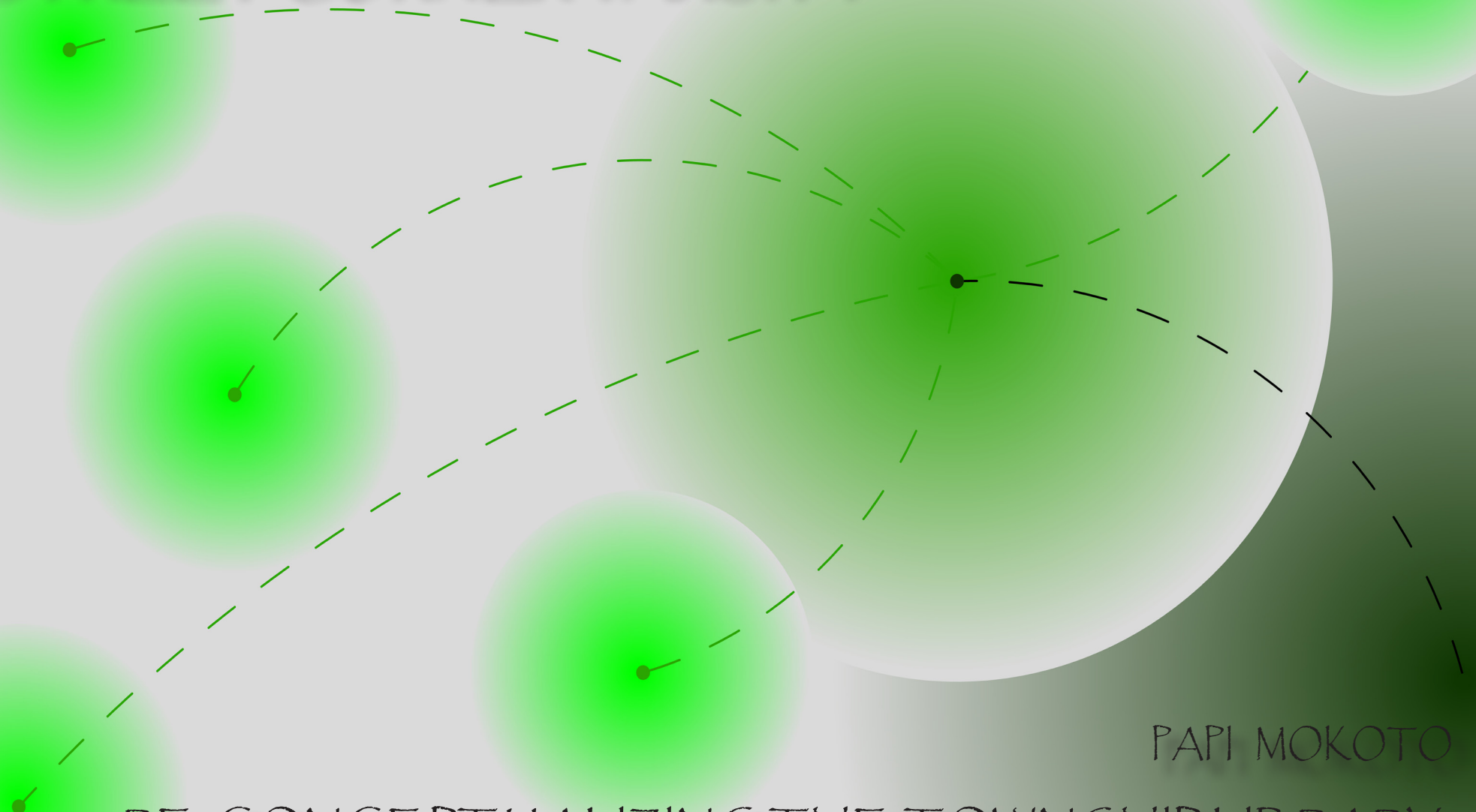


STREET CORNER VARSITY



PAPI MOKOTO

RE-CONCEPTUALIZING THE TOWNSHIP LIBRARY



PURPOSE OF DOCUMENT

A thesis submitted to the Faculty of Engineering and Built Environment, University of the Witwatersrand, in fulfillment of the requirement for the degree of Masters of Architecture (Professional).

Papi Mokoto

Johannesburg, 2010

DECLARATION

I declare that this thesis 'Street Corner University - Reconceptualizing the township library' is my own, unaided work except where I stated explicitly otherwise. It is being submitted for the degree of Masters of Architecture (Professional) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

I have followed the required conventions in referencing thoughts, ideas, and visual materials of others. For this purpose, I have referred to the Faculty of Engineering and Built Environment style guide. I understand that the University of the Witwatersrand may take disciplinary action against me if there is a belief that this is not my unaided work or that I have failed to acknowledge the source of the ideas or words in my work.

.....
(Signature)

.....
(Date)

ACKNOWLEDGEMENTS

A sincere THANK YOU to everyone that played a role in making this academic year easier for me - May God Bless You

Family & Friends

Girlfriend Hils

Younger brother Tumi

'Ghanaian' studio mates Tich and Tinashe

Frank, Kopano, Francis, Tinashe 'Nhemachena', S'bu, Sphelele, Vadante, Zayn...

An extra special thanks to my supervisor Kirsten Doermann
...and last but not least, my mother & father for all the support.

SECTION 1
PROPOSAL

SECTION 5
BRIEF & PROGRAMME

SECTION 6
DESIGN

SECTION 2
ISSUES

SECTION 4
SITE

SECTION 7
SOURCES

SECTION 3
PRECEDENT STUDIES



Contents

TABLE OF CONTENTS

1.	Section 1 – Proposition	
•	Subject of Investigation.....	9
•	Significance of investigation.....	12
•	Approach to Investigation.....	13
•	Rationale.....	14
2.	Section 2 – Issues	
•	Historical development of libraries.....	16
•	Social challenges that a township library faces.....	19
•	General purpose and functions of public libraries today.....	20
•	Current state of relevance of existing libraries in Alexandra.....	22
•	On relevance.....	27
•	The need to re-conceptualize.....	28
•	How the township library can be made more relevant.....	29
•	The township library as a Street Corner University.....	32
•	Protagonist Interviews.....	33
•	Interviews Conclusion.....	37
•	Formalizing the informal – A success story.....	38
•	Re-conceptualization of the library – Informed by Alex.....	39
3.	Section 3 – Precedent Studies	
•	Precedent studies introduction.....	41
•	David Adjaye – Idea Store.....	42
•	OMA – Seattle Central Library.....	44
•	Peckham library & Media Centre.....	47
•	Phoenix’s Maryvale Library.....	50
•	Precedent Studies Conclusion.....	52
4.	Section 4 – Site Study	
	Choice of site.....	54

	Historical development of Alexandra.....	56
	The site.....	58
	Site documentation	62
	Site Analysis – Alex as a precedent study.....	64
5.	Section 5 – Brief & Programme	
•	Brief.....	72
•	Branding, marketing & library programs.....	73
•	Programme.....	77
6.	Section 6 – Design	
•	Design principles & development.....	84
•	Generator.....	87
•	Library extensions.....	92
•	Design Drawings.....	94
7.	Section 7 – Sources	
•	Books & Journals.....	119
•	Internet.....	120
•	Dissertations & Interviews.....	121

section 1

PROPOSITION



SUBJECT OF INVESTIGATION

This thesis identifies relevance, adaptability and flexibility of public buildings program in impoverished townships as the key to having truly usable and socially relevant public buildings that provide much needed services to communities.

Contemporary British architect, David Adjaye, describes public space as a value-added quality to an already existing structure. It is this thinking which pushes Adjaye to elaborate within his public buildings what he calls a 'third space', a zone of maximum interaction and social discourse between publics, individuals, communities, experts and non-experts (Adjaye, 9). Adjaye is of an opinion that we do not build public spaces, that it is not so much the building or institution that makes public space, rather it is the silent but obvious amenities (recognised by users as symbols of public space) that should be made visible to achieve quality in public architecture (Adjaye, 9).

In light of the theories above, this thesis investigates ways in which public architecture can make use of its ability to influence socio-cultural structures positively and conversely how existing social frameworks and patterns can be used to inform what character a township public building should take in order to truly service its intended users.

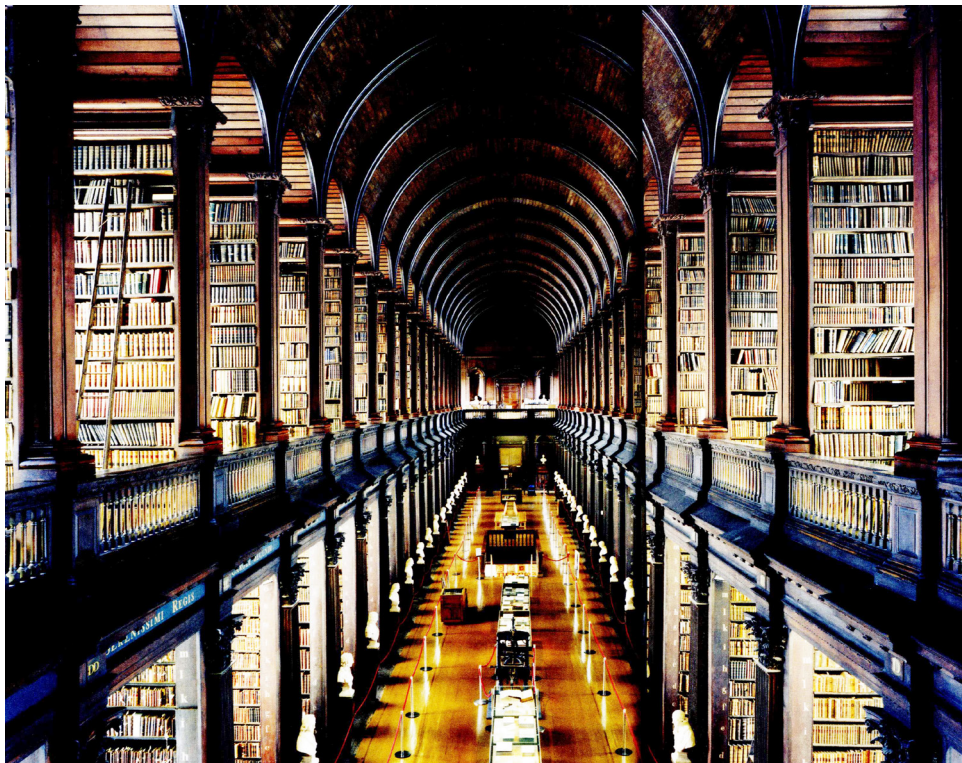
With my thoughts revolving around public buildings in townships as entities that should strive to be relevant to their contexts by promoting meaningful engagement with issues faced by townships and ultimately become sources of empowerment. Also given the general principle of libraries being places of growth and empowerment of the mind, the decision to use a library as a building type to investigate parallel with the subject above resulted.

Library: Definition and Types

li•brar•y [ˈlɪbrəri] (plural li•brar•ies)

Traditional definition

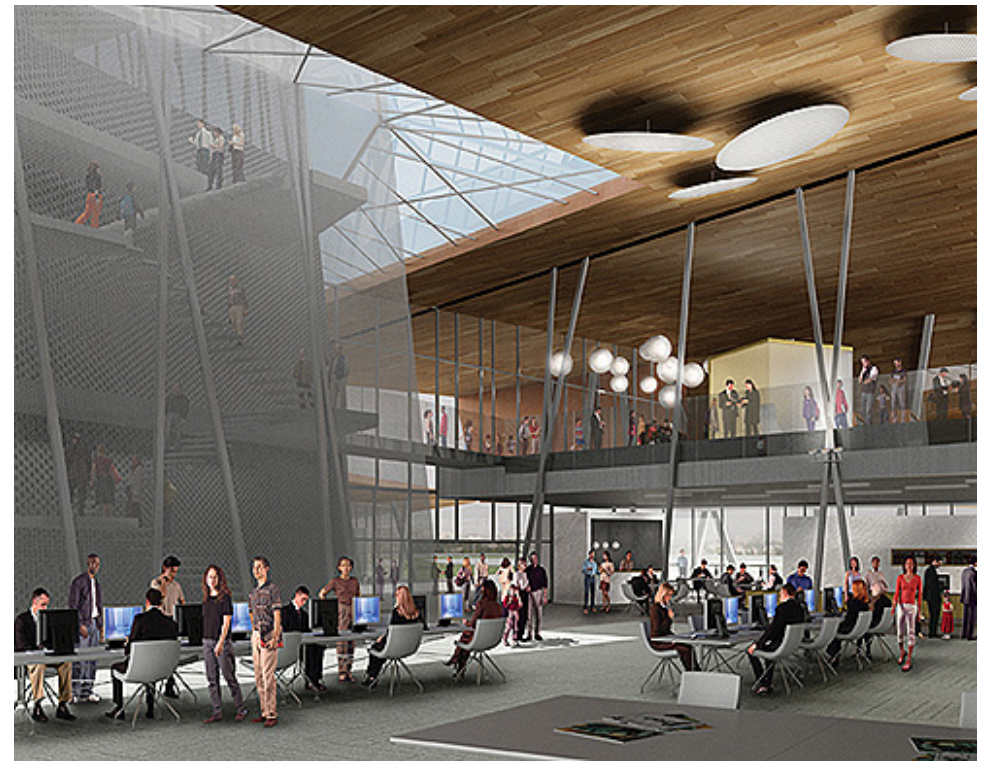
1. Most dictionaries define a library as a “place where books are kept: a room, building, or institution where a collection of books or other research materials is kept”.



Trinity College Library, Dublin 2004 (Bruijnzeels, 14)

A more recent definition

2. Wikipedia and other recent media such as msn encarta dictionary describe it as “a collection of sources, resources, and services, and the structure in which it is housed; it is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, a library is a collection of books. It can mean the collection, the building or room that houses such a collection, or both. The term ‘library’ has itself acquired a secondary meaning: a collection of useful material for common use.



A 3D concept image of a modern library, ...)

The second (more recent) definition, is only a brief indication that the library has evolved in its usage, program, perception by users and even the in the way we describe it. As a direct consequence of the deepening information age, the library of today is ceaselessly expanding to include relevant and up-to-date services that work towards complementing, expanding and evolving the traditional principles of storage and access to knowledge.

The second definition can be further broken down by defining functions different types of libraries (definitions by Edward & Fisher, 21):

A national library is one where books and materials (usually scarce material) of national importance are kept for conservation and safe keeping, usage of such materials by the public is usually strictly controlled.

An academic library is one where learning materials can be accessed primarily by students, primarily to support learning and research.

A virtual library is a collection housed electronically and accessed via internet or network computers.

A special Library is a housed collection dedicated to a specific subject.

A professional library is a collection by a professional body to serve its members.

A public library is one where learning material are kept for loan. Usually used by a community or for local social advancement.

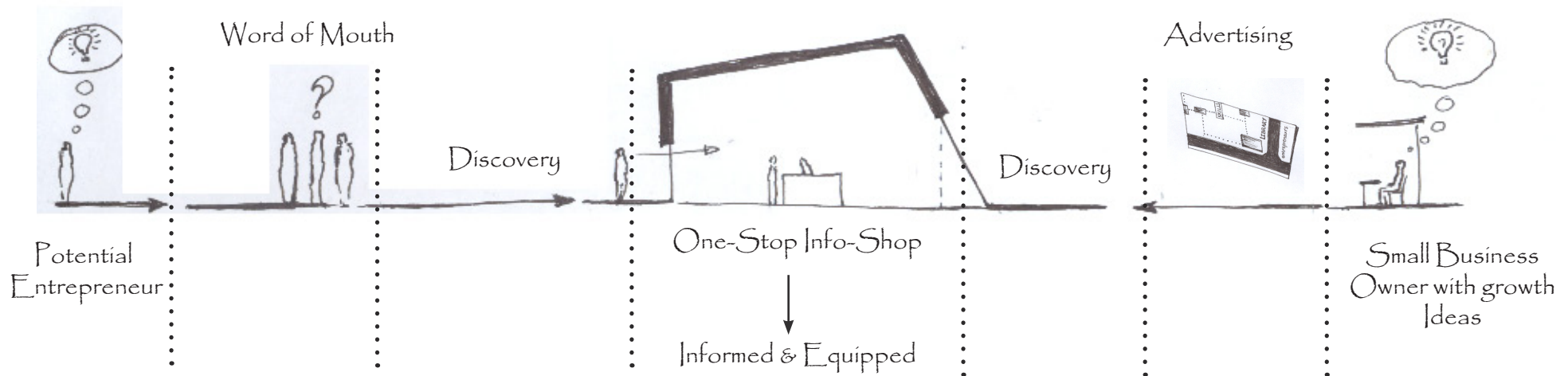
SIGNIFICANCE OF INVESTIGATION

According to Edward & Fisher, at the mention of the word 'library' many of us immediately have a mental perception of a particular building type, the picture being both external and internal images depicting interconnecting mental constructs, making a library 'a certain type of building whose image is already established in the collective mind of the society' (Edward & Fisher, 209). According to this text, Architects are supposed to convey 'librariness' through manipulation of form space and light, and if a library did not evoke 'library character' it would fail in its social discourse.

Whilst I agree that certain characters of the library should not be compromised, I am of the believe that context and all issues relating to it are to be considered above all considerations when designing public buildings, and the 'librariness' of the library comes should follow. Architects often achieve the 'librariness' factor mentioned above and

context often ends up as an appendix which the object has to be placed on. In the same way an academic library differs from a professional one (mainly because of the nature of cultural differences of the different contexts), a library servicing a township context should similarly be identified as a type.

My thesis will challenge the design of community libraries in townships and will consequently take on several theories and design interventions that will outline an appropriate design methodology that will challenge architects to rethink the traditional approach of designing township libraries. The study will ask relevant questions to identify ways to transform a township library in a way that change potential users perceptions of it, so that users it is intended for start seeing it as a tool for personal change.



APPROACH TO INVESTIGATION

This thesis will focus and limit the research to issues relating to relevance to context and the findings gathered from the research conducted will ultimately be used to develop an architectural intervention. Issues relating to functionality of existing libraries within Alexandra and other similar townships will be analyzed, how their design and programming responds to their contexts' socio-economic and cultural situations will be key factors in the analysis process.

A survey of who uses the libraries, their ages and for what reasons will be done coupled with interviewing the users on their thoughts on the libraries, the findings directly influence an architectural brief and program more suitable for Alexandra.

I will look into issues relating to the libraries' programming, location and architectural language with relation to their intended users to identify how they fail to be inclusive to the potential users.

In the investigation the study of context itself will be used as a precedent from which architectural lessons can be drawn to inform the design development.

Relevant precedent studies that have worked with unusual library programs and achieved attractive and optimally used libraries will help inform how to approach the brief and design development. Through learning from each precedent studies' successes and failures in terms of programme versus user attraction, the investigation outcomes will be better informed to appropriately address the issue of being relevant to context.

The conclusion of the thesis will include a design that draws from the research collection mentioned above and the success of the design will be determined by how successfully the research findings were used to develop the design.

RATIONALE

In my year out I told someone that I was a university student and he asked me what I was studying, I responded: "Architecture", he nodded his head and said: "so you are going to help us rebuild the country, huh?", I hesitantly, slowly but proudly nodded my head and said "yes, I want to be a part of that". That was the first time I seriously thought of the task ahead if I ever had to contribute to the development of the country, consequently the decision and direction for the topic for my thesis are rooted in accumulated thoughts in this channel.

Our young democracy is in the process of rebuilding the country and its structural systems; I believe it is going to take efforts from all corners of society to make that a success, including the architecture profession. The government has a task of building infrastructure and amenities especially in previously disadvantaged communities, but more importantly the task of getting its people educated, skilled and employed.

The overwhelming task leaves the government in an unfortunate position of delivery of numbers without paying too much attention to quality. The best example of this is probably the disastrous RDP housing project but problem broadens to other infrastructural projects. In some cases these amenities as in the case of libraries, these buildings end up as 'amenities provided' or objects placed there to signify progress, but how successful are these public amenities if their service is underutilized by the public.

These much needed public buildings can be more than just objects that act as symbols of progress for those that put them up, these public amenities in conjunction with appropriate programming can play a significant role in engaging with and curbing some of the challenges in our communities. These buildings can be architecture of change, one that truly empowers communities rather than send a masquerade of change. When architecture achieves this its success will be accompanied by genuine

progress that will eventually strengthen the growth and development mainly of previously disadvantaged communities.

Being well aware that architecture will not independently transform society, I also believe that its role is undeniable and the little ability that it has to contribute to that change should be fully put into effect to do so. In light of the statement above and limiting the focus to Alexandra, if a community library is meant to benefit the community, how does its architecture become more responsible in dealing with social issues? How does the new library promote itself, truly be of service and to eventually establish a culture of knowledge?

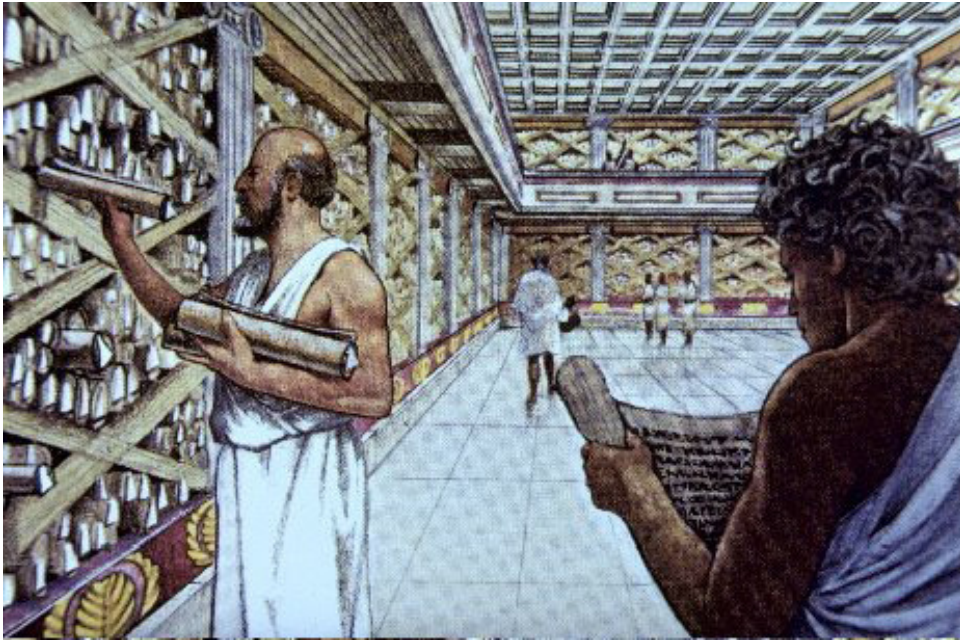
ISSUES

section 2



HISTORICAL DEVELOPMENT OF LIBRARIES

This section looks at the historical development of libraries as influenced by social and cultural changes through time. Moments in history and discoveries that changed the face and function of the library are highlighted in the chapter.



An artist's impression of the burnt down Library in Alexandria(4.bp.blogspot.com)

After the library at Alexandria (Egypt) was destroyed by a fire in 200 BC, the first apparent libraries were private and dedicated to individuals, monasteries or colleges in Europe around 1200 (Fisher & Edwards, ix). Biblioteca Malatestiana in Casena and Biblioteca Laurenziana in Florence completed in the second half of the 15th century were the first form of libraries, according to commentators, which assumed the primary role of bookstores. The second form emerged about two centuries later and they were more libraries rather than bookstores. The eighteenth century saw the library distinguish

itself as a recognizable building type with its own forms functions and details.

Knowledge limited to a few first became public when William Caxton developed a printing press in Westminster in 1477; consequently a demand for books and places in which to store them was established. Arguably rivaled only by the computer's contribution to knowledge storage and dissemination, the mass production of books in the 15th century was the most significant change in the function of the library. The co-existence of book and library and their successful relation spear-headed the Renaissance and the Industrial Revolution. Libraries became market places for ideas and places for information exchange. Before the printing of books, the library was small and exclusive to few with an almost non-existent social value (Fisher & Edwards, ix). The book (before printing press) came from being an object of treasure for an elite few to now an object of use by any member of society. The beginnings of the 'public' library can therefore be attributed to invention of a printing press in the 15th century.

The eighteenth century library plan, as best exemplified in the Wolfenbützel Library in Berlin, had a large bookstore area within a semi-basement, which allowed books to be brought in easily at road level. Its elliptical reading room, set symmetrically within its 'golden section' plan, was elevated to the first floor approach and that gave opportunity for the entrance to be grandly marked architecturally. The plan remained largely unaltered for two centuries with slight evolutionary changes in the time until it was perfected the early twentieth century (Edwards and Fisher, 3).

The 1930's saw the old rigid plan and section disappear for more spaces for more fluid functions. Book storage and shelving systems became freer, the reading room became less dominant and a more open

and unrestricted library was born (Edwards and Fisher, 3). Through five hundred years, the library had evolved from being an exclusive and private building to now being a public building with social and community purpose, these early 20th century modifications brought about an architectural consciousness of 'public-ness' for later designs to model.

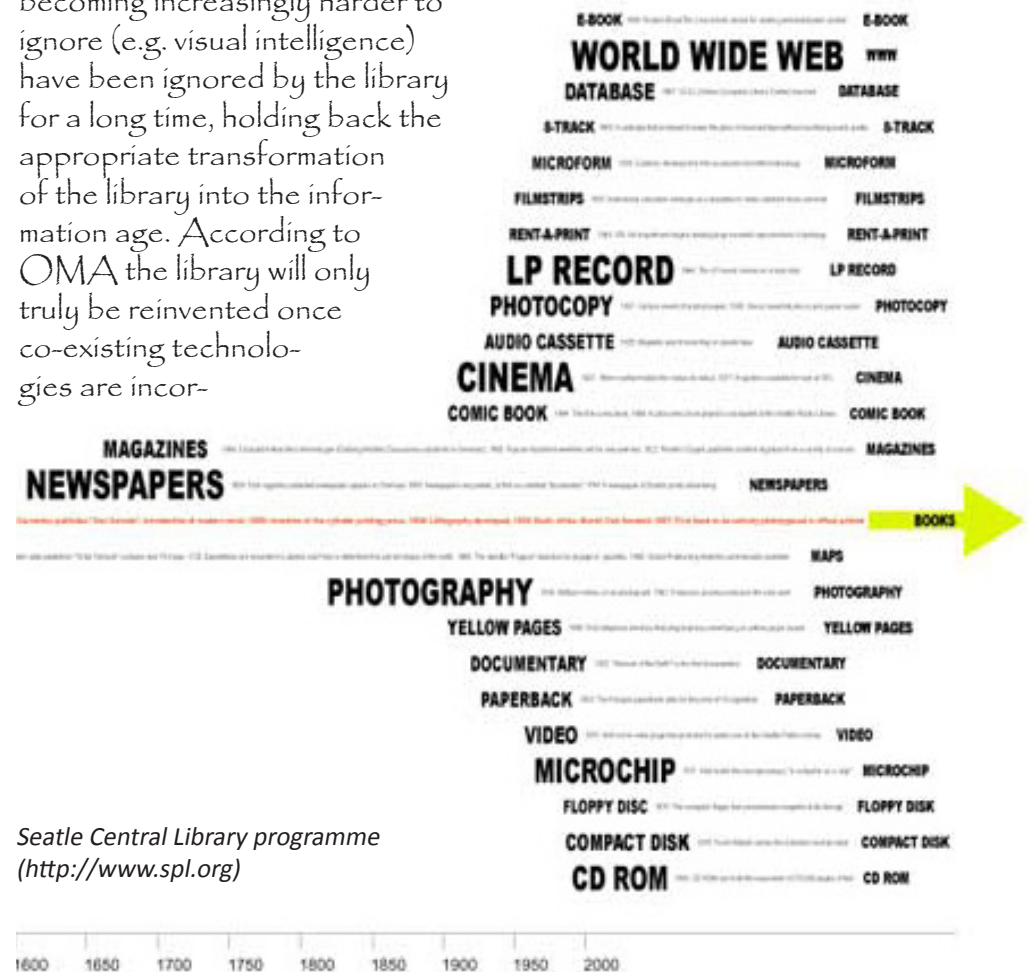
As information technology reaches new heights, through computer based data and electronic imaging, the book and its accommodation (the library) are being challenged in terms of functional and spatial relevance. Edward and Fisher acknowledge that even though 'internet has liberated the library it has not removed the justification for the library building' (ix). The library today has to still deal spatially with the book agenda but it has to balance that with other functions and strategically give the other functions more attention as the storage of books will

The Peckham Library's interior: flexibility of today's libraries (<http://upload.wikipedia.org>)



slowly disappear with time.

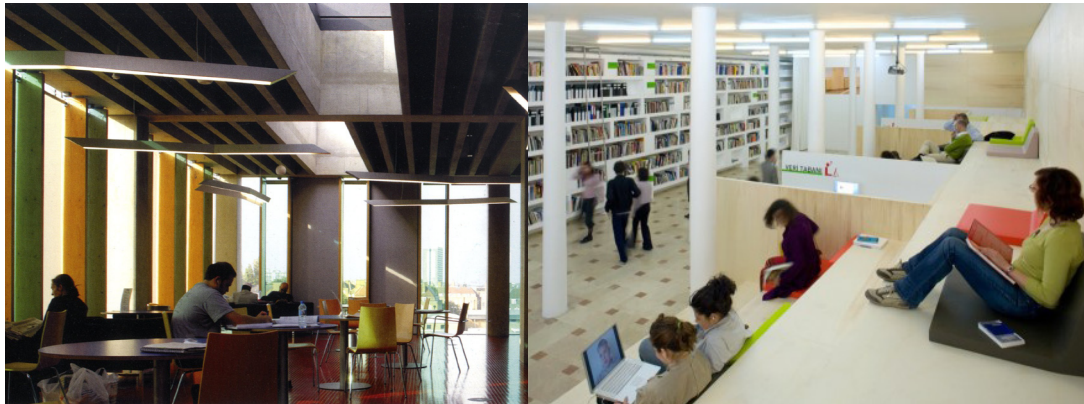
OMA has in the last decade of the past century done extensive research on what a 21st century library should be to better address the needs of today's society and technological trends that are inevitably changing the world's culture of working and thinking. Other emerging cultures of literacy that are becoming increasingly harder to ignore (e.g. visual intelligence) have been ignored by the library for a long time, holding back the appropriate transformation of the library into the information age. According to OMA the library will only truly be reinvented once co-existing technologies are incor-



Seattle Central Library programme (<http://www.spl.org>)

porated into the library to “condense, distribute, ‘read’ and manipulate information” (spl.org, 6). In an era where information can be accessed anywhere, OMA sees technology and the book strengthening each other to enable better dissemination, accessibility and completeness of the library (spl.org, 8). In the past decade the Seattle central Library

Newly found aura of freedom in libraries (Adjaye, 2005)



Flexibility of programme in David Adjaye's Idea Store: Dance Studio (Adjaye, 198)



played a leading role in redefining the library through transforming storage systems, programmatic flexibility, technology and redefining the aura of the library; this has lead to architects questioning the traditional role and design of the traditional library (spl.org, 14) and the ‘answers and redefinitions’ can now be witnessed in other libraries around the world.

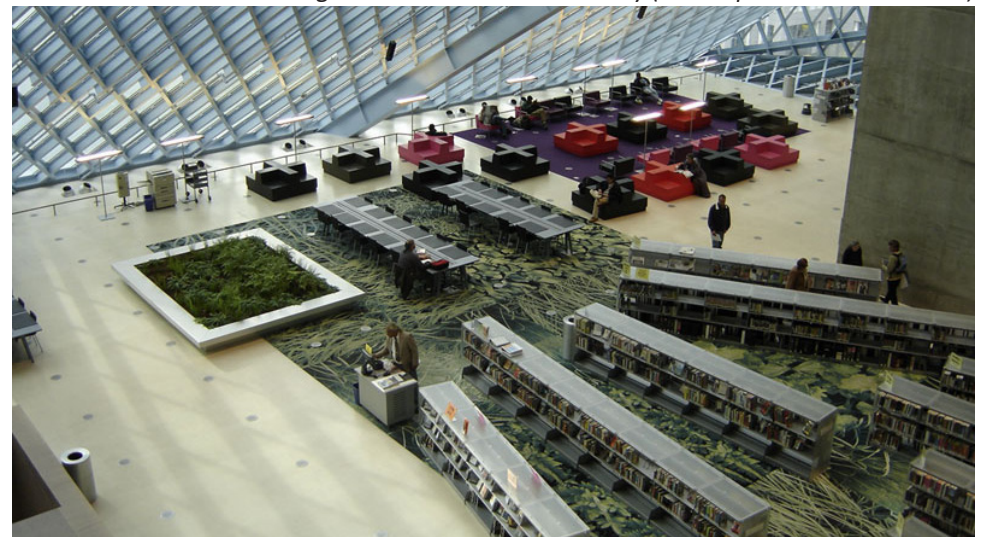
-National Library of Beijing (www.archdaily.com)



Ingleside Branch Library (www.archdaily.com)



Meeting room: Seattle Central Library (www.upload.wikimedia.com)



SOCIAL CHALLENGES THAT A TOWNSHIP LIBRARY FACES

A journal titled 'Useless Libraries' differentiates a library from a large assemblage of books by grounds of use. It sites a useless library as 'not a library at all' (Manaugh & Twilley, 2008, p8). Of the 350 000 plus residents of Alexandra township, an average of 400 use its main library a week. Even after acknowledging the importance and need for one, when asked why they do not use the local library, most residents said that they have never had reason to use it. Elinor Sisulu points to the absence of a widespread culture of reading in South Africa as the major effective barrier to our development as a country (Sisulu, 2004); it is also one of the primary reasons for the hundreds of under-utilized community libraries in townships.

Given the fact that less than one percent of Alexandra utilizes the main library weekly and most people do not see the reason to use it, undoubtedly its relevance to the community is to be questioned. This thesis will attempt to answer what a useful library that responds to community needs should be in this context.

It is estimated that at least 3 million South Africans are completely illiterate – unable to complete a job application form without assistance. Another 5 – 8 million are functionally illiterate – 'unable to function adequately in the modern world due to under-developed reading and writing skills. More disturbing is that tens of millions of us are alliterate – able to read but completely uninterested in reading or literature (Sisulu, 2004). This 'social ill' is a direct residue and inheritance of apartheid's systems including Bantu education which did not emphasize on the importance of knowledge as the key to personal growth. The township library of today therefore has not only the daunting task of not only dealing with challenges of today but also converting the collective mindset that resulted from apartheid systems.

The apartheid government had no mandate to empower black town-

ships with necessary infrastructure that would enable them to grow; hence such empowering amenities are fairly new to socio-cultural systems in most townships. Alexandra, having been established in 1912, got its first library (AlexSan Kopano Library) only in 2001. Of those 400 users a week of AlexSan Kopano Library, an estimated 70 per cent of the users are still at school; the proposed library would have to send an invite to those that might have not been introduced to the library culture. Generally any community library's purpose is to be resourceful and beneficial to its users; in the context of Alexandra, where unemployment and skills development are a major issue, appropriately a library would have to programmatically respond to these problems and offer contents, activities and knowledge systems that work towards uplifting individuals.

A typical day for some unemployed alexandrans



GENERAL PURPOSE & FUNCTIONS OF PUBLIC LIBRARIES TODAY

Functions and Community Benefits

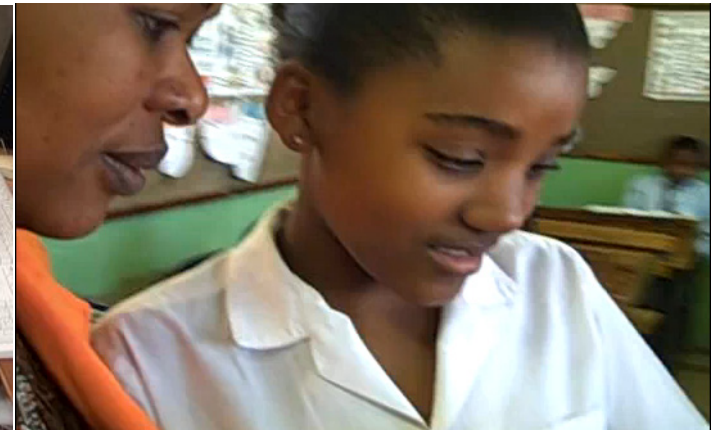
Edwards and Fisher describe the library's function today as being of "making knowledge available and encouraging exchange and reflection upon it" (ix). Through providing new kinds of public service it is a platform that opens up the opportunity to welcome non-readers and attracting new audiences. It is "a place for people not books" (Edwards & Fisher, x) so it is essential for cementing together the community. It is the most distinguished knowledge channel that supports schools, colleges and lifelong learning and the one most successful of institutions in public services aimed at intellectual enrichment (Edwards & Fisher, xi).

Public libraries make books available for loan by users, the books range from fiction/non-fiction mainly for pleasure to reference material mainly for academic purposes. Some users visit for reasons of accessing the internet, keeping up to date through newspapers and magazines. Job seekers, people changing careers, entrepreneurs and aspirant small businesses also use the public library to research background information for their respective ventures.

A review of public libraries conducted in the UK in the late 90's identifies 10 permanent and occasional benefits / purposes of a public library (Edwards & Fisher, 132):

1. Permanent benefits / purposes
 - Enlightening children and youth
 - Providing popular reading material
 - Providing study space
 - Providing 'new media' for loan or study
2. Occasional benefits / Purposes
 - Providing reference services
 - Providing access to global knowledge and cultures
 - Providing local study sources and local information
 - Providing access to information on vital issues
 - Providing information on business, training or employment

Users at River Park Library



SOCIAL PURPOSE

The public library as a building symbolizes a sense of identity, community & nationhood (Fisher & Edwards, ix). It is not just what goes in it that makes it worth being there; it is a cultural icon that gives a platform for celebrating learning, community interaction and is a symbolic reminder of the importance of learning. Edwards & Fisher conclude on the justification to survive as a building type that even if we were to no longer have books in our libraries, the library would still be a necessary for it brings people together in the pursuit for knowledge.

THE TOWNSHIP LIBRARY: CURRENT FUNCTIONS & COMMUNITY BENEFITS

The existing libraries in Alexandra are the only public places with quiet study space for students and scholars to do their work in after school hours and they have limited reference sections for school projects. This service accounts for about 70 percent of users. Reference material and other are made available for loan by users. Internet facilities are available in one library at a low cost and newspapers are updated daily. The librarians provide assistance to job seekers with regards to drawing up CV's and job application letters. There is no support system for aspirant entrepreneurs and small businesses owners, only a limited number of reference books. One of the libraries provides a limited amount of local information and information on vital issues such as HIV/Aids.



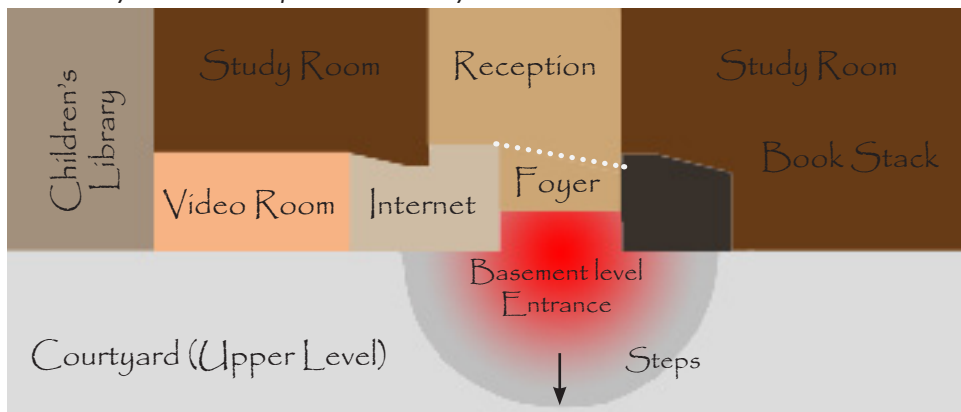
CURRENT STATE OF RELEVANCE OF EXISTING LIBRARIES IN ALEXANDRIA

AlexSan Kopano Community Centre Library

1. Programme of Library
 - Study/Reading Area – Used mostly as study space
 - Children's Library
 - 2 Internet Rooms – each with 8 work stations
 - Video Room
 - Reference Library – almost entirely used for study purposes
 - Entrance/Reception Area
 - Ablutions
2. The Design, Function & Relation to Community centre

The library takes up 422 square meters of area on the basement level of the community centre. Even though being on the basement does the library's accessibility a disservice, the Architect tried to amend that by brilliantly articulating the entrance by creating an amphitheatre leading down to the library entrance. The central entrance lobby and reception

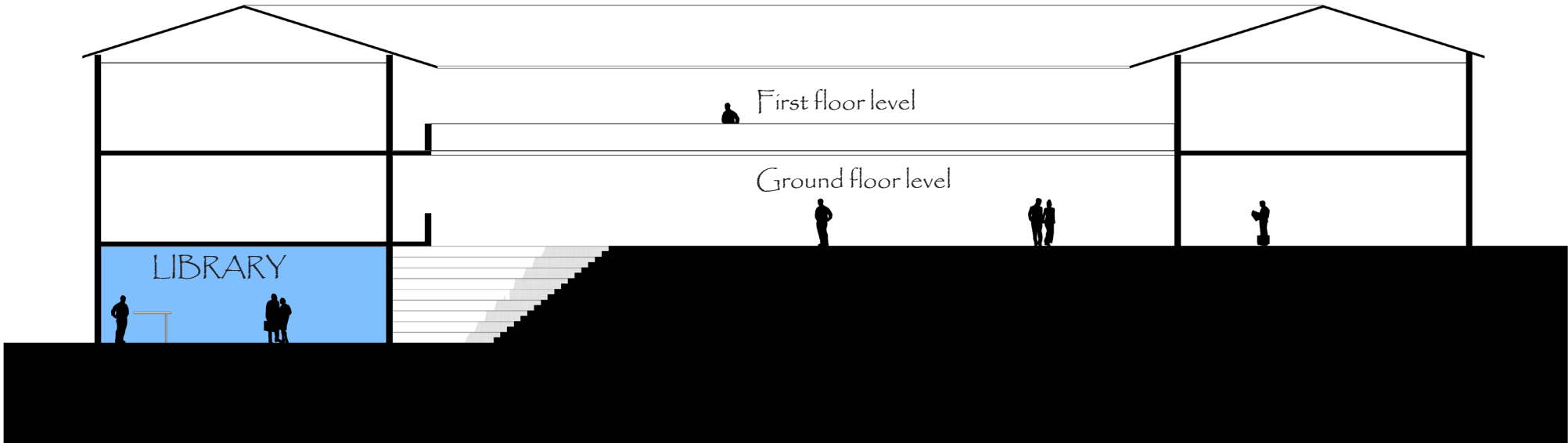
The Library at AlexSan Kopano Community Centre



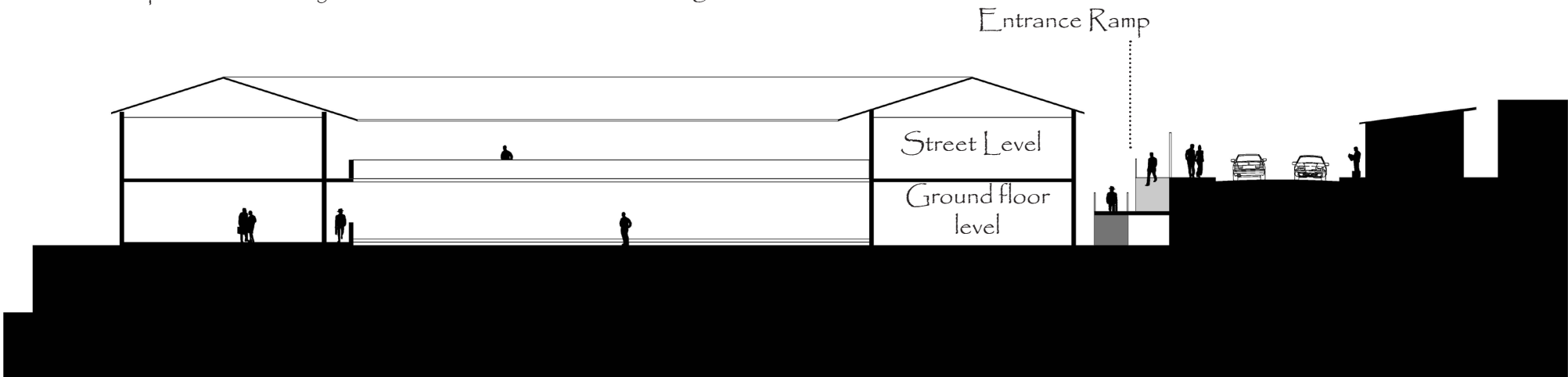
area is flanked by two open study areas; the right including a seldom used reference section and the other study area, internet and video facilities along the length of the study room are hardly noticeable from the main study space, locked away in their own special rooms. None of the interviewees had ever used the reference section and only a few had used the internet facilities which function at five rands per 30 minutes. The study spaces account for an average of 90 per cent of the averaged 80 users per day, most of which are high scholars and college students who bring in their own study material to the library. Occasionally job seekers come in to browse the newspaper and internet for jobs, a few come in to use the reference section for small business research, the library staff often has to offer an extended service of assisting job seekers to fill out job application forms, organize CV's etc. The library also has local and vital information (e.g. HIV/AIDS, Teenage Pregnancy, etc) which is occasionally handed out as flyers or presented as posters for the community.



AlexSan Kopano Library in relation to the Community Centre



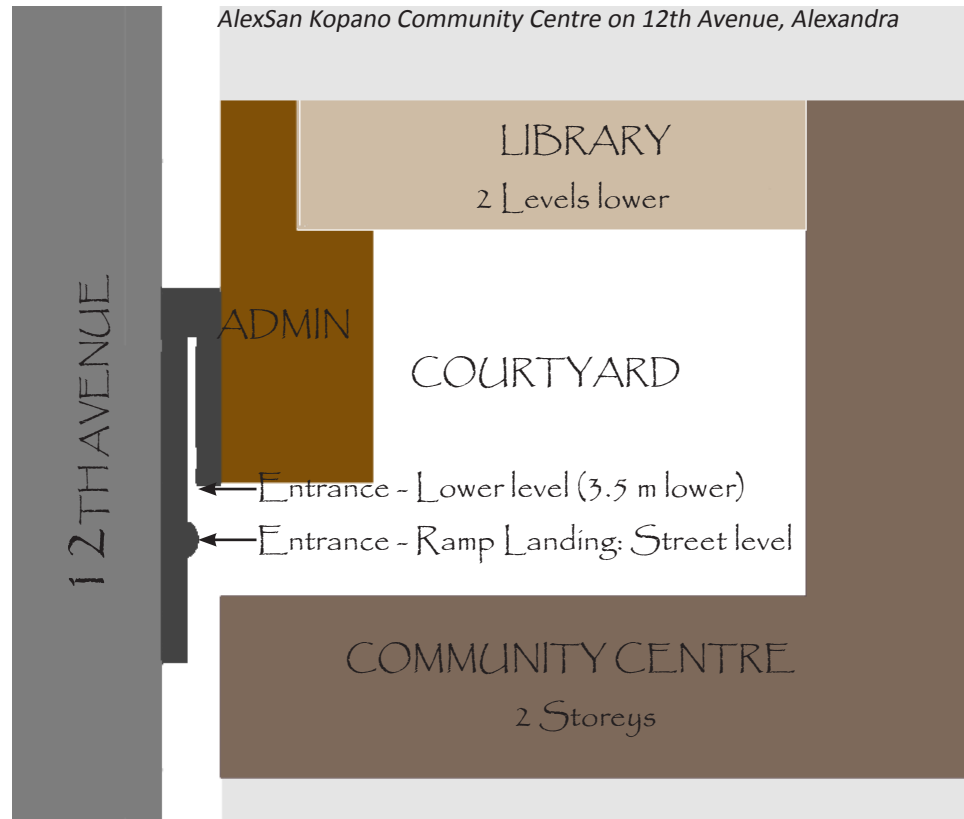
AlexSan Kopano Community Centre in relation to the street edge



The Library's positioning with regards to other aspects of the community centre is the most difficult to access, but the on the bright side the position is best considering the noise that other functions generate. (Some information by Maryam Abrahams, Head Librarian)

3. Relation to Context

The ground floor level of the community centre is a floor level below the entrance level from the street. The sloping street is linked to the community centre by an unpronounced route ramping down onto an invisible



(from outside) gate leading into the centre. One is not alerted to the significance of the building from street level. From the street perspective the admin block which gives the street edge its back also helps limit the 'public-ness' of the centre; the generous and very successful courtyard is not apparent until you are in it. From the street, the building expresses itself as a private institution that does its best to keep the public there, uninviting and illegible for anyone who does not know the place. Like most of Alex's streets, people are all over the place wherever the sidewalk offers opportunity to 'socialise', yet some of them people have only been there a few times because the centre and the library has not invited them yet.



4. Interviews with Library Users / Staff

Isaac, Male, 20 (interviewed 29 April 10)

- Alex resident, student - MSC College in Midrand
- Comes to the library every Monday - Thursday
- Brings own study material - uses it as study space
- Would use other services if they had something to offer to him (reference library, video or internet services)



Tshegofatso, Female, 19 (28 May 10)

- Alex resident, goes to UJ - Aucklandpark
- Comes to the library only during exam times
- Brings own study material - study space
- Has never used the reference library, video or internet services

Chris Maenedje, Male, 20 (29 April 10)

- Alex resident - College, Carlton Centre
- Comes to the library Monday to Friday
- Brings his own study material and uses it only as study space
- Doesn't need any other services



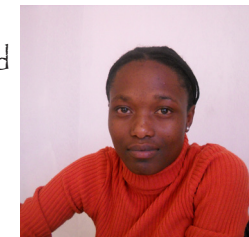
Thabo, Male, 19 (29 April 10)

- An Alex resident, goes to Intec College, Braamfontein
- Comes to the library Monday to Friday
- Brings his own study material and uses it only as study space
- Doesn't need any other services



Cloudy, Female, 18 (28 May 10)

- Student - Nedcare Education College, Auckland Park
- Comes to the library Monday to Saturday
- Brings own study material - study space
- The only reason she comes to the library is because there is no study space where she stays



Veronica, Female, 18 (28 May 10)

- Alex resident - Impilweni College, Randburg
- Comes to the library Monday to Saturday
- Brings her own study material and uses it only as study space



Simon Sekhitla, Male, 25 (28 May 10)

- An Alex resident, goes to UJ, Auckland Park
- Monday to Thursday - everyday during exams
- Brings own study material - uses it as study space
- Need no other services, uses varsity library services



Bontle, Female, 20 (29 April 10)

- Is a visitor in Alex, goes to UJ
- Comes almost every day because it is quiet
- Own study material, uses library as study space, it would be better if there were private study desks

Jane, Female, 22 (interviewed 28 May 10)

- Alex resident, goes to UJ (part time)
- Comes to the library almost every Wednesday
- To browse the newspaper and sometimes the internet for jobs
- Sometimes uses the internet for varsity projects

To summarize the two sets of interviews done within a space of 30 days;

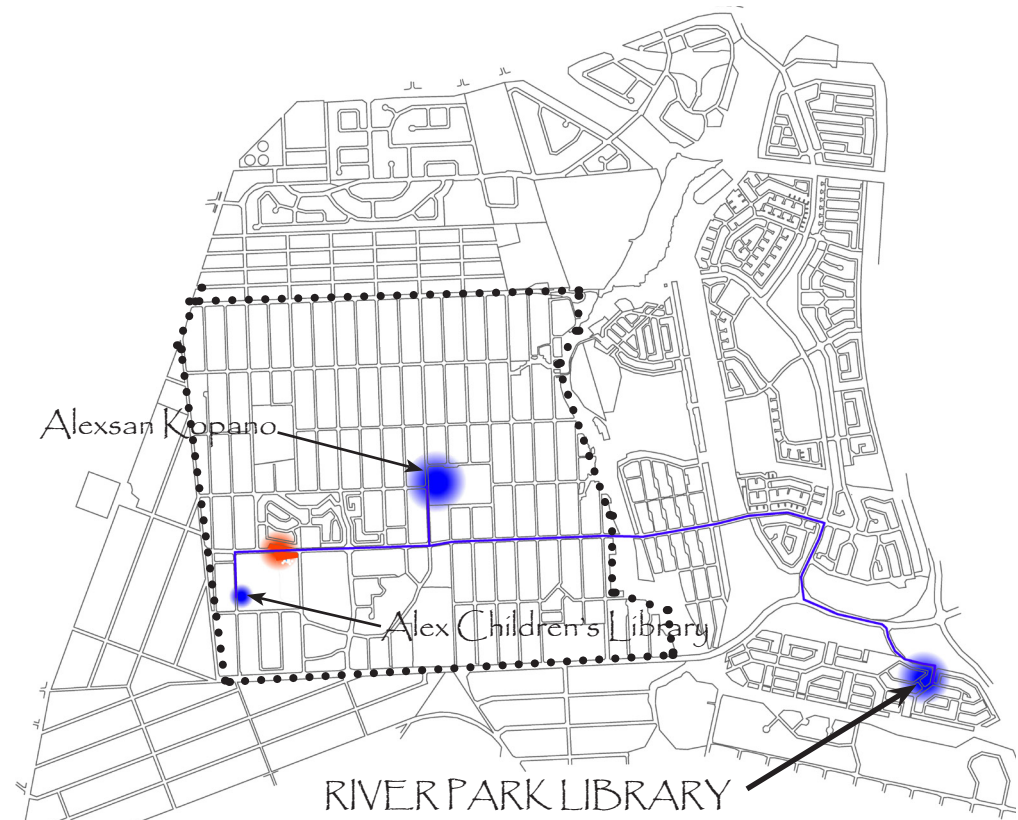
Conclusion

Most of Alexsan Kopano users do not have expectations of what their library should offer, thus they only use it as study space and bring their own study material. And most of the users admit that they would not be using the library if they had adequate and study space at their homes. Given that more than 90 percent of users use this as study space, this as a functional building is more a 'study space' than a library.

Riverpark Community library

- Relation with context

The grand opening of this library was advertised as 'Alexandra gets its first Library'. If this library was meant for Alexandra, and not just another government structure to indicate 'progress', this recently built library was harshly located for most Alexandra residents. The library is on the outskirts in the newly developed River Park Community. Although the users of this library prefer it to the better located Alexsan Kopano library, it automatically excludes more the ninety percent of Alexandra residents because of its location.



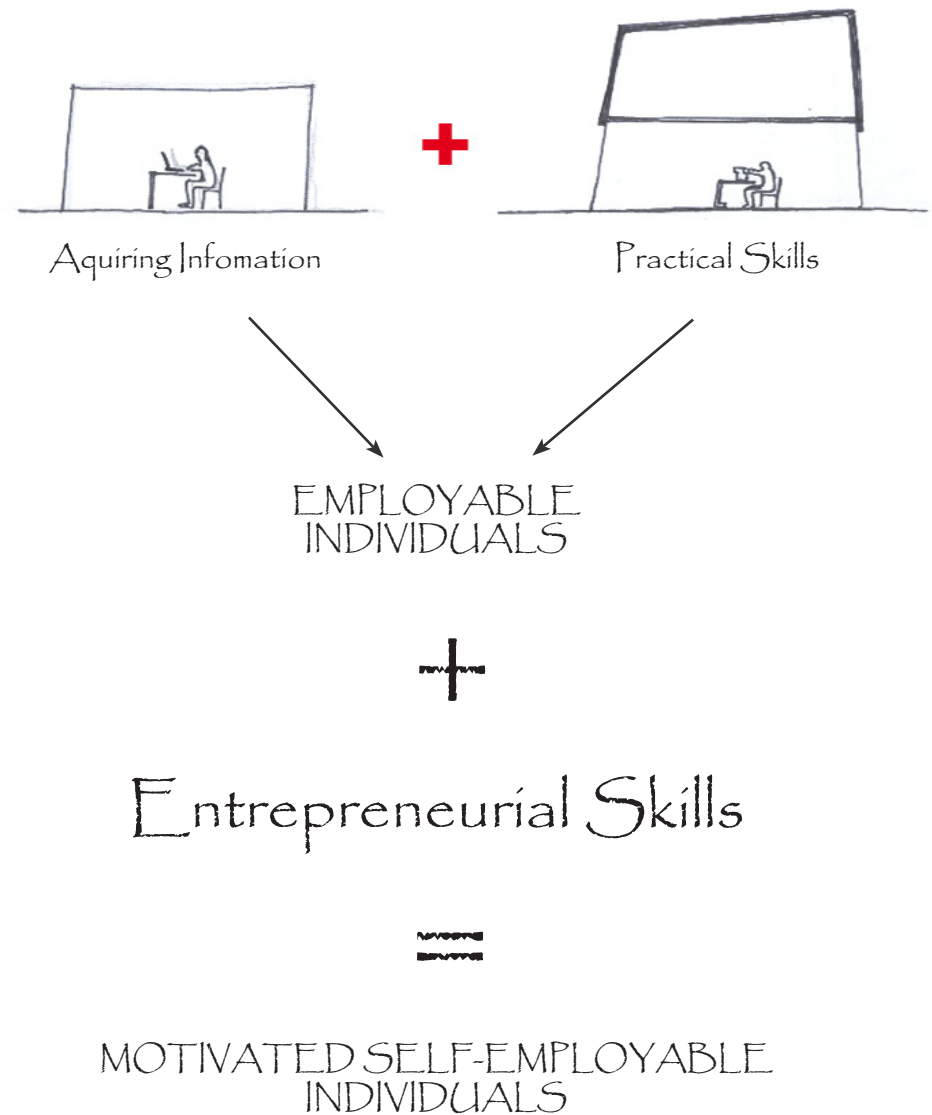
ON RELEVANCE

In 'Useless libraries' Manaugh & Twilley describe a library as something that is not built but 'an institution created through use'. Most go to the library for its contents and the building is only used secondarily, suggesting that a useless library with unused contents is not a library at all. Nowadays the abundance of service characterizes the library, not the number of 'unused' books that are housed in it. Today's library is an activity and not a place, the use of knowledge and not simply its storage (Manaugh & Twilley, 2008, p8).

Sanchez characterizes the library of the past as 'an institution that was a bastion of intellectual power and elitism' (Sanchez, 39), has that role transformed in a way that it benefits the majority or has that just taken another shape where it only seeks to empower those already on their way to empowerment? What is the relevance of a library in a context of low income and low literacy levels, where people strive for survival? What are the contents of the libraries, and how do they respond to contextual issues? Why would a person striving for survival think about reading for pleasure when his/her primary concern is acquiring skills that will liberate them from unemployment or poverty? The structures of current township libraries do not deal with these questions.



Library or Store room for books? (static.flickr.com)



THE NEED TO RE-CONCEPTUALISE

On her trip to Guatemala in a mission to find out how libraries in post-conflict countries have developed and are being used, Amanda Young who is an advocate for re-appropriation of libraries (as knowledge institutions) in order to enhance socio-cultural usefulness, was introduced to the reality that libraries in most of the communities were still a foreign concept / institutions not used by the people they are supposed to serve. Similar to my experience in Alex, most people she asked where the libraries were in different neighbourhoods did not know and those that knew where puzzled at the question as they do not even use their libraries (Young, 2008, 90).

In my little time spent in Alex talking to people I experienced the same pattern of lack of interest or lack of use that she did in her journey. Young witnessed several libraries that were overflowing with books but no people in the libraries using the spaces, I witnessed half full libraries with approximately 90 percent of the users (mostly scholars and students with their own material) doing home work and assignments.

Young diagnoses the library of Guatemala as still a symbolic statement, protest or intention when it should have moved from that point some time ago. For it to be a usable institution rather than a direct translation of a foreign concept it should be relevant to Guatemalan circumstances. Young also points out to us planners and people who fund these institutions a problem that we are still conditioned to expecting to see results of the direct translation of 'library'; the literal structure rather than the idea (Young, 2008, 91). We still want to see free books and computers in a specific type of building when potential libraries are spread across our landscapes in smaller cultural patterns.

Besides the obvious longer term solutions such as fixing the education system, Young suggests that for Guatemala to localize the currently foreign concept of 'library', it should look into the way people gather

at coffee shops and parks and the way they shared spaces like buses "echo the public function and gathering aspect of the libraries" (Young, 2008, 91). Areas like Alex and those towns that Young mentions in her text, offer opportunity for the concept of 'library' to be re-defined for areas that do not have the same culture as Europe and North America.

HOW THE TOWNSHIP LIBRARY CAN BE MADE MORE RELEVANT

The two biggest problems that South Africa has to face in this century are education and unemployment. They are also the two issues, if approached and executed in right way, have the power of liberating the country from many other inevitable resultant problems. There are no shortcuts to dealing with issues like these and this implies that radical measures have to be employed in the roots of our societies to ensure permanent solutions.

The Department of education is battling and will battle for some time before it finds its footing on the way forward, given the educational background the country comes from. What happens in the meantime? The unemployed will not all be helped out by the government or the private industry; it is because of this sad reality that organizations such as the SACF and COSATU believe that the government should start investing in building systems that promote entrepreneurship and create a business environment that allow small business owners to compete with big business.

For most entities to survive the ever-changing challenges of modern life they have to constantly transform to adapt and be relevant to current situations. Today's township library should also transformation itself to rise up to these vital challenges allow systems to grow from it which become part of these permanent solutions to addressing education and unemployment. How does the library begin to tap into NGO's, Private Industry and government structures for mutual benefit of parties involved?

Advocate for innovative and creative library futures, Rob Bruinzeels, envisions the future library as a facility where people not only consume knowledge but also produce knowledge. Moreover it is a place of inspiration, fantasy and amazement. According to him, even though the book

will continue on, the old library will disappear, giving space to new media, new user concepts, the internet and other marketing strategies, all of which have started demanding their place in the library (Bruinzeels, 2008, p 10). In support of these thoughts, another statement quotes: "Libraries today need to facilitate multi-modal access to information and at the same time encourage the creative use of knowledge" (Edwards & Fisher, ix).

In further exploration of the hypothesis regarding new user concepts, media and creative use of knowledge, my thesis looks at formulating several new systems informed by contextual issues to transform the township library into a relevant civic and community entity. Here the typical library program is restructured, abandoned for a more radical one rooted in addressing skills development and entrepreneurship training. This means that in addition to the existing successful functions offered, several systems of learning - training - practicing will be introduced which will primarily deal with assisting aspirant small business owners and entrepreneurs convert their ideas to practical interventions; making the library a place where knowledge is not just kept unused by the people it is intended for, but one where knowledge (through practicing it) is appropriated to benefits that community directly and makes a tangible difference to them both in the near future and long term. In support of the direction my theory is taking, Rob Bruinzeels of a journal 'Tomorrow's libraries' highlights the abundance of knowledge that the library has which will force the consumer to asks these questions; "what information inspires or supports my life as an individual and as a member of society?" Designers in the pursuit of a more culturally relevant library should strive the following to achieve libraries which offer value added service that will firstly; be more about providing meaning to individuals, secondly; match public diversity (for young and old alike), and lastly; challenge, surprise and really help people (Bruinzeels, 2008, p 11).

The 21st century community library in South Africa needs to be properly branded, programmed and operated in way that addresses the issues of empowerment. It is not enough for the library to just provides the much needed service to the student, researcher. In its functioning, location, aesthetics and other factors should be more aggressive in its mission to promote a sustainable culture of learning that affirms South African languages, history, values and development. It should be enticing enough for potential users (especially youth), it is to be a centre that the youth can identify and eventually enticing enough to be a centre of culture which will contribute to curbing the absence of a learning culture. Edward & Fisher view the storage of knowledge in a library as just one of the functions of the library, and the prime function of the library today being “making that knowledge available and encouraging the exchange and reflection upon it” (Edward & Fisher,...). The primitive library aspect of making knowledge available is the only basic service that township library offers, and that knowledge put on shelves and stays

there, it has never been ‘sold’ to the indented targets.

The views above were also echoed by the UK Secretary of State (SoS) for Culture, Media and Sports in 2000, who described public libraries as ‘street corner universities’, said that the library needs to draw lessons from the successes of brands like McDonalds and Virgin if people in the 21st century are to be active readers and researchers. The attention of today’s potential library user is drawn to attractive forces like video shops and junk food shops, and one way for the library to compete with these for them to adopt welcoming and stimulating environments study material which is fun to use (Edward & Fisher, 132). This viewpoint blames not only the design of uninviting libraries inherited from the past; it also looks at presentation, using as an example the often seen weakness of ‘tucked away’ or ‘special’ video/ internet areas, as evident in our public libraries as well.



Small Business Owners

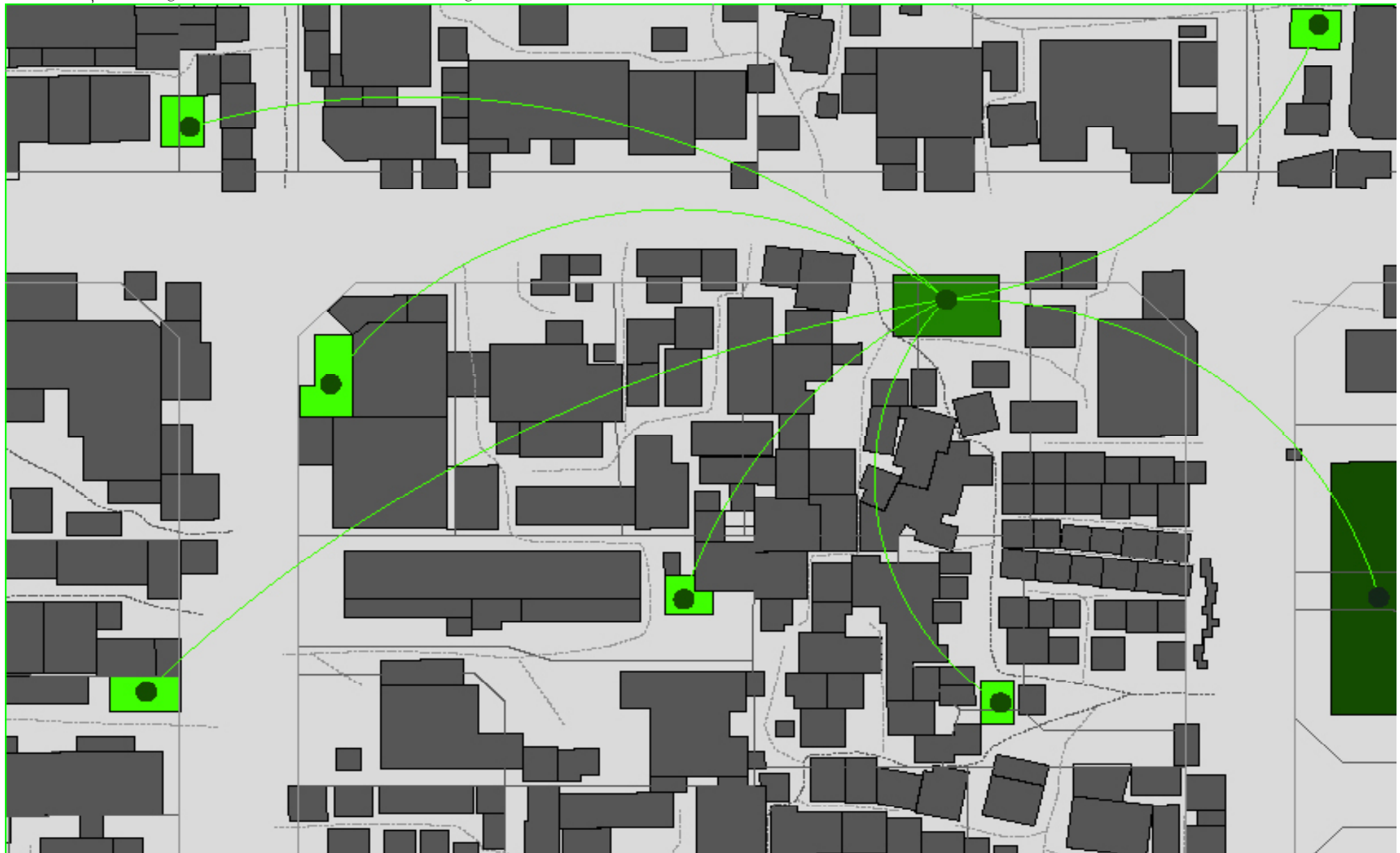


The Self-employed



Potential Entrepreneurs

Township Library as a Street Corner University



THE TOWNSHIP LIBRARY AS A STREET CORNER UNIVERSITY

The 'street corner university', connected to schools, colleges and homes, is seen primarily as an IT library and a book library second, rigorously exploiting the ocean of marketing tools at its disposal to establish itself as a force to be reckoned with in the world of popular culture (Fisher & Edwards, 132). The 'street corner university' concept is one of the cornerstones of 'appropriating the library' to the township's way of life. The patterns of connectivity to everyday life and successful advertising strategies that are mentioned here have already been exploited throughout South African townships by brands such as Cell C and Vodacom. The red Cell C container is as much a part of the township

Cellphone companies have cemented their services as brands in fabrics of townships



as anything after only over ten years of Cell C's establishment, and it also serves as a tool of empowerment that brings income to some. The township library can, in a similar fashion, seamlessly blend into the township benefiting the township firstly; by empowering 'stakeholders' financially and with skills, secondly; by taking the library to the people and being part of the fabric and lastly; eventually learning being part of township culture as well.



MTN Structures has successfully moved it's brand into the fabric of Urban and Rural Southern Africa (africa.businessweek.com)



PROTAGONIST INTERVIEWS

This section focuses on different sectors of Alexandra's society that my theory is investigating as a target market for my intervention. Interviews were carried and directed mainly at the following;

- small business owners (mostly young informal businesses)
- beginning and potential entrepreneurs within Alexandra
- unemployed youth looking for opportunities
- scholars & students

The primary bases for these interviews was to determine if the project that I propose for Alexandra will be a valid or relevant intervention for the target market that the intervention will be based on. Secondly, if the intervention is given the 'go ahead' by the participants, their concerns picked up from the interviews will identified what most Alexandrans in the categories mentioned above would want to be assisted with in order for them to use the facility. Lastly the interviews will pick up trends that will be influential in developing program and a design language that will suite the culture of Alexandra.

The interviews had a basic structure and questions but were appropriated to the protagonists' unique conditions. The general structure includes the following;

- Age group
- Level of formal education
- Business type OR Occupation & how long in that position
- How the skills / knowledge of that field were acquired (self taught, formally educated, etc)
- Profits per month
- Level of satisfaction with current occupation and profits (if any)
- If not satisfactory what steps are being taken to improve that situation
- Do the participants need information / knowledge to empower

them to better their conditions

- What do the participants do / where do they go to acquire knowledge of the field to empower / improve the conditions of the business / occupation
- What information / services would they want to see introduced to their libraries
- What are the participants' dreams / future plans for growth in the occupation
- Would a facility that helps the participants further their knowledge and skills in the field benefit them do they need such a facility

The interviews that were selected for the document were chosen to represent diverse schools of thought and societies.

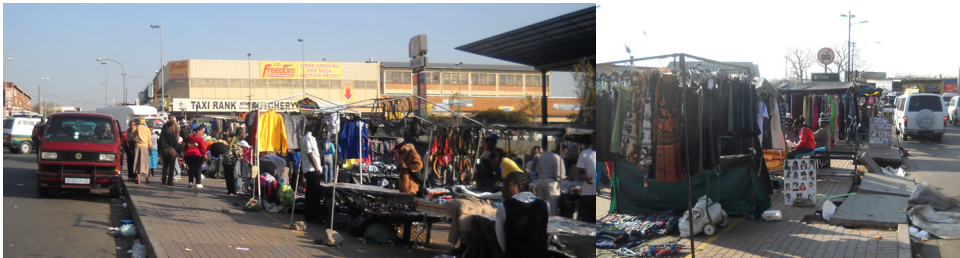
INTERVIEWS

Mnito, 26 - Small Business Owner (Sewing and Selling Clothes on a busy Street Edge) - Interviewed 10 July 10



Mnito (centre) at his workplace

- Formal Education: Matric
- Has been sewing & selling on the sidewalk for 7 years
- Self taught skills (no formal education in the field)
- Has a wife and kids
- Makes a maximum profit of R150 a day - It is enough to feed the family
- Would like to get more than he gets from his current job but is not taking measures
- Would like to see himself owning a bigger business but he prefers operating from the sidewalk because that's where people are and he can't afford rent right now
- Does not have information on where to go to improve his condition
- Does not know about the business place (at Alex San Kopano Community Centre)
- Never goes to look for information about his field (not sure if the library will be able to help him in any way)
- Would go to a place that can help grow his business, but not a college because there's no money for that and not enough time to do that.



Mnito's competitors on Watt Street

Foster, 30+ - Small Business Owner (Fruit and Veg. Sales at a busy Shopping Complex Entrance Gate)

- Formal Education: Matric
- Works 7 days a week
- Has been selling on different spots for 3 years (found the right spot)
- Had a formal job and lost it, started this business after a few months being unemployed and not finding another job
- Has kids
- Earns enough to feed his family
- Is very satisfied with the profit that he gets
- Would not move his business to a more formal place as people are where he is, and he also does not want to pay rent.
- Does not wish to expand his business, says a smaller business is more manageable, a chain of them would be stressful for him
- Has plans to do something else in / for the future (private info)
- The business is not what he wants to do but it provides for his family, so he will stick with it for now
- Knows about the Business Place in Alex but does not need their help
- Would go to a place that would truly help tangibly get his future plans of business running (but not for the current occupation), something that he would do in his own time.



Foster's Competition ranges from informal to formal set-ups

Rre Masekela, 40 - Small Business Owner - Food catering - Interviewed 10 July 10



Mr. Masekela (centre) at his workplace

- Formal Education: Sales & Marketing Diploma
- Has been catering for just under a year
- The business is run by the wife to get additional income for the family (no formal education in the field)
- Has a wife and teenage kids
- Profits of R150 on a normal day & an average of R300 on busy days

- Sometimes business costs are higher than returns but he supplements it with money from his other (formal) job
- Would like to get more than he gets from his business and is learning from his competitor on the same street who has been running a catering business for 10 years
- Would like to see himself running a bigger business and would like to see the business move from the street to a more formal set-up
- He looks up to the "Taxi Rank Fast Foods" catering shop down the street
- Thinks there's generally a lack of information sources for Alexandrians who are in his position
- Has not been to any place for information on the business
- Does not know about the business place (at the Community Centre), but since I mentioned it he says he will surely go
- He would like to expand the business and wishes to cater at local functions and once the business expands use that money to start a minibus business, which he is learning about
- Would go to any reasonable place that can help grow his business and nourish his dreams to start others.

Anna & Martina, 30 - Small Business Owners - Street Salon - Interviewed 10 July 10



Anna (Seated) at her street salon

- Formal Education: Matric
- 8 years on the same spot
- Have loyal customers who sustain their business
- They compete with over 20 other salons in a space of 50 metres
- Need marketing skills to be able to compete with other salons
- Earns enough to feed themselves
- Are very satisfied with the profits

- Would move the business to a more formal place if opportunity presented itself, but are not looking for that right now.
- Would go to a place that would help them strategize how to move up



Master Mike, 24 - Small Business Owner (Sidewalk Electronics Workshop, Mostly Cellphones) - Interviewed 29 March 10



(Right) Master Mike's 'Electric Workshop'

- *Formal Education: Matric*
- Started fixing phones with his friends then brached off to start his own, has been independent since 2010 began
- Self taught skills (no formal education in the field)
- Profits depend on whether people come to drop off damaged goods
- Would like to get more than he gets from his current job, has taken the

- first step to start his own business, and will grow it when it picks up
- Would like to see himself owning a bigger business (a chain of formal shops) that remain close to where the people he services live
 - Does not have information on where to go to improve his condition
 - Has heard about the Business Place but never approached them for information, but will utilize the facilities when he has a client-base and needs to expand
 - Always reading books that he can get from friend to expand his knowledge of the business he is in
 - Mike thinks a place is needed that encourages young entrepreneurs and business owners like him from high schools onwards to aquired entrepreneurial skills since jobs are scares
 - Has worked for another person before but is working hard (aquiring all the knowledge he can) to not go back there, instead he wants to be the employer.

INTERVIEWS CONCLUSION

I went into most of the interviews with a presumption that every street vendors want to see themselves owning a proper shop where they can lock up every night without having to carry all the temporary stalls back home. I also assumed that they all dream of a bigger business than a street fruit-and-vegetable market. I was wrong. Some aspects of the interviews arrive at common conclusions and some are unique to all participants.

Some people are content running a street fruit and vegetable market and would not want it to grow or contract, some want to grow their small business to a point where it hires and inspires younger generations to do the same thing.

The two things that the interviewed Alexandrans have in common are that they have dreams to have more than they have, be it knowledge or a better business structure and secondly that they acknowledge that for them to get there they will need some informative source to move them to that position. Even if they do not have plans, or have not made any significant move to change their conditions, most agree that they do not want grow old on the same spot the do business from and they need a facility that can spark that hidden ambition to do better than they are doing.

Money came up as one of the biggest obstacles to the participants' growth with regards to their businesses but they do acknowledge that information, knowledge and skills are a main key to making that all important move.

The interviews reveal that Alexandrans need and would wholly utilize a centre that responds to their information and skills concerns and would positively benefit from it to advance their plans and dreams as small business owners and entrepreneurs.

FORMALISING THE INFORMAL - A SUCCESS STORY

After being retrenched 7 years ago and failing to find a job thereafter, Mzitho Msizi went the route of self-employment. He used a recipe that he learned from his mother to make boerewors rolls that he and three other colleagues sold under a stand they erected in the Johannesburg CBD's busy market street, near the home affairs building. His customers insisted that he sells 'pap and vleis' and salads, business began growing so fast that within a year he had moved into formal premises in Braamfontein (Mabotja, 21).

I stayed a block away from the famous 'Mzitho's Kitchen' in 2004 and I myself would go there every now and then for a taste of the delicious meals. Given the long lunch cues that I used to observe in those days, I never imagined that the business was just starting out then; in my mind only a well establish business could be that busy.

Now Msizi has two more branches in Pretoria's CBD and another one in Pimville Square, Soweto and employs over 30 people (Mabotja, 21). He moved himself from street corner economy to mainstream without the help of the government, but not many people have the sheer determination that he had, and even for some who have that in contexts like Alex, the extent of knowledge and information that a regular Alexandran has to move them from 'street corner state' to 'chain-shop owner' is proven to be non-apparent through the conducted interviews.

Msizi himself mentions that there is no government support for people like him. Mabotja shares my view that in a developing country like ours, entrepreneurship and the informal economy are the only saviours for "most of economically vulnerable, unskilled and semi-skilled individuals" against our 23.6% current unemployment rate (Mabotja, 21). Informal economy, including unregistered businesses run from homes, street pavements and other informal places, accounts for 10% of the country's

domestic profit, that being estimated at R60 billion a year and 32 billion of that coming from spaza shops and street vendors. These business types are said to employ an average of two people per business (Mabotja, 21).

The possibilities in the informal economy and entrepreneurship are undeniable, but they have to be nurtured by the mainstream economy and government for them to spring off. And not suggesting 'hand-outs'; I am suggesting supporting education and knowledge systems, the only real roots of entrepreneurship. Involvement of government and private sectors could start with ensuring that institutions such as libraries take the lead in re-appropriating themselves to be part of this essential shift.

Mzitho's Kitchen, Braamfontein



Informal Trader (Mabotja, 20)

RECONCEPTUALIZATION OF THE LIBRARY - INFORMED BY "ALEX"

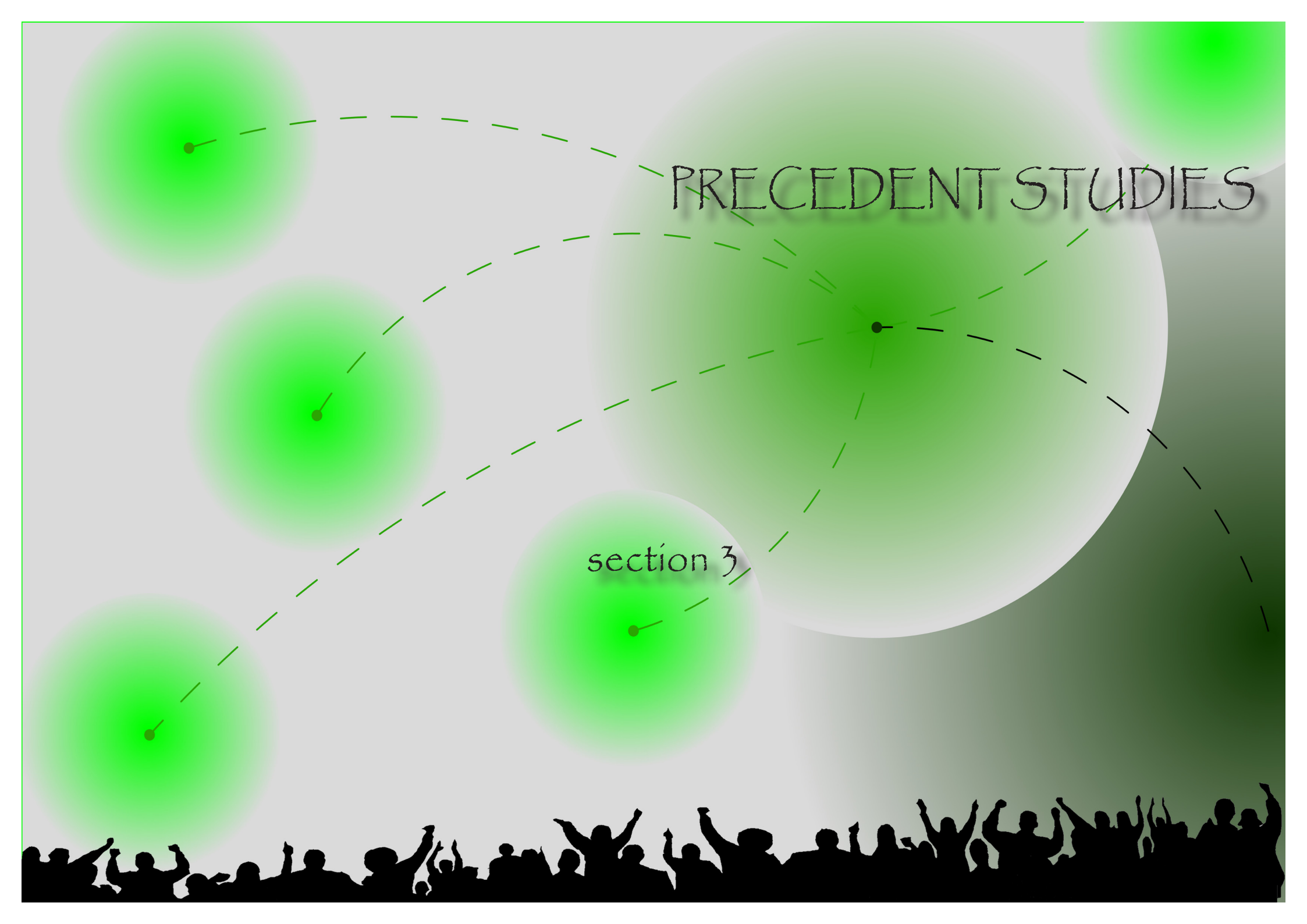
In his article titled Fitting library services into the lives of the poor, former director of St Louis Public Library and Editor of Public Library Quarterly, Glen E. Holt suggests that libraries in pursuit of attracting users and continuing quality services in poor communities ask the question; "How can our library develop and fit its services into the lives of the poor so they will benefit from what we know how to do?" rather than one that most of those library may be asking at the moment; "what services should my library offer...?" (Holt, 2006). The rationale behind the appropriateness of the second question over first one is that the first question is a passive thought about library services, only tapping into the 'supply-side' of the service, i.e. "If we offer them this or that service they will come" (Holt, 2006). The second question is more complex, engaging and hands-on; it involves the process of finding out what people concerned need and how will those that get involved benefit, how will their families benefit and even more subtle but still very important; "how will society benefit" (Holt, 2006). The product of the first question will result from faith and belief, while the second question inspires planning, organization and delivery of library services rooted in factual analysis and outcomes laid out in advance.

At this point the first step of asking for information has given me leads as to what a library in Alex should include and how it should be structured to attract new users and provide relevant services. The following suggestions, some also supported by Holt's theories, are a result analysed outcomes of interviews from my business protagonists in Alexandra and a few general observations:

- All agreed that Alexandra needs a one-stop-shop for information on a number of skills that they lack to advance their businesses to the next level

- Some said if the services were with the time invested they would leave their jobs for that little time, so long as they saw value in using the services. The services would have to be 'packaged' in a way that saves time for users that go there with specific problems; e.g. dedicated sections with solutions with regards to marketing skills containing video tapes of great sales people, marketing magazines, etc. all in one package
- Some services should be available at times convenient to different user groups (including Saturdays and Sundays for particular programs). For most of the people interviewed, time is a scarce resource because of the working hours they have to put in order to get enough money to meet their monthly needs. Including Saturday and Sundays for particular programs.
- Services should be delivered at the right locations in order to reach appropriate sectors of society i.e. none of Alexandra schools have a library; the library should 'go to schools' in order to cultivate the culture in young people from a young age.
- In order to develop its culture and promote itself the township library can benefit from making partnerships with popular cultural institutions around that already have large and steady communities i.e. day-cares can benefit from the library by making the library its 'extension' while the library and parents mutually benefit, other institutions that can have that same mutual benefit include, churches, recreational providers, informal traders, etc.
- Brand itself in the same fashion cell phone companies do; by spreading its essential service in the fabric of the township. A distributed library could shorten distance for many kids that need a place of study and in this regard act as a safe haven after school.

PRECEDENT STUDIES



The diagram consists of four green circles of different sizes. The largest circle is on the right side of the image. Inside this circle, the words 'PRECEDENT STUDIES' are written in a black, serif font. Below and to the left of this circle is a smaller green circle containing the text 'section 3'. Four dashed black lines connect the centers of the circles in a specific sequence: starting from the top-left circle, moving to the bottom-left circle, then to the middle circle (labeled 'section 3'), and finally to the largest circle on the right. At the bottom of the image, there is a black silhouette of a crowd of people with their arms raised, suggesting a presentation or a public event.

section 3

PRECEDENT STUDIES INTRODUCTION

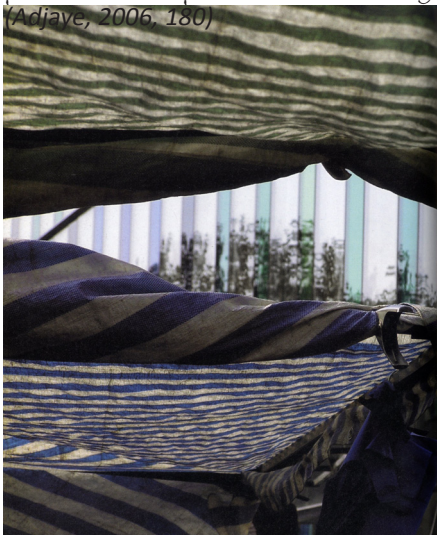
The choice of precedent studies was informed by respective projects' potential to directly inform my design development or pose questions to the design. The different projects' influential qualities will differ from project to project, not all of them will be relevant to my design so only the relevant aspects of the design will be discussed and explored in relation to:

- Flexibility & programmatic shift from the convention in pursuit of a more contextually relevant library
- Relation of the library's physical attributes to contextual issues
- Theoretical basis of the library's design development, especially theories that propose a radical shift from the norm to promote optimal usage by the public
- Interior spaces design in relation to program and accommodation that promotes variety

The issues stated above will then be related to how they fail or succeed in their position with regards their relevance to their respective contexts. The successes will be appropriated strengthen my theoretical approach to the design and eventually the design development. As the design goes through alteration and develops this appropriation will also develop and probably change creating a fresh perspective of the original theories.

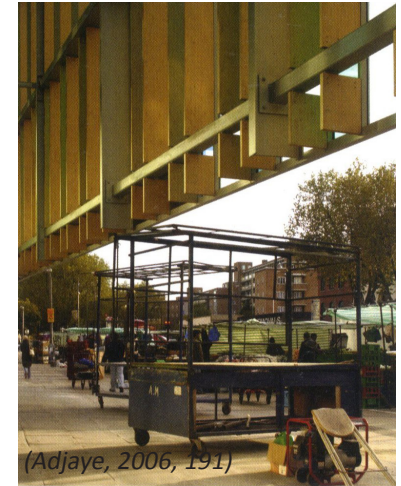
DAVID ADJAYE - IDEA STORE

Relation to context - David Adjaye has been praised for his ability to pick up on qualities of the immediate context and incorporate the qualities into his public buildings. One of the best examples of this is visible in how his London 'Idea Store' library on Whitechapel road, approaches the sidewalk and its activities that existed before the building was conceived. The 'Idea Store', according to him, is to be seen as a market place for ideas, a contact zone for knowledge and a centre for research and exchange. The immediate context is characterized by a busy linear street market located on a wide sidewalk (Adjaye, 182). The wide sidewalk is flanked by the colourful market's temporary structures and a dull brick building (which is the Idea Store's immediate neighbour) 'decorated' and brought to life by a host of colorful advertising boards (Adjaye, 182). The Idea Store feeds into these site specific characteristics in two ways, one way on an abstract level and another more literally so. Firstly; the concept of 'Idea Store' as a trading house, corner store or provision shop of the community. In the same way the provision shop



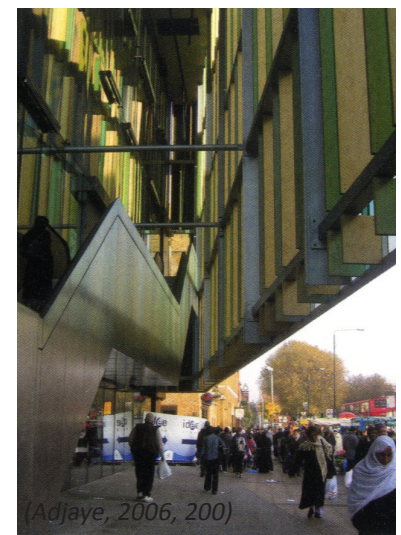
provides goods for nourishment of the body, the Idea Store represents the same kind of opportunity for the mind's hunger for enlightenment. The impression of 'trading', being the main apparent activity of the site, is here adopted by the Idea Store and continues at a different level complementing or even strengthening the existing activities' energy. However, the design of the ground floor fails to learn from the openness and easy-to-access characters of the market to make it more inviting to the user. The

(Adjaye, 2006, 191)



(Adjaye, 2006, 191)

façade at street level fails to have a connection with the passer-by that the existing market or any corner store would have, one of openness that visibly advertises the product in store. Adjaye speaks of the importance of the sidewalk to public buildings; he says "the sidewalk the sidewalk represent the welcome mat into the Idea Store, which is inseparable from the street" (Adjaye, 12) but then the extremely subtle way in which the library is conjoined with the street hinders its ability to become part of the daily 'trading' that the ideal Idea Store ought to do.



(Adjaye, 2006, 200)

The jostle and bustle of Alexandra's rich street life and the street edge culture will automatically dictate the Idea Store of Alexandra to deal more effectively with the library's relation to the sidewalk to truly become a 'welcome mat'.

Secondly; the physical attributes of the immediate context are drawn into the composition of the building's appearance. The scale of the building reasonably matches that of surrounding buildings, but no effort was put into scaling the building down at ground level to emulate the scale of a store, this in my view makes it less of an approachable 'store' and does the building a disservice in terms of attracting potential 'customers'. Its colourful façade's pattern and materiality were inspired by the covering material of the market stalls (Adjaye, 182).



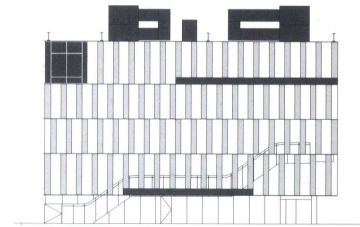
(Adjaye, 2006, 197)



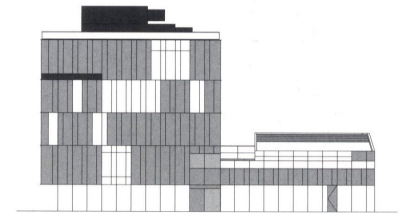
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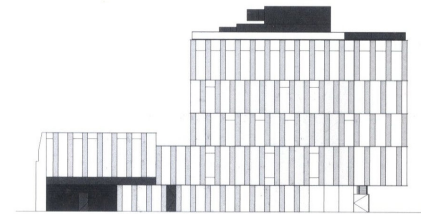
(Adjaye, 2006, 197)



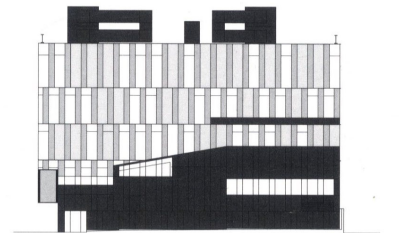
SOUTH ELEVATION



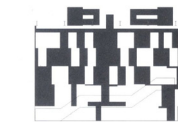
EAST ELEVATION



WEST ELEVATION



NORTH ELEVATION



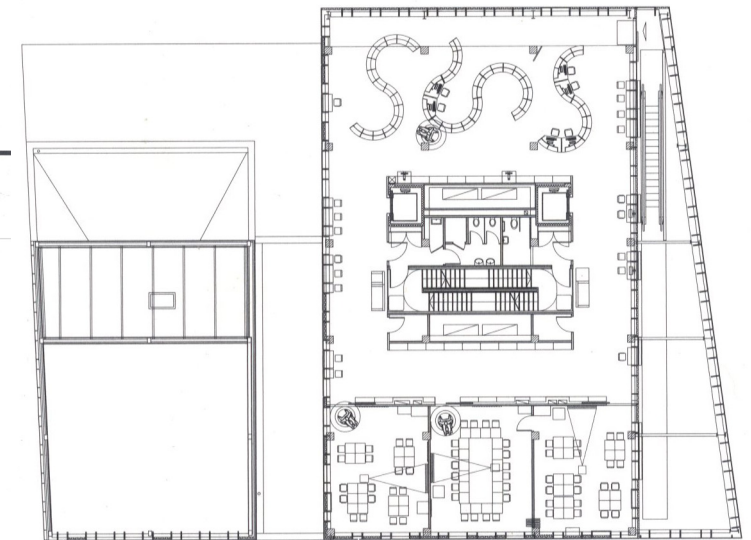
SOUTH FACADE



WEST FACADE



NORTH FACADE



SECOND-FLOOR PLAN

OMA - SEATTLE CENTRAL LIBRARY

OMA Philosophy and Approach

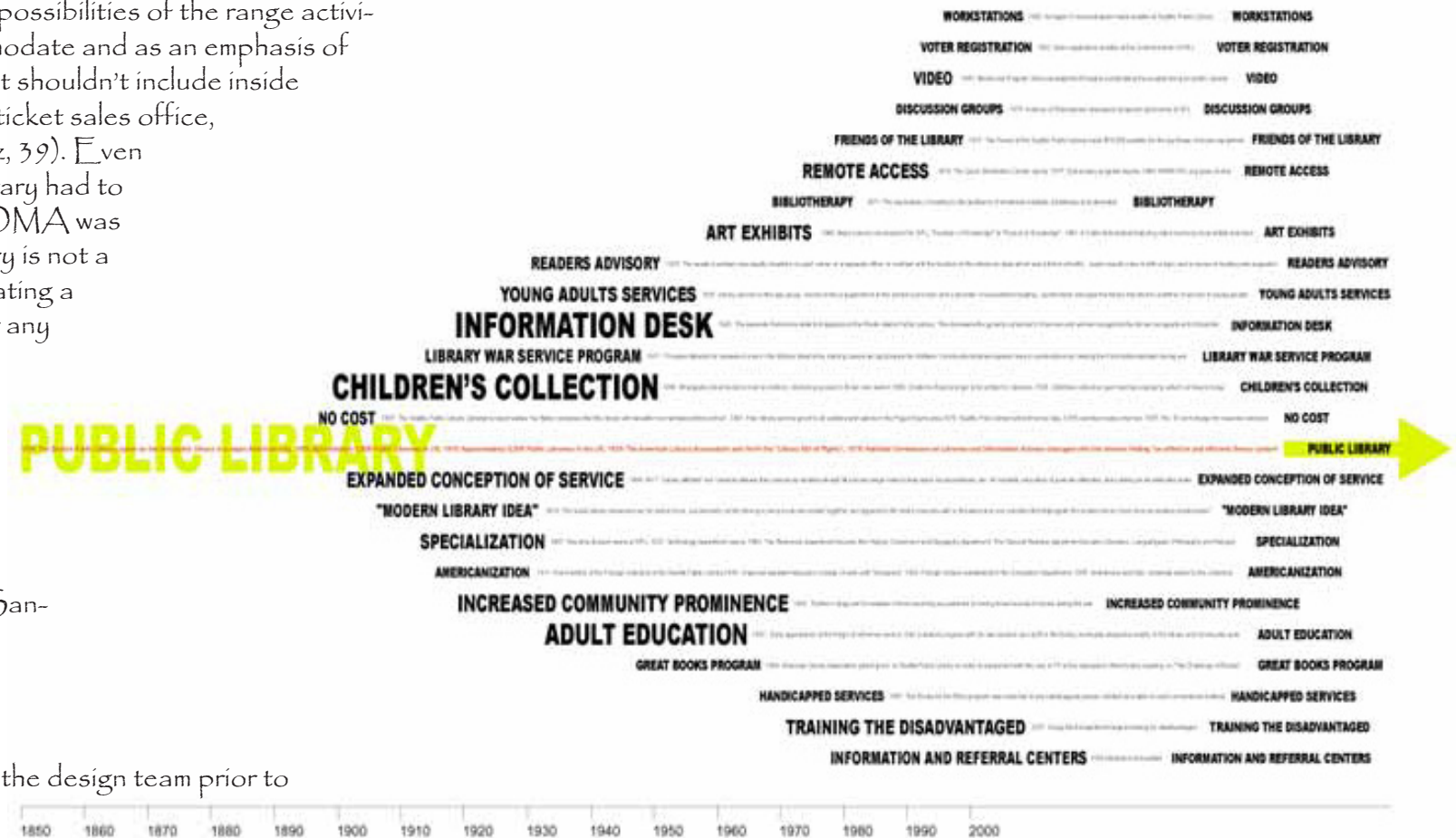
In OMA's research books for the Seattle Library Koolhaas mentions the need for public libraries to be redefined as a modern-day market place for encounters and exchanges, a community hubs that becomes "an integral part of metropolitan life" (Kubo & Ramon, 11). Koolhaas opened himself up for possibilities of the range activities the that library could accommodate and as an emphasis of this he even questioned whether it shouldn't include inside it a homeless shelter, bookstore, ticket sales office, cinema, or a food court (Sanchez, 39). Even though in character Seattle Library had to be flexible and accommodative, OMA was simultaneously aware that a library is not a community centre. Instead of creating a space that could be use by all for any purpose, the library has corners of useful services. Through services offered and its designs ability to accommodate programmatic change, the building physically and virtually promotes multiplicity but still retains the identity of a library (Sanchez, 39).

Programme / Flexibility

Extensive research was done by the design team prior to deciding on the design concept of the library. The research was aimed at questioning every

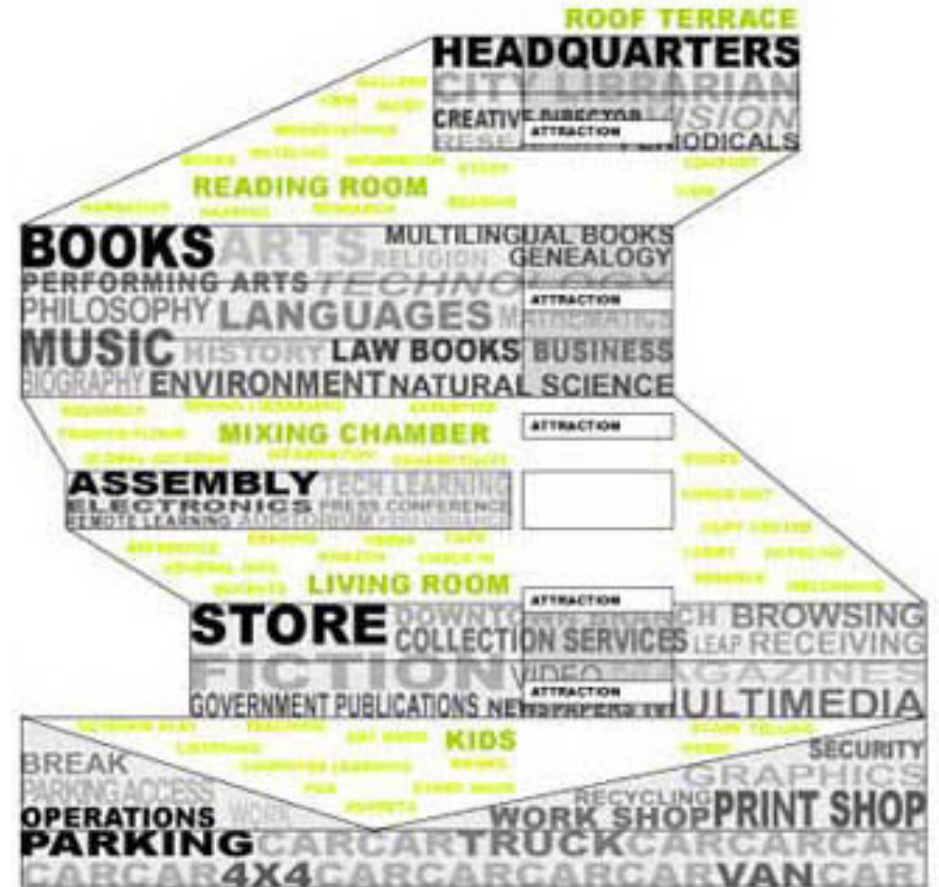
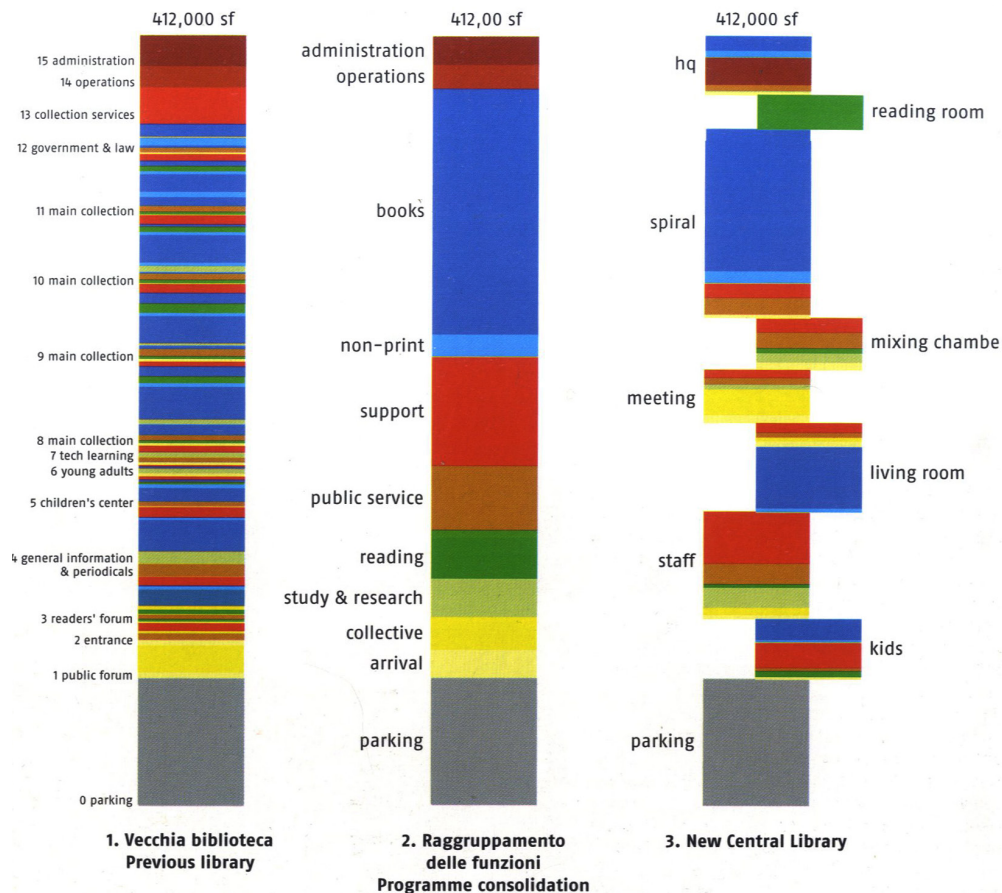
aspect of traditional libraries and the outcomes of the research ordered the form, programme and articulation of the functioning of their Seattle Central Library.

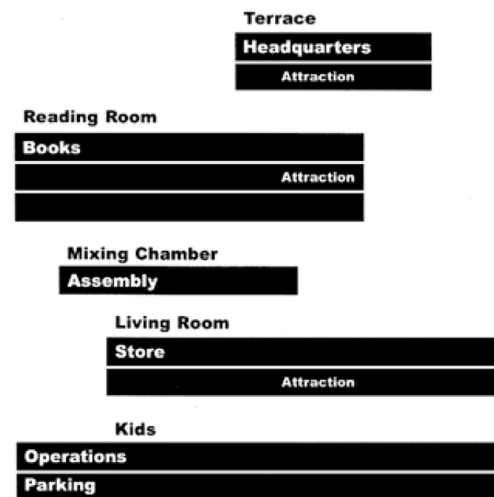
The building distributes functions over a number of floors by consolidating programmes into units which maximize performance of different programmatic clusters. These programmatic clusters are differentiated



The zones include; parking, staff offices, meeting facilities, book collection, headquarters. In order to accommodate the ever-changing demands of public space, the design allows public spaces of these zones' programmes to mutate and grow inside their compartments without invading other zones (Kubo & Ramon, 15). These public spaces (un-

stable clusters) are the interface between the functional (stable) spaces of the building; their positioning is determined by neighboring 'stable' functions and they include; the living room, the mixing chamber, the children centre and the reading room (Sanchez, 30). These 'unstable' functions are intended as spaces of play, work and interaction between different users and also as trading floors where the staff can interact with the public. The mixing chamber is the centre of library's information





Consolidated arrangement of functions

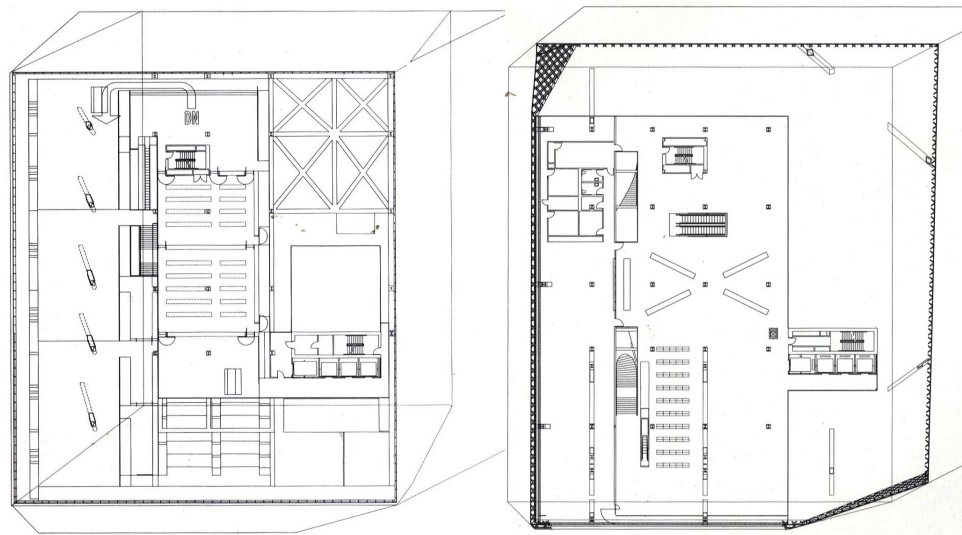
Other functions where off-centred allowing the Mixing Chamber as little exposure to sunlight as possible.

- 5 network where librarians and users can interact (Kubo & Ramon, 15). The information network is organized in the
- 4 form of a 'book spiral' which allows a continuous ribbon of information that flows seam-
- 3 lessly making it easier for the user to find information
- 2 (Kubo & Ramon, 34).

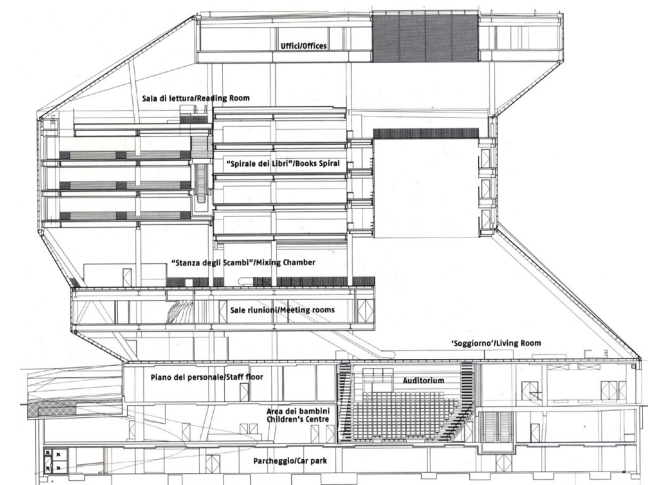
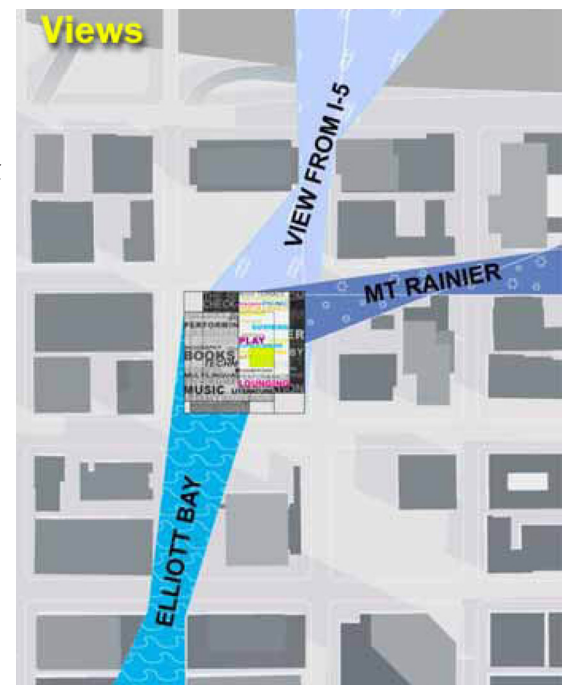
Relation to context

- 1 The building's programmatic

Other functions where off-centred allowing the Mixing Chamber as little exposure to sunlight as possible.



boxes (especially public spaces) are configured in a way that allows considered points in the surrounding to visually have access to the interiors of the glass building. Sanchez reads the spacious unfolding of the interior spaces as a continuation of the cityscape rather than a building on its own. The Reading Room is strategically positioned to a side of the building that maximizes view towards a nearby bay.



PECKHAM LIBRARY & MEDIA CENTRE

Designed to invite diversity

The Peckham library is located in a multi-cultural south London inner-city community with almost no contemporary public buildings that celebrate the contemporariness of the mixed-culture life that exists there. From inception it was meant to be a popular library used by all it serves and was seen as an opportunity to celebrate the diverse community by being a place where people can meet, hold meetings and introduce children to the pleasures of reading (Edwards & Fisher, 143). This library inception is rooted in the 'social functions' principles mentioned earlier on; "cementing together communities of all types" and to "be a meeting place and welcome and accommodate non-readers" (Edwards & Fisher, xi), and this was achieved through employing several design interventions that break away from conventions to make the building lively, inclusive and appealing across different social and cultural groups

North Facade (<http://absoluteastronomy.com>)



(Edwards & Fisher, 143).

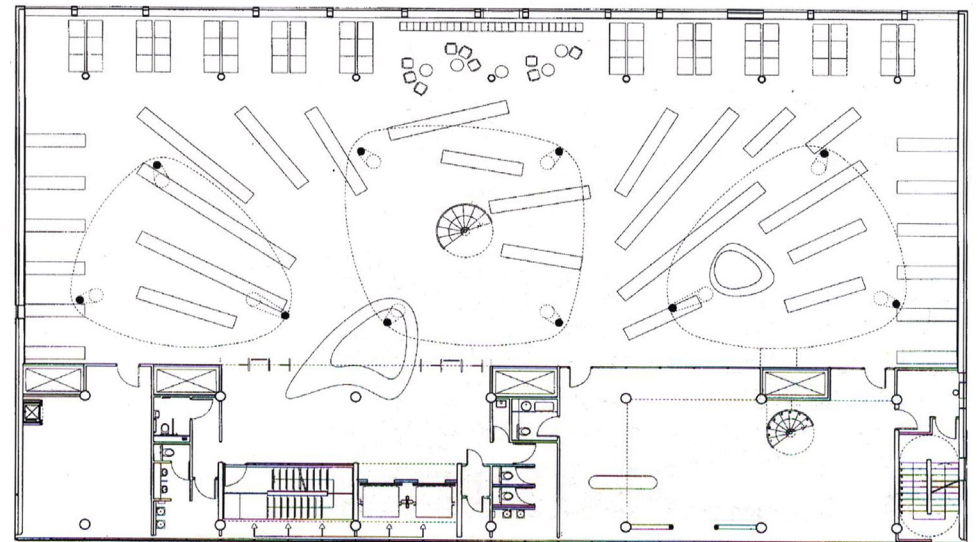
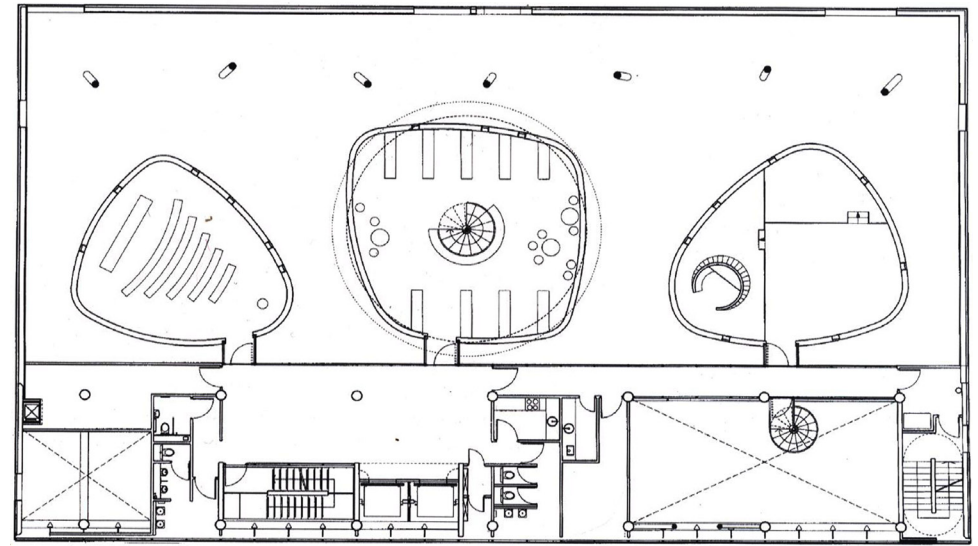
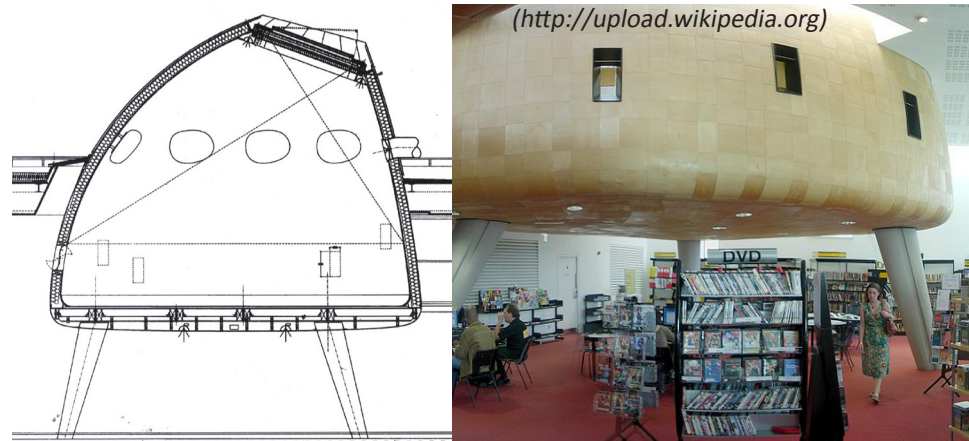
The multi-coloured glass panels covering an entire north façade are not only symbolic of the cultural diversity and also give the building an attractive and joyful experience from outside. Because of that feature and the highly noticeable inverted "L" shape of the building, the library is perceived initially by many as a pop-art building (Unknown, living-places.org.uk). The inverted L-shaped design recesses the entrance from the street edge to justify the shape as a very functional feature; it creates a sheltered plaza in front of the library entrance, comfortably making the entrance community meeting place (Edwards & Fisher, 143). Rather than just being just an entrance on a street edge, the entrance becomes a friendly 'welcome mat' to the library.

Library Square (www.aedesign.wordpress.com)



Programme & Interior Spaces

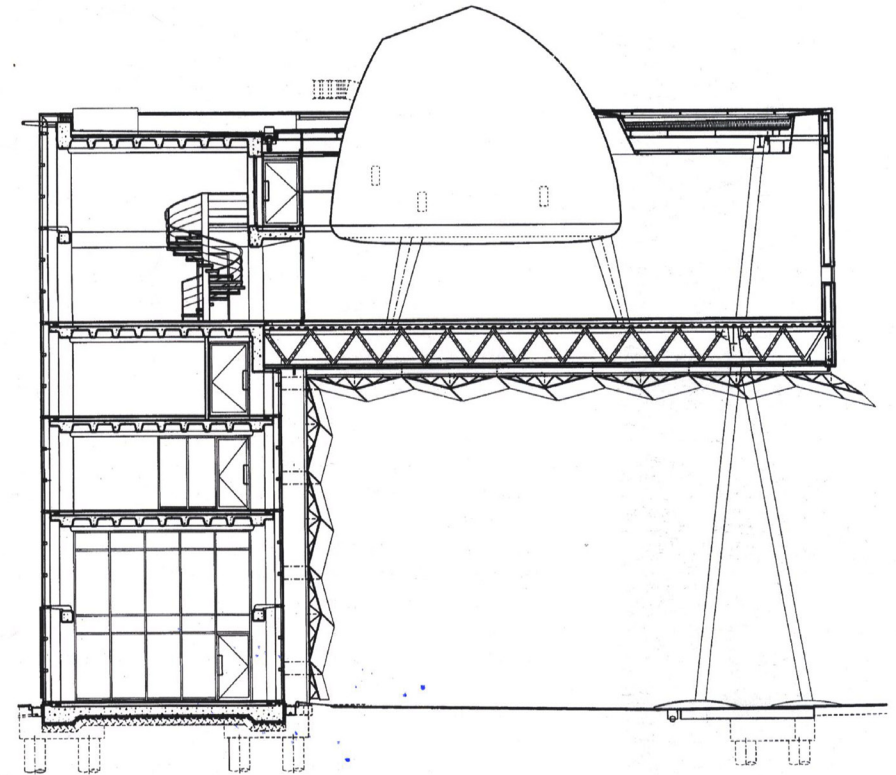
The building entrance is minimal because of the smartly created public plaza but the library only starts on the floors above. The lower floors are occupied by council information and advice centre (which includes paying taxes), library staff offices and a lift lobby that directs one up to the library above. Positioning the library on the floors above is an all beneficial arrangement as it allows the ground floor square to carry out the all important social function of meeting but still avoids the noise and bustle of the street and permits better views for readers (Edwards & Fisher, 143). The open-plan reading/book stack room is 12m above ground level and has a high (double volume) ceiling level itself giving the experience of reading and using the library a dignified spirit. Apart from the silence benefits, light benefits in the reading space are maximised by its elevated position and the entirely glazed north facade pours in the light as well. Book stalls and other display stalls for a number of activities (e.g. DVD stalls) are rhythmically but freely organized in the open plan to create a casual but respectable sense of space. Three giant coconut-like special activity pods pierce through the double volume space. The pods include an Afro-Caribbean literature collection in the



centre, a children's library flanking it and a meeting room on the opposite flank.

Relation to context

The most successful attribute of this library is how the design responds to the brief of creating a truly public building. Aslop and Stommer had the task of designing “a building that will bring prestige to the borough and a welcome psychological boost to the areas”, that “should be a modern building that is ahead of its time but also one that does not alienate people by giving an appearance of elitism, strangeness or exclusivity” (Unknown, living-places.org.uk). The client wanted the people served by it to relate to it architecturally and in terms of services offered, eventually having a sense of ownership of and pride in the building. Through how the Architect deals with the piazza, programme, materials and arrangement of spaces, the library is very successful, that affirmed by the popularity of the library and its optimal usage in terms of attendance and lending of books (Unknown, living-places.org.uk). The library also performs other social functions that seek to uplift sectors of the community including helping artists set up in redundant local industrial spaces and organizing festivals and creative activities (some held at the library piazza) to engage local residents and nurture local talent (Unknown, living-places.org.uk).



PHOENIX'S MARYVALE LIBRARY & PALO VERDE COMMUNITY CENTRE

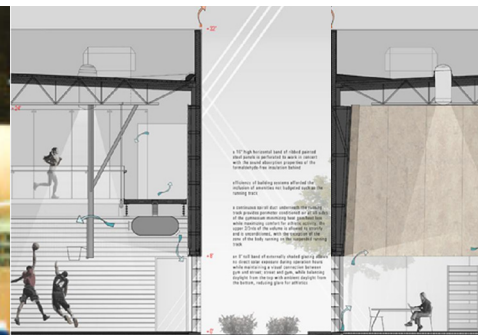
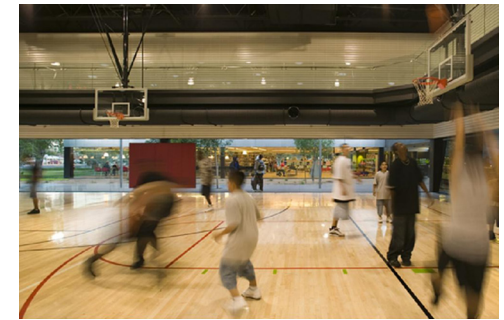
Hybrid Architecture for Youth

The project was part of a rejuvenation of the heart of the half century old Maryvale town by adding a library, community centre and a pool inside an already existing park. The theme of the community centre/library design is centred on exercise, with the library being the facility for mental exercise and the community centre being for bodily exercise (AJANI, 2007). The two independent facilities are only ten metres apart and only divided by a narrow walkway the two buildings are in direct dialogue with each other; this is made possible by the transparency of program from outside and the obvious details of equal scale and materiality that they share in elevation. The visual connection made possible by the shaded glass of the two structures reinforces this dialogue from the user's view point, but more importantly allows the transparency

of activities from the street during both day and night which creates a welcoming aura and enhances the 'publicness' of the buildings. The smartly orchestrated dialogue also allows the two different programmes share an audience; the duality of the design benefits both buildings to maintain optimal regular usage making this a successful community hub (AJANI, 2007).

Programme

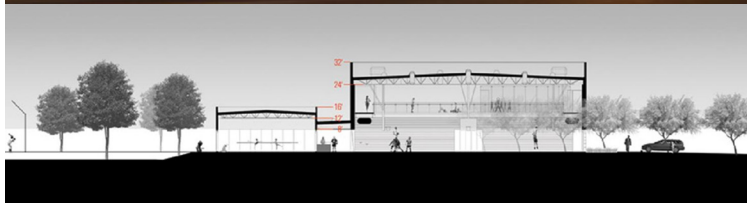
The community centre is characterized by the visually accessible gymnasium which caters for volley ball and basketball courts, a multipurpose theatre which seats up to 150 people, a Youth Lounge,



an auditorium with a stage and projection screen seats up to 80 people, arts and crafts room, a fitness centre on the mezzanine level with bikes and a walking track, two dance rooms, a kitchen and music room. The library is smaller in plan and only consists of the basic service area and a library public area. The public area was designed with young people in mind as the main target. The space does reflect that in its appearance and the optimal usage of the library by youth is testimony to the design's success. Both the library and the community centre attract five thousand users daily, the majority of those being Hispanic and African-American users who make up the majority of the Maryvale Population (Pearson, 2006: 129).

Relation to context

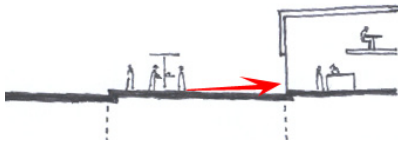
Maintaining the recreational park guided the site design and building layout. The new structures line up with the existing pool in such a way the three civic functions are adjacent to the main north-south main road, 51st avenue. A part of the existing park also had to be preserved as a contemplative buffer for the library (wendellburnettarchitects.com)



PRECEDENT STUDIES CONCLUSION

The different precedent studies deal successfully with different elements of re-conceptualizing the norm to create more functional architecture, thus increasing usage. The principles in these examples will later be used as my design principles and incorporated in the design process.

David Adjaye – Library on Whitechapel



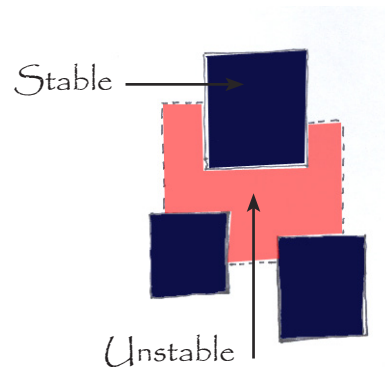
“Idea store”

The idea of the sidewalk as a ‘welcome mat’ to a building is a principle that can work very well in the context of Alexandria. Sidewalks are where people share news and stories in Alex, in my case the ‘welcome mat’ can be used to attract interest to what happens in the main building.

OMA – Seattle Central Library

“Stable and Unstable Programs”

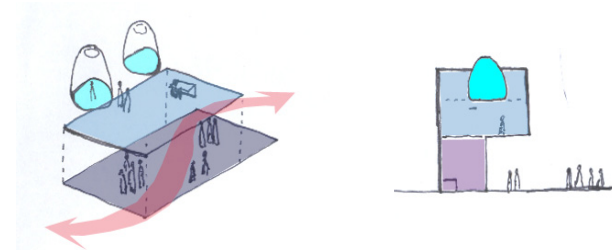
The unstable spaces are unallocated transition spaces between detailed spaces that deal with specific functions; these unstable spaces become versatile in nature of functionality and also allow users of stable spaces to experience functions they may not be using.



Peckham Library & Media Centre

Public on ground, more private elevated

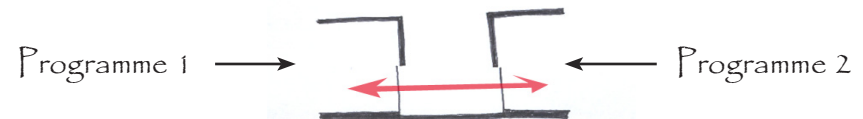
The Peckham Library succeeded in making the ground level a versatile public arena that promotes public interaction for various reasons. The building gets more private as one is elevated up to more specific functions, creating three gradients of privacy.

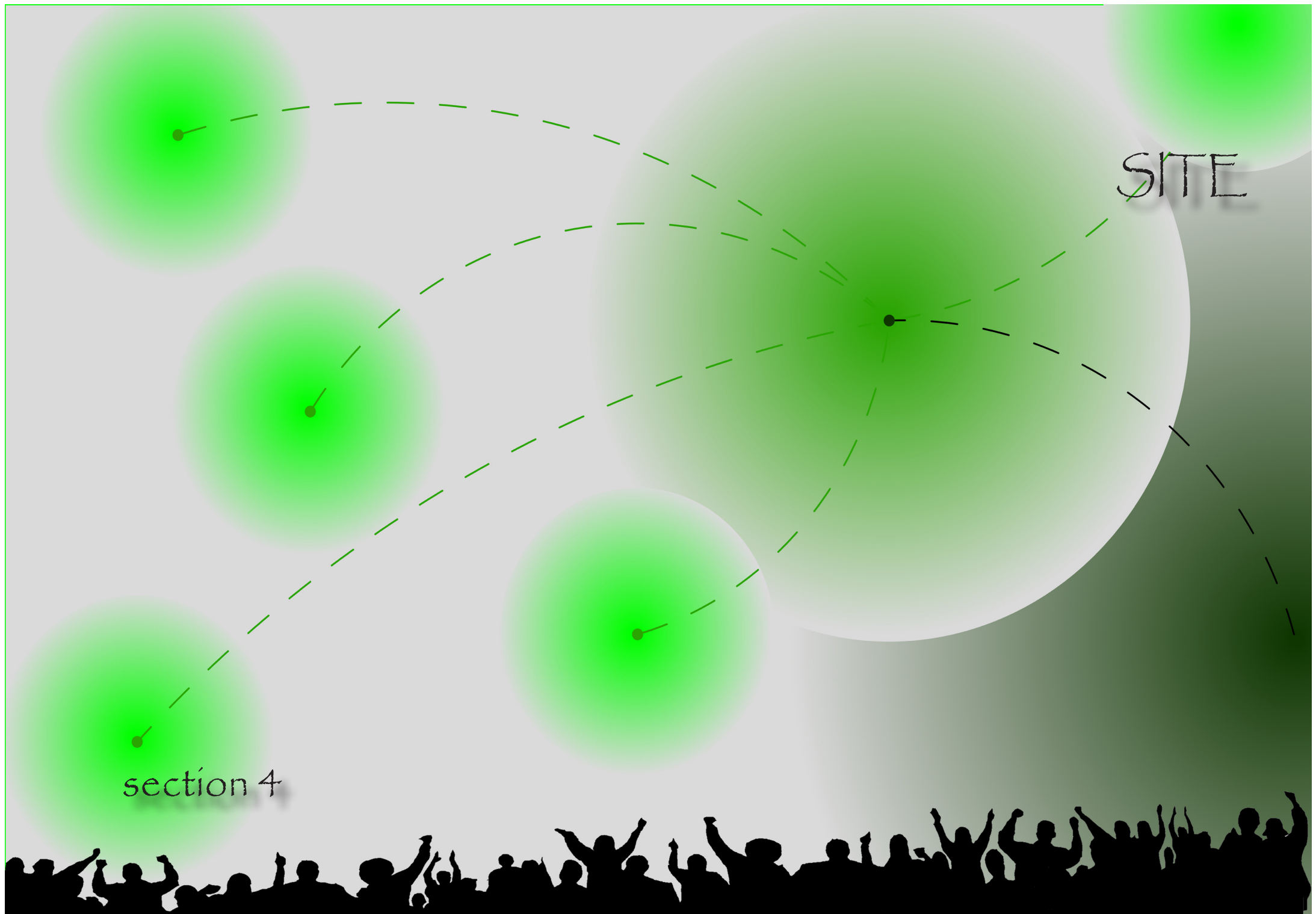


Maryvale Library

Visual connectivity

Two completely conflicting programs are here placed next to each other in a manner that promotes visual interaction. The two programs occupy different spatial volumes but share the same audience because of the visual connectivity maintained between the two spaces.





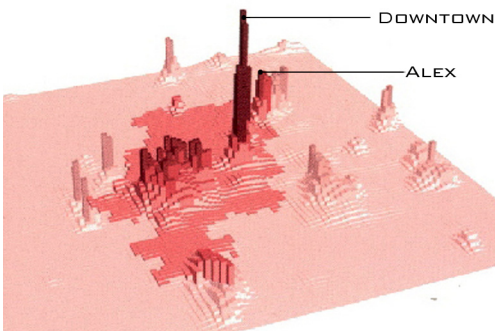
CHOICE OF SITE

Many South African townships are characterized by some common elements; one of the most undeniable being poverty. Alexandra is one of the most densely populated townships in Johannesburg with just under one hundred thousand people per square kilometre. It is estimated 350

Below: Johannesburg - Gauteng

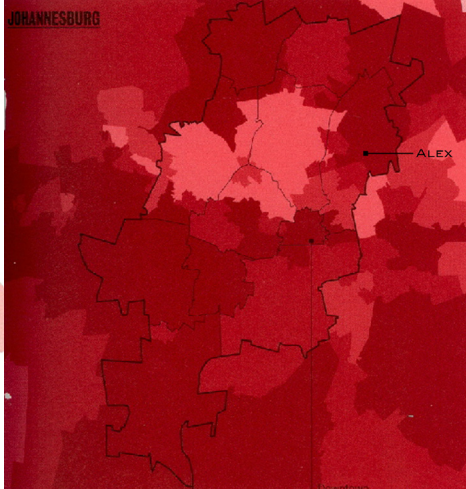
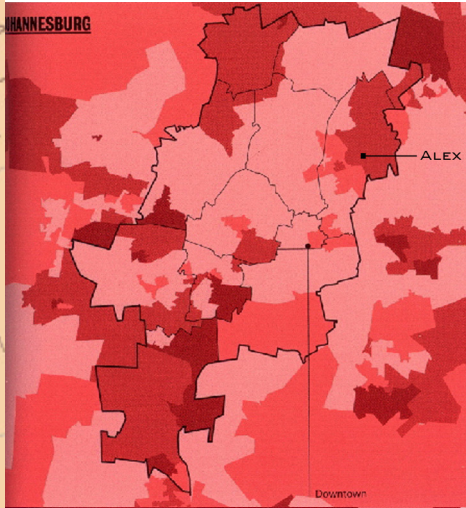


Below: Johannesburg Population Map (The endless city: 2007)



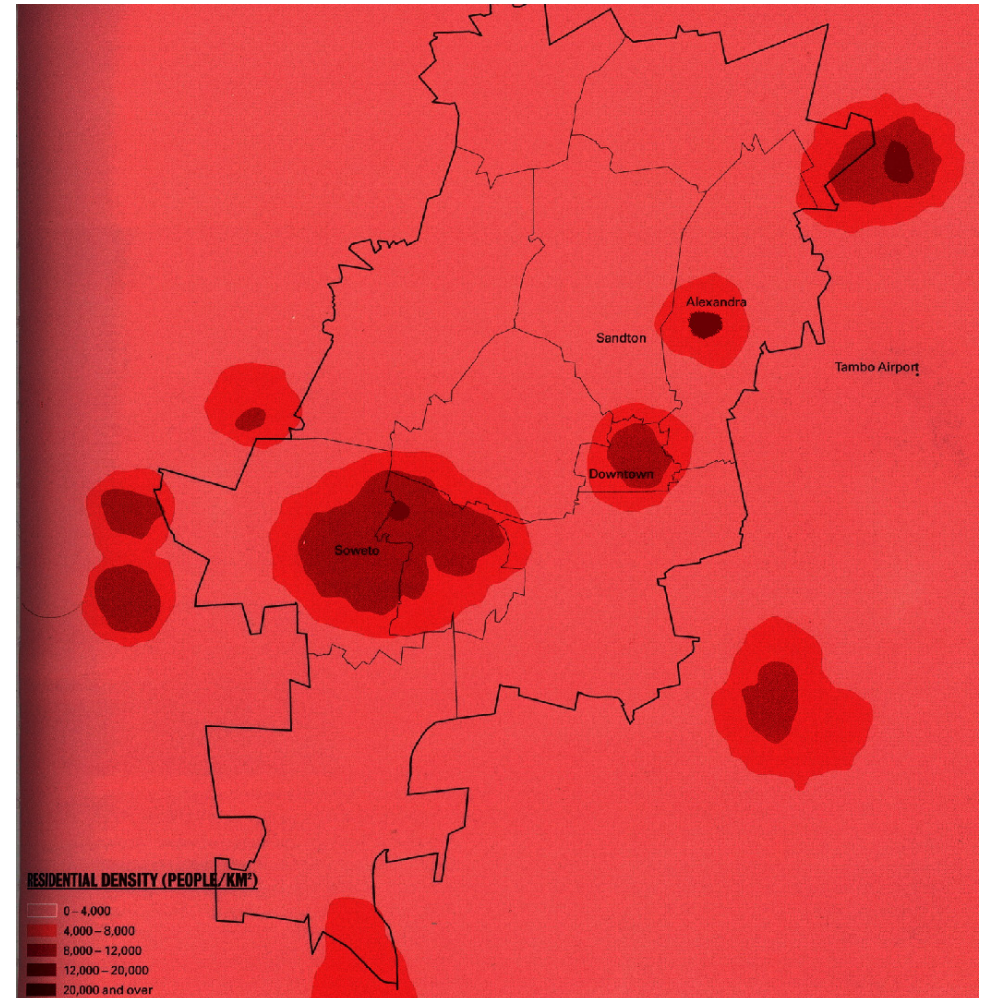
Right: Johannesburg Unemployment Stats (The endless city: 2007)

Below: Johannesburg Disadvantaged vs. Advantaged areas (The endless city: 2007)



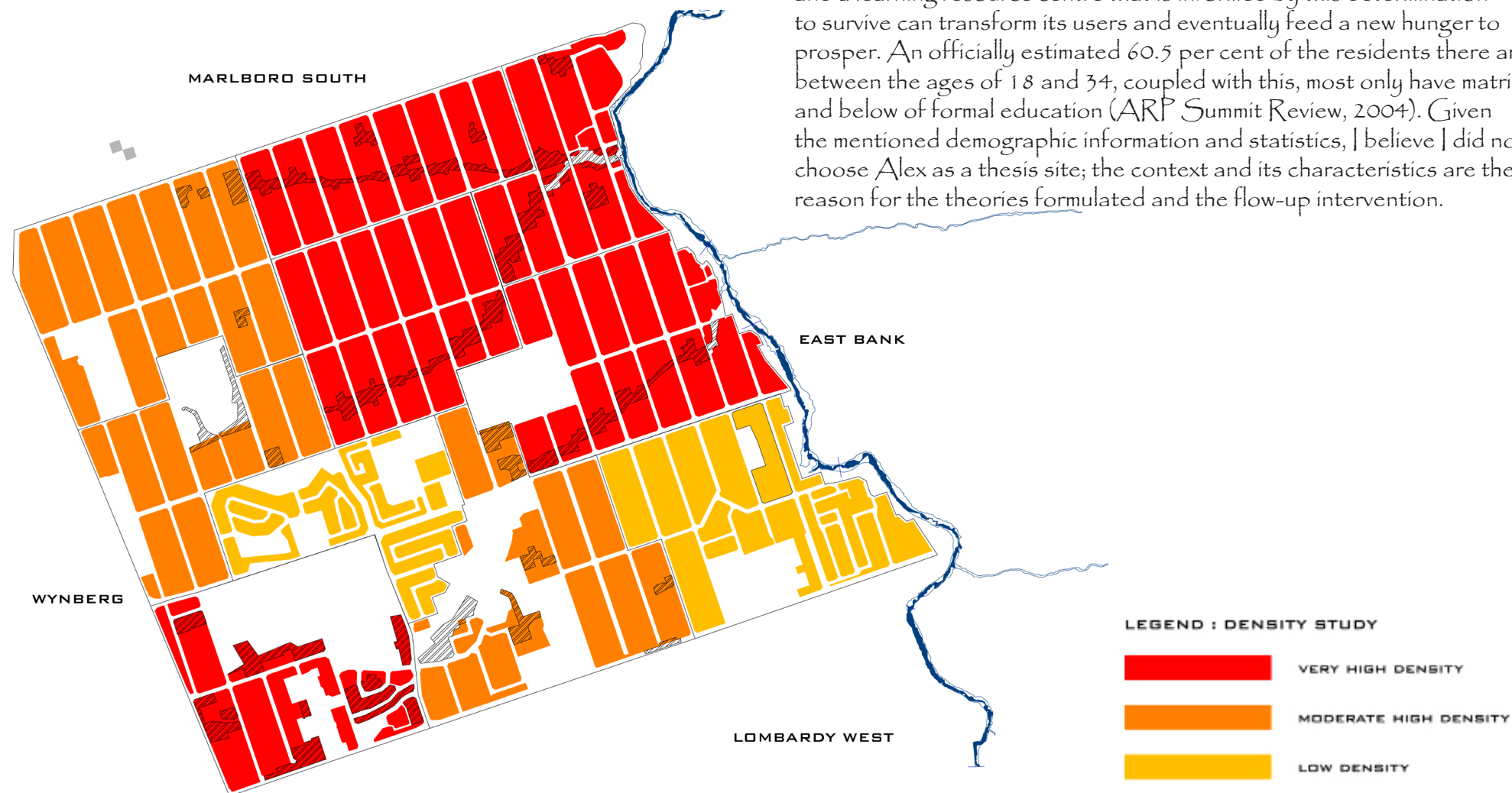
thousand plus residents and unofficially even estimated to be at a high of 500 thousand people staying in the four thousand formal houses and 34 thousand shacks of Alex (ARP Summit Review, 2004). Over 70 % of the residents are unskilled and of that over 60% is unemployed, but

Johannesburg Human Density Study (The endless city: 2007)



most of these people earn a living by providing some sort of service from selling vegetables, street barber shops to small car washes. The determination to survive is alive in them and it shows through these not-so-profitable but enough-for-survival businesses.

This thesis uses these demographic characteristics as motivation to pursue a public building that appropriately services a determined public that will survive the worst on conditions, but lack the basics of changing that survival mentality to one of prosperity. It all starts with education and a learning resource centre that is informed by this determination to survive can transform its users and eventually feed a new hunger to prosper. An officially estimated 60.5 per cent of the residents there are between the ages of 18 and 34, coupled with this, most only have matric and below of formal education (ARP Summit Review, 2004). Given the mentioned demographic information and statistics, I believe I did not choose Alex as a thesis site; the context and its characteristics are the reason for the theories formulated and the flow-up intervention.

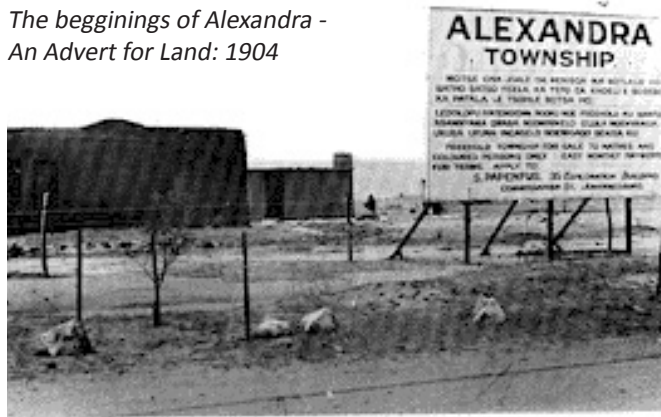


HISTORICAL DEVELOPMENT OF ALEXANDRA

Alexandra was originally part of a farm owned by a Mr. Papenfus, who in 1904 decided to develop a white suburb on a portion the farm and named the suburb after his wife, Alexandra. Due to the distance away from Johannesburg centre there were buyers. Black people started buying into the area before the 1913 Land Act which prevented black people from buying land in 'white areas'. By 1912 the area had already been proclaimed a 'native township' and by 1916 the population had

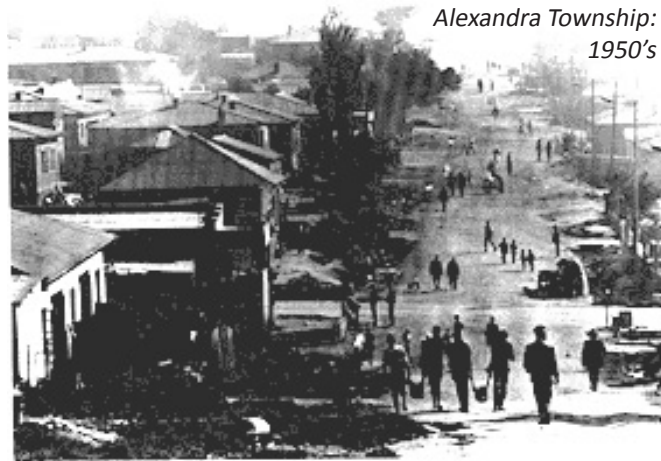
reached 30 000. The Johannesburg City Council, which did not take responsibility of the area as it was outside of its area of jurisdiction, assigned Alexandra Health Committee (AHC) to managing the area but the AHC was not allowed to raise funds for the management. This lead to reduced management and lack of resource development which got worse every year that passed aggravated by the increasing population in the area.

The begginings of Alexandra -
An Advert for Land: 1904



Alexandra Township 1904

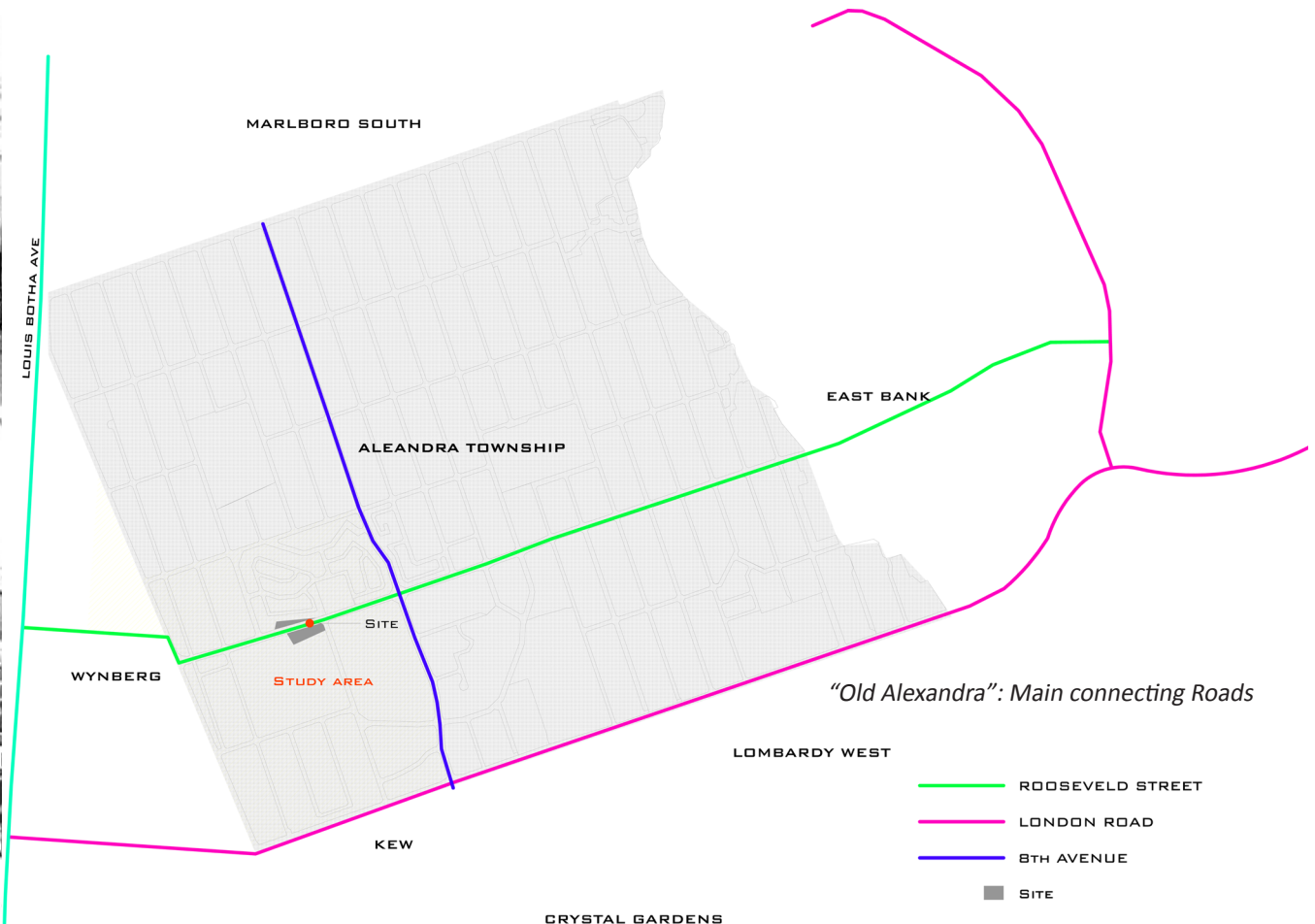
(Africa Museum Johannesburg)



Alexandra Township:
1950's

Alexandra Township 1950s

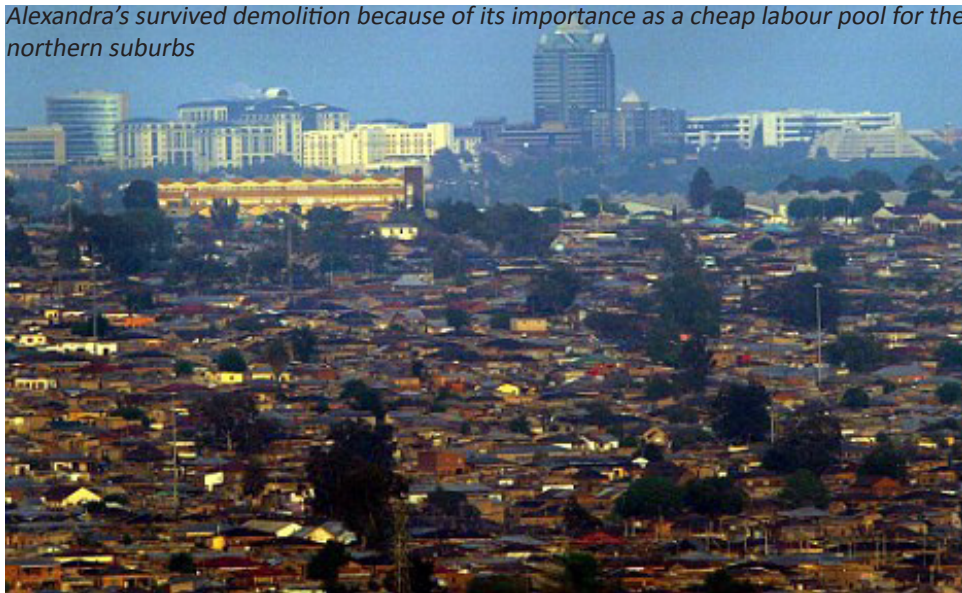
(The Star)



"Old Alexandra": Main connecting Roads

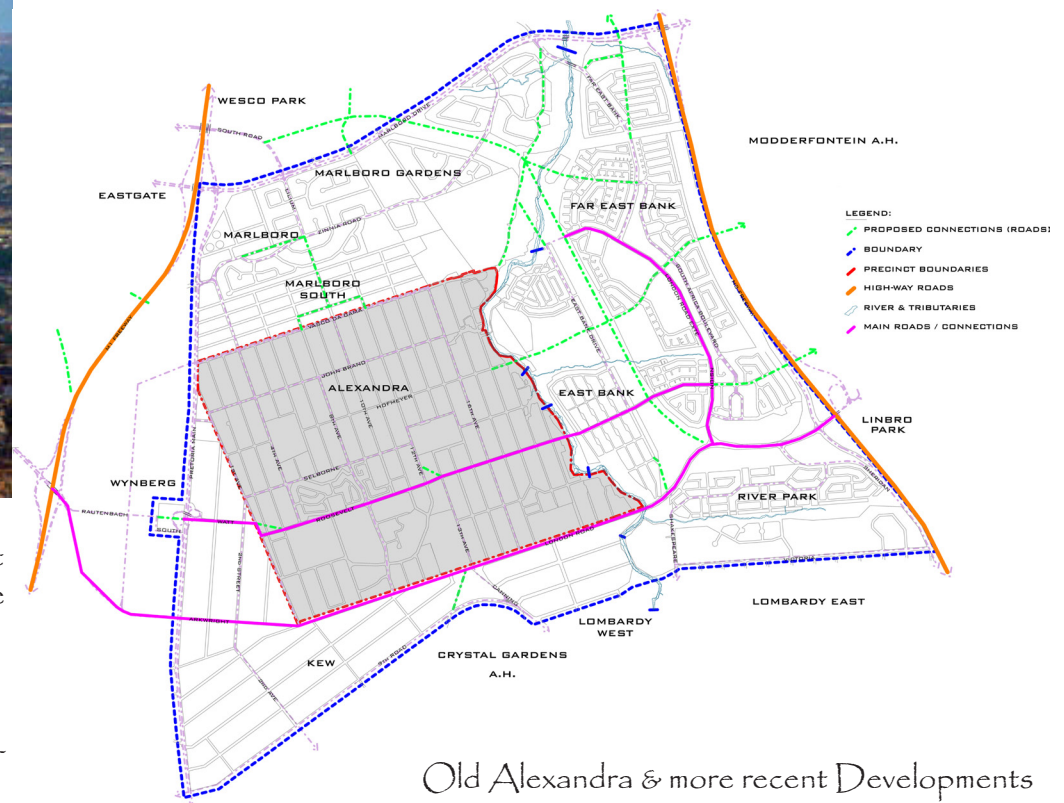
In the early 50's the Department of Native Affairs (DNA), under the apartheid administration, took control of Alexandra. The DNA forcibly moved an estimated 50 000 people to Soweto and Thembisa with the intention to reduce the population to numbers manageable for them. While other similar black owned areas near the Johannesburg central were demolished and their residents moved for new towns, Alexandra was left to exist only because it was a valuable source of cheap labour for the northern suburbs.

Alexandra's survived demolition because of its importance as a cheap labour pool for the northern suburbs



In the early 60's the government, seeing the residents of Alexandra just as 'labour' with no full citizenship, planned to build a 'hostel city' and the family houses were to be demolished. The hostel city was to consist of 25 hostels; each of these hostels was to house 2500 same sex single people, but after building 3 of them the plans were halted. In the early 80's a new layout called the 'garden city' was again to see all houses demolished for a suburb consisting of a central business area, parks, light

industry and sports complexes. Little of it was implemented. In 1986 the 'urban renewal plan' was introduced coinciding with the declaration of a State of Emergency. The new direction was run by the State Security Council supported by the Defence Force; the plans were protest-control driven but not much was done in this period as the period between 1991 and 1993 was marked by political chaos in the area. In this time other neighbouring extensions such as East Bank were built. The next significant developments were executed by the Alexandra Renewal project (ARP) which began operating in 2001. (Source: ARP website, www.alexandra.co.za).

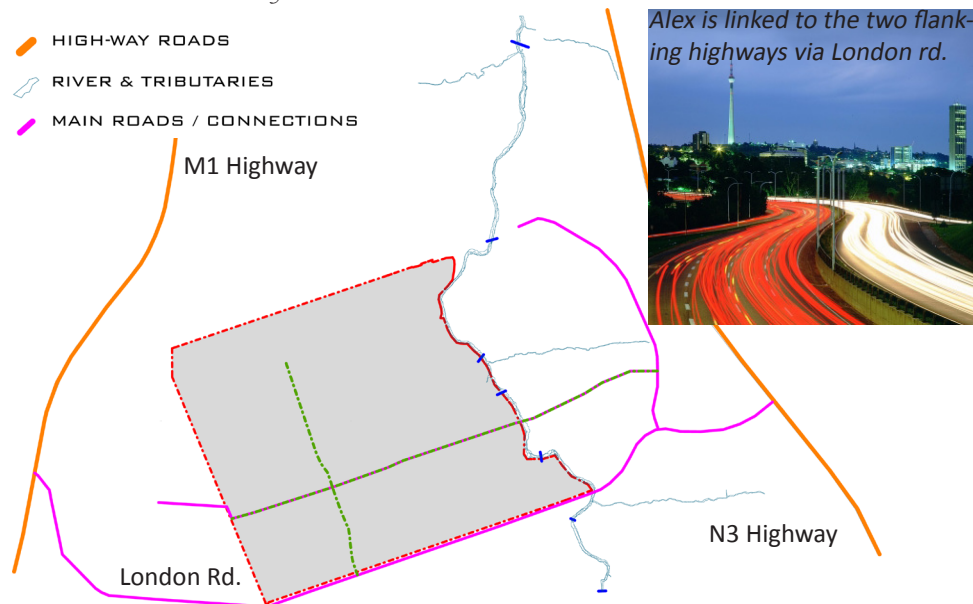


Old Alexandra & more recent Developments

ALEXANDRA RENEWAL PROJECT - RECENT AND FUTURE DEVELOPMENTS

The Alexandra Renewal Project (ARP) is a Rm 1.3 urban renewal joint venture project between National, Provincial and Local Government aimed at restoring one of Johannesburg's oldest townships dignity and pride, through addressing economic, social and physical development. The mandate is to upgrade living conditions and human development potential within Alex.

Some of the major projects that have already been undertaken and currently underway include the development of the Jukskei River as a green strip of outdoor activities. Several 3 – 4 storey residential blocks of social housing clusters can be witnessed both in the old Alex and the much better looking East Bank section. The project will create better connections between the Old Alex and East Bank by upgrading of London road and Roosevelt Street, also aiming at a better connection between the two major highways on the east and west of Alexandra, the



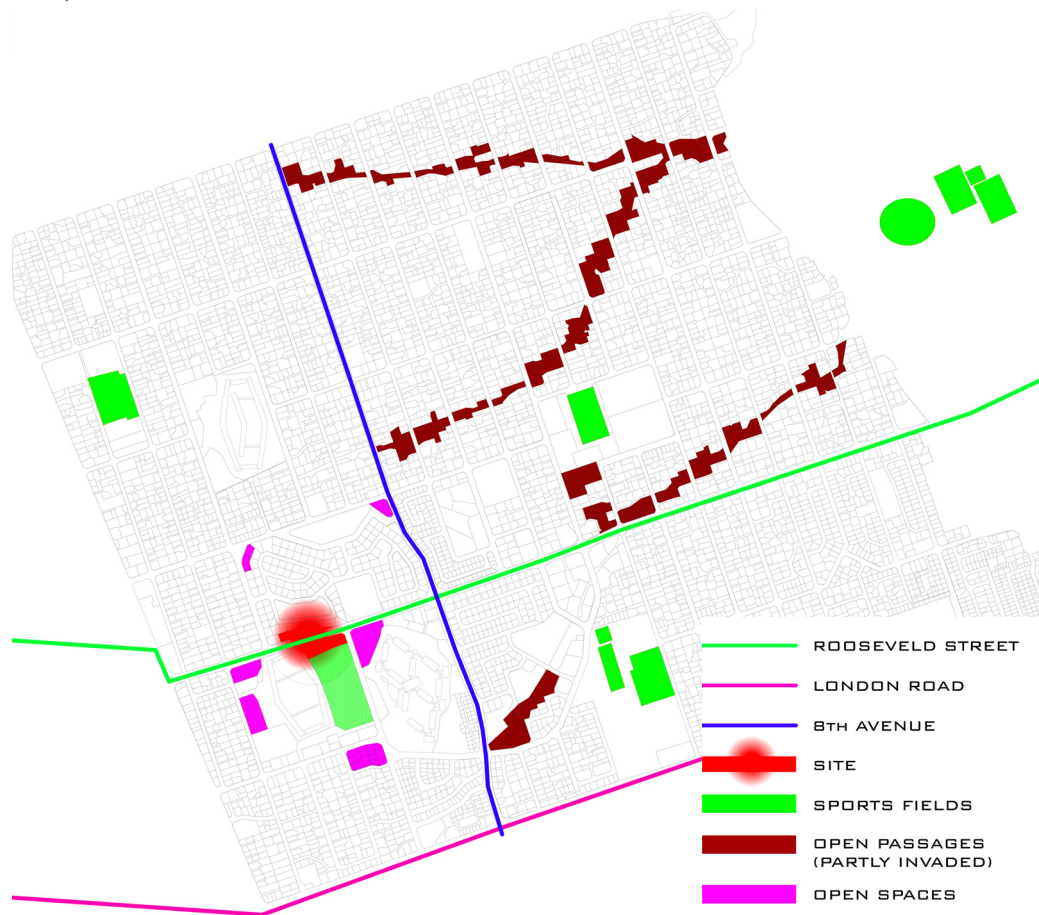
M1 and N3.

Some of the housing projects that are still in progress include rdp housing, conversions of existing hostels into social housing units. One of the most visible projects by the ARP is the 16 000 m² Pan African Shopping centre which is integrated with a taxi rank to see Alex's busiest area receiving about 10 000 users a day.



THE SITE

The site I have chosen is one of the few empty spaces of Alex on the corner of 7th Avenue and Roosevelt. I did research on the few open spaces in the township to determine which would be most appropriate for my intervention. I chose to plan my intervention on one of the two existing soccer pitches on site. Given the nature of the game being a back and forth ball game, locals have resorted to utilising only one of these pitches at a time during matches because of the linear layout of the pitches and the ball from one game usually disturbs the other game.



One obsolete soccer pitch in a space of two pitches means that only one pitch is necessary. The sports field is a very important public arena for the youth of the township but given that one is always obsolete on the busiest street in Alexandra, it makes the space under-utilised. The space, being one of the few meeting places for youth of all ages, gave me opportunity to insert my intervention as it would draw from the audience of the sport pitch and conversely, the library, being an all-inclusive public institution, would contribute positively to the pitch's utilization.



EMMEDIATE NEIGHBOURS

1 . Men's Hostel: Courtyard



2.

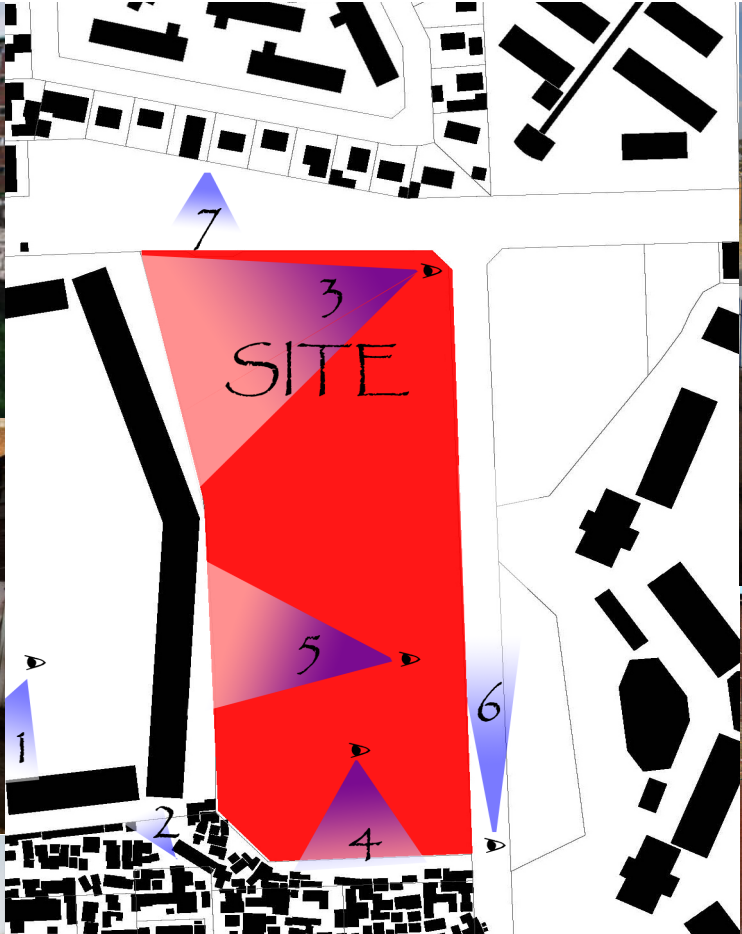


3. Pitch



4. Neighbouring Residential Zone





5. Most Utilized Pitch



4. Most Utilized Pitch

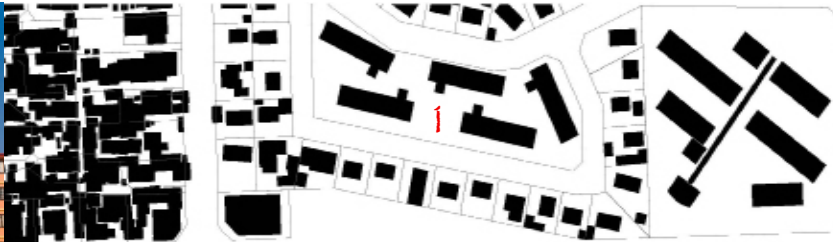


6. 7th Avenue



7. Roosevelt Road Veiw





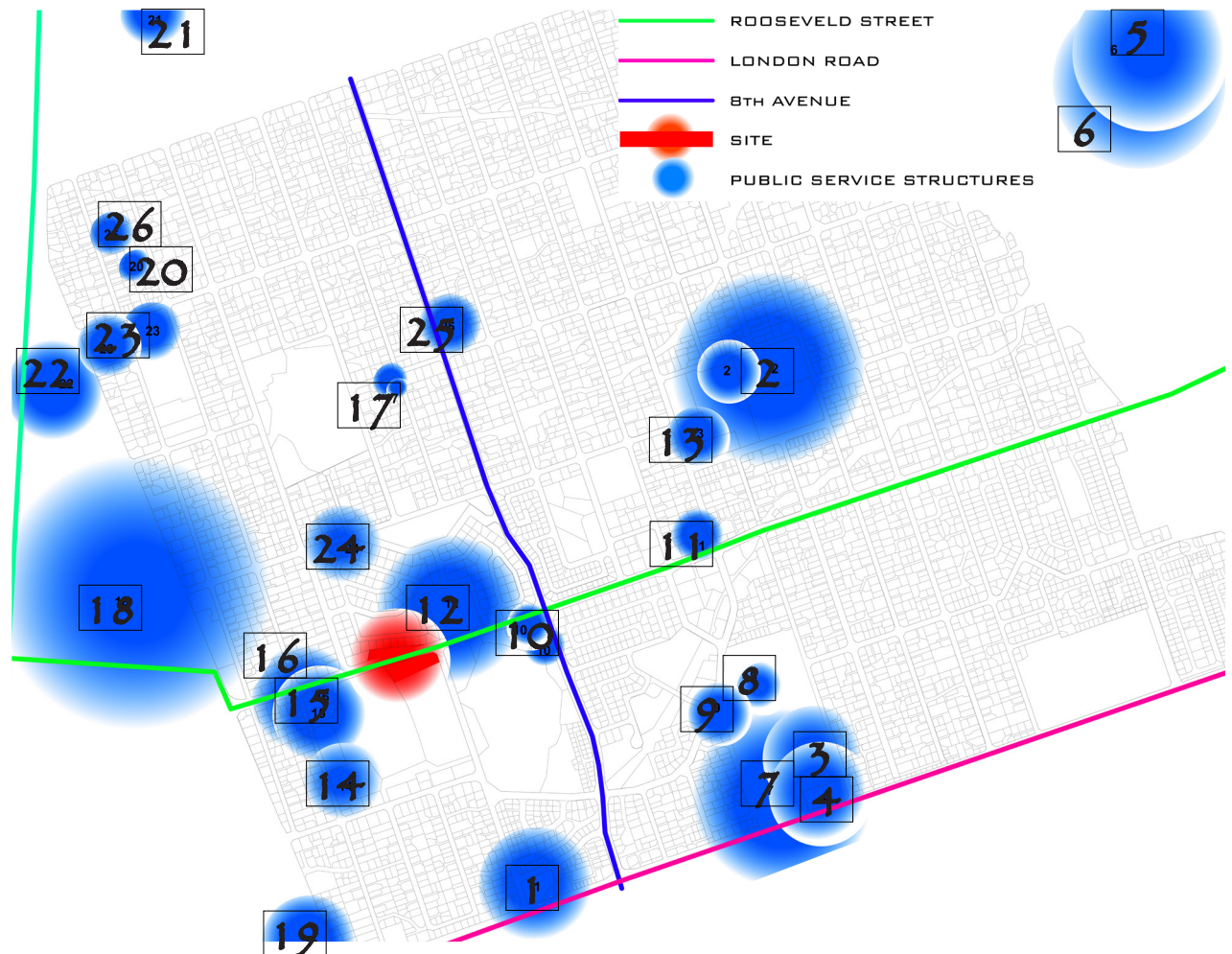
SITE DOCUMENTATION

The ARP has also invested in a number of public institutions spread fairly even in Alex. Alex is made up of North-South Avenues which stretch from the one end to the other, the central one being 8th avenue which one resident called 'the heart of Alex'. Running perpendicular to them are the three main vehicular roads, including London Road on the south border of the township and Roosevelt Street.

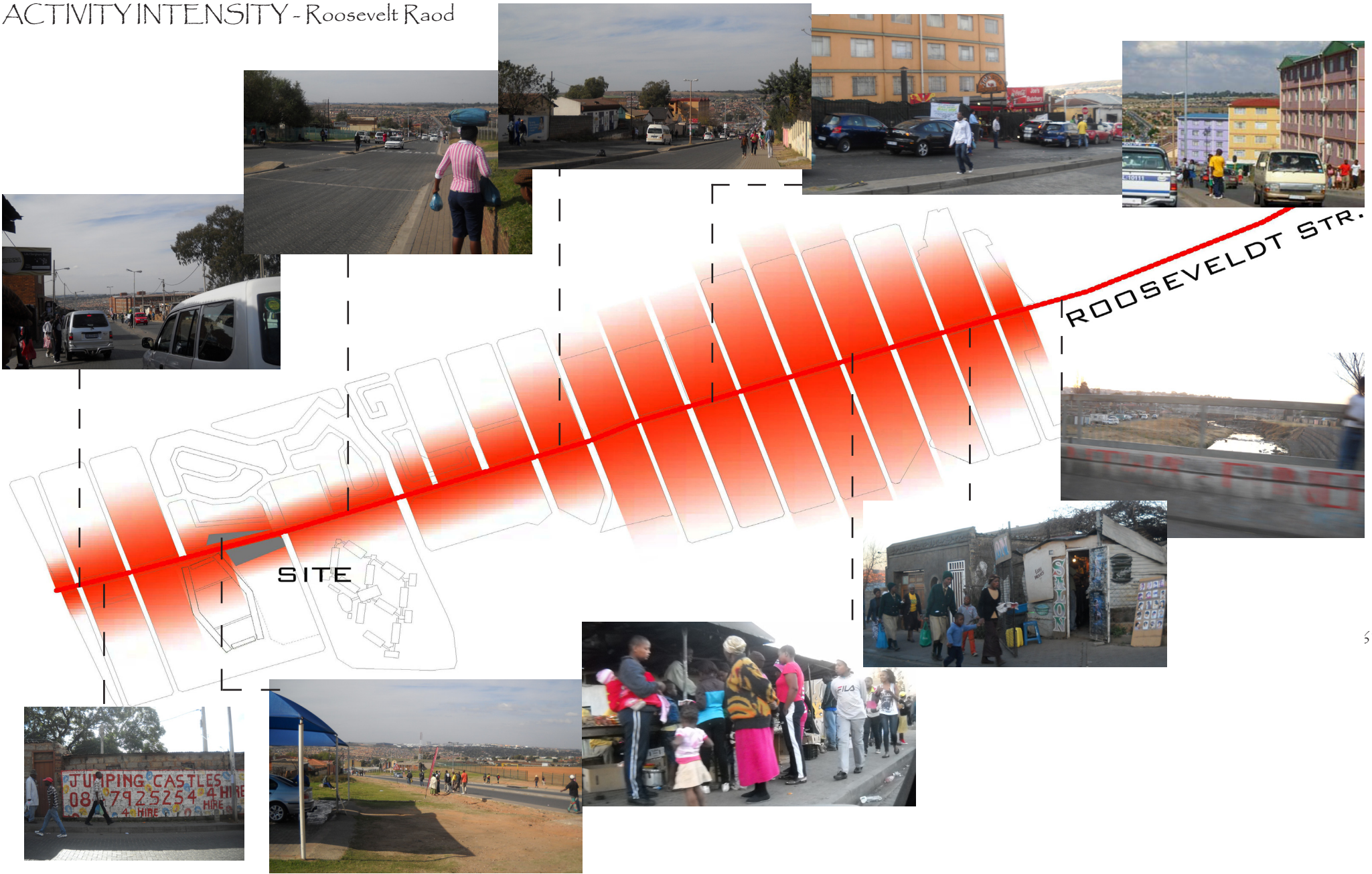
Public Service Structures

1. Primary School (Grade 0 - 7) & Crèche
2. Police station / Reagile High School Grde 8 - 12
3. Primary school (Iphuteng School Cluster)
4. Primary school (Iphuteng School Cluster)
5. East Bank High School Gr 8 - 12
6. MC Weiler Primary School Gr 0 - 7
7. Minerf High School Gr 8 - 12
8. Tennis courts change rooms
9. Thusong Community Hall (indoor sports events i.e., batminton, karate, etc. Also used community info centre e.g. HIV/Aids, pensions, RDP house registrations
10. Fire station / ARP information centre
11. Petrol Station / Social Grants Registration Centre
12. Ekukha Nyisweni Primary School
13. Alexsan Kopano Community Ctr / Alex Tourism Ctr
14. Children's Library
15. St. Hubert Romam Catholic Church
16. Informal taxi parking lot / car wash
17. Interpretation Ctr (Youth Cultural Ctr) / Mandela House
18. Pan African Shopping Center / Alex Taxi Rank
19. Alex Clinic
20. Edu Training Centre (Science & Technology)
21. Thoko Mngoma Clinic
22. Alexandra High School
23. Gordon Primary School
24. Church
25. Early Development Centre
26. Nokuthule Special School

The chosen site positions my intervention central to the township's civic life and other public services. The site is also on the busiest road connecting residential and the main shopping centre and taxi rank; this gives the intervention maximum exposure and visibility to the average resident making it hard to not know about as is the case with the existing libraries which most people have never been to or know where it is.



ACTIVITY INTENSITY - Roosevelt Road



SITE ANALYSIS: ALEX AS A PRECEDENT

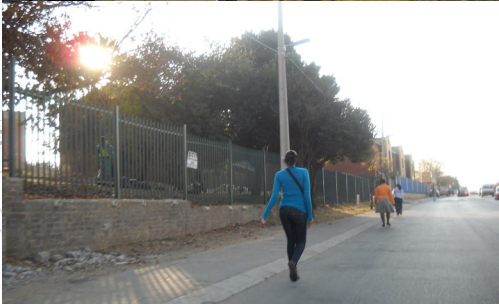
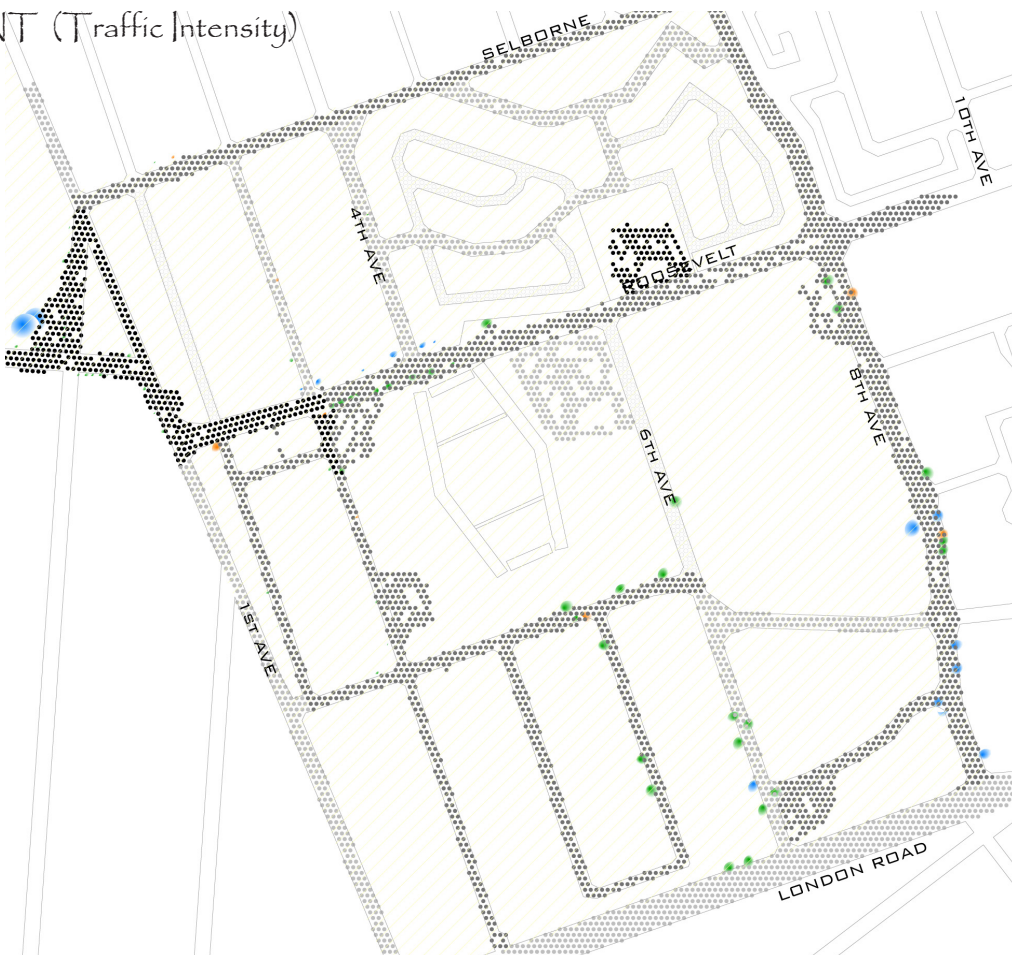


PEDESTRIAN MOVEMENT (Traffic Intensity)

“Where there are people (in Alex), there is opportunity for all sorts of activity”, these words an Alex-born Resident Frank. The streets of Alex act as work offices for many self-employed residents and in that way an open source of learning for those with aspirations to do something similar. Wherever there is a new node of interest in Alex street trade follows shortly in the around that area.

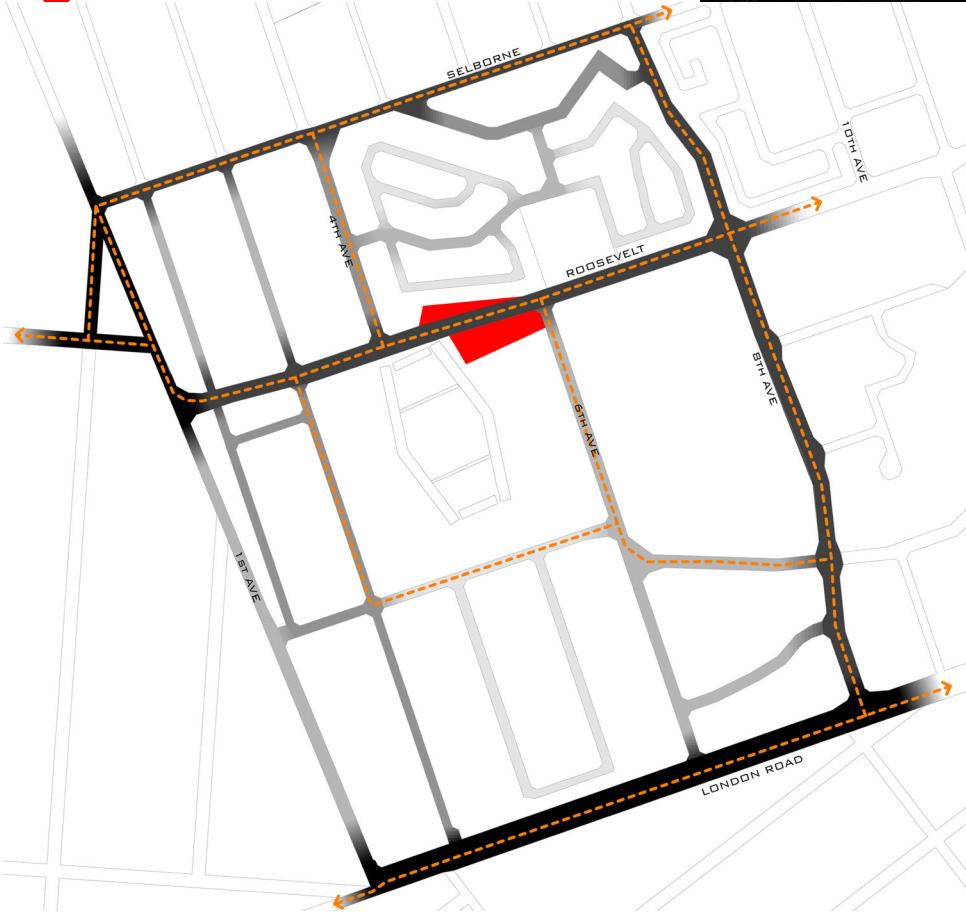
LEGEND : PEDESTRIAN ACTIVITY

- INTENSE PEDESTRIAN ACTIVITY
- MODERATE ACTIVITY
- LOW ACTIVITY
- VERY LOW ACTIVITY
- FORMAL BUSINESS SET-UPS
- SEMI-FORMAL BUSINESS
- INFORMAL BUSINESS SET-UPS



VEHICULAR TRAFFIC (Intensity)

- VERY HIGH TRAFFIC (50 & OVER CARS PER 5 MINUTES)
- HIGH TRAFFIC (30 - 50 CARS PER 5 MINUTES)
- MODERATE TRAFFIC (>20 CARS PER 5 MINUTES)
- MODERATE TRAFFIC (>10 CARS PER 5 MINUTES)
- LOW TRAFFIC (> 5 CARS PER 5 MINUTES)
- VERY LOW TRAFFIC (1 CARS PER 5 MINUTES)
- SITE



VEHICULAR TRAFFIC (Speed)

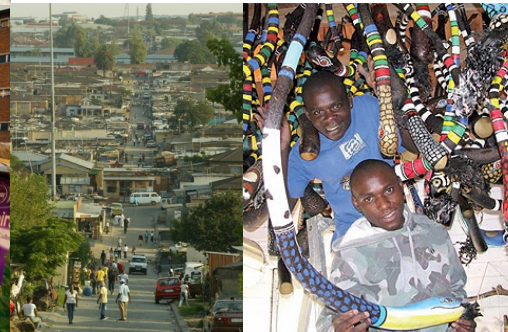
- VERY FAST PACE (80 KM/H & OVER)
- FAST PACE (60 KM/H)
- MODERATE PACE (40 KM/H)
- MODERATE PACE (30 KM/H)
- SLOW PACE (20 KM/H)
- SLOW PACE (20 KM/H & BELOW)
- SITE





The Street as a Generator

Alexandrans take ownership of their streets in several ways. The most visible perhaps being the way in which businesses are set up on street edges and rely on explicit and vigorous advertising to attract pedestrian traffic. This unapologetic way of maximising exposure of business gives Alexandra streets an immediate liveliness filled with opportunity, and out of that a spirit of entrepreneurship can be born.



STREET EDGE CONDITIONS vs INFORMAL BUSINESS SET-UPS

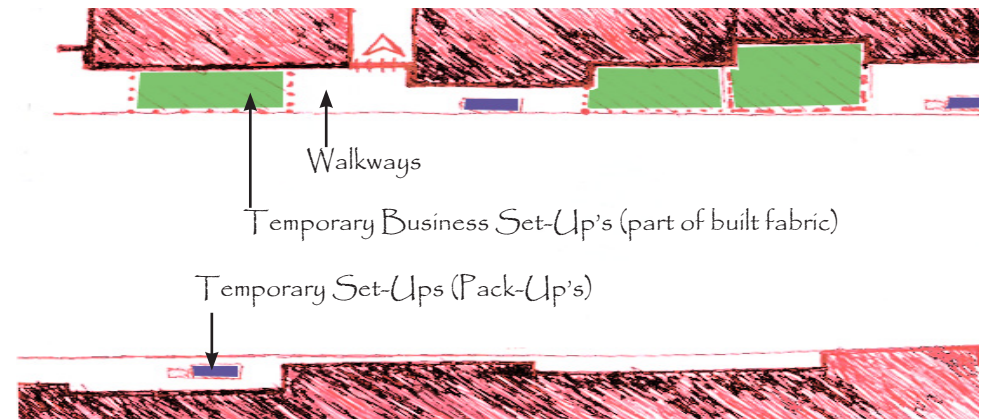


LEGEND : INVADED SIDEWALK

-  PAVEMENT (SIDE WALK) INVASION
-  FORMAL BUSINESS SET-UPS
-  SEMI-FORMAL BUSINESS
-  INFORMAL BUSINESS SET-UPS



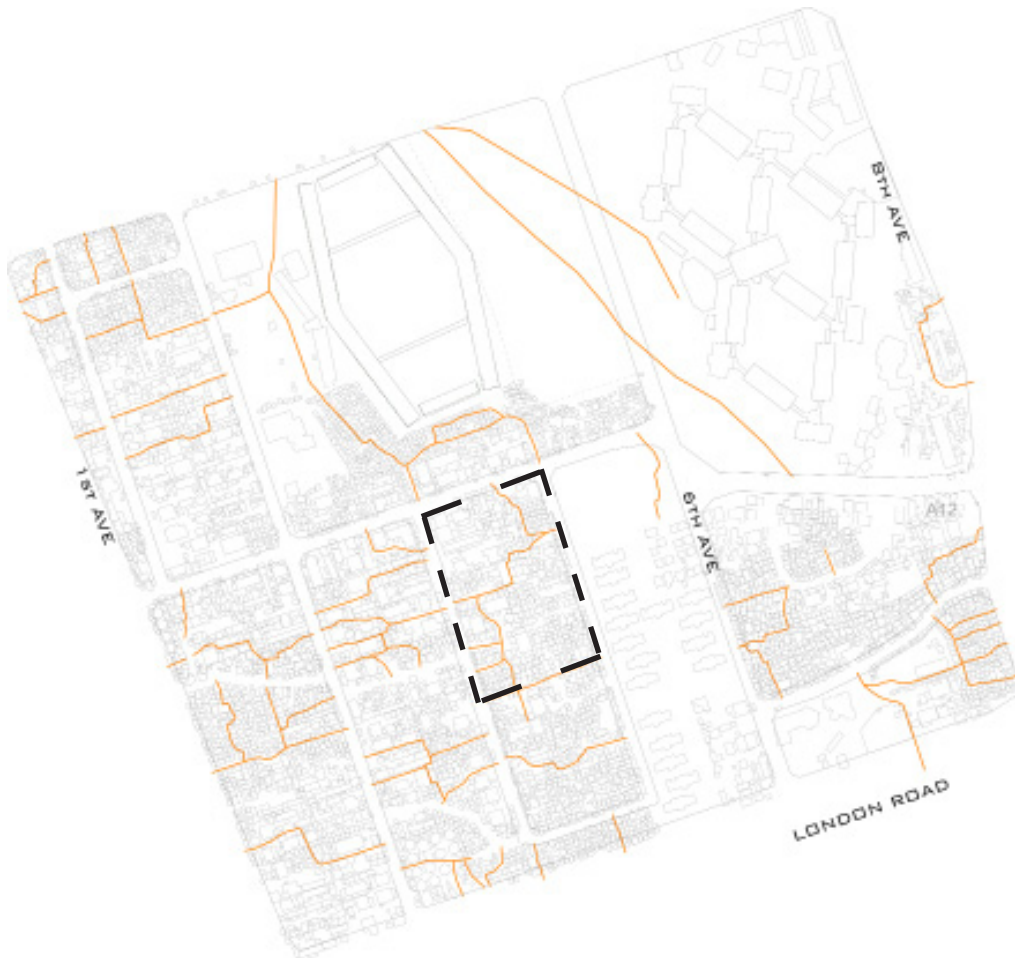
Due to lack of open space in the over-populated township, the township's narrow walkways are often narrowed down even more in several ways, from house extensions to informal business set-ups. The trading stalls are often meeting places for residents, making street trade an important contributor to street life in Alexandra.



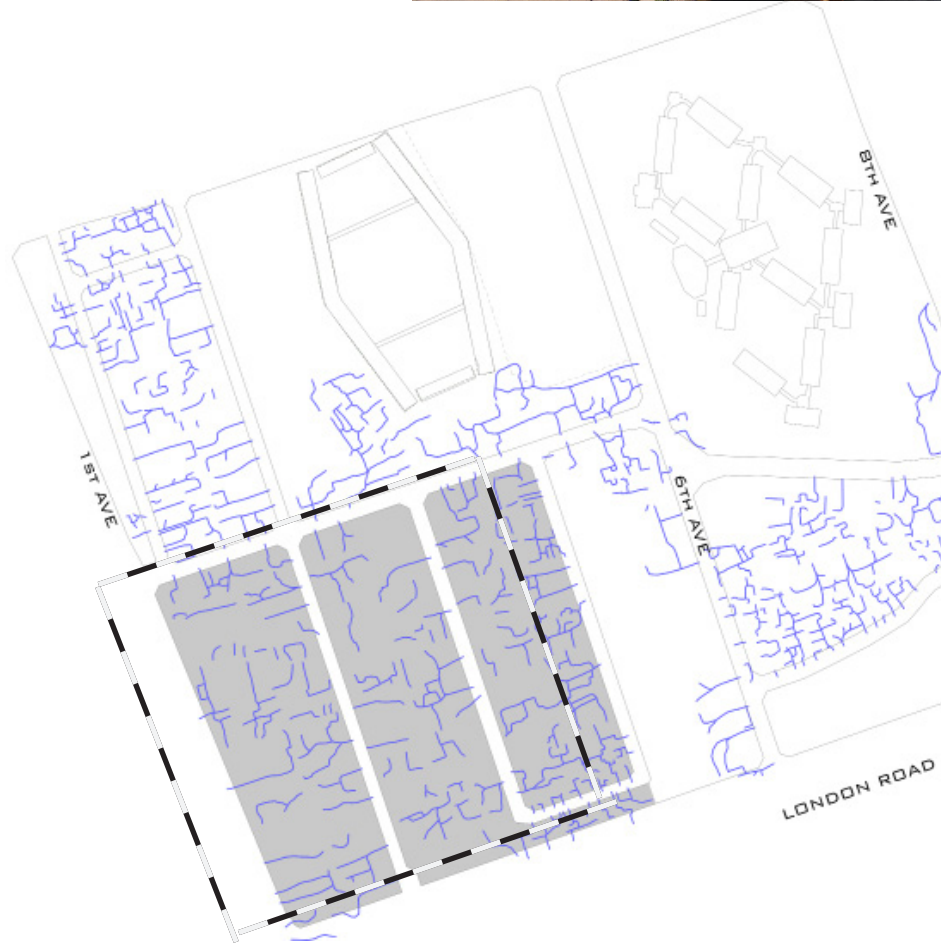
MOVEMENT (Primary Patterns)

Patterns of pedestrian movement are not limited to street layouts in Alex. The street is the more formal and primary pattern of movement, but the housing layout use of outside spaces impose an extension of the street into individual 'properties' to a point where there are no individual properties but communal courtyards and passageways. Due to the sizes of residential units not being adequate, these

extensions of the normal street are essentially created by the need for these communal spaces and the secondary streets connect these communal spaces. Secondary streets then lead to more focused pathways to residential units.



MOVEMENT (Secondary Pattern)



section 5

BRIEF & PROGRAMME



BRIEF

The Brief and programme are derived from an accumulation of theories from earlier chapters in relation to the revealed demographics socio-cultural characters of the study area. The aim of the brief is to establish, in a summarized format, the needs of the area and the programme will use the brief to create an architectural response with regards to dealing with combining and employing the needs into an architectural solution.

The proposed architectural intervention will address the main issue of re-appropriation of township libraries to their contexts. The scheme should establish itself as a truly public building by addressing the issue of relevance to township demographics & conditions and eventually limit the existence of township libraries as a distant concept. This will address at the following components:

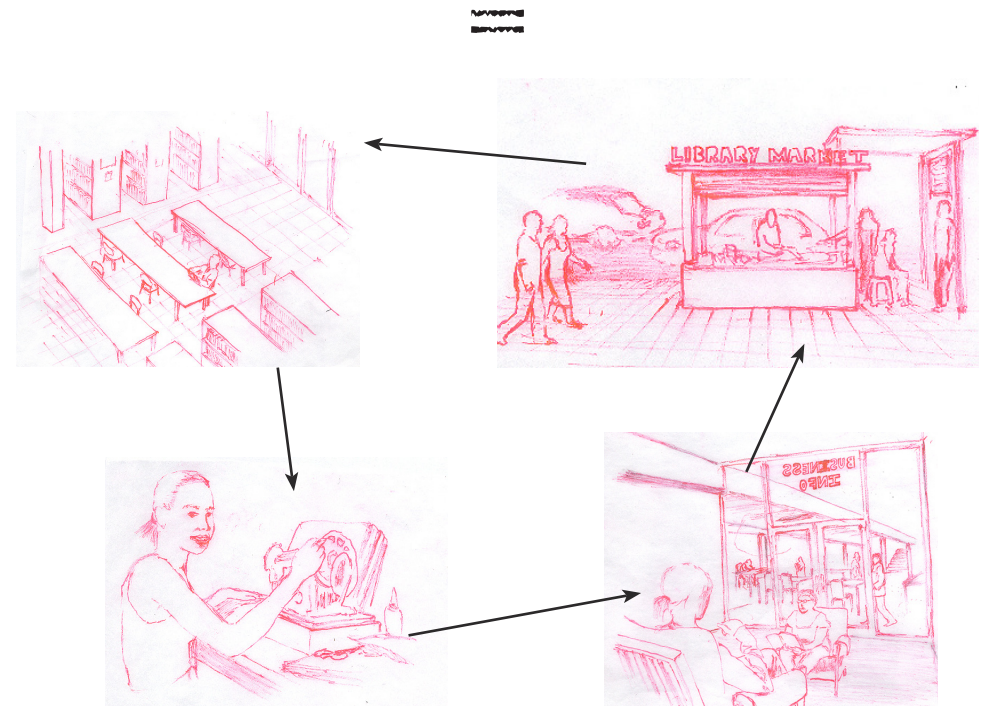
- Change perceptions about the library as a service provider
- Direct ownership of the library by the community
- Shortened distances for minor and elderly users
- Upgrading of surrounding for immediate neighbours
- Encouraged usage
- Market place for services

The brief includes two aspects; firstly the exploration of a township library as a 'street corner varsity'; the idea of the library as segmented institution that spreads itself in and becomes part of the fabric of the township. This involves an urban scheme that contains network of small libraries that are run by neighboring citizens trained to provide specific library services. Secondly; the 'knowledge marketplace' will explore and push the boundaries of the library's role as a 'store' for new knowledge. This 'shop' will include amenities that will go beyond providing relevant information to encouraging its practice and production of new skills, knowledge and economic change for the township. This relatively larger infrastructure will be the new centre for educational, social and econom-

ic growth for Alexandra and will address issue such as these:

- A new node the township's economic development
- A meeting place for the young and old alike
- A new node of business information
- An entrepreneurship centre
- Social and community facilities
- Skills Development centre
- Social and community facilities

PROGRAMATIC TRANSFORMATION

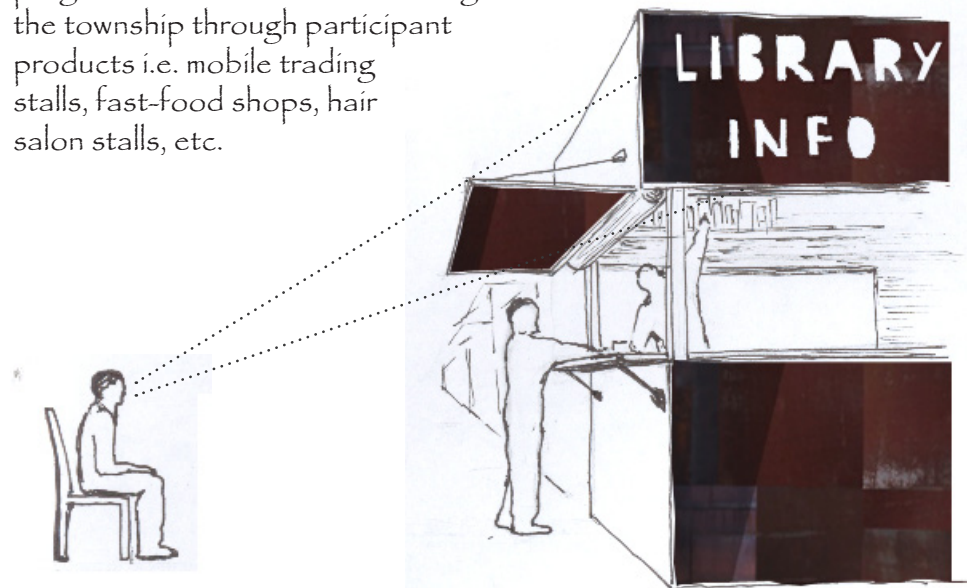


BRANDING, MARKETING & LIBRARY PROGRAMS

This intervention will not encourage usage, attract new users and change perceptions unless it spreads and establishes itself as part of the grain of Alexandra. It has to collaborate with township networks and visually send out a strong message of presence in order to achieve functional success. The intervention will be reinforced by library programs and marketing strategies that include the following:

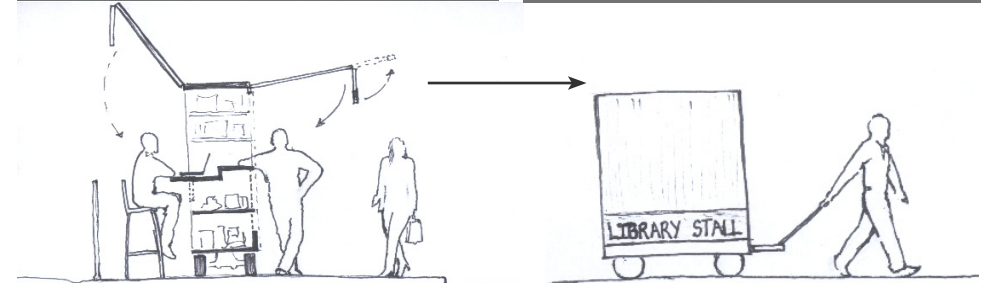
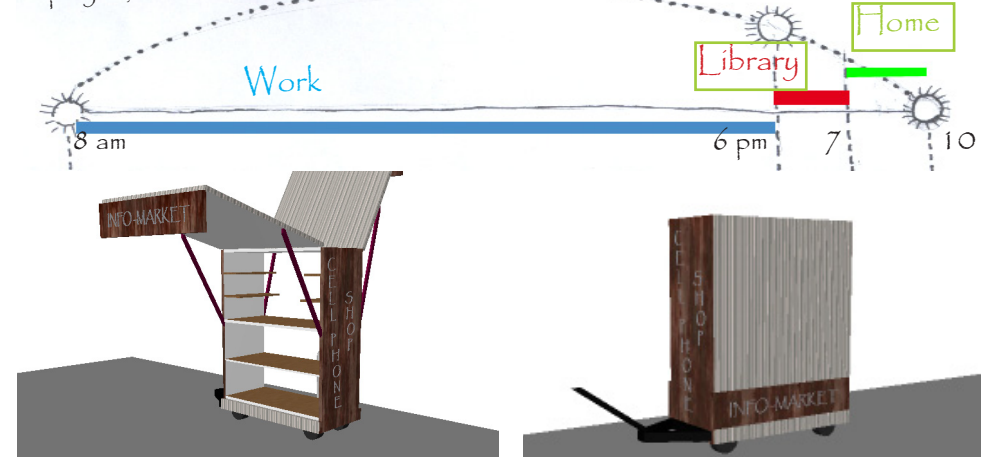
- Disseminating programs information through institutions already popular in the township such as; Spaza Shops, cell phone containers, etc. with benefits to those taking part in the networks.
- A common marketing emblem in the form of materiality, colours and symbols derived from the main library that will be attached to bus stops, spaza shops, plastic bags, t-shirts, etc.
- Knowledge and skills acquired at the library through different

programs will be showcased throughout the township through participant products i.e. mobile trading stalls, fast-food shops, hair salon stalls, etc.



Spaza shops & Cell phone shops, bus stops to be used to disseminate information

Library hours to be convenient for people working long hours, self employed, etc.

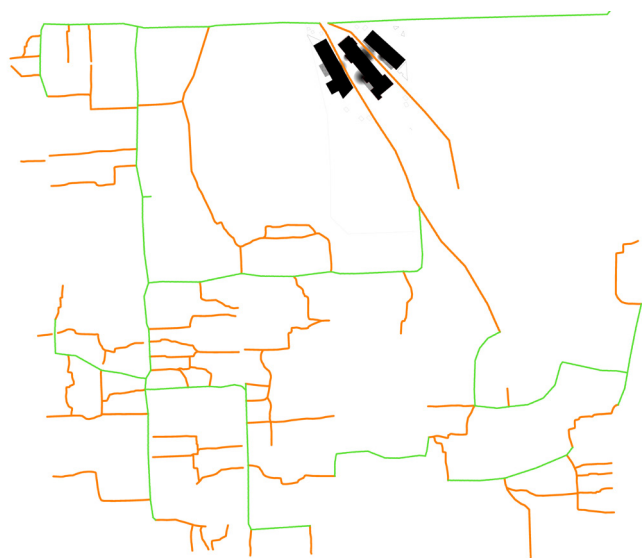


Everyone can be a 'library ambassador' through these library-powered interventions. Example; Mobile trading stalls from "Skills Library programs" will be sold at minimal prices, the stalls will, in their design, reflect the design language of the library, slowly establishing the library as a 'productive' aspect of the community.



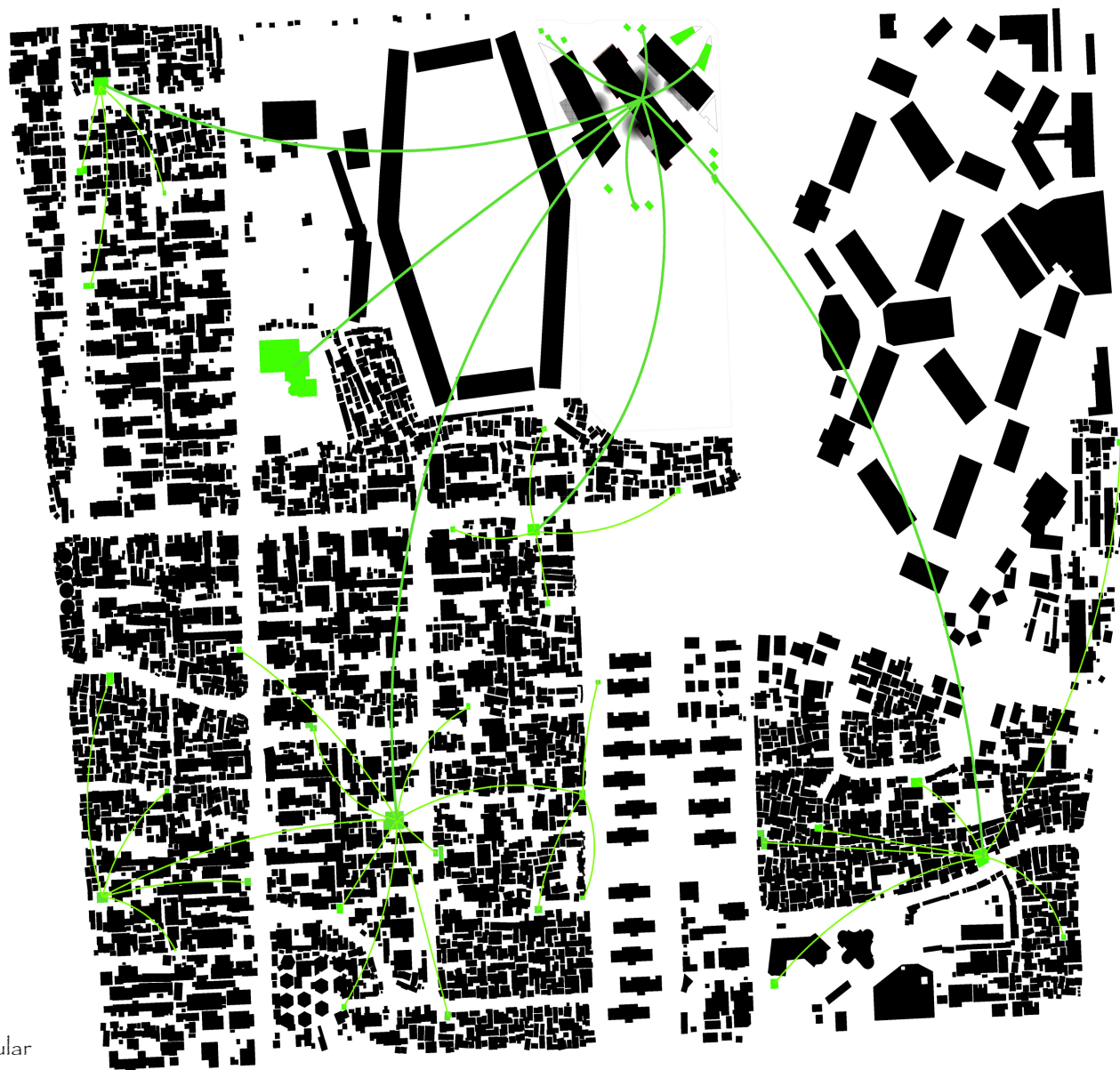
Recycled by Library "students"

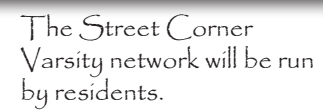
- Smaller versions of the main library will be appropriated into different schools and in the community, as 'Library extensions' serving different services appropriated to different circumstances. These centers, established in the residential fabric of the township, will also be partly owned by trained community members with benefits and incentives to 'extensions' that attract optimal usage. This program will also contribute positively to the community by giving participants managerial and organizational skills.
- Connecting the township with learning institutions such as UNISA
- Bringing business information and expertise close to people e.g. Youth business funds, business loans information, business NGO's, etc.



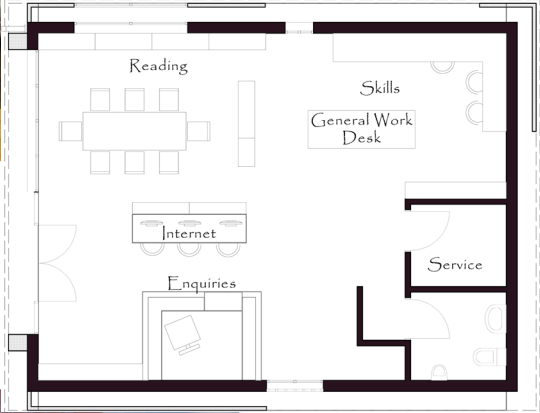
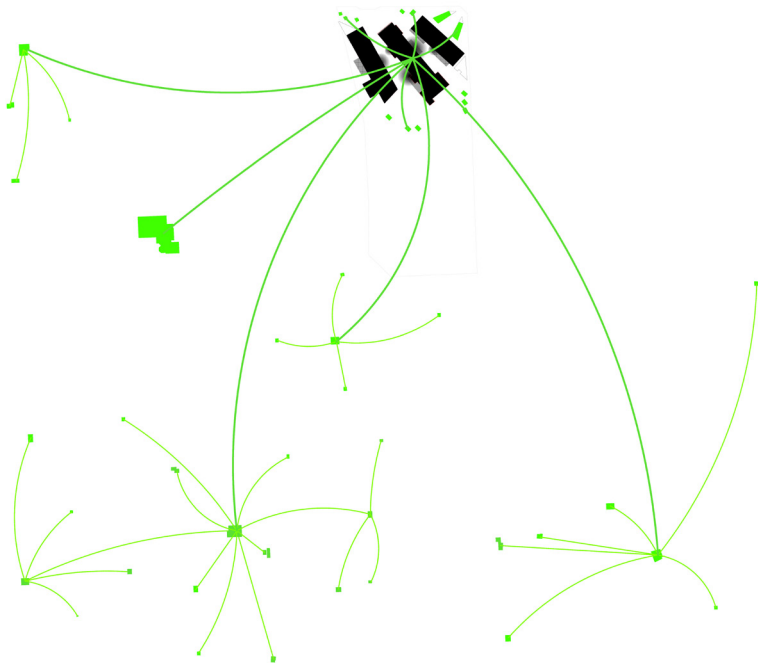
The library will extend itself into the township using major and popular pedestrian routes as a guide to a 'Street Corner Varsity network'.

Proposed Library Network; Including schools, shops, traders, bus-stops, creches, etc.





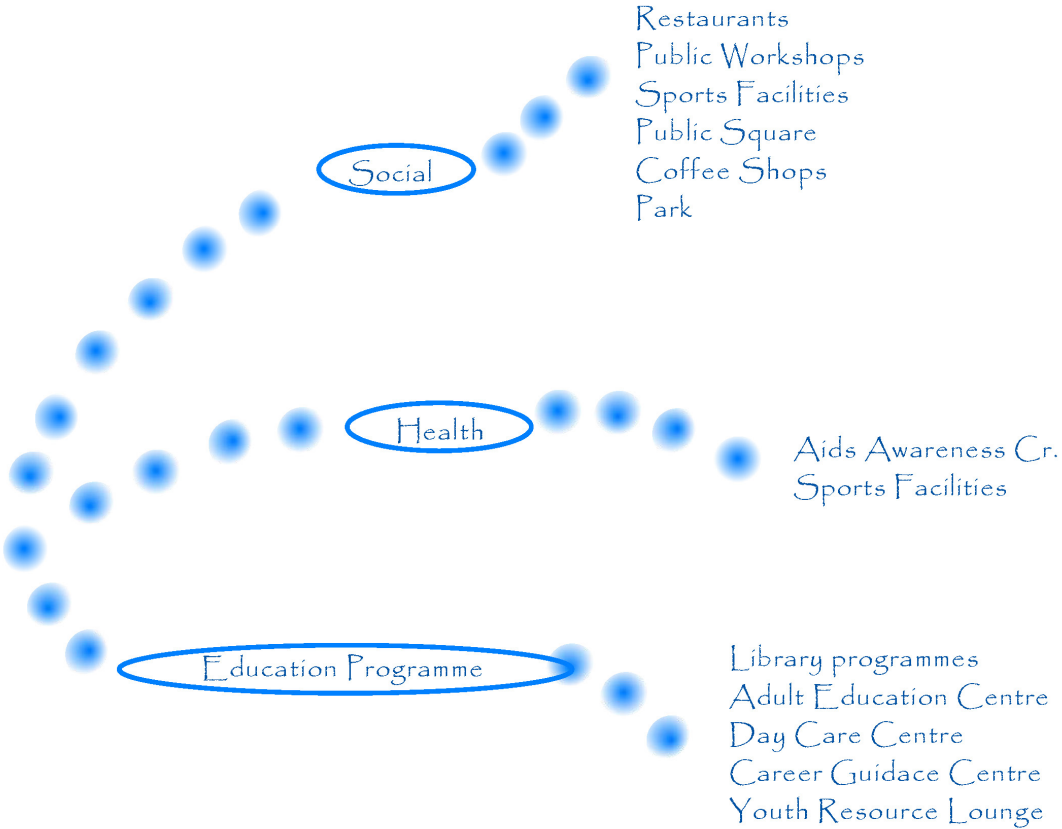
Proposed Library Extensions include interventions of varying scales from trading stalls to reading spaces inserted in the township in a way that complements the fabric of the township.



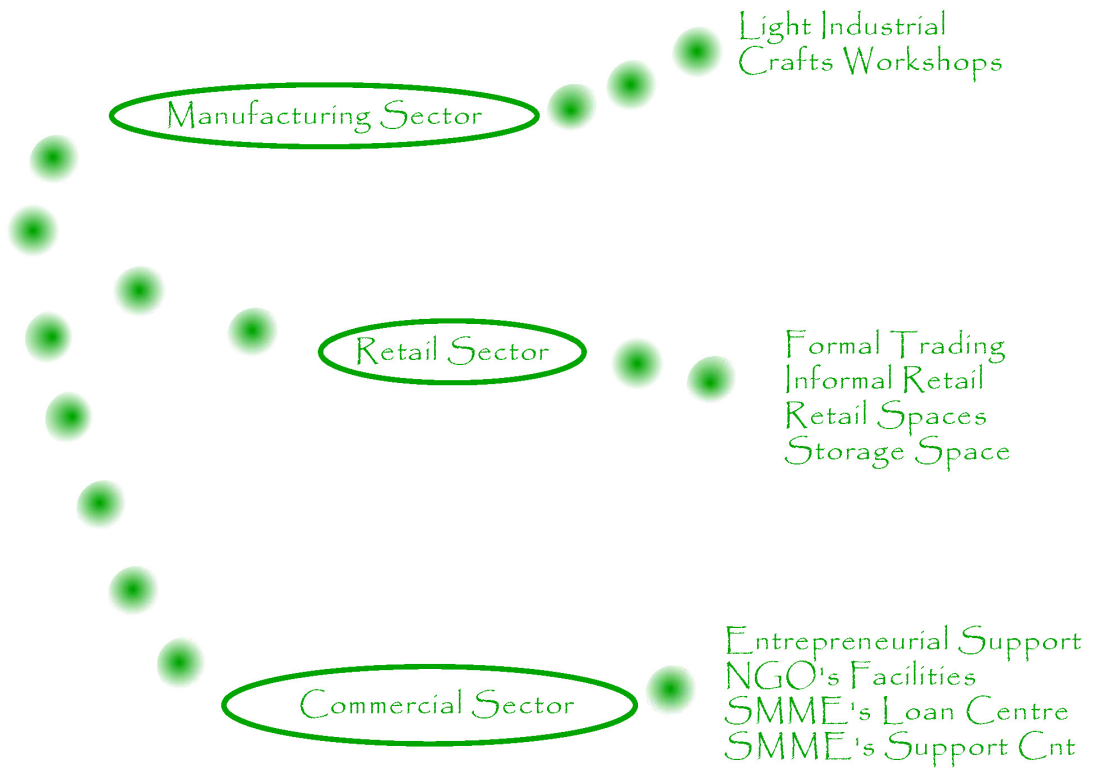
PROGRAMME

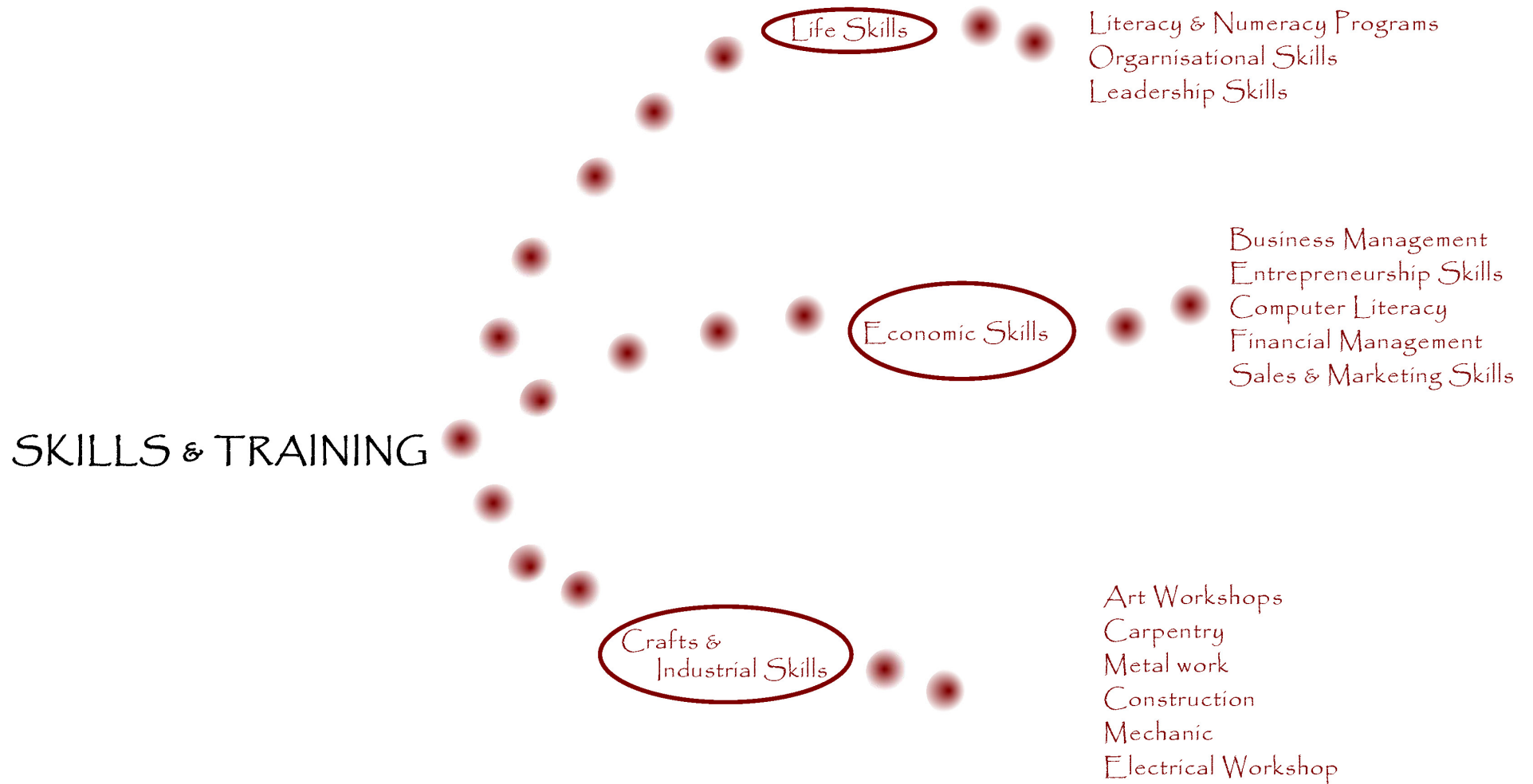
Social programme & Amenities

SOCIAL PROGRAMME



ECONOMIC PROGRAMME





Target Users

Children (5-12)
 Creche Attending Children
 Children living in Alex (not schooling)
 Primary School Children

Young Adults
 Primary & Secondary Scholars
 High Scholars
 Young Adults (post high school)

Students
 Long Distance Learning Students
 Jo'burg Tertiary Institutions Students

Uneducated Adults

The Unemployed
 Aspirant Small Business Owners
 Job Seekers

The Self Employed
 Informal Traders
 Spaza & other Small Business Owners

Potential Entrepreneurs

Staff

Community



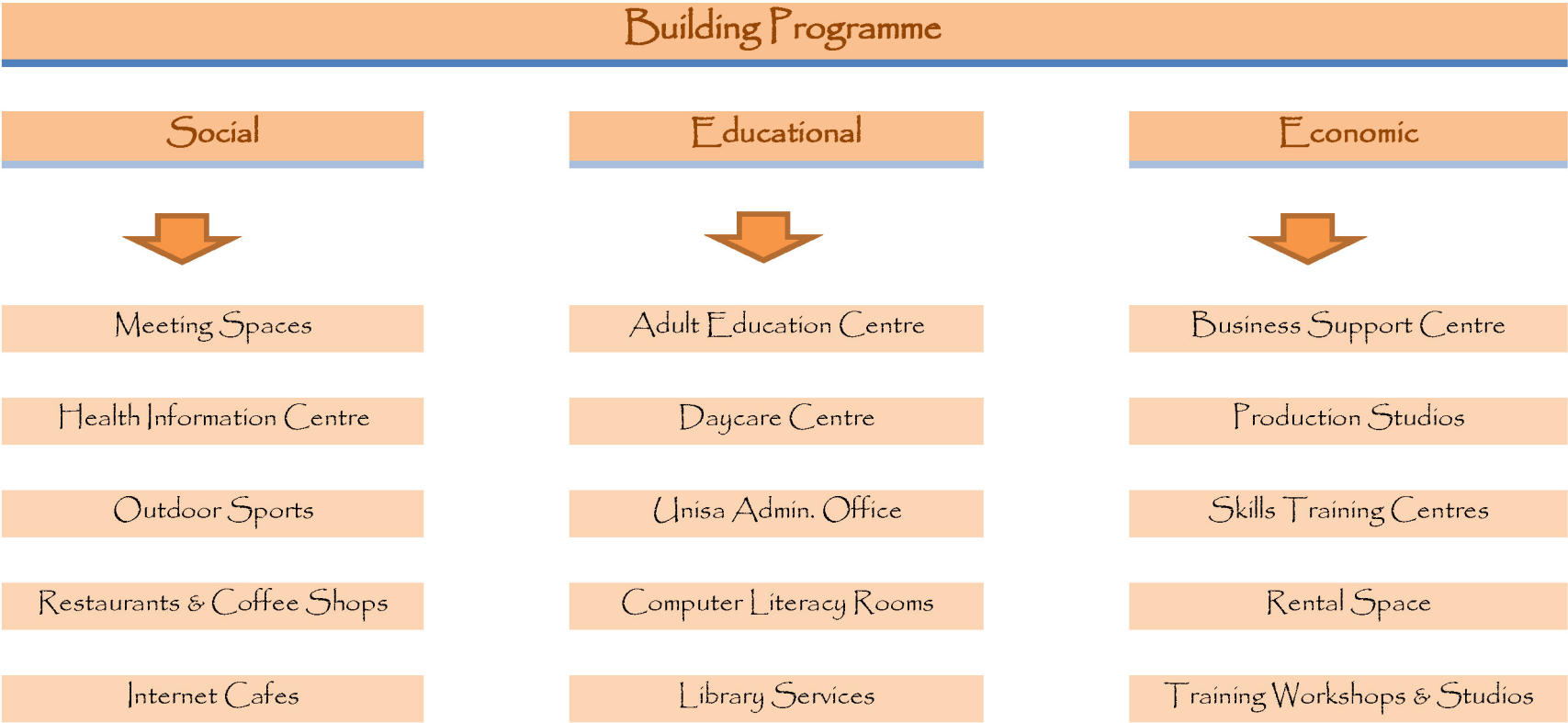
Brief / Programme

Economic Programme
Formal Trading
Informal trading
Retail
Storage
Crafts Workshops
Light Industrial Workshops
Small Business Support
Small Business Loan Centre
NGO's Support Structures
Entrepreneurship Support
Skills & Training Programme
Business Management
Entrepreneurship Skills
Computer Literacy
Financial Management
Sales & Marketing Skills
Art Workshops
Carpentry and Metal work
Construction
Mechanics
Electrical Workshop
Literacy & Numeracy Programs
Organisational Skills
Leadership Skills
Social
Youth Resource Lounge
Career Guidance Centre
Day Care Centre
Adult Education Centre
Community Library programmes
Restaurants
Public Workshops
Sports Facilities
Public Square
Coffe Shops
Park
Aids Awareness Centre



Building Programme
Business & Entrepreneurship Support
Business & Financial Advise Centre
NGOs Facility
Production Studios
Workshops & Storage Spaces
Skills Training Centres
Workshop Spaces
Video Rooms & Conference / Meeting Rooms
Trading Spaces
Formal / Informal
Adult Education Centre
Study / Lecture Rooms
Computer Literacy Rooms
Daycare Centre
Educational Play Spaces
Teaching / Learning Rooms with Computers
Resting Rooms
Storytelling / Educational Games Rooms
Unisa Admin. Offices
Exams Space
Staff Kiosks
Conventional Library Services
Reference Sections / Book Stacks (Several)
Study Spaces (Several - Diff. Purposes)
Staff Kiosks / Office
Job Seeker's Section (newspaper desks,advert. Boards, application assistants, etc)
Training Workshops & Studios
Metal, Wood, Sewing, Crafts, Electrical, etc
Meeting Spaces
Restaurants & Coffee Shops
Partly Covered Library Square
Youth Lounge
Reading Park
Outdoor Sports
Existing Pitch / New Action Soccer Pitch
Basketball / Netball court
Spectator Stands
Internet Spots
Internet Cafes & Computer Literacy Rooms
Search & Research Computers
Local Information Centre
Local Radio Station
Local Sports Office
Health Information Centre
HIV/Aids & TB Info Centre
Teenage Pregnancy Advise Centre

Building Programme



ZONES

SOCIAL & EDUCATIONAL

Life Skills

Education Programme

Social

Health

39 %

SKILLS & TRAINING

Crafts &

Industrial Skills

Manufacturing Sector

Retail Sector

34 %

ECONOMIC

Economic Skills

Commercial Sector

27 %

DESIGN

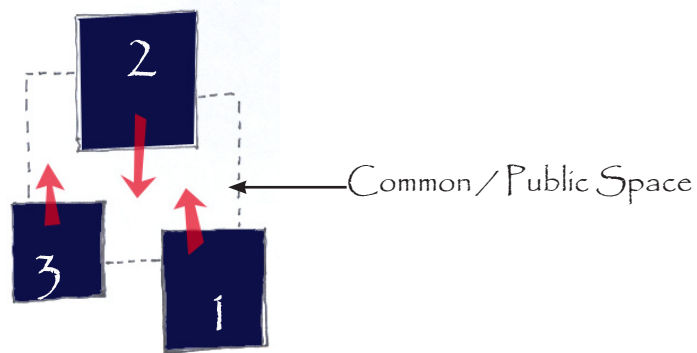
section 6



DESIGN PRINCIPLES & DEVELOPMENT

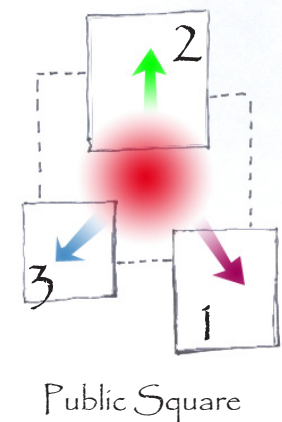
- SPLIT CONFIGURATION

Having split my programme into three very different components, this lead me to explore an approach of 'split configuration' which allowed me to spatially explore and push the limits of the different components i.e. a business library component with a 'business vibe' to it. This also has the added advantage of clarity and legibility for users. This configuration was also inspired by the Seattle library's 'stable and unstable zones' theory. These components would then be bound together by common public (unstable) spaces.



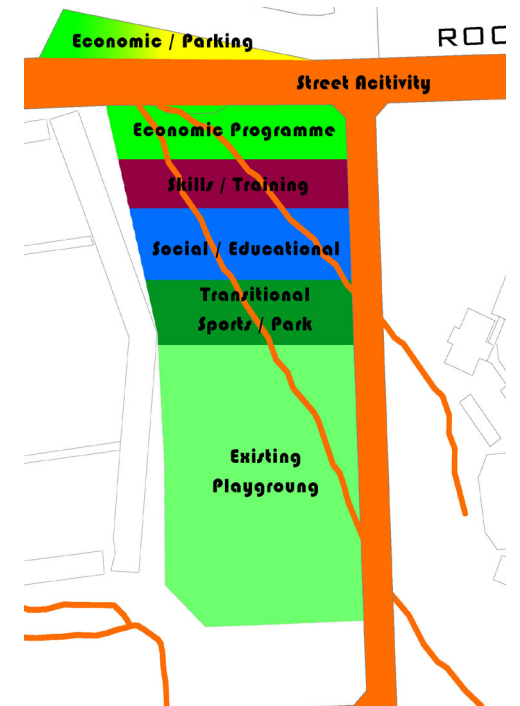
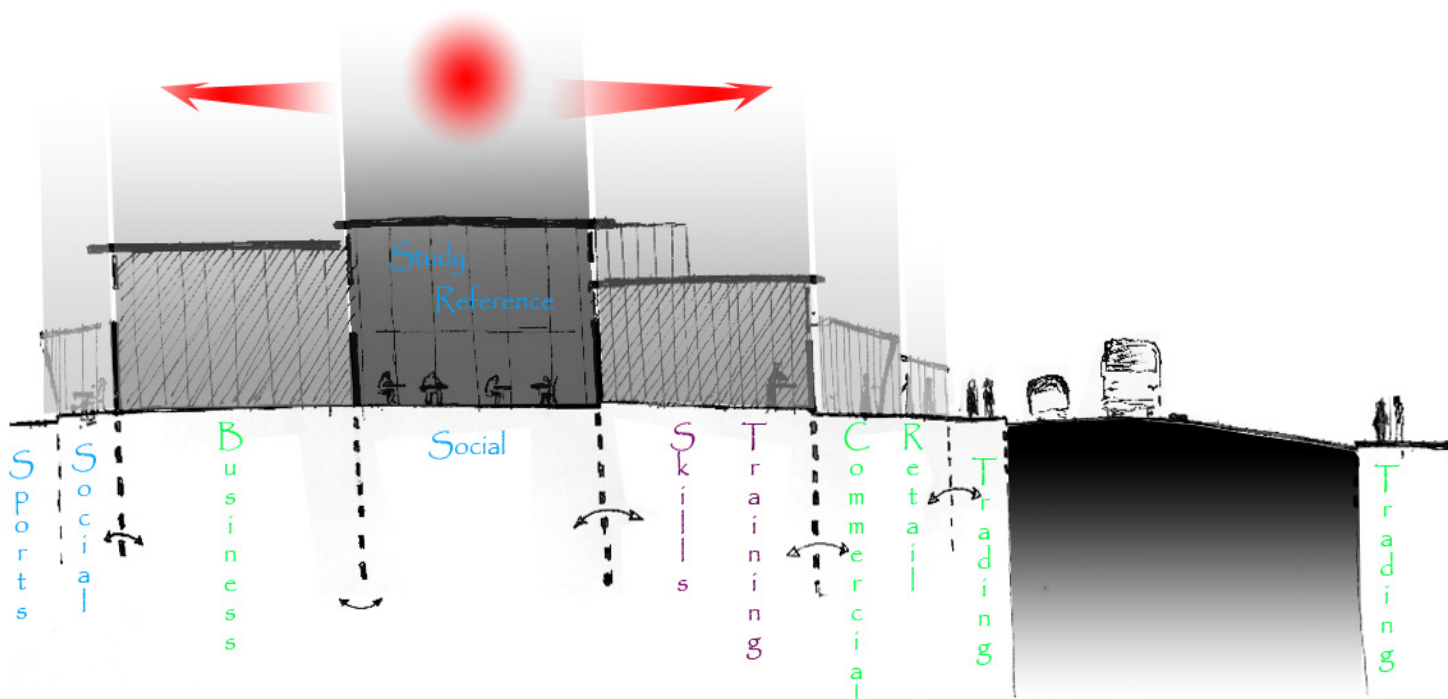
- PUBLIC SQUARE

In a reversed fashion, this principle is the same as the previous one. The centre of the site is to be a public distributor of focus to different components. By placing a general public function in the centre, all components will be visually accessible for the public.



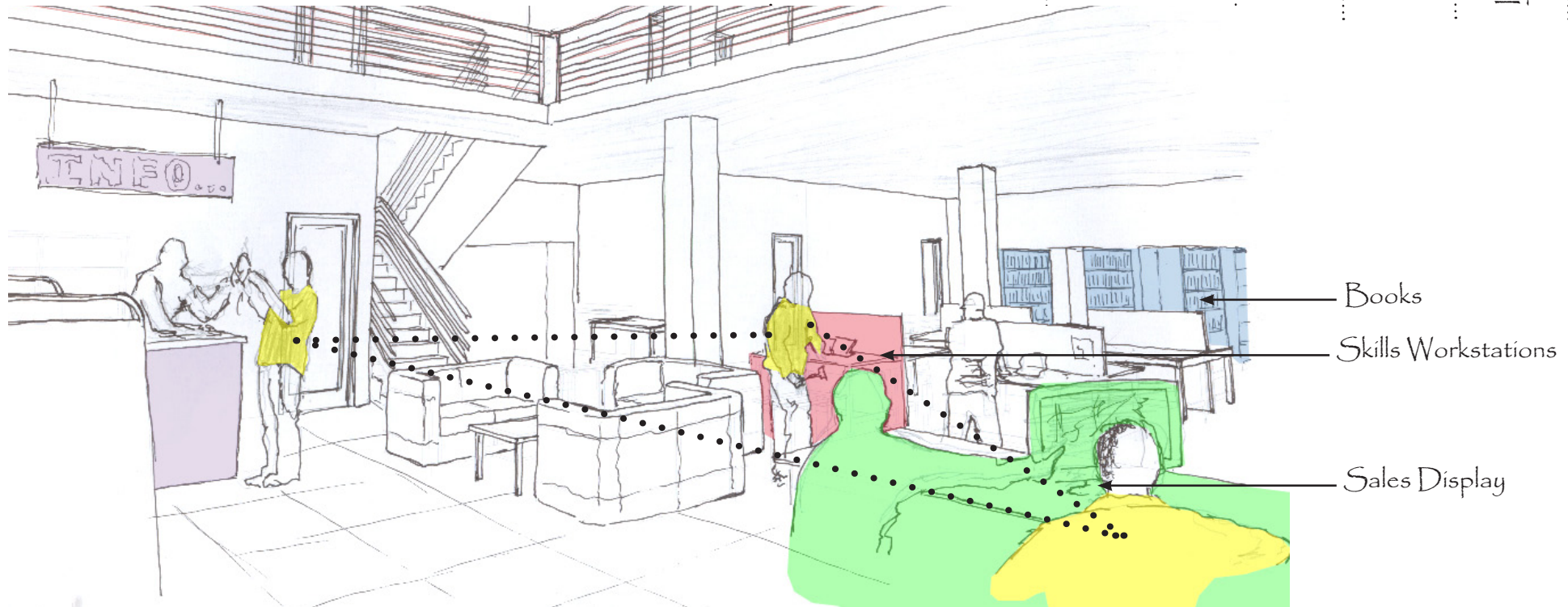
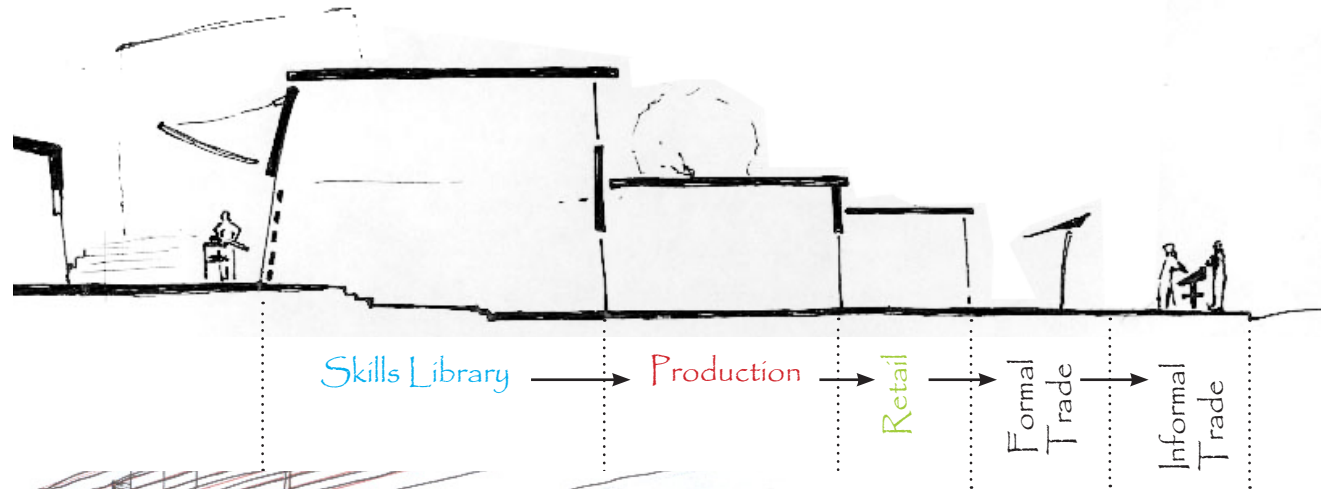
- **ZONE LAYERING** & appropriation of zones to site conditions.

Looking at existing site conditions and patterns of its use, I followed a program distribution process aimed at maximizing functional performance of the different programs. Both on a larger (site) scale and a smaller (building) scale, I explored the concept of a “growing program”; at building scale this looks at how one large component (e.g. Skill Centre) houses several smaller functions that grow from one larger program.



- GROWING PROGRAM

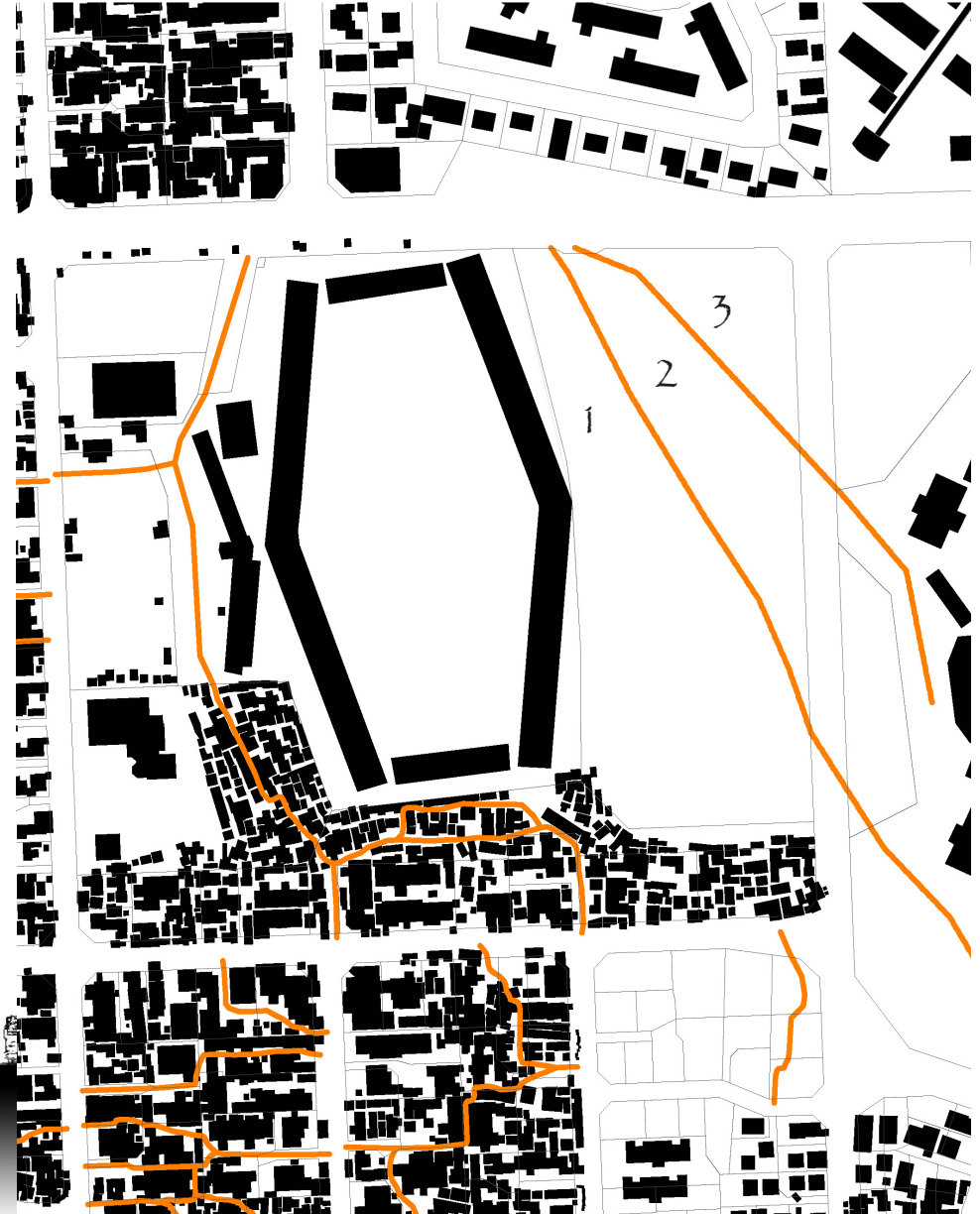
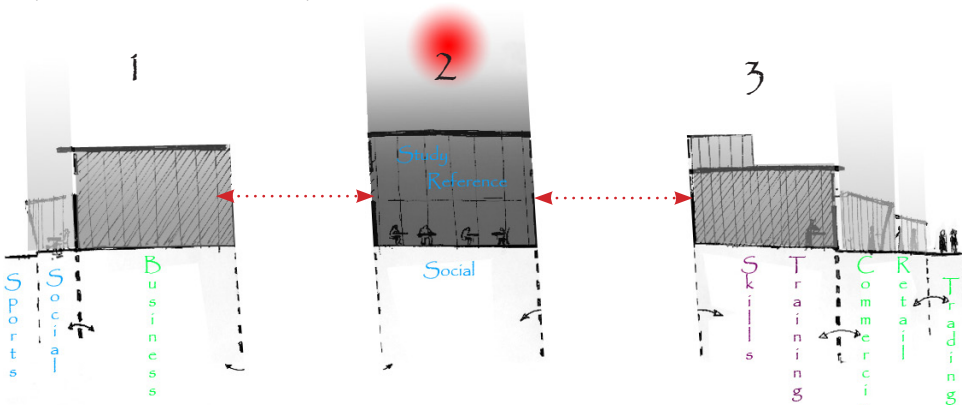
I explored the concept of a “growing program”; at building scale this looks at how one large component (e.g. Skill Centre) houses several smaller functions that grow from one larger program. See example (right)



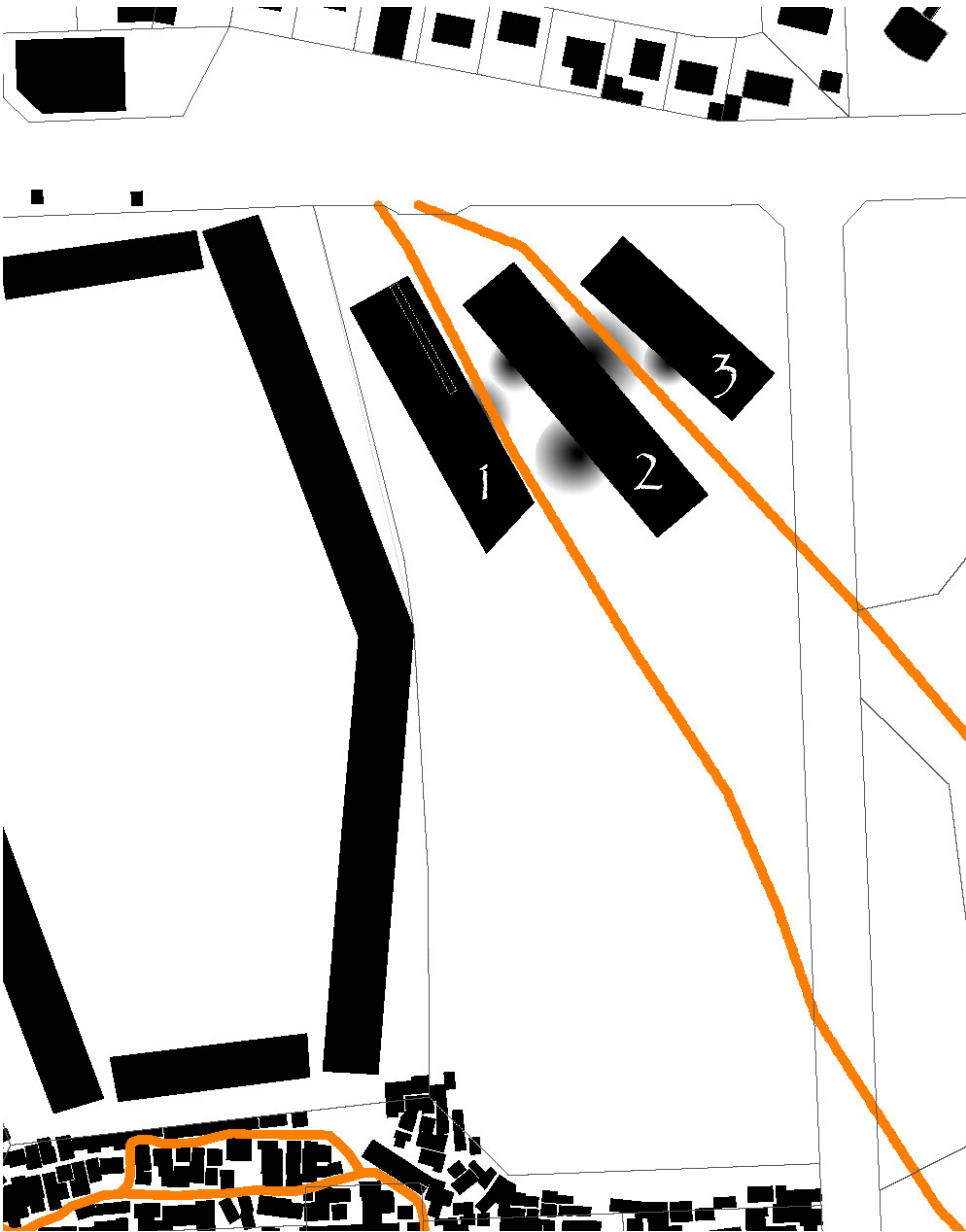
GENERATOR



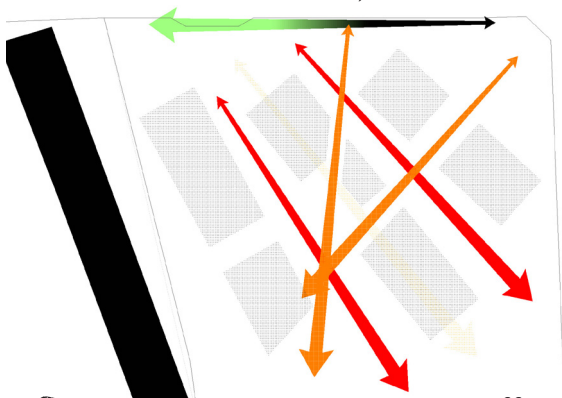
Existing forces on site concluded the process of zoning and also lead to a split configuration of the three programs. this configuration best maintains access (visually and physically) to the soccer field and also best exposes the three components to the street edge.



PRELIMINARY FOOTPRINT



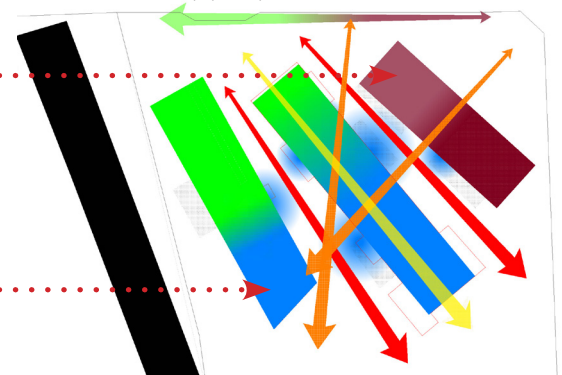
Accentuated Movement patterns on site



Program Appropriation to site traffic

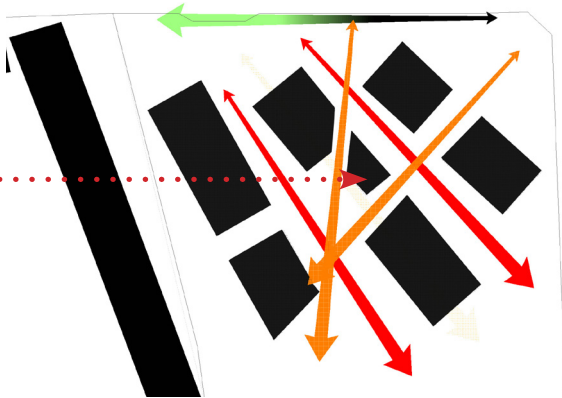
Business & Skills Li-
braries closer Pedes-
trian traffic

Study, bookstack,
internet, etc. located
at the least noise

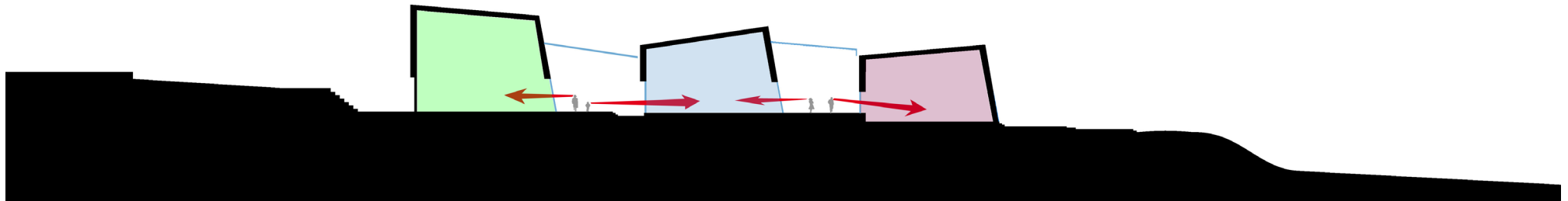
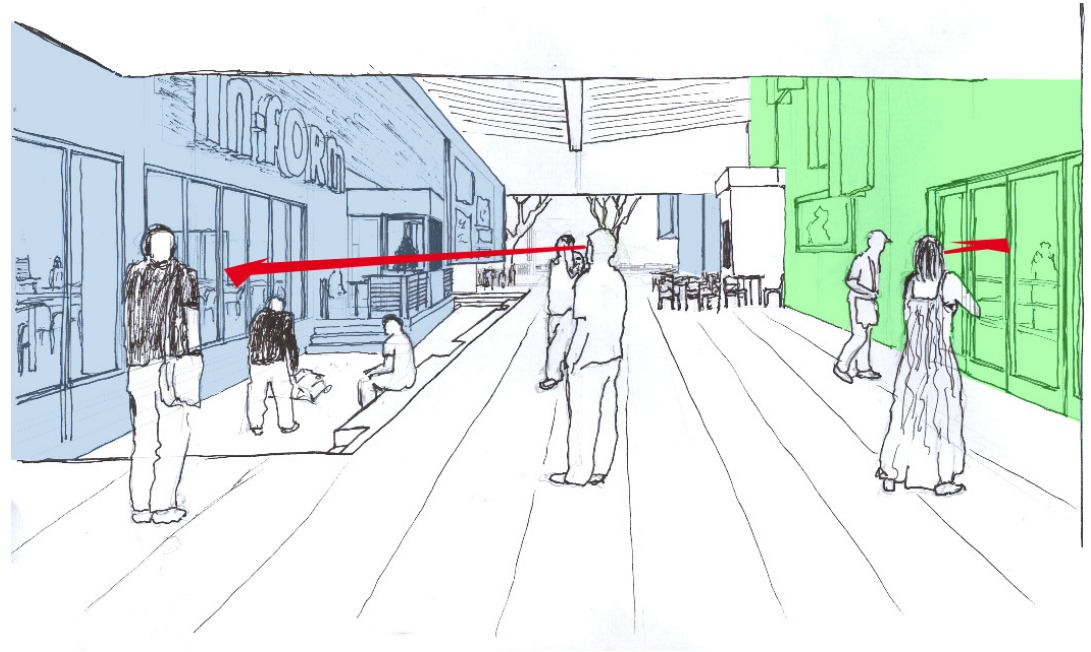
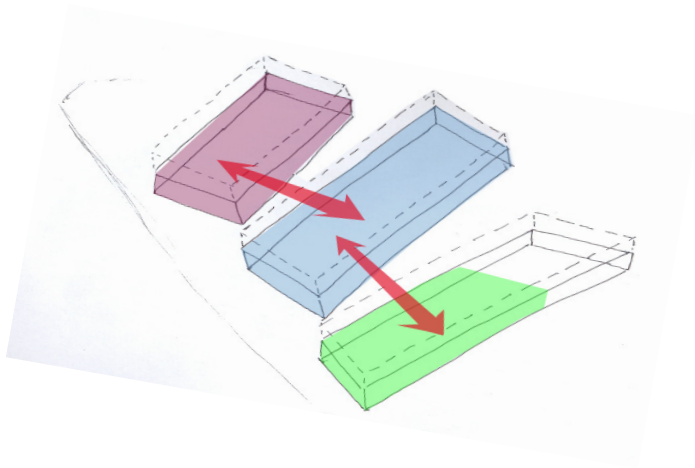
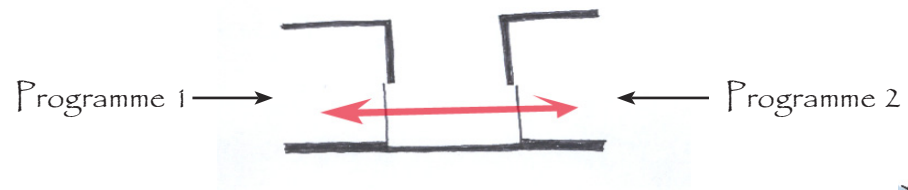


Basic Figure Ground: Product

Social Hub.....

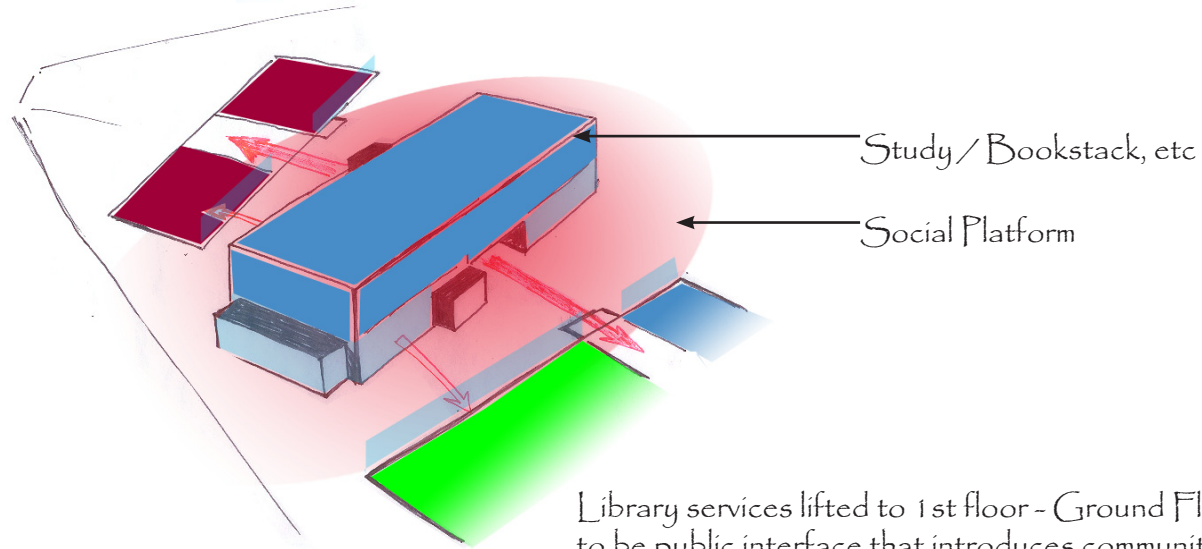
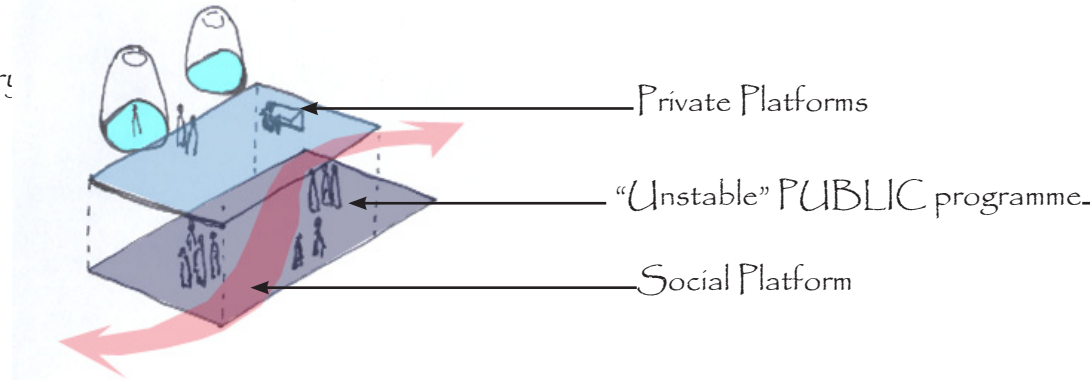


- Visual Connectivity

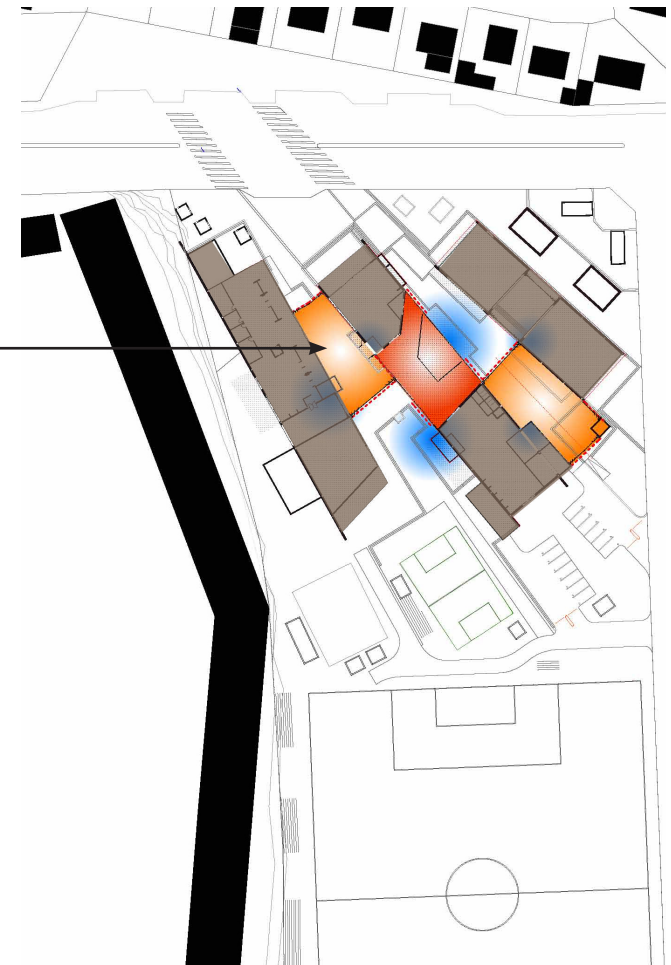
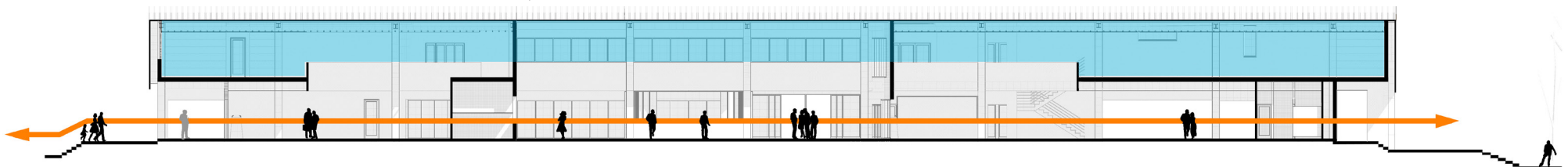


- Ground Floor as largely a public platform

Peckham Library



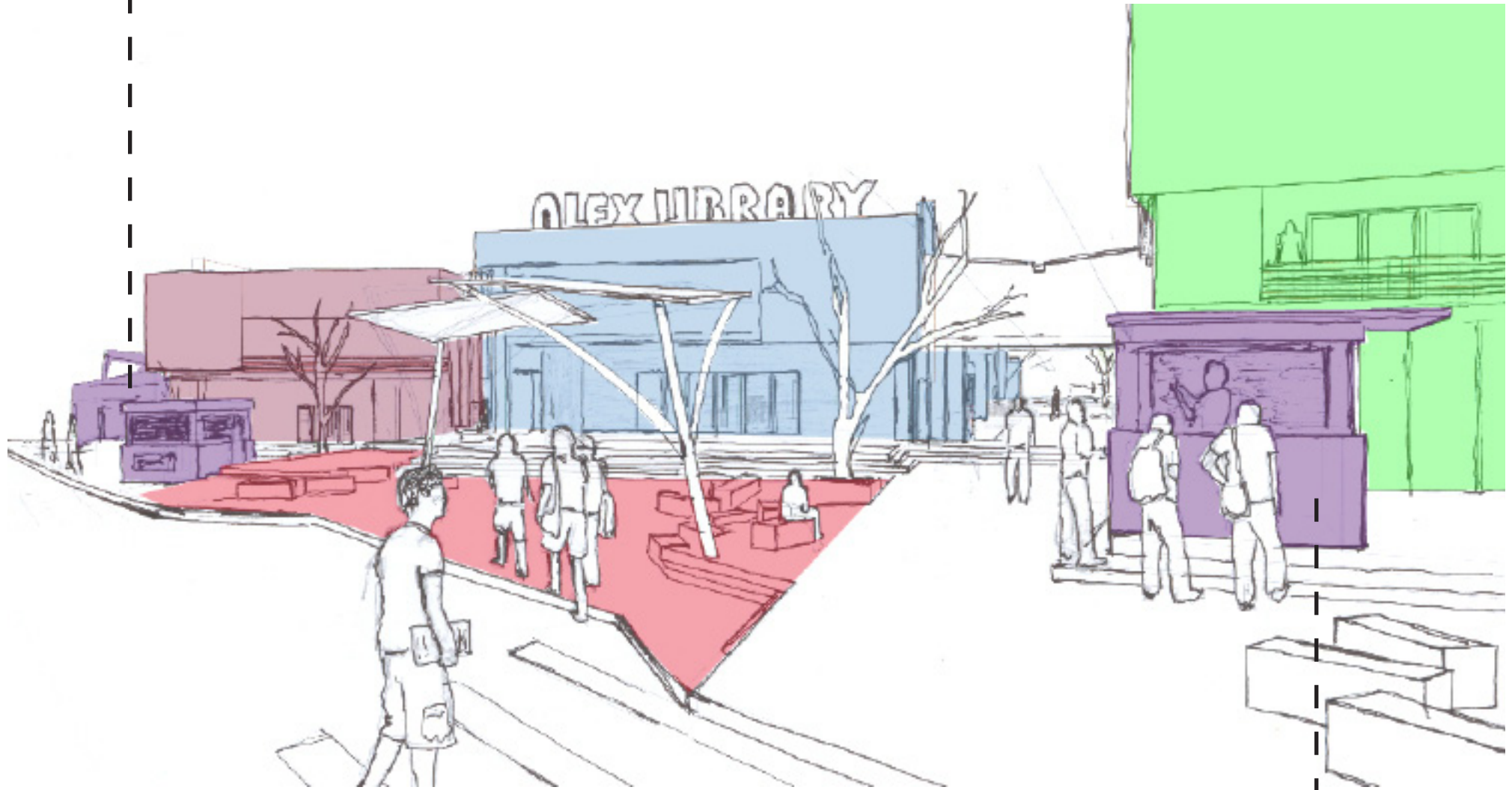
Library services lifted to 1st floor - Ground Floor (OPEN LIBRARY)
to be public interface that introduces community to library services



OPEN LIBRARIES are to be the first point reference for potential users.



LIBRARY EXTENSIONS



This is a network of commercial and skills & training workshops and permanent trading stalls that are inserted in the grain of the township both at an urban scale and site scale as part of the library's "practical learning program".

At site scale, these extensions are both attached & freestanding inserts that support the buildings public program.

INFO-CURTAINS as part of the extensions

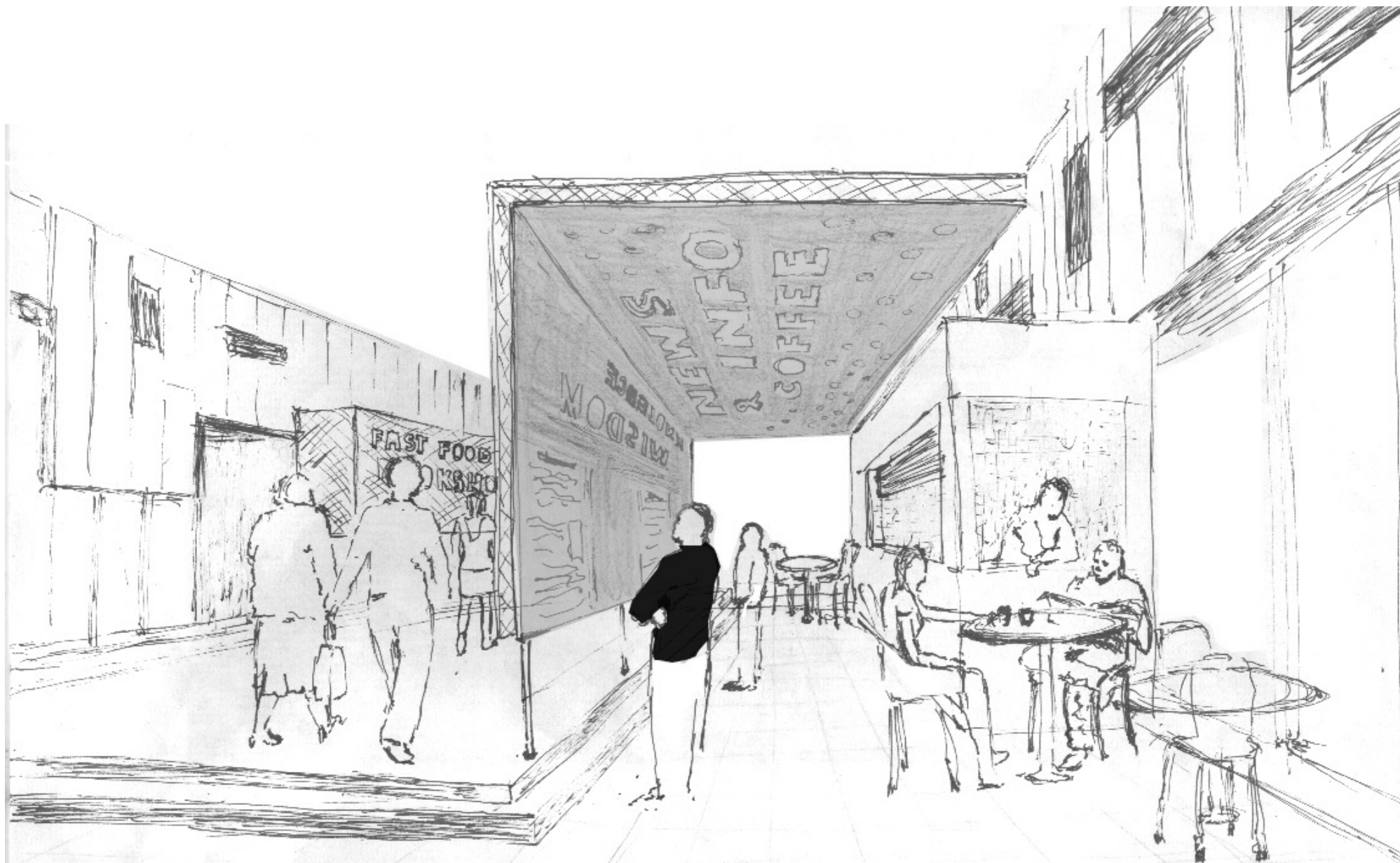
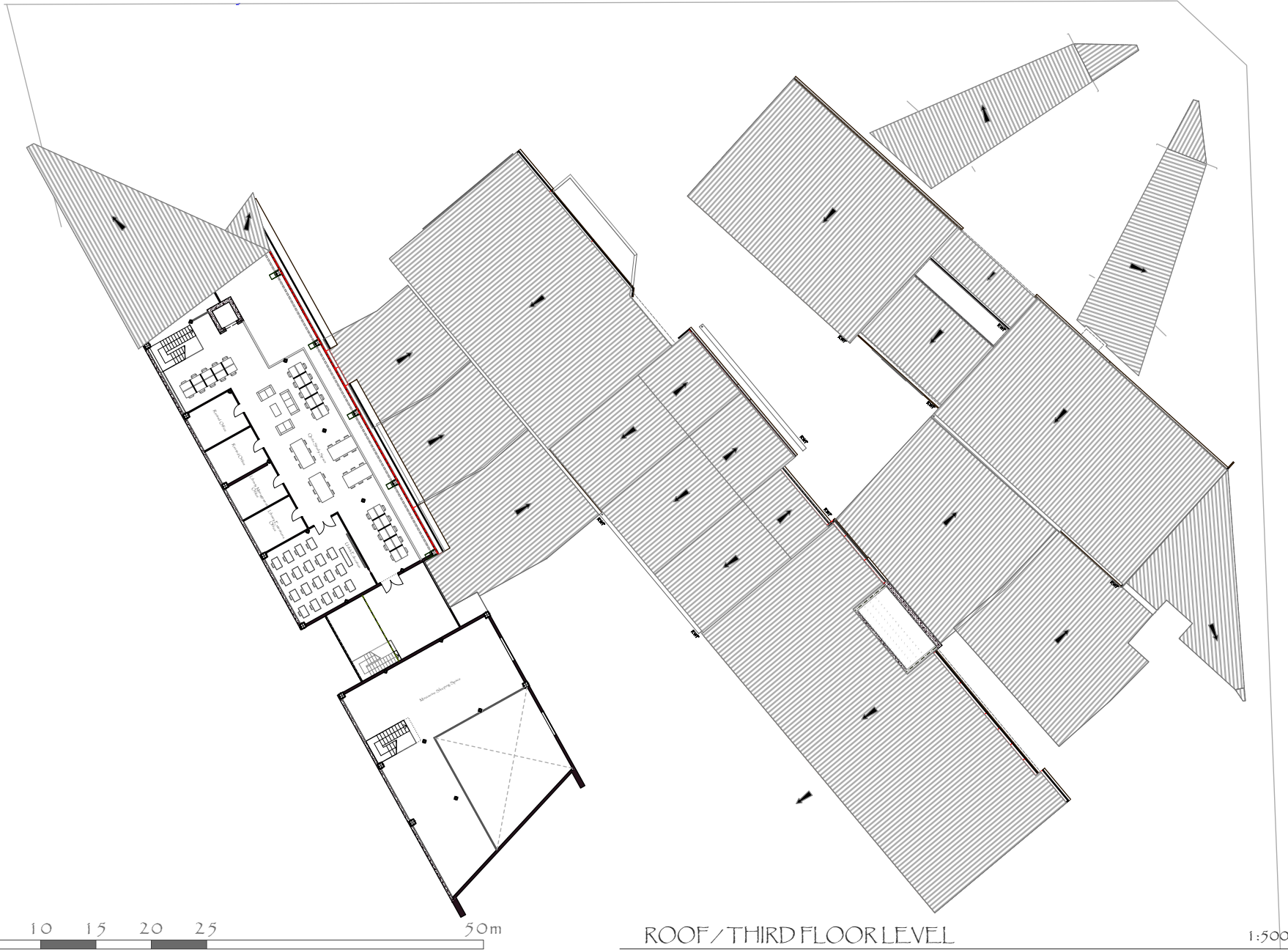


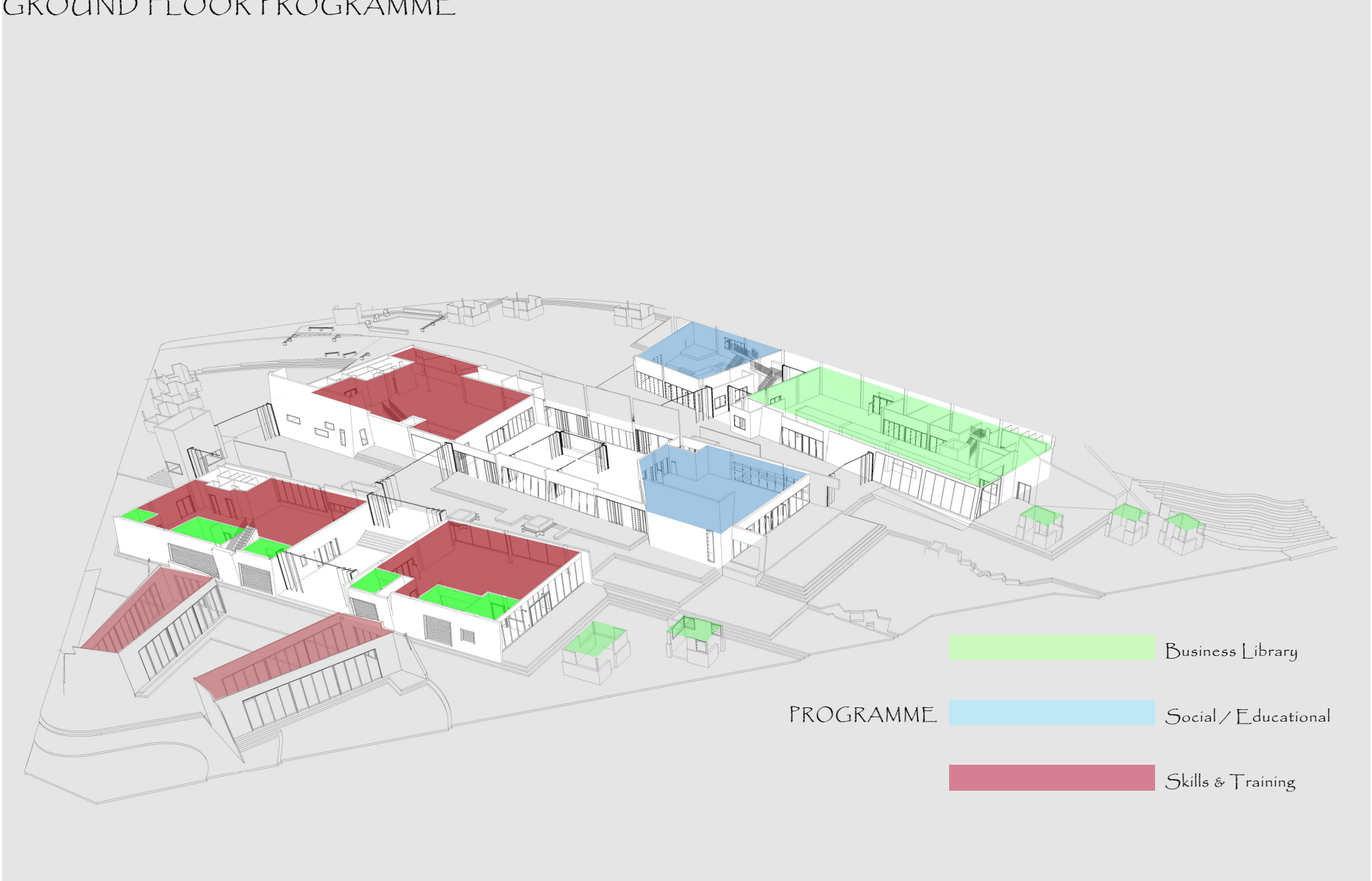


FIGURE GROUND

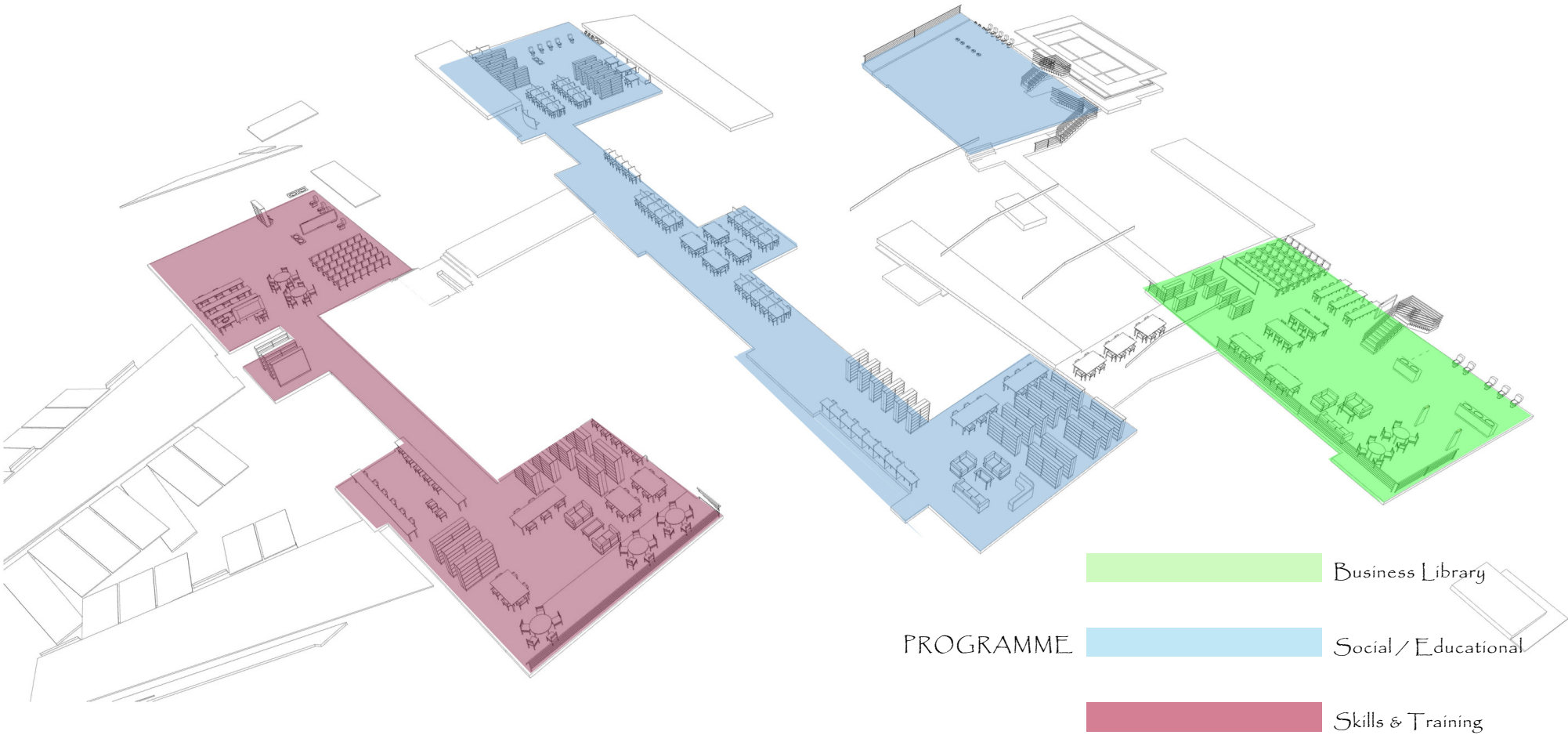




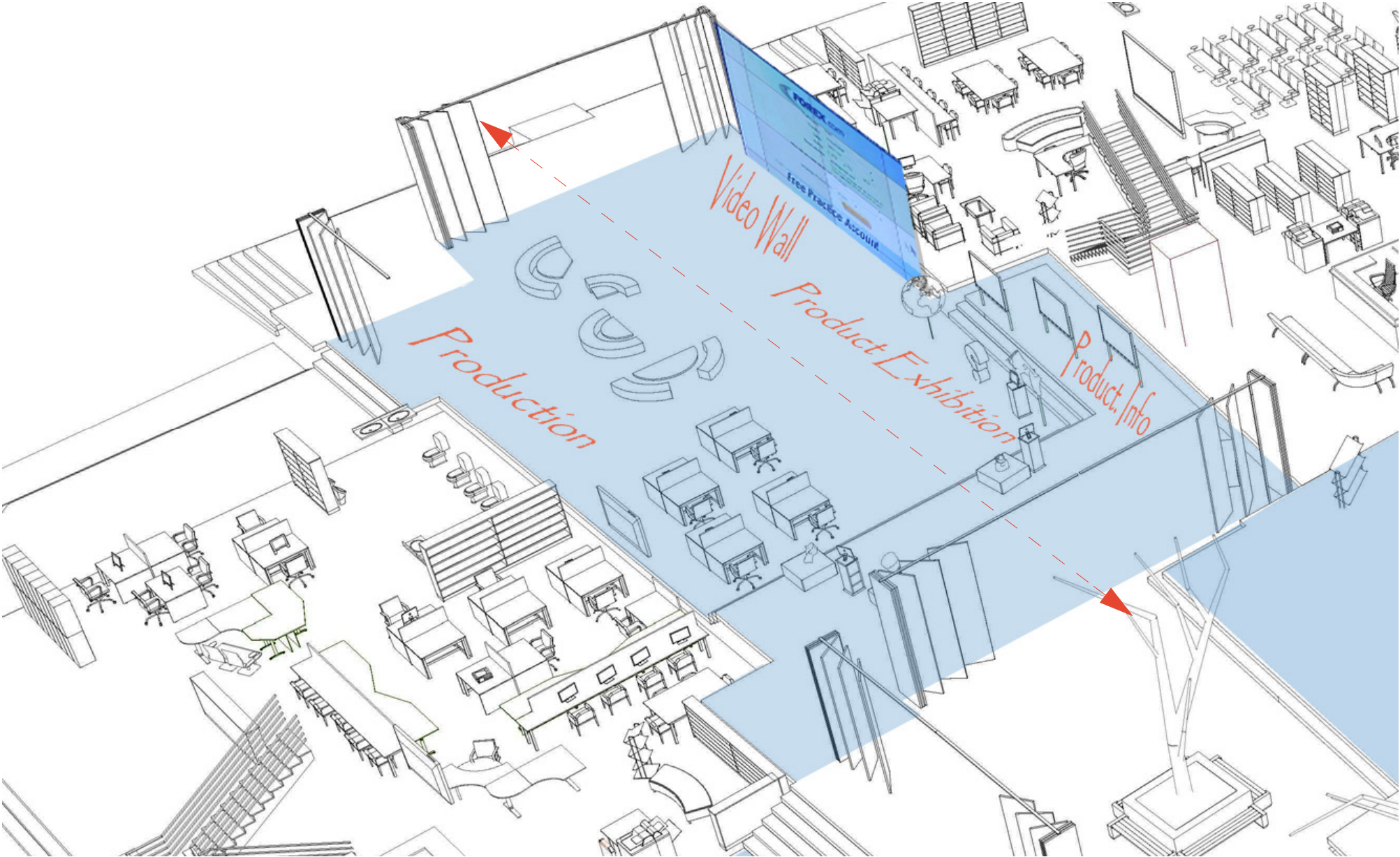
GROUND FLOOR PROGRAMME



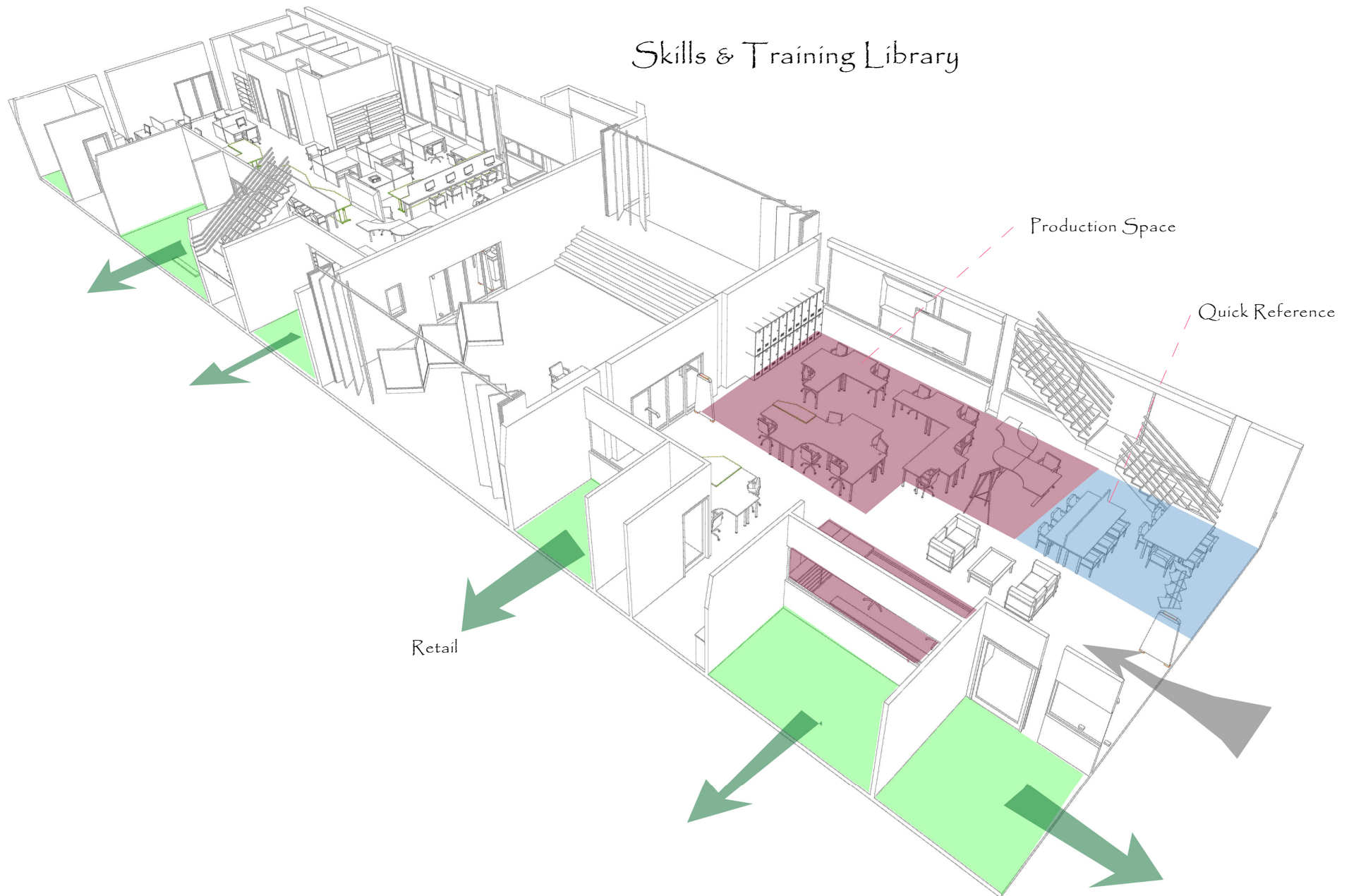
FIRST FLOOR PROGRAMME



OPEN LIBRARIES



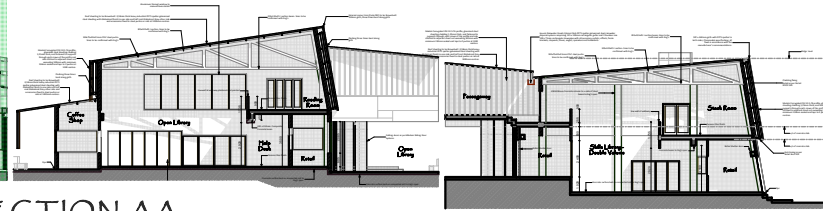
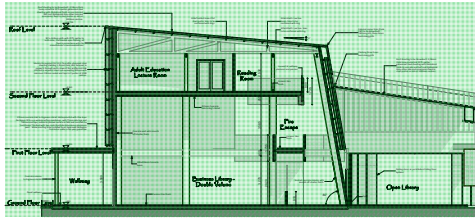
Skills & Training Library



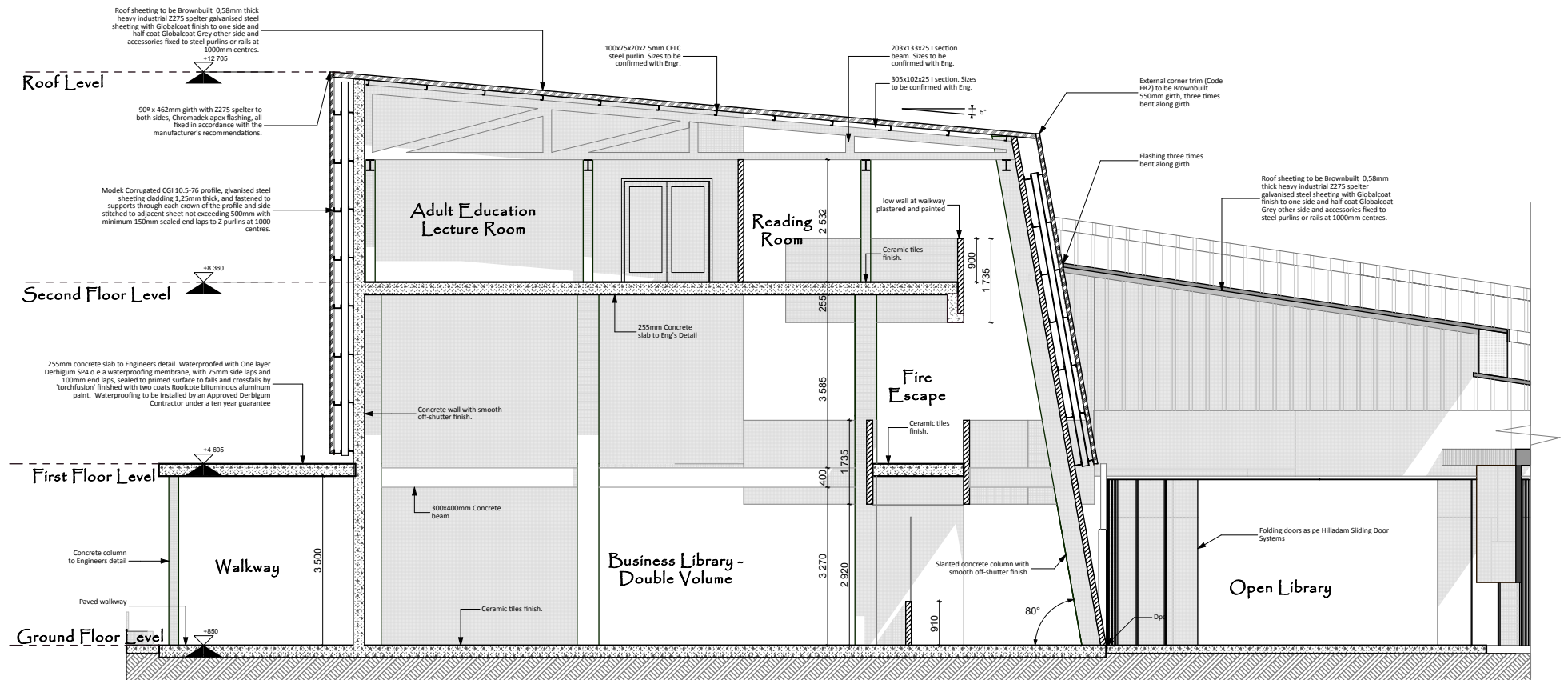


Context

1:2500

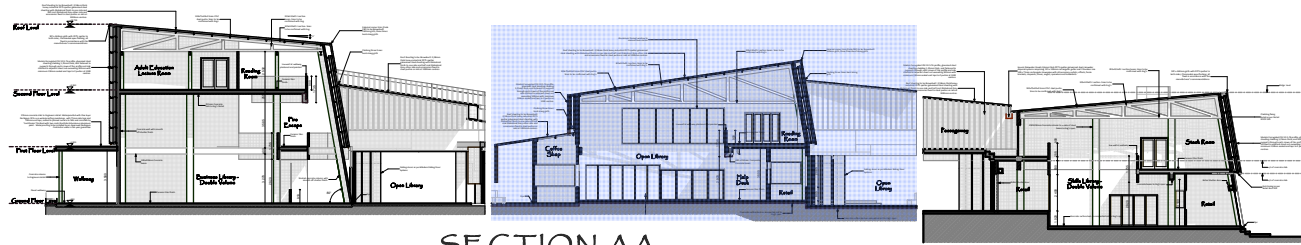


SECTION AA

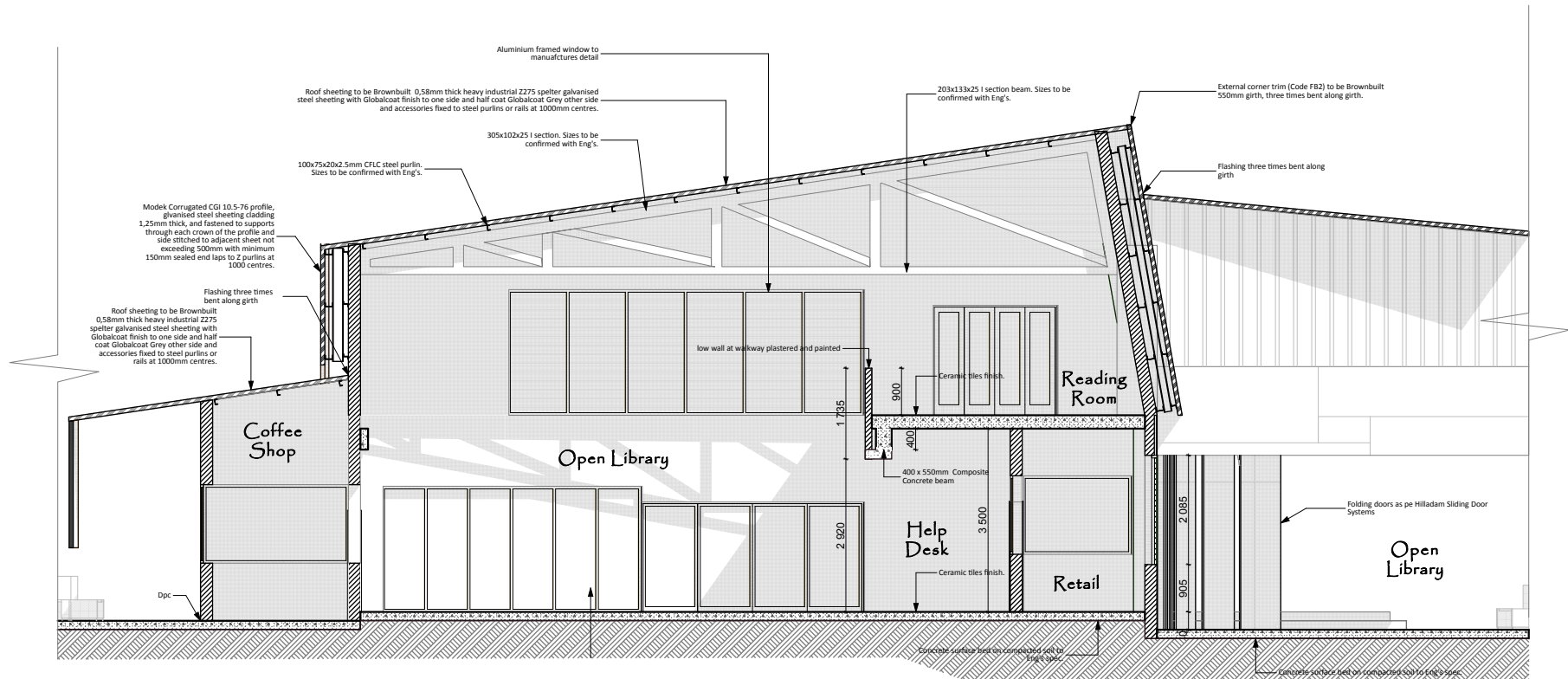


Partial SECTION AA

1:125

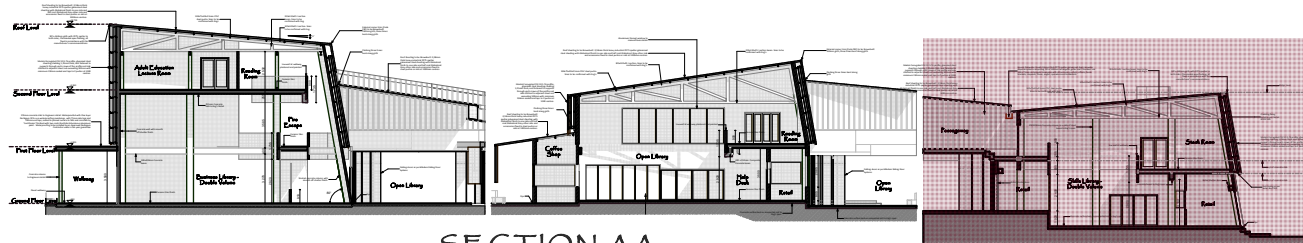


SECTION AA

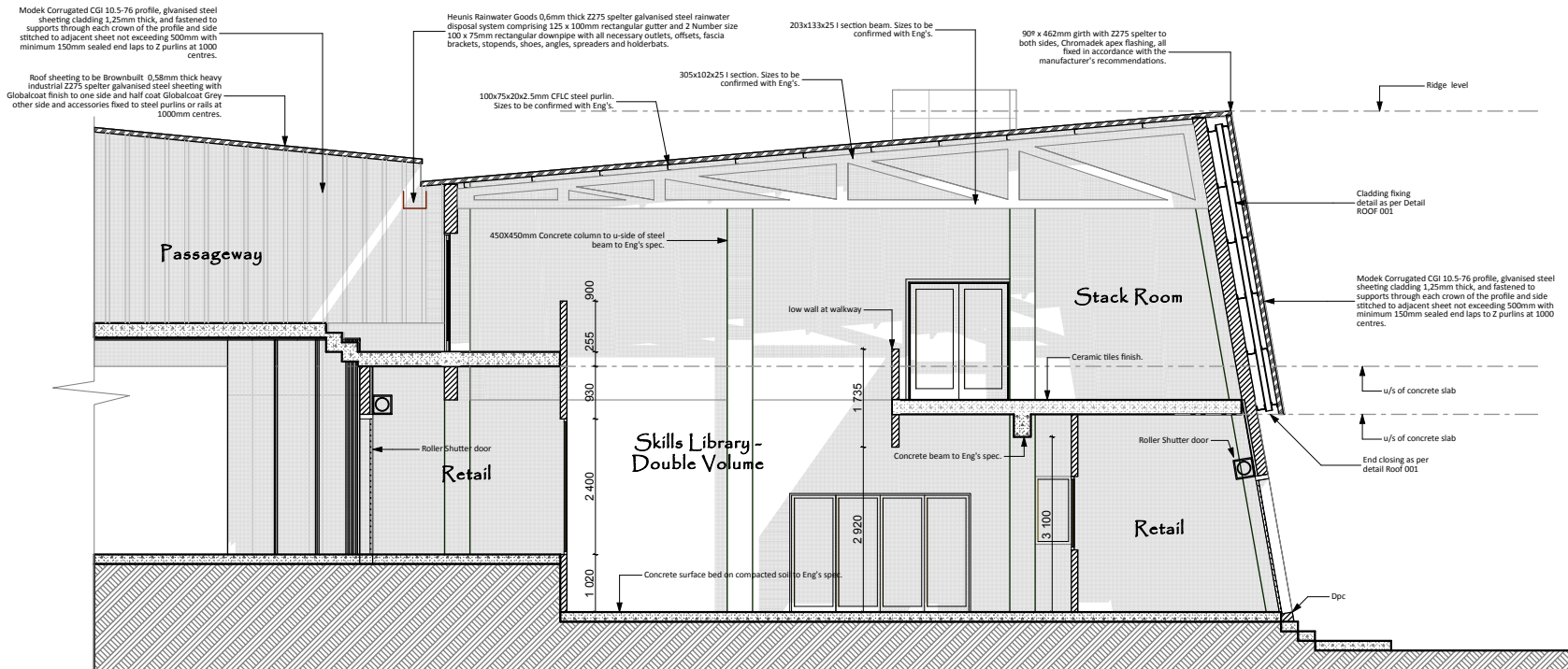


Partial SECTION AA

1:125

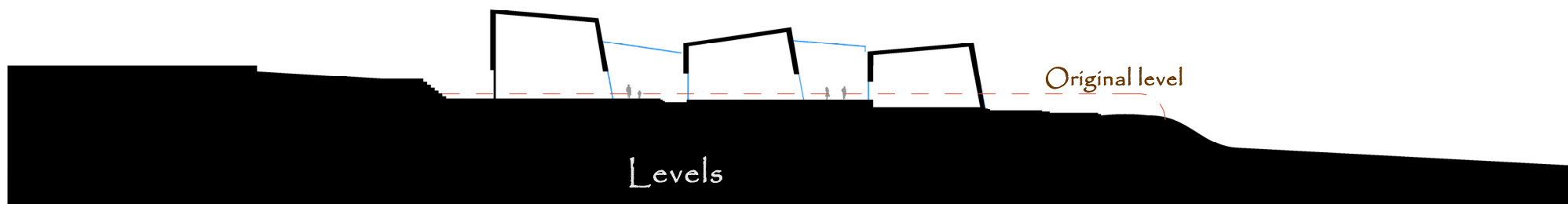
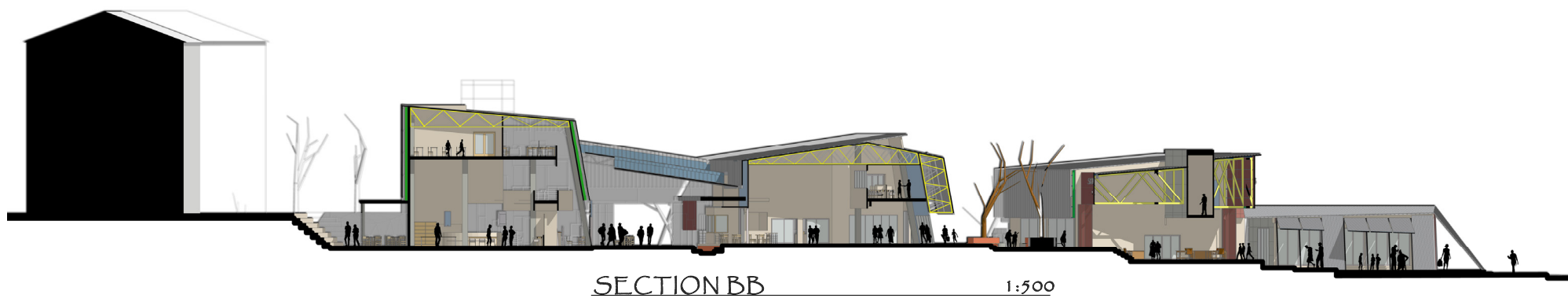


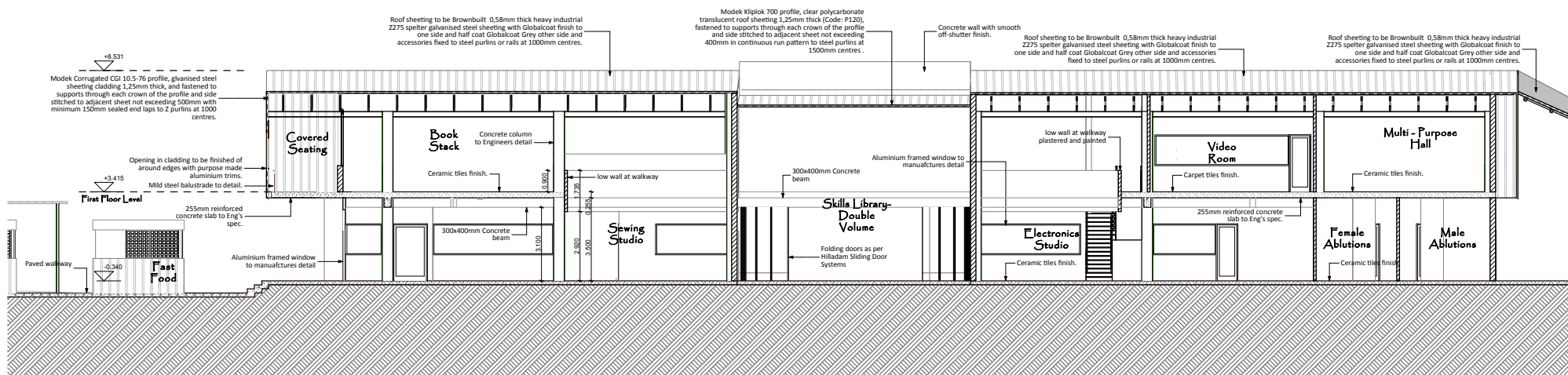
SECTION AA



Partial SECTION AA

1:125

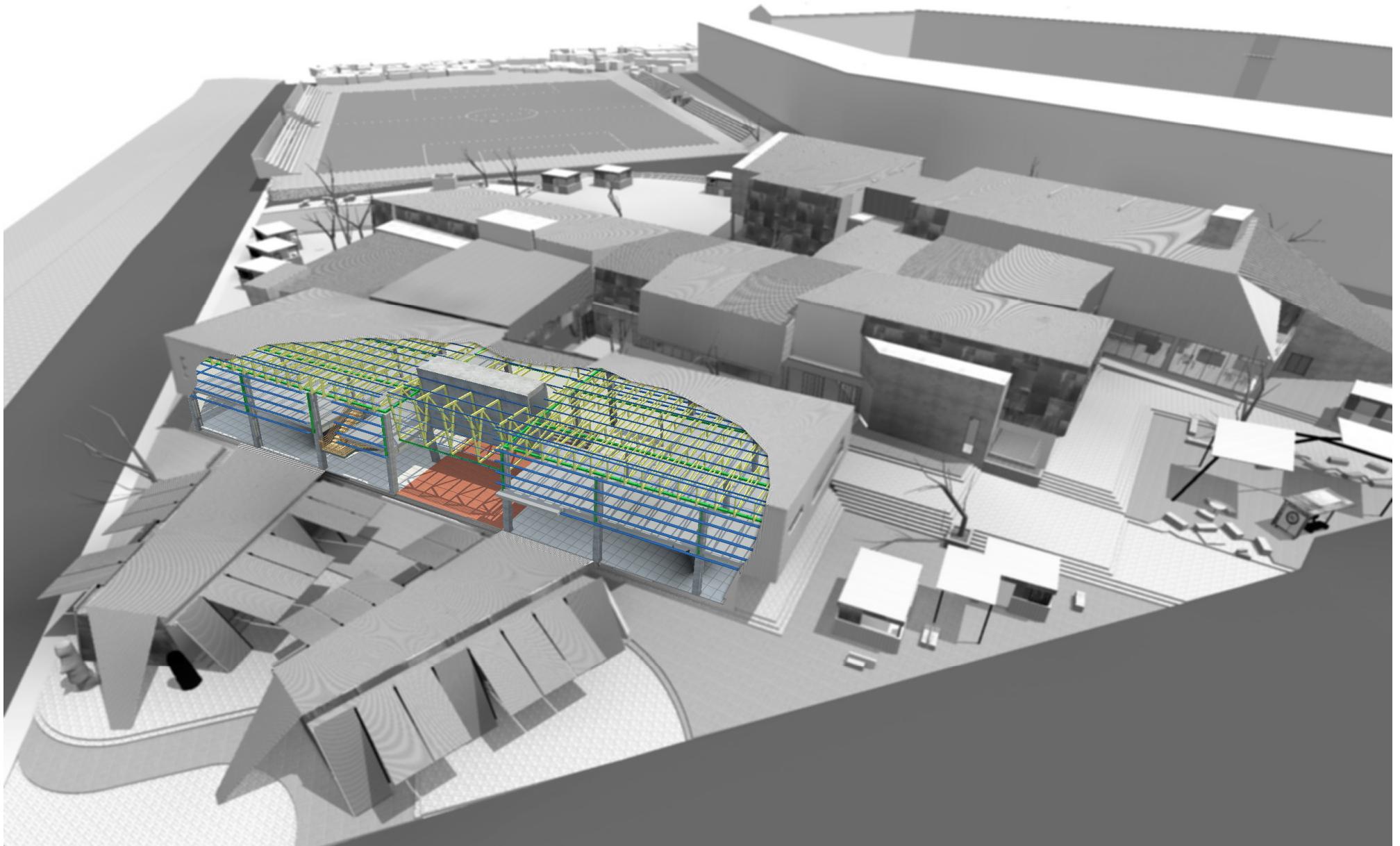




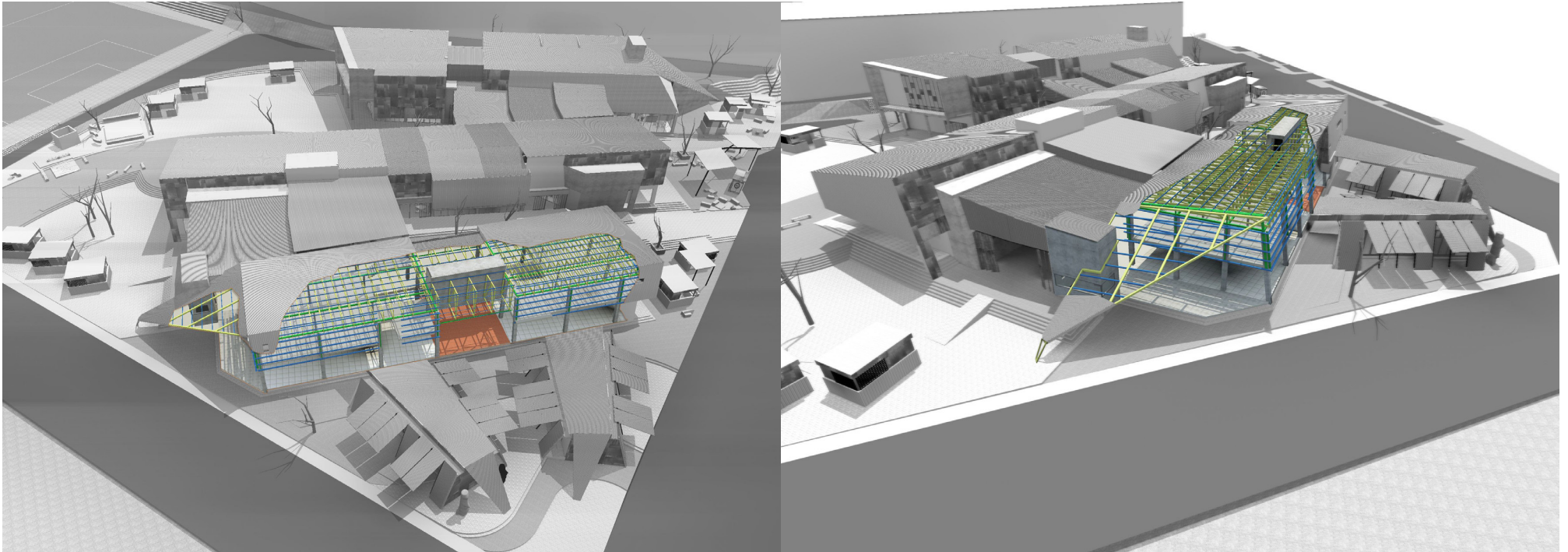
SECTION CC

1:250

ROOF STRUCTURE



ROOF STRUCTURE





INTERNAL ELEVATION Z

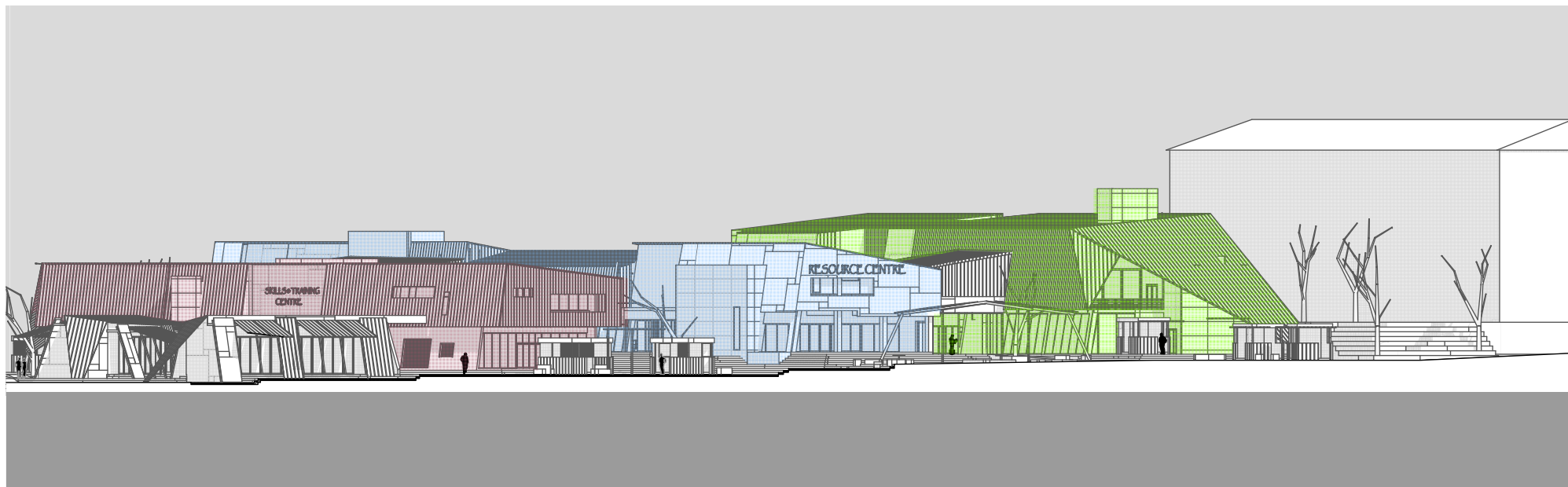
1:500



INTERNAL ELEVATION X

1:500

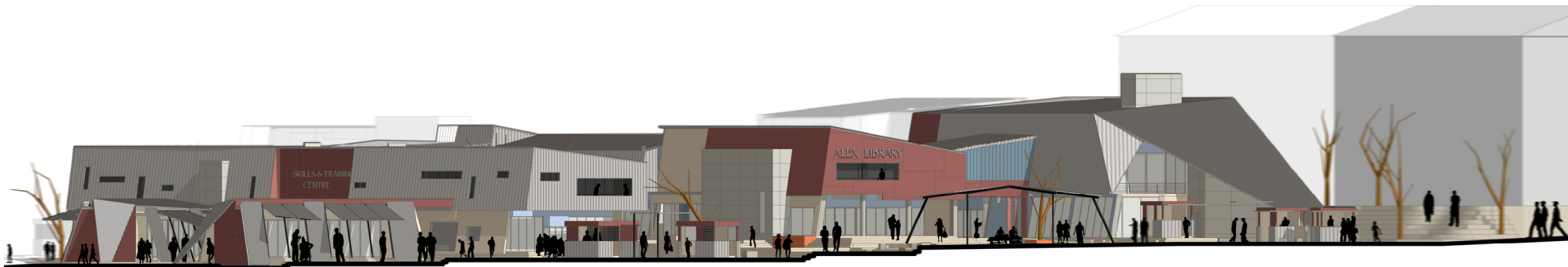
0 5 10 15 20 25 50m



0 5 10 15 20 25 50m

NORTH ELEVATION

1:500



NORTH ELEVATION

1:500



EAST ELEVATION

1:500











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