REDESIGN OF THE EXTERIOR SPACE AT GAMBIER VILLAGE
IN ORDER TO INTEGRATE IT WITH THE REMARKABLE
GOTHIC REVIVAL BUILDINGS AND THE OVERALL OPEN SPACE QUALITY
OF KENYON COLLEGE AT GAMBIER, OHIO

A Thesis

Presented in Partial Fulfillment of the Requirements for
the degree Master of Landscape Architecture
School of the Ohio State University

by

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*** *** ***

The Ohio State University
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To Ernesto, Andrea, Grandfather, and Family
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<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>VITA</td>
<td>iv</td>
</tr>
<tr>
<td>INTRODUCTION TO RESEARCH DOCUMENTATION</td>
<td>1</td>
</tr>
<tr>
<td>THE AMERICAN CAMPUSES AND THEIR ENGLISH PRECEDENCE</td>
<td>3</td>
</tr>
<tr>
<td>FIRST AMERICAN COLLEGES AND ATTITUDE TOWARDS ITS SURROUNDING COMMUNITIES (TOWNS AND VILLAGES)</td>
<td>8</td>
</tr>
<tr>
<td>THE ENCOURAGEMENT FOR CAMPUS PLANNING</td>
<td>11</td>
</tr>
<tr>
<td>NEW INTERESTS IN CAMPUS PLANNING</td>
<td>13</td>
</tr>
<tr>
<td>KENYON COLLEGE AND GAMBIER VILLAGE AT GAMBIER, OHIO</td>
<td>15</td>
</tr>
<tr>
<td>FOOTNOTES</td>
<td>20</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>22</td>
</tr>
<tr>
<td>DESIGN SOLUTION FOR GAMBIER VILLAGE, GAMBIER, OHIO</td>
<td>25</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>26</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>29</td>
</tr>
</tbody>
</table>
Introduction to Research Documentation

Many colleges and campuses throughout Europe and the U.S.A. have grown adjacent to commercial business districts. Because of this proximity there are often dilemmas of compatibility.

Although some villages and campuses are well integrated from a design standpoint, others are very dissimilar in design elements and function.

A situation of incompatibility exists in Gambier, Ohio, where Kenyon College has developed on either side of the Village Business District. The college's distinctive Gothic Revival buildings and well organized campus plan are visually incompatible with the less distinguished appearance of the Village Business District known as Gambier Village.

The problem calls for a design solution that will integrate the campus and the village areas so that they are visually and functionally harmonious. There is also a need to provide more functionally appropriate exterior space for passive recreation in the Gambier Village Business District.

The exterior space and the architecture need to be modified in the Village Business District to reflect the ambiance of the college's Gothic Revival architectural style. Distinctive historical, architectural, and stylistic elements need to be applied both to
building form and open space. These modifications will be necessary to bring the Village Business District character up to the quality of the rest of the campus.

In order to solve the problem that we are facing at Kenyon College campus, it is necessary to get information on Gothic campuses and Gothic Revival campuses. on Gothic and Gothic Revival styles, exterior spaces, courtyards and cloisters and information on actual modern campuses constructed from 1960 to the present.
The American Campuses and Their English Precedence

Thomas Jefferson, with the creation of the University of Virginia and the "academic village" term, summarizes his goals and point of view in education and planning, setting the basis of American higher education from the colonial period to the 20th century. His product, the University of Virginia, is a college that functions as a community in itself.

Throughout history, American higher education took as a model the medieval English collegiate idea where students and teachers studied and lived together in contrast with the other European universities which concentrated on academic matters only.

American colleges and universities, like those in England, have not only classrooms and other academic spaces but dormitories, dining rooms, and recreational facilities as well.

American campuses have shocked some remarkable European guests such as Charles Dickens, the famous English writer, in the 1840's when he visited Yale in Connecticut or Le Corbusier, the famous French architect, who after traveling to America expressed the idea that "each college is an urban unit in itself".1

The word "campus", better than any other term, describes the unique physical character of the American college. Campus has come to mean the entire property field and the buildings as well. As mentioned before, the British college had a great influence on the development of the American college. At the beginning of the 17th century, the universities of Oxford and Cambridge were at a high point in their development because of new revitalized ideas which were the product of
the reconciliation between political and religious power, the Reform. A change in medieval traditional concepts brought new elements to the college curricula and their enrollments increased more than ever before.2

The first college in Oxford probably was Merton College; in the beginning for masters only, but eventually accepting undergraduates in their lodging facilities.

In 1379, New College at Oxford was founded with an emphasis on education. For the first time in England a college was physically planned. The buildings formed an enclosed quadrangle containing all the major collegiate requirements: a chapel, a hall, scholars' and masters' chambers, and quarters for the head of the college.

The traditional cloister in monasteries during the middle ages was sheltered from the outside world. English colleges were patterned after monastic models and several colleges were founded in or took over monastic structures.3 The reason being, from an architectural and planning point of view, monastic structures and colleges were very similar in program elements: housing a community of unmarried men and boys, with space for sleeping, eating, instruction and religious service. Furthermore, the cloister or enclosed quadrangle functioned as defense against enemies, including townspeople or outside enemies. The ability to close off a college at a few gate-points gave the authorities of the college control over the system and over the students.

The use of the quadrangle made sense simply in terms of planning and land use, for in crowded towns such as Oxford and Cambridge, colleges made better use of small lots by building around their perimeters.
The college quadrangles of Oxford and Cambridge have long been considered the embodiment of the campus idea because of their strong sense of place. This special sense of place was cultivated consciously during the 18th and early 19th centuries. This special sense was first manifested during the medieval era and then completed in fragments of Baroque plans or Renaissance time. It was the buildings and the landscape gardening of these periods which transformed these colleges into architectural compositions that characterized a special way of life.

Landscape gardening played an important role on the Higher Middle Ages. In England, this period lasted about 150 years until 1399. For the most part there was a small size domestic or castle garden consisting of internal courtyards or patios. The palette of known plants was extremely limited in its flowering season, but was able to provide that recreational function which is peculiar to good gardening.

Fundamentally, this age represented a society based on transcendental and spiritual motifs. In such a society the garden clearly held an important place.

Medieval gardens, castles, cathedrals or other architectural manifestations were a piece of art, and as recently discovered, they were intended to be functional and look impressive as well. We need to realize that there was a theory and practice of designing gardens so that their beauty was associated with the state of the economy. Grapevines were grown for ornamental purposes on a large scale and for the production of dessert grapes or wine as well. Besides small enclosed gardens there is evidence of larger ones with expanded planted orchards or great lawns.
Although most of the gardens were for utilitarian purposes, there is evidence of the existence of public parks or pleasure gardens around cities or attached to a castle and open to the public to wander there. The Count of Bollstatt, a monk of the Dominican order, described a garden of that time: "The garden was a place sometimes of no great utility or fruitfulness, designed for pleasure and mainly the delight of two senses - sight and smell. The grass was usually kept short and looked like a surface covered with a green cloth. The lawn could be of such a size that every sweet-smelling herb such as rue, sage, basil and all sorts of flowers as the violet, columbine, lily, rose, iris, and the like. Behind the lawn there could be a diversity of medicinal herbs to delight the sense of smell with perfume but also to refresh the sight. If possible, a clear fountain of water in a stone basin was suggested because it gave a sense of purity to the site. Against the heat of the sun, trees should be planted in order to have a cooling shade. Trees should not be close together or too numerous because pleasure gardens need to have a free current of perfume and flowers like the grapevines, pears, apples, pomegranates, sweet bay trees, and the like".

The Renaissance idea, specially as it influenced and gave expression to architecture and planning, was accepted better in some places than others. Different from the Gothic enclosed courtyard was the Renaissance courtyard which was open on one of the four sides. This also represented a new attitude towards the world; it was opened to the community and open to the lawn.

In terms of architectural style, Oxford resisted the Renaissance changes and persisted in building in the Gothic manner; most of its construction was Gothic Revival, a continuation of the Gothic tradition.
During this period (1600-1700) Cambridge was not so conservative; especially in theology, politics, and even architecture, it was more closely related to the Renaissance trends. 9
First American Colleges and Attitude Towards its Surrounding Communities (Towns and Villages)

The early American campus was simply a plot of land occupied by a number of isolated buildings related to each other in a simple manner.

Colleges in America during colonial times were created by English founders and their beliefs and needs for higher education. The first college in America was Harvard, established in 1636. Based on the English collegiate system, it initiated an important pattern for all American colleges. Instead of grouping all colleges in one, as happened in England, Harvard University set a different precedent where institutions were widely dispersed and located where they were actually needed.

The first building at Harvard, "Old College", was long and narrow, set on a spacious plain like a bowling green. Harvard's first site was a very narrow pasture lot at the edge of town (Massachusetts Bay Colony) where cattle used to pasture. This was the cow-yard and it accidentally gave the name to Harvard's central property, the Yard.

The overall plan of Old College formed a kind of "E" shape. This form was not derived from Oxford or Cambridge. It has been compared to a type of Elizabethan manor house of some buildings at Eton College in England.

Harvard's next stage of growth was innovative and different from English colleges. Instead of forming an enclosed quadrangle, the four new buildings were erected in separated structures. As a result American colleges became extroverted.
There were several reasons for this different solution at Harvard. One could have been the vastness of the New World landscape. There was no need to save space. Another concern could have been the danger of fire since buildings were constructed here of wood instead of brick or masonry, as in England.

The Puritans may also have associated enclosed quadrangles with monastic models and rejected them on that basis. Harvard was meant to serve the community and be part of it, so inward-turning buildings were very inappropriate. Harvard has continued to expand over the centuries until the present, and its overall pattern of growth could be related to some of the three-sided quadrangles of English colleges and Cambridge. This extroverted attitude towards planning embodied several concepts reflecting Harvard's education and social ideals.12

Yale University, founded in 1701, was briefly located at Saybrook, Connecticut until moved to its permanent home in New Haven. In 1717 Yale had its first building erected with a peculiarly long and narrow shape. This motive continued to dominate the physical planning of the college and ultimately produced the full Yale Row.

In approximately the middle of the 19th century, educators became concerned about the depersonalization of education and some schools began looking to English traditions to regain closer relationships between students and teachers.13 As a consequence of this concern, educators instituted the creation of smaller educational units within the large university. The appropriate architectural expression for this idea was the enclosed quadrangle, typical of the medieval English college where this smaller space provided a natural college community feeling of intimacy and fellowship.
In 1860 Yale University erected a series of dormitories and other buildings that resulted in the quadrangular shape. Mr. Porter, the President of Yale University, in his book on American college education published in 1870, expressed his advocacy of traditional college education and approved the quadrangular inner court. Princeton University at Princeton, New Jersey and Trinity College at Hartford, Connecticut are other good examples of the revival of the English college quadrangle.14

Yale has been classified among the exemplary quadrangular designs with the Harkness Quadrangle constructed in 1917. In 1960 Eero Saarinen's design for Morris and Stiles Colleges was inspired by the college's historical environment. He focused his attention on the site for this new project located within view of several of Yale's neo-Gothic structures. Saarinen created an arrangement of tower-like forms constructed of rough stone and concrete walls and grouped around narrow passways through which one has views of the old Gothic Yale. There was nothing literally Gothic about Sarinen's design, but it was clearly intended to echo the overall forms, space and textures of the Gothic Revival style.
The Encouragement for Campus Planning

Neither palatial or quadrangular, departing from both the English and continental ideas, the American college had no ill-defined grounds. Most colleges had successive buildings placed wherever they would go without any relation to one another.

Until the 1880's this occurred with the American college. Some changes occurred in the following decade. At the end of the 18th century, America favored large plans and encouragement for campus planning grew. Good examples of campus planning growth are Stanford University and the University of Chicago.

Stanford University is located in Palo Alto, California. Its master plan was designed by Frederick Law Olmsted in 1886. One of the biggest considerations that Olmsted had for his design was the climate and this reflected in the link between buildings and arcades, forming enclosed quadrangles. Master plans and drawings produced in 1887 show the strongly unified character of the design. The courtyards, formed of Richardsonian-Romanesque buildings linked by open arcades, indicate that this type of construction was suggestive of Spanish missions and other Mediterranean buildings indigenous to the American southwest at this time.

The whole scheme was very formal, with a major north-south axis deepened by a mile-long approach to the campus, lined with palm trees, passing through a sequence of spaces and culminating at Memorial Church.

The main quadrangle deepened a secondary east-west axis, which was to be extended in both directions by additional quadrangles to be built as the university expanded.
Stanford University possessed a degree of formality and practicity, combined with European and other sources, giving grandeur unknown to most earlier colleges.\textsuperscript{16}

The University of Chicago was built just when the World's Columbian Exposition was being held. The location chosen for this university was a four block site facing the thin strip of parkland that became the Military of the Columbian Exposition. For several reasons the Gothic style was chosen for its architecture: Gothic as referred to as Europe's great seats of learning and timeless.

The choice of Gothic for the university over the popular Classicism of the Exposition had its sources in the university's conception of itself. Gothic colleges were austere, cloistered and inward-looking as the university's ideas dedicated to sober research and learning.\textsuperscript{17}
New Interests in Campus Planning

The war between architectural modernists and traditionalists was over and the modernist theory had won.

There were still a few colleges built in Gothic or Classical style, but they were unauthentic and because of financial reasons, didn't look appropriate.

At the same time, some of the modern architects started to look towards historic American campus planning. Paul Rudolph located his Art Center at Wellesley (1955) in the heart of the Gothic Revival campus. Another good example which looked back to older traditions was Eero Saarinen's design for Yale University, Morris and Still Colleges. It was the product of a historical environmental study in which the existing neo-Gothic buildings were perfectly related to Saarinen's new structures.

A new attitude among college planners developed around the mid-1960's. There was a new interest in historical traditions of campus planning which reflected the growth of the architectural preservation movement in America during this period.

The American campus possesses qualities and functions different from those of any other type of architectural built environment. One of these qualities is that it functions like a city - subject to growth and change and as such can't be treated like a static architectural object.

The history of the American campus reveals the varied and innovative forms that this expression can take. There were the park-like campus plans of the early grant schools, reflecting populist values...
in reaction against the elitist formality of the classical college, the
Beaux-Arts organization of the new American university with its complex
and orderly systems of parts, the revival of the English medieval
enclosed quadrangle expressing the resurgence of conservative collegiate
values, and the recent campus plans generated by circulation patterns
reflecting the fluid and unpredictable nature of contemporary education.

The campus in America is a phenomenon created for a certain
community open to it. The American campus reveals the power that a
physical environment can possess as the embodiment of an institution's
character. Quadrangles at universities like Stanford, Chicago,
Princeton, and Yale were architectural achievements of a high order in
their expressive vocabulary.
Kenyon College and Gambier Village at Gambier, Ohio

To redesign a part of Gambier Village that has a strong relation to Kenyon College is the proposed theme to accomplish my final project. The following pages are a summary of the site background.

In the 19th century the attraction of nature became one of the strongest motives in the location and planning of American colleges. The Puritanical concern persisted but other colleges' more aesthetic motive was added to it.

Some colleges chose sites that possessed unusual natural beauty or the possibility of seeing nature from an especially good vantage point. Also, it was this period that the image of the college on the hill became a common ideal example for Kenyon College in Ohio.

Gothic architecture became associated first with schools of religious denominations and then with desire that colleges project an image of age and respectability. The American romance of collegiate life in the purity of nature. The first wave of the Gothic Revival college in America occurred in the 1830's. There were colleges with Catholic, Anglican, or Episcopalian orientation that first employed the new style reflecting the Gothic architecture that had been conceived in England.

American colleges, especially Kenyon, like those in England have required the design of individual buildings along with the creation of whole communities.

Bishop Philander Chase, supported by the Episcopal Church, founded Kenyon College in 1824. Kenyon College was the first private college in
Ohio and the first educational institution to build in Gothic (Gothic Revival). Although the architectural details at Kenyon were "Gothic" and intended to evoke the image of English schools, the overall planning of the college was essentially open and American. This was the case of almost all the Gothic Revival collegiate architecture planning and landscape architecture in the mid 19th century.

Bishop Philander Chase, a dedicated man to the mission, was the first president and conducted the fund raising campaign in the U.S.A. and England, winning the support of members of the British aristocracy for whom he named the college, the village and several buildings. Returning to the U.S.A., he purchased 8,000 acres east of Mount Vernon to establish the school in what he hoped would be a self sufficient domain with forms, saw and grist mills, and attendant buildings for students, professors, and workers.20

Kenyon College and Gambier Village share the crown of College Hill, a plateau that rises some 200 feet above the farms and forest of the Kokosin River Valley. Ascending to the heavily wooded slopes one can overlook vast stretches of the pastoral Ohio countryside.

Today, the campus has been described by art historians as appearing like part of a medieval English university dropped into the American wilderness.21

The scenic Kenyon College at Gambier, Ohio is the oldest continuing private college west of the Alleghenies and has gained the approval to be designated as a historic district by the Ohio Historic Preservation Advisory Board. The move included the campus and five of its buildings in the National Register of Historic Places of the National Park Service. The buildings chosen are those which are significant to
American history, architecture and culture. The buildings named for the honor include Old Kenyon, Rosse Hall, Bexley Hall, The Holy Spirit Chapel, and Ascencian Hall.

Norman Nash was asked to draw a design for the main building, "Old Kenyon", 1828-1831. Old Kenyon was distinguished by simplified Gothic pointed windows and roof pinnacles. The ground plan of the building was neither Gothic or English collegiate, it took the form of an "H" not a quadrangle. Masively constructed three and a half story Gothic Revival building. The wings of the building were built in 1834-36 in their present form. Old Kenyon was rebuilt after the 1949 fire.

The second building in existence, Rosse Hall, was built in Greek Revival. Constructed in 1829 at some distance from the main building, Rosse Hall originally served as the College Chapel. This signaled that the college was not developed as an enclosed quadrangle and in succeeding years, new buildings were erected at intervals around a large green rectangle.

Outside the campus property, but not the college grounds, at the north end of the Middle Path stands Bexley Hall. Bexley Hall, built in 1845, originally housed the theological seminary and included a library, chapel, classrooms, and student rooms. When the seminar moved the building was utilized by the Art Department. Designed by an English architect, Bexley Hall is an example of Tudor Gothic architecture characterized by symmetrical facades and a prominent oriel window in the middle path.

Ascension Hall, built in 1858-60, is a rectangular Gothic Revival building. This two story structure has a center block and an observatory tower connected by lower recessed blocks. The building has 17
extraordinary details such as belt courses, corner, buttresses, and pinnacled dormers.

The Church of the Holy Spirit, 1859-71, was built in Victorian Gothic style. It has a cruciform plan with a four-bay nave, two-bay transept arm, chancel and corner tower. The church is known for its interior woodwork, stained glass windows, wall illuminations, and chancel furniture.

The chapel stands near the entrance to the "College Park", the oldest part of the campus, now serves as the center of religious life on campus for all faiths.

Middle Path runs the length of Kenyon’s campus from the front door of Old Kenyon at the south to the front door of Bexley Hall at the north. The path contributes greatly to the sense of community at the college as students, faculty members, and administrators meet regularly on Gambier's main artery.

At Kenyon one can probably see the most coherent and stylistically unified Gothic Revival college group in Ohio – possibly the nation. Although the architectural details at Kenyon are Gothic and evoke the image of English schools, the overall planning of the college is American; essentially open to the world. Like Kenyon College, this was the case of almost all the Gothic Revival collegiate architecture in the mid 19th century.

Today, Gambier Village houses are predominately of white painted frame construction, in contrast with the remarkable college buildings built of the local light brown freestone. In the college one sees a design unity that is expressed in almost complete preference of the
Gothic Revival style. This coherence is presented in the color and texture of the stone, the scale and massing of the buildings, the architectural details (painted arched windows, buttresses, molds, crenellated, cornices, gables and pinnacles). Another important factor for this coherence is the consistency of the type of vegetation of the campus and surroundings and the middle path that join the north end of campus with the south. This unity presented in the college is missing in Gambier Village. The Village commercial district calls for a design solution in order to be visually compatible with the beautiful and harmonious environment.
FOOTNOTES


3 Mann, William A. Space and Time in Landscape Architecture.


6 Ibid

7 Ibid

8 Ibid


11 Ibid

12 Ibid

13 Ibid


19 Nomination Form, Kenyon College, National Register of Historic Places Inventory, December 1, 1974.

20 The American Antiques Journal, Kenyon College, September 1946.

21 Nomination Form, Kenyon College, National Register of Historic Places Inventory, December 1, 1974.
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Design Solution for Gambier Village, Gambier, Ohio

1. General Information
2. Historic Context
3. Site Analysis and Inventory
4. Site Analysis and Inventory
5. Site Analysis and Inventory - Opportunities and Constraints
6. Ideal Functional Diagram and Conceptual Landuse
6A. Ideal Functional Diagram - Alternative 2
7. Illustrative Master Plan
8. Elevations
9. Design Development
10. Sections
11. "Design Development" - Planting Plan and Plant List
12. Spot Elevations
13. Design Development
14. "Design Development" - Planting Plan and Plant List
15. Design Details
PROGRAM

The program has been developed according to Gambier Village zoning ordinances and building codes. Also, the ideal functional diagram had originated the program.

Vehicular Circulation

Maintain a hierarchy of roads - based on maintenance requirements, traffic volume, speed, and general design requirements:

Artery: 35-45 ft., off street parking will be allowed in some cases;
Collector Street: 25-30 ft., provide enough space for off street parking;
Local Street: 20-35 ft., off street parking will be allowed in some cases.

Parking

Parking space will be redesigned, relocated, and increased as much as required. Parking area will be removed from Chase Street and Gasking Avenue, the portion of parking included between West Brooklyn Street and Wiggins Street. Parking will be relocated in the periphery parking area of the commercial district according to the ideal functional diagram.

The original number of parking spaces are 115 and will be increased according to Gambier Village zoning ordinances and recommendations, "Parking space required: 1 space for each 600 sq. ft. floor area." Total new parking spaces in the commercial district will be 150. Handicapped parking space will be considered - 25 spaces from 150 spaces.

Service Parking

Bicycle parking will be provided.

Walkways

Walkways will be classified in three categories: 1) Major walkway and Middle Path will be rehabilitated and redesigned according to its activity such as socializing, walking, and gathering. Middle Path linear character will be emphasized. The portion of Middle Path between Wiggins Street and Broklyn Street will be the heart of Gambier Village and Kenyon College. 2) Minor walkways will be most of the remainder walkways. 3) Special circulations - 20 ft. wide walkway for service and emergency vehicles. 4) Ramped circulation will be considered.
Outdoor Spaces

1. Outdoor room spaces will be extensions of interior spaces such as extension of Art/Sculpture and Kenyon College facilities building, and retail buildings.
2. Outdoor room recreational spaces such as tables for games (permanent granite checkerboard tables); sitting areas, grassed or paved, with permanent furniture; and amphitheater for diverse uses such as outside concerts related to KC Building will be provided.
3. Dry piazas will be utilized as welcome areas (lobby).

New Facilities

An institutional building will be designed. The building will gather all college facilities of similar nature (23000 ft.²). A few facilities to be gathered are College Relations, Development Center, Student Affairs Center, Women's Center, Art and Sculpture Studio, and others. Facilities that will be designed in a manner that attempts to draw upon the general character of the Gothic Revival period adapting it to the contemporary needs of the community of Gambier Village and Kenyon College are as follows:

A. Housing. Housing in the commercial district will be located on the second floor of retail facilities.
B. Retail. Furniture stores, clothing departments (boutiques), shoe and leather stores, hardware stores, wall paper and paint stores, and appliance stores.
C. Food. Drug and Beverage. Grocery stores, supermarkets, meat markets, drug stores, and bakeries in conjunction with retail sales, restaurants, tea rooms and taverns.
D. Special Shops. Gift shops, magazine, book and stationery outlets, florist shops, camera and photography shops, sporting goods.
E. Service and Recreation. Laundromats, dry cleaning and laundry pick-up stations, barber and beauty shops, shoe repair and tailor shops, and mortuaries.
F. Business and Professional Offices. Medical and dental offices and clinics, law offices, insurance and real estate offices, banks, financial and utility companies.
G. Automobile and Related Uses. Gasoline and service stations, motorcycle and bicycle shops, taxi stands, and limousine service. Flight regulations according to zoning ordinances for Gambier Village is 35 ft. high or a 2.5 stories high building.

Total proposed square feet is 70600 ft.² for the business and commercial district.

Rehabilitated Structures

Farr Hall will be rehabilitated and interior facilities reorganized.
Village Inn will be rehabilitated except for the west facade that remains as is.
KC Building will be rehabilitated and interior functions remain.
Site Furniture

All site furniture and advertising signs will be coordinated according to the overall design.

Vegetation

Vegetation in Middle Path should remain and be reinforced.
REFER TO HISTORIC CONTEXT (See page 31)
REFER TO SITE ANALYSIS AND INVENTORY (See page 32)
REFER TO SITE ANALYSIS AND INVENTORY (See page 32)
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