

Executive Summary

Located in the heart of Quebec's Eastern Townships, Bishop's University was co-founded in 1843 by Bishop Mountain and Lucius Doolittle with intentions to provide training for future Anglican clergymen while delivering a sound and liberal arts education to all students. Due to a variety of internal and external factors, especially social and political events, affected the institution's history and in turn influenced both the built form and student life; these factors have had a considerable impact upon the Bishop's campus. Over the past one hundred fifty years, Bishop's landscape has evolved from just two buildings – the main building and St. Mark's Chapel – to the existing campus, which consists of 25 buildings spreading across a 550 hectare area; therefore, Bishop's has faced the considerable challenges of growth, while attempting to maintain its historic built form elements. This report attempts to define Bishop's heritage significance by identifying elements of the campus' cultural heritage resources that are significant and should be protected. For the purposes of this study, cultural heritage resources include buildings and structures, cultural landscapes and sites of archaeological potential. Given that University is currently working on a Campus Master Plan, it is hoped that all the information gathered within this study will serve as a guide for future campus planning.

Qualitative methods were chosen to support the research process. First, a literature review was undertaken in order to investigate and understand the different theories behind heritage conservation, paying special attention on cultural landscapes, archaeology, and campus planning. Second, a number of documents were studied as case studies in order to provide a framework for this document. These include the Ontario Heritage Toolkit's guideline for *Heritage Conservation Districts*, reports on designation guidelines from U.S. Department of Interior and Heritage Campus Master Plans from academic institutions such as Queen's University at Kingston and the University of British Columbia, Vancouver. Third, extensive archival research was conducted at the Bishop's Archives, the Eastern Townships Resource Centre and Buildings and Grounds Department in an attempt to extract supplementary information to complement current campus literature; many of these resources are scattered all over campus throughout various departments at Bishop's.

The reconstruction of the campus' history from its establishment to the contemporary era demonstrates the ways in which the campus' landscape has changed over time. The plot of land upon which the University was built was probably undisturbed or served for agricultural purposes prior to its acquisition by the University. As envisioned by the founder, the first building, Old Arts, was built in the Collegiate Gothic style to mirror established English institutions such as Oxford and Cambridge. However, structures built in later years do not follow that trend, but instead adopt the architectural styles of the period in which they were designed. Results of this study demonstrated that all current built forms share the following

characteristics: all brick façades, and/or their formation reflects the cloistered model with the quadrangle as a gathering place.

Every single landscape and building, whether demolished, modified or still standing, held special meanings for their users through the creation of memories. Even though some of these thoughts and values are neither visible nor tangible, they are important in the study of heritage conservation as they reveal a place's character, customs, and usage. Therefore, demonstrating the inherent values that were cherished historically helps identify elements that should be recognized and protected for future generations. This approach to evaluating heritage resources assesses both physical/tangible and associative/intangible heritage values.

In terms of the campus' heritage character, it is clear that Bishop's campus distinguishes itself by locating at the heart of Eastern Townships. Its extensive history and buildings development in two distinct phases (1843-1909 and 1950-today) create the sense of community and place for all users. Bishop's Anglican roots may have faded with its secularization, but the institution remains inclusive as it continues to offer a sound and liberal education to all. Its character defining elements include:

- ❖ Self-contained
- ❖ Contains buildings and landscapes of cultural heritage significance
- ❖ Certain buildings designed by historically significant architects (example: John George Howard for Old Arts/McGreer)
- ❖ Liberal Arts values manifested in campus layout, encouraging diversity, strong sense of community and associative values
- ❖ Landmarks and physical layout that establish a strong place image
- ❖ A mix of sacred and secular tradition through traditions and self-sufficiency
- ❖ Uniformity of character across campus using bricks and low-density buildings
- ❖ Car-oriented campus in newer areas, but pedestrian-oriented in older areas
- ❖ Major views scattered across campus due to the campus' topography
- ❖ Important natural features such as Massawippi River and St. Francis River
- ❖ Rural setting, encouraging appreciation of nature

After a thorough study of Bishop's campus' history, the following are the recommendations made regarding campus planning and heritage conservation:

- Professional archaeologists should be hired as soon as possible to determine the campus' archaeological potential since not much is known about the site prior to its foundation in 1843.
- An inventory and evaluation of campus cultural heritage resources should be set up based on the research prepared for this report and should inform all future campus planning.

- The heritage character statement and character defining elements identified in this study should be included in the planning principles within the Bishop's University Campus Master Plan.
- Sensitive incremental development, known as gradual development, should be used instead of large lump development where it is believed that the new building fulfills all future needs. This method offers more flexibility in terms of human and financial resources because it caters to Bishop's ever-changing needs, and the resultant built forms better complement the existing landscape. Current research notes that this theory did not work as well as expected in the American context; yet, it is possible it may work in the Canadian context when dealing with heritage conservation if funding is made available for small scale projects. Sensitive incremental development should be guided by a comprehensive Campus Master Plan to ensure individual developments fit and contribute to the environment and the overall vision established by the University.
- All old and new members from the Bishop's community should be encouraged to participate in the planning process by sharing their personal experiences and/or artifacts. Understanding the users' academic and social needs and travel patterns will ensure that the built form complements the environment rather than focusing on aesthetics or being influenced by the "buzzword" of the period such as walkability. In addition, such information will provide an opportunity to record the site's history as knowledge for everyone, especially researchers and future generations.
- Recognize the destruction of certain landscapes and buildings that made way for current structures. It is crucial to find ways to retrofit existing buildings while preserving both the indoor and outdoor features of the built forms that have heritage significance. That is because much heritage and features have been lost through renovations and the use of modern materials. In addition, it could be beneficial to commemorate the now demolished buildings and landscapes through memorial plaques as part of a comprehensive campus interpretation plan.
- Emergency preparedness plans should be written and applied for both historical buildings and important artifacts given that much of the University is located on a flood plain and some information was lost in fires over the years. Damages to these structures and historical items could potentially lead to expensive repairs, losses and even destruction, creating gaps in information for future researchers.
- Increased partnership between departments within Bishop's can ensure the recording and safeguarding of all historical materials for reference and research purposes. For example, immediate needs stemming from art conservation should be addressed with specific expertise by encouraging community members to participate through volunteering, practicums or even coursework.