance and securing a measure of viewshed protection for the northeast quadrant of the park would be a major positive impact.

CHAPTER ONE: PURPOSE OF AND NEED FOR ACTION

Page 9, paragraph 4, add at end of paragraph:

Ongoing site research may one day provide more definitive answers to the many unknowns that still remain about the site’s history.

Page 10, paragraph 2, change to read:

After receiving his degree, he worked for several years as a teacher in West Virginia before returning to Hampton **to join the faculty**. At only 25 years of age, he was recommended by the principal of Hampton to develop a new school in Alabama—The Tuskegee **Normal School for Colored Teachers, which later became the Tuskegee Normal and Industrial Institute, and which is now known as Tuskegee University**. The school was established July 4, 1881.

Page 10, paragraph 3, change to read:

Washington's philosophies and actions continue to spark lively, and sometimes heated debate ~~today~~, which opens up many potential doors to interpretation of the site.

Page 10, paragraph 4, change to read:

In 1952, the trustees of the Booker T. Washington Birthplace donated six acres of land along the western boundary of what is now the park for the construction of one of Franklin County's last segregated schools. ~~for blaek children~~. The school opened **for African American children** in 1954, **the same year that the U.S. Supreme Court overturned the "separate but equal" doctrine in the Brown v. Board of Education decision. The segregated school remained open** through 1966.

Page 10, paragraph 5, change to read:

The site has been operated as a national monument since **then**.

Page 10, paragraph 6, change to read:

The creation of BOWA followed ~~shortly after~~ the establishment of a national **monument in 1943** at the birthplace of George Washington Carver, who served under Washington at the Tuskegee Institute. BOWA was intended to be a living testament to Washington's memory and to inspire future generations. At the time the bill was passed, some legislators felt that Tuskegee was a more suitable place to commemorate his achievements. **Tuskegee Institute National Historic Site was established in 1974.**

Page 11, paragraph 2, change to read:

Between 1895 and his death in 1915, Booker T. Washington was **arguably** the single most influential American in the areas of race relations and black education, and **he** made important contributions in the areas of politics and business. While there were numerous African Americans working to further the cause of Civil Rights at that time, Washington had the ear of the **nation's political, business and philanthropic leaders**.

Page 13, paragraph 2, change to read:

In addition, the potential audience for the park has grown significantly as a result of increasing interest in African American history, regional population growth, and increasing numbers of heritage tourists. ~~within the region~~.

Page 13, paragraph 4, change to read:

Built as a segregated **public** school for African American children, it illustrates a dramatic point in the continuum of American race relations and could become a valuable interpretive asset.

Page 14, paragraph 1, change to read:

The park's existing collections are stored in an administrative area. ~~off limits to the public. The result is inadequate environmental conditions for resources not incorporated into the park's interpretive program.~~

Page 14, paragraph 3, change to read:

What happens to this land in the near future has the potential to significantly affect not only views from the site, but the **agricultural** character of the park as a whole. Although the park contains all but seven acres of the original Burroughs Plantation, consideration may be given to **purchasing** the remaining acreage or other parcels that allows the park to meet its mission.

Page 21, carryover paragraph, change to read:

Following this preliminary review, they dug a number of strategically located test pits that were examined for clues about ~~the~~ how the site was used throughout its history... The study also begs further and more comprehensive study of the site to answer unresolved questions that ~~still~~ remain and incorporate new knowledge into the GMP implementation process in the coming years.

Page 23, paragraph 4, change to read:

Westlake Corner, a crossroads village that lies less than 3,000 feet east of the park has experienced a significant increase in

construction projects within the past five years and **has** become a commercial hub for the surrounding community...

Given current development trends in the region **and the potential for a nearby interstate, I-73**, the park's rural setting is vulnerable to the effects of **increased** development.

Page 24, paragraph 1, change to read:

Expanding the park boundary is only possible after other **strategies** for management and resource protection have been shown to be inadequate. In addition to being feasible to administer, lands under consideration **as new park land** must also meet one of the following conditions before a park's boundary can be modified:

Page 24, paragraph 3, change to read:

Recommended in Alternatives C and D is the **purchase** of the fifteen-acre tract of land containing the only portion of the Washington's birth site not currently owned by the NPS.

Page 24, paragraph 4, change to read:

Within Alternatives C and D the proposed **boundary change** would satisfy criteria 1 and 3...**Federal ownership of this parcel** would bring the whole birth site under the administration of the NPS and enable it to be documented and interpreted in its entirety, significantly enriching the visitor experience.

Page 25, paragraph 3, change to read:

The park has long maintained a close relationship with nearby Ferrum College **and its Blue Ridge Institute**.

Page 27, add:

Franklin County tourism Board, Franklin County, Virginia
Smith Mountain Lake Chamber of Commerce, Moneta, Virginia

Page 27, change to read:

Roanoke Branch, NAACP, Roanoke, Virginia

Carter G. Woodson Institute, University of Virginia,
Charlottesville, Virginia

Page 27, paragraph 1, change to read:

By establishing cooperative relationships with such organizations, the park would be able **to** collaborate on travelling exhibits, the development of media materials, and symposia.

Page 28, add:

(under *Civil Rights Related*)

National Voting Rights Museum, Selma, Alabama

(under *General*)

Blue Ridge Institute, Ferrum, Virginia

(under *Plantation and Slavery*)

Jubal Early Preservation Trust, Franklin County, Virginia

(under Booker T. Washington)

Town of Malden, Virginia

(under NPS Sites...)

Central High School National Historic Site, Little Rock, Arkansas

CHAPTER TWO: ALTERNATIVES

Page 31, paragraph 4, change to read:

Members of the public suggested that NPS capitalize on the fact that Dr. Washington was born on this site and use this real, physical place to raise complex issues of slavery, the Civil War, reconstruction, **Jim Crow, the civil rights movement**, and race relations.

Page 40, Interpretive Program, Existing Conditions, change to read:

Auditorium functions **to** primarily to only show park film.

Page 53, Recreational Opportunities, Potential Actions, delete:
~~Discourage camping in the park.~~

Page 65, paragraph 3, change to read:
The intent is to work with the Library of Congress, Tuskegee **University, Tuskegee Institute National Historic Site**, Hampton University, and others to collect a substantial amount of documentation relevant to Dr. Washington and place it on CD-ROM.

Page 71, Boundary, Potential Actions, change to read:
Purchase the 15-acre parcel of land adjacent to the park, which contains the remaining 7 acres of land that are historically associated with the Burroughs Plantation.

Page 75, Partnerships, Potential Actions, change to read:
Establish relationships with institutions **and organizations** that possess information on Washington's life and work or on related interpretive issues.

Partner with local, **state and national** organizations involved in interpreting regional history.

Page 76, paragraph 2, change to read:
When the school reaches fifty years of age in 2004, a nomination will be prepared to list it in the National **Register** of Historic Places.

Page 77, paragraph 8, delete:
~~Acquisition of the entire parcel would be preferable to leaving a remnant that was not economically viable.~~

Page 80, paragraph 5, change to read:
If future traffic increases along Rt. 122 require it, the park would work with **VDOT** officials to build turn lanes at the park entrance.

Page 81, paragraph 1, change to read:
The practice of camping on park grounds, which has been downplayed in recent years, would be **limited to groups performing volunteer work in the park.**

Page 81, paragraph 5, change to read:
In addition, an interpretive **ranger** would be added to carry out the interpretive program on-site and offer the direct one-on-one contact that is required for the success of the alternative.

Page 82, paragraph 5, change to read:
The park would continue its efforts to establish cooperative relationships with Franklin County, other public agencies, adjacent landowners, Smith Mountain Lake developers, and **VDOT** to define strategies for long-term protection of the park's viewshed.

Page 84, Cultural Resources, Management Goals, delete 2nd set of goals:

~~Resource management is carried out in accordance with all applicable laws and policies.~~

~~The school is recognized as a significant cultural resource.~~

~~Management decisions are based upon professional studies and adequate planning.~~

~~Cultural and ethnographic resources are actively investigated and documented.~~

Page 84, Cultural Resources, Potential Actions, delete 2nd set of actions:

~~Rehabilitate the entirety of the former school as the primary visitor center. Restore key elements of the school to their 1950s appearance.~~

~~Demolish the current visitor center, parking lot, and entrance road. Reestablish the natural features of those locations in a manner determined appropriate to the cultural landscape of the site.~~

~~Mitigate disruption to archeological resources prior to undertaking ground disturbing activity.~~

Page 86, Boundary, Potential Actions, change to read:
Purchase the 15-acre parcel of land adjacent to the park, containing the remaining 7 acres of land associated with the Burroughs Plantation.

Page 90, paragraph 2, change to read:
When the school reaches fifty years of age in 2004, a nomination will prepared to list it in the National **Register** of Historic Places.

Page 91, paragraph 7, delete:
~~Acquisition of the entire parcel would be preferable to leaving a remnant that was not economically viable.~~

Page 94, paragraph 8, change to read:
The practice of camping on park grounds, which has been downplayed in recent years, would be **limited to groups performing volunteer work in the park.**

Page 98, Landscapes, applies to Alternative D only:
Demolish the current visitor center and re-vegetate the area as determined appropriate to the cultural landscape of the site.

Page 99, Boundary, Alternatives C and D, change to read:
Purchase the 15-acre parcel adjacent in the northeast corner of the park, which contains the remaining 7 acres of Washington's birthplace.

Page 100, Park Setting and Viewshed, Alternatives C and D, change to read:
Purchase the 15-acre parcel adjacent in the northeast corner of the park, which contains the remaining 7 acres of Washington's birthplace.

Page 106, Recreational Use, Alternatives A, C and D, change to read:

Continue to permit limited camping opportunities associated with groups performing volunteer work in the park.

CHAPTER THREE: AFFECTED ENVIRONMENT

Page 114, Archeological and Historic Preservation Act of 1974, change to read:
Requires survey, recovery and preservation of significant scientific, prehistorical, historical, archaeological or paleontological data when such data may be destroyed ~~to~~ due to a Federal project.

Page 118, paragraph 1, change to read:
The following impact categories were prescribed by NPS-12 and by observing the potentially affected resources on **and** adjacent to BOWA.

Page 121, paragraph 7, change to read:
Ethnographic resources for the site include such county records as deeds and tax records, US census records, Washington's personal papers at Tuskegee, **and** Washington's published remembrances of the site. **Also included** are NPS planning and policy documents, published biographical information on Washington, scholarly information about plantation systems, descendants of Washington and the Burroughs family, alumni and staff of the Booker T. Washington school, and the local **African American** community.

Page 127, paragraph 3, change to read:
In addition to walk-in visitors, the park is being visited by an increasing number of school groups. In the 1998-99 school year, 4323 students participated in educational programs; 3655 students were involved in 117 on-site curriculum-based programs, 239 participated in 3 special events, and 429 were involved in 10 off-site programs.

Page 129, paragraph 5, delete:
~~The park has never employed a historian on staff.~~

Page 130, paragraph 3, change to read:
The visitor center has a capacity of approximately sixty people and does not adequately accommodate the park's current level of visitation ~~during~~ many days during the year—

Page 137, paragraph 5, change to read:
The park's 1998 Viewshed Study provides important information to assist the park, adjacent land **owners and the community** in future **planning efforts**.

CHAPTER FOUR: ENVIRONMENTAL IMPACTS

Page 141, paragraph 4, change to read:
Expansion of the current park boundary to enable the **purchase** of the 15-acre parcel of land that contains the remaining seven acres of Washington's birth site is proposed in Alternatives C and D.

Page 149, Land Management, Alternatives C and D, change to read:
Provisions would be made to purchase the 15-acre parcel that contains the remaining 7 acres of Washington's birth site. This would preserve a historically significant resource and ensure that the use of that property would be compatible with the purposes of the park. **Ownership by the federal government would have a major positive impact on land use in and around the park.**

Page 150, Boundary, Alternatives C and D, change to read:
Alternatives C and D recommend **purchase** of the 15-acre parcel of land adjacent to the park, which contains the remaining 7 acres of land of Washington's birth site. **This** would protect and preserve a historic resource that contributes to the significance of the site...

Page 159, Recreational Use, Alternatives C and D, change to read:
Camping would be **limited** within the park **to groups performing park-related volunteer work.** This would be a positive impact on resources and a positive impact on the visitor experience.

Page 164, Adjacent Land, Alternatives C and D, change to read:
Purchase of the proposed 15-acre parcel that contains the remaining 7 acres of Washington's birth site would be an irretrievable commitment of resources.

CHAPTER FIVE: CONSULTATION AND COORDINATION

Page 167, paragraph 3, change to read:
Individuals representing a variety of interests participated in these workshops, including local residents, business owners, park neighbors, alumni **and faculty** of Booker T. Washington Elementary School, and government officials.

REFERENCES

Page 175, Organizations Contacted, add:
Blue Ridge Institute, Ferrum, Virginia

Page 176, Organizations Contacted, change to read:
Franklin County **Chamber of Commerce**, Rocky Mount, Virginia
Virginia Department of Transportation, Salem, Virginia

Page 179, Glossary, change to read:
Alternative: a possible course of **action**, one of several different ways to achieve an objective or vision. The term is used in this document to describe different management options.