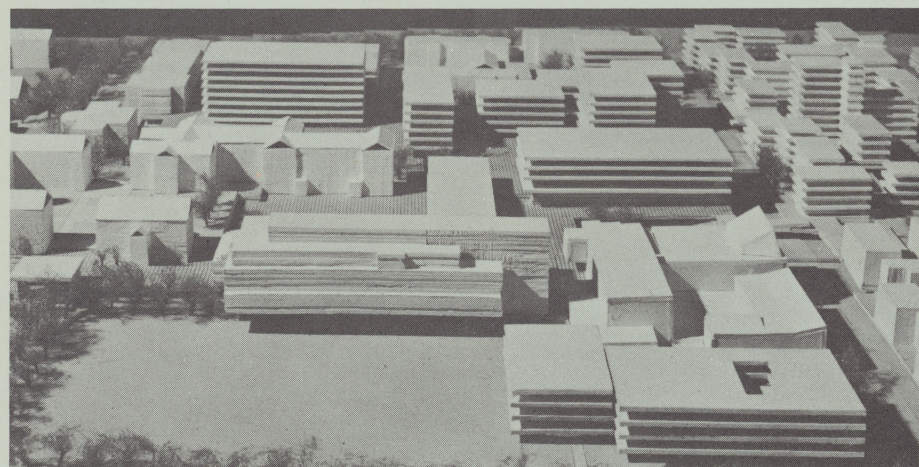
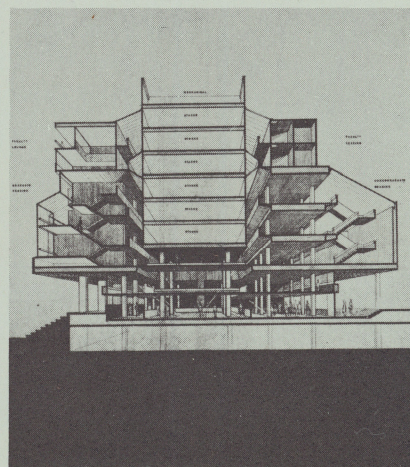


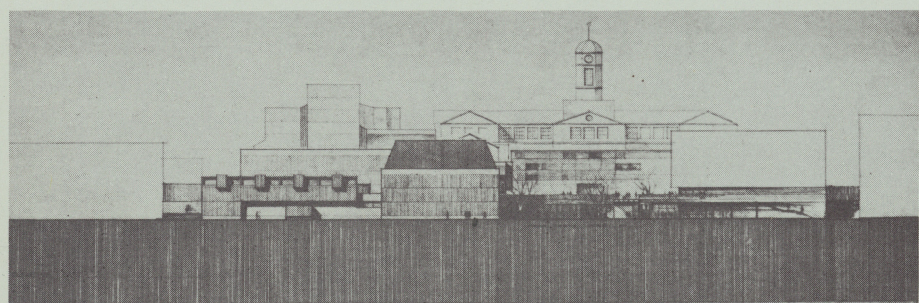
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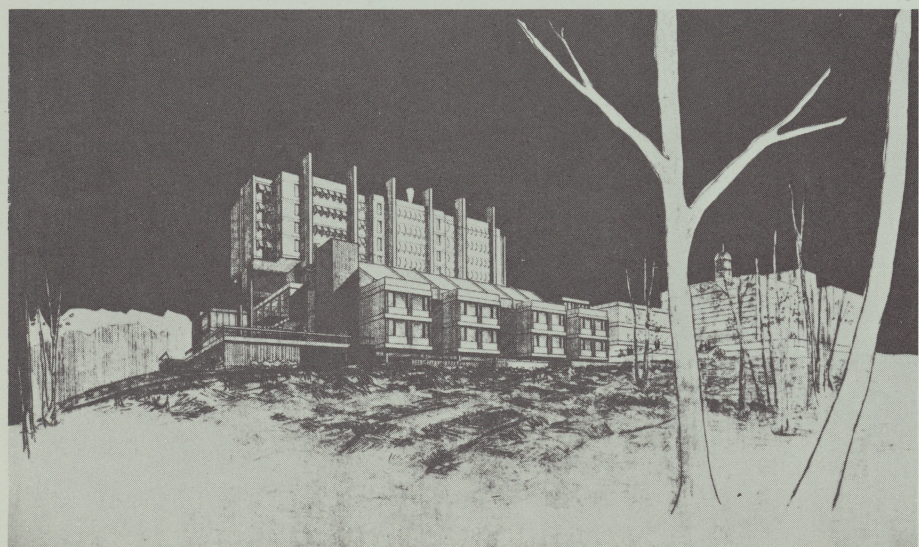
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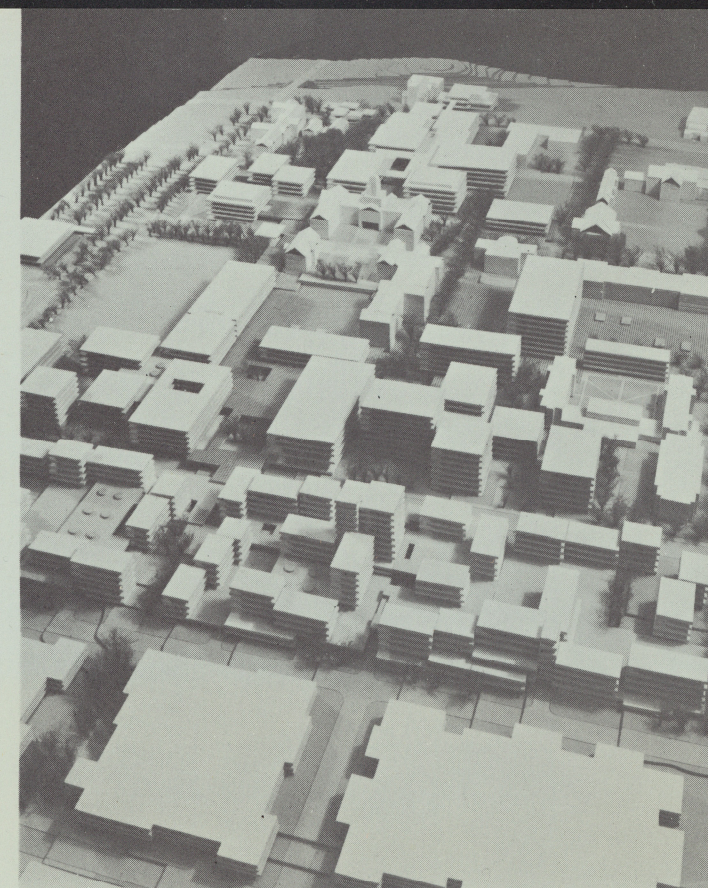
- 8. Section through theatre and art gallery.
- 9. Detailed view of the Library and Cultural complex in the context of the new campus.
- 10. Section clearly revealing the functional components.
- 11. Elevation from Le Marchant Street at main entrance.
- 12. Library building from the South.
- 13. Perspective of the proposed Biology complex from the South-west.

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1

A development plan

DALHOUSIE UNIVERSITY

Student project at the  
 School of Architecture,  
 Nova Scotia Technical College,  
 Halifax, N. S.



2

- 1. Aerial view of the model, stage 1, from the East.
- 2. Existing buildings in the study area showing the strong University Avenue axis (the boulevard in the centre of the plan).

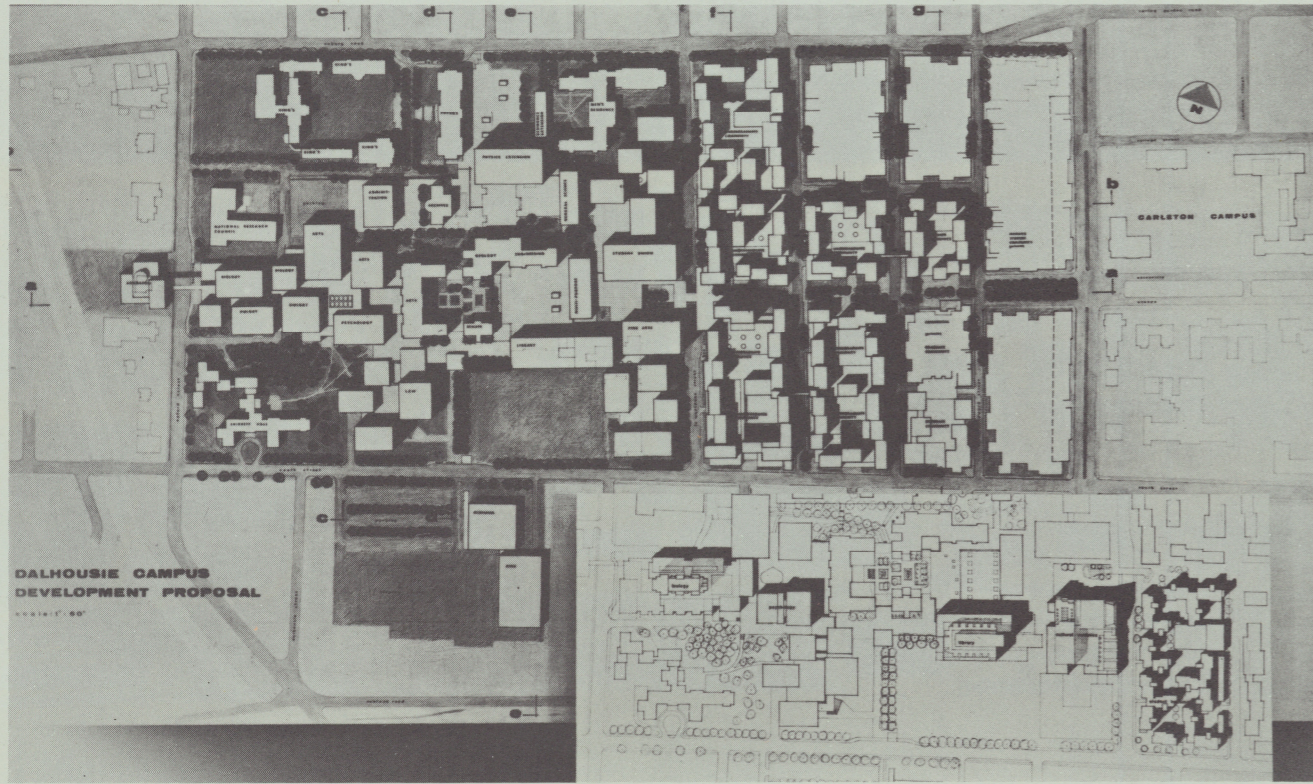
The School of Architecture at Nova Scotia Technical College has had its full program in operation for the first time this year, culminating in the graduation of the first class of five students on May 12, 1965. The complete work of this class in the Studio during its final year (ie two terms) has been centred on one project which is the subject of this article.

Since it was first proposed, the curriculum has contained the idea of the "terminal problem" as a final 14-week assignment developing out of an urban design study executed by the class as-a-whole. By selection of a suitable project with real clients it was hoped that opportunities for community action, team work, "role playing" (the role of the urban designer versus the role of the architect), study of problems of grouping buildings, development plans, urban design controls, etc. could all be facilitated during the first term (12 weeks). Simultaneously

each student would be assigned a specific building within the larger project for which he would develop an extremely detailed program, working with the real "client". Later, during the second term (14 weeks) he would then design the building to meet the program requirements, and in addition, design it within the urban design controls and decisions set out in the first term. Thus the terminal project becomes a measure of the student's ability to resolve a single building within very precisely determined criteria.

In searching for a suitable project, the staff were fortunate to obtain the cooperation of President H. D. Hicks and Dean H. S. B. Cooke of Dalhousie University in Halifax. By a coincidence of timing, Dalhousie had just received a Development Plan Report from a Consultant Architect and hence had at hand a detailed brief outlining its expansion requirements projected to





1980. The students were given the same information that was given to the Consultant, and during the first term, Dean Cooke acted as the "client". Five of the most urgently required buildings were assigned, one to each student to develop a program in collaboration with Department Heads and University Committees as appropriate.

The first four weeks were spent on planning analysis of the areas surrounding the Dalhousie campus, including land-use, traffic, transportation, assessments, topography, climate, etc. The next four weeks were spent on independent development plan design studies by each student. The five schemes were then thoroughly diagnosed by the staff. Because of the complexity of the problem and the short time available, and because of the parallel direction some schemes were taking, a decision was made to consolidate the solutions into a single plan, and complete it by team effort over the remaining four weeks of the term. The result was then presented formally to the President and Deans and other officials of the university. A rousing discussion ensued, as, needless to say, the student project takes a vastly different tack to that of the Consultant Architects.

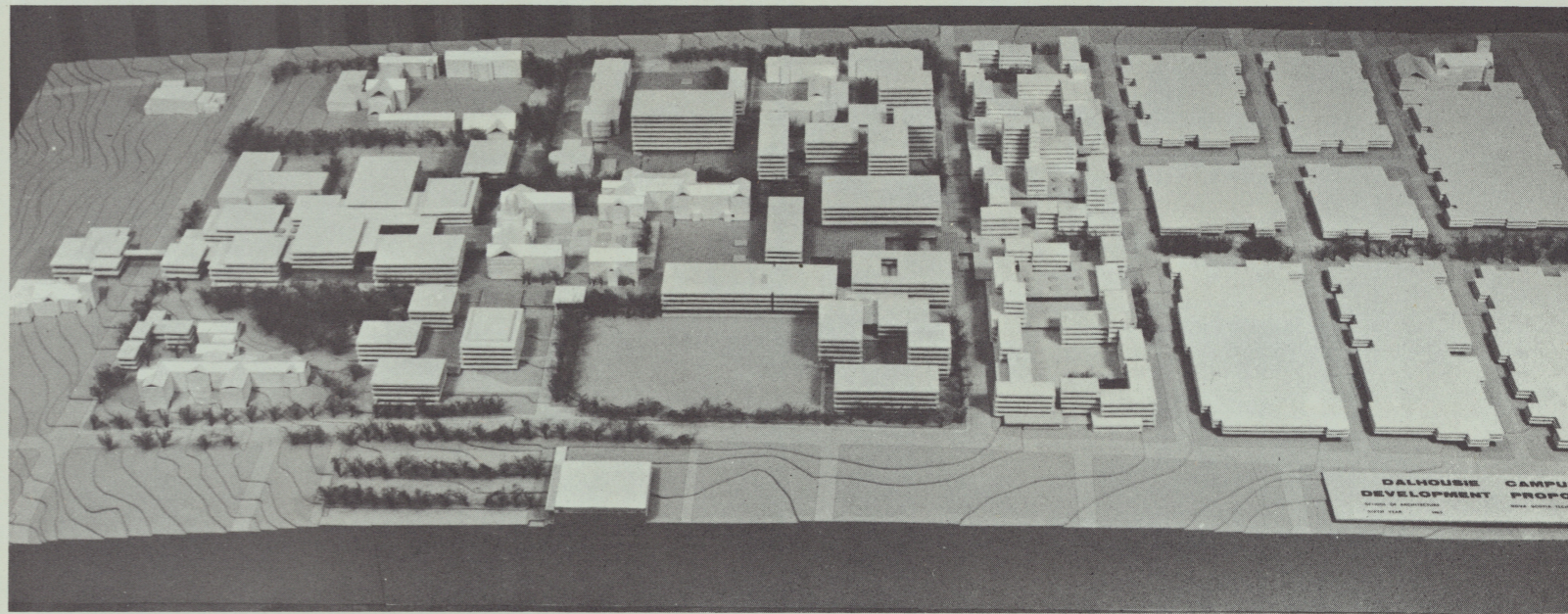
The programs for the individual buildings were reviewed at this point, and after the Christmas holiday and an initial period of program adjustment, the whole second term was spent on the design of the five separate buildings. Again, after marking, a presentation was made to the Dalhousie group, during which each student had the opportunity to present and defend his scheme to his "client". A final review in the form of a day-long "crit" by the staff together with a Visiting Critic, took place on the following day.

The teaching objectives of this program have been richly fulfilled. There is no substitute for "real" problems, and the unpredictable nature of them afford a great challenge and teaching opportunity for the staff. The students particularly enjoyed the give-and-take discussion with the "real" clients, and they are much more definite about the program they are solving. The collective "client", in this case, has really enjoyed the exchange, and much worthwhile discussion has been stimulated which will ultimately influence the building policy at Dalhousie, at least that is the fond hope of staff and students alike.

Douglas Shadholt

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7. Aerial view of the model from the South showing the development plan, Stage 1 as completed during the first term.

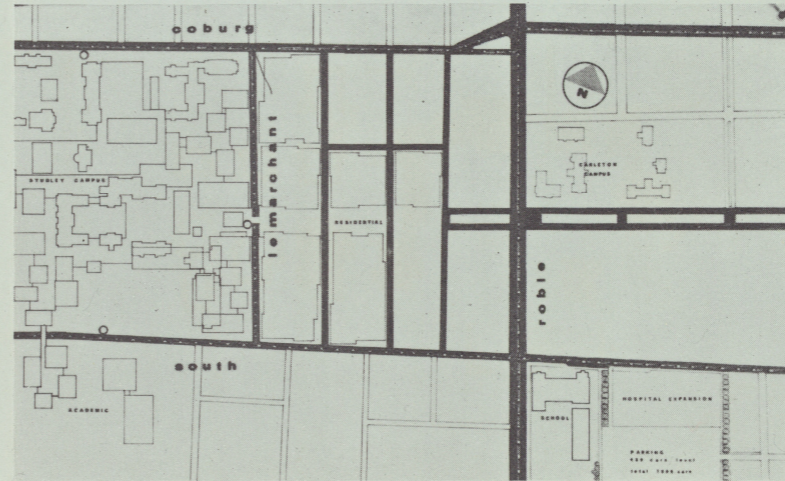
3. The development plan. The insert in the lower right quadrant shows the redesign of the central area of the development plan with the five building projects undertaken by the students in the second term.
4. The platform level showing the interior pedestrian circulation area connecting all parts of the academic complex.
5. The service level under the pedestrian level showing roads and parking.
6. Definition of the housing and academic precincts. University Avenue terminated for vehicular use but the visual axis retained along pedestrian mall for three blocks through the residential area. Stadium complex removed to a site shared with St. Mary's University shown in the lower right-hand corner.

The Concept

The development plan has a number of major features which make it interesting to Dalhousie. They are:

1. The definition of an academic precinct on land presently held by the University (see fig. 6) bounded by Coburg, Oxford, South, and Le Marchant Streets.
2. The definition of a housing precinct of eight blocks (fig. 6) divided by present city streets, which can be developed on a piece-meal basis as the housing demand increases, and hopefully in cooperation with private interests.
3. The definition of an athletic complex on a shared basis with St. Mary's University within four blocks of the academic Campus (fig. 6).
4. The "platform" or indoor circulation area (4) connecting all major building groups, with another layer underneath (fig. 5) providing some covered parking and service connection to all major circulation nodes.
5. The completion of the "heart" of the Campus, utilizing the strong central grouping of buildings, finishing it off with the addition of the Library and a general purpose Classroom building. At the lower pedestrian level, the same area is the Great Hall or indoor "place", surrounded by the major lecture halls, the commercial areas, coffee shops, etc. which will hold the main undergraduate concentration in the "heart" of the complex immediately adjacent to the Library, the Student Union, and the Arts Complex, and immediately accessible from the transportation depot on Le Marchant Street.
6. The provision of a system of growth by which the platform is extended to a "nodal" point at each major stage of development from which the elevator service and vertical circulation elements rise to feed the new high buildings as they are developed in clusters around this new core.

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*Spill*

WITH THE COMPLIMENTS

of

DOUGLAS SHADBOLT, DIRECTOR

SCHOOL OF ARCHITECTURE

NOVA SCOTIA TECHNICAL COLLEGE

HALIFAX, NOVA SCOTIA

JUN 16 1965