

**Public Meeting
August 19, 2009**

Gina Faden: Good evening everyone. Can you hear me in the back? Okay. For those of you who don't know me, my name is Gina Faden. I'm the executive director of Historic St. Mary's City and I want to welcome you here this evening. The College and Historic St. Mary's City want to thank the members of the Capital Design Advisory Committee, which is down in the front row here, for coming. One of our commissioners, Larry Leak, is in the audience here, on the right-hand side, on my right-hand side. And then, also, the members of the community for coming this evening. Thank you for participating in this informational presentation. I just want to give you an idea of the agenda for the evening. I'm offering the welcoming and as I said, we'll get you through the housekeeping points, then Chip Jackson, the associate vice president of planning and facilities at St. Mary's College of Maryland, will come up to talk to you about a little bit of the background of the projects, how these came into being. Then we'll have a presentation from the staff and the faculty at St. Mary's College and at Historic St. Mary's City and they'll be explaining some about the projects. So, I'll just go through the list very quickly. As far as explaining the affiliation between the College and the City, the needs and proposed project scope, many of you probably already know Dr. Henry Miller will be talking about that. As far the College and the City's joint programming, particularly the museum studies program, Dr. Julie King will be talking about that. We have a presentation about the site selection options for the Anne Arundel Hall and Maryland Heritage Interpretive Center, Dan Branigan, the director of design and construction at St. Mary's College, will

be talking about that aspect. The Anne Arundel Hall re-use option, Dan will also address. The preservation documentation for existing Anne Arundel Hall, in order to preserve the memory of that building, Julie King will also be talking about that aspect of the project. Then Henry Miller will come back to talk a little more about the archeological resources that are in this site and then finally the preferred site goals and the conceptual site design, Christophe Bornand, the project manager and facilities planner for this project at St. Mary's College will address you about that. We will have an opportunity after the presentation for you to ask questions and either I, Chip, or members of the panel will provide feedback for that. And, there's just a few things about tonight's meeting, we have a sign-in sheet. We can pass that around during the meeting, but please make sure that you sign that before you leave. There will be a period of time, as I said, after the presentations for community feedback. Chip and I will come back to the podium and, as I said, field the questions and be ready to answer them or to direct them to some member of the CDA. We are going to be making a transcript of evening and so when you ask a question, we ask that you come to a microphone. This one we can move around and then there's a microphone on the other side of the room from here and please speak into the microphone because it's very hard to make a transcription unless we can hear you speaking into the mic, it doesn't get picked up. So we will be making a transcript eventually of the meeting, everything that happens here, and that will be posted, like other meetings we've had, to the CDA website on the St. Mary's College website. If you would like to speak, please come to the microphone, state your name so that we know who is speaking, for the transcript. We ask you to keep in mind that there are other people who have comments so we ask you to restrict your comments to three minutes as

an individual. If you are representing a group, we do offer five minutes to make a statement. And, then, and please, raise your hand, like I said, just so we instruct you come up so we can keep this as orderly as possible. We don't have that many people in the audience so it shouldn't be too difficult. And the last suggestion I have is to please turn off your cell phones or pagers or anything else that makes noise so we won't be interrupted during the presentation. So, thank you again for coming. This is a very important project for both the City and the College. As I said, Chip will begin to explain a little bit about how this all came to be and how we got to this point this evening. Thank you.

Chip Jackson: Thank you, Gina. Good evening. As Gina mentioned, I'm just going to give a little bit of information about the planning process that has brought us to where we are today and then the staff and faculty of the College and Commission will present to you the ideas behind this project and site concepts. Planning really began back in the late 90s and a couple things were happening at that time that have led us to where we are today. One item was the College and Trinity Parish Church began discussions about easements and services. Their piece of property, which comes down through the campus, the Rectory, the Parish Hall, and actually, Trinity Church owns the post office down on Route 5. They lease it to the Postal Service. We began discussions back in the mid-90s about improving the easement, right now the walkway through there is a little constrained and not ideal, and also to codify, record, a number of different services that the College and the Church provide to each other. We kind of have some quid-pro-quo arrangements, I don't know when their origins were, but, for example, the College provides free water

and we take sewer from the Church facilities. We mow their lawn, parts of their lawn. They provide us access to park in the gravel parking lot by the Church building and behind the Rectory, some spaces there. So there's a number of these agreements that have been informal and we wanted to codify them. We worked and negotiated the easements and agreements that took us through the 90s and as part of that, the College and the Church started thinking about, well, what if the Church wanted to expand at some point in their life, either the Rectory, the white building that's close to the State House, or the Parish Hall. How could they do that, they're land-locked. The College designed a better pedestrian connection from the Calvert-Kent Quad to the Anne Arundel site. We also wanted to get some utilities across their property instead of taking them all the way around and both of those things began these conversations with the College and the Church, about how we could better organize these things to benefit both institutions. We worked on an easement agreement and a services agreement in the late 90s. About the same time there was, under Governor Glendening, a commission that was established. It was sometimes called the Kathleen Kennedy Townsend Commission. It looked at affiliating the College and Historic St. Mary's City in numbers of different ways and it led to Senate Bill 393 in 1997. It's a formal affiliation between the College and the City that really has three parts. One of those is key, well, two of those, are key to tonight. One part enabled the College and the City to find better business arrangements so that we could reduce overhead, public safety as an example, where there's one public safety organization that does both properties. Some business arrangements in purchasing and other administrative areas were organized and made more efficient. And then the two items that affect today. One was the affiliation legislation that asked us to do joint land

use planning between the College and the City. St. John's is an example of that. The parking lot we built a few years ago and our new water tower that was built about three or four years ago are examples of joint land use planning, and the historic campus, the plans you'll see tonight. The ideas about how to jointly use property here on the historic side of our campus and by Governor's Field, State House area of the City, were really born out of that legislation that asked us to do joint planning. And then, the third item, which is very related to the proposals you'll see tonight and hear from our panel, has to do with joint educational programs. How can the College, which is an educational institution, how can Historic St. Mary's City, which has education as a major element of their mission, how can we work together for the state of Maryland in terms of joint educational programming. You'll hear more about that tonight. So, that's a little bit of background. And then, the third piece. In around 1999 or 2000, Governor Glendening, had an initiative for capital investment in the state of Maryland, much in higher ed. Some of you may remember there was talk about tobacco buyout money, which was only a small element, but at the time, Governor Glendening was interested in infrastructure improvements and capital improvements throughout the state. The Maryland Heritage Project as a separate idea was born from the affiliation that was established by the legislature in '97, but then enabled by Governor Glendening's encouragement to provide, to get really busy about the idea of joint educational programs, joint land use planning and projects that could benefit the College and the City. As I mentioned, St. John's was a key element of the Maryland Heritage Project. And at that time, we began to think how can the College, who needs more academic space, particularly in the social sciences, how can the City improve visitor interpretive spaces and services, how can the City improve

its archeological labs and curation spaces, which you'll hear about and some of the ideas about the College and the City could work together on these programs. It really started to blossom after the late 90s through the affiliation and some of this joint planning. So we got more serious about land-use planning, in particular, in 2000 through 2004 and developed some early ideas about how the land on the historic campus might be used. Then Governor Glendening's plan for capital investments slowed down a little bit, there was a recession in the early 2000's, 2002, 2003, which slowed things down. But, the ideas continued and the College, the City and the Church met periodically through this period on how we could think about the land here. And, then, the last two years, the state appropriated design funds for the Anne Arundel Hall project and the Maryland Heritage Interpretive Center to begin design work and get real detailed about this idea of providing these different services onto one piece of land. We recently hired an architect, Smith Group Architects out of Washington, DC, to help us begin the design process. The design process started about three months ago and at this point we have site concepts. We don't have architecture to show you. We don't have anything three dimensional, what the buildings look like. I can tell you we intend to continue what we've done on the north campus, where the buildings are very respectful of their past. They will fit. Whether it's buildings like Goodpaster and Glendening, or Schaefer Hall, that were built more recently, or even going back further in time to the 17th centuries to show our respect of this place architecturally. So we've just begun design and testing the site ideas and we wanted to come to the community to share with you where these ideas, how they're beginning to solidify, beginning to gel, on how the site might get used, and get feedback. We will have conversations and discussions with our commissioners and trustees and

learn from this feedback and then, depending on how that goes, to then start on the architectural design of actual buildings. But, that, as I said, is a step to be done. So, that's the background and before we start, just one other advertisement, and that is, many of you were here last February and January talking about traffic calming. Traffic calming in lieu of the pedestrian bridge. That is still alive and well. We are doing some administrative work right now with the federal government and state highways about preparing for a traffic calming project. We hope that sometime this fall we will, with the state, hire traffic engineers who are the experts on traffic safety. The first job that will be done is develop a menu list of what traffic calming might be. Many of you remember that there were ideas that had been thrown out about sidewalks, about trees, about lighting, about speed limit signs that flash that tell people how fast they're going. There's a number of very good suggestions that the community has provided as part of that discussion. The first task is to get the highway engineers to review the site and develop a very specific list of options that they think apply here and bring that to the community because Route 5 is a community asset and it's not just an asset of the College or St. Mary's City. So, with that, I've probably already taken more time than I was allotted, I would ask that Dr. Julie King and Dr. Dan Ingersoll from St. Mary's College, and Dr. Miller from the City, come and talk, to give a presentation.

Dan Ingersoll: Good evening. Okay, I'm Dan Ingersoll, professor of anthropology and can you all hear me if I am away from the mic? No. I'm Dan Ingersoll, professor of anthropology and also resident curator of historic, of Clocker's House, which my wife and I have been working on. Been at St. Mary's College since 1975. I'd like to talk a bit

about the programs that will, we hope to [unintelligible]. Let's begin with a little bit of history. This is a very important area of the College. As a school we began in 1839. Another important date is, should be 1934, it says 1939 there, but 1934, I think that is a pretty important date because not only was the State House built, but on a state and national level, an interest in historic architecture and heritage and to some extent archeology was developing. Archeology was still in a germ stage at that point, at least as far as historic site archeology is involved. 1966, another major date when Historic St. Mary's City began to be formed. I was aware of that process when I was in graduate school. '69 designation as a national historic landmark. This is an important place and we need to be very mindful of that. A field school in 1971, it is amazing how many students we sent on to grad school, sent on to professions, professional work in archeology, that studied here with the field school. It's really been very successful. They've had a couple of reunions and when we have those reunions, we realize what a major contribution that field school has made and I'd like to think also departments of history and anthropology and so on, at St. Mary's College. 1997 is a date I'd like to pick out here, the affiliation, it established legislation that encouraged our two institutions, the City and the College, to work together and I think that has been a marvelous catalyst and is part of the reason we are here this evening, because of that affiliation and a lot of great things can come out of that affiliation and a lot of great things already have. Part of the Anne Arundel project, the Interpretive Center project, plays on that affiliation, helps us to fill the intent and the spirit of the Maryland state legislation. The Center for the Study of Democracy 2002, Museum Studies 2007. Museum Studies, as a cross-disciplinary study area or minor at St. Mary's College pulls off all the resources of Historic St. Mary's City, of the College

department of anthropology, of history and other departments. It pulls everybody together and gives students the opportunity to draw the resources here and elsewhere in the United States and the world. So, we're very fortunate to have that and this project involves Museum Studies in a big way by providing spaces and opportunities for students to work with collections and both researchers from Historic St. Mary's City and with faculty from various departments in the College. Kind of a combination of that program, 2009, is the Martin Sullivan Scholars Program, which gives opportunities for our students to work with Historic St. Mary's City on all kinds of projects. I think it's a great use of funds and it results in an experience for students, but also enhancement of the exhibits and landscape for visitors. It's an educational contribution. That's me, um, you're, the one without the wig. I'm the one without the wig. This is in our lab in Kent Hall. It's a small lab, but it's been quite successful. Students pursuing their St. Mary's Projects, we keep our study collections there, our teaching aids. Right behind me is a hood. We hope in the new complex to have something a lot more developed, but this was kind of the beginning of when Kent Hall was renovated and occupied, re-occupied I should say, in 1998 by history and social science, including anthropology. The new complex provides space for Museum Studies, conceptually, for anthropology courses, including laboratories for international language and culture programs. All of those interests plus the study, to study for the Center for the study of Democracy, all in the new Anne Arundel complex. This will be a place where students can study archeological collections, can design exhibits, can work with the curators and researchers from Historic St. Mary's, with faculty from various departments and pull it all together. We hope the space inside Anne Arundel Hall will be rich with exhibition spaces, with collections for students to work with and

communicate what they learn to the outside world. Adjacencies, that's a word you hear a lot these days in architectural studies, and it's very important, bringing people together makes a difference. I think we've got very successful programs right now where our students to go the archeology lab at Historic St. Mary's City, about a mile away. But, there's nothing like being right there, having everything all in one place so all you do is walk out of your office and there's the lab, there's the students, there's the projects, there's the materials. So, this puts everything together for the Museum Studies program, for Historic St. Mary's City's research projects having students and faculty and staff all together in one place so they can do a much better job. A big part of this project is doing that. Right now, Museum Studies has 24 students involved. I think, probably, in the future, we'll have a lot more than that. If we create the resources for them, they will be there to use them. Adjacencies are a key concept. There's one more. Did I miss a slide here? No? I thought there was one more here. [Unintelligible] I think this is where I would like to introduce Henry. I think the slide that I expected to be here was about the various departments involved here and the one I haven't talked about very much is international languages and cultures [unintelligible] and we're hoping the proximity, we won't be very far away, sharing a hallway, sharing a classroom and so forth, [unintelligible] and the programs that are pursued. Let's go ahead now and talk about lab and curation.

Henry Miller: Okay, thank you, Dan. Very good. There's a need for classrooms, obviously on the campus, but the Museum has a serious deficiency in terms of the archeological laboratory. It is a 19, we've been in this house, a 1960s home, that was

built just as a private house. We took it over in 1979 and now 30 years later we have totally outgrown the space for this building. We have nearly five million artifacts and we're making due, but there is really a need for a permanent home for one of America's most significant 17th Century collections. So that's one of the parts of this project. That's one need. The other need is a Visitor's Center. Our Visitor's Center, the old blue barns, have been very productive. They've done a great job, but they are barns, a barn complex and they are starting their age now, which is a problem. Also, they are hard to insulate because there was an insulation put in the original barn and that makes it difficult to control the environment, which is something we're constantly having to deal with. The other problem is that it's kinda poorly made up because we've kind of grown and we've added a little bit here, had to put on something new, so as a visitor experience, it isn't really the best [unintelligible] for people to come and really to lay out an exhibit, which gets to the even bigger problem. That is, that we have very little exhibit space in that building and with all those artifacts and the amazing stories here, we simply cannot tell those stories in a really adequate way in a gallery because we're just so limited. In the event that sometimes people who, no matter how many signs you put up, can't find their way to the place they are wanting to go to. So, there are some people that believe if we put the Visitor's Center in a more obvious location, maybe those people will indeed be able to find their way to the proper Visitor's Center. The thing about a new Visitor's Center, which is something that was part of the Museum's master design, plan, first, from 1971, is that it would be starting to not only make the field archeology a part of the visitor's experience, but also to make the laboratory side of archeology something that visitors would be able to see and learn from and hopefully gain more insight to. So, that's

something we can't do right now. But, putting a Visitor's Center next to an archeology lab opens up a whole new realm of exhibitor experience and interpretation that we've never had before. So, Dan, your program. There you go. Building programs.

Dan Ingersoll: Well, this is what would be, this is what would be in the Anne Arundel complex. The department of anthropology would have its offices, a seminar room where you could teach relatively small classes. The anthropology lab which would have material collections, archeological collections, type collections for students to work with and a place where students could bring in materials from the outside for analysis for preparation, curation and so forth, and a student project room. Perhaps something with individual alcoves so students can work on their projects. It's already been successful on a relatively small scale in Kent Hall. I think it would be enormously successful in a building especially designed for these opportunities. International languages and cultures department, they would have also a seminar room and a student project room and of course, classrooms throughout the building to be here by both departments and part of the others, too, would be scheduled to use this space, but especially when history, archeology, museology, preservation, or language and culture are involved. The Blackistone Room, that's a legacy that we will maintain. It will provide spaces for lectures, for receptions, for celebrations, whatever [unintelligible] public activities need to take place. Maybe you've been to the Blackistone Room for various functions here. We hope to have every bit of that and more in the new Blackistone Room. A series of classrooms, which would be state-of-the-art in terms of electronics and accessibility. The Museum Studies Program would have a, offices plus a lab for Museum Studies, which

would have somewhat of a different focus than the anthropology lab. Museum Studies might be more oriented to exhibit preparation, toward projects, student projects involving exhibits or historical preservation and finally, the Center for the Study of Democracy of going to be located, or hopefully, we hope to locate it there and their resources would overlap with ours in the sense of their interest in the, uh, preservation and in the history of democracy, and, of course, the archeology and its [unintelligible] of this area intimately involved there. So that's a quick scope of what's, what would be in the, that part of the complex and very close by would be offices for Historic St. Mary's City staff, just a hallway away. Let me see what the next slide is. I think that it is back to you. Yes.

Henry Miller: Very good, thank you. Well, there's another part of the structure, of course, that is the new lab and one of those have multiple functions occurring in it. We need a place to wash, to label, to process all of the artifacts appropriately. Also to do some limited conservation on the materials that are dug up. We need places for archives, for the library and records that we, of course, make, but also the collections themselves. We really need a place that has great climate control that is at the optimum level for the long term presentation of these artifacts. That is what we're really after. It's a curation space as well as an area where we'll have layout room because when you try to mend a pot together that's been broken and scattered all over a site or you're trying to do a study of tobacco parts or animal remains, you need lots of layout space and right now we've got a couple of 4" x 8" plywood sheets, and that's pretty much our layout space, which isn't very much. So, this really will satisfy that need and something very important, by having a curation space for the collection meets all the modern professional criteria for

the environmental controls. We will be able to meet the requirements of the American Association of Museums, which is a, their foundation's quite a significant force. For the Interpretive Center, we're talking about a much expanded building in terms of size. It will have a much more welcoming lobby where people can enter. We'll have an orientation theater where we'll have about a 10 - 12 minute film about the importance, and what St. Mary's City is, and what you will see. But also, which is really exciting for us, permanent exhibit galleries. A permanent exhibit gallery could be a little over four or five square feet. What we have now is about 1,000. And the other thing we don't have is temporary exhibit space where we can do changing exhibits. There are so many stories that you just can't put up and talk about and this is where having temporary space, the students will be able to help us to assemble new presentations for visitors. So, those are like very significant aspects of this new Visitor's Center. But, the best part is about how these programs work together and for that, Dr. Julia King is going to present that useful information.

Julia King: Thank you, Henry. And Chip and Christophe asked me to talk about the joint programming. Many of you know that I used to work at Jefferson-Patterson Park and Museum and about three years ago I came to St. Mary's College full-time, and Dan has already alluded to one of the bridges that will bridge these three, these three programs you see here, the College and its academic components, the archeology and curation and the Interpretive Center, and that's the Museum Studies Program. The Museum Studies Program in, as Dan said, it's a new cross-disciplinary minor at the College. It started in 2007. The PowerPoint slide said 24 because I found out earlier yesterday that we're now

at 26 minors, so it's just going to grow. It prepares students for careers in museums, public history and historic preservation. To give them skills so that they can use their majors in anthropology and history as they go out into the world, once they leave St. Mary's. And the popularity of museums is not just history museums, that's what we're going to be talking about tonight, but it's also art museums and zoos and we're still trying reach out to our colleagues in the natural sciences to get them into the Museum Studies fold. For us to know, and that's what's so great about this collaboration, is that it uses the campus and Historic St. Mary's City as a living classroom and a living laboratory and it becomes the bridge, Museum Studies becomes the bridge for these three major programs. As Dan mentioned earlier, Museum Studies was created in 2007 under the leadership of Dan Ingersoll and Marty Sullivan and we have gone, as I've noted, from 7 to 26 students and one of the great things that we've just launched, I mean it literally was out of the gate about two weeks ago are the Marty Sullivan Museum Scholars Program. And students, these are paid internships, students will have the opportunity to work at Historic St. Mary's City, the Boyden Gallery on campus, and because there are so many of them, it's actually a very generous program, we're also encouraging students to look for internships in the community. We've had students at Pax River Naval Air Museum, at the Calvert Marine Museum, and we are to place them in historical societies because this is a benefit that helps these two institutions greatly, but also extends its benefits out into the community. All right, these slides, they're really just sort of to explicate the slide that you just saw. This one is, and you'll see highlighted the College academic and archeology curation. And what does that mean? What does that mean by collaboration? And Dan, I think, said it really well when he said about adjacencies. Even though we're really not

that far away, we are that far away because you still either have to get on your bicycle or get in your car to go and so when you have people closer together where they can informally meet and generate these ideas, just in passing, allow a student to become the sum, a whole becomes greater than the sum of its parts. Once given the opportunities, Historic St. Mary's City's archeology and interpretive staff will train College faculty to mentor senior projects. We've already been doing this on a minor level. We've had a number of really good ones where the stuff has actually been published. And for undergraduates, that's pretty impressive stuff. But, we can do more when we have the space. Right now we sort of squat, cart out space as we can. Historic St. Mary's City's artifacts, archives and library become accessible for faculty research, so, instead of having just a few minds, you can bring more minds to bear on what are the problems about the past that we seek to solve and to know. And then Historic St. Mary's City staff will teach College courses and they've actually been doing that, Dan pointed that out with the slide with the Field School starting in 1971. The Field School is sort of the granddaddy of those courses. But, also, we have the lab class with Historic St. Mary's City, we have classes in maritime technologies, pre-modern building techniques, just taught this past semester. As students get to work as part of a Museum Studies experience, they get to work alongside professional staff. That really gives them a leg up that I don't know that many other Museum Studies programs have. It's all around, I think, a beneficial collaboration for the students, for the faculty, and as we send the students out into the community, for the community. And then there's the College Academic and Interpretive Center where Museum Studies students can be a part of developing changing exhibits. There'll be an area in this new building where there can be

changing exhibits. There will also be places throughout the building where there will be exhibits for students to display their work as they're learning to become museum professionals. And they are learning to tell the stories about the past. You all, everyone, I think, probably knows, you know when you've heard a good story and you not just born with that, you have to learn how to do it. And I'd also like to just put in a plug here, this is going off the reservation, Chip, and this is Slackwater. Some of you may know Slackwater. It's a project that for the last 20 years, and it's also, I think fits into this, the collective oral history narrative from people throughout the Southern Maryland area and especially here in St. Mary's County. And their stories, getting those stories across, there will be spaces to tell those stories. Right now, we tell them in Slackwater and the journal comes out every two years, but we have an extraordinary corpus of stories that are there and that are accessible. And, as I mentioned earlier, then placing those students in the community, Historic St. Mary's City, Pax River, Sotterley, and so on. And finally, archeology and curation become exhibits so that visitors can see how archeologists piece together those stories and as Henry said, this has been a part of the plan since almost the beginning. And, this becomes a way of education, not just students are being educated, but it's museum visitors who are being educated and the fourth graders who come and empowering them to understand archeology, its art, its mystery, but also its silence and to tell their own stories about their past and the past that they see here. These are really some exciting initiatives and I'm personally very thrilled to be a part of it and I have really only scratched the surface so I hope that you all have questions later and if you have questions beyond tonight, don't hesitate to call me at any time if it is about the Museum Studies Program. I'm going to go ahead and turn it over now to Dan Branigan

who is here, he is with the facilities department.

Dan Branigan: Thank you, Julie. I'm going to spend a brief amount of time going over the site selection process. I say brief because, as Chip opened up the discussion tonight, we've been talking about this project for a long, long time, so relative to the amount of time and effort we've put in to looking at the site, this is a really brief presentation. So, I'm going to try and cover the high points for you, if I can find the, oh, there it is, the pointer. We started out, you know, responding to the programmatic requirements that you've heard from Dr. Miller and Dr. Ingersoll, looked at the sites that we thought would best respond to those programmatic requirements and this site shown here, let me just orient you first of all. Here's Route 5, kind of wandering through the campus and heading south and that's Rosecroft Road, and there's Mattapan Road and the main campus and we're right there right now. So, we looked at the Anne Arundel Hall site, everybody knows where that is, it's the blue site. The Mill Field site is that open field that runs from, well actually, the whole thing runs from Mattapan Road on down towards the Campus Center. We really only looked at this end up here. We looked at a location, Rosecroft Road and Route 5, there's nothing there right now, it's just where the road turns and goes in, and then what we call the blue barn site, where. That's where the current blue barn is over in the other side of Historic St. Mary's City. And, so this matrix is a compilation of everything we've put together and it's covering, really, the high points. The, we have a fourth site, Rosecroft Road, I just discussed, across the road Mill Field, blue barn and Anne Arundel Hall. We have really two groupings of criteria. The first set of programmatic criteria, these are criteria that respond to the building program. So, what

we are looking for in a site that will help to facilitate the building project to meet the criteria that we have to do for the program. And then the second grouping, or general site criteria, those will be site criteria that we would lump specific to this project, but are things that we would look for pretty much in any building project that a site, or a good building site for a new project would have. And then for ease of explaining, we won't exactly go through each fully meets and partially meets and those criteria, but this kind of summarizes for you how we, how we analyzed the site that's the best, dark gray or green, it's green here, but out in the audience I think it looks gray. Those dark green/grey are items that fully meet the objectives of the criteria. The cross hatched ones are ones we think partially meet and then of course the white ones are ones that we think don't meet very well or don't meet at all. And there's criteria, as we look programmatically, providing convenient student access to the City archeological collections and labs for instruction and research, some of it was further the College mission as a living monument by maintaining academic programs on the historic side of campus, locating the Maryland Heritage Interpretive Center closer to Route 5 in a more prominent location so that visitors driving down would see it, integrating the original City landscape into the visitor's experience, enhancing professional interaction between museum and interpretive staff, City archeology staff, and College faculty. This is what Julie was just describing to you. That criteria. Providing convenient student access to the Interpretive Center and temporary exhibit space, which will be, as part of their classroom, in this concept of our project, and visibly promoting the overall goals of the affiliation between the City and the College by co-locating these shared facilities is a requirement for this project. The general site things are things that we do pretty much on all of our projects, avoiding areas

of high archeological significance, protecting historic viewsheds, minimizing construction on undeveloped sites and improving storm water management, and providing adequate, practical, and accessible parking. As you can see the Anne Arundel Hall site collectively meets more of these criteria than any of the other sites, so, that's the site we centered on and that's the site that we're working with right now in developing this project. I'm going to talk now about why not re-use the existing building. Originally, when we first, very first started this project a long time ago, that was the path, that was the renovation of Anne Arundel Hall, that's what we started out to do and that was probably before the Maryland Heritage Interpretive Center was even, you know, really thought of as a project. When I first came here, Anne Arundel Hall was in bad shape, bad shape, and it needed some help. So we started out looking at that and as we did say, we said, well, let's do a study on re-using that building and we did the study. Last fall, I don't know if any of you came to the CDA meeting that we had in, November I believe it was, over in the Campus Center, but some of the audience, we talked briefly about the Anne Arundel Hall Interpretive Center project and some of the audience asked well why aren't you going to re-use Anne Arundel Hall. So one of the very first things we did was with the Smith Group, our architect on board, was we asked them would you do another study of re-using that building. And, the conclusions were what we found in the first study and in summary, I'll summarize for you, the building has a lot of inadequacies in terms of code requirements. The structural capacity, the floor loading, it would have to be completely, we'd have to essentially gut the structure and redo it. The exterior walls are made out of very porous materials, they essentially have to be re-done if we want to try and maintain the environmental controls that Dr. Miller was referring to. Handicapped

accessibility back in the 50s when they built this building, they didn't have such concerns. This building slopes down like on three levels, right down the hallway, and so you could not maintain the existing floor level, you'd have to do some significant handiwork to get this thing so that it's actually accessible to people. Environmental impacts, some of the concerns were if you reused the building that it would help the environment. Well, the fact is we can't, even if you try to save the building, you are going to end up replacing about 85 - 90% , so you really aren't saving much environmentally there. The equipment in the building completely will have to be replaced and it can't really be as efficient in design from an energy standpoint. The building wasn't laid out and oriented to try and take advantage of the sun angles and solar gain and we just can't pick the building up and rotate it so it's at the proper angles and it certainly doesn't have the day lighting, the windows that come into the lab that give the types of lighting that you'd like to get naturally. And then, there's some programmatic reasons that could cause some problems. When designing a new building, you know, you've heard the discussion about the building is between the City and the academic functions of the building fitting together in a nice, close, fashion and what makes that really work are having spaces that are designed to optimize those kinds of interactions and, you know, if we use the existing building we're stuck with a frame that's in that building and you can't really well design the kind of unique adjacencies and functionalities that you're going to need for this building. And site development, as we've looked at the site, one of the main things that we want to do is incorporate Middle Street into the design and layout of the buildings. Right now the historic Middle Street, you can see the City kind of laid out their sidewalk over where it was. If you follow that

line, it runs right to the middle of Anne Arundel Hall, so, I guess we could sort of paint a line down the middle of the hallway or something to show Middle Street, but that's not really what we have in mind. The building right now doesn't avoid the higher areas of archeological sensitivity and you know, reusing the existing building has nothing, won't improve the viewshed at all. Creating place is probably the key and most important thing in site development that reusing the existing building is not a good thing. We feel very strongly about creating buildings that aren't just walls and windows and doors that keep you warm in the winter and cold in the, cool in summer, it's really important that we treat buildings where there are spaces in the building and created by the buildings, and if you've been to Glendening Hall and Goodpaster Hall, the courtyard at Goodpaster Hall is a really good example where the fountain is, by the wings of the building, and the wings of Schaefer Hall, you create a space that's a quiet, calm place that people gather and meet informally and it's where people interact and it's very important to create spaces like that on campus and that's, reusing the existing Anne Arundel Hall, there are no spaces, you know, with that building and with that, I think, Julie, you're back up here for a brief discussion.

Julia King: Okay. Talk a little bit about these buildings have historic significance, the existing Anne Arundel Hall and Margaret Brent, so let's talk a little bit about them and I want to preface it that we're this long view and I want to start by coming back to the College's creation in 1840 to serve as this living monument right to, for the state's first Colonial capital and in fact, after the General Assembly said okay and passed the legislation, they sort of stepped back and it was left up to the community to raise the

money, which the community did. It took them four years through a lottery. There were many well-to-do planters in the area and they raised the money and in 1844 they laid the cornerstone for the first building, which was Calvert Hall. The Calvert Hall that's here now is replacement after the first one built in 1844. So, these buildings represent, you can now go around the campus and you can see the 1950s, the 1940s, the 1960s, it's really interesting, you can see this around you, the history, without even digging, just above ground. Anne Arundel Hall was the first dedicated classroom building solely for classroom use. It was built in 1950. A few years later, Margaret Brent was built for faculty housing and I can't imagine faculty housing now on the College campus. That could happen some future day, you know, a million years from now, but think about 1950 and St. Mary's County. First of all, in the nation it's the end of World War II, you've got the Baby Boomers starting to be born, and the country is, they're coming out of the War, out of The Depression, and there's some really crunching and some major building campaigns going on nationally and if you think about St. Mary's County, with the arrival of the Patuxent River Naval Air Station in '42, housing here was extraordinarily difficult to get, I mean there were trailer parks everywhere, if you know where Big Lots is today, big trailer park called Cedar Point at the time. But at any rate, it makes total sense that they needed faculty housing at the time. And now, I don't think that's as much of an issue. Before being significant, however, precisely because they were built as part of this huge building campaign to get buildings up to meet this incredible demand, the building significance is really not in their architecture, but what they represent to the history of the College and the community and the stories that was in these buildings as this place exploded with growth and then you started to see this place take off and in then in the 60s

goes to a four-year college and so on. And, in fact, I know that probably many of you followed the moon landing stuff that was going on a couple of weeks ago and James Lovell was quoted as saying that he had taken an art class at St. Mary's College and that's where he learned to like art and I was thinking, I wonder if he took it in Anne Arundel Hall. So, this theory of how the lives of people were shaped by what went on in that building, even if it wasn't the prettiest building at the time. And, these theories are not necessarily hundreds or thousands of years old, but they are as key to who we are as any story out there and I think the College recognizes that. Also, so what are the plans? And part of the plans need to involve community input, what we call consultation and they'll be preserving pieces of the original building both for the historic preservation aspect and then reusing the building, sort of that green building stuff that people are very interested in. One of our students, former students, Alex Hoyle, is working with Dan Ingersoll now, has funding from the Getty Foundation to do a landscape study of the historic campus and Anne Arundel Hall fits into that and then there's also the effort to collect the stories. I mentioned to you Slackwater earlier and if you don't know much about Slackwater, I actually brought some copies that I'd be glad to give to anybody who'd like them, but, Slackwater also has an addition to this journal, an oral history archives of about 300 plus oral histories. They are all being digitized, they are all accessible on the Internet. If you go on our website, on the College's website, go to the library, go to archives, 300 narratives of people, some collected in the 80s, many of these people aren't here anymore. So I went into the archive, the Slackwater archiving, you can search on key words, so I searched Anne Arundel and remember, these oral histories weren't collected for the purpose of Anne Arundel, but there were 15 to 20 oral history

stories where people were talking about Anne Arundel Hall. There were lots of pictures of Anne Arundel Hall when it served as the science building. So there's already this wonderful basis and the material that's out there, it forms a corpus that can be built upon for collecting more stories and sort of not unlike what they did with the flat-tops in Lexington Park, if any of you are familiar with that project. This is really not the official place to launch that effort, but you all, your people who went to school or taught or were somehow affiliated with Anne Arundel Hall, you may know its images and I think that we'd be really interested to know that to get it into our archives and so, that's what I have to say about that and if you have more questions and I think right now I think I turn it back over to Henry.

Henry Miller: Okay, well, certainly the oral history, the more recent part of what's gone on in Anne Arundel is a significant chapter here. The other issue, though, about anywhere in St. Mary's City is the archeology because that is by the '66 and the '97 legislation where some of the highest priorities for the museum was to preserve and protect the cultural resources here. And how we go about that is finding them and so you can't protect something that you don't know is there obviously, so we most typically go through a series of phases, of steps, to locate sites. Phase I is just a simple reconnaissance. Phase II would be a more elaborate testing procedure and then Phase III is where you really get in and you start digging to find as much as you can of information. Phase I, typically around here, is we plow the field and we walk it, or, when you can't do that, you dig a little hole, one-by-one foot hole shovel test it and you may come down on a foundation or who knows what. Phase II is a more elaborate excavation where you're

doing a series of four-hole test squares to gather knowledge about what's there, how much integrity does the site have, what date is it, other information and finally Phase III is where you really go in and try to decipher what that site is telling you and gain as much knowledge as you possibly can. Well, all of that is part of a standard procedure that is obligated by, in Maryland, Maryland state law, which requires the State Historic Preservation Office to review projects that are done with state funds and an attempt to try to avoid, preserve, and if you can't avoid and preserve, at least call up the knowledge from archeological sites. So this is a project that we did at St. John's and St. John's is a very important learning experience for us because we had never done a project that was so intense. We've done a lot of reconstructions, but, had not done a project that had modern buildings directly surrounding irreplaceable 17th century remains. So, we had done a lot of work there. We knew where there were areas of intense archeology, where there was, as we excavated, we sampled the Phase I work and zoned beyond the intense zone to get a better knowledge of the site and then took that knowledge and working with the architect said, you can develop a building but you've got to follow parameters. You go into this particularly sensitive zone, or you have to avoid that and this was, again, a learning process. We came up with a site plan and the next step was to try and develop a way that we protect everything while construction was in operation. And this is, one of the maps that I produced, trying to show where there were zones, where contractors could drive, areas that would be kept out of and we sorted the archeology, the mitigation as it's called because there were some areas that simply could not be avoided, where there would be foundation trenches. We did that for a number of years, collected an immense amount of archeological data. And then we designed ways of protecting the site before

construction would begin and that included dismantling that beautiful old A-frame that I know all of you loved, putting up a protective cover over the actual ruins of the St. John's house site, but also installing CR6 in other areas where there would, where heavy equipment would not intrude the parts of the site we were trying to work with. After that was finished, and the contractors got started, we met with them regularly to say, this is where you have to work and usually, they would follow that. Sometimes they wouldn't and if they didn't follow it, they got scolded very well by Ruth Mitchell, who was the guardian of St. John's. She followed them every step of the way and they always wanted to dig a little bit more here or go a little further there and we had to say no because you're gonna be disturbing sites. So we learned a tremendous amount about the necessity of monitoring, of working with the builder, avoiding areas that needed to be protected. We're gonna follow and use those lessons in the, with this project here, because it is very, very relevant to case study as well. We've already begun the evidence evaluation about the archeology around there. We've done testing over the last six months or so, tried to synthesize about what we can tell about the site before major work. The schematic design, of course, is underway with the architects. We're trying to get them to come up with group-functional buildings that do not impact archeological resources. Then we'll develop a plan, areas that can't be avoided, we'll submit that to the Maryland Historical Trust for their review, evaluation, produce a new plan, develop a memorandum of understanding with them and then begin the actual work in areas that demand archeological work. So, what do we know about this site? Well, one of the things we know about without question is that it's where there was indeed the 17th century Middle Street and it cut right through the middle of the Anne Arundel complex here, that arrow

sort of points to the site that we think was along the edge there. We also know that in 1750 a major plantation was located in that area, by William Higgs, later purchased by John Mackell and this is the oldest surviving map of St. Mary's City from 1786. It gives you a little cartoon sketch of the house that stood there, Captain John Mackell's dwelling house, as it's called here. So, we know that there's a lot of stuff, but the archeological work that we've done around the buildings has told us that there is a series of habitations there. There is pre-historic occupation, which is not surprising, they're found many places around St. Mary's City. There is perhaps a Colonial site there from the 1640s or 1650s, there's just hints of it, we can't really be sure of that at this point. But, we know that there was a public inn called Providence there in the last quarter of the 17th century and then William Higgs' plantation in the 1750s, which right before the American Revolution, was built, was purchased, by John Mackell and lasted to around 1850, 1820, don't know that time frame. We do know that up until the 1950s those archeological sites, aside from plowing, were perfectly preserved. But, in the 1950s there was that much sensitivity to archeology, regrettably, and that site, of course, because the centerpiece for Anne Arundel Hall and well, as well as Margaret Brent Hall. Those projects really did a lot of destruction to the archeology of that location. In fact, they really tore the heart out of the sites. But, in our work, we've found something very interesting. Just as contractors do today when they go into site, they will strip off the top soil in areas they are going to put a building, but, where they're not going to do any work, they leave the grass and everything alone. Well, the contractors in the 1950s at Anne Arundel did exactly the same thing. They stripped of the topsoil to get down to sub and they only dug deeper holes where they wanted the cellar or foundation trench lines, or

something like a utility trench. So there is actually a lot of Anne Arundel still left to the, the archeological remains, the features in the ground, under and around that building. Now this shows you, the red area, is the zones of that site that were not touched at all, or very minimally by construction. Those are very rich archeological deposits. Those we say let's avoid if absolutely at all possible. But the areas in between, especially here, where Anne Arundel, that central zone, [unintelligible] is partial destroyed, but there's also areas where there are archeological features of pre-historic, or 17th or 18th century date that are still in place. And if we do this project right, we avoid those high sensitivity sites. We strip off the asphalt paving and stuff that was laid down in those parking lots. We have a great opportunity of salvaging the archeological stuff that was so heavily disturbed by the original construction and in that process we will be able to reconstruct an important chapter in the history of St. Mary's City through this activity. Otherwise, it's gonna be lost, it's gonna be under those buildings and we'll never get a chance to do, look at it. So I think that is a very important advantage of this project, as long as we can preserve those areas that are super-sensitive and do the work elsewhere, this can be a net benefit to both archeology and to the history of St. Mary's City. Now, the next one, I believe is, okay, and finally, this is not something that hasn't been here, it's been done many places around the county. Jamestown, their wonderful archearium, they did the work right over 17th century building area. They re-build a structure on it, protected the ruins of the Ludwell State House group there, so, that was sort of like St. John's. The state does work all over the place with archeological sites, trying to preserve them if they can, but excavate where there's unavoidable disturbance to them. So this is something we're doing and it's not unusual, it is part and parcel of it and we are going to follow all

of those requirements, specifically as you see here, trying to salvage the evidence from the 1950s and leave roughly 90% of the still-intact archeological remains in those red areas, completely undisturbed and protected for future generations. Well, I think that's mine and now we're going to turn it over to Christophe.

Christophe Bornand: Thank you, Henry. Developing a site is always an interesting and difficult exercise if you want to do it the best way possible. Each site has its own set of constraints, but also presents specific opportunities and this is particularly true for this site we are interested in today. And setting out to design or plan this site plan, we thought it would be useful to write ourselves a set of guidelines, a set of rules and this is what's on the slide. And, the first of them is to create a place and then before, I alluded to that, this is, I think, one of the major principles of development on campus. It has been done successfully many times and it really makes a difference. And the idea we are having in mind for our project here is creating a place by developing a central courtyard. Connections are always important. Dr. King mentioned before the importance of relationships between the different programs on site. Also, we need to still be connected to the rest of the campus, to the rest of Historic St. Mary's City and we want to make sure our site does that well. Kent Hall is close by. There will be many opportunities for students and faculty to exchange between our project and Kent Hall, so we want to make sure the connection to Kent Hall and Calvert Hall is the best possible. Connections to the rest of campus through Route 5 is also major, this is for now, the principal link to the rest of the north campus. Middle Street, then, and Henry Miller mentioned, this tremendous opportunity of showing Middle Street through our side. It is not shown now and we know

that at some point it extended through our side. What chance do we have now of showing Middle Street again and organizing our site around Middle Street. The State House is right behind Anne Arundel Hall, and now it's tucked behind, you can't really see it and by developing our site, we have a chance to, again, have views to the State House from our central courtyard or from the Interpretive Center. Managing building scale is also one of our major goals. We want to develop a site in a sensible way, in a way that respects the context of the size and it would not be very, being sensitive to the size context, to have a large, monolithic building and probably smaller, a smaller building or a smaller set of buildings, we could do that much better. It's, we also have the goal of avoiding our site to be too much open or too much accessible from Route 5. It, the idea is more to have a site that looks inward and this is also helping to create this place I talked about before. And the herb garden, there is an existing herb garden developed by the Garden Club, on the site now and we think it would be great to preserve or relocate this herb garden. This is one of the many links we have with the community outside and we don't want to lose this link. So, it is one of our goals to organize our new site around this herb garden. Beyond these site development goals there is, it is one other main values of the College and the City to be good stewards of the land and the environment and this new site development gives us another opportunity to prove that. Henry Miller talked about the existing archeology on site. We want to preserve, respect it as much as possible and avoid it or mitigate it when we can, so, this is a goal we'll be keeping in mind as we go along with the site development. Being sensitive to the environmental aspect of the site is important. This is always a goal when we develop a new site or an existing site on campus. Interest in water management, we've been doing that through many of the recent

developments on campus. There is an existing spring that you probably know about. It's down at the crosswalk on Route 5. It's not very visible. Water seeps through the brick wall and I think it used to be a spring used in the 17th to 18th century and it would be a great opportunity to make this spring more visible as we develop our site. And, trees, there are several trees on site and it is also one of our guiding principles to save as many trees as possible and organize our site development, when we can, around these trees. Historic viewshed is also important. In some way the existing building has quite a large impact on the history viewshed. It is a building on a prominent location, it's big and bulky with parking lots around it and we thought out many ways to improve these conditions with a redeveloped site. So I said, developing a site successfully is a difficult exercise. To help us in this endeavor we hired Smith Group Architects and they have started developing a site development concept and to get to the place we want to be, it's a long and difficult process and it doesn't happen over night. And we've been working hard over the last few months with the Smith Group to come to a point we feel comfortable with. This slide is just to show you a number of situations we've been through and several ideas we've been through to get to where we are now. And, you can probably see, maybe I could point this out, some of the guiding principles I talked about before, starting to show on some of these schemes. Social courtyard starts to show on several of these schemes. The Middle Street is also recognized on a number of these schemes as well. The connection to Calvert, Kent, the connection to the Campus Center and as you go through these situations, these slightly different schemes do that better and better and at the end we have schemes that really do a good job at that and actually, these outlines, you can see here on some of the schemes, is the limit of the highly sensitive

archeological zones. So, you can see that some of these schemes do a better job than others at respecting those zones. After this exercise, this is where we are at today. This is the concept we feel the most comfortable with. Just to orient ourselves, this is Route 5, Trinity Church Road, Old State House Road. The existing Historic St. Mary's City parking lot is here. The Campus Center is on the other side of Route 5. The post office, the Parish Hall, the Rectory. The architect's concept is, as you can see, not one monolithic building, but four smaller buildings on site and it does a good job at managing scale. It creates the central courtyard that we talked about. It respects, or integrates, Middle Street in the middle of the site. As you can see, it does a pretty good job at avoiding the highly sensitive archeological zones. The, maybe I can walk you through this slide very briefly. The first building on the north would probably house only academic spaces, classrooms and offices, so will this other purple building on the west side of the slides. The pink building will probably house all the archeological labs and curation space, as well as the City offices. This smaller building will have a basement for the storage of the artifacts. The long and yellow building on the south end of the site is the proposed Interpretive Center, closer to the City parking lot, visible from Route 5 and the first three buildings are proposed to be two story buildings, still quite low on the ground and they will be connected on the second floor, again, to provide easier interaction between the Historic St. Mary's City staff, the College faculty and students and also provide, obviously, interaction between College faculty and students in the first two buildings. As you can see, there is an access, a connection to Kent Hall and Calvert Hall through the Church property and for now you can see the concept developed by Smith Architects is proposing to have a social courtyard that's the nexus, in some sort of

order, access and pathways coming from the Campus Center, from the Kent-Calvert quad, or from the Visitor's Center and the City parking lot. They also have in mind to display water elements, whether in, through fountains or rain gardens or wells. And, again, we still hope to be able to better show the existing spring along Route 5. This is a zoom-out just to orient ourselves a bit better and also to show where the proposed campus student and faculty parking would be. It would be located on the other side of Route 5 next to the adjacent, next to the existing parking lot K at the Campus Center. As you noticed in the previous slide, there is no proposed large parking lot on site. And this is also a larger view of the proposed site development. This slide is interesting because it shows the proposed buildings in comparison to the existing buildings footprint, all this hatched and shaded area, this is the existing Anne Arundel Hall, this is the existing Margaret Brent Hall with their respective parking lots. And, as you can see, the proposed buildings don't take much more space than the existing large ones, though they provide a much better service. And, on the other side of Route 5 you would have the proposed parking lot, screened from Route 5 by trees and so it would probably not be very visible from Route 5. I think this is the end of our presentation.

Chip Jackson: Thank you, Christophe. I'll turn the lights on. We're going to open it up now to questions and comments. Before I do, I just want to talk very briefly about the overall process. As I mentioned earlier, we're not at the point where we have started site plans. We don't have elevations, we don't know what these buildings look like architecturally, but we definitely have the intent to respect the historic nature of the architecture from the 17th and 18th century. We are at the prime position now, now is the

right time, after many, many years of thinking about these projects, thinking about reusing versus removing Anne Arundel Hall, developing concepts working with the Church, the College and the City. We're at the position now where we have a plan, a real site plan that architects have developed that manages all of these issues that we've heard about tonight. Program issues, site development goals, stewardship goals and tests the proposition that can these building programs fit and work on this site and do it in a responsible way and a way that meets the academic and research and interpretive goals of the College and the City. So right now is the time for feedback. The community has an opportunity to have real input into this process. The notion that this is the proposed site is at play. We have tested it. We'll be taking it to our Trustees at the College and the Commissioners at Historic St. Mary's City to test this idea and say after years of thinking, can it work. So the community's input into that is right now is the right time. And, not just is it right or wrong, is this the right site concept, but it's also more on the specific issues that the general idea seem to be worried about instead of working with Middle Street, might you do something different. I'm not suggesting that particularly, but this is the time to get feedback not only on if we should develop this project on this site, but how can we adjust it, tune it, refine it? Those will be all be questions we're asking ourselves and having community input at that, at this time, really is appropriate and desired. So with that, we'd be happy to take questions and comments. Yes, sir?

Pete Himmelheber: My name is Pete Himmelheber. I'm on the CDA Board. I represent the St. Mary's County Historical Society. First I want to thank you for the nice presentation. One of our members tonight, could not be here tonight. His name is Gary

Williams and he represents the Trinity Church complex over here, and, I, God, I just have a funny feeling about it. I haven't heard anything from them or being here to say, oh, that looks nice, whoa, wait a minute. So, I'm, I think Gary has a good reason for not being here tonight. So, I would like to hope that we can get some information from them, from the Trinity Church complex to make sure that we're going in the right direction and that we're not gonna infringe on any of their historical aspects. Thank you.

Chip Jackson: Dan, go ahead.

Dan Ingersoll: [Unintelligible.]

Chip Jackson: Dan Ingersoll noted, if you didn't hear, that he is a member of the vestry. Just this past Monday night, Gina and I met with the vestry at Trinity Church and reviewed these project plans with them. We also went into a great deal of reviewing all the issues I mentioned earlier about our easement that we worked with the Church back in the 1990s to develop and the general response was very positive. The idea of a sidewalk and utilities go through their property is all old news to them. That is something that has been worked out and discussed for many years. And, as I also mentioned, during the first period of the planning for this project, beginning in 2001, 2002, the senior warden, the junior warden, and the pastor at St. Mary's Trinity Church, Father John Ball, attended all the meetings that we had to talk about how this site could develop. And, so, we have a long history of working with the Church in developing these ideas and when we met with them Monday night, told them that we expect them to be at the table with us

because we have to be good neighbors.

James (last name unintelligible): We're wondering what type of green technologies are going to be, or try to be incorporated, and what type of level of LEED, or whatever they call that, is looking at to try to come up with a balance between historical looking and energy efficiency so that you can move forward and not pay a lot of money to cool and heat and everything else.

Chip Jackson: Thank you for your question. Could you state your name so we could put it on the, in the.

James Tomasic: I'm James Tomasic I live in Dameron. We do the, we're from the Troop and the Pack 1634 over here at the Parish Hall.

Chip Jackson: Okay, thank you. Some of you may know that the College and Historic St. Mary's City are very committed to sustainable design. Green building design. Goodpaster Hall, which opened in January of 2007 was in fact one of Maryland's pilot projects where the general assembly wanted to experiment with green building design in the state of Maryland in terms of a public policy and in fact, that building achieved one of the rating systems to grade how green you are, is a program developed by the U.S. Green Building Council. They call it a LEED rating system, Leadership in Energy and Environmental Design. Goodpaster Hall was rated what I would say is a, you know, a solid green building. It was silver. They have certified silver, gold and platinum. We

were, we almost made gold. We didn't make it but that, you know, was still a great project. The St. Mary's College Board of Trustees acknowledged about four years ago its commitment that all future College buildings will be green. The waterfront project, that had a lot of controversy a couple years ago, is an example where the building has a geo-thermal heat pump system and which cuts energy use for heating and cooling in half. That is one example. Glendening Hall, which we opened last January, next to the athletic center, is what we sometimes call a pale green project. It was, it was, it met LEED criteria for being certified, not as strong as Goodpaster, which was silver rated, but it was still a green building. Maryland's general assembly, after the completion of pilot projects, put in a state law just this past spring that all future state projects, state-funded projects, above a certain minimal size, and it's a pretty minimal size, will strive to be LEED silver rated. We have, for these projects, established that at absolute minimum there will be LEED silver rating with the strong goal to meet a gold rating. So that's a long answer to say that the College and the City are very committed to sustainable design. Very efficiency energy systems, very progressive storm water management systems. Some of you heard me before boast, and it is a boast, we've reduced storm water pollutant loadings in the Chesapeake Bay, St. Mary's River by 50% through our development programs over the past 15-20 years and so we're very much committed to those issues. I could talk all night. I won't. Types of things, energy efficiency, we are hoping for a geo-thermal system for Anne Arundel Hall, the New Anne Arundel Hall and the Interpretive Center and we're studying how to do that. A geo-thermal system has yet another interesting relationship with archeology. We have to find places to drill holes and then connect those wells together, but it is a clear goal that that is our ambition. We will have

high recycle content in all the building materials. We will incorporate, we hope to incorporate, we don't know yet, some green roof issues and your comment about how do you do green buildings and respect the architectural legacy of this site is an important one. Goodpaster Hall is a great example and in fact, one of the professional associations highlighted Goodpaster Hall a couple of years ago down at their national conference in Miami as one of the first examples of a very green building that maintains its historic context. There's been lot of great green buildings done in the country, Chesapeake Bay Foundation's also, is often promoted as one of the greenest buildings but is a very unique design that is not necessarily in context with its setting and we believe that we can do both great sustainable design and great contextual design. Goodpaster showed an early example of that. Thank you and sorry for being long-winded.

Larry Leak: My name is Larry leak. Thank you for a great presentation, you guys. I learned a lot tonight, but, I, like many people in the audience, may have additional questions or comments that, you know, as we percolate, as we sit and percolate all the information that we've heard tonight, may want to come back and suggest things. How do you do that?

Gina Faden: I'd be happy to handle that question. We have surveys here that you can take with you, if you still need to percolate the ideas. The College has also set up a website, or some web pages on their site, and so if you go to the St. Mary's College of Maryland website and then go to CDA, there is a survey there so you can respond and send that back any time to the, to the College and they will collate. We're working

together, so we'll get that information. The CDA will get that information. And then if you ever have a question, I am happy to talk to people. I met with a local group yesterday to talk about the projects and as I said, we will respond to people who are interested and as I said, talk about the projects. I wouldn't volunteer the College time, Chip can do that himself. We do want the community to be involved and we do want them to understand what's going on here because we do know that people are very attached to this place, this very important place and so, as I said, first we would ask through the surveys. Go to, there's plenty of information too. There's transcripts of meetings, if you need more information, much of this is available on the website already. So if you want to know what's happened in the past, if you didn't come to a meeting before, please go on the website. As I said, transcripts are there, plans are there, exceptional drawings are there, information about how to reach anybody at the College is there. You can come to our website to find us, or, as I said, just feel free to call the main office and ask for who you'd like to talk to. But, you know, we are a public institution and we are here to let people know what's going on with all our cultural resources, including the oral histories as well as the archeology in the ground. So I hope that answers the question.

Nancy Rogers: My name is Nancy Rogers and I wanted to know about that new parking lot. How will it affect the Mill Field? When I went to the open house, I don't think I realized that you were going to have to build another parking lot. Is that correct?

Chip Jackson: Yes.

Nancy Rogers: Is that an extension of the parking lot that's there now, on the Mill Field?

Chip Jackson: Yes, the, we'll try to go back. This will work. Did anyone take the, ah, I hid it. This plan shows Route 5 coming through, the Campus Center, the library, the existing Anne Arundel site that Christophe reviewed and this is, here is the existing parking lot at the Campus Center. There's the entrance road that currently comes in about here, that comes to the back of the Campus Center, so it's off-set with the entrance to Old State House Road and our proposal here is that we make this a true four-way intersection for safety reasons more than anything else and then expand parking here to serve both the College, faculty, staff, students, and visitors to historical events where they overflow from this parking lot and so there's about 200, and we don't know yet because we haven't done detailed design yet, but somewhere between 210 and 250 parking spaces in this area here. If we back up a slide, this gives a better view of that proposed parking in relationship to the entire Mill site. Mattapan Road coming through, an intersection here, Rosecroft would be about there and so, yes, it includes significant changes in parking.

Nancy Rogers: I went to the open house and I just believe that between both of these institutions you have a thousand acres, about a thousand acres. Seems to me that this huge project, which is fabulous, I mean the whole idea is wonderful, but the location is terrible because you have no chance to expand 10 years from now, 15 years from now. You don't know how things, how things will change. You need more space. Do you think that somewhere you could find some place to create this project with expandability and parking that wouldn't have to go on to maybe overlap onto the Mill Field, it just

seems to me that the location is too cramped and although you have mentioned viewshed and view-scape and so forth, I just really don't see how this will help the viewshed. I think that it should be in another location.

Chip Jackson: Okay, thank you for those comments.

Brian Siebert: Hi, my name is Brian Siebert from the Citizens for the Preservation of Historic St. Mary's City. I didn't do anything, any, prepare any statement tonight, but I have a couple comments and the first is that I'm disappointed. Well, why should I be disappointed when you say all these wonderful things are happening. Well that's because there is no public input. I find that the budget for the design has gone forward to the governor and been approved. I find this because I was told. No public input there. That, I see here that one of the gentlemen showed that there had been more than 20 iterations of design considerations, many of which involve, I hope, the archeological considerations. No public input that I saw, no mention of it tonight. No mention of it as a bullet on the view graphs, not one of them up there I saw said public solicited, had come to the meetings and cared what was, and was informed about what was going on and their opinions being sought. And, time and time again, I saw these wonderful presentations, but the missing element was the citizens of this county and the tax payers, and by the way, I'm paying my tax bill this, uh, soon, and it's a whopper. We care about the historical preservation and you say, well, you know, we'll take care of that. Well, you won't take care of it because we saw what happened on the River Center thing and the boathouse. I myself viewed the hillside being torn away by a giant machine just south of

the River Center and there was no archeologist present there and it was a disaster from the point of view of archeological preservation because there was none. I myself saw a trenching machine going three or four feet deep right along the St. Mary's River and the boat house and there was no architect, no archeologist, excuse me, there either. Now I see more recently tons of sand being dropped in front of the boat house and that's filling in the St. Mary's River. Now, if you would try to do that on your own, the Critical Area Commission would be on you like a, you know, a bee on honey. Not only that, but we've been told in the past that water area in front of the boat house and the River Center is of some critical archeological importance. Well go out there tomorrow and look at those giant posts that they're hitting into the mud out for many, many feet, many, many posts. Obviously, if there was something down there like a sunken boat, I didn't know until this week that there were historic, not historic, pre-historic findings in this area. Who knows what would have been left there, at least by man in 1634 on forward. But when you put those posts down without doing any archeology, you essentially destroy what might be underneath those posts. And like I said, there's not one of them, two of them, or three of them, there's a bunch of them. And so, my disappointment goes back to, and it makes me very sad, really, because there is still this issue of why does the college push this particular project all the way to the night where you already know where the outlines of the buildings are gonna be and you just come to us tonight and you tell us what a wonderful job you've done, that, I don't mean to be cynical about it, but what role did the public have in this process up to this point? The citizens of this county, the tax payers of this country, we have a interest in it. We want to be part of the process. Finally, I'll stop. I'd like to know if the CDA, who was stated at 7:00 p.m. tonight would be reporting to

various authorities, I presume that means the Board of Trustees and perhaps, perhaps the Commission. I hope the Commission is involved. They've been pretty damned invisible so far. I'm talking about the City Commission. Could we citizens find out what you tell them, what, and what the response is. Maybe we could even be invited to a meeting because I'd very much like to see what the CDA, not see, hear what the CDA tells Judge Jackson, and Mr. Moe, and the other authorities who are supposed to be overseeing what's going on here and I'd like to hear their input back. What is their reaction. So if you guys that are up there, the two of you on the stage and maybe the CDA could arrange some way that we citizens could hear what you're telling, as the Citizens Advisory Committee, to these authorities and then I'd like to, I think many of us would like to hear their responses. Thank you.

Chip Jackson: Thank you, Brian. On your last point, the College Building and Grounds Committee, which has the primary responsibility for the College Trustees to review building development projects, meets on September 4th. Just the same as we did last year with both the River Center and Rowing Center discussions, and also with the Route 5 project, the pedestrian bridge, which became traffic calming, the community was told about the dates of those Buildings and Grounds Committee meetings. In fact, community members showed up to the Buildings and Grounds Committee meeting to hear the reports and to hear the discussion within the Trustees group. I know also that the City, the Commission, is meeting September 19th a month from today. And again, the public is welcome to come to those meetings. I think we have shown in the past that, that at these discussion points with our governing boards, we have invited the community to

participate and hear that discussion. Thank you.

James Tomasic: Back again. About the parking lot. That's a pretty big parking lot and I don't see anything on the site plan that shows where, like, where rain water would go. We've done some things around here and during the 375th anniversary and all and that field was pretty muddy and all and there's a lot of area that you're covering over with pavement and all and I don't see any, I don't just see anything on the site plan. And one other question or concern is, you said a four-way intersection there.

Chip Jackson: Yes.

James Tomasic: Is there any plans to put like a crosswalk sign or a light and a sidewalk or something so you don't have to go through the parking lot all the way down and go across the other area and come back up. You can cross there and walk down Old State Road or whatever and get to the facility that way.

Chip Jackson: Thank you, great questions. The second question first. We recognize that there may be a need to establish a crosswalk up somewhere in this location and traffic calming may include sidewalks along Route 5 from this intersection down so those are things that we are cognizant of . They need to be studied. The design process is not to a point where we have solutions to those issues yet, but they're on the checklist of things that need to be sorted out. On the first question, the parking lot is, again, it's 210 to 250 spaces. An example of what we've done, what we affectionately call lot Z, that's behind

Caroline Hall, on the north campus, was a permeable pavement system, which allows storm water to filter through, which reduces the storm water management need substantially. I can't remember the number. Dan may remind me, but it reduced it 60 or 70%. At the River Center project, the little parking yard between the Rowing Center and the Muldoon River Center, is also a permeable pavement system. As a project requirement, the new parking will be a permeable pavement system to allow maximum filtration of storm water. Well, as Gina said, we have surveys. We greatly appreciate your input. If you'd like to fill out a survey tonight, you can do that. We have copies and pencils here. If you'd like to go online, that's our website to find the survey, we'd love to have your input and, again, thank you so much for your interest.