



SCHOOL OF ARCHITECTURE
DALHOUSIE UNIVERSITY

M1 LANDSCAPE STUDIO
ARCH 5007
SUMMER 2024
INSTRUCTOR: TALBOT SWEETAPPLE (TS)
ASSISTING: TYLER REYNOLDS (TR)
DIANA CARL (DC)

COURSE DESCRIPTION

CALENDAR DESCRIPTION

Landscape Studio: This studio investigates architectural responses to landscape. It regards the land as a physical and cultural context requiring appropriate methods of visualization and representation. Referring to recent projects in land art, it considers how to engage local materials and interests while promoting the sustainable occupation of a particular site.

ADDITIONAL COURSE DESCRIPTION

Research and design work will be centered around the theme of ‘**cultural sustainability**’ in Windsor, Nova Scotia. The project must unify a passion for cultural landscape, local community, and environmental stewardship. This course is a comprehensive design studio.

This shift towards sustainability in the world view needs to include discussions about cultural sustainability in ways that do not damage our ecosystem, environment, and social well-being. The strategies toward shift need to be inclusive and holistic. The notion of biodiversity, which is of such overwhelming importance in the natural world, has an equally vital role in cultural systems. We continually ask these questions of the architecture we produce: is it environmentally friendly, economically feasible, and does it contribute to the sense of place? Does the workplace have a high value on social and cultural capital?

The **New Hants County Exhibition District** will focus on delivering authentic, local, cultural, and natural sensory experiences in Windsor, Nova Scotia. The relevant architecture and programming is derived from the interpretation of place. Students will work on developing core principles that guide the design process.

The Hants County Exhibition District arrives at an opportune time amongst strong tourism trends, political

will, local expertise and the current state of resource dissonance. The projects will help link the public with the natural systems and house ongoing stewardship initiatives from local business, agricultural society, parks and recreation and the Hockey heritage. Through research and design studies the student will propose an appropriate masterplan, program, and collection of building forms.

Design propositions must consider the town’s context and advances in building technology. This will require innovative design thinking and resolutions at many scales.

There is one overall studio group which will be taught by Talbot Sweetapple and assisted by Tyler Reynolds and Diana Carl. All students will be asked to work in groups and individually throughout the term.

SUPPLIES

While we will be relying heavily on digital tools for communications, emphasis will be put **Hand-sketching, Drawing and sketch modelling.**

Programs used

Rhino (if you have access)
Adobe Creative Suite
Essuu online publication
Zoom
Sketchup (free to students)
Autocad (free to students)

Tools required

Drafting and Sketching supplies
Cardboard model making supplies
Smartphone with scanner
Laptop / Ipad
Scaled Lumber/model making supplies
(Access to A woodshop is not required)

CONTACTS

Talbot Sweetapple talbot@mlsarchitects.ca
Cell: 1 (902) 449-4249

OFFICE HOURS

by appointment

CREDITS

Course is 6 credit hours. A weekly time commitment of 18 hours is expected for this course.

BRIGHTSPACE

We will be using brightspace throughout the term for assignment hand in, lecture notes and grade submissions.

AUTHENTIC SITE AND PROGRAMS

DEEPLY LOCAL CONTENT

ENVIRONMENTAL STEWARDSHIP

SENSORY EXPERIENCES

APPROPRIATE MATERIALITY

INNOVATIVE BUILDING SCIENCE

LOCAL VS GLOBAL

“Economy and place are joined in the architects’ learning from the landscape, recognizing that architecture and agriculture are related modes of cultivating the land...”

-Robert McCarter

COURSE OBJECTIVES

LEARNING OBJECTIVES

Students will develop graduate level design and research skills through site studies, seminar discussions, representational strategies and design option propositions. Students will learn how to communicate existing conditions, systems, phenomena, constraints and opportunities as they pertain to the Windsor and the Avon valley region. Students will learn how to develop architectural proposals at the scale of the larger landscape, the building and the detail.

Students will (learn)

- Communicate ideas both conceptually and factually.
- Gain the ability to project a comprehensive design based on an architectural idea, a building program and a site.
- Develop sustainable/ ecological theories as that relate to our natural landscapes.
- Gain knowledge and skill dealing with a complex multi- functional program.
- Research appropriate precedents in terms of material culture, programming, and building science.
- Gain experience with the scale and complexity of projects situated in a rural natural setting.
- Gain an understanding of the techniques and skills for architects to work in collaboration with allied disciplines.
- Illustrate implications of materials selection, enclosure systems and building form.
- Integrate multiple systems to achieve elegance, efficiency and economy in design.

This course is a **comprehensive design studio**. As such, comprehensive design covers theoretical and practical concerns, technological and programmatic demands, and formal and contextual expectations - at various architectural scales, including the urban, the building, the room, and the detail.

The course will emphasize program research and development. Students will discover the latent qualities and relationships within a given programme that can

inform the conceptual design process at all scales. Students will then make definite programmatic decisions that will inform the detailed development of an urban strategy, and a building's structure, envelope, materials, and lighting. Additional public program will also be considered. The innovative use of **Wood** will be a primary focus.

THEMES

Collaborative design
Wood in Architecture - innovation vs vernacular
Indigenous history and material culture
Structures and envelope
Community engagement

COURSE FORMAT

- Lectures
- Field Trips
- Small group seminars with Guests
- Individual design tutorials
- Group Pin-ups
- Process Portfolio (Concept board)

ONLINE and IN PERSON

It is the intention that course will be delivered in studio (in person). However circumstances may change and various components may have to be taught on-Line. Design Meetings and seminars be hosted in person and if needed online through ZOOM, and conceptboard. Although we will be in person we will be also using concept board as a repository for work (process portfolio) 1 to 1 desk crits will be in person and online.

Many of these programs can be learned though Lynda.com e-learning courses. This learning is free with your Halifax Public Library card.

<https://www.lynda.com/portal/sip?org=halifax.ca>

EXPENSES

We will be taking several day trips to the site. It is 75 kms away. Expenses for milage, rentals, or fuel will be shared equally between students.

Students are not permitted to record any online sessions unless instructed to or obtained permission. Students are encouraged to take notes and sketch during sessions.

COMMUNICATE CONCEPTUALLY

COMPREHENSIVE DESIGN

SUSTAINABLE/ ECOLOGICAL THEORIES

RESEARCH MATERIAL CULTURE

SCALE AND COMPLEXITY

COLLABORATIONS WITH ALLIED DISCIPLINES

INTEGRATE SYSTEMS

DESIGN EFFICIENCY AND ECONOMY IN DESIGN

“Study nature, love nature, stay close to nature. It will never fail you.” Frank Lloyd Wright

ASSIGNMENTS

ASSIGNMENT 1 - RESEARCH

GROUP WORK in groups of 3-4

Research - on selected themes - history of site, geomorphology, material culture of area, climate, precedents, . Students are to compose several sheets on their selected theme that will contribute to an over all research document (A template for 11x17 PDF sheets will be provided).

Research Chapters

1. Local History of Place
2. Material Culture and Climate (wood)
3. Geomorphology/Urban Morphology
4. Appropriate Program Precedents

Deliverable:

Produce one complete research document 11x 17 format

Assignment 1 due 11:59pm May 19th
Upload to brightspace under assignments
Assignment 1

Presentation May 23rd

ASSIGNMENT 2 - MASTERPLAN

GROUP WORK in groups of 3-4

The group is responsible for the designing a suite of projects. See program section for proposed program. This is subject to change given strategies discovered in first two weeks or research. The design and presentation must show evidence of clear design strategies.

Deliverables:

There are no predetermined presentation deliverables, as each project will be different in type and scope. Each group is responsible for their own presentation materials. The group must fully describe the projects at various scales. All mediums are at the discretion of the group but emphasis will be placed on 3d computer drawings. All presentations will be formatted on 11 x17 PDF pages landscape. A template will be provided. Chapters will be defined

Review of preliminary Master plan June 6th

Updated Masterplan Assignment 2 due 11:59pm July 14th
Upload to brightspace under assignments
Assignment 2

ASSIGNMENT 3 - DESIGN

INDIVIDUAL WORK

You will design one or more of the buildings of your choosing from the masterplan work. Students are expected to design and develop projects at all scales. Projects will need to address the local context, landscape, and material culture. Projects will also explore innovative use of wood construction. Wood will be used for medium to large span constructions. As this is a comprehensive detail resolution, and systems integration is expected.

Although this is an individual Assignment is expected the you will continue with your group for seminars and periodic design meetings.

Deliverables

Package all design work into an 11x17 pdf Document. For final review you will also be asked to Pin up representative samples of work e.g. Plans, Sections, Models

Your design work should include as a minimum :

Program diagrams
1:100+/- orthographic drawings
1:20 Sections
1:5-1:20 structural vs Envelope Model
3d Sketch model photographs sketch Overlays
Construction Sequence drawing

Assignment 3 due 11:59 pm July 14th
Upload to brightspace under assignments
Assignment 3

All reviews will be presented in person and or online using zoom, teams, and Concept Board. All group member must attend group presentations. Format work to be viewed on landscape PDF (11x17)

EVALUATION

ASSIGNMENT 1: RESEARCH 10%

Evaluation will be based on completeness, understanding, and quality of documentation. All students in each group will receive the same grade

ASSIGNMENT 2: MASTERPLAN 30%

Evaluation will be based on degree of applied knowledge, and quality of design legibility and technical resolution at all scales.
All students in each group will receive the same grade

ASSIGNMENT 3: DESIGN 60%

Your Design will be evaluated as a separate assignment with its own weight.

Late Submissions

Deductions for late submissions encourage time management and maintain fairness among students.

	Due date	late assignment accepted	deduction per weekday	final deadline for a late submission	What happens after that?
Assignment 1	May 19th	yes	3%	May29th	receives 0% and no comments
Assignment 2	July 14th	yes	3%	Aug 4th	receives 0% and no comments
Assignment 3	July 14th	yes	3%	Aug 4th	receives 0% and no comments

* For example, if an assignment is evaluated at 75% before applying a 3%-per-weekday deduction, it would receive 72% for being 1–24 hours late; 69% for 25–48 hours late; etc.

Note:

The following University or School policies take precedence over course-specific policies:

- No late assignments are accepted after the last day of weekly classes (the Friday before review week).
- With a Student Declaration of Absence (maximum two per course), an assignment may be submitted up to three weekdays late without penalty. An SDA cannot be used for the final assignment.
- With a medical note submitted to the School office, a course assignment (including a final assignment) may be submitted more than three weekdays late without penalty. The number of weekdays depends on how long you were unable to work, as indicated in the medical note. If more than one course is affected, you should consult with the Undergraduate/Graduate Coordinator to set a new schedule of due dates.
- A student with an accessibility plan that allows for deadline extensions does not need to submit an SDA.

FEEDBACK AND RUBRICS

Assignment 1 - Research 10%

	E	EG	G	GS	S	MP
depth of program research						
depth cultural research						
program analysis and propositions						
level of engagment						
engagment with contecxt						
quality documentation						

Grade / 10 0

REMARKS:

Assignment 2 - Masterplan 30%

	E	EG	G	GS	S	MP
conceptual proposals						
connection to research						
cultural connection(s)						
site systems integration						
Urban Structure						
clarity in plan						
level of engagment						
representation						
program relationships						

Grade / 30 0

REMARKS:

Assignment 3. Design 60%

	E	EG	G	GS	S	MP
conceptual proposals						
connection to research						
cultural connection(s)						
systems integration						
Urban Structure						
constructability/structure						
elgance of form						
clarity in plan						
level of engagment						
representation						

Grade / 60 0

REMARKS:

Grade	Grade Point Value	Percent	Definition	Notes
A+	4.3	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base
A	4.0	85-89		
A-	3.7	80-84		
B+	3.3	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.0	73-76		
B-	2.7	70-72		
C+	2.3	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience
C	2.0	60-64		
C-	1.7	55-59		
D	1.0	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills
F	0.0	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature assignments.
INC	0.0		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	

University Grade Standards (Undergraduate)

Assignments will be evaluated according to the University Undergraduate Grading Standards. As this is a graduate Course, a final grade below B- will be recorded and an F.

Feedback

Your weekly desk-critiques are on-going and in-depth opportunities for feedback. It is recommended that you complete each discussion with your instructor by writing out what you heard as feedback and what is expected of you at your next meeting. Have your instructor review this and make sure that you are both in agreement.

In addition, the comments received during your Mid-Term, and Final Reviews are feedback on the progress and development of your work. It is recommended that you have a classmate take notes for you during your presentations for you to reflect on later. Post-Review feedback will be provided through conversations with your instructor at the following studio session. You are responsible for preparing in advance, a summary of your review, next steps you are considering, and any questions you may have. There will be a rubric with remarks emailed after midterm and final review.

FEED BACK IN ARCHITECTURE SCHOOL

1. WEEKLY ONLINE CRITS IS THE COURSE FEEDBACK

2. COMMENTS DURING REVIEWS BY GUESTS

3. RUBRICS WILL BE RECORDED FOR EACH ASSIGNMENT

SCHEDULE

Wk 1	Monday, May 6	Introduction
	Thursday May 9	Site tours
Wk 2	Monday,, May 13	Field Trip *
	Thursday, May 16	Field Trip *
Wk 3	Monday, May 20	no class
	Thursday, May 23	ASSIGNMENT 1 PRESENTATION
Wk 4	Monday, May 27	No Class
	Thursday May 30	Studio (TS)
Wk 5	Monday, June 3	Studio (TS)
	Thursday, June 6	Assignment 2 MASTERPLAN PRESENTATION
Wk 6	Monday, June 10	Seminar - Infrastructure (TS)
	Thursday, June 13	Studio (TR)
Wk 7	Monday,, June 17	Site Visit (TS)
	Thursday, June 20	Studio (TR)
Wk 8	Monday, June 24	Seminar 4 Wall Section (DC)
	Thursday June 27	Studio (TS)
Wk 9	Monday, July 1	no Class
	Thursday, July 4	Studio (TS) Complete SLEQ
Wk 10	Monday, July 8	Studio
	Thursday, July 11	Studio
Wk 11	Sunday, July 14	Assignment 2 and 3 Due
	July 17th 18th	FINAL DESIGN REVIEW (tbd)

All meetings times are 2:00-5:30

* Field trips will include visiting local and regional precedents, (Ross Farm, Wolf Barn), Dalhaousie Agricultural Campus, and workshops with local community groups. Transportation will be arranged by the students and expenses shared. Windosr is 50 Km away from HRM.

REVIEWS

MAY 23 RESEARCH - ASSIGN.1

JUNE 6 MASTERPLAN ASSIGN. 2

JULY 17 +18 FINAL DESIGN ASSIGN 3

“It’s like reading – you’re reading all the time. You’re reading the signs. So you don’t wait. You find out the right direction before you build. You feel it on your own body. You remember, like cloud formations, knowing how to prepare for the day. I know by the waves. I know by the sun...”
Barnell Duffenais

POLICIES / REFERENCES

UNIVERSITY POLICIES

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. See the School's "Academic Regulations" page for links to university policies and resources (<http://tinyurl.com/dal-arch-regulations>):

- Academic integrity
- Accessibility
- Code of student conduct
- Diversity and inclusion; culture of respect
- Student declaration of absence
- Recognition of Mi'kmaq territory
- Work safety
- Services available to students, including writing support
- Fair dealing guidelines (copyright)
- Dalhousie University Library

In addition to the following references, each student should assemble architectural/historical/theoretical references that are relevant to their design intentions.

Dover, Kim. 2018, *Urban Design Thinking: A Conceptual Toolkit*. New York: Bloomsbury Visual Arts.

Ford, Edward R. 1990 *The Details Of Modern Architecture*, vol. 1–2. Cambridge, MA: MIT Press, 2003. (Sexton: NA 2840 F67 – on reserve for three-day loan)

Herzog, Thomas, et al. 2004 *Façade Construction Manual*. Basel: Birkhäuser, 2004. (Sexton: TH 2235 H47 – Reference Collection)

Pfeifer, Günter, et al. 2001 *Masonry Construction Manual*. Basel: Birkhäuser, 2001. (Sexton: TH 1199 M37 - Reference Collection)

Schittich, Christian, et al. 2007 *Glass Construction Manual*. Basel: Birkhäuser, 2007. (Sexton: TH 1560 G5813 – Reference Collection)

Schittich, Christian, et al. 2007. *Glass Construction Manual*. Basel: Birkhäuser. (Sexton: TH 1560 G5813 – Reference Collection)

Allen, Edward., 2012, *The Architect's Studio Companion Rules of Thumb for Preliminary Design*. Eds. Joseph Iano and Ebooks Corporation. 5th ed.. ed. Hoboken, N.J.: Hoboken, N.J. : John Wiley & Sons.

Ching, Frank. 2012 *Building Codes Illustrated a Guide to Understanding the 2012 International Building Code*. Ed. Steven R. Winkel. 4th ed.. ed. Hoboken, N.J.: Hoboken, N.J. : Wiley.

Deplazes, Andrea, and Eidgenössische Technische Hochschule Zürich, Departement Architektur. 2008, *Constructing Architecture : Materials, Processes, Structures : A Handbook*. 2nd, extended ed.. ed. Basel, Switzerland ; Boston, Mass: Basel, Switzerland ; Boston, Mass : Birkhäuser.

McMorrough, Julia. 2006 *Materials, Structures, and Standards all the Details Architects Need to Know but can Never Find*. Beverly, Mass. Rockport Publishers.

Moe, Kiel. 2014, *Insulating Modernism*. Basel: Basel : Birkhauser Verlag.

Pressman, Andy, of Architects American Institute, and Maran Architects Smith. 2007, *Architectural Graphic Standards*. 11th ed.. Hoboken, N.J.: Hoboken, N.J. : John Wiley & Sons.

Szokolay, S. V. 2014, *Introduction to Architectural Science : The Basis of Sustainable Design*. Third edition.. ed. London ; New York, NY: London ; New York, NY : Routledge,



Fort Edward, Windsor

PROJECT BRIEF

VISION

As a gateway to the Annapolis Valley, the Hants County Exhibition Fair has an opportunity to broaden its legacy, celebrate the region, and build on its past success. By exemplifying its place and history, a framework for development can be established that helps build on this identity, while providing clear direction for the future. This vision must be broad, and set sustainable long-term goals, with the intention of renewal and growth.

Students will study and build on an existing conceptual masterplan for the Hants County Exhibition Fair on behalf of the Windsor Agricultural Society. Key goals of this conceptual master plan are as follows:

- **Enhance the visceral connection to agricultural practices, culture, and local products;**
- **Celebrate the history of the Exhibition, while providing a framework for renewal and growth;**
- **Leverage the site as a defined gateway to the Annapolis Valley;**
- **Organize the existing park to suit contemporary Exhibition needs;**
- **Develop and enhance community connections and pride of place through diverse recreation, commercial and agricultural exhibition offerings;**
- **Create year round amenity allowing for a sustainable economic future**

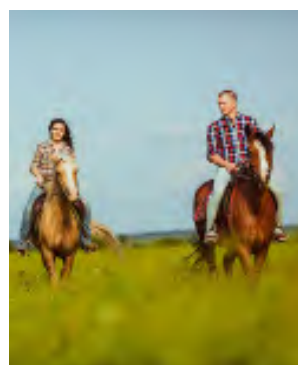
As the oldest continuously run agricultural fair in North America, the Exhibition has a long history dating back to 1765. This history of people and their connection to the land, is celebrated at the annual Exhibition. While the Exhibition has evolved to meet contemporary needs, it continues to be a celebration of the traditions and cultures of agrarian living.

While the Exhibition remains a popular event and

destination during its operation, the Agricultural Society needs to develop this district to give it a sustainable future.

Additional Program to consider

- Market
- Agricultural retail (seed farm supplies)
- Professional community kitchen
- Creamery
- Exhibition stable and barns
- Brewery distillery
- Nursery
- Valley discovery Cultural Center
- Glooscap Crafts centre
- Migrant Workers accommodations



PROGRAM

existing buildings

- E1 sports complex
- E2 4H building
- E3 industrial building
- E4 existing arena
- E5 O'Brien building
- E6 cattle barn
- E7 antique engine club

proposed buildings

- N1 Barn (indoor riding ring + stabling)
- N2 Cattle show-ring + stalls
- N3 Open-air barn
- N4 Silo look-out tower
- N5 Market building
- N6 Commercial development
- N7 New horse stables
- N8 Brewery
- N9 Creamery
- N10 Culture Center
- N11 Nursery
- N12 Glooscap Craft Centre
- N13 Migrant workers Housing

designated outdoor spaces

- 15 tractor pull track
- 16 serviced camping
- 17 camping
- 18 overflow parking
- 19 new parking
- 20 sports complex parking (additional)

Sustainability

An understated architecture that gains its power by resonating with its natural and built environment is developed by listening to 'place' (climate, geomorphology, material culture). Regional material culture is drawn upon for its inherent wisdom and this translates directly into longer-lived buildings that employ inherently renewable local materials.

Materiality

It is important to the new district to engage with the material culture of this place. Critical study of local buildings, both historical and contemporary, including barns, farmhouses, and vernacular houses is important. Research and Design work will show an understanding of the local building tradition and its typical materials and methods of construction. New innovations and hybrids will arise as methods and labour changes.

Experience

In its capacity to make place, to give identity, to enrich community, and to shape experience, the new district will make present the belief that architects best serve their local culture by employing practices that leave the place in which they work more cultivated and capable of sustaining richer experiences than when they first came to it.

Education

The new Windsor Exhibition district will not only be a destination for rest and recreation, but also a hub for education. Amenity facilities will facilitate the sharing of knowledge of local food traditions, farming, art, music and architecture. The farm will provide a space to augment the cultural and intellectual exchanges of the region.

Community Engagement

We will be having meetings with local organizations to gain insights into the program requirements

1. The Station Food Hub

<https://www.foodbev.com/CA/Newport-Station/1537636536366585/The-Station-Food-Hub>

2. West hants Historical Society

<http://westhantshistoricalsociety.ca/wp-content/uploads/2012/06/07-fort-300x217.jpg>

3. Glooscap First Nation

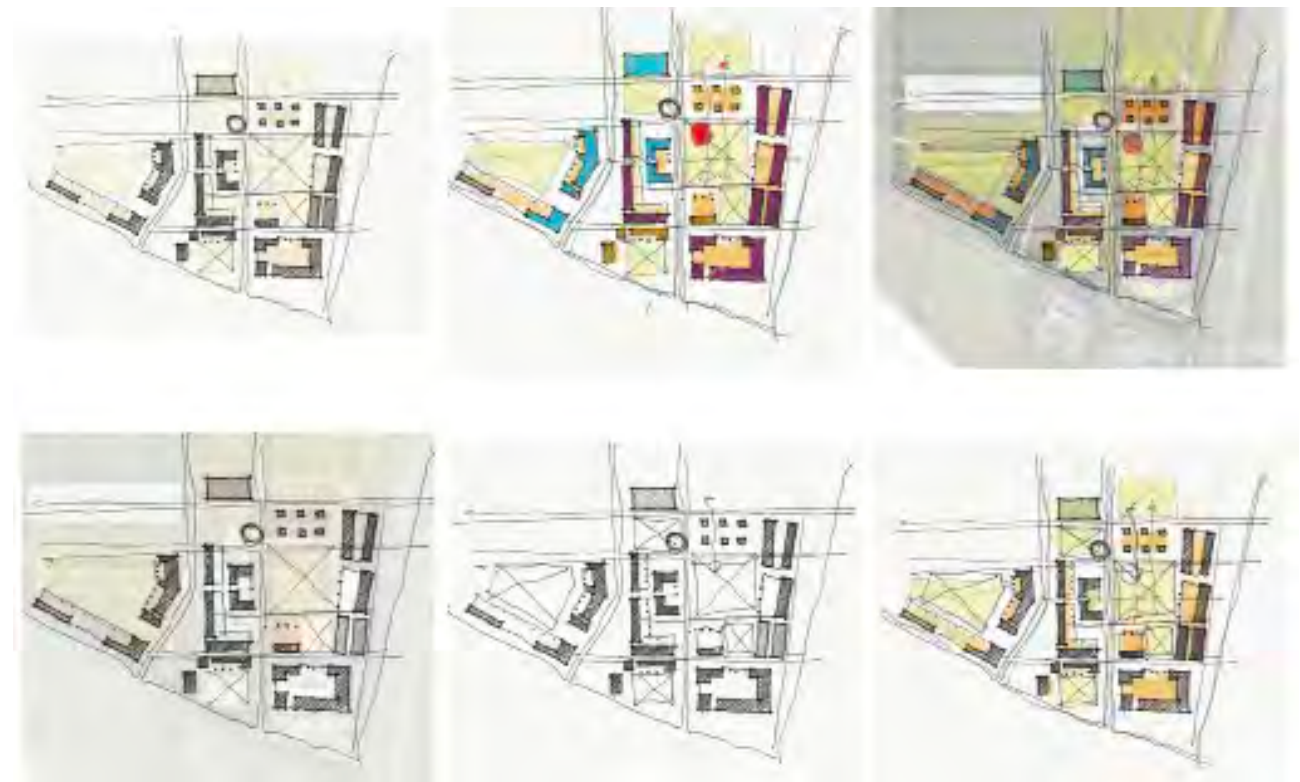
Tribal Council: Confederacy of Mainland Mi'kmaq Website: glooscapfirstnation.com
Profile: <https://geo.aadnc-aandc.gc.ca/cippn-fnpim/index-eng.html>

3. Agricultural Society. <http://hantscountyex.com/about-2/>

4. Hockey Heritage Society <https://birthplaceofhockey.com>



The Exhibition



SITE

Small towns and rural communities are looking for ways to strengthen their economies, provide better quality of life, and build on local assets. Many rural communities and small towns are facing challenges, including rapid growth at metropolitan edges, declining rural populations, and loss of farms and working lands.

Slow-growing and shrinking rural areas might find that their policies are not bringing the prosperity they seek, while fast-growing rural areas at the edge of metropolitan regions face metropolitan-style development pressures. Small towns are at risk of losing heritage value and identity. This course will focus on the rural towns and the larger landscapes that surround them. A major part of the research is getting a deeper understanding of the genesis of the town and identifying the cultural assets that are important. Once there is this understanding students can take a critical stance on moving forward.

Over time, all communities experience changes that affect the industries, technologies, and land use patterns that help form the foundation of their local economies. Economically resilient towns, cities, and regions adapt to changing conditions and even reinvent their economic bases if necessary. However, smaller communities often have a more difficult time making significant adjustments. They are more likely to depend on a single economic sector, and they might not have the infrastructure, facilities, and human capital they need to tackle the complicated economic and social challenges they face.

Windsor Nova Scotia **Population 15,000**

In 1878, Windsor was officially incorporated as a town. Its harbour made the town a centre for shipping and shipbuilding during the age of sail. As the port of registry for the massive wooden shipbuilding industry of the Minas Basin, Windsor was the homeport of one of the largest fleets of sailing ships in Canada. Following the completion of the Nova Scotia Railway's line from Halifax in 1857, the town became an important steamship connection giving Halifax access to the Bay of Fundy shipping routes. The railway continued westward as the Windsor and Annapolis Railway in 1870, eventually connecting to Yarmouth as the Dominion Atlantic Railway in 1893. In 1901 the Midland Railway was built across Hants County, connecting Windsor with Truro.

No longer the railhead, Windsor's steamship connection diminished but the central location of Windsor on the railway fostered the growth of numerous factories such as textile mills, fertilizer plants and furniture factories. The home of one of the industrialist families of this era, the Shands, is preserved today in Windsor as the Shand House Museum.

Over the course of its history, Windsor was victim to two disastrous fires, on October 17, 1897, and January 6, 1924, both of which destroyed part of the town.

Situated at the junction of the Avon and St. Croix Rivers, it is the largest community in the District of the Municipality of West Hants Windsor had served as the shire town of the county. The region encompassing present day Windsor was originally part of Pisiguit, a Mi'kmaq term meaning "Junction of Waters". This name referred to the confluence of the Avon and St. Croix rivers, which flow into the Minas Basin.

The Mi'kmaq people are a First Nations group who are indigenous to the New Minas Basin area of Nova Scotia. Their cultural and historical significance in the region spans thousands of years. The Mi'kmaq people continue to play an essential role in the cultural and economic life of the New Minas Basin area. They work to promote awareness of their history, traditions, and culture while also contributing to the local economy through fishing, forestry, and other traditional practices.

1.3 Location

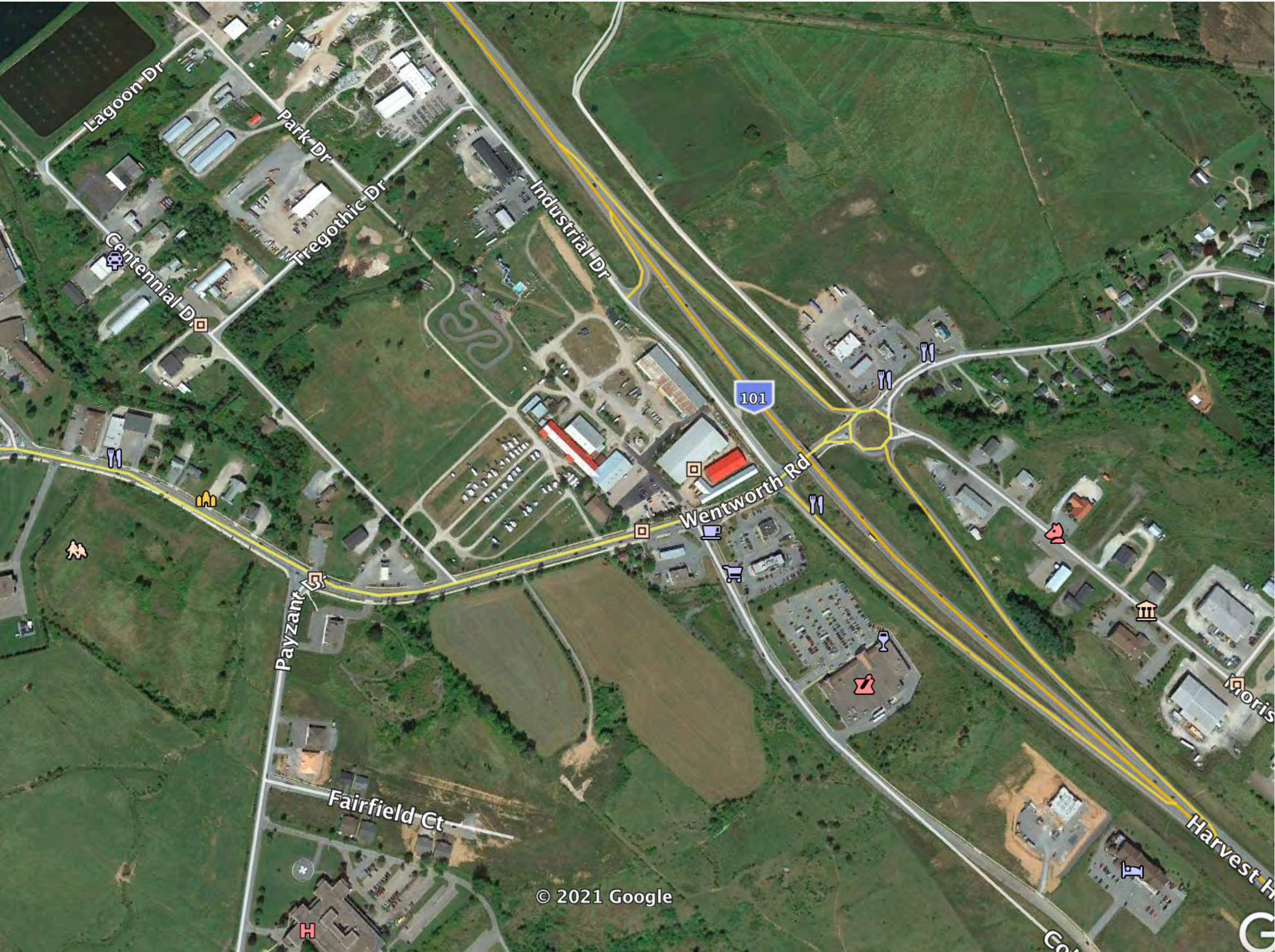
Windsor is located at the gateway of the Annapolis Valley, being the first community located along highway 101 leading from Halifax. Given the close proximity to the city (60 km, 40 min.), it has the opportunity to attract additional visitors, and capitalize on this location factor.

Through current off-ramp infrastructure it is easy to access the site from the highway, which has significant traffic volume. The site has also good visibility from both highway directions.

There is the potential to reach a greater market and visitor share beyond the community to capitalize on this strategic position.



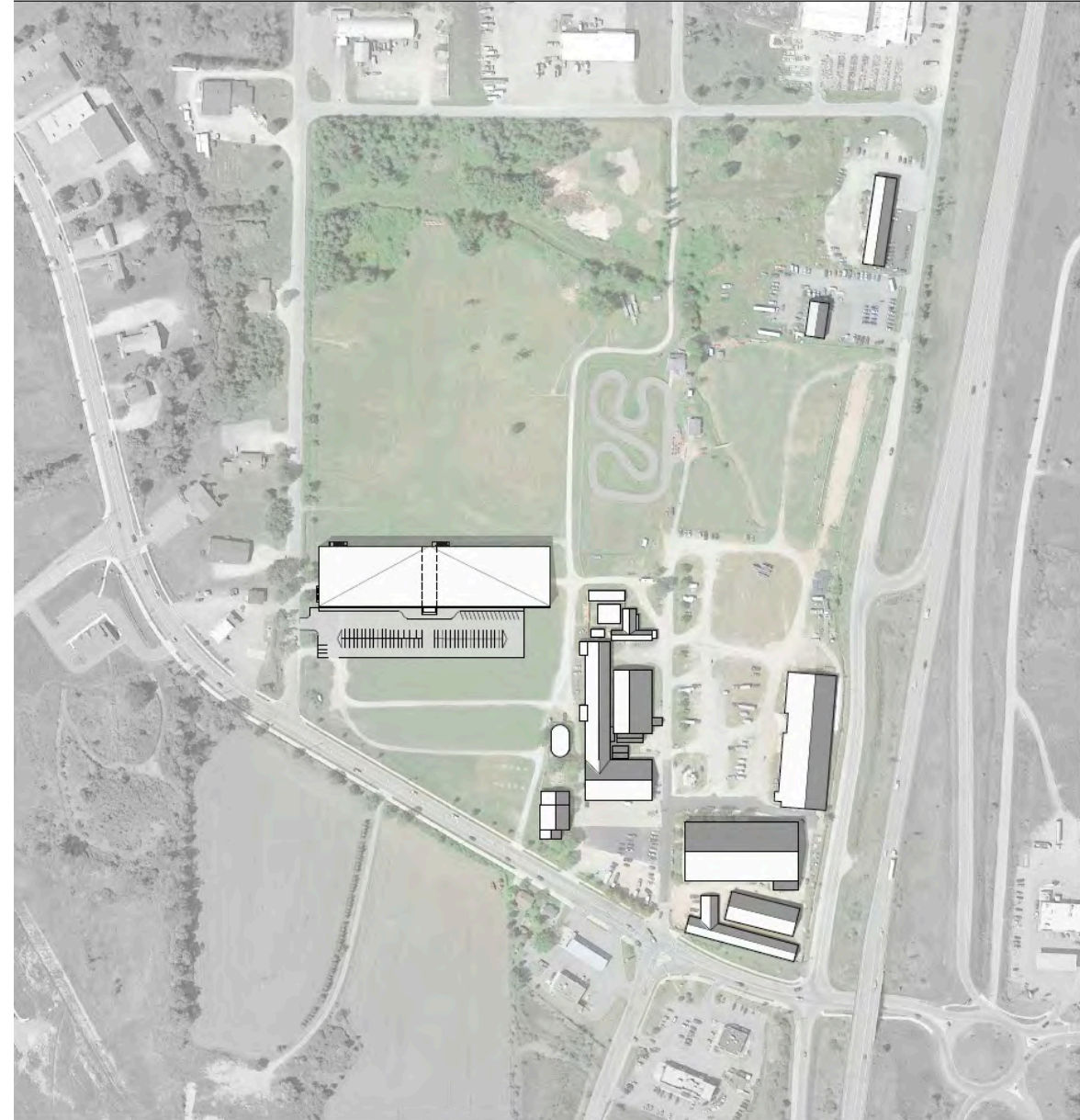
Site location



Site location



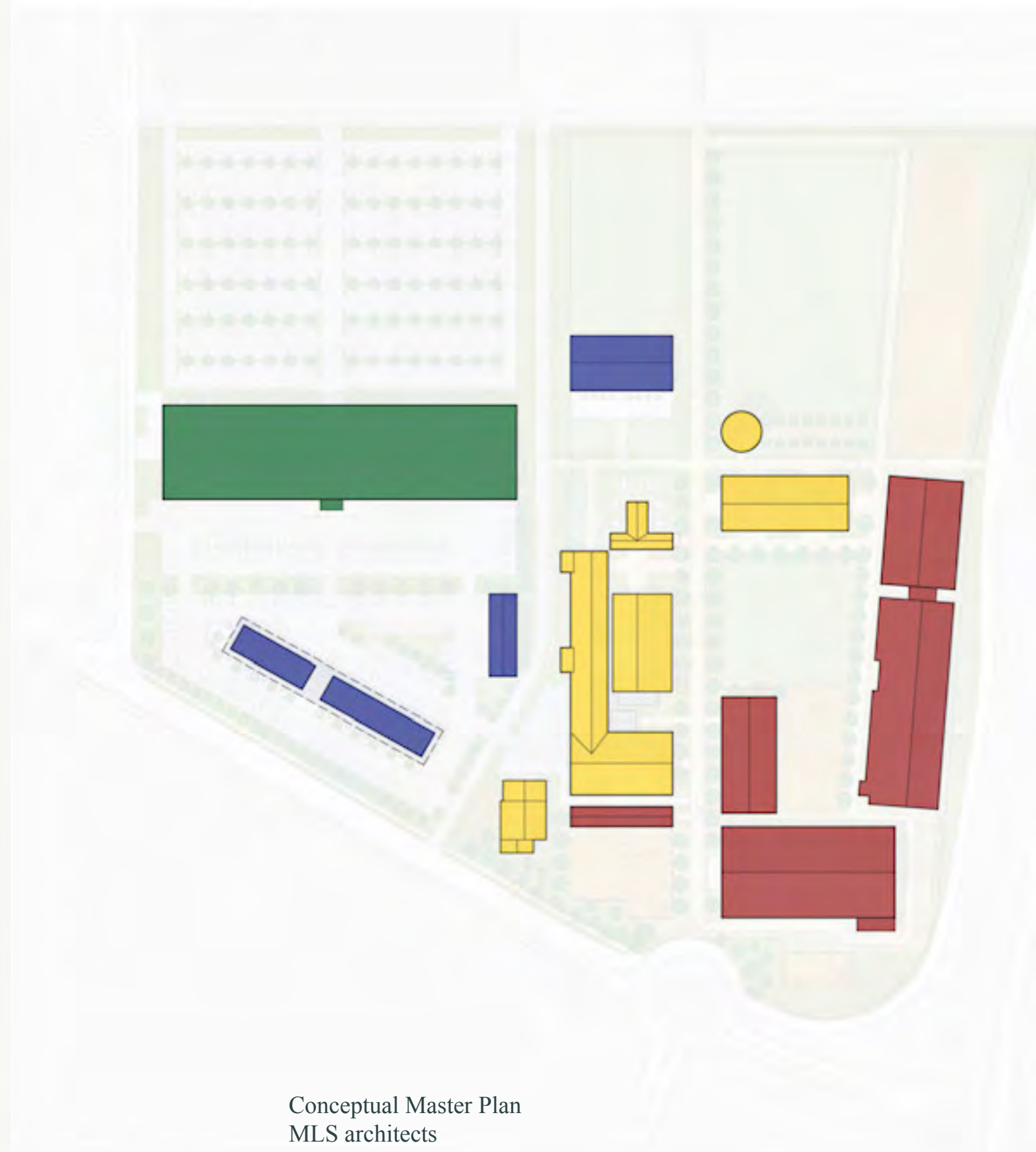
Windsor Area



Existing Buildings



programming



MLS architects