

# Proposals for Readfield Community Library

Submitted by ARC 305  
Advanced Studios of Architecture  
University of Maine at Augusta, Fall 2012



Edited & Compiled by Eric Stark  
Associate Professor of Architecture





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The University of Maine at Augusta, the UMA Architecture Department, and the ARC 305 studios would like to thank the Board of Trustees for the Readfield Community Library for allowing us the opportunity to work with their community on the enclosed design proposals.

The Library Board allowed us the freedom to analyze, critique, and design for their community, without preconception or agenda. For that we are all grateful.

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We would also like to thank architects Dick Reed and Cynthia Lowenstein for their critique during the design process, and Jessica Isler, User Experience Librarian of Katz Library, for sharing her time and thoughts on libraries of the 21<sup>st</sup> century.

## Introduction

In the summer of 2012 Brenda Lake, a member of the Library Board of Trustees for the Readfield Community Library, contacted the University of Maine at Augusta's architecture department to talk about the possibility of working with the board and librarian of Readfield, Maine. The idea was to get students involved to analyze and design new ideas for the existing Community Library. For years this group has worked to envision what a reconsidered library could be and mean to their community.

Along with other members of the Library Board, a meeting was held with faculty of the UMA's Architecture department. At once it could be seen that the goals of both groups were closely aligned. The Board wanted to explore a wide variety of possibilities for their project; the Architecture Department wanted to expose its advanced design students to a "real" project within a living, active community.

Using the Design Brief (see following) as a starting point, the students, working individually, spent a total of seven weeks on the project. Starting with site and program analysis, they came up with design intentions. These intentions are the basis for what guides any successful design project. The intention is the "why" of any project; it directs the designer on a specific conceptual path. With intention in hand, the students begin by approaching the design problems from the vantage points discovered through the analysis.

I can say that the process, both from the vantage point of Readfield, and definitely from the point of our UMA students, was a resounding success. The possibilities of the library have been expanded greatly, and the students are now better familiar with the inner workings of client relationships, and the spirit of collaboration.

The students completed their work by making a presentation to members of the Board in December of 2012. What follows are the results of their collaborative efforts.

Eric Stark, Associate Professor of Architecture  
University of Maine at Augusta





# ARC 305/fall 2012

## LIBRARY – A PLACE OF INFORMATION+COMMUNITY

Project: **Design of Town Library for Readfield, ME**

“A great building must begin with the unmeasurable, must go through measurable means when it is being designed and in the end must be unmeasurable.”

Louis Kahn, architect of Exeter Library



### Library: Traditional Definition

**library** | 'lī,brerē; -brərē|

noun ( pl. **-braries**)

a building or room containing collections of books, periodicals, and sometimes films and recorded music for people to read, borrow, or refer to : *a school library* | [as adj. ] *a library book*.

ORIGIN late Middle English: via Old French from Latin *libraria* ‘bookshop,’ feminine (used as a noun) of *librarius* ‘relating to books,’ from *liber*, *libr-* ‘book.’

### Library: Today

The primary goal of effective library design and space planning is that the facility must respond to the needs of its service population. Once the needs of its service population are determined, the library building must include flexibility in the design of its interior and exterior spaces and elements in order for the library to effectively address the immediate and future needs of its design population.

Since the late 1970s, advanced technologies and alternative methods of how libraries deliver services, i.e., distance learning, electronic media, continue to develop rapidly. Before the late 1970s, housing print media was the main function of a library. Today, Internet access, electronic media, computer technology, and other forms of modern-day advancements have had a profound effect on the function and design of libraries. As a result, library design must take into account all of the issues that may affect its use in the future. Incorporating flexibility and adaptability in the design, planning, and construction of libraries is essential in order for the library to serve the immediate and future needs of its community.

A general rule of thumb is that the program should project the space needs of the library for 20 years. A library-building consultant can also help to prepare the building program. Library design is most effective if the program is developed before beginning the schematic design phase.

-From the Whole Building Design Guide (online)

<http://www.wbdg.org/design/libraries.php>.

In addition, the library today (and certainly in the case of Readfield) exists as one of the last free public spaces. For this reason its meaning and use to the community is essential to a successful design. Understanding the varied uses and constituencies (children, teens,

adults) and how they necessarily overlap or are kept separate will be a focus of your programmatic research and analysis.

The American Library Association publishes an annual “design showcase.” This not only shows some interesting design work, but also establishes some of the most current topics under investigation and discussion related to libraries today. Topics such as youth spaces, flexibility and technology will help give you a better understanding of issues facing library today, and Readfield Community Library in particular. Please read the article found here: <http://americanlibrariesmagazine.org/librarydesign12>.

Also remember that you have clients and specialists ready and willing to help with input and information. USE THEM.

At its core this project asks you to grapple with the question of “what is a library?” You should undertake this question within the construct of the 21<sup>st</sup> century, in a small town in Maine.

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### **Library: Readfield Community Library**

The Readfield Library had its beginnings in the early 1960’s. Upon Alice Eaton’s death she left her home in the center of town to a group of residents who formed the Little Town Club. All community activities were held in this building including the Lions Club, Boy and Girl Scouts, dancing classes, Home Extension groups, social gatherings, and community meetings of all sorts. The two front rooms were allocated for library use and contained a few wall bookcases...more at <http://readfieldlibrary.wordpress.com/about/>

Today the Board of Trustees is interested in exploring the possibilities of a new facility. This is in light of an aging existing, but historically significant, building. In addition, large parts of the existing library are unusable due to a lack of accessibility and issues with mechanical systems. The library has a wonderfully committed support group and energetic librarian. The current building is used by a wide variety of town members, and is an active community hub. The new building should support these ideals, and expand on the possibilities of a 21<sup>st</sup> century library in Maine.

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### **Basic project outline**

- A new library for the Town of Readfield, ME
- Existing building to be “torn down” to explore the widest range of possibilities
- There is an active library Board of Trustees in place – they, along with the librarian, are your client
- The Town of Readfield owns the existing library building
- More on the Town of Readfield online: <http://readfield.govoffice.com/>
- And here for the Readfield Library website: <http://readfieldlibrary.wordpress.com/>

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### **Project Objectives**

- To work with and listen to “real” clients through the design process, and gain experience in **the collaborative process** of architecture, including the creation of a **program outline**
- To undertake specific **Program Analysis** exploring and determining through visual argument the project’s programmatic relationships

- To undertake specific **Site Analysis** to determine through visual argument the site's limitations and possibilities
- To create a **personal schedule of work** in order to help guide the student throughout the project; specific goals and deadlines should be listed
- To **use the Diagram** as a tool for design exploration *and* explanation of design ideas
- **Schematic Design of Library**, concentration on intention, expressed through visual argument and documentation
- **Sustainable aspects of design**, to explore possible "green" technologies in support of intention and long-term costs

### **Project Program**

- Meeting Room (700 SF) – Capacity 24 theater style/ capacity 12 with tables / separate outside secured entrance
- Children (600 SF) – Books accessible by children / variety of child seating areas / adult reading to child seating / work desk / table(s) / computer
- Adult (1000 SF) – books + stacks / 3 comfortable seating areas / work desks / integrated computers
- Teen (200 SF) – comfortable seating / computer
- Welcome (200 SF) – circulation desk / card catalog computer / copy machine / new book display
- Office (150 SF) – work desk / prep area / sink
- Rest Rooms – changing table
- Storage (400 SF) – shelving / chair + table storage / utilities
- Entrance – accessible / coat, umbrella, stroller space

**Project Site** – 1151 Main Street, Readfield, ME.

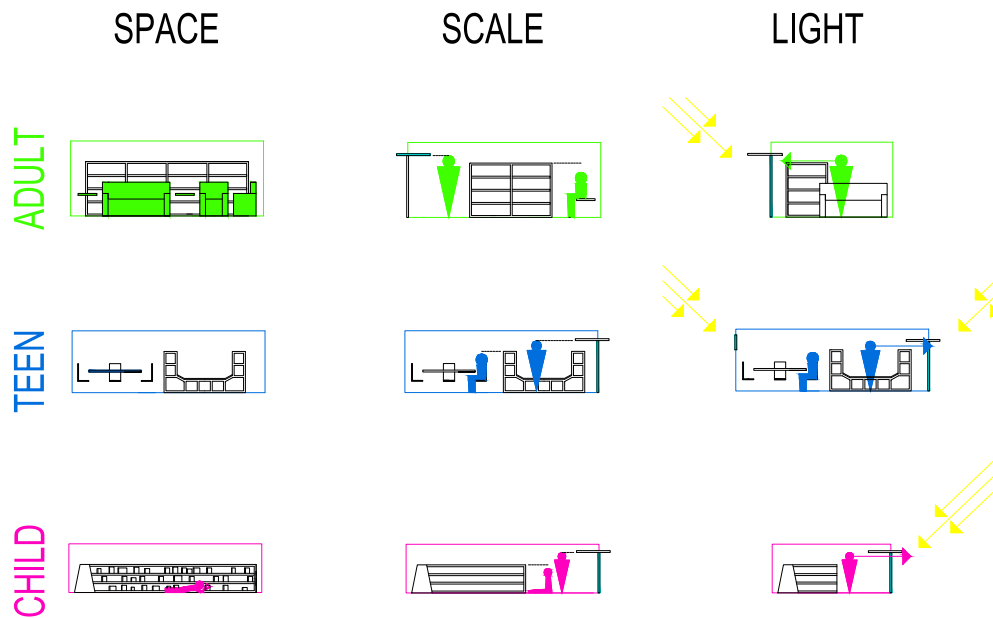
Site visit Monday, October 29 (map: <http://goo.gl/maps/pCbxyv>)

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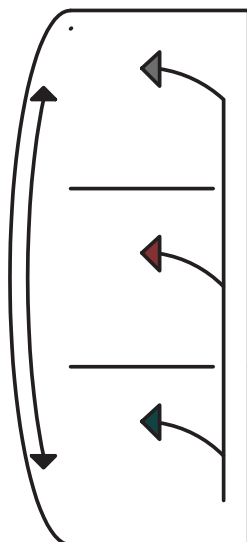
## Design Schedule - Readfield Town Library

day/ date	Class Schedule	<u>Due in Class</u>	
M 10/29	<b>Site Visit /</b> Meet with Readfield Community Library Board of Trustees ON SITE  Site documentation Program discussion – program and vision Precedent Study Group Site Model - discussion Begin research – define library, define information, learn about Readfield, ME	Meet on site in Readfield	Program/Site analysis/Precedent Study
Th 11/01	<b>In class presentation:</b> Katz Library will come to discuss library design in the 21 <sup>st</sup> century.	<b>YOUR schedule</b> for the project (typed): <ul style="list-style-type: none"> <li>• Due dates</li> <li>• Work to be done</li> <li>• Milestones</li> <li>• Methods of work</li> <li>• Etc.</li> </ul>	
M 11/05	WORKING SESSION – desk critiques		
Th 11/08	<b>Pre-Design REVIEW</b> – Class review/discussion	Site analysis (1 sheet) Program Analysis (1 sht) Precedent Study (1 sheet) DRAFT Intention	Schematic Design
M 11/12	WORKING SESSION – desk critiques		
Th 11/15	WORKING SESSION – desk critiques	Group Site Model <b>DUE</b>	
M 11/19	WORKING SESSION – desk critiques		
Th 11/22	<b>THANKSGIVING – NO CLASS</b>		

			Design Development
M 11/26	WORKING SESSION – desk critiques		
Th 11/29	Possible Mid-review w/ client & critics		
M 12/03	WORKING SESSION – desk critiques		
Th 12/06	WORKING SESSION – desk critiques		
M 12/10	WORKING SESSION – desk critiques		
Th 12/13	WORKING SESSION – desk critiques		
M 12/17	FINAL REVIEW – with Guest Critic/s <ul style="list-style-type: none"><li>• Pre-design work</li><li>• Plans</li><li>• Sections</li><li>• Perspective Views</li><li>• Working model in site</li><li>• NO WORKING IN CLASS</li></ul>		Final Review



The Readfield Public Library began in the early 1960's when Alice Eaton passed and left her home in the center of town to a group of residents who formed the Little Town Club. Today, the Board of Trustees is interested in exploring the possibility of a new facility. Big parts of the existing library are hard to use because of the lack of accessibility and issues with mechanical systems. The current library is used mostly by adults and children because of a lack of teen interest and involvement.

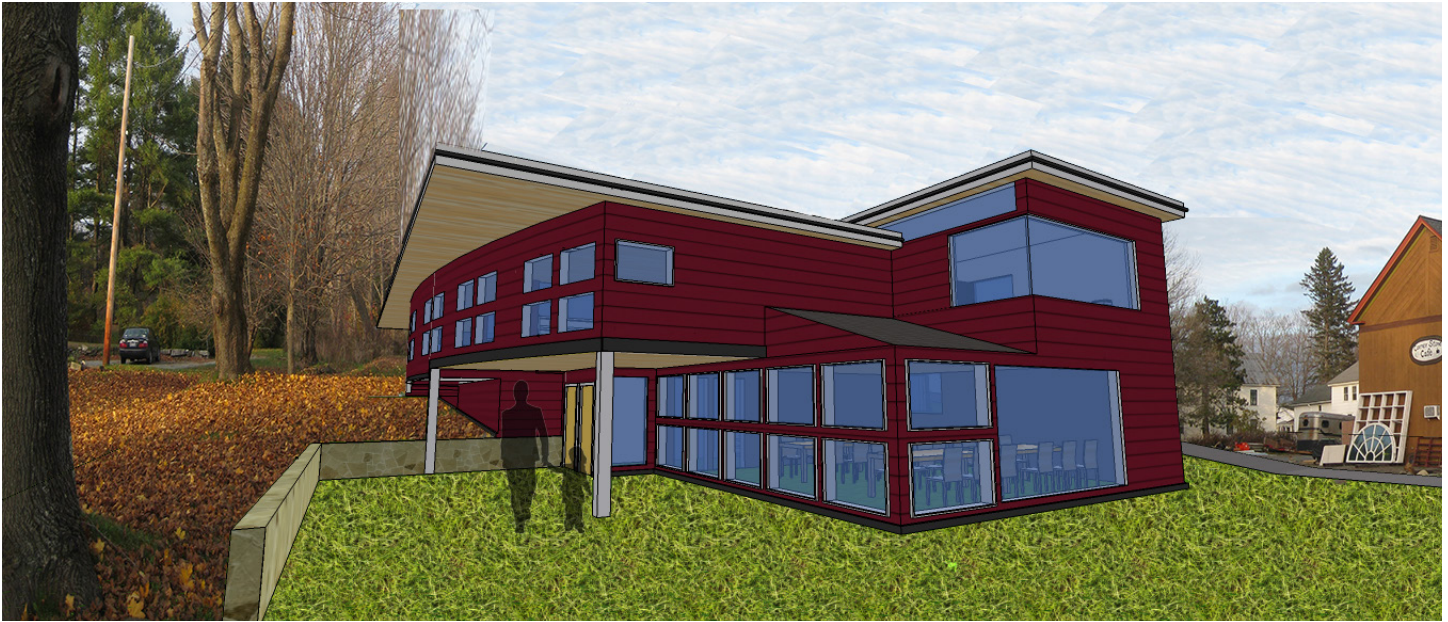


In order for the new library to involve the span of generations, it needs to accommodate all potential users. A child's space is different than a teen space; a teen's space is different than an adult's space; different both in terms of the use

**Readfield Community Library**  
Readfield, Maine / Fall 2012

**Jaimee Lee Anderson**





of the space and what the space needs to be, and in terms of scale. The new library will be a place that helps the different generations of the community interact.

The project creates three different spaces for three age groups to be able to come and use the library, and also a space for them to interact. The child, adult, and teen space will have a strip of circulation that spans from the first space to the last. The span has a lot of visual connection from the circulation desk. A curved wall connects the spaces and creates another way for the generations to interact. The meeting space on the lower level is connected to the library through open circulation for an easy transition from the upper level to the lower level.

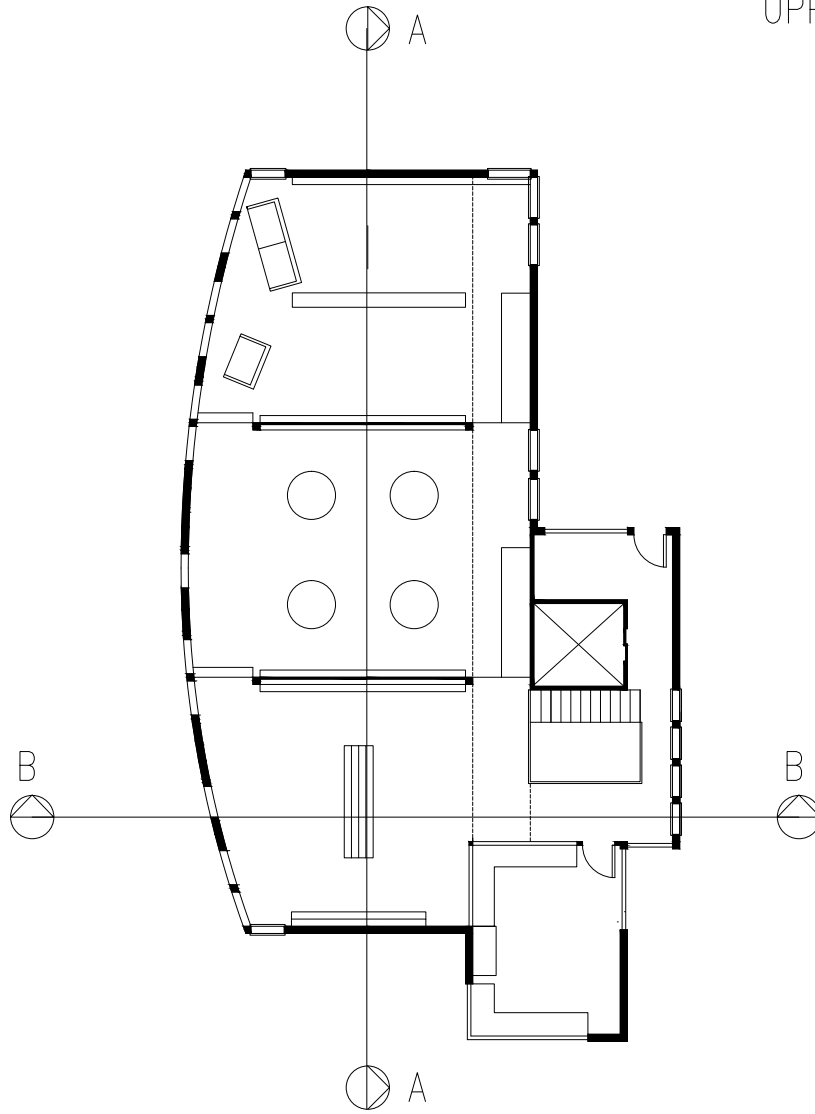
CONNECTION

THROUGH

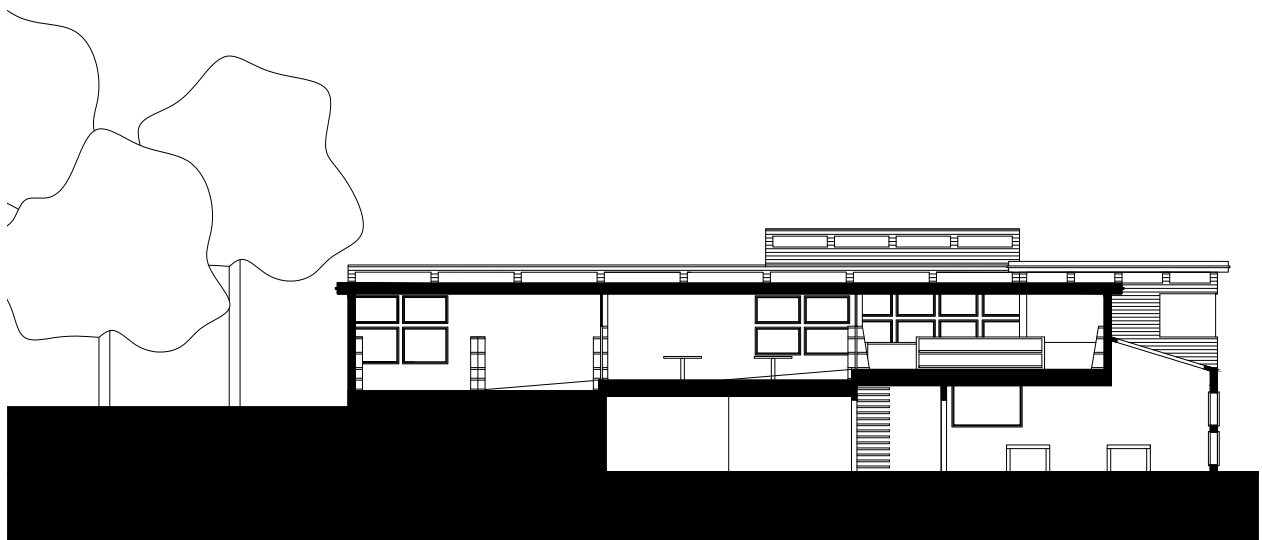
THE

GENERATIONS

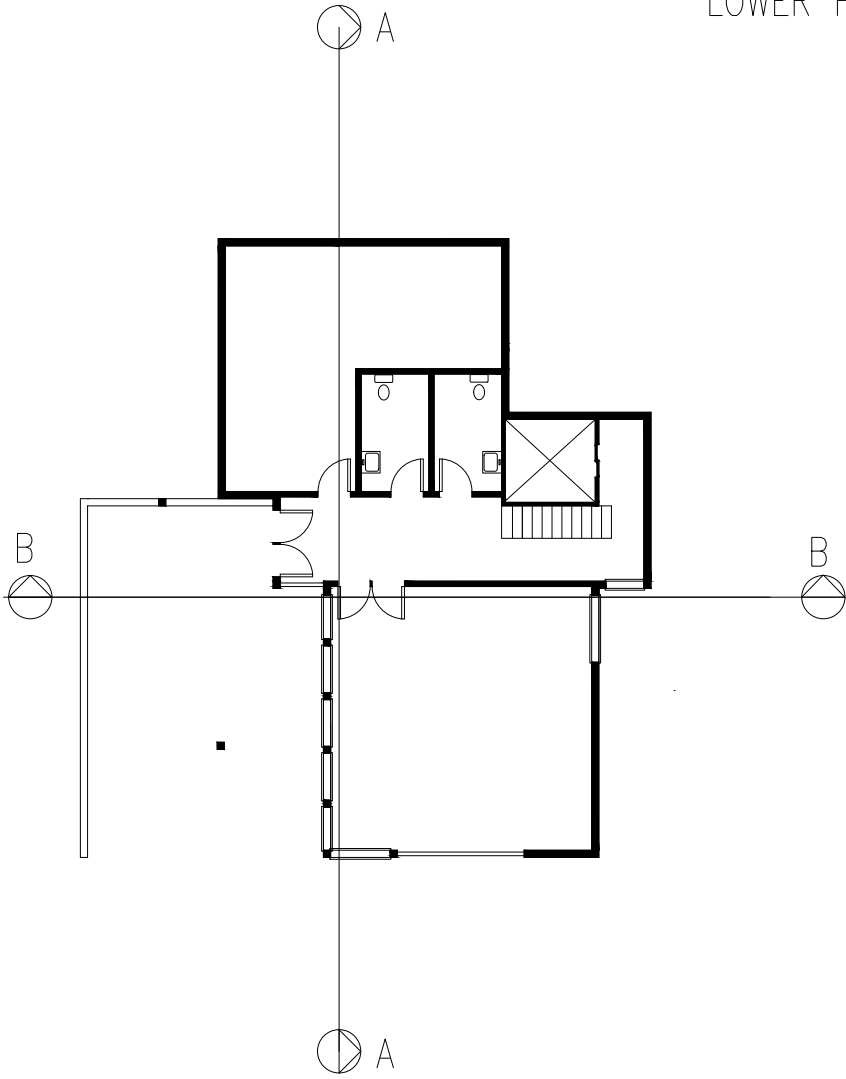
UPPER FLOOR



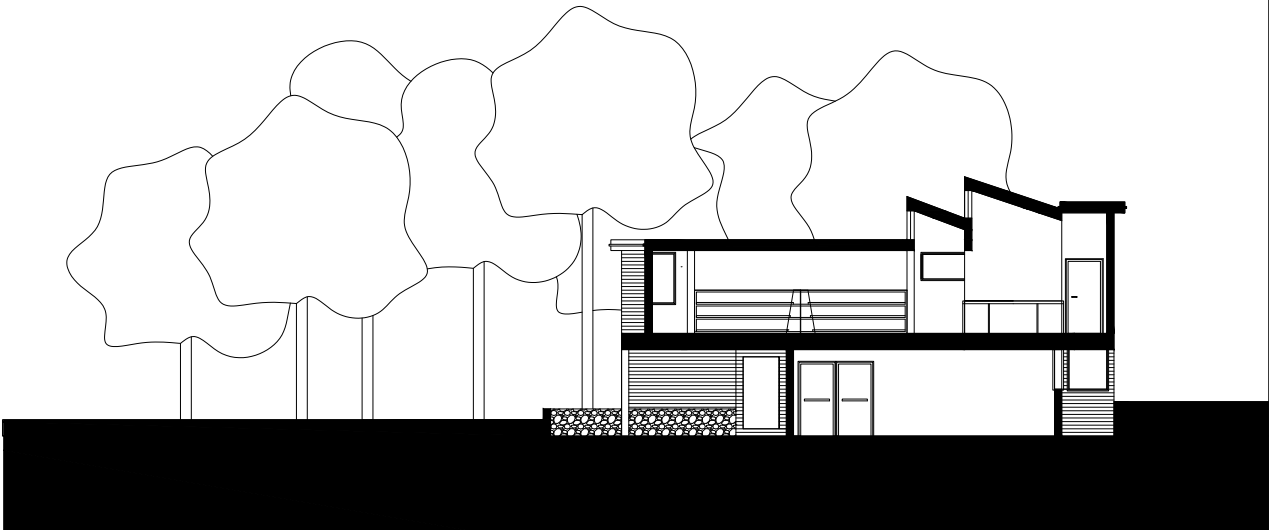
SECTION A



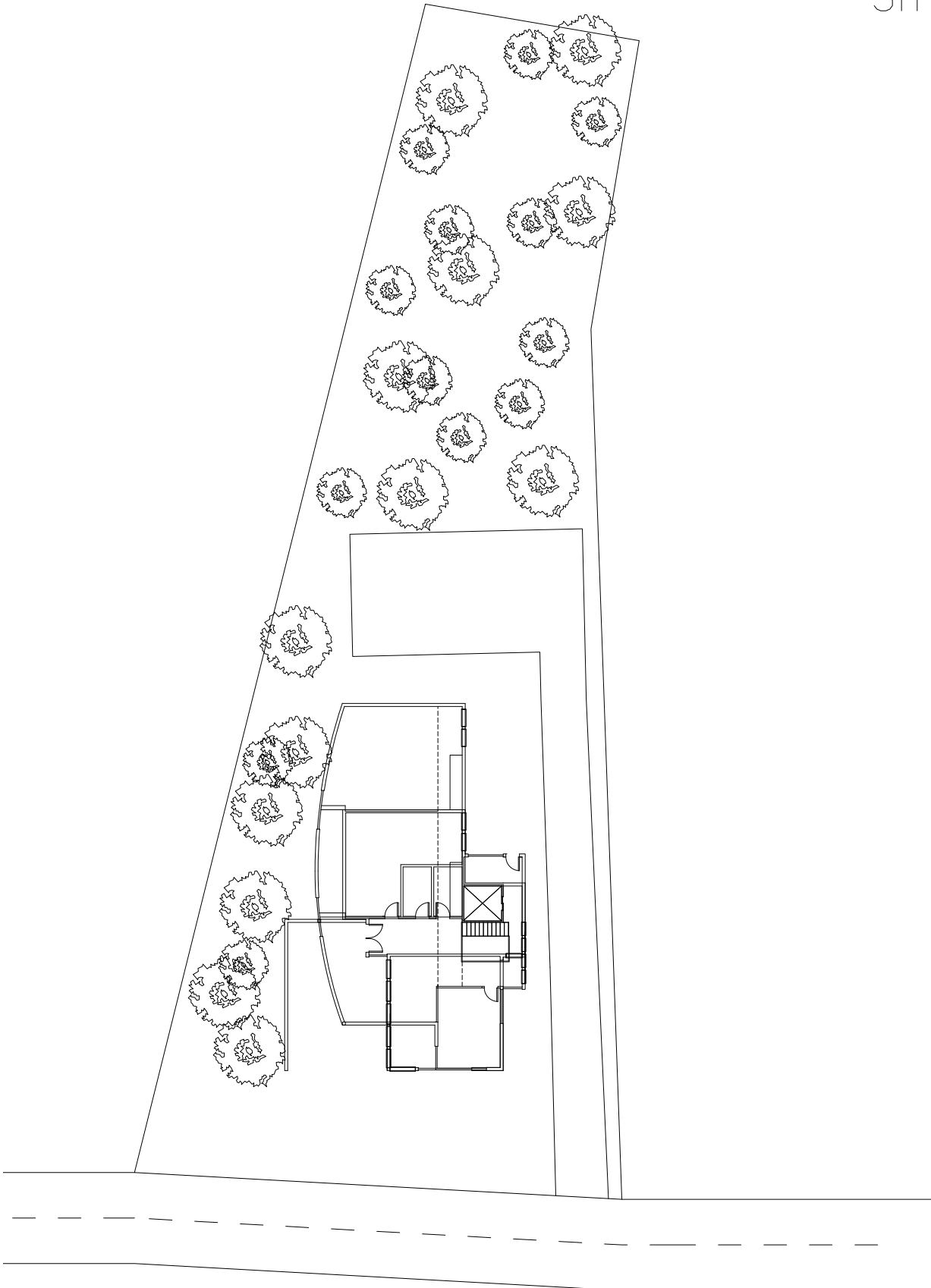
LOWER FLOOR



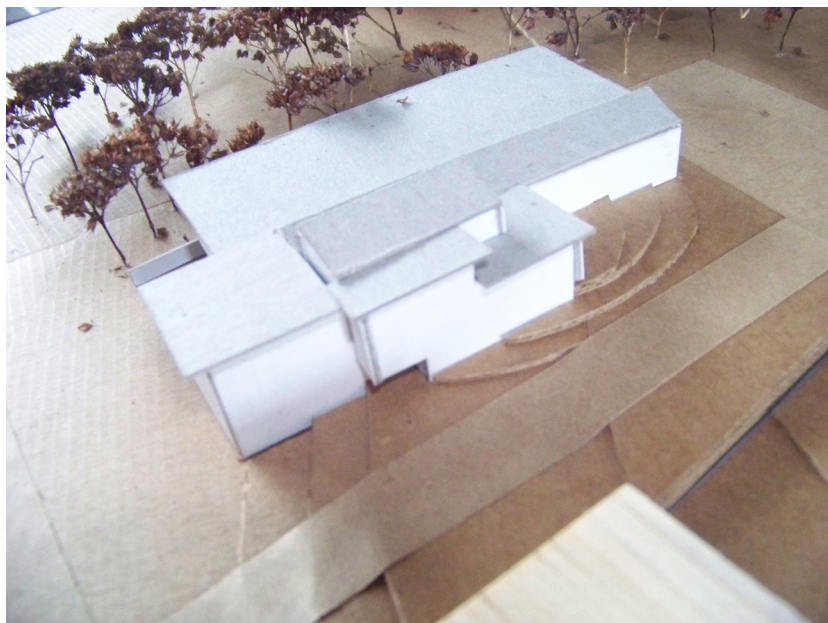
SECTION B



# SITE PLAN

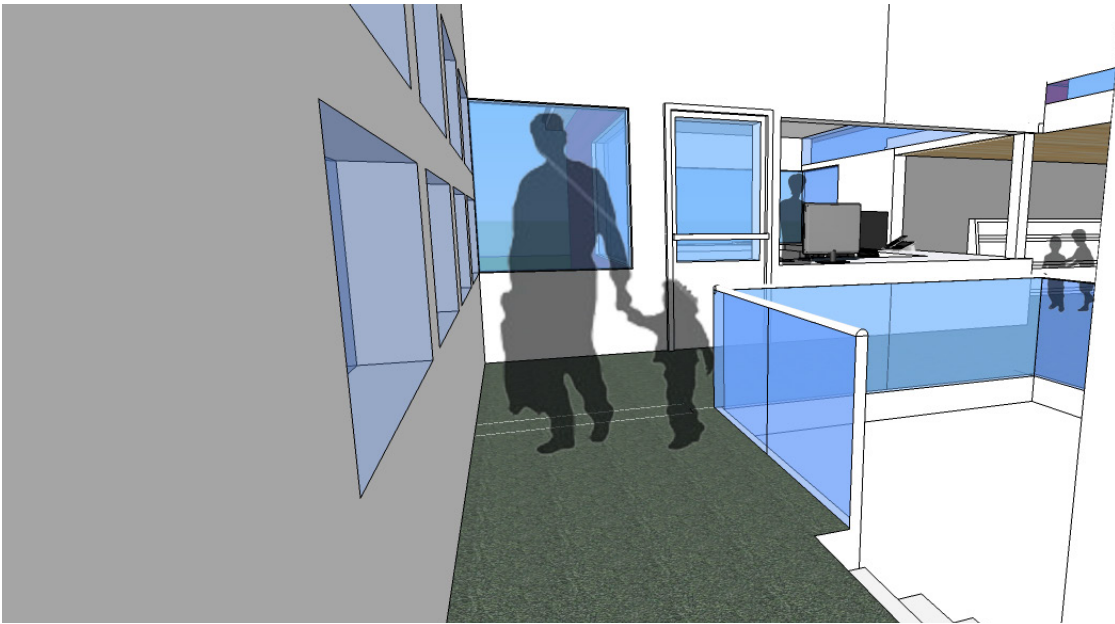






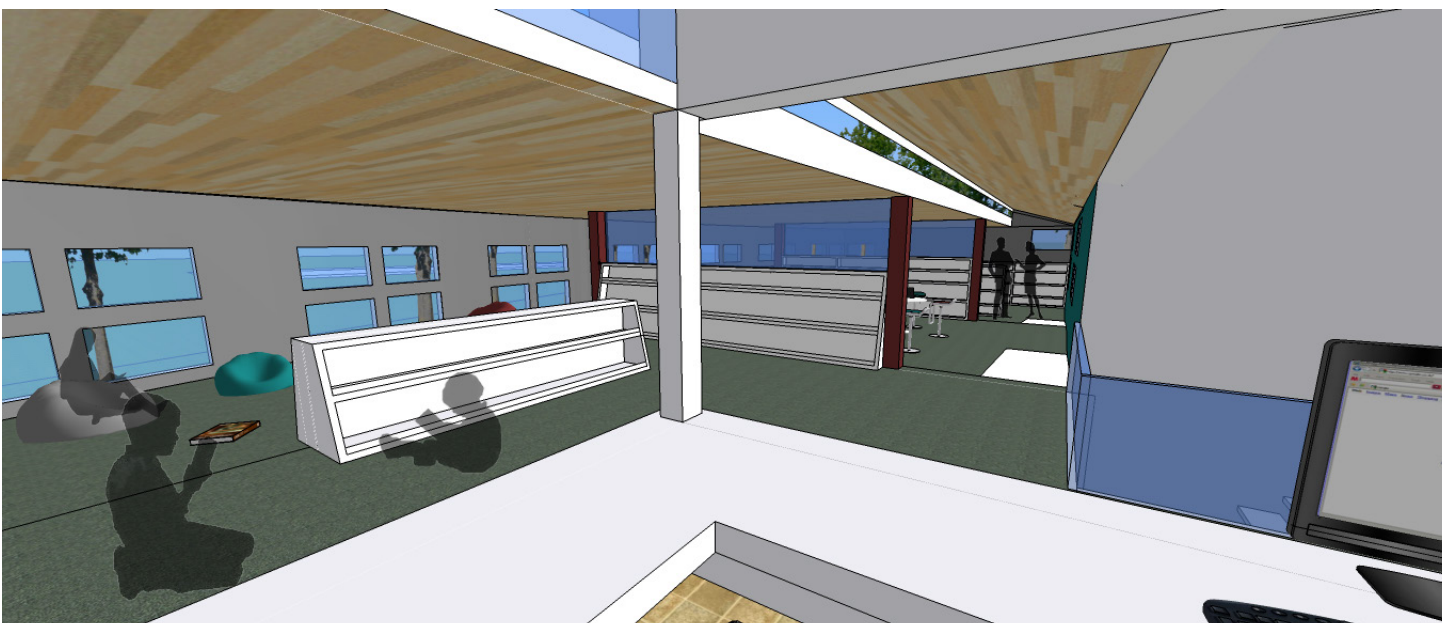
**Readfield Community Library / Jaimee Anderson**





ENTRANCE

CIRCULATION DESK







TEEN SPACE

ADULT SPACE



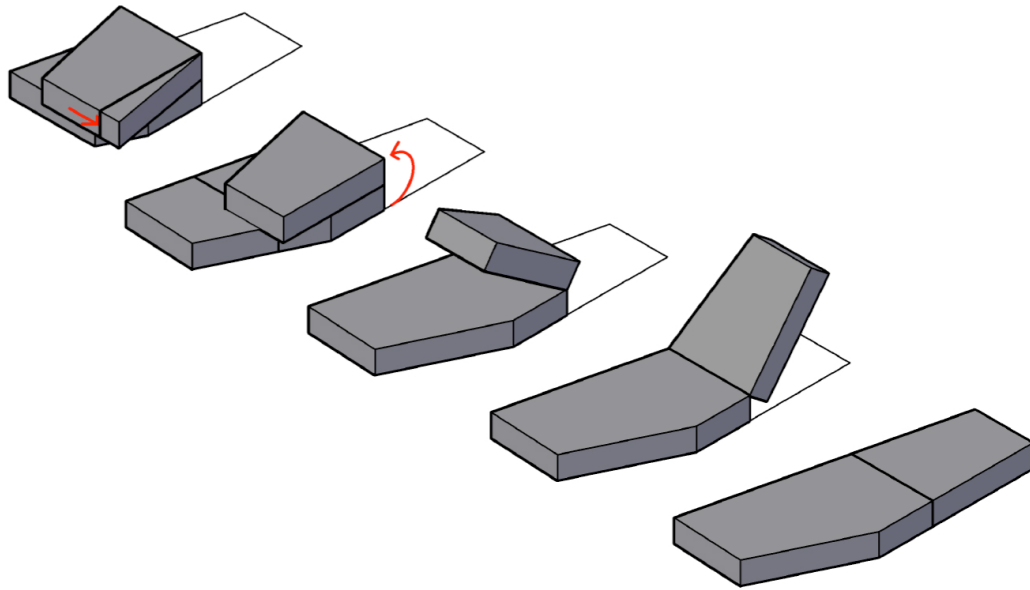
## INTENTION

### MOTIVE/WHY

SUPPORTING AND STRENGTHENING EXISTING INTERPERSONAL AND PROFESSIONAL RELATIONSHIPS BETWEEN THE LIBRARY AND THE COMMUNITY IT SERVES WILL IMPROVE THE OVERALL QUALITY OF THEIR COMMUNITY.

### CONCEPT/WHAT

DISSEMINATION, IN MY MIND, IS THE MOVEMENT AND FLOW OF INFORMATION, AS WELL AS THE "SPIRIT" THAT A COMMUNITY SUSTAINS WHEN THERE ARE OPPORTUNITIES FOR INTERACTION. DISSEMINATION AS DESIGN BECOMES "INFORMATION" TO THE USER, INFORMATION THAT CAN BE RELATED TO, AND INVITES RESPONSE. USING DISSEMINATION AS A GUIDING CONCEPT FITS WELL WITH THE NATURE OF A COMMUNITY CENTER AND INFORMATION RESOURCE.

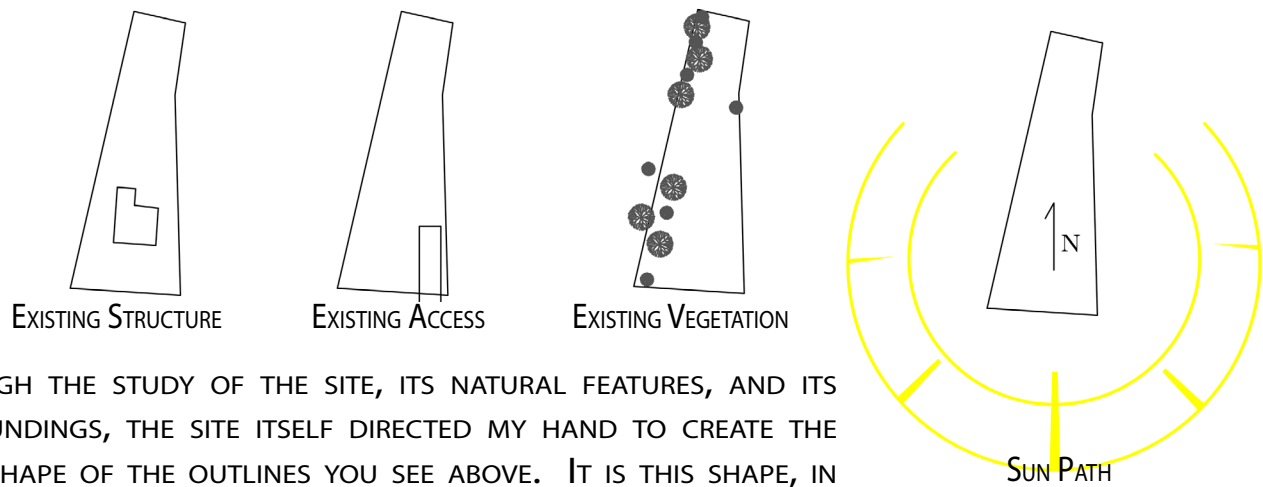


### METHOD/HOW

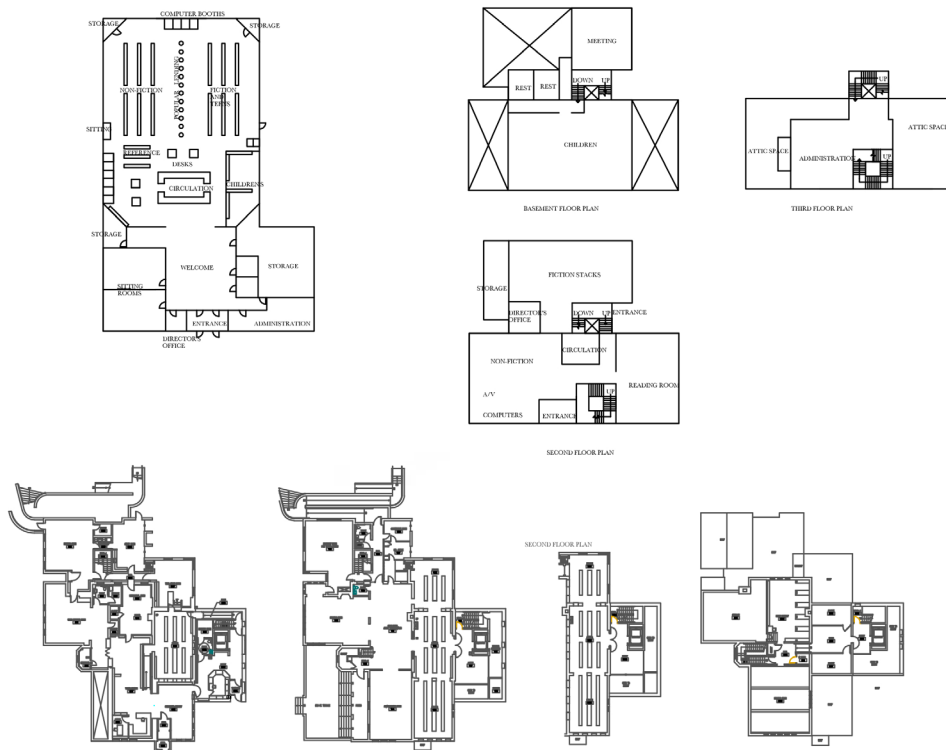
WHAT MAY BE A SOURCE OF INFORMATION COULD AS EASILY BE A DESTINATION; IT IS THIS THOUGHT I HAD IN MIND WHEN I FOLDED THE SITE ONTO ITSELF. WHERE THE "HINGE" MANIFESTED ITSELF NATURALLY BECAME WHERE THE CHANGE FROM ONE THING TO ANOTHER OCCURS. THIS PROVIDED ME INSPIRATION TO FURNISH THE MAIN ENTRY AND STAIRS IN THE SAME LOCATION. THE GROUND LEVEL BEGINS TO "INFORM" THE USER OF THE NATURE OF THE ENTIRE SPACE, THEN THE MOVEMENT FROM ONE ELEVATION TO ANOTHER PROVIDES ALTERNATE PERSPECTIVES TO THE "INFORMATION" THE GROUND LEVEL INITIATES.

Readfield Community Library  
Readfield, Maine / Fall 2012

Gregory Buzzell

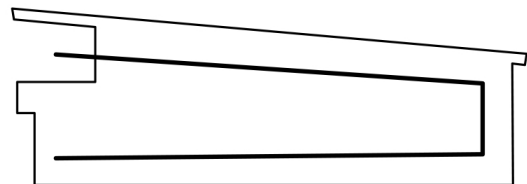
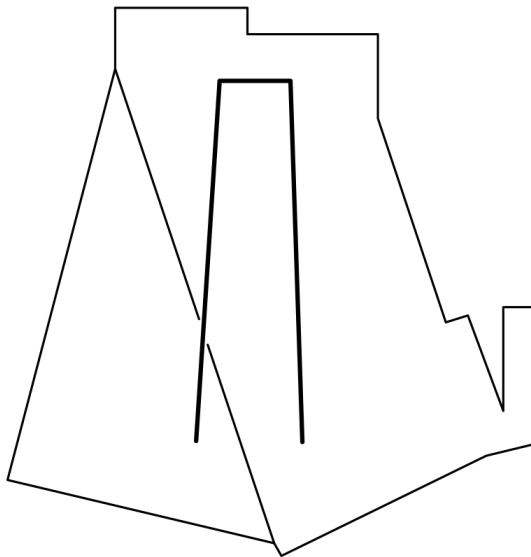
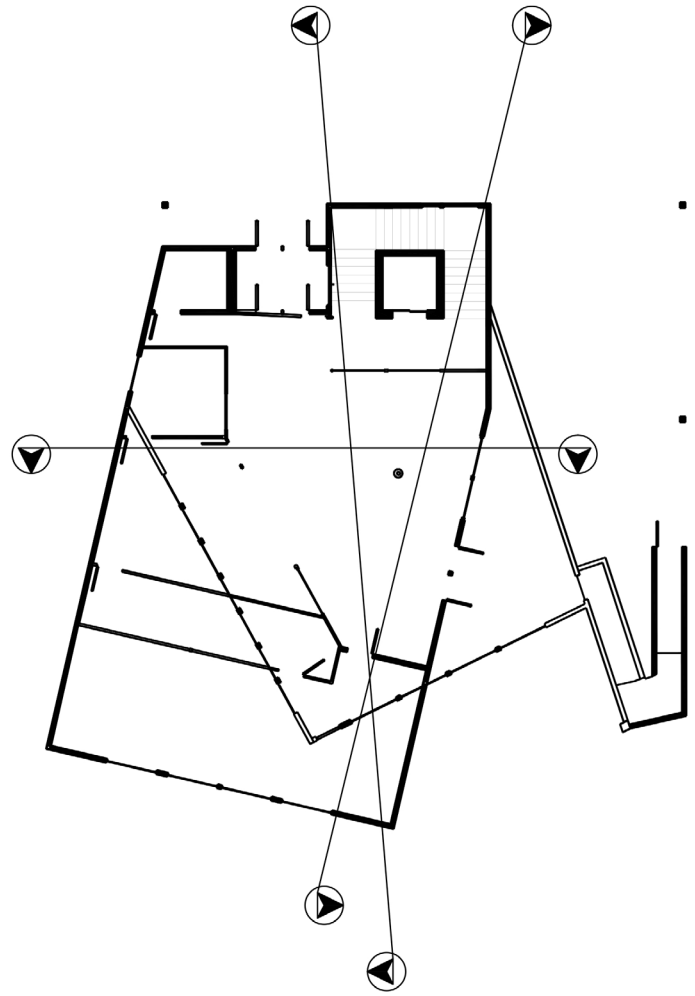
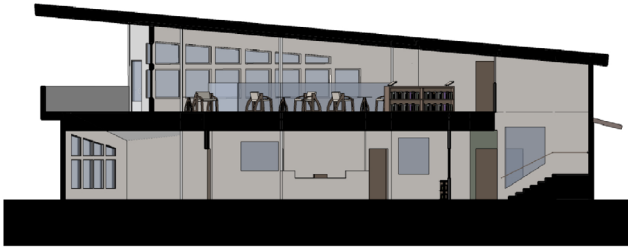


THROUGH THE STUDY OF THE SITE, ITS NATURAL FEATURES, AND ITS SURROUNDINGS, THE SITE ITSELF DIRECTED MY HAND TO CREATE THE BASIC SHAPE OF THE OUTLINES YOU SEE ABOVE. IT IS THIS SHAPE, IN COMBINATION WITH MY PRECEDENT STUDY CONCLUSIONS, THAT LED TO THE ORGANIZATION OF THE SPACES WITHIN THE LIBRARY. CLOCKWISE IN THE IMAGES BELOW FROM THE TOP LEFT: WINSLOW PUBLIC LIBRARY WITH A SIMPLE SINGLE FLOOR; LITHGOW PUBLIC LIBRARY WITH THREE DISTINCT FLOORS; WATERTOWN PUBLIC LIBRARY WITH SEVERAL DISPARATE FLOORS. I FELT THAT A SINGLE FLOOR COULD SUPPORT DISSEMINATION, BUT THAT TWO FLOORS COULD DO MUCH BETTER BY PROVIDING MORE OPPORTUNITIES TO CONNECT TO THE COMMUNITY.

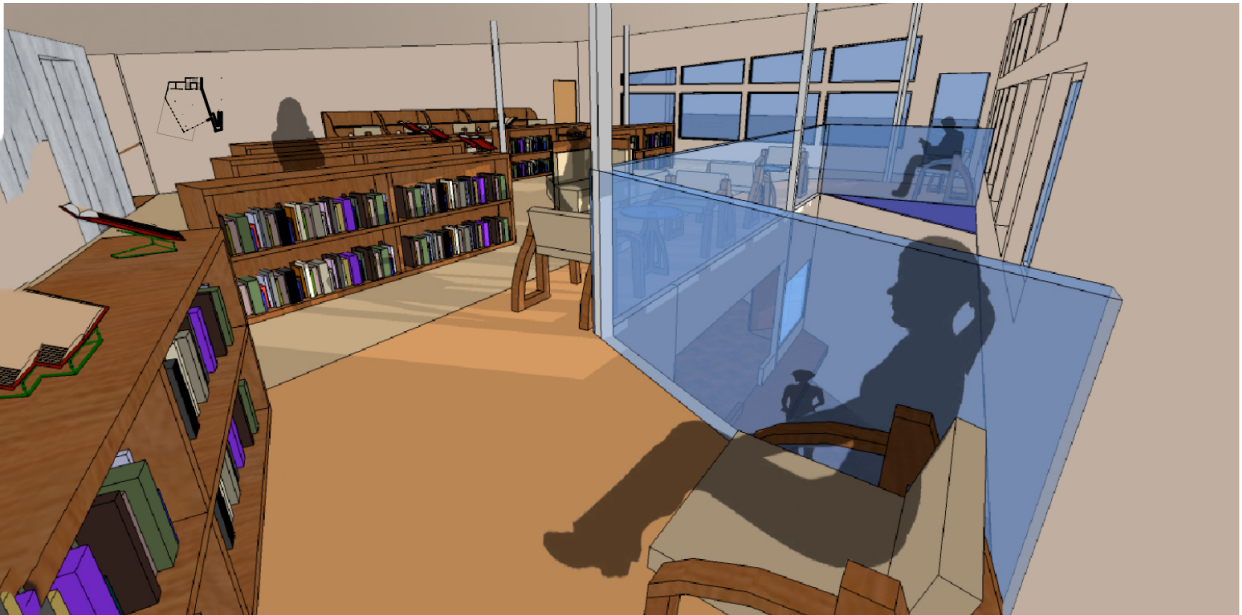


"A GREAT BUILDING MUST BEGIN WITH THE UNMEASURABLE, MUST GO THROUGH MEASURABLE MEANS WHEN IT IS BEING DESIGNED AND IN THE END MUST BE UNMEASURABLE."

- LOUIS KAHN





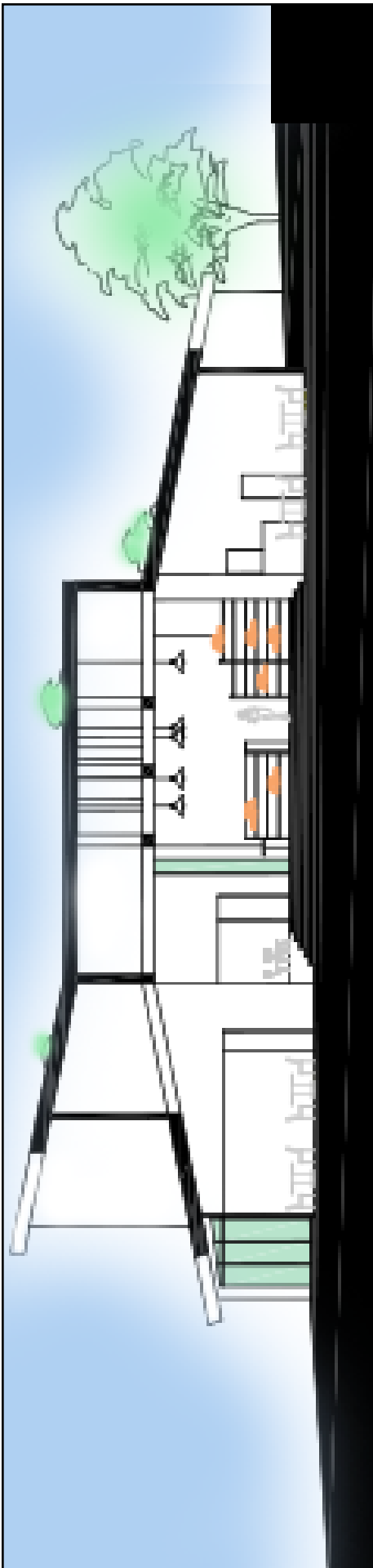


Readfield Community Library / Gregory Buzzell





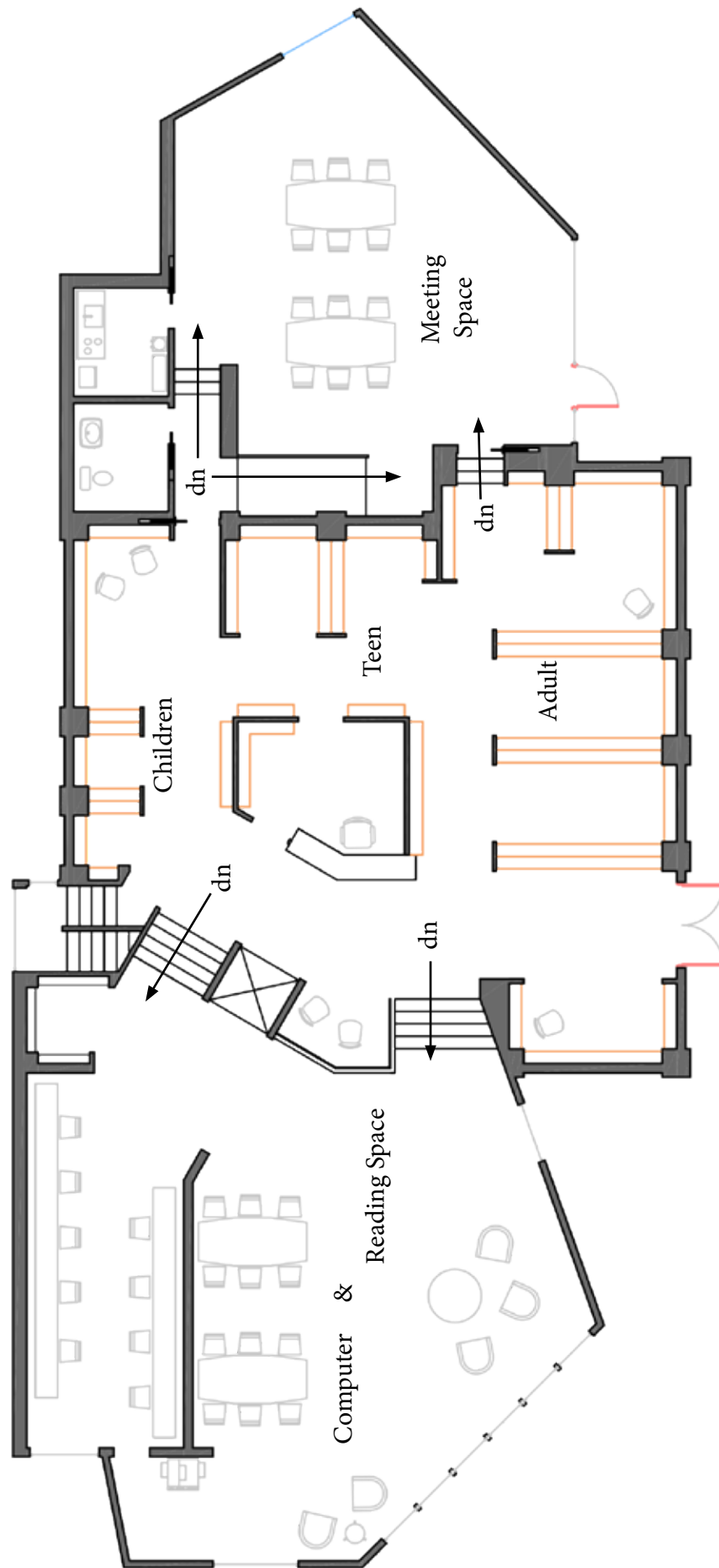




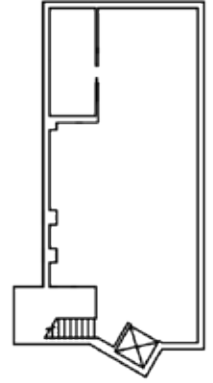
The proposal of a new community library for the town of Readfield, made it necessary to consider the needs and uses of a library in today's world. A traditional library housed only books, but with such advancements in technology and a broad use of such devices, a need arose to have a modern and technologically efficient section for the library. The idea of merging the traditional and modern ideas of what a library should be, is the essence of my project. With a central cubic core to house the books, the library's modern elements are dynamic wings off the front and back of the centralized core. This library attempts to merge community activity with the solidarity of a traditional library creating a community center to gain support from community and in return, to support the community itself.

**Readfield Community Library**  
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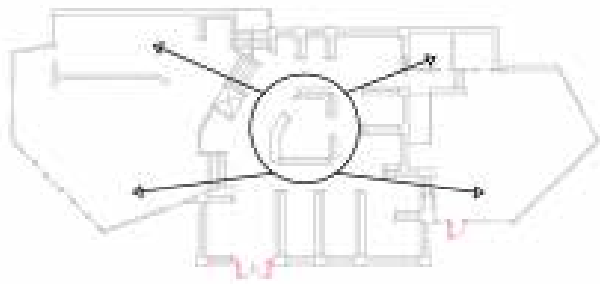
**Arielle Cousens**



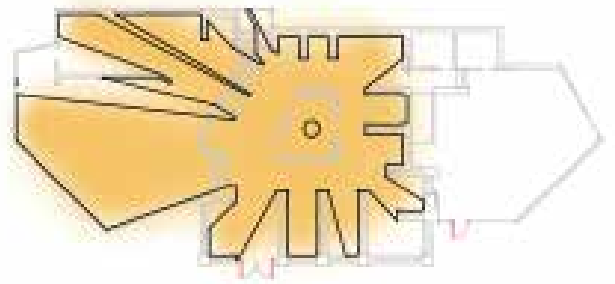
Sub-level Storage



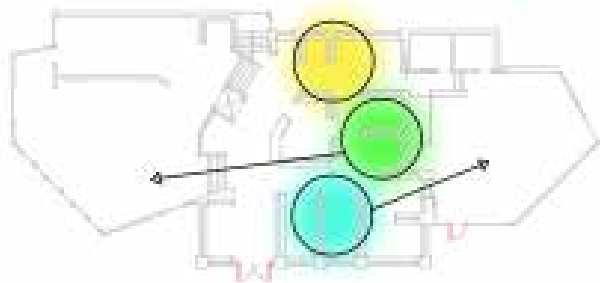
CIRCULATION



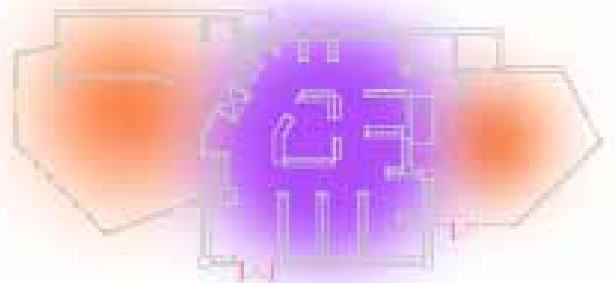
LIBRARIAN'S LINE OF SIGHT



BOOK SOURCE TO STUDY SPOT

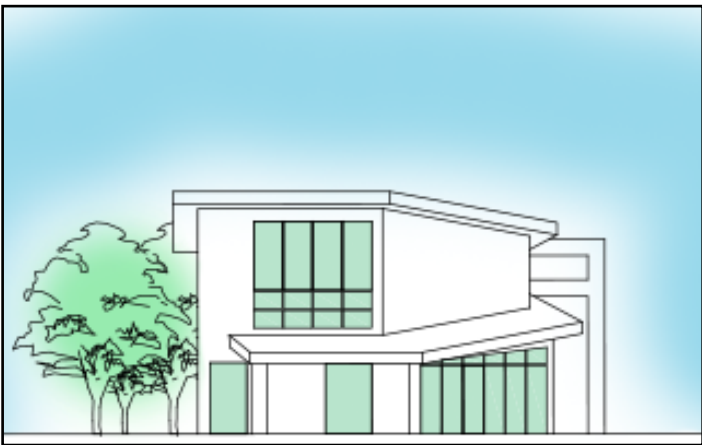


SPACES

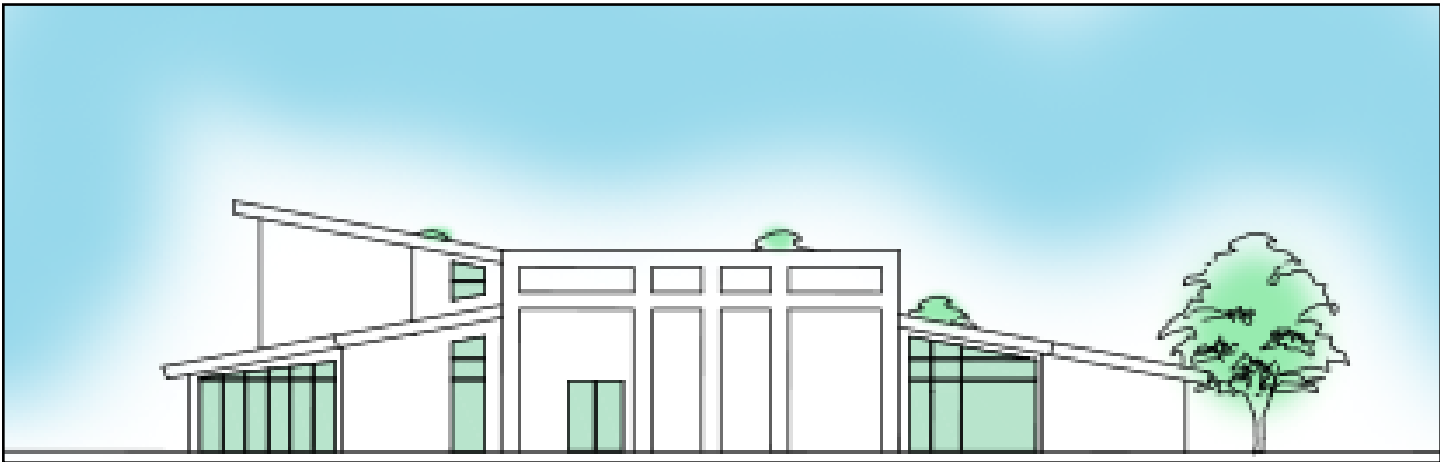




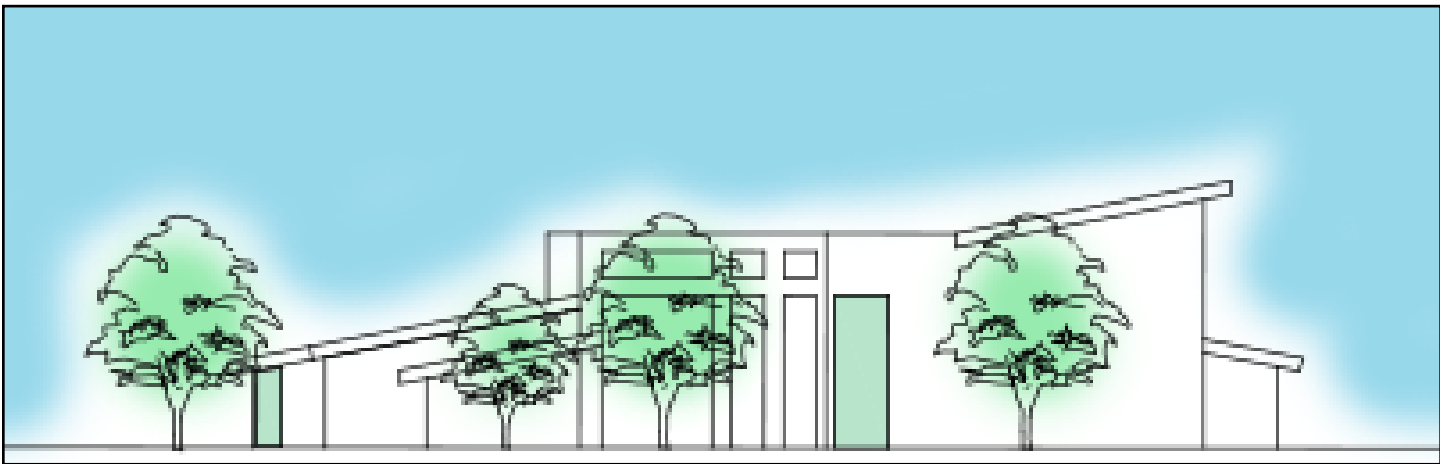
North Elevation



South Elevation



East Elevation



West Elevation







# CONNECTIONS

## Statement of Intention

### Motive

To create a work of architecture that fulfills the needs of the Readfield library and township, while creating a stronger sense of community. The existing library's floor plan creates a feeling of separation due to a heavily segmented floor plan. The town of Readfield is also in need of a community meeting space.

### Concept

By using strong architectural features that exist within the downtown Readfield area, a stronger sense of community is created. An open floor plan will allow patrons of the library to experience the library while also maintaining a visual connection to the staff.

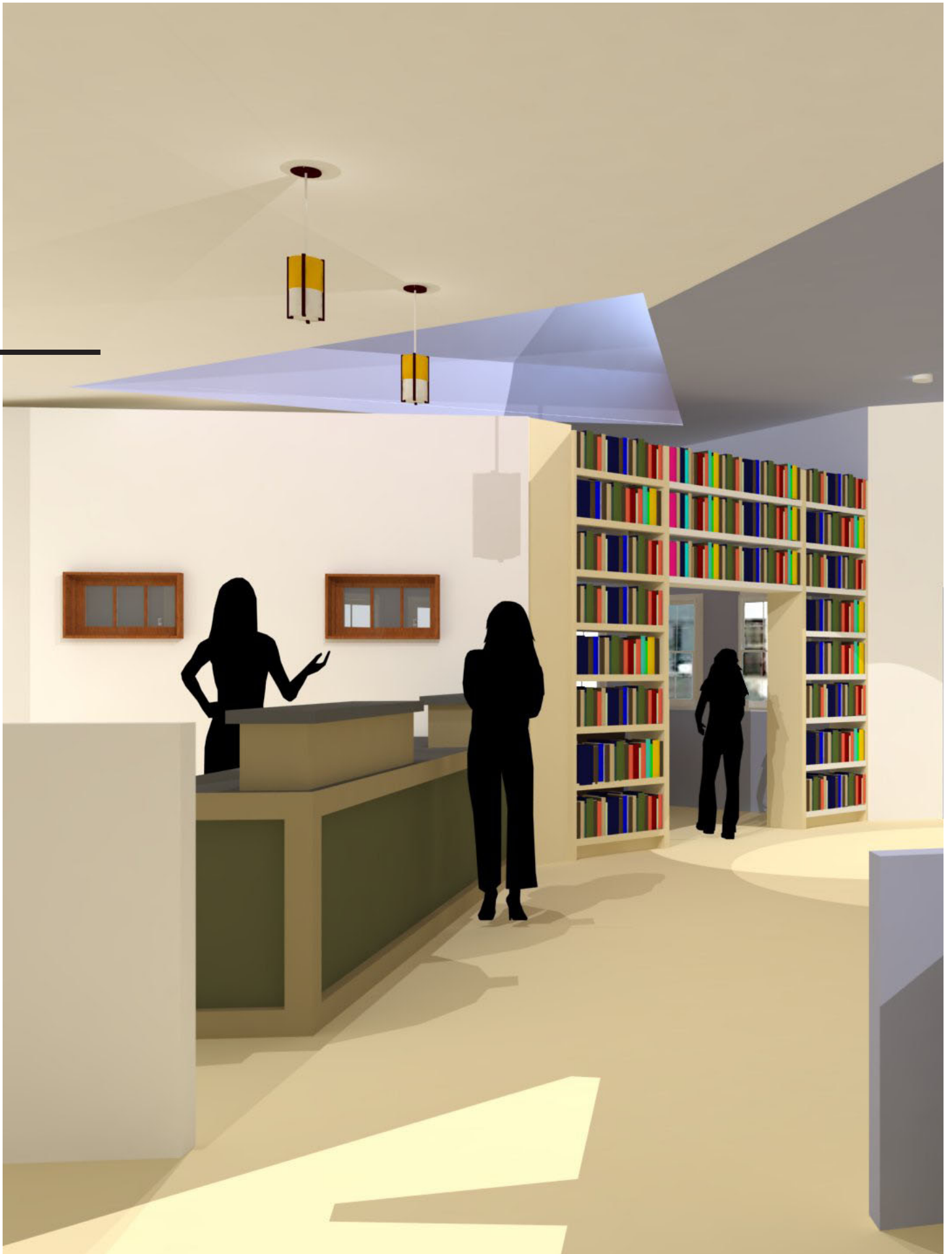
### Method

Lines of sight will allow residents to visually relate the library to other buildings in the area. By designing an open floor plan for the library lines of sight between staff and patrons will also be created.

**Readfield Community Library**  
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**Larry Littlefield**

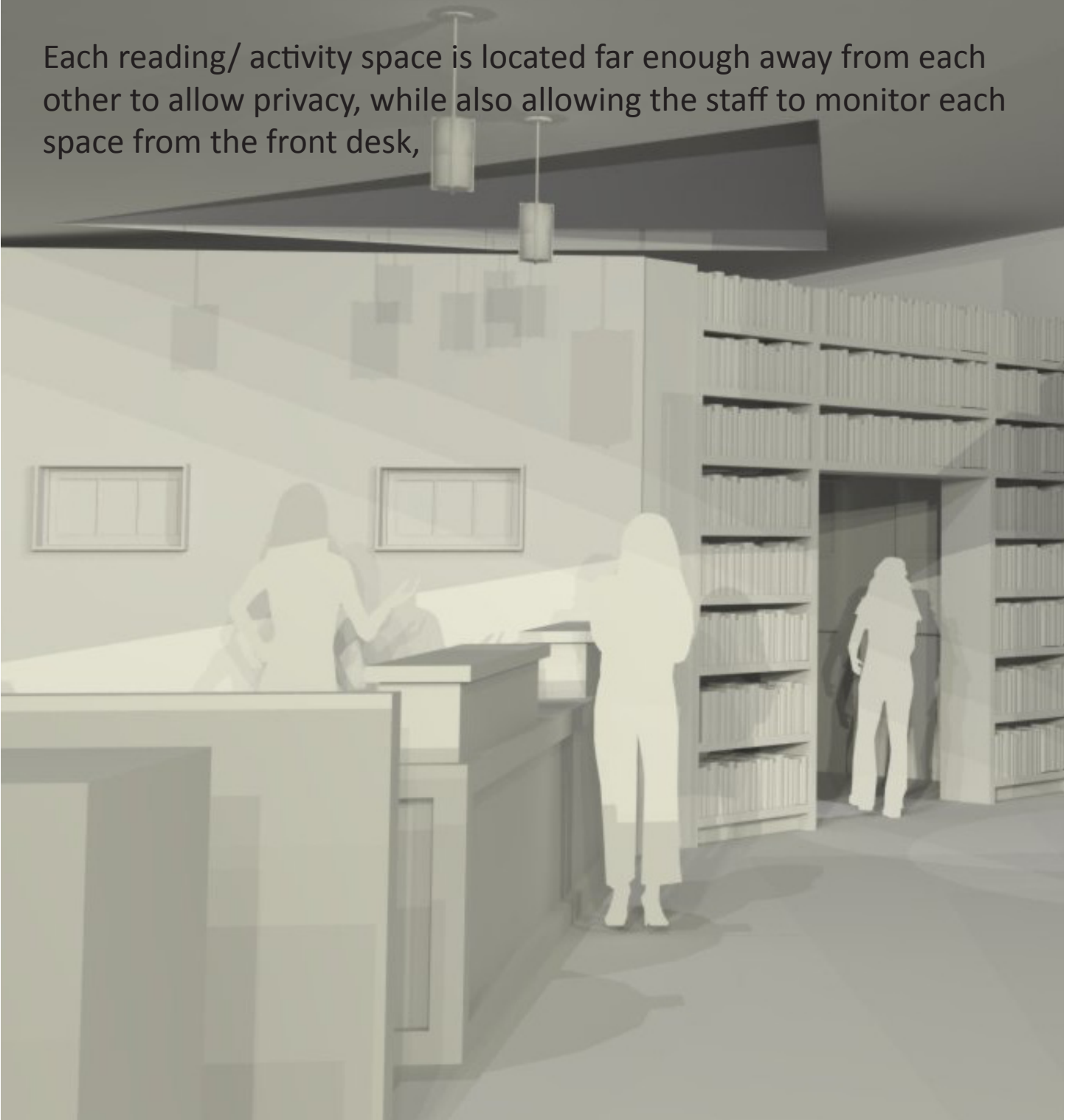


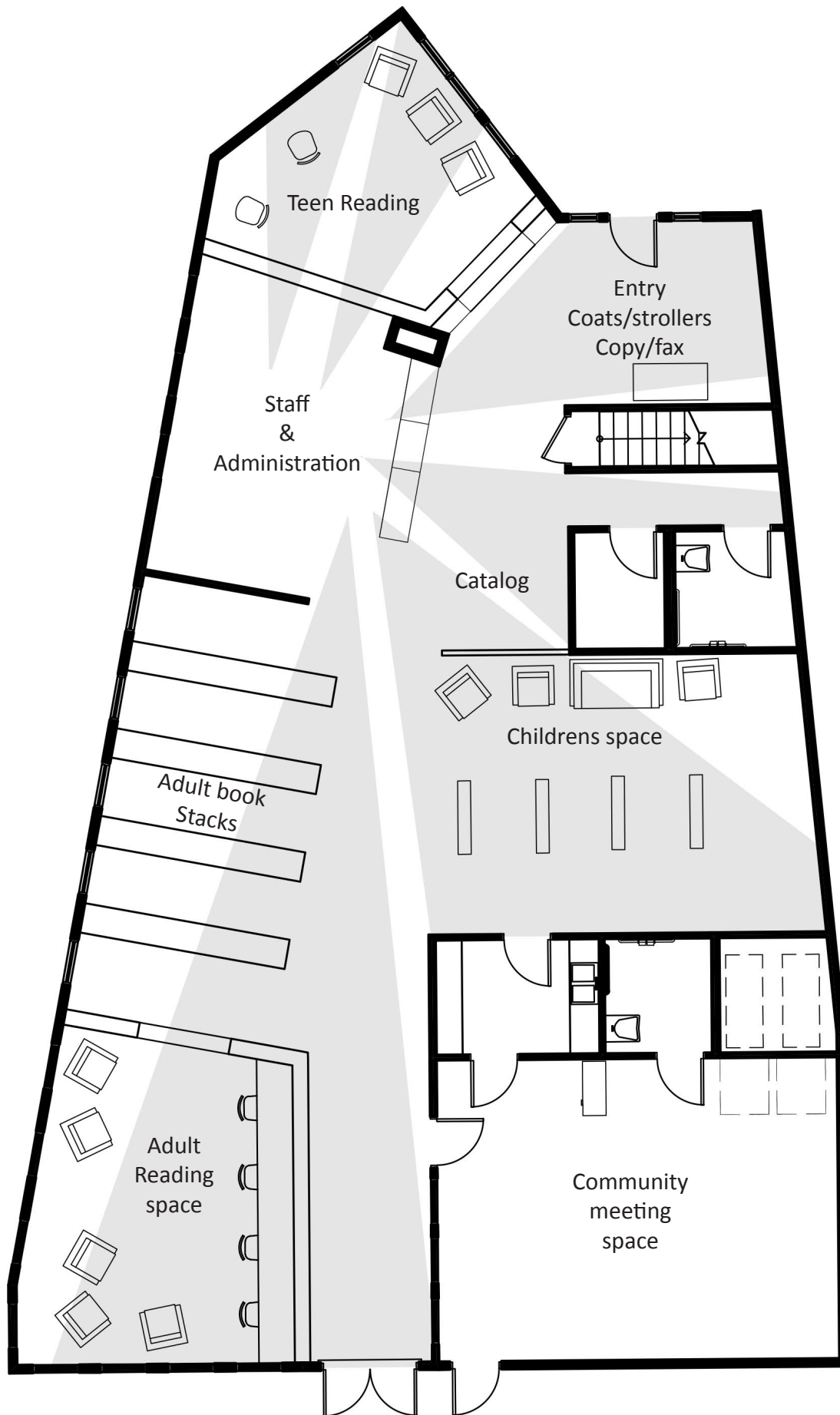


# Lines of Sight

Direct lines of sight are available from the front desk to all areas within the library, with the exception of the meeting space. This allows the staff to maintain a visual connection to patrons within the library, but also the different spaces within the library.

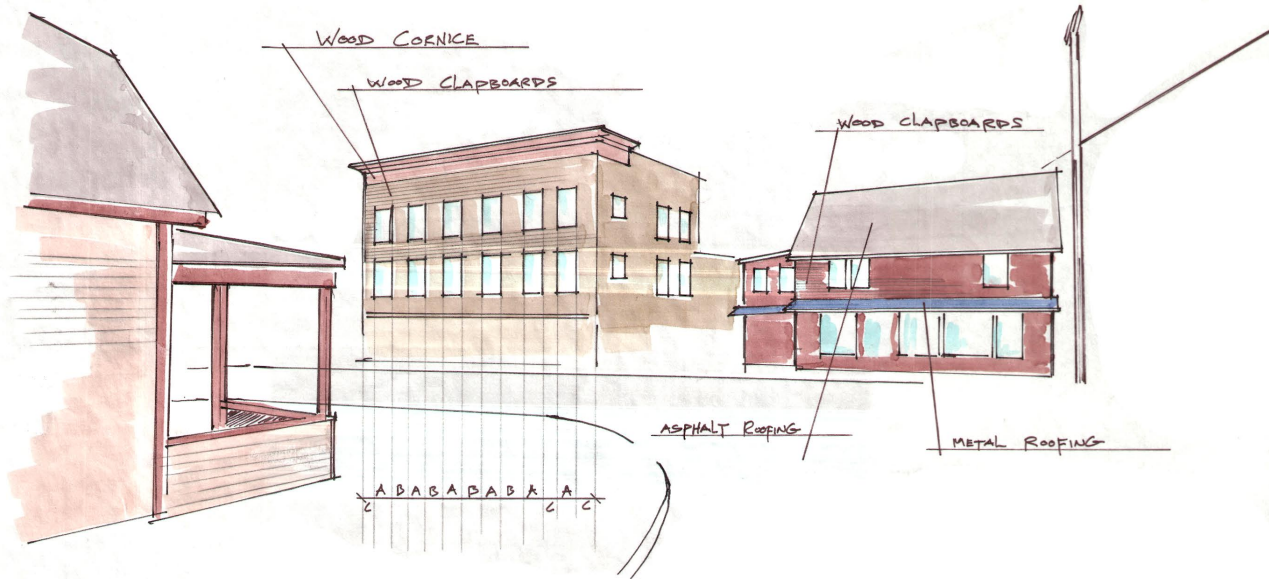
Each reading/ activity space is located far enough away from each other to allow privacy, while also allowing the staff to monitor each space from the front desk,



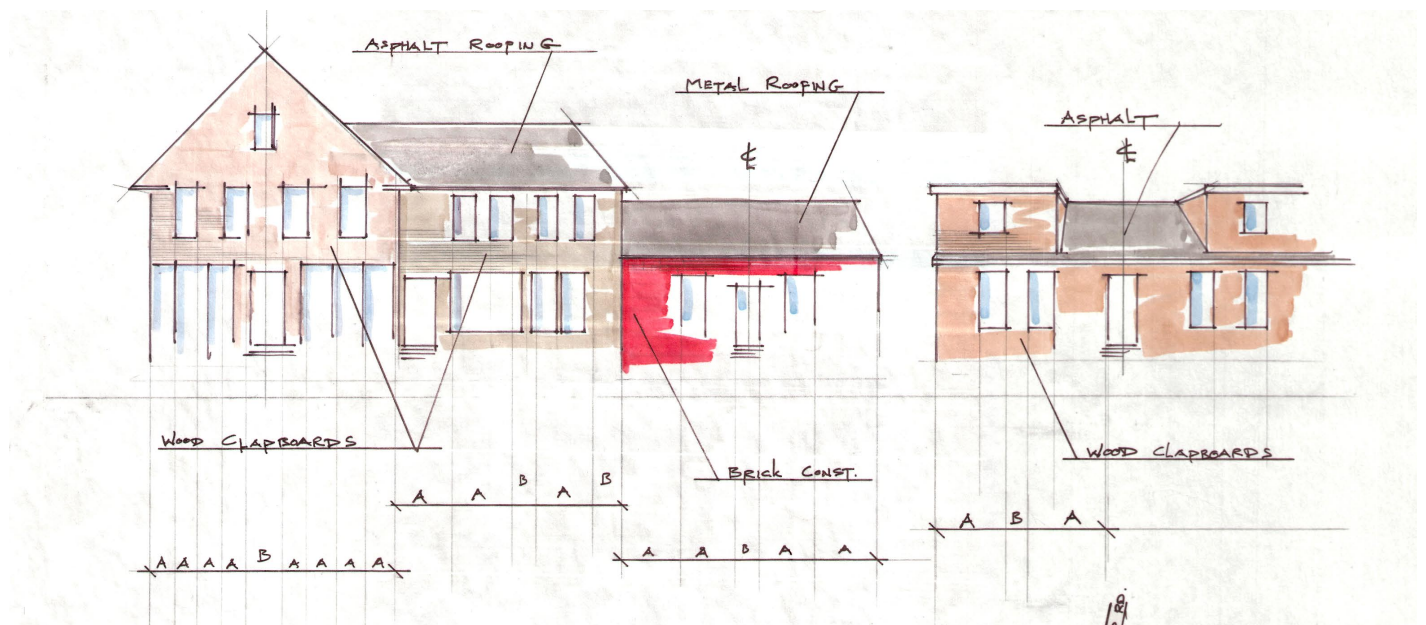


# The Architecture of Readfield

While there may be no readily apparent architectural patterns in the downtown Readfield area, there are patterns nonetheless.



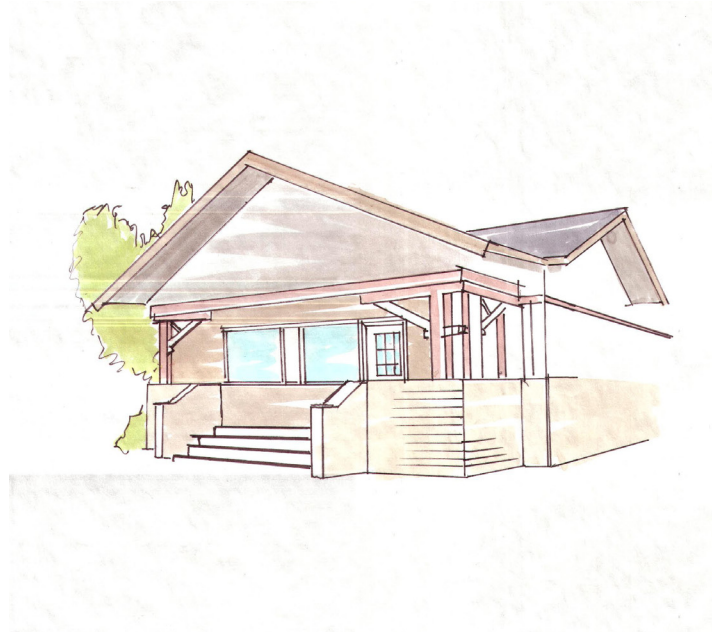
Patterns of fenestrations present opportunities to unite a new library design to the existing Readfield vernacular.



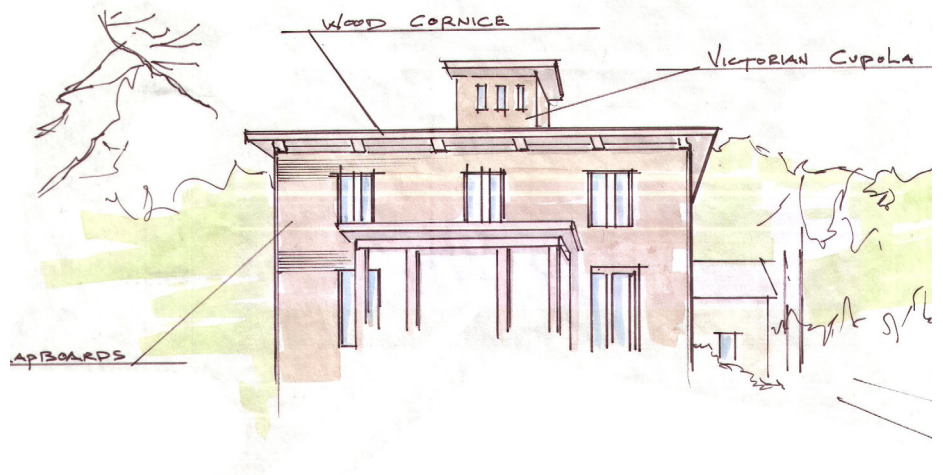


# Interpretation of Vernacular

How does the new library design reflect the different design elements that have been discovered? Fenestration can be grouped to create patterns or unique design elements. Fenestration does not need to copy other patterns directly, but there does need to be an order present.

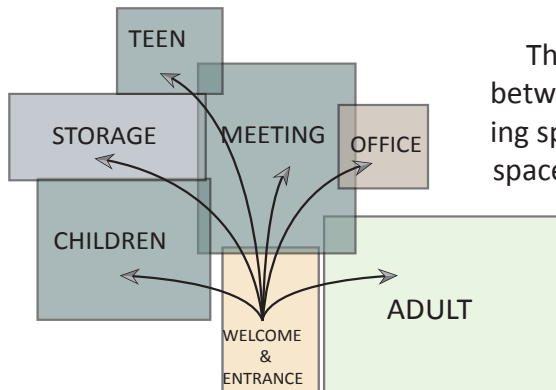


The cornices that are found on the Post Office building and the neighboring Victorian style house could be applied on a smaller scale to a connection to surrounding buildings.



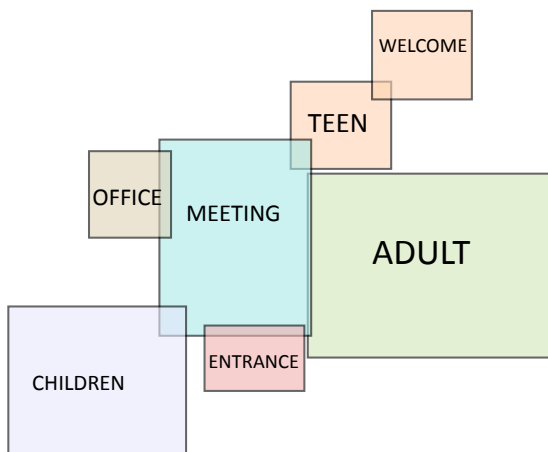
# Diagrams

## Could meeting space also serve as circulation?



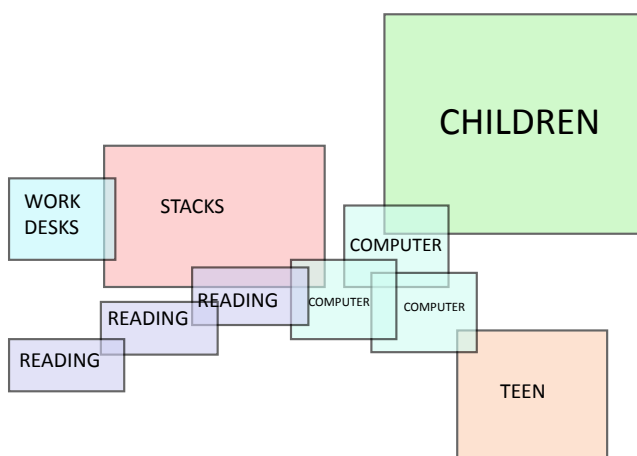
The existing library allows for limited visual connections between spaces. One concept would be to create a meeting space at the center of the library and have the other spaces orient around it. This would allow for visual connections between spaces via the meeting space. The role of the meeting space would have to be developed. When and for what purposes would the meeting space be used?

## Examination of teen space



What is the role of the teen space in the existing library? How can this space be redesigned to increase usage by teens. Out of the three reading spaces, the teen space is the smallest. The current program lists the teen space as the same size as the welcome space. In order to increase usage this space must be larger and have its own identity within the library. Separate but also connected.

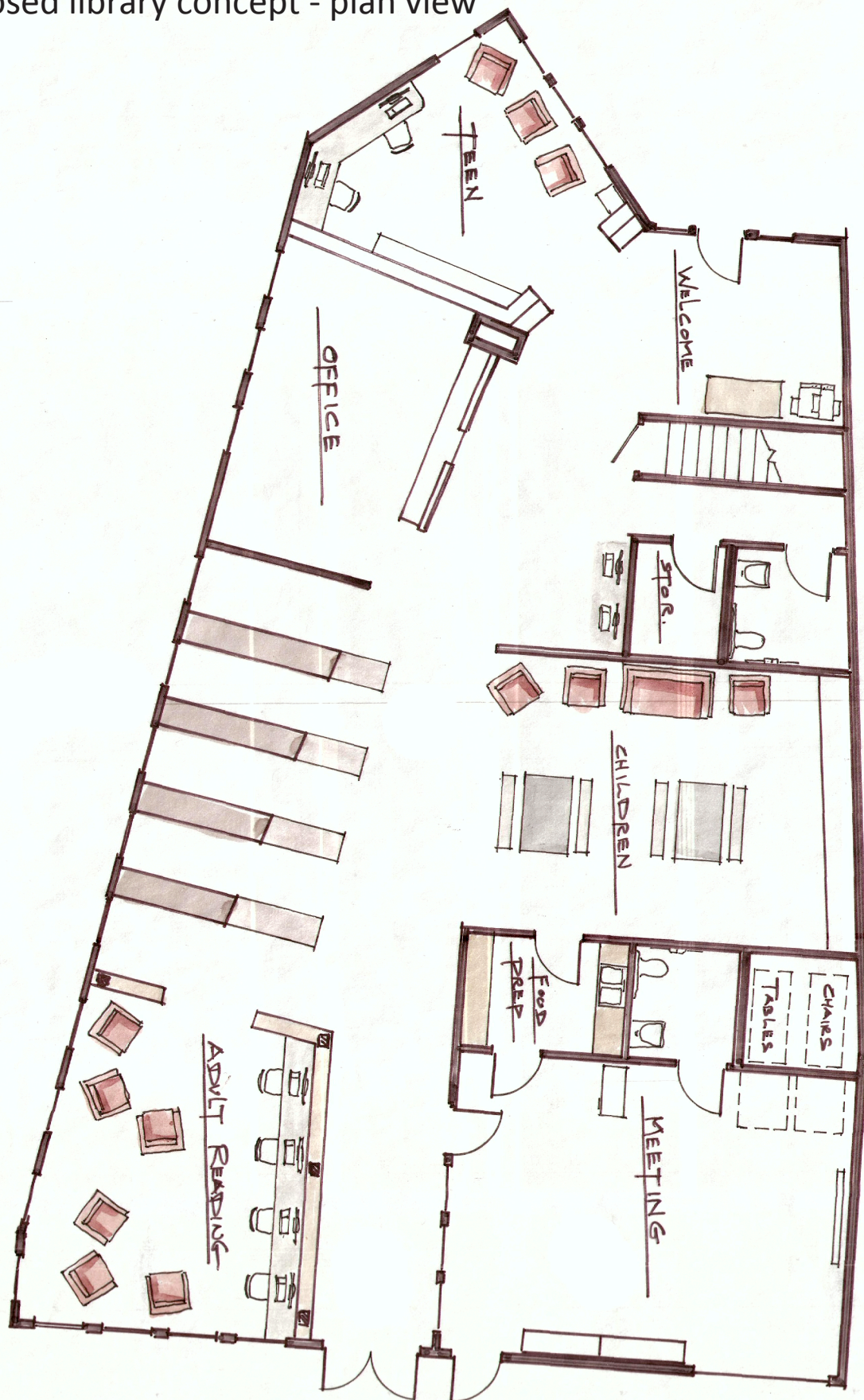
## Computer and reading spaces



In this diagram I wanted to examine how the computer and reading spaces would interact with each other. Should there be one computer per reading space or three separate reading spaces adjacent to one computer space with three computers? Ultimately I chose to combine the adult reading and computer space into one space.



# Proposed library concept - plan view



# Visability from the front desk







## Light Wells

The placement of light wells into the roof plane allows natural light to wash into the library. This also prevents direct sunlight from landing on books and damaging them.

Light wells also add a dynamic element to the roof plane. Transforming the roof plane into something that adds a strong design element to the library

# Exterior views



## **Southwest View**

---

View highlighting the rear entry and teen space. By separating the teen space through the use of surface change, the teen space is given its own identity.

## **South View**

---

Additional perspective of rear entry and teen space.

## **Northwest View**

---

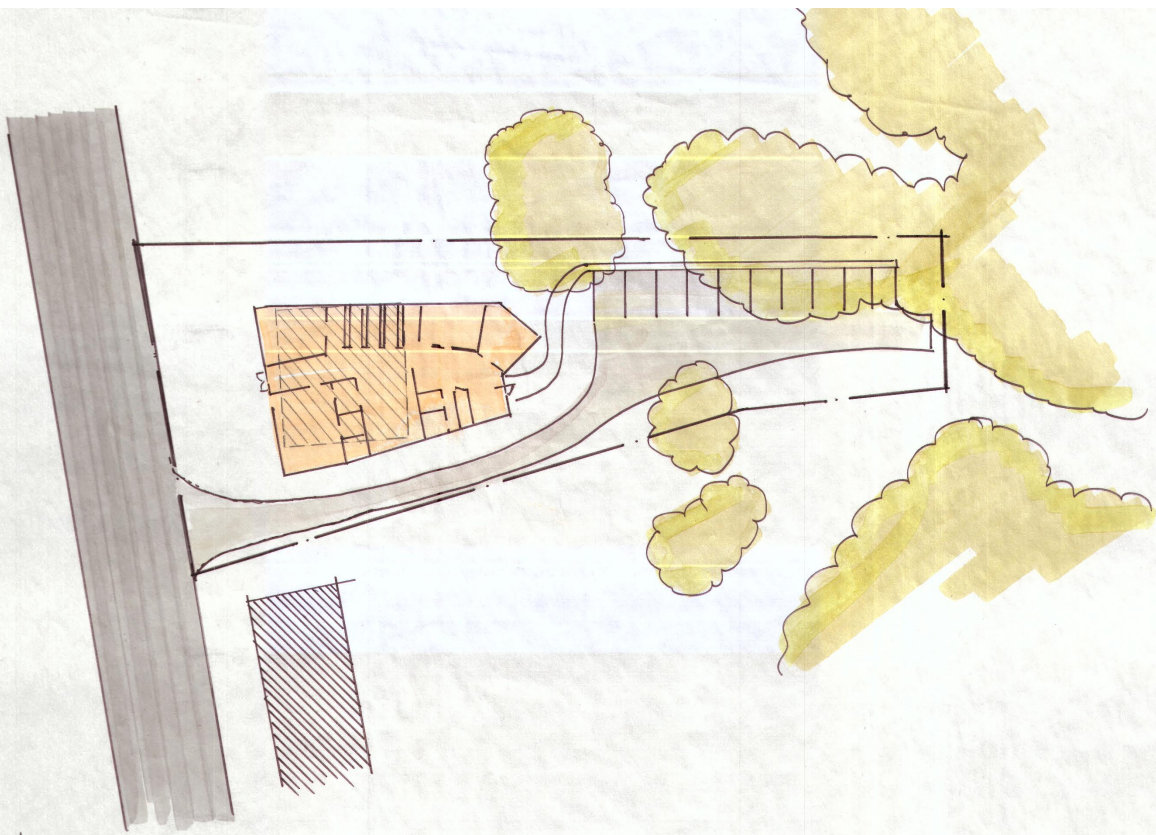
View of the side access from the road and the front entry. Surface change was applied to the meeting room also. The meeting space serves two roles. One to the community and one to the library itself.



# Site Plan



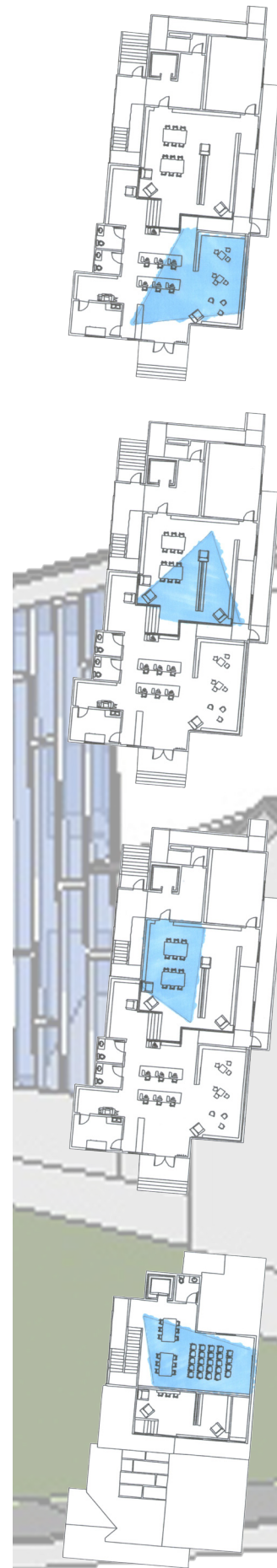




LOCATION ON SITE







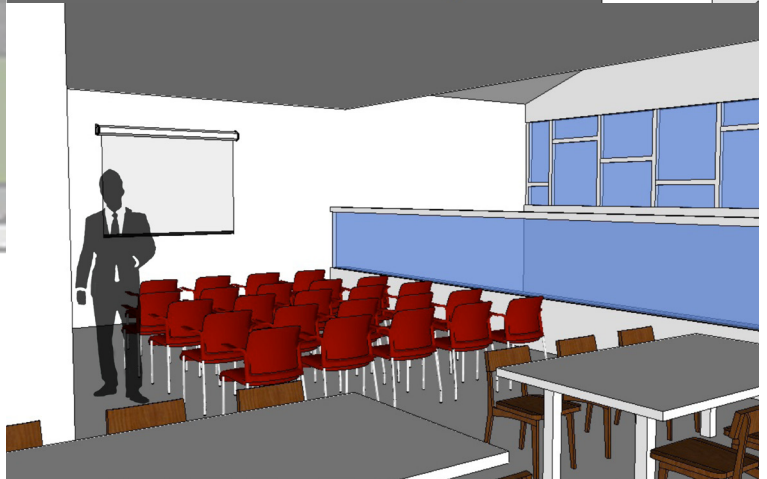
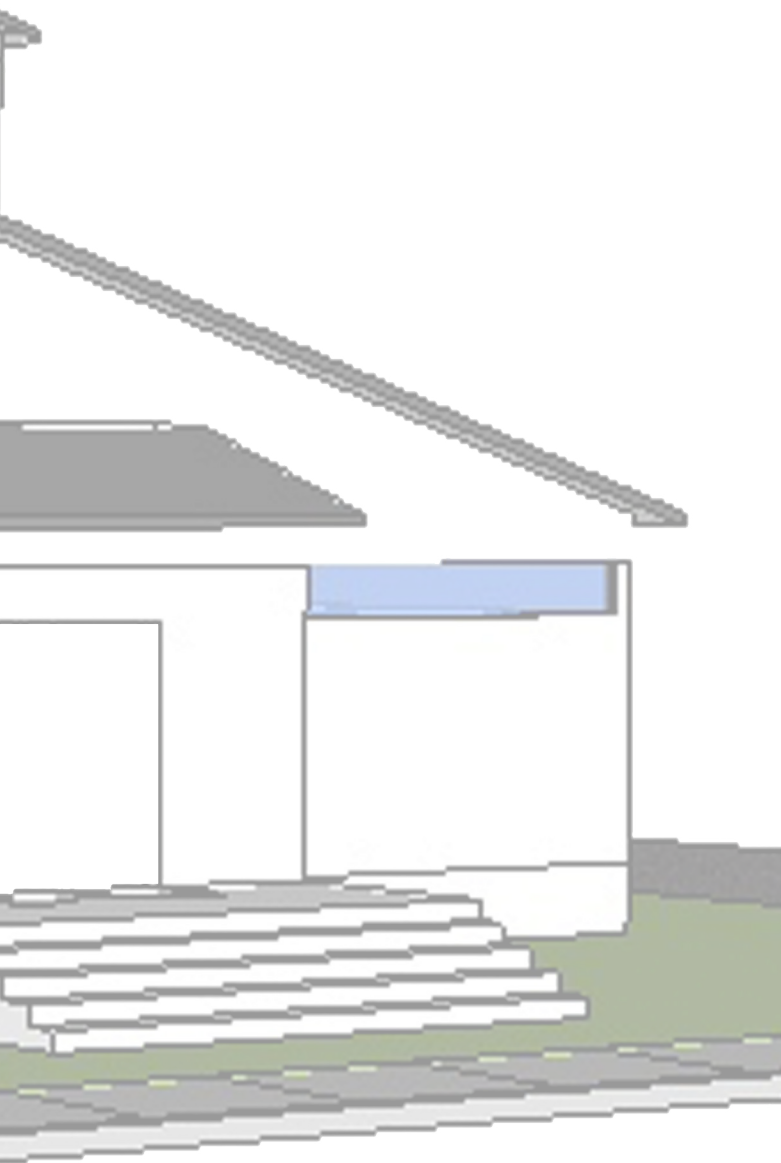
Readfield Community Library is the combined efforts of individuals within the community working together as one for a worthwhile cause. Over the years, their efforts have become the foundation of what is the community library. This project wants to encourage bringing members of the community together.

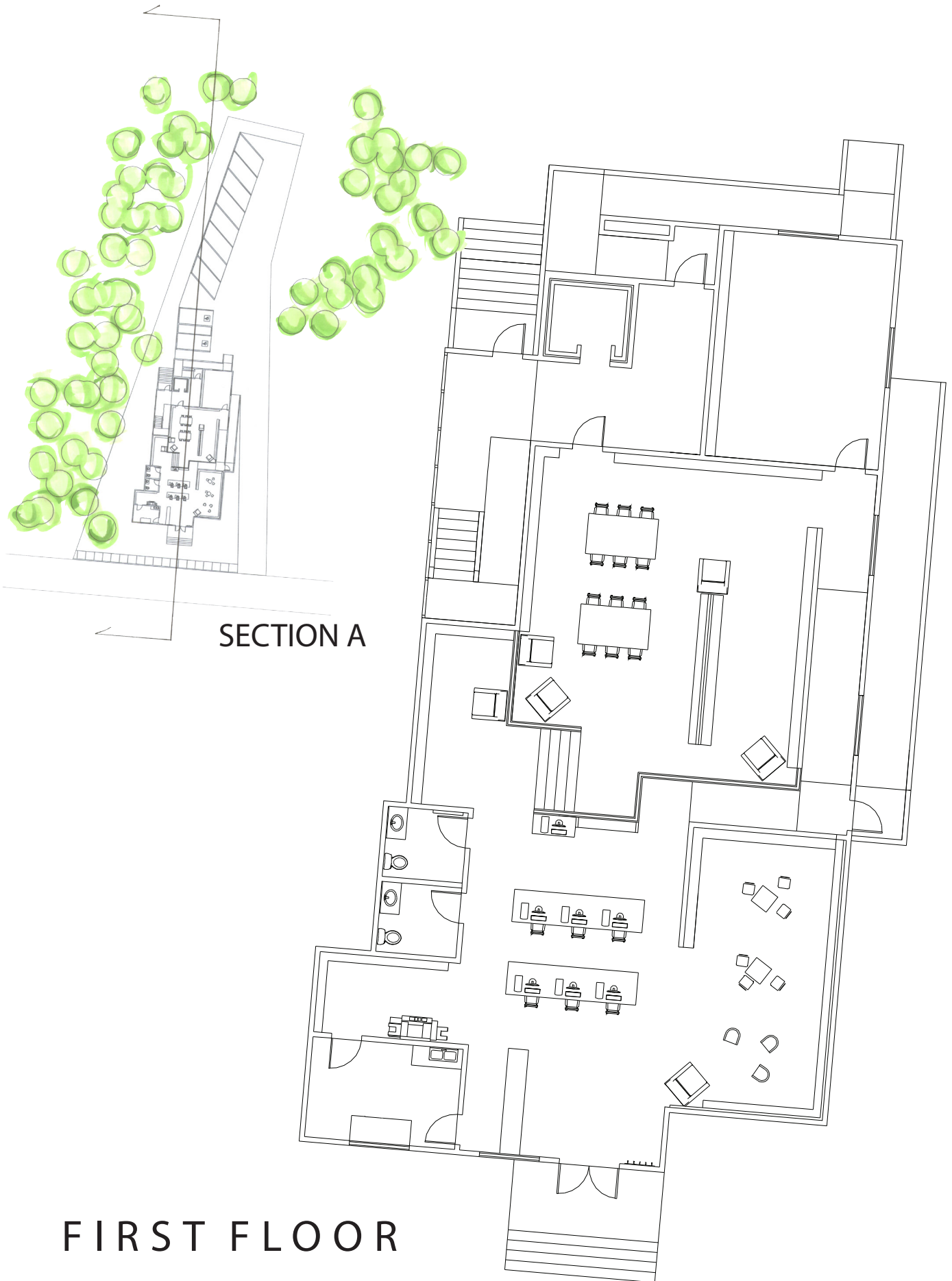
The project defines unity as a means for combining individual spaces within the library into one space. Each space is an organized collection of resources working together as a whole to establish the basis of what a library is. Defining unity within the library will encourage a collaborative atmosphere and will thus become the foundation for bringing the community together.

Providing a shared space for individuals creates unity within the library and the community. While some spaces within a library are intended for individual purposes, unobstructed views and uniform lighting throughout the entire library will connect the space as a whole. Varying ceiling heights and book stack heights will allow for individual spaces, but maintain a collaborative unified space.

Readfield Community Library  
Readfield, Maine / Fall 2012

Sarah B. Nash



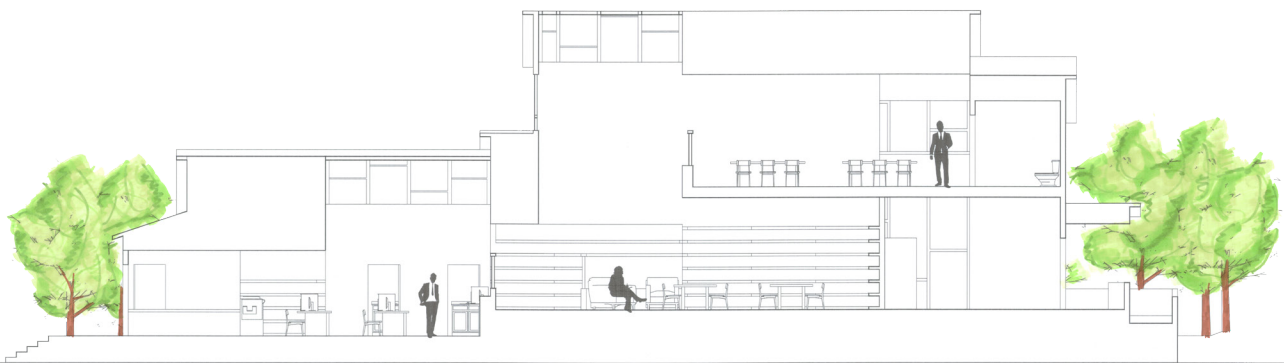
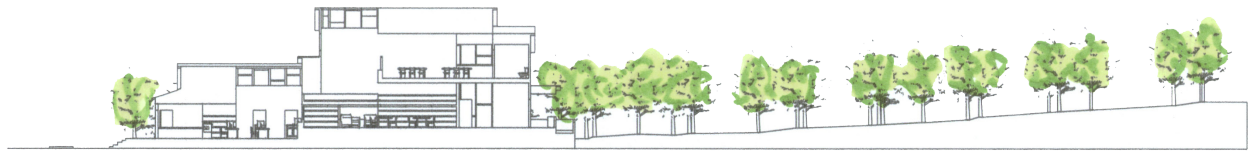




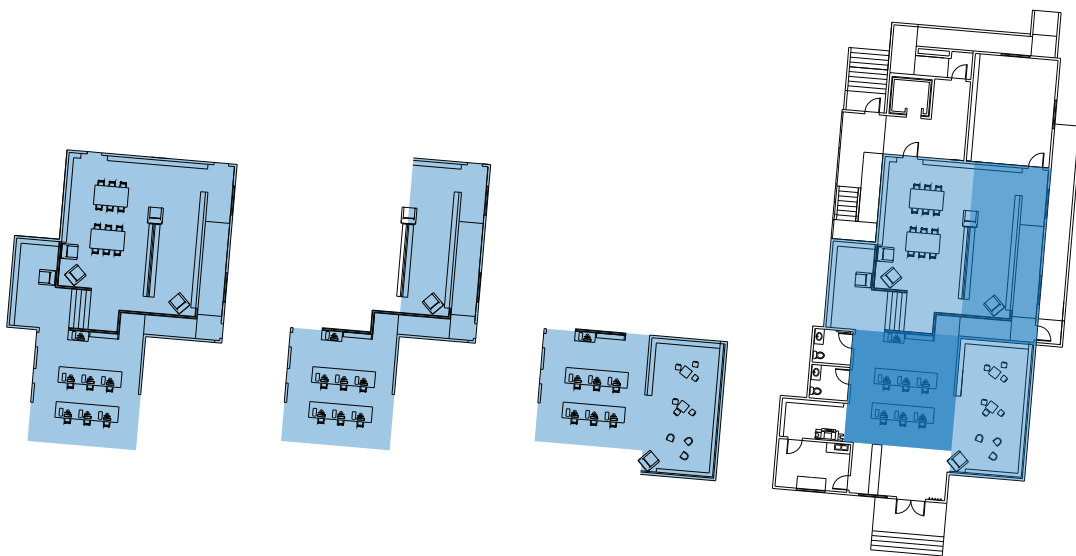
SECTION B



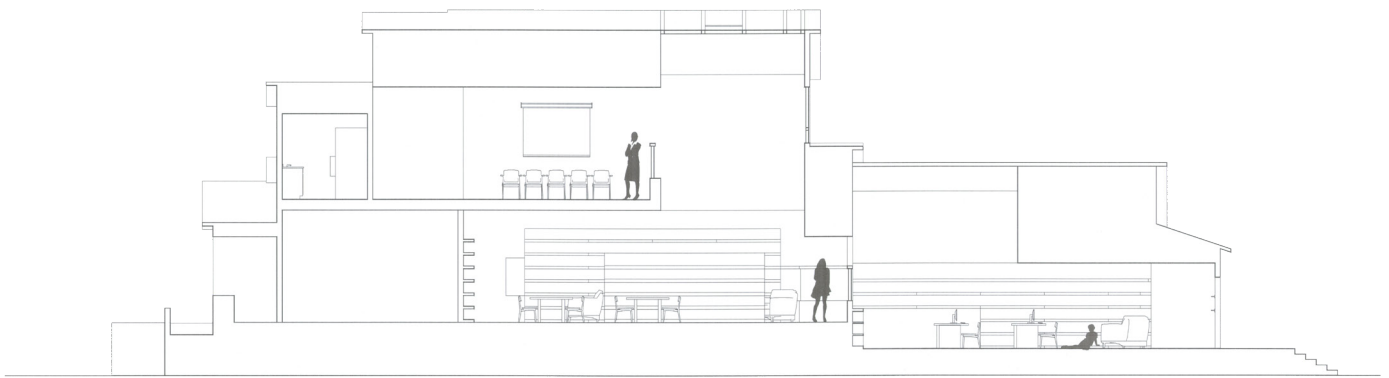
SECOND FLOOR



## SECTION A



“combining individual spaces  
within the library into one space”



SECTION B





# COLLECTIVE DISCOVERY

The current Readfield library exists in a building not originally designed as a library. Comprised of small separate spaces, it does not support collaborative activities or a visual connection between spaces.

The proposed design will enhance visual connections and collective discovery. This becomes the basis for the organization of a communal space that will remain sensitive to the individual's experience.

Through staggered levels, elongated views, the use of compression and release, modularity, and human scale, the individual and collective experience of library visitors will be enhanced.

Readfield Community Library  
Readfield, Maine / Fall 2012

JESSE PATKUS

Three small triangles in purple, orange, and blue are located in the top right corner of the page.

# INDIVIDUAL EXPERIENCE

Five small triangles in green, cyan, yellow, pink, and blue are located in the bottom half of the page, scattered around the central text.





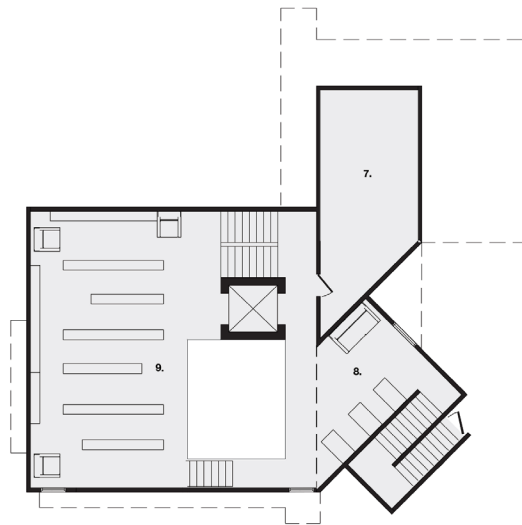
ANGLED TO CREATE VISUAL  
CONNECTIONS FROM THE EAST  
AND WEST.



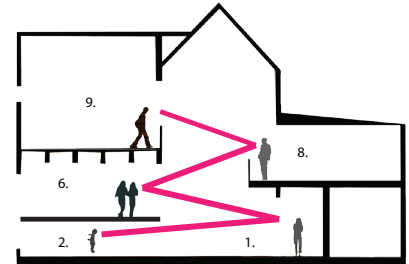




Readfield Community Library / Jesse Patkus



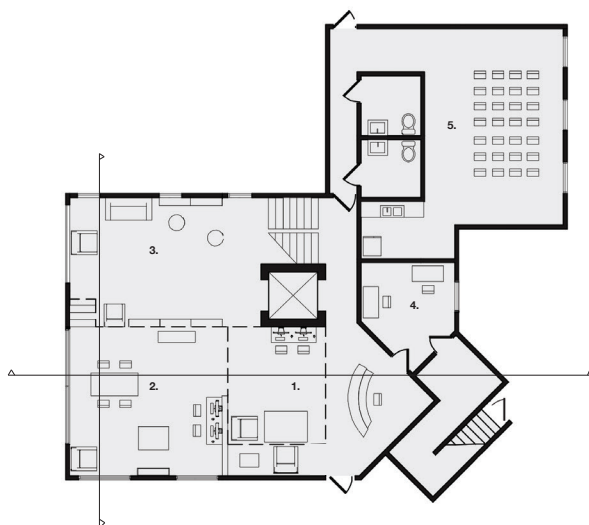
LEVEL 3



VISUAL CONNECTIONS INSIDE



LEVEL 2



LEVEL 1

- 1. WELCOME / CIRCULATION DESK
- 2. CHILDRENS ART SPACE
- 3. CHILDRENS READING SPACE
- 4. OFFICE
- 5. MEETING SPACE
- 6. TEEN SPACE
- 7. STORAGE
- 8. ADULT READING SPACE
- 9. ADULT STACKS








Readfield Community Library / Jesse Patkus









# Evolution manifested through the juxtaposition of Orthogonal and Dynamic orders.

In order to evolve it is necessary to know where one has been. Therefore, in this concept orthogonal orders represent the elements of Readfield's current library that remain essential components to its operation. The dynamic orders are elements that answer current issues that have been identified in the research phase. We learn from the current building that structurally, the floors could not support book stacks, so books ended up flooding the walls which really limits the use of the spaces to the center which develops a less intimate space. The current structure also lacks the ability to visually connect the librarian to children, junior, teen and adult circulation spaces. And finally, there is no community/ group gathering space of a sufficient size for the library to host events to establish a more firm collaboration with the town of Readfield.

In contrast to the libraries conception in the early 1960's, society has become and is constantly developing into a more technologically advanced and progressive unit. This technological expanse and open mindedness are some of the key factors into providing an environment that is more accepting of the unknowable design capabilities of the future. It is also the reason why the role of dynamic elements is so integral to the juxtaposition with orthogonal orders. The dynamic enables the occupant to feel part of something that is in forward motion, and the orthogonal maintains the historical charm and intimacy the current building provides. I feel that it is necessary to preserve this historical aspect and remind the community of where they have been and allow them to see where they may go.

The design accomplishes this through a variety of methods. The original façade of the current library is left intact and then transforms into a façade that is a dynamic strip of curtain wall wrapping around the structure. This not only ties the orthogonal to the dynamic, but helps to establish focal points from within spaces. These controlled views help to maintain a focus on the community

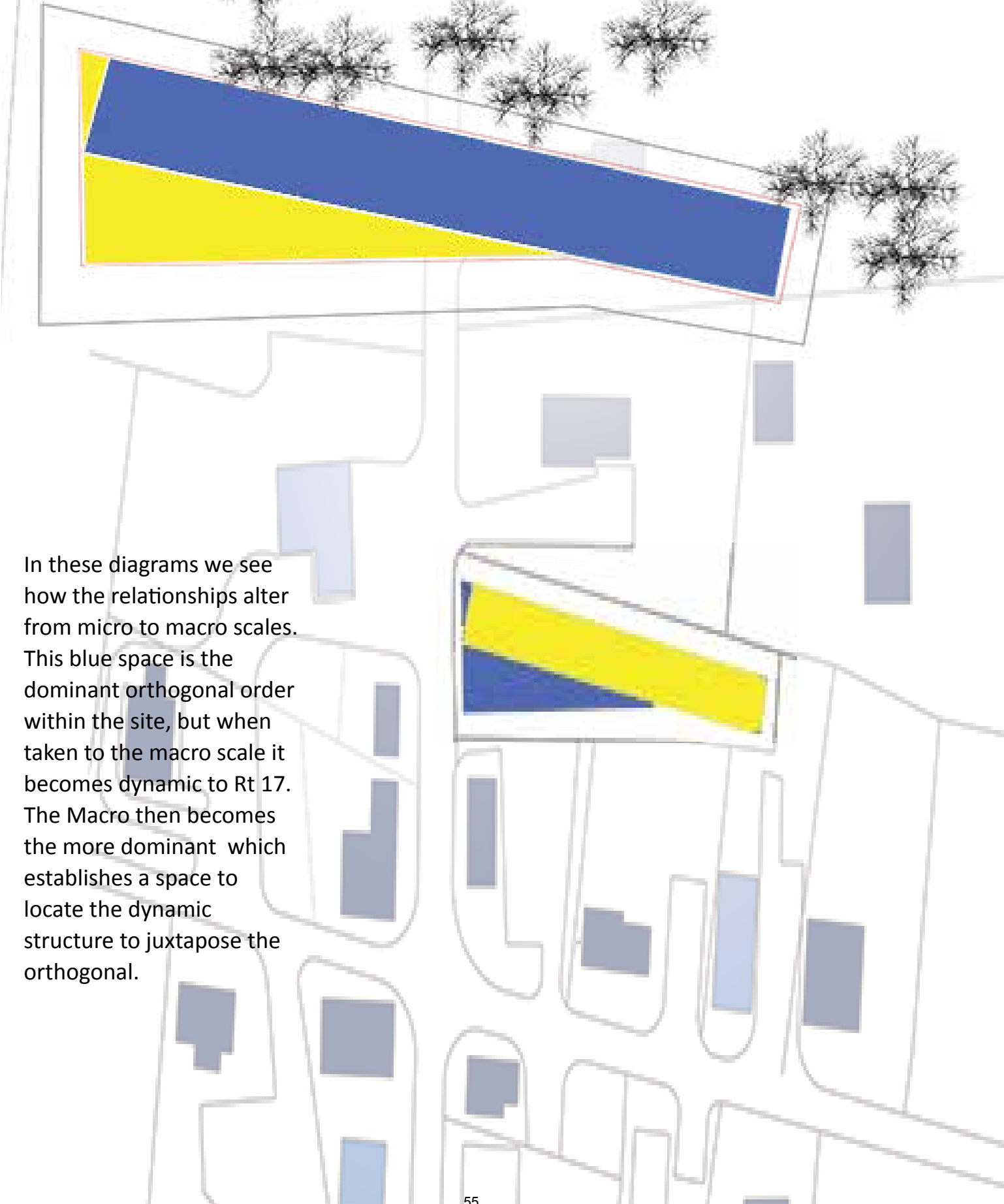
**Readfield Community Library**  
Readfield, Maine / Fall 2012

**Karl Schadlich**

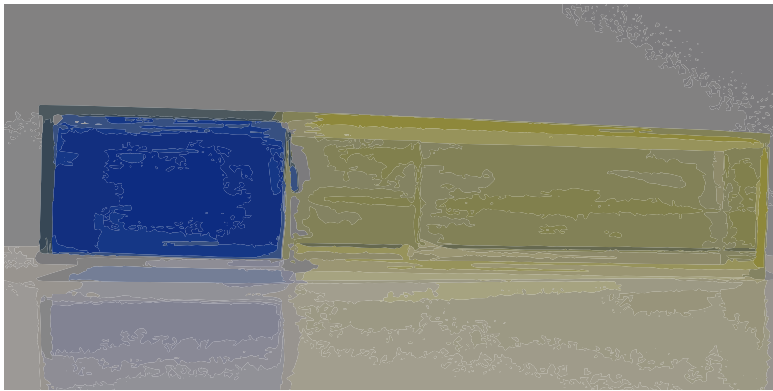


# SITE

## DYNAMICS TO ORTHOGRAPHICS

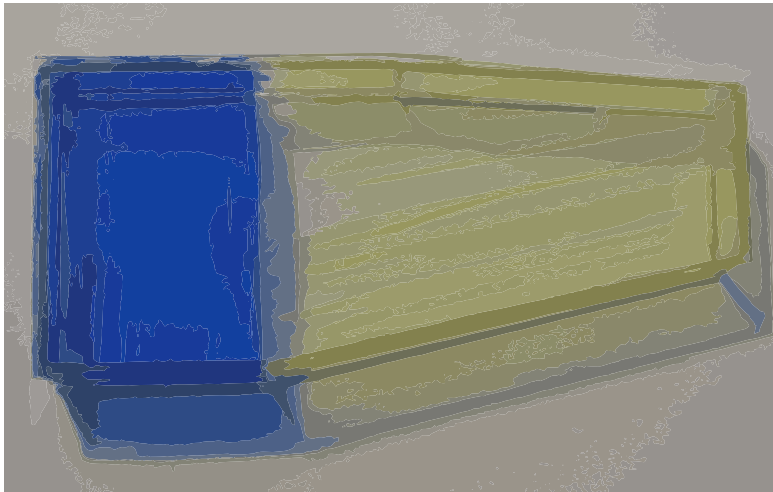


In these diagrams we see how the relationships alter from micro to macro scales. This blue space is the dominant orthogonal order within the site, but when taken to the macro scale it becomes dynamic to Rt 17. The Macro then becomes the more dominant which establishes a space to locate the dynamic structure to juxtapose the orthogonal.

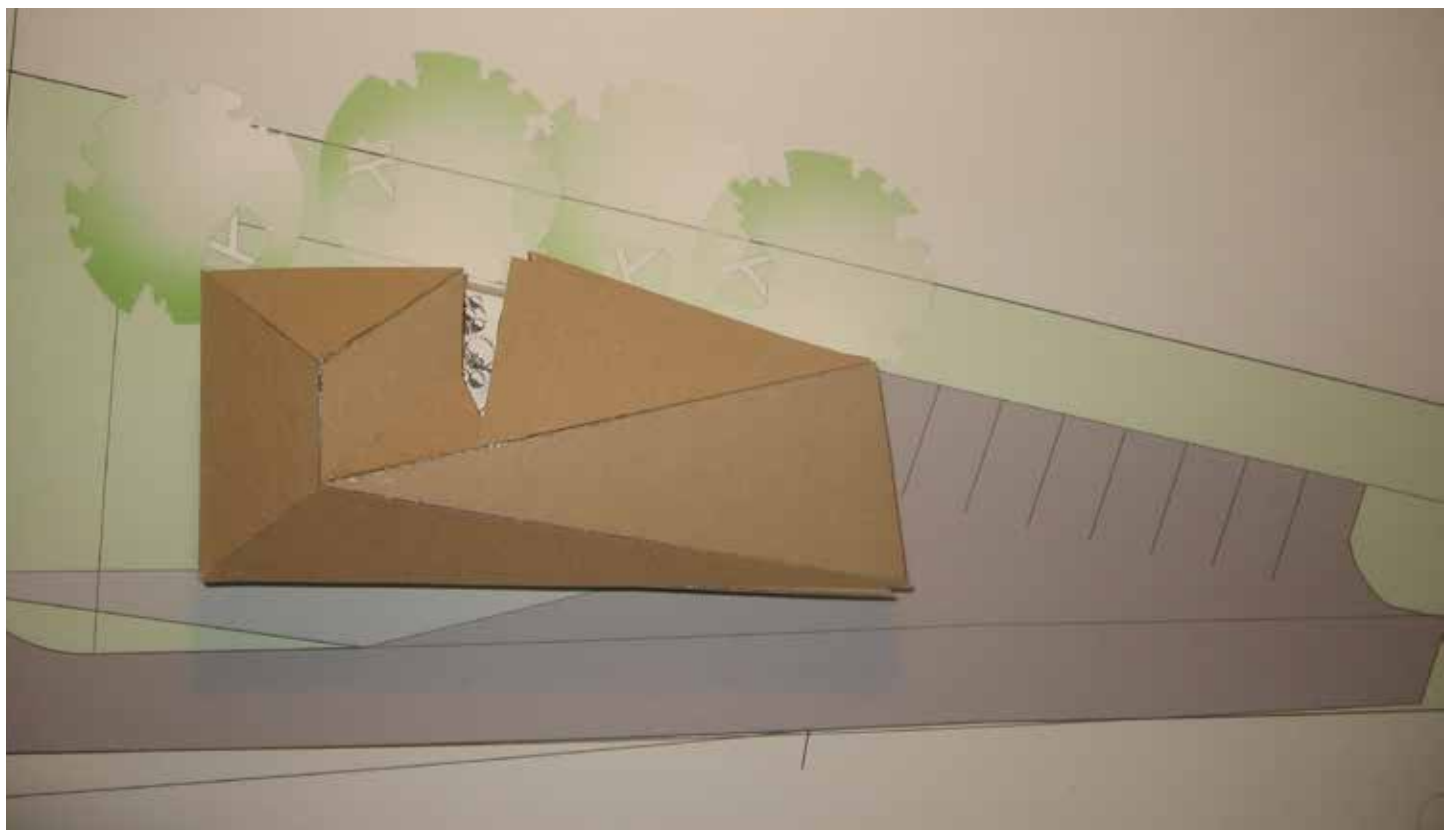


**SIDE VIEW**

From the site dynamics and orthographics analysis I translated that information from site to building. The massing model to the left helps to determine the juxtaposition of the two orders based upon the shape of the existing structure, and aids in the placement of the dynamic portion of the new structure so that the historical quality of the current building is not overpowered by the new structure that will be added to it.



**TOP VIEW**

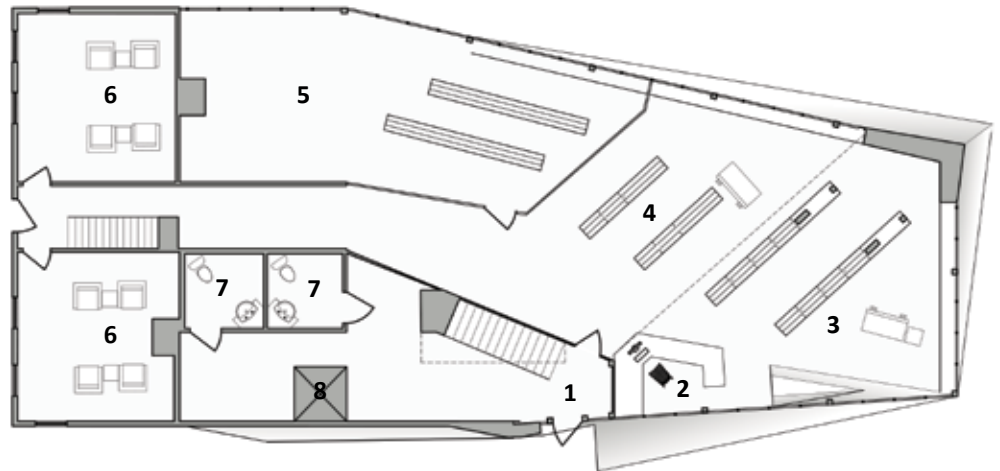


**SITE PLAN/ ROOF PLAN**

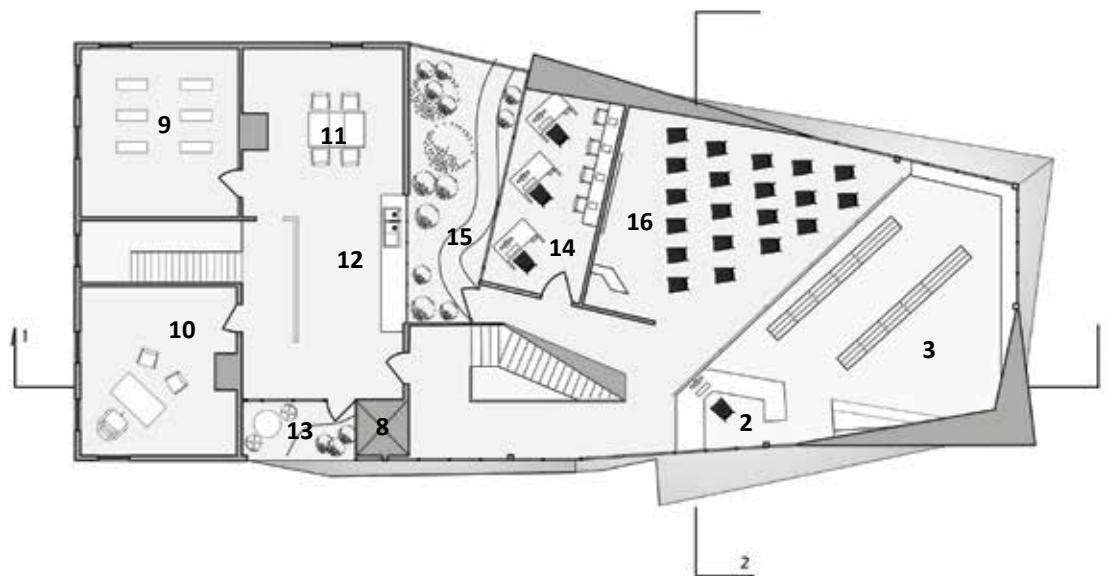
# PLANS

## Legend

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1- Enter                        | 10- Office                  |
| 2- Circulation                  | 11- Staff Space             |
| 3- Adult                        | 12- Kitchenette             |
| 4- Teen - Junior                | 13- Staff Outdoor Space     |
| 5- Children                     | 14- Digital Media           |
| 6- Intimate Reading/ Periodical | 15- Garden                  |
| 7- Restroom                     | 16- Community Meeting Space |
| 8- Elevator                     |                             |
| 9- Storage                      |                             |



**1st Floor Plan**

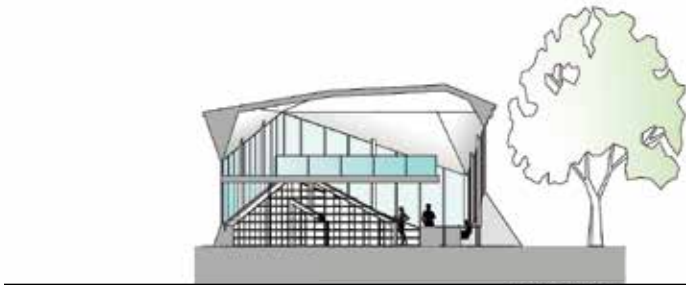


**2nd Floor Plan**

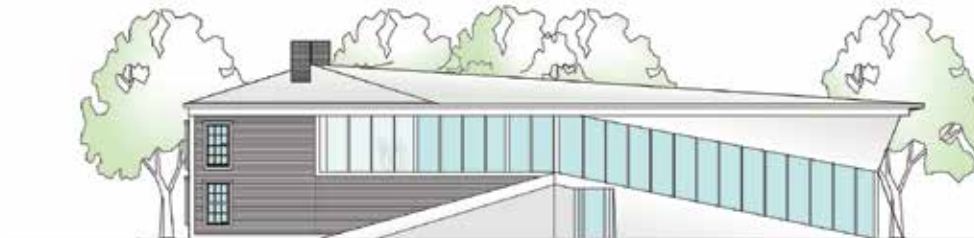
# ELEVATIONS



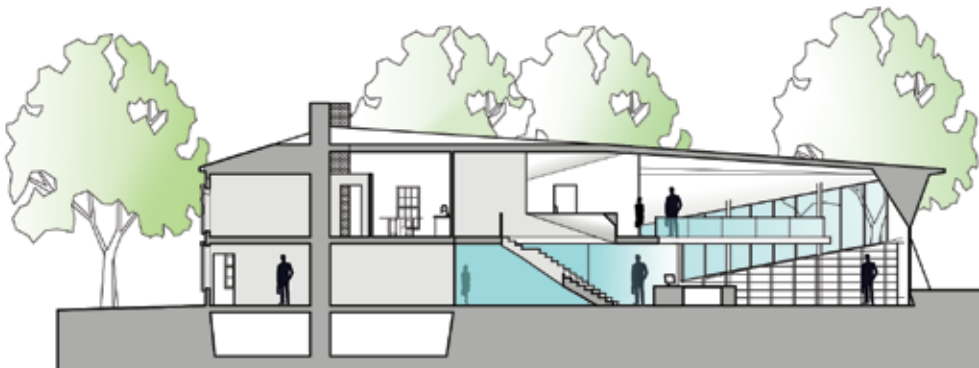
**SOUTH**



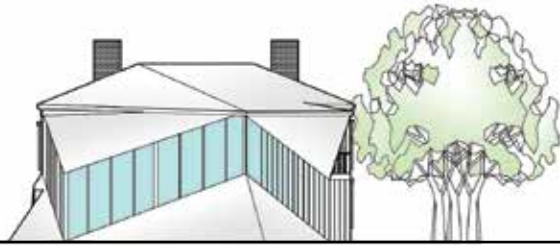
**SECTION 2**



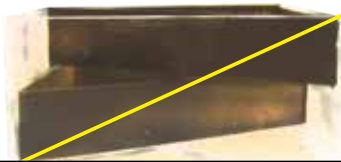
**EAST**



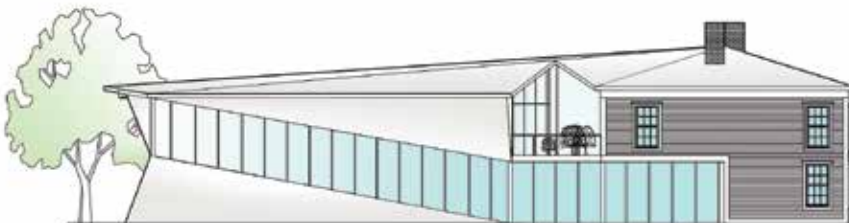
**SECTION 1**



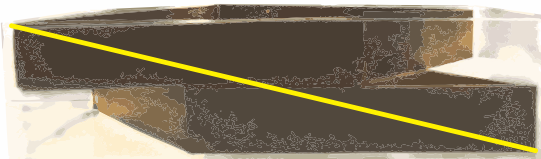
**NORTH**



**Placing dynamic elements within an orthogonal structure developed a dynamic pattern in elevation.**



**WEST**



**I continued that pattern into plan to establish a consistency within the dynamic order.**



# EXETER LIBRARY

## LOUIS KHAN

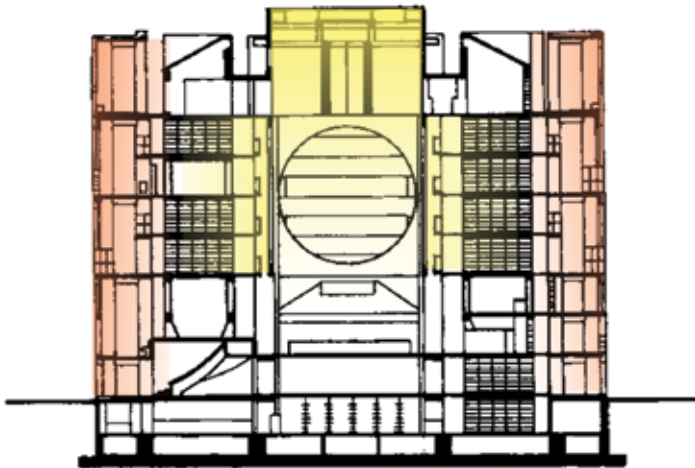
1967-1972

From this precedent study these 3 variations of light that Louis Khan utilized are recreated within the new design for the new Community Library.

The uniformed light correlates to the orthogonal elements of the design intention and the existing structure.

The dynamic light correlates to the dynamic elements of the new juxtaposed structure.

This leaves the threshold at the juxtaposing point. That enables the threshold of the new structure to house utilitarian spaces.

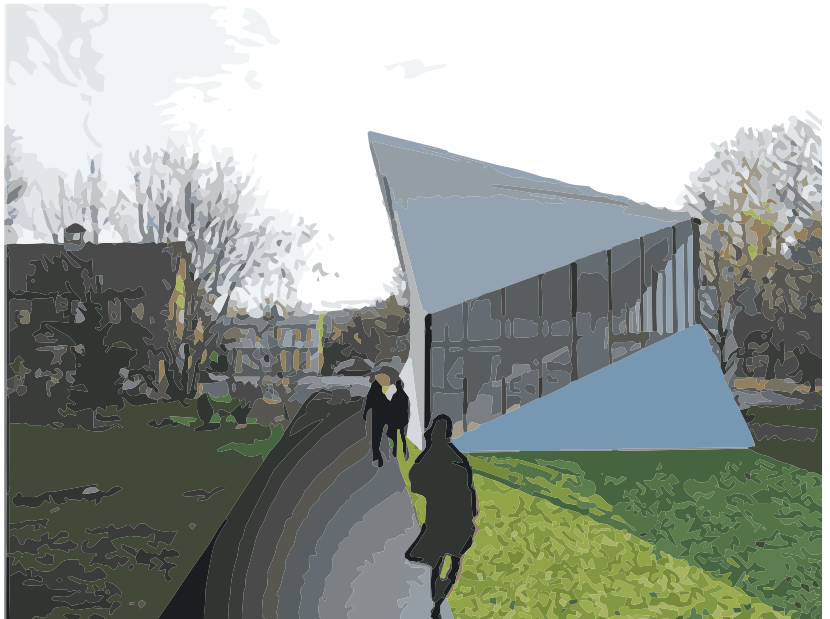


# Entering Views

View from Rt. 17



View from future Parking



Entry Space



## Views From Circulation Desk



**To Children**



**To Teen/ Junior**



**To Adult**

# Upper Level



Digital Media Space

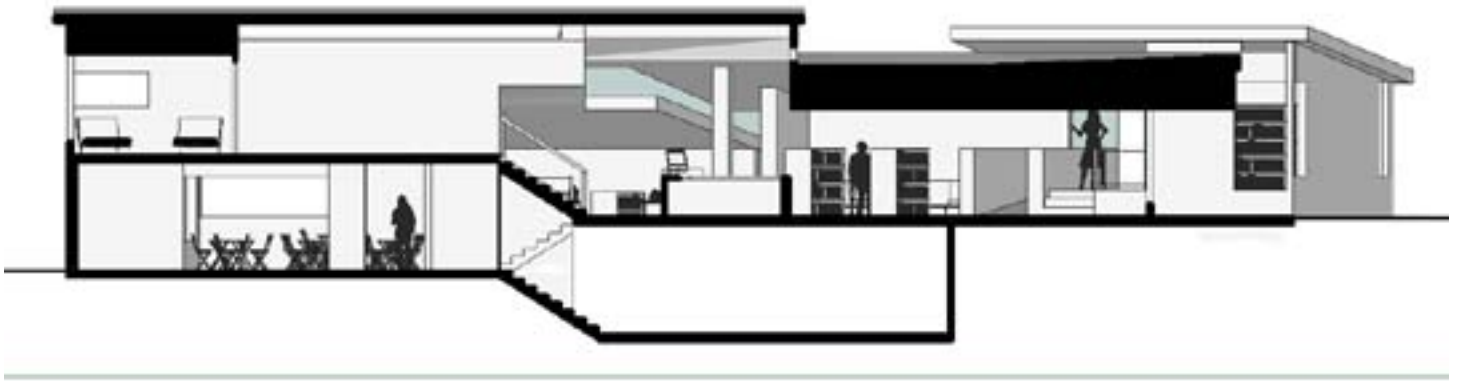


Community Meeting Entrance



Community Meeting





## **Intention Statement**

Found somewhere in the expanse separating disaffection from contentment is the spark which inspires curiosity of the mind. A well designed space, one with the element of mystique inviting exploration, should be the vehicle to transport its occupant to that place. After adapting to that place will the design further push exploration through the elements of space, scale, light and connection with natural environments.

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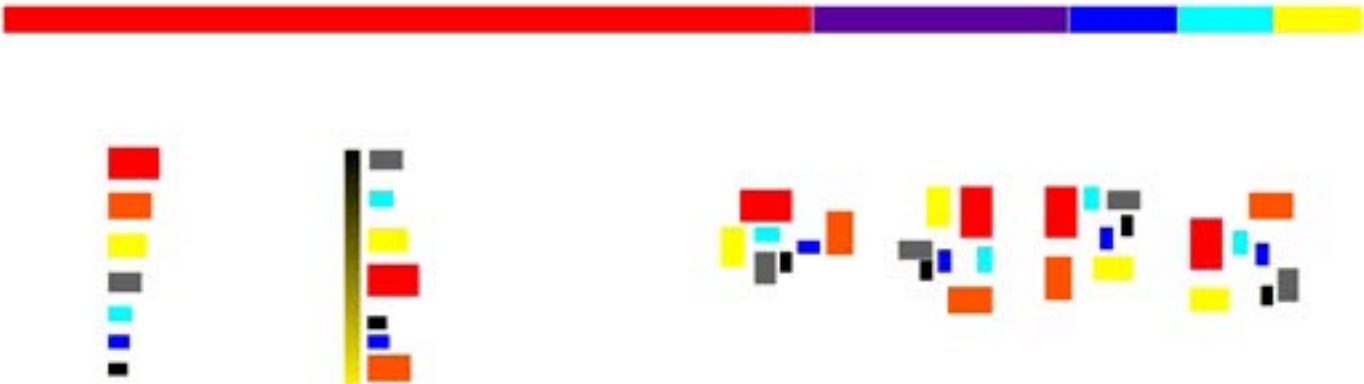
**Earl I Shields**



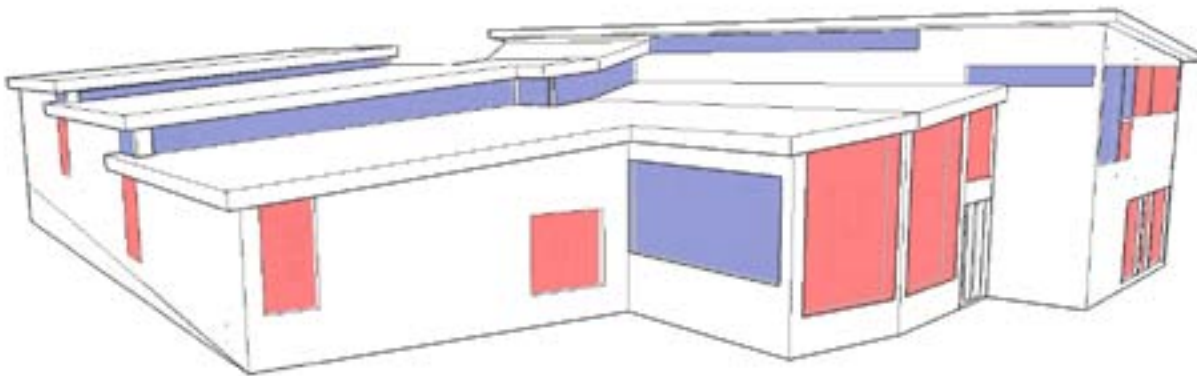
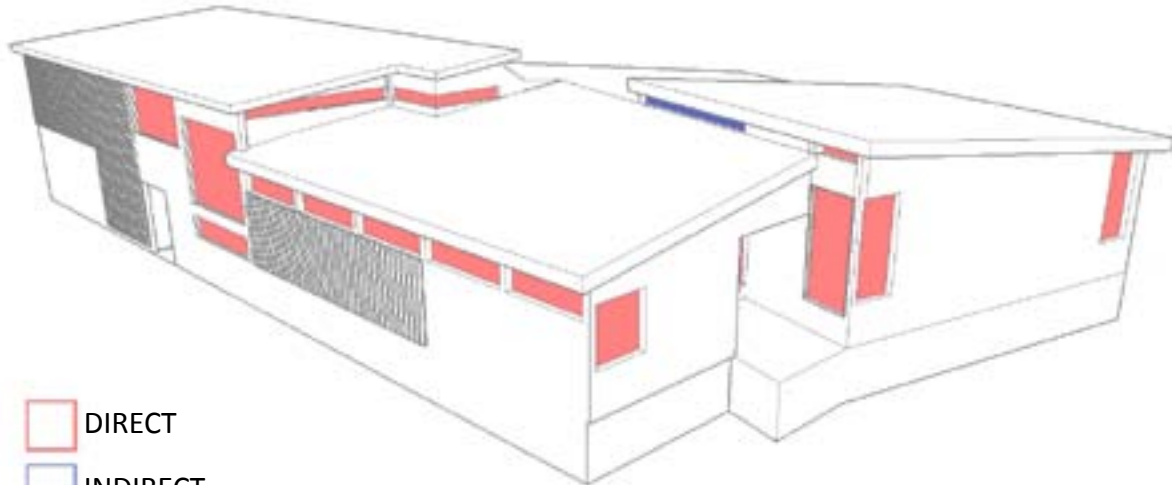


Above: A study of views to and from the site. The yellow indicates the views from existing buildings around the site and the the red indicates what someone would see as they were approaching on the main roads. In this process I started to design for a welcome approach.

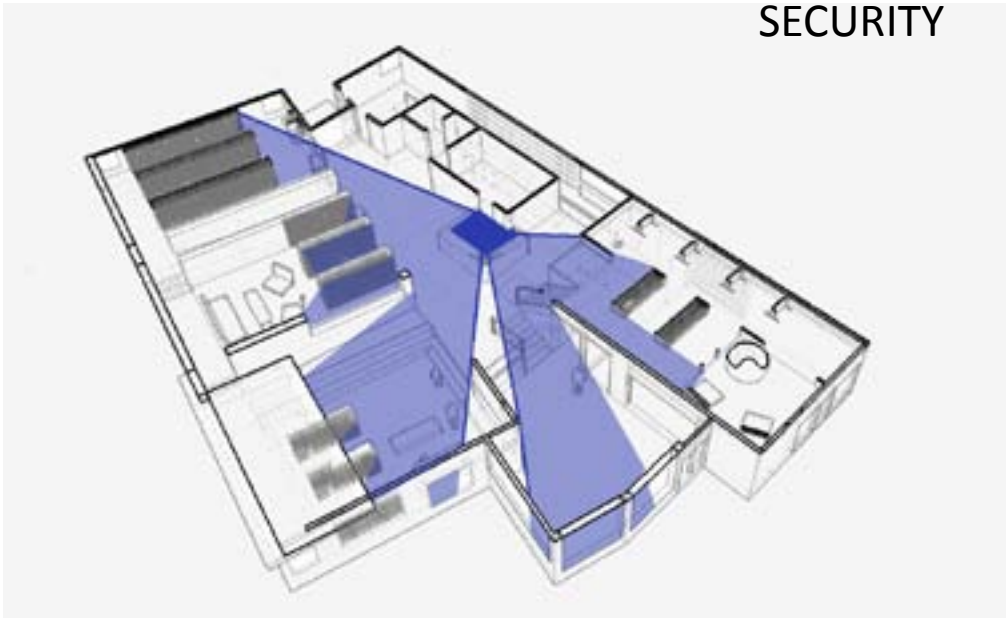
Below: A study of Program and Space. Each color depicts the type of space and the linear footage for the stacks. The bottom right is a study of existing librarys and their space layout.



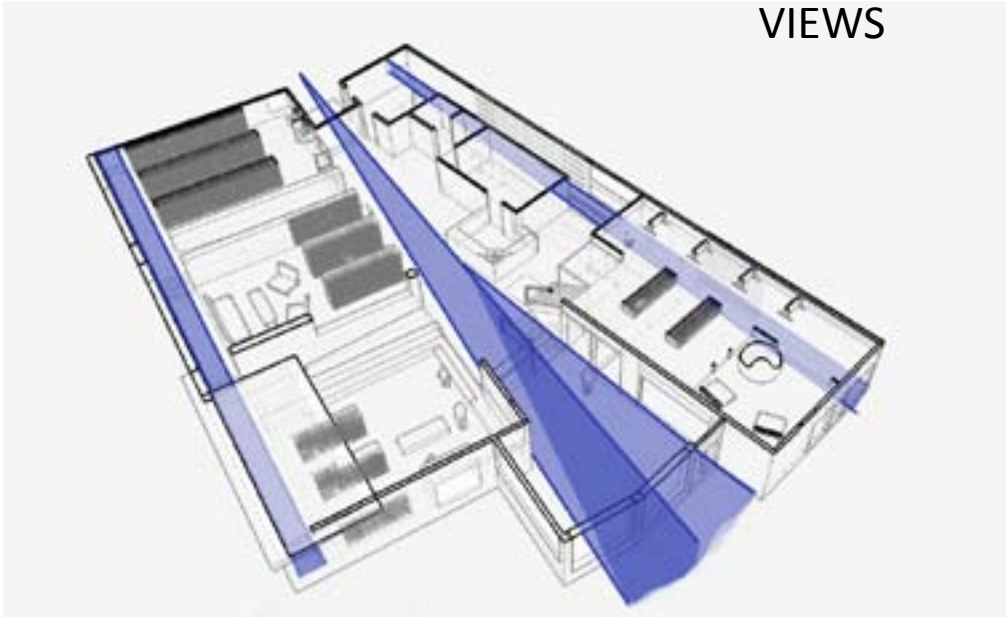
# DIAGRAMS



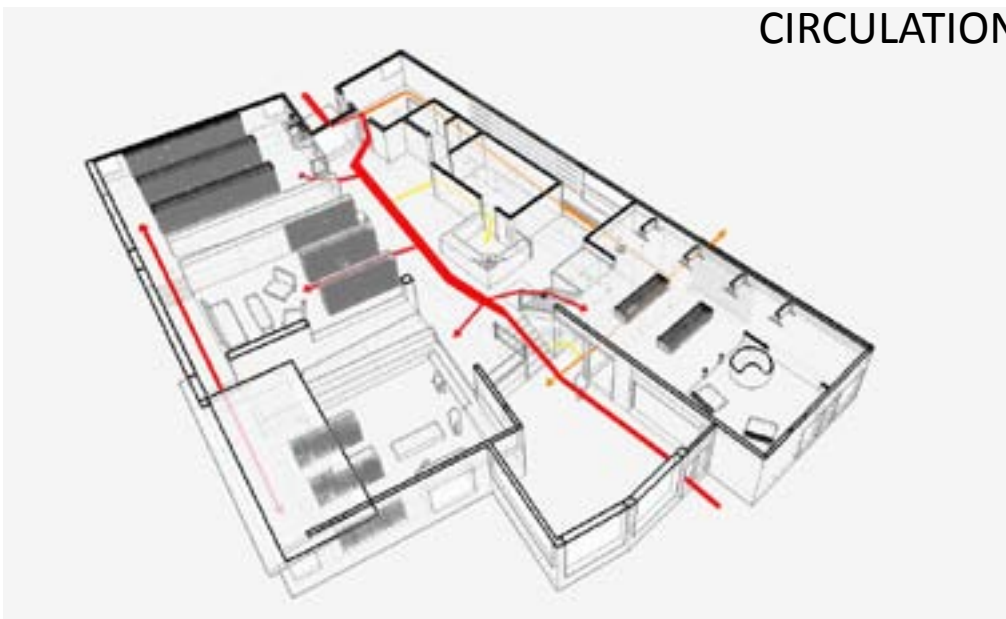
## SECURITY



## VIEWS



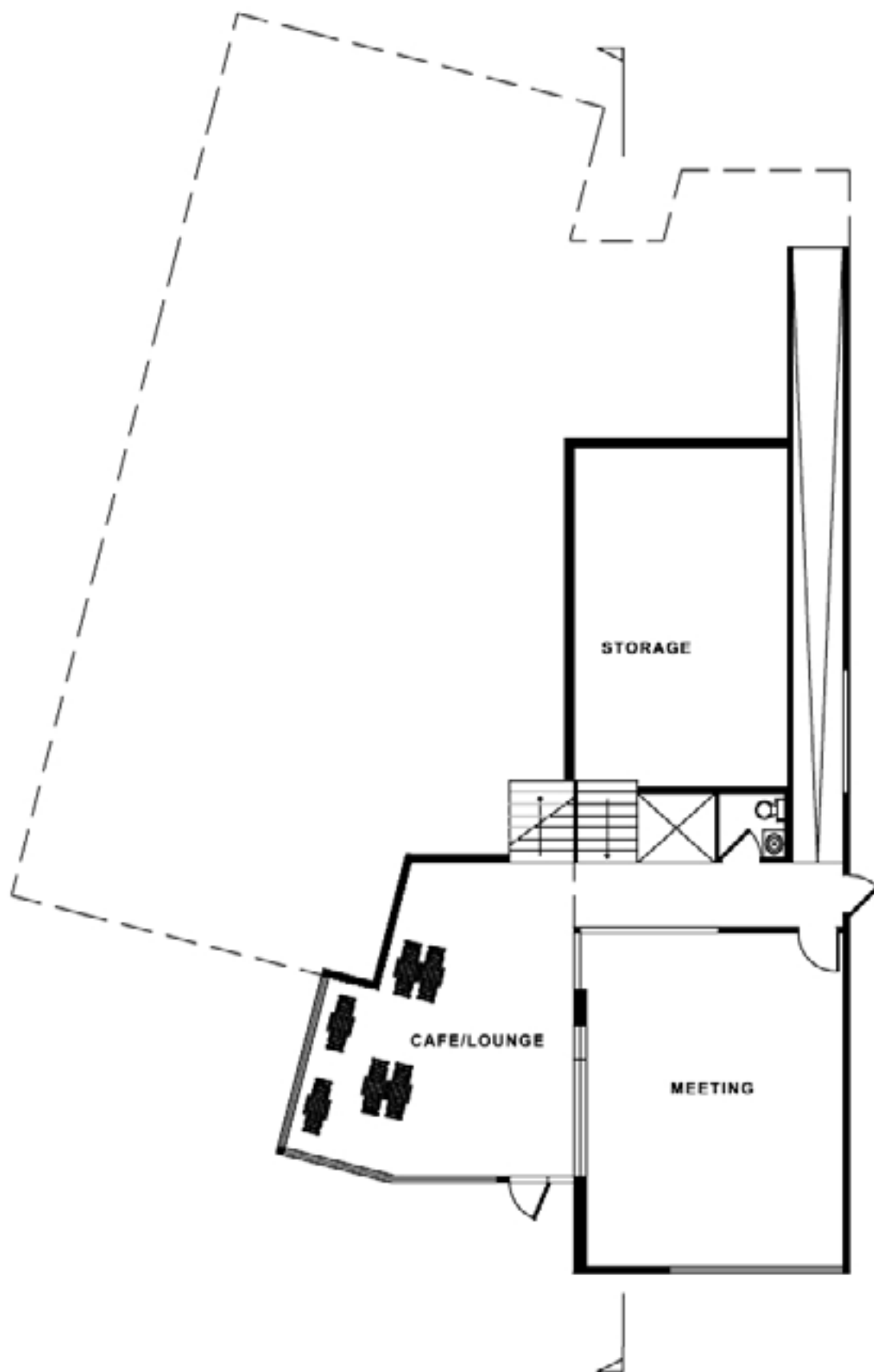
## CIRCULATION



# FLOOR PLAN



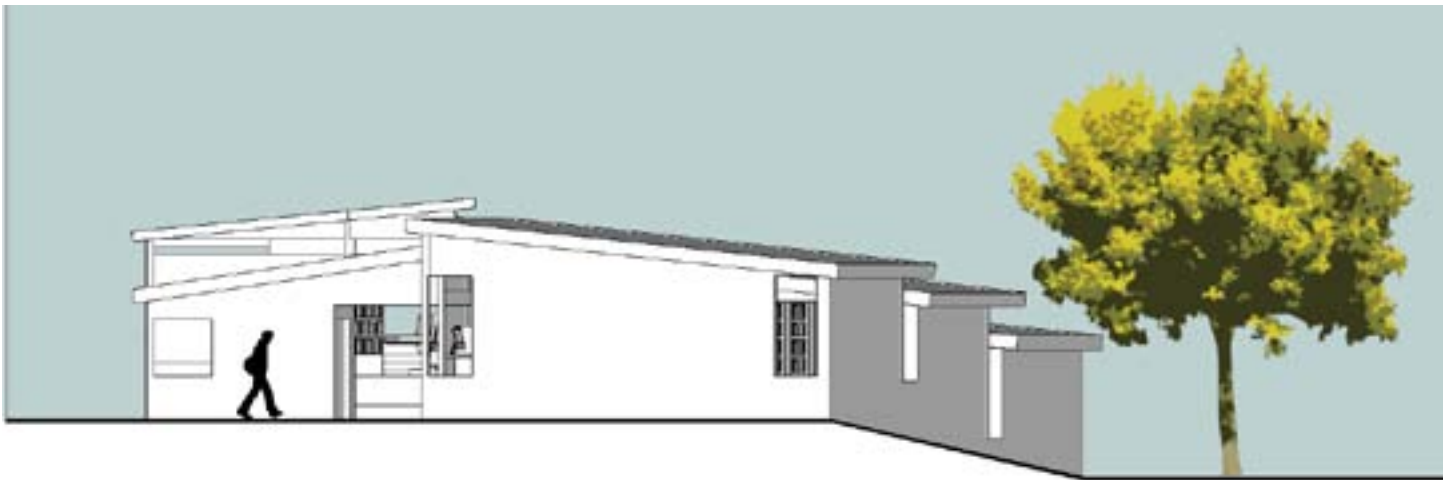




# ELEVATIONS



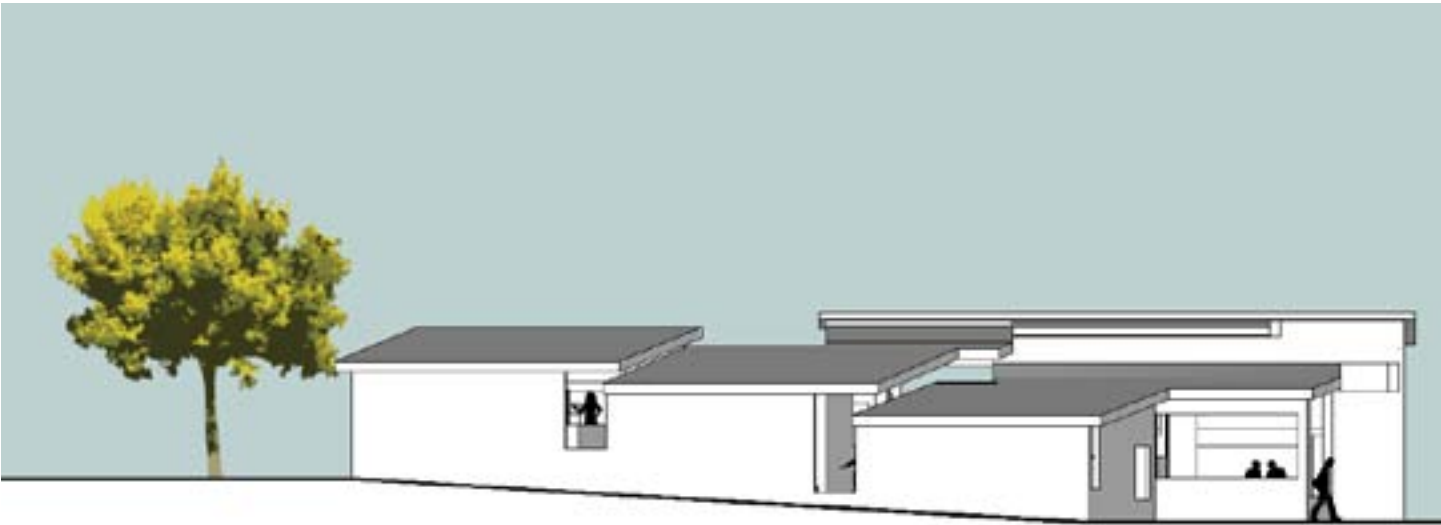
SOUTH



NORTH



EAST



WEST

# PERSPECTIVES

## Big Ideas:

The main objective of this design was to draw the community in. A Library is one of the last public establishments that allows anyone to come be part of the community. I put the cafe/lounge space front and center with a large ceiling to invite anyone passing by; to spark that curiosity. I had a similar idea with the meeting space. Putting these two spaces together also allows for bigger events, as I had imagined a sliding door that connects or disconnects the two spaces. The large cafe/lounge space also allows for southern sun to light up the library without harming any books. This space can also be the lobby space before events that are happening after the library is closed. The main entrance is still accessible with a ramp that brings you right to the meeting space while everything else can be closed off. All of the stack spaces are within site of the circulation desk. Punching a hole through the library allows for minimum circulation as well as the connection to the natural world.











# SITE PLAN

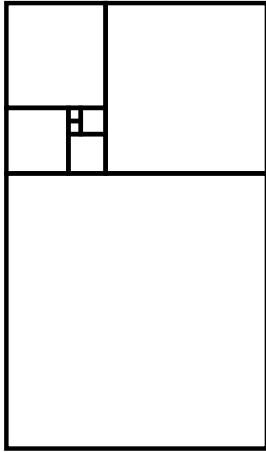


# MODEL

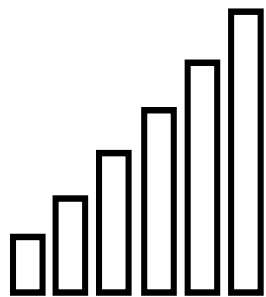




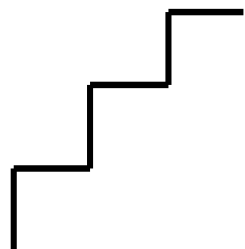




# Levels of Involvement

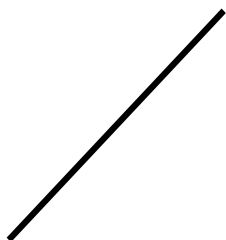


When we interact with something, we don't typically recognize it as a component to something on a larger scale. However, there are distinct individual components that work together to create a grand concept.



## Nature works in this way:

One entity naturally develops at a proportion that can be related to another similar entity, at a larger or smaller scale.

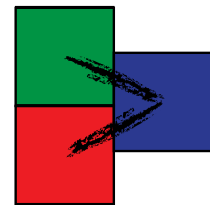
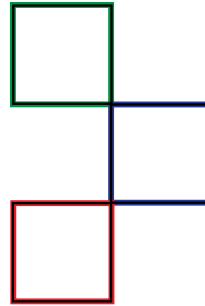
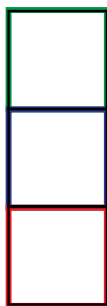
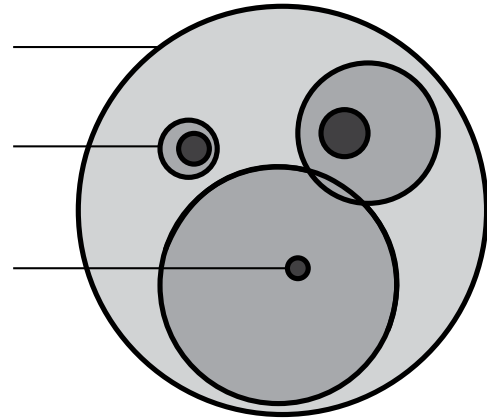


**This grand concept progresses in gradation.**

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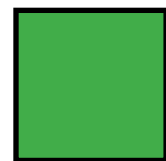
**Benjamin Stoodley**

Community  
Activity  
Individual



Quick  
Direct  
Sharp

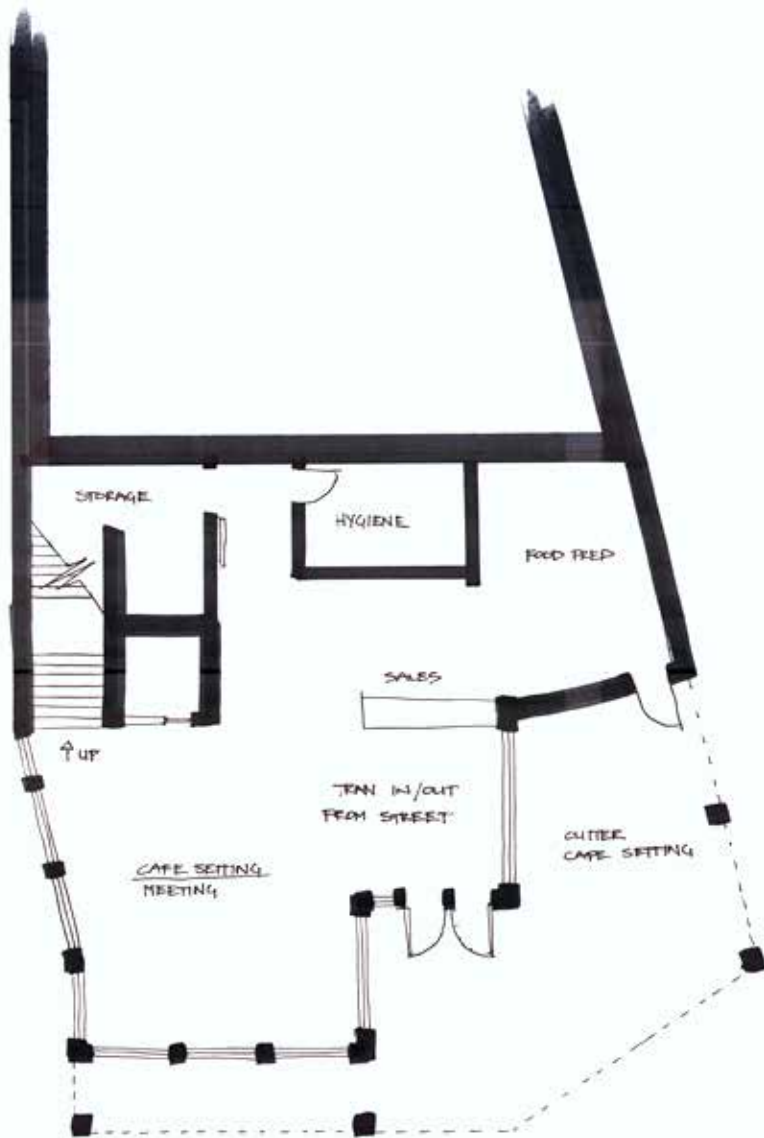
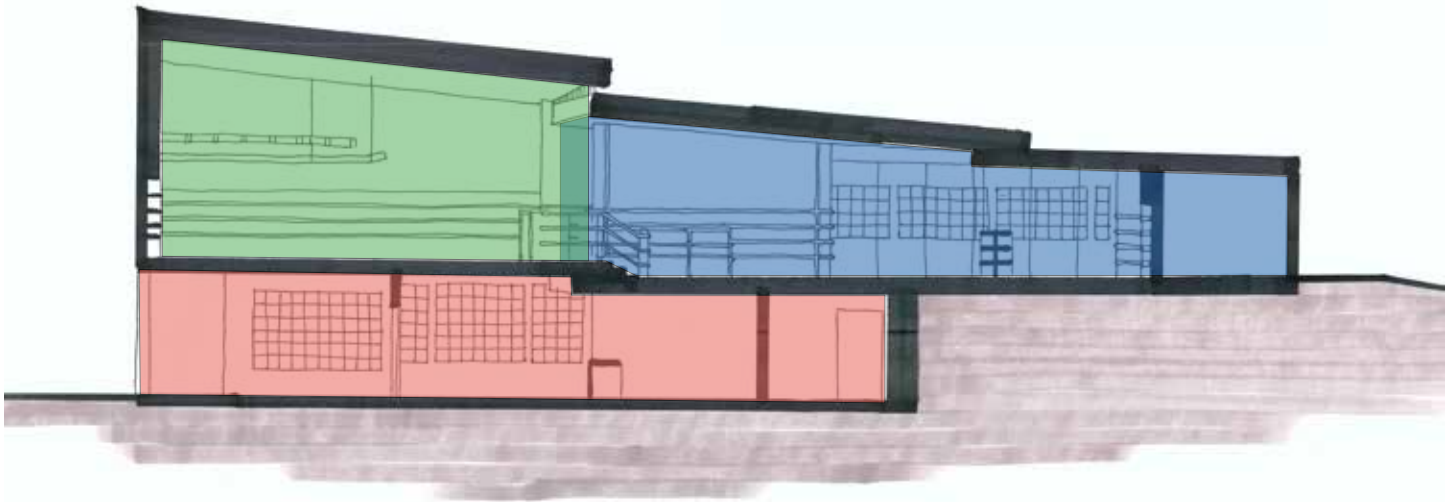
Slow  
Gradual  
Soft



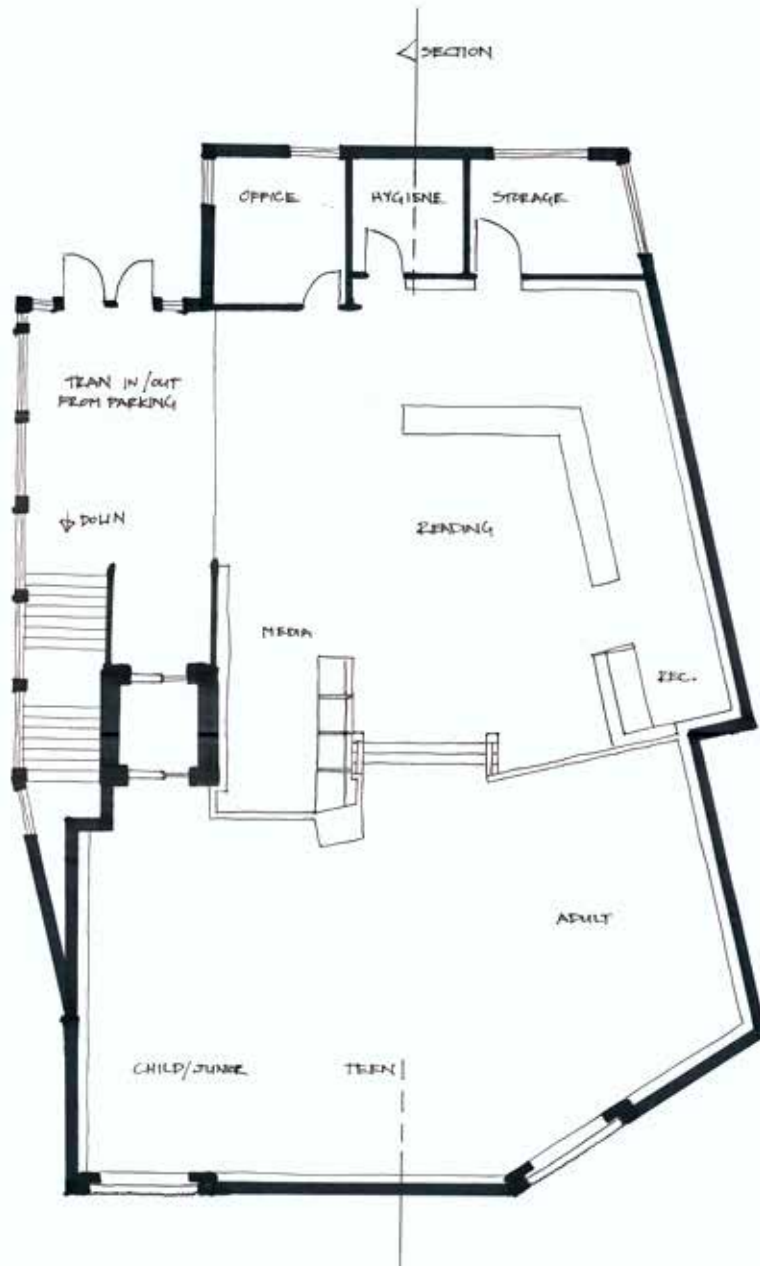
Social

Public

Private



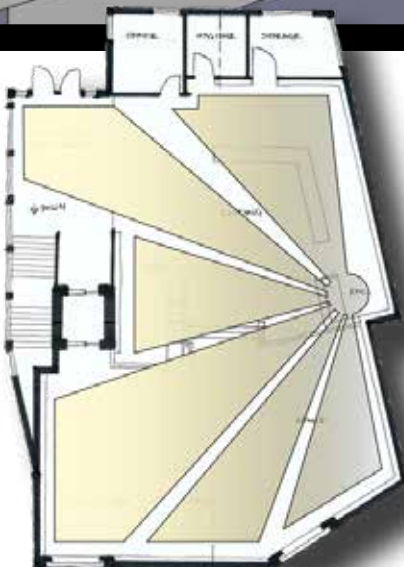
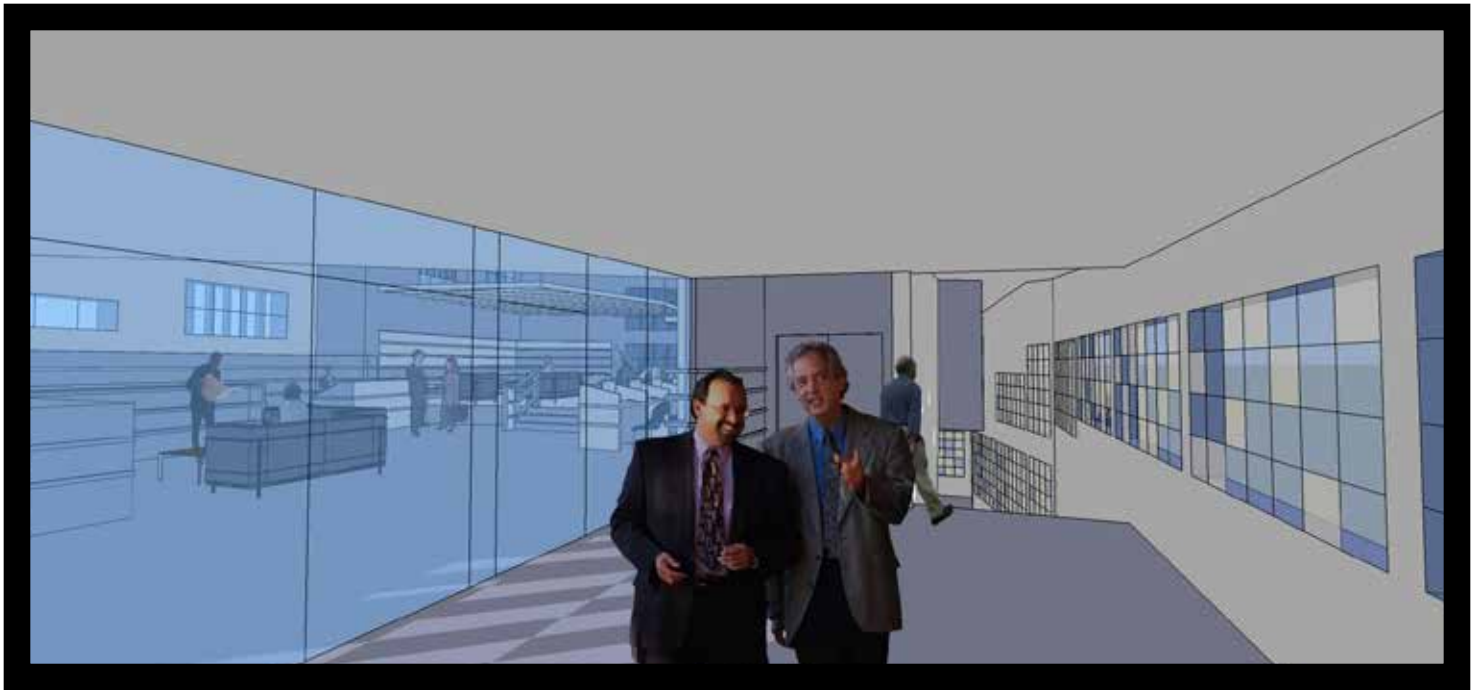






## Location on Site





## Staffing Visibility