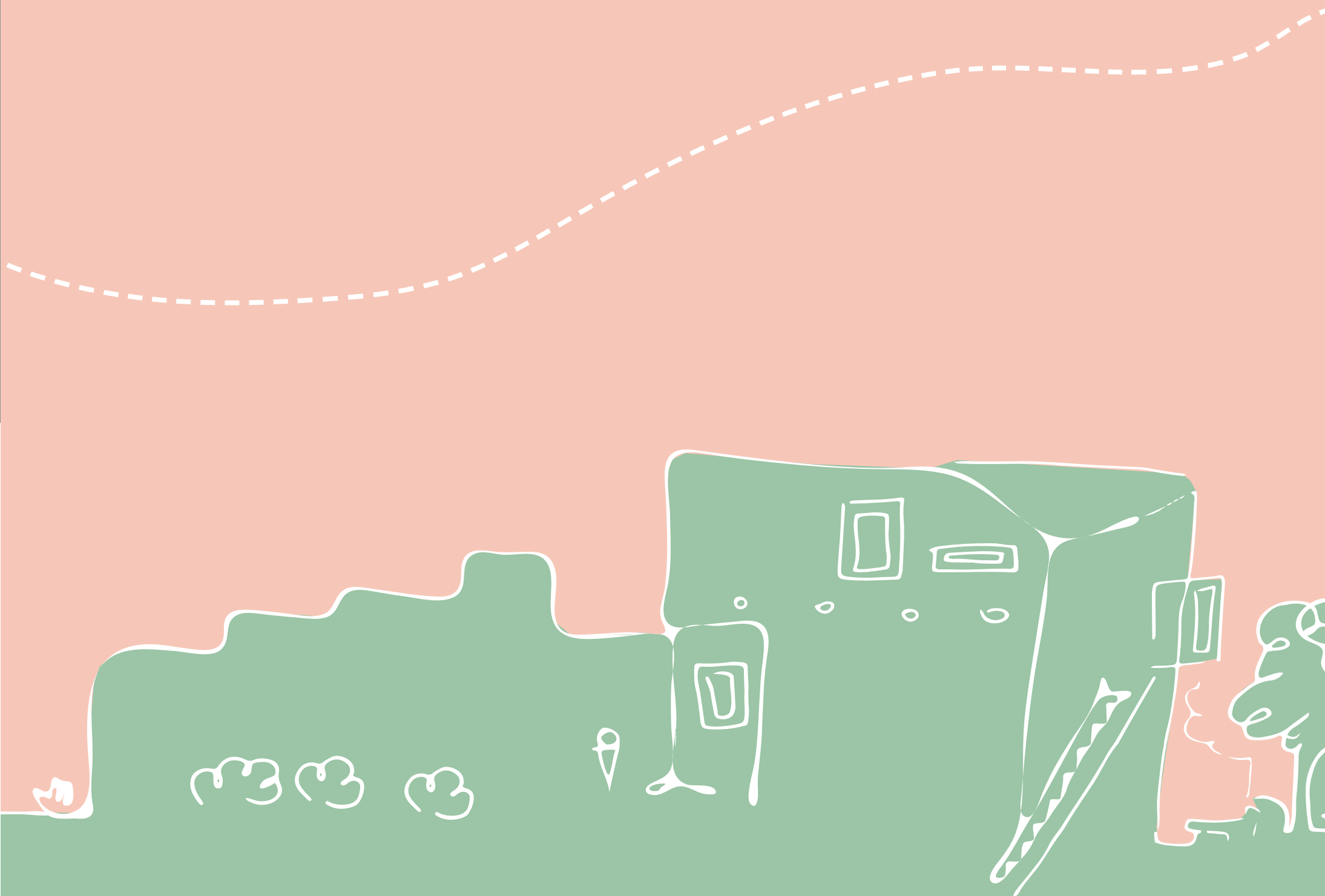


2022

NANCY GUERRERO

LIBRARY LEARNING CENTER



COMMITTEE

Brian Gibbs
Final Studio Professor

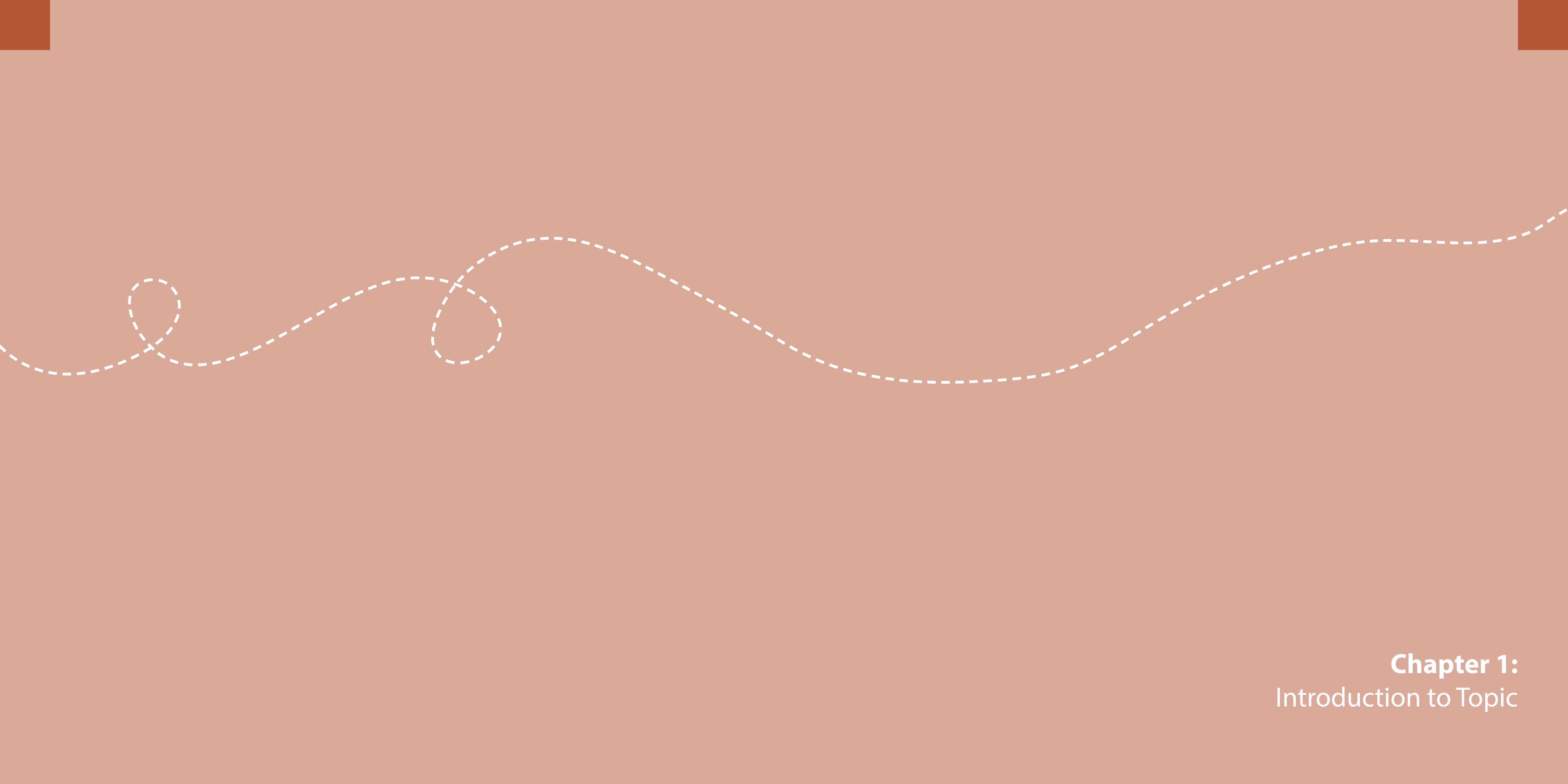
Koichiro Aitani
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Committee Member

Sarah Potvin
Committee Member

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Chapter 1:
Introduction to Topic

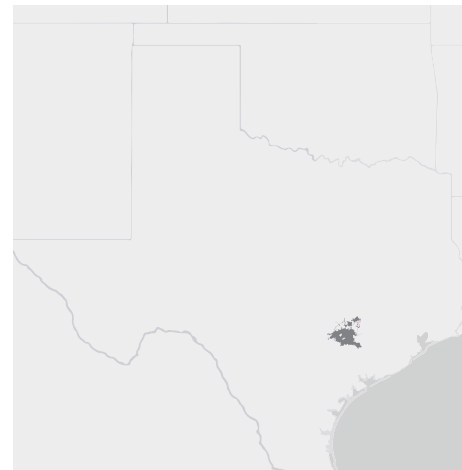
UNITED STATES



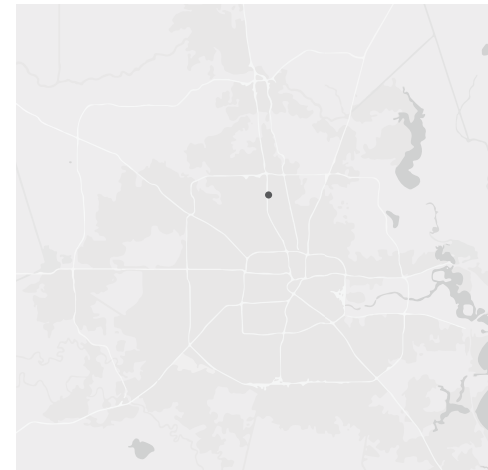
TEXAS



HOUSTON



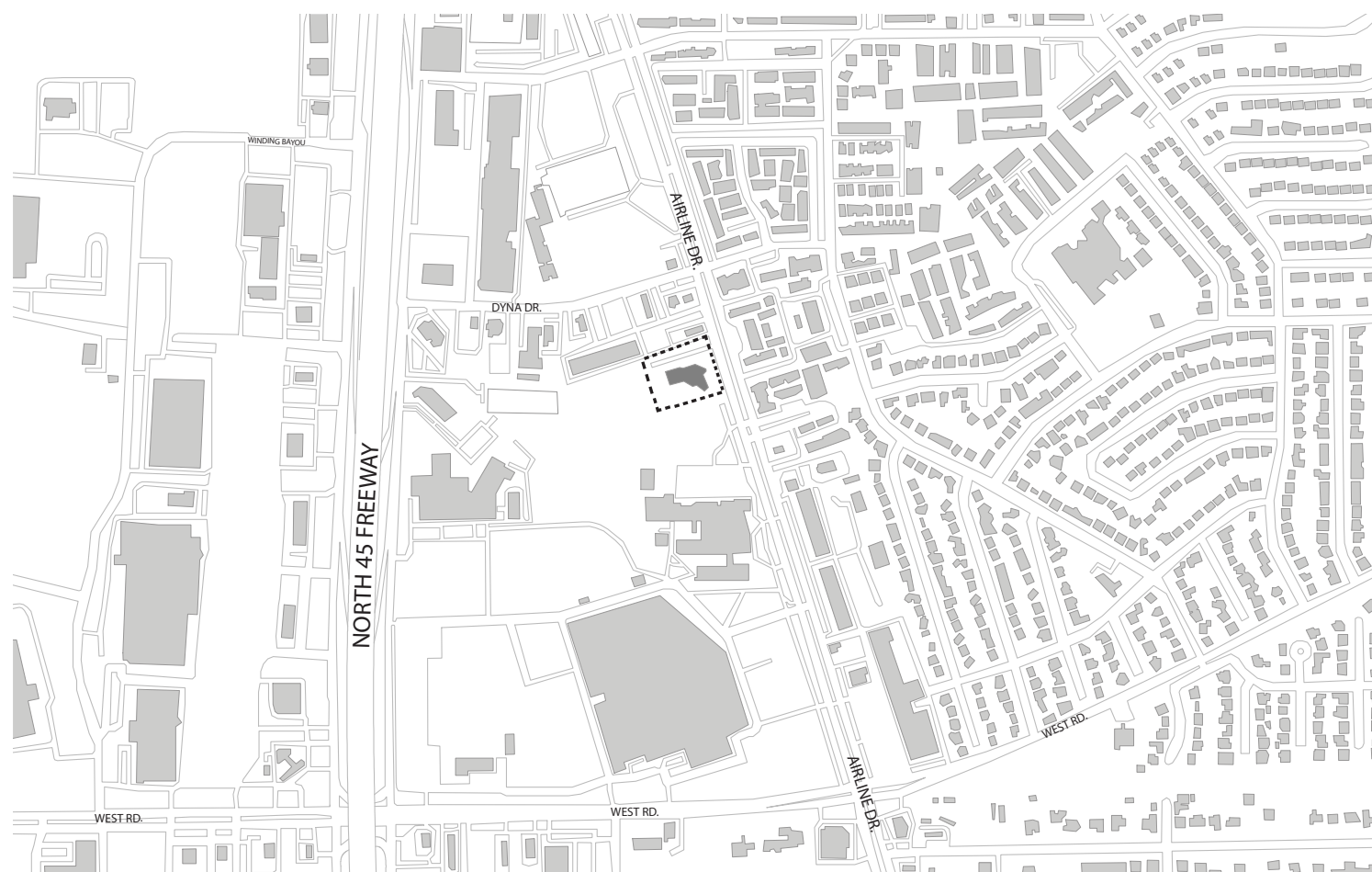
HARRIS COUNTY



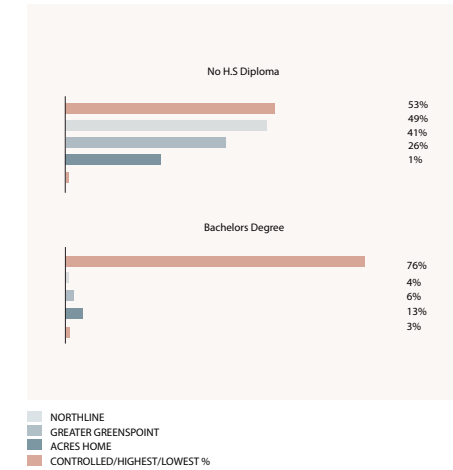
INTRODUCTION TO PLACE

This final study project is located in the northern side of Houston, Texas in the Aldine neighborhood. This area is located near the beltway 8 and the 45 freeway. This neighborhood is part of Harris County. This neighborhood can be distinguished as being home to a famous open air flea market, La Tia Pancha, which translates to "Aunt Pancha". This flea market is extremely popular every weekend, a colorful and vibrant place for families to hang out. Also, located in this neighborhood is the MO campbell. A stadium that holds various different large events. A stadium that belongs to the Aldine independent School district. A major street in this neighborhood is Air-line Dr, where you will see a lot of hispanic locally owned businesses. Schools in this specific area are Keeble Pre-School, Carroll Academy, Aldine 9th grade Center and High School, Stovall Middle School and Bussey Elementary. This neighborhood is also home to the Aldine Branch Harris County Public Library.

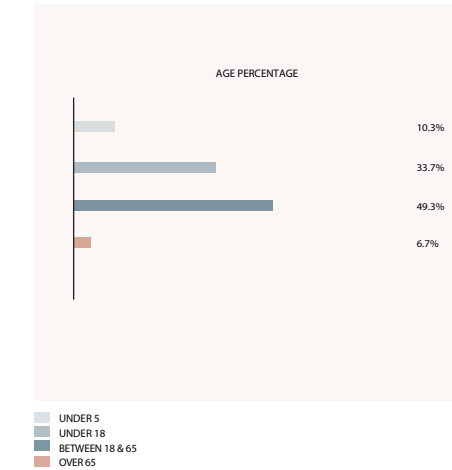
VICINITY MAP



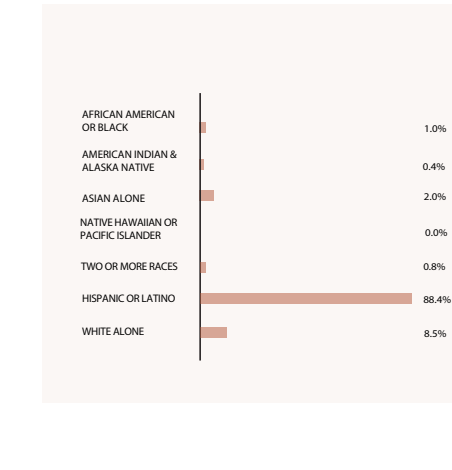
EDUCATIONAL ATTAINMENT BY NEIGHBORHOOD



AGE DEMOGRAPHICS



RACE & ORIGIN



MEDIAN INCOME



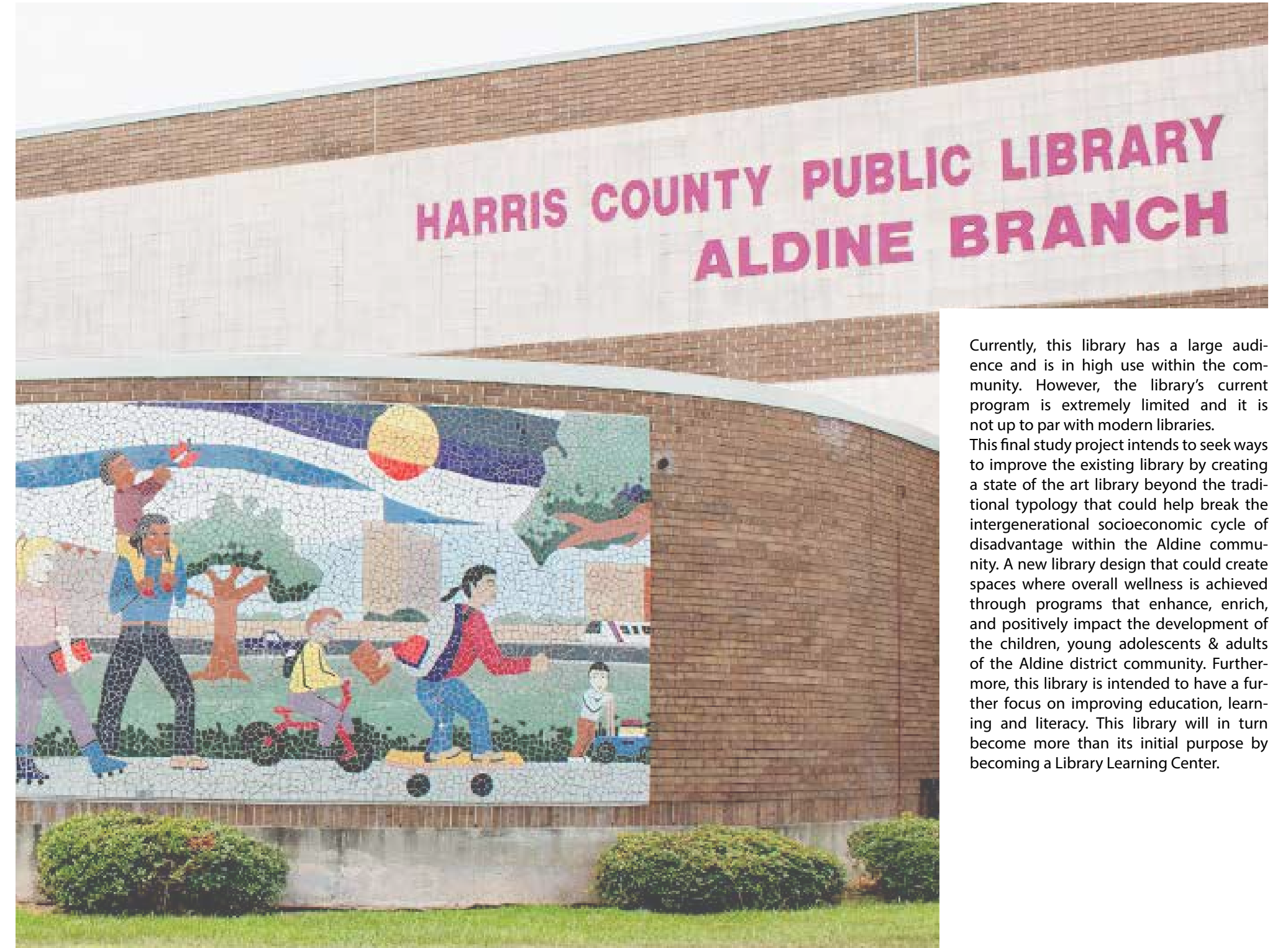
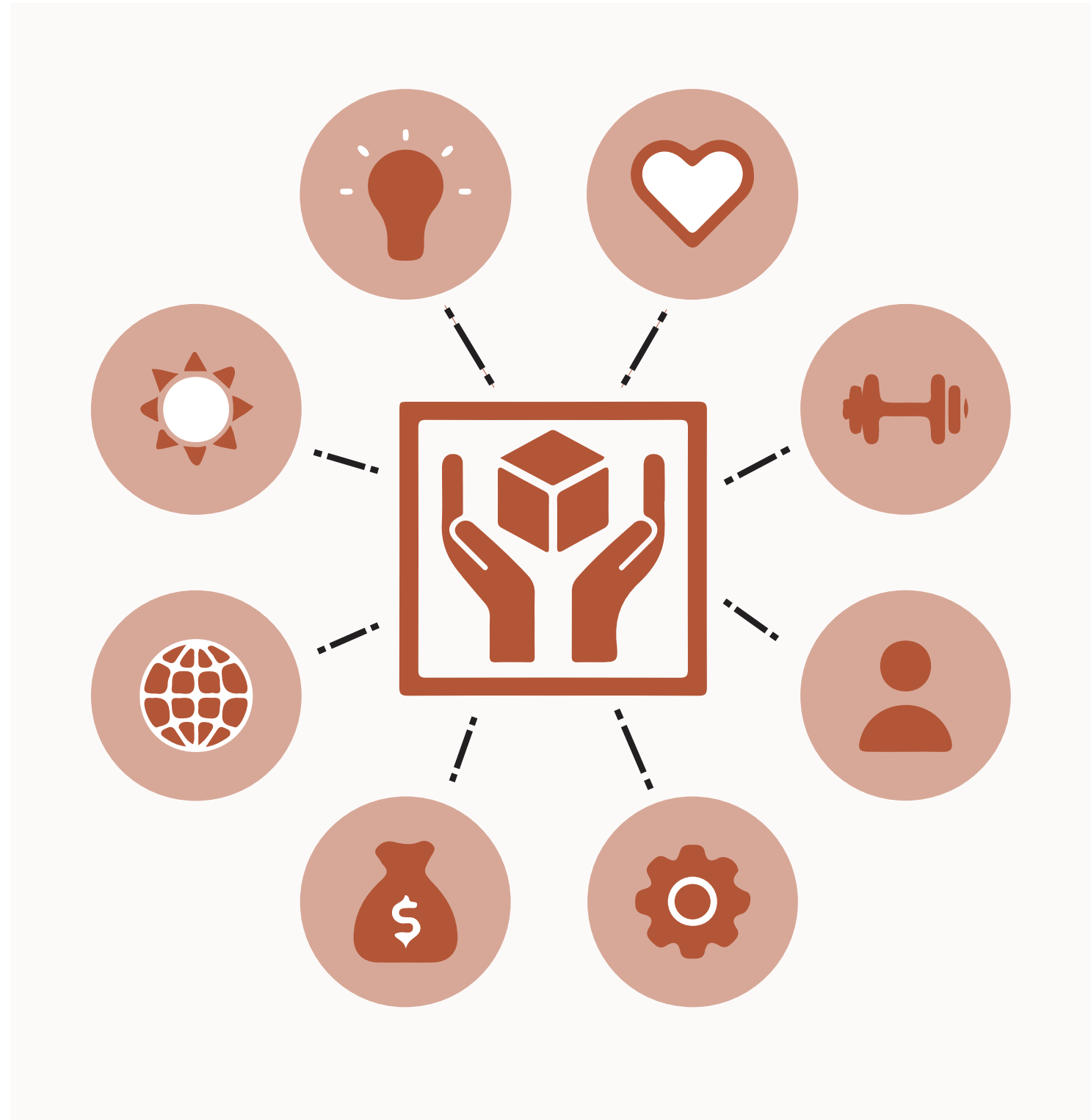
RESEARCH & DEMOGRAPHICS

This area is a predominantly hispanic community. According to the U.S census, this area has a population of 15,999. This area is a low income community that has limited access to computers and the internet. The age demographic is 10.3 % under 5, 33.7 % under 18, 49.3% between ages of 18 and 64, and 6.7% for 65 and older. 41.8% of the population is foreign born. The poverty rate is 30.2% which is nearly double the Texas average poverty line. The median household income for this neighborhood is \$38,925, which is below the average median household income for the city of Houston. The percentage of people above the age of 25 with a High School diploma or higher is 46.3%. The percentage of people with a bachelor's degree or higher above the age of 25 is 3.4%.

PROJECT DESCRIPTION

Understanding the demographics, statistics and character of the community, the goal of this project was to provide some form of care. This low income neighborhood is susceptible to the cycle of disadvantage. Low income communities have limited resources which make it difficult to advance, which subsequently keep the cycle going. Evidence shows that providing spaces for these communities to acquire resources and outlets can help break the cycle of disadvantage.

Therefore, for my final topic I wanted to design a space for this community that would overall provide some form of care that could somehow touch on all dimensions of wellness & wellbeing. I wanted to do so by renovating the Aldine Branch Library.



Currently, this library has a large audience and is in high use within the community. However, the library's current program is extremely limited and it is not up to par with modern libraries. This final study project intends to seek ways to improve the existing library by creating a state of the art library beyond the traditional typology that could help break the intergenerational socioeconomic cycle of disadvantage within the Aldine community. A new library design that could create spaces where overall wellness is achieved through programs that enhance, enrich, and positively impact the development of the children, young adolescents & adults of the Aldine district community. Furthermore, this library is intended to have a further focus on improving education, learning and literacy. This library will in turn become more than its initial purpose by becoming a Library Learning Center.



Chapter 2:
The Existing Library & Site

1980 - SOUTH EASTERN VIEW OF LIBRARY



1980 - NORTH EASTERN VIEW OF LIBRARY



AFTER 2001 RENOVATION- NORTH EASTERN VIEW OF LIBRARY



THE ALDINE BRANCH LIBRARY

This library has had a presence that dates back to the 1920's and 1930's as being a small library station.

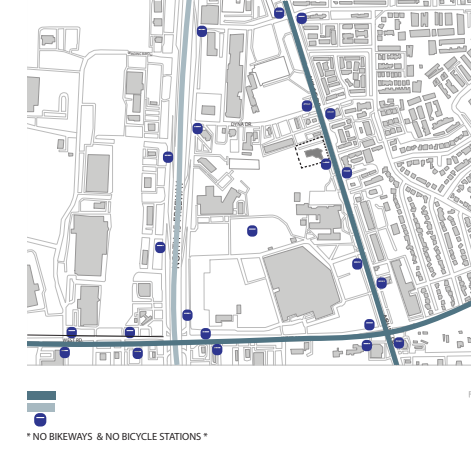
In 1976 the Aldine Branch library was built, and became an official Harris County Library. After Hurricane Alicia in 1983, the library suffered severe damage which urged for repairs. In 2001 the library was completely renovated. The square footage increased from nearly 8,000 to 14,000 square ft.

This library is currently ranked as the highest Spanish circulation library in Harris County. This library is very popular among the community, with the majority of its audience being the youth.

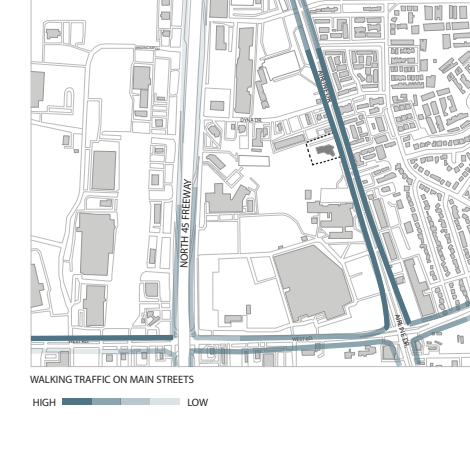
1983 - NORTH EASTERN VIEW OF LIBRARY - ROOF WAS DAMAGED BY HURRICANE ALICIA



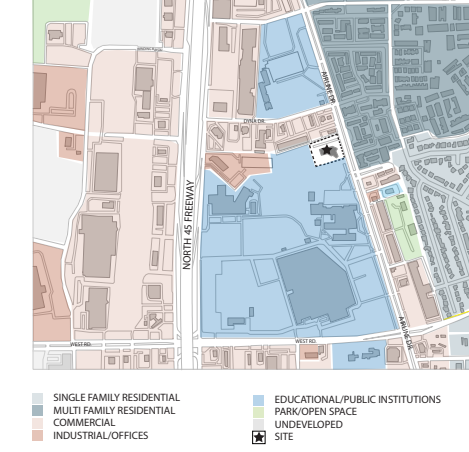
TRANSPORTATION



WALKING TRAFFIC



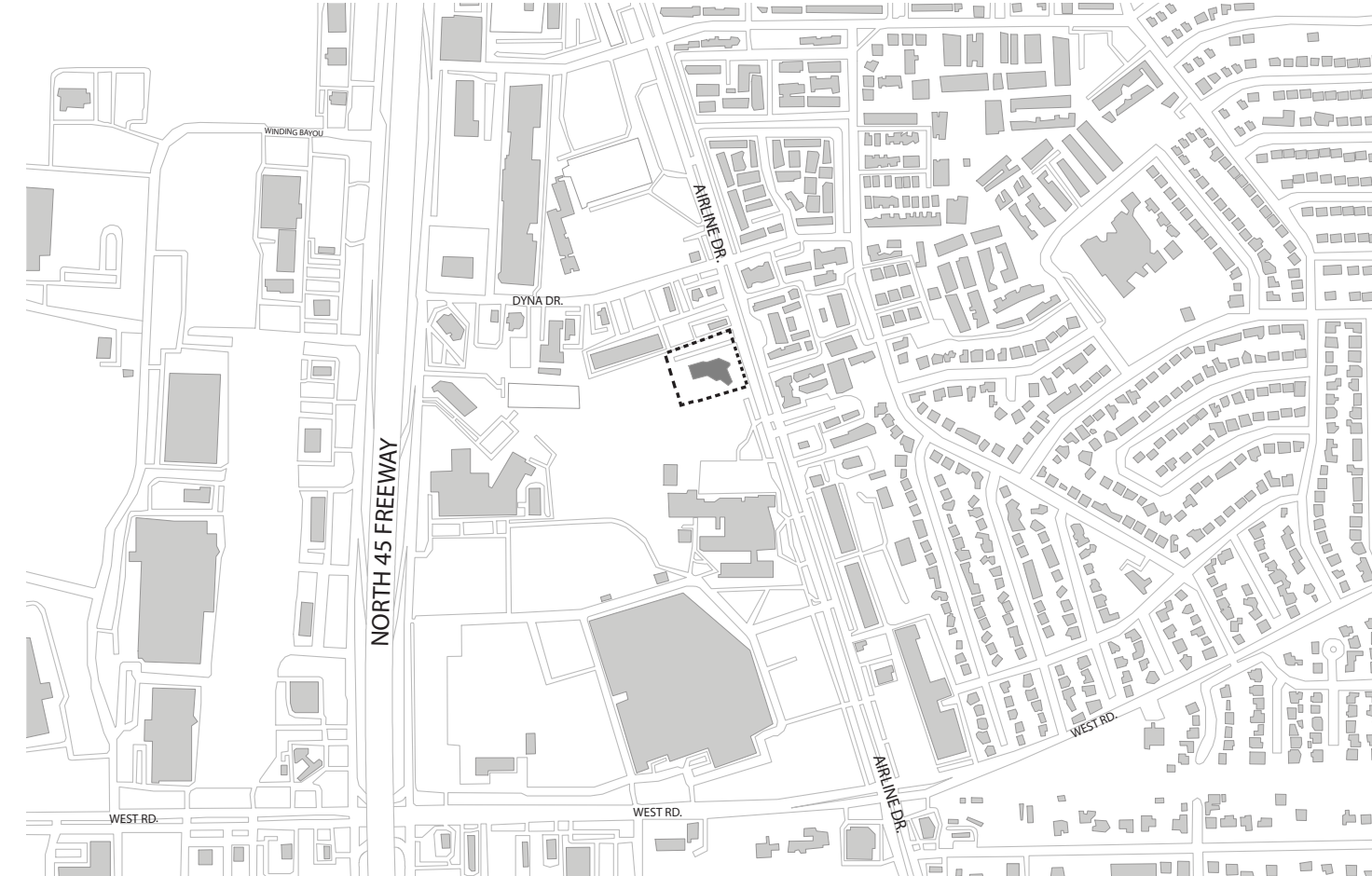
BUILDING USE



CONTEXT & VICINITY

The vicinity of this library can be described as a high transit area, with major methods of transportation being walking, car and public transport. Building usage around the library is mixed between educational institutions, commercial and residential. The library is conveniently located between 3 schools within a 6-block walking radius.

VICINITY MAP



VIEW FROM NORTH EAST



SOUTH VIEW OF WALL & MECHANICAL SYSTEM



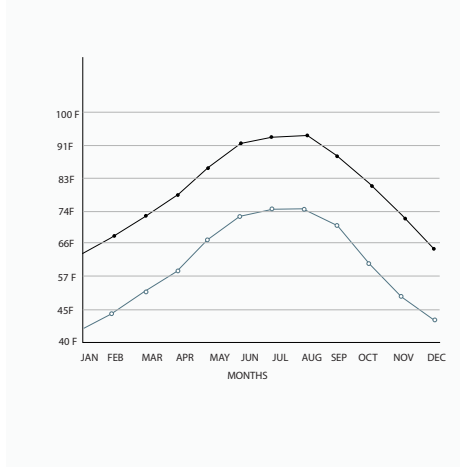
VIEW OF NEIGHBORING RESTAURANT



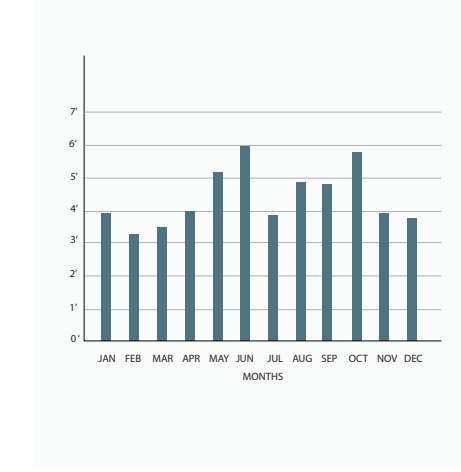
VIEW OF SPARK PARK



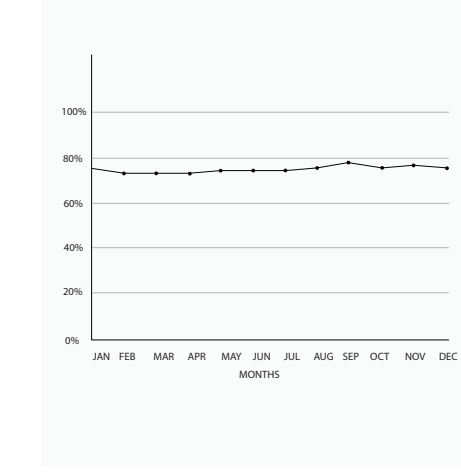
AVERAGE TEMPERATURE



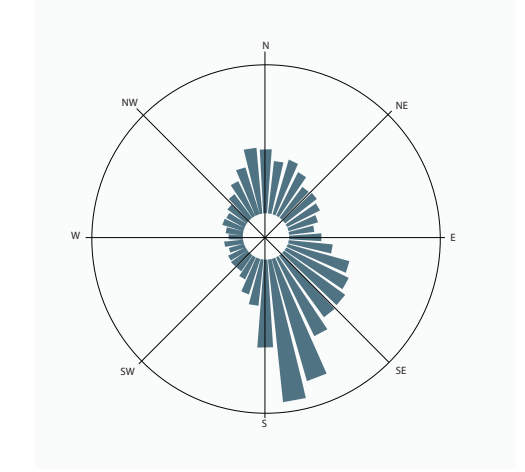
RAINFALL



HUMIDITY

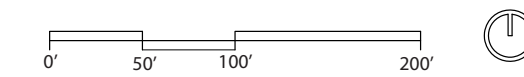
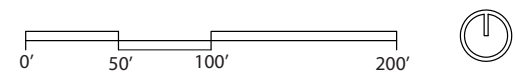


WIND ROSE



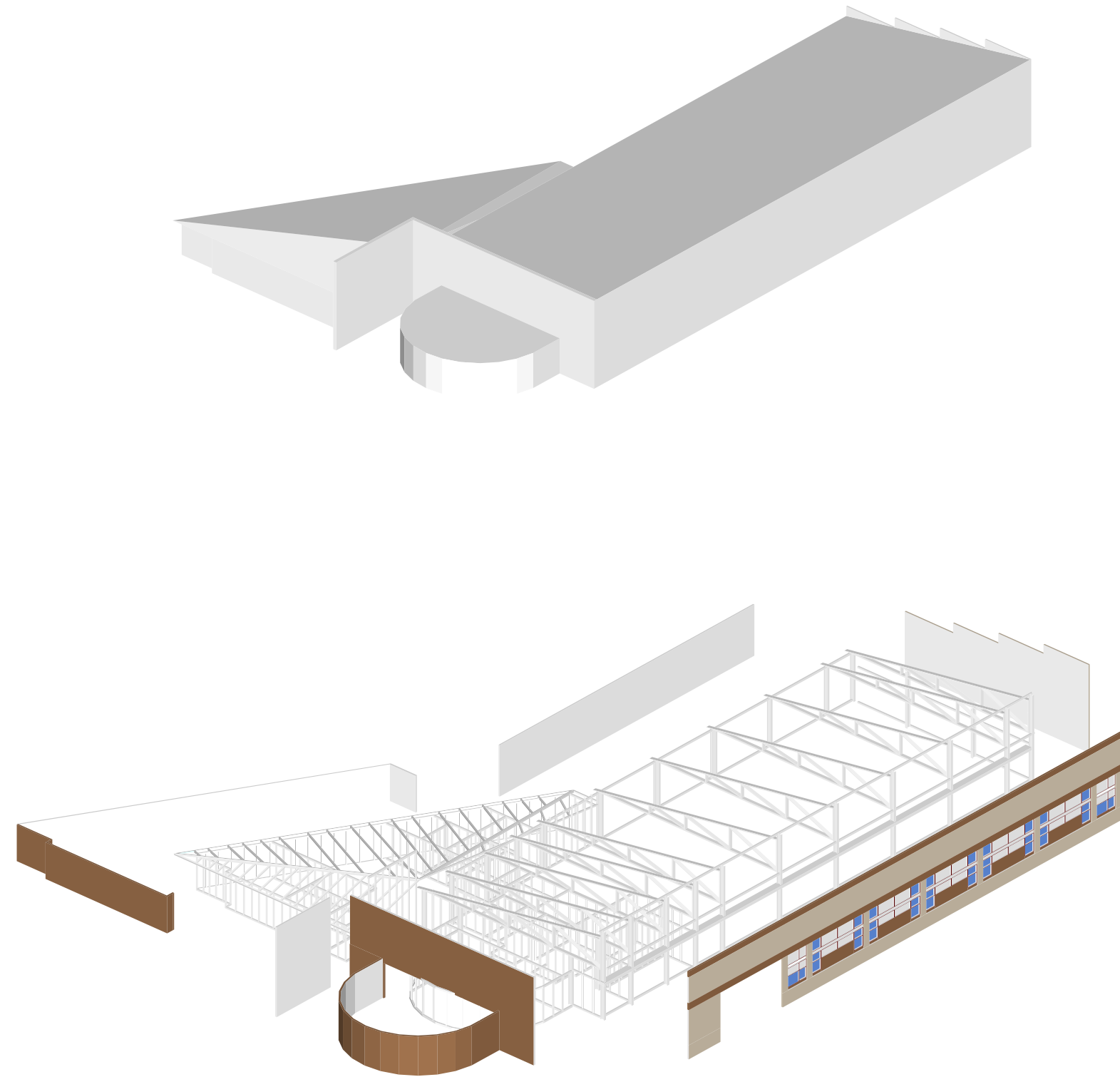
SITE ANALYSIS

The existing library site sits between a small commercial strip and a community park. The library's site consists of the 14,000 sq ft building, two parking lots, one for staff and one for visitors. The mechanical system for the building is an outdoor unit located on the southern side of the building. The site can be accessed through two entrances from the Airline Dr. street. In front of the library exist residential apartment complexes.



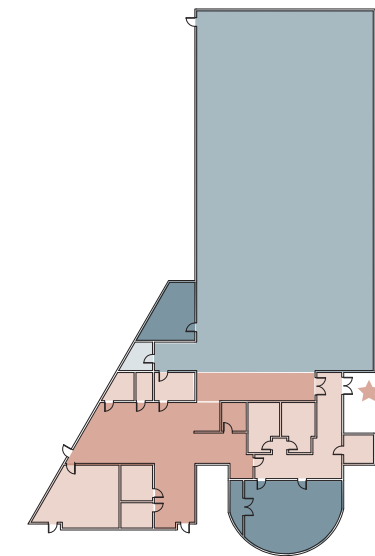
CLIMATE ANALYSIS

This area can reach average peaking temperatures in the 90's during the summer. Winter temperature reaches an average of 40's degrees Fahrenheit. This area is also susceptible to hurricanes, receiving annual precipitation of 49 inches. This region is considered a Humid subtropical climate with tropical influences. Humidity reaches an average at 80% throughout the months. Prevailing winds in this area come from the southeast during the summers. Winter winds prevail in the northwestern direction.

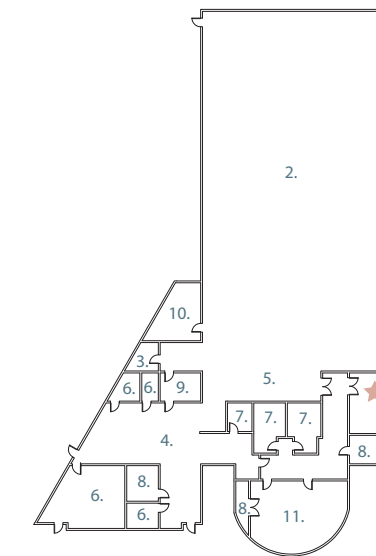


EXISTING BUILDING ANALYSIS

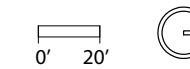
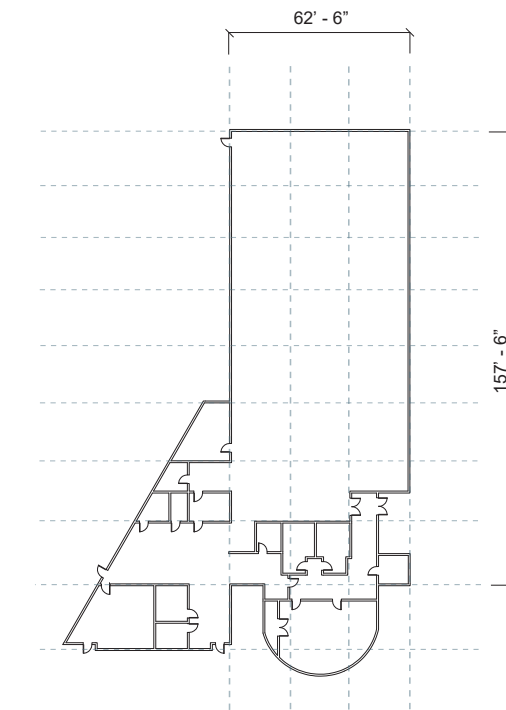
For this renovation project, it was important to have an understanding on how it might've been put together. Through careful observation, educated guesses and guidance from my committee members, the structural composition was determined to be structural steel with brick and CMU as the exterior material. The overall form of the existing library consisted of three easily distinguishable spaces identified by their shape in plan; a triangle, semi circle and a rectangle. The exterior facade consisted of the majority of the windows facing north and east. The east facade faces the street. The roof consists of metal decking. The current program has a public library function in an open concept space where different spaces are separated by bookshelves. There is one study room, one conference room, and one computer lab. The administration space is nestled towards the eastern side of the building. Within the administration space, major servicing spaces are enclosed. The restroom is located outside of the library.



- Public Space
- Semi - Private
- Private
- Entrance
- Outdoor
- Services
- Admin



- 1. Entrance
- 2. Book stacks
- 3. Study room
- 4. Administration
- 5. Front desk
- 6. Mechanical & Electr
- 7. Restrooms
- 8. Storage
- 9. Office
- 10. Computer lab
- 11. Meeting Room





EXISTING CONDITIONS & INSIGHT

An interview was conducted with two library personal. The interview was made with Carl Smith, the branch Manager and Janny, and adult specialist whom had worked at this branch for 16 years. The interview was made during an in person site visit. They were asked about what a typical day at the library looks like. Information on who uses the library, challenges this library has in different aspects, and if they could, what would they change, add or want in a renovated library. This interview helped take on a perspective beyond my own and see what people who work and use this library would want to see in a renovated design. Information gained was highly influential to the programmatic process, and was used as "client" needs and goals.

The Interview

Average Day:

- Helping people find resources
- Teaching Technology
- Teaching Literacy
- Helping with online social services



Demographics:

- Usage varies throughout the day.
- Morning = Adults
- After school = Youth
- Weekends = Families
- Library has become a safe haven for the youth.
- Lots of Spanish speaking visitors.



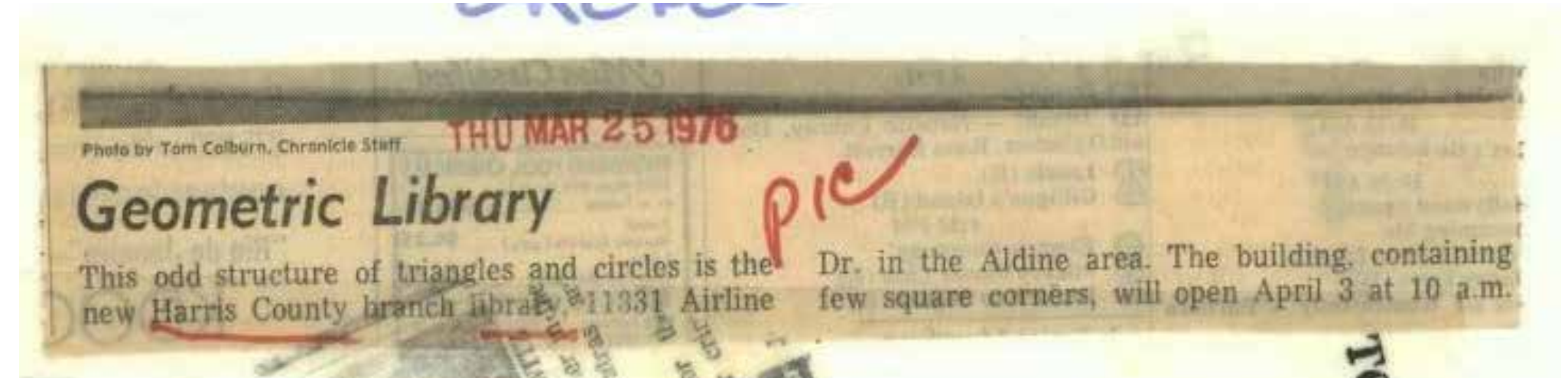
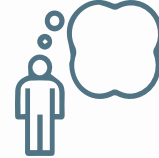
Challenges:

- Not enough space
- Noise level is extremely high
- Computer lab is too small
- Not enough meeting areas
- Library income - low donation
- Limited space for different age groups
- Lack of modern technology
- Interaction is limited with nature
- Not enough natural light
- Outdoor restrooms are a problem



Needs & Wants:

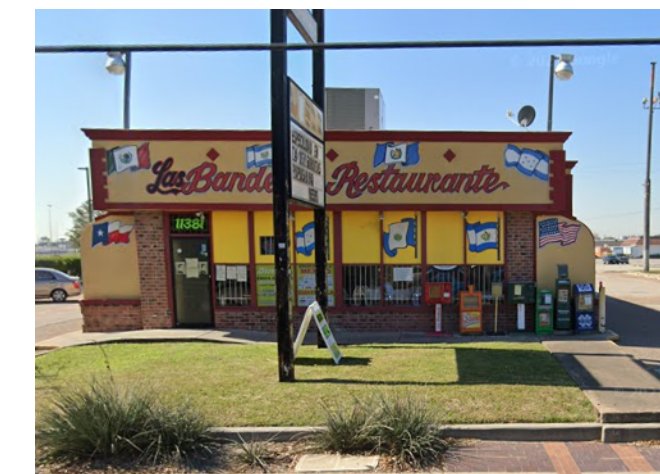
- Cafe
- Makers Space
- More interaction with nature
- More Meeting rooms
- Restroom to be inside and that they be family restrooms
- More individual study rooms
- More Storage
- Sections for different age ranges

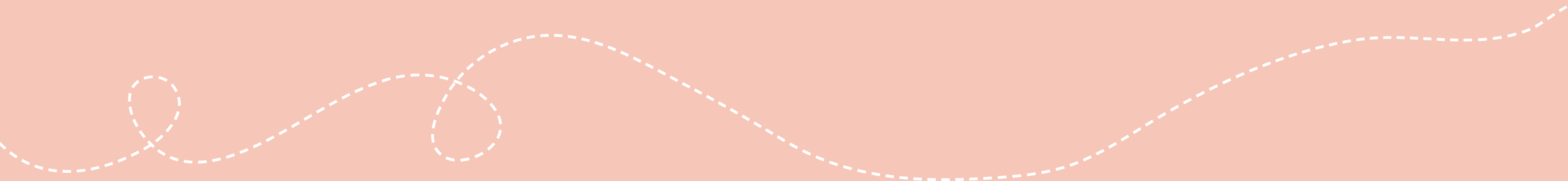


Currently, this library has a large audience and is in high use within the community. However, the library's current program is extremely limited and it is not up to par with modern libraries. This final study project intends to seek ways to improve the existing library by creating a state of the art library beyond the traditional typology that could help break the intergenerational socioeconomic cycle of disadvantage within the Aldine community. A new library design that could create spaces where overall wellness is achieved through programs that enhance, enrich, and positively impact the development of the children, young adolescents & adults of the Aldine district community. Furthermore, this library is intended to have a further focus on improving education, learning and literacy. This library will in turn become more than its initial purpose by becoming a Library Learning Center.



The surrounding visual context of the library was also assessed as existing architecture near the library portrays variety in use of color. This observation was connected to the fact that the population of the area is foreign born, and the use of color reassembled architecture in Mexico and countries located in Central and South America.





Chapter 3:
Schematic Design

The Written Program

Goals

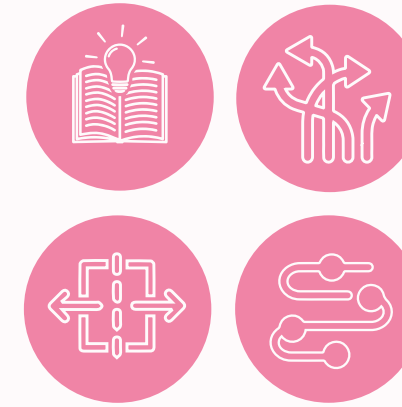
Concepts

Problem Statement

Function



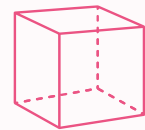
- Redesign the library to stand as a place that can help the underserved people of the Aldine community by providing a spaces for learning, creativity and recreation in a safe, inclusive environment. A library design that can help stimulate intellectual growth within the younger population that will have lasting effects that they can apply later in life. A new library design that attracts the adult population through spaces that support adult learning. A new library design that gives the different activities & people their own space while still staying connected and interactive with in the library as a whole.



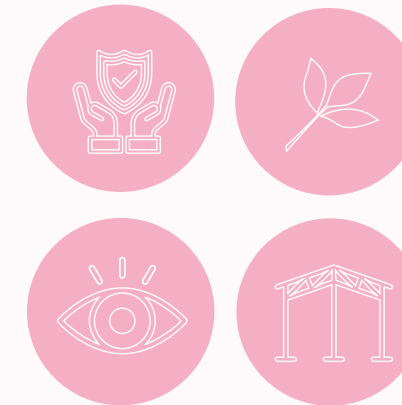
Library Learning Center • Multipurpose & Flexibility • Separation In Open Floor Plan • Flow of Spaces

A state of the art library beyond the traditional typology that helps break the intergenerational-socioeconomic cycle of disadvantage within the Aldine community. The new library should have spaces that are designed for focus learning, recreation, creativity and reflection. All these spaces are to be integrated in an open floor plan, while still maintaining clear separation through well thought out transitions from Public to Private & Loud to Quiet

Form



- A place that is welcoming and does not cause intimidation, and respects surrounding building context. A new library design that provides the community a safe space to develop, learn and interacts. A design that interacts more with the site, and successfully merges existing elements with a new ones.



Connection to Nature • Safety • Visibility • Structural Quality

A new library design that is safe and familiar to local visitors by establishing clear visibility between spaces, and achieving visual and physical balance with the existing structure.

Economy



- A renovation design that is practical, and that values quality over quantity.



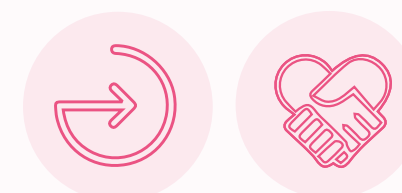
Practicality • Quality over Quantity

A renovation project that is considerate of cost and is overall practical.

Time



- A new library design that preserves some of the elements of the existing library. A design that respects what was there, but understands that this will now become something new detached from what it was. A new library that is up to par with modern libraries, and that can be flexible enough for changes in spaces and program & can possibly serve as a programmatic example for other libraries in underserved communities.



Respect, Continuity & Improvement

A new library design that improves and adds to the existing building all while respecting existing structure. The design should go beyond the traditional typology in order to improve the existing program, and stand to par with modern libraries.

| | | |
|---------------------------|-------|--------|
| Check in - front desk | 400 | sq ft |
| Lobby/Waiting area | 300 | sq ft |
| Entrance Vestibule | 550 | sq ft |
| Atrium Open Flexible area | 5,000 | sq ft. |
| Gallery Room | 400 | sq ft |
| Children area | 1,500 | sq ft |
| Tween Area | 1,500 | sq ft |
| Teenagers Area | 1,500 | sq ft |
| Adults | 1,500 | sq ft |
| Kitchen | 160 | sq ft |

| | | |
|------------------|-------|-------|
| Computer lab | 600 | sq ft |
| Printing room | 200 | sq ft |
| Meeting Room x 2 | 1,600 | sq ft |
| Makers Space x 2 | 600 | sq ft |

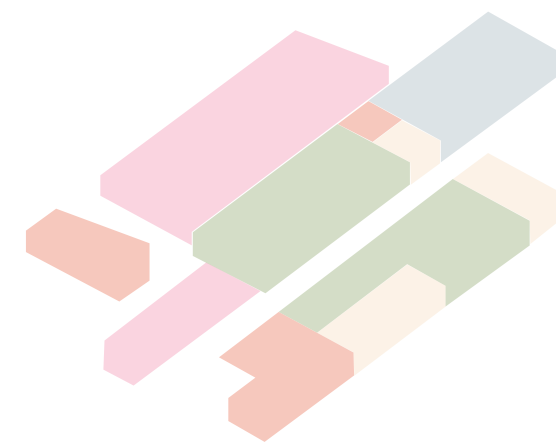
| | | |
|----------------------|-------|--------|
| Class rooms x 2 | 1500 | sq ft |
| Small Study room x 3 | 200 | sq ft. |
| Study Collab Space | 2,000 | sq ft |
| Quiet Space | 500 | sq ft |

| | | |
|---------------------|------|--------|
| Administration | 1400 | sq ft. |
| Managers office x 2 | 600 | sq ft |
| Staff Lounge | 200 | sq ft |

| | | |
|-----------------------|------|-------|
| Storage x 2 | 800 | sq ft |
| Communication Ro. | 100 | sq ft |
| Restrooms | 1500 | sq ft |
| Staff Restroom | 70 | sq ft |
| Mechanical/Electrical | 600 | sq ft |

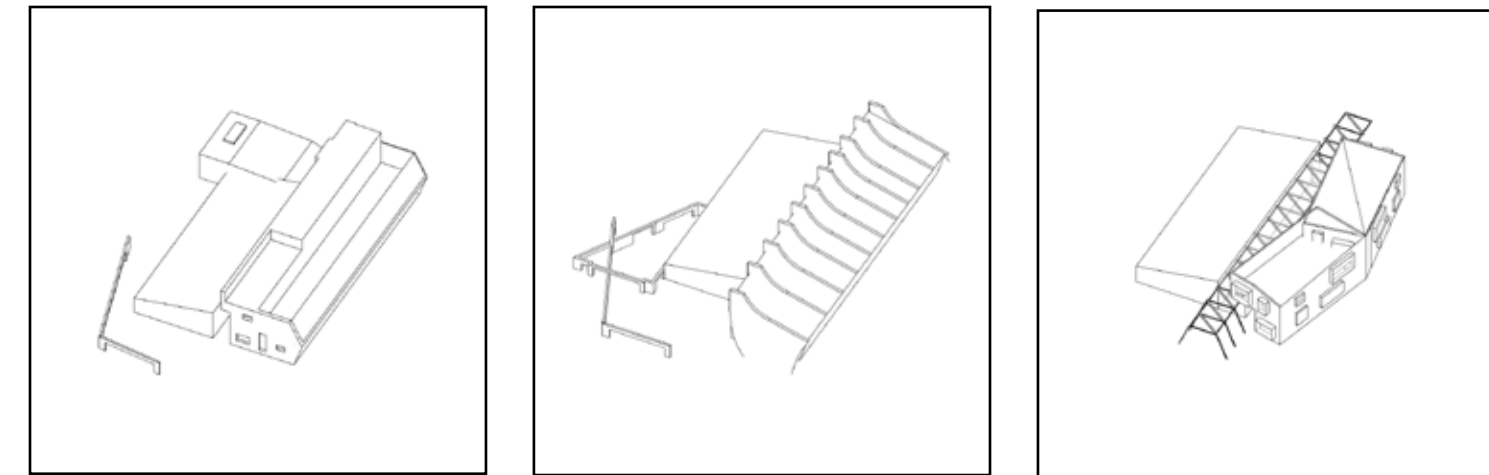
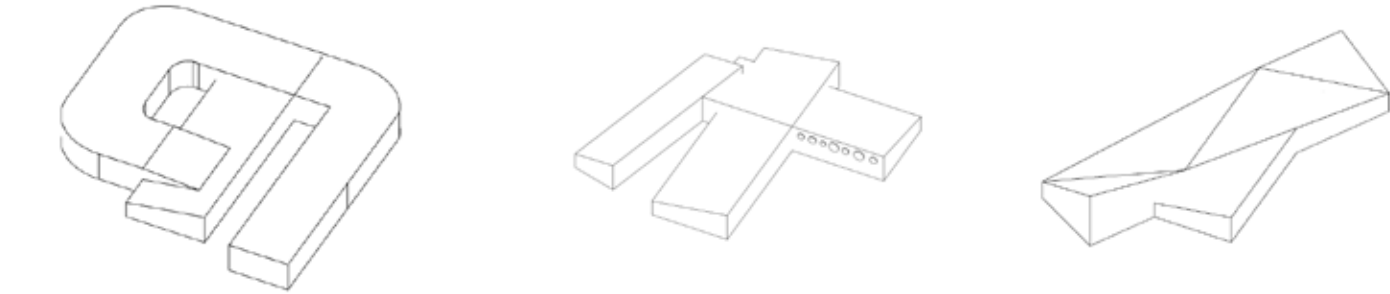
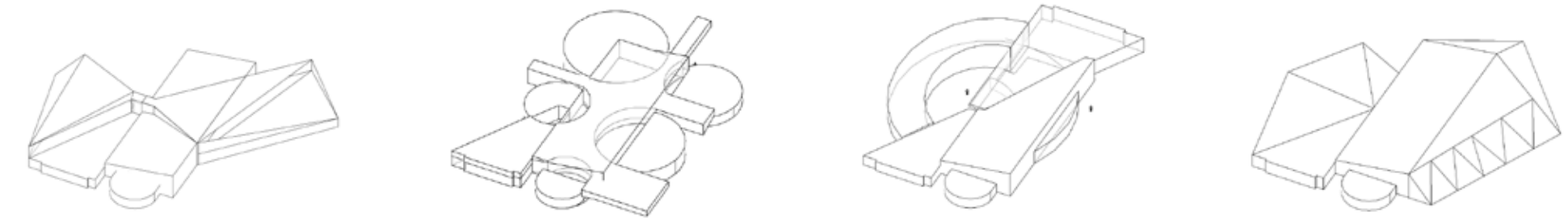
Outdoor

| |
|-----------------|
| Garden |
| Outdoor seating |
| Picnic areas |
| Walking trail |
| Reflection pond |



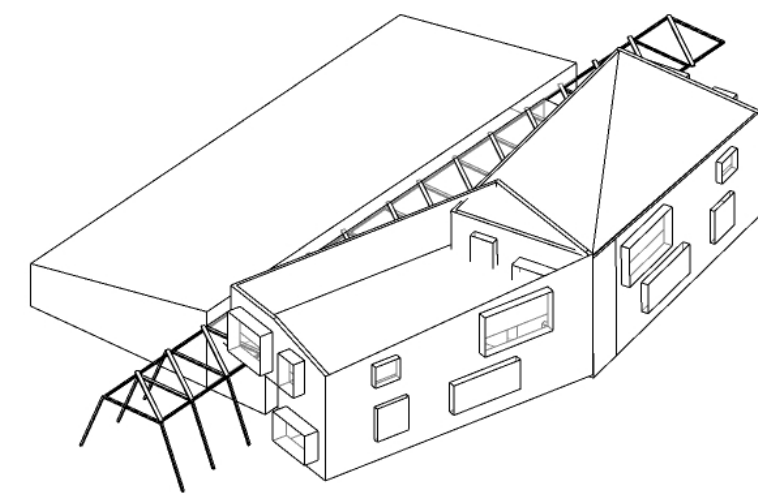
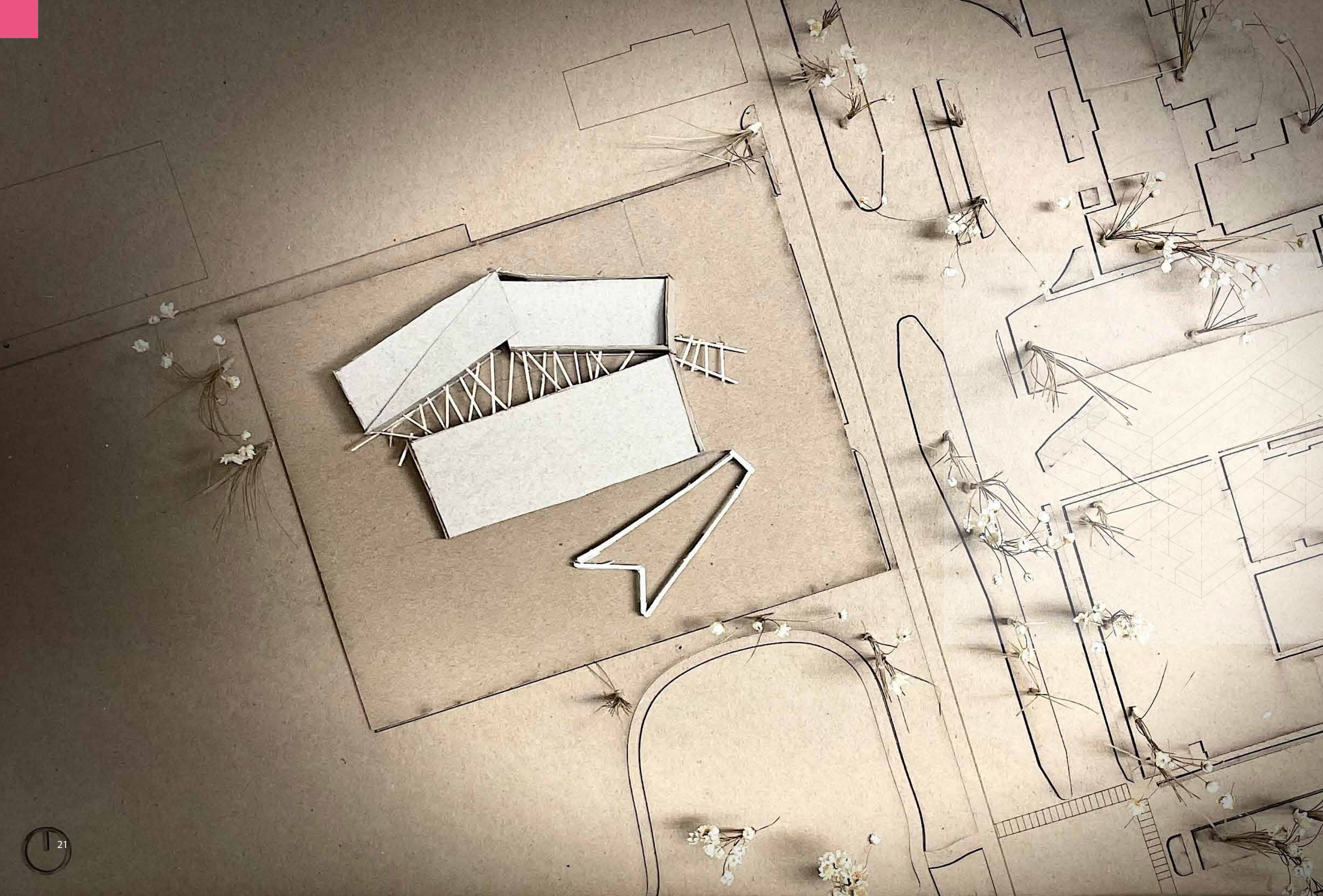
PROGRAMMING

The design process began with a written program. The written program was established using the William Peña - Problem Solving matrix. Following Peña's programming process allowed me to establish firm goals and concepts that would help me guide all my design decisions. Following the written program, I developed a Space program. I grouped the spaces by departments. As shown in my written program, a design concept was to focus on spaces flowing from quiet to loud and private to public. Therefore, departments are categorized by intended soundscape and intended level of privacy. The space program above was a preliminary program that helped establish a starting point to my design. Using the space program above, I began thinking about how I wanted these spaces to flow with one another. This is when I began gaming. The gaming diagram above demonstrates an iteration that was rendering a scheme that met criteria from my written program.



MASSING ITERATIONS

Along with following the William Peña programming process, we were required to create massing iterations. The iterations were to be considerate of desired program and of site. Because this project is a renovation, choosing what remained from the existing library was a factor that fluctuated between iterations. It was intended to respect what was existing but allow for change and take and leave was needed from the existing design. The iteration that I was coming up with were not working because they were not practical or incompatible with existing form and structure. Once I realized my iterations were being impractical, I shifted my approach. I started to think of simpler ways. Keeping in mind the practicality of this project, I wanted to keep all of the rectangular form and remove the semi circle and triangle. By doing this it allowed me to have a cleaner slate to create cohesive schemes. The bottom three iterations on this page show the development of the final scheme.

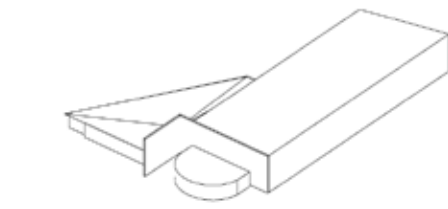


FINAL SCHEME & DESIGN CONCEPT

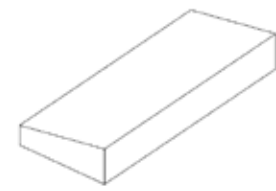
The final scheme above was used as a guide to develop the final design. The scheme above highlighted ideas and concept that met criteria from the written program. This scheme showed potential for separation in open floor plan concepts, and would've allowed a clear flow of soundscapes and privacy levels. Connection to nature would be easily achieved by having a central courtyard, and views and physical connection to park.

The final scheme focused on creating a simple and clean process of design. I duplicated the rectangular form and placed it parallel to the existing, with a space in between, and established two threshold connections in between the two. I then introduced a break in between the second new form to allow for distinction and supply room in the site. The placement of the form along with the thresholds created a central garden that would allow for visual connection between the two buildings. As well as incorporating nature and natural lighting with in the space.

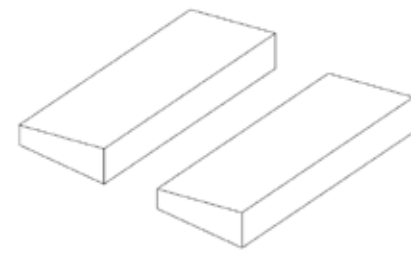
Majority of the public space remained in the existing building. Doing this also played on the idea of new vs old. I kept the majority of the program that was existing in the same space, and introduced a new program element in the addition. This created a physical and programmatic contrast between the two spaces. The addition held the semi/private spaces in the first floor and private spaces in the second floor. I also added an accessible green roof on the second floor.



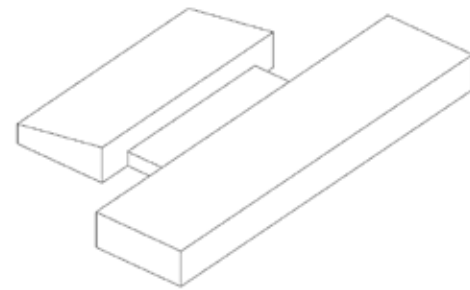
Existing Building



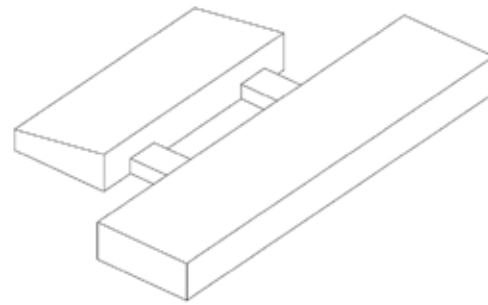
Existing triangular, and semi-circular forms were removed.



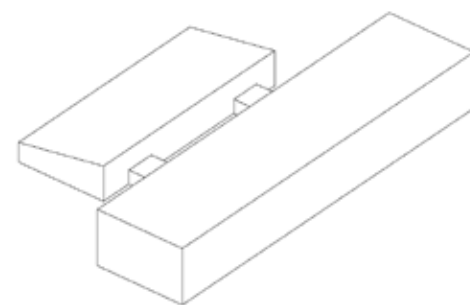
Existing rectangular form remained and was then duplicated.



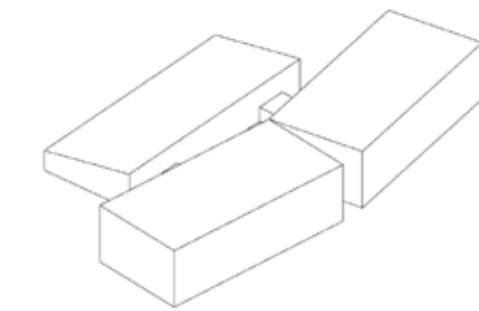
A threshold between two forms was added, and the new addition was stretched to meet required footage.



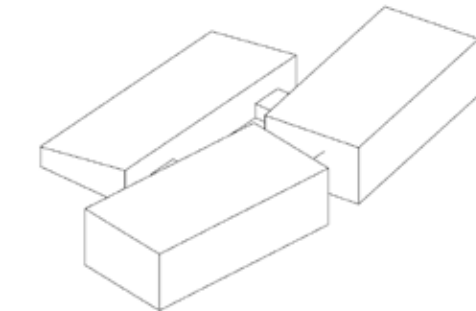
A void was created in the threshold, to create to seperate connections from existing to new.



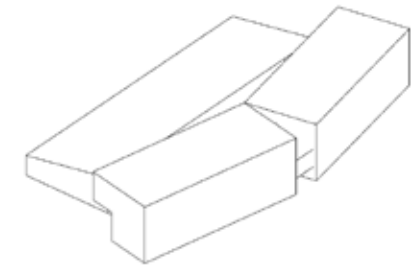
New form was stretched vertically to meet two floor building height.



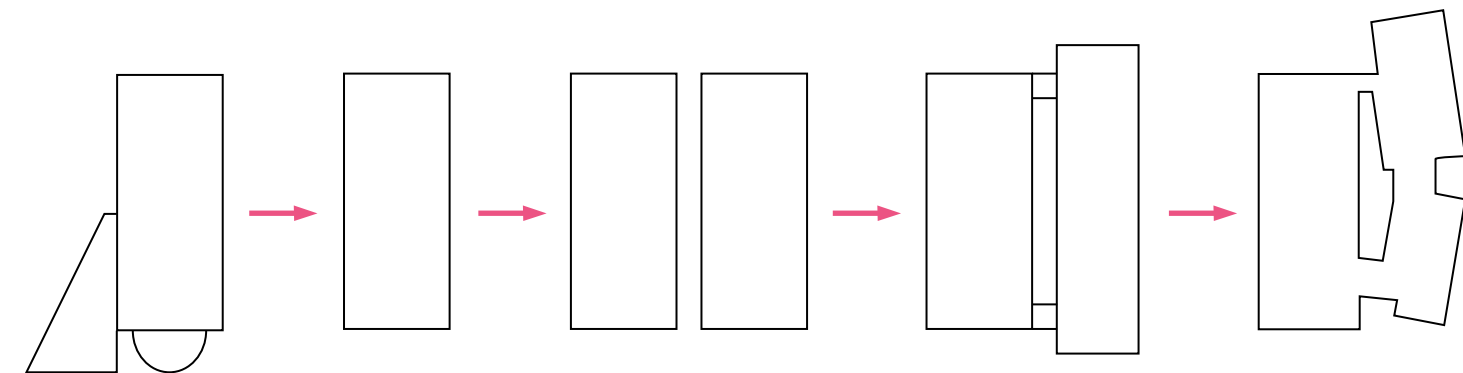
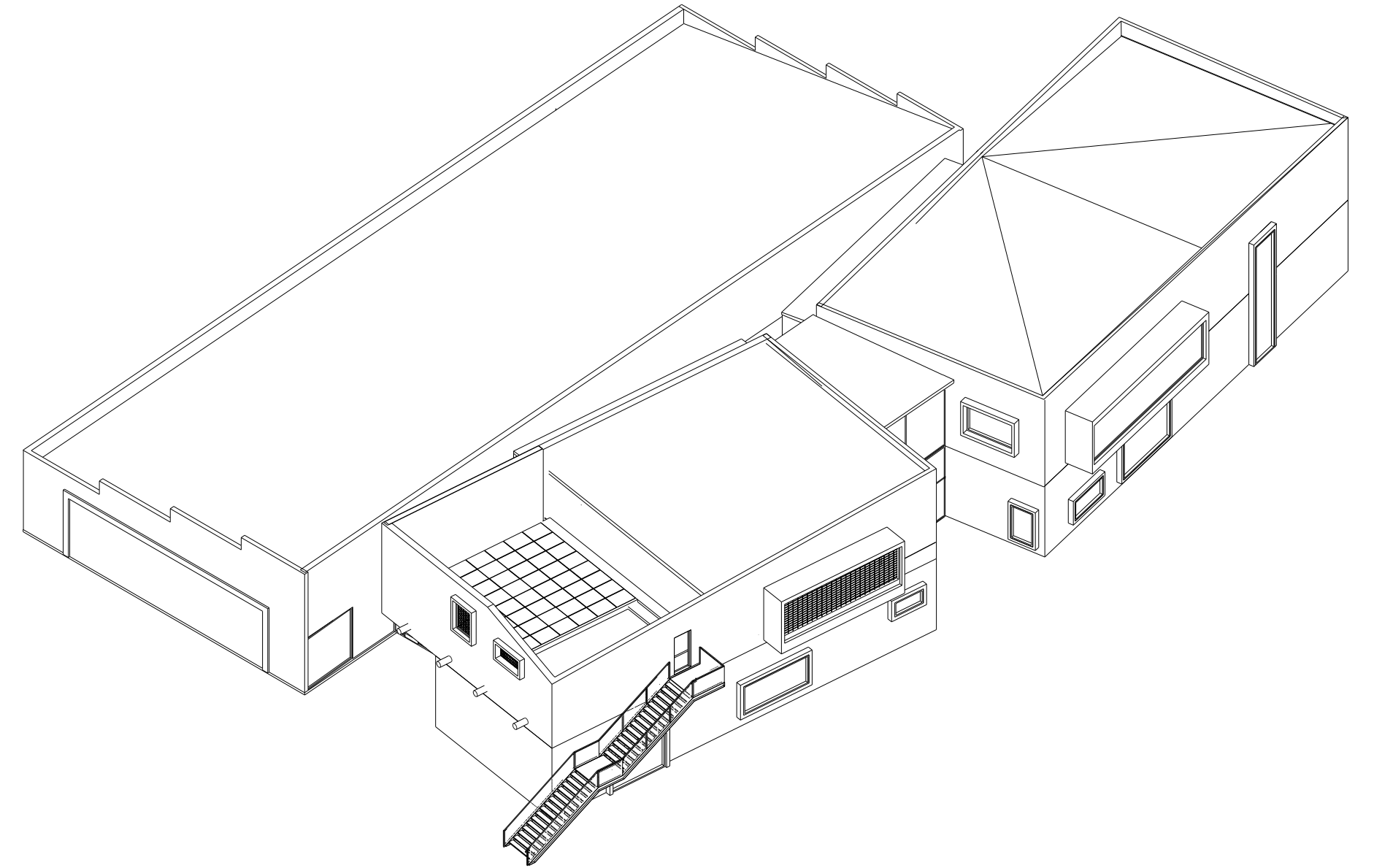
New form introduced a break of 8 degrees to allow more space for central courtyard and take up less horizontal space in the site.

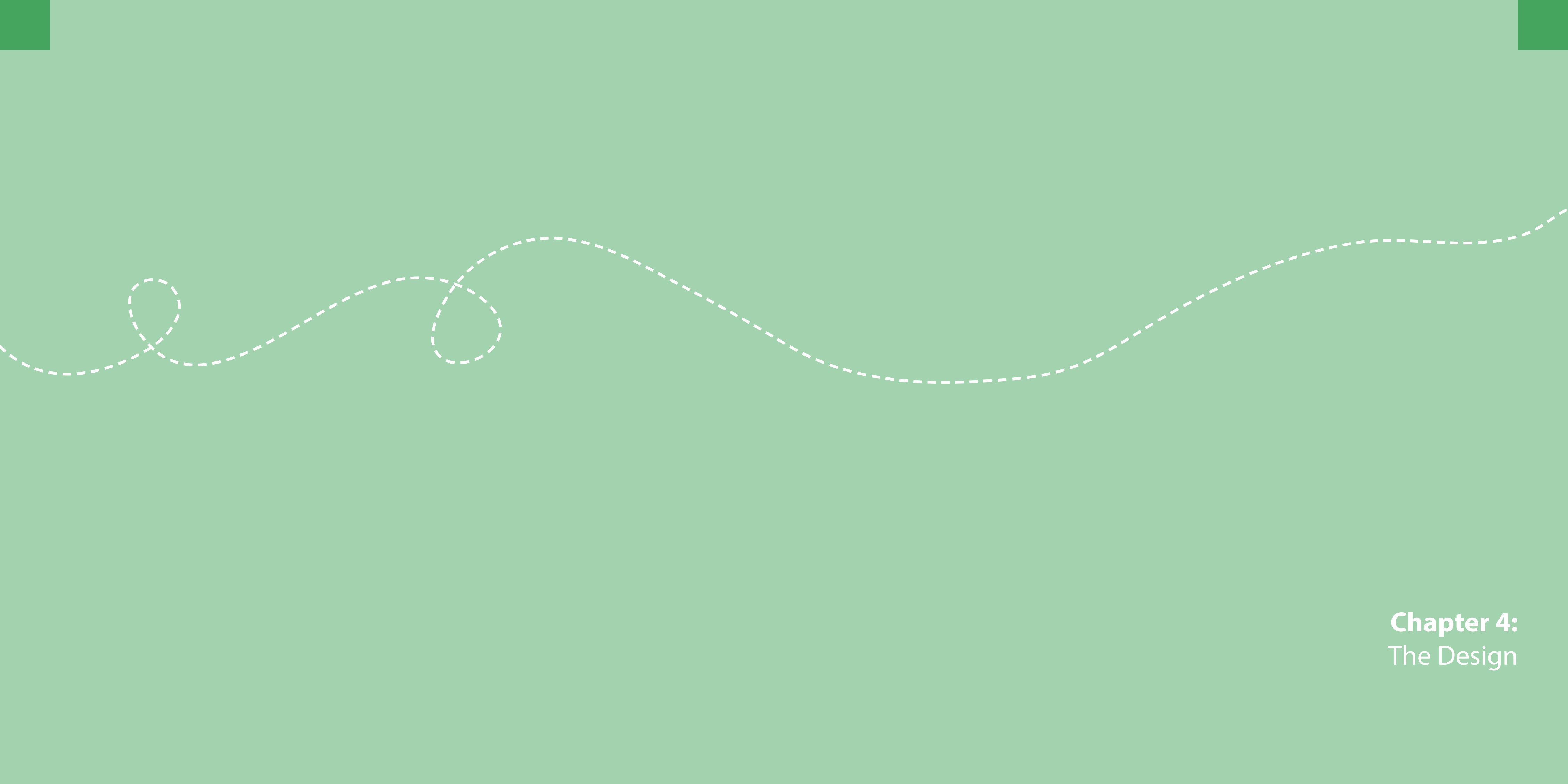


A threshold was introduced in the new forms break.



Details, extrusions and boolean operations were made to achieve final design.

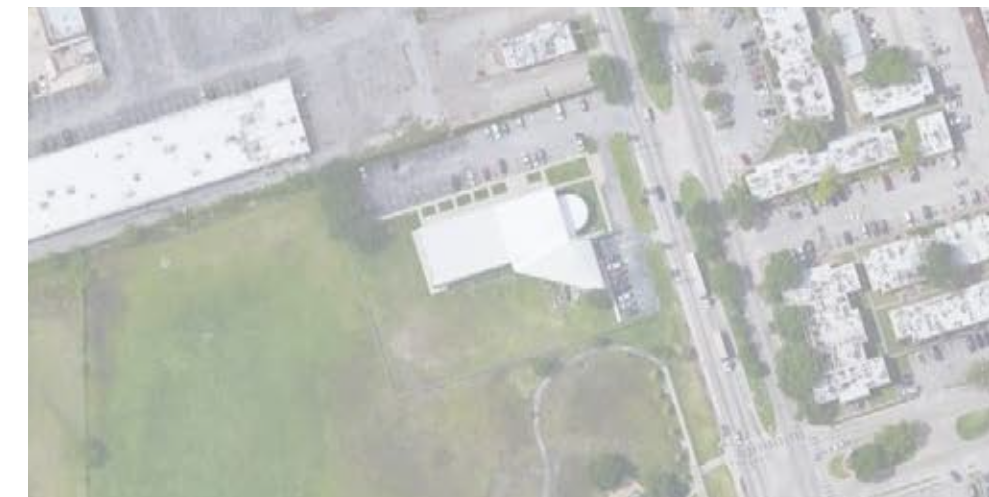




Chapter 4:
The Design



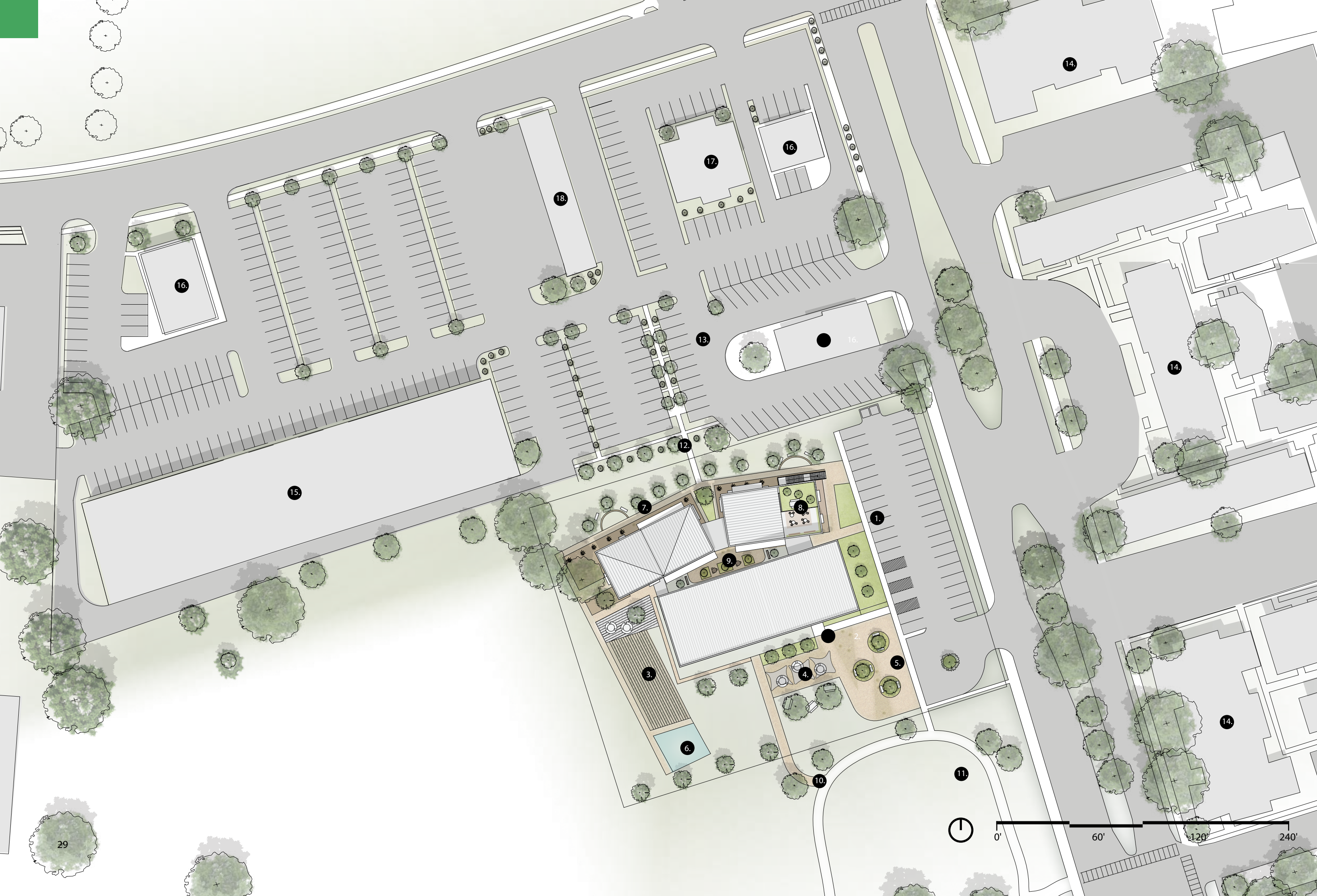
EXISTING SITE SATELLITE VIEW



1. PARKING
2. ENTRANCE
3. GARDEN
4. OUTDOOR EATING/SITTING
5. DROP OFF
6. REFLECTION POND
7. TRAIL
8. GREEN ROOF
9. CENTER GARDEN
10. CONNECTION TO PARK
11. CONNECTION TO LOT
12. REDESIGNED PARKING LOT

SITE PLAN

Outdoor spaces and site features consisted of parkings, entrances, gardens, eating and seating areas, drop off zones, reflection pond, walking trails, connection to neighboring lots and green roof. The parking changed from being on the northern side of the building to the eastern side. This decision was made because of priority held over connection to neighboring lots and maximizing connection with the site. The existing parking lot took up the northern and eastern side of the lot which did not allow for much interaction between the site. Because the new program required an additional square footage of 10,000, the options were to either add the new building toward the southern or northern side. Adding the new building to the southern side would block visual connection and physical connection to the park. Thus the new addition was made to be on the northern side of the existing building. Evidently, this decision reduced parking, which led to the proposal of adding additional parking on the neighboring lot.



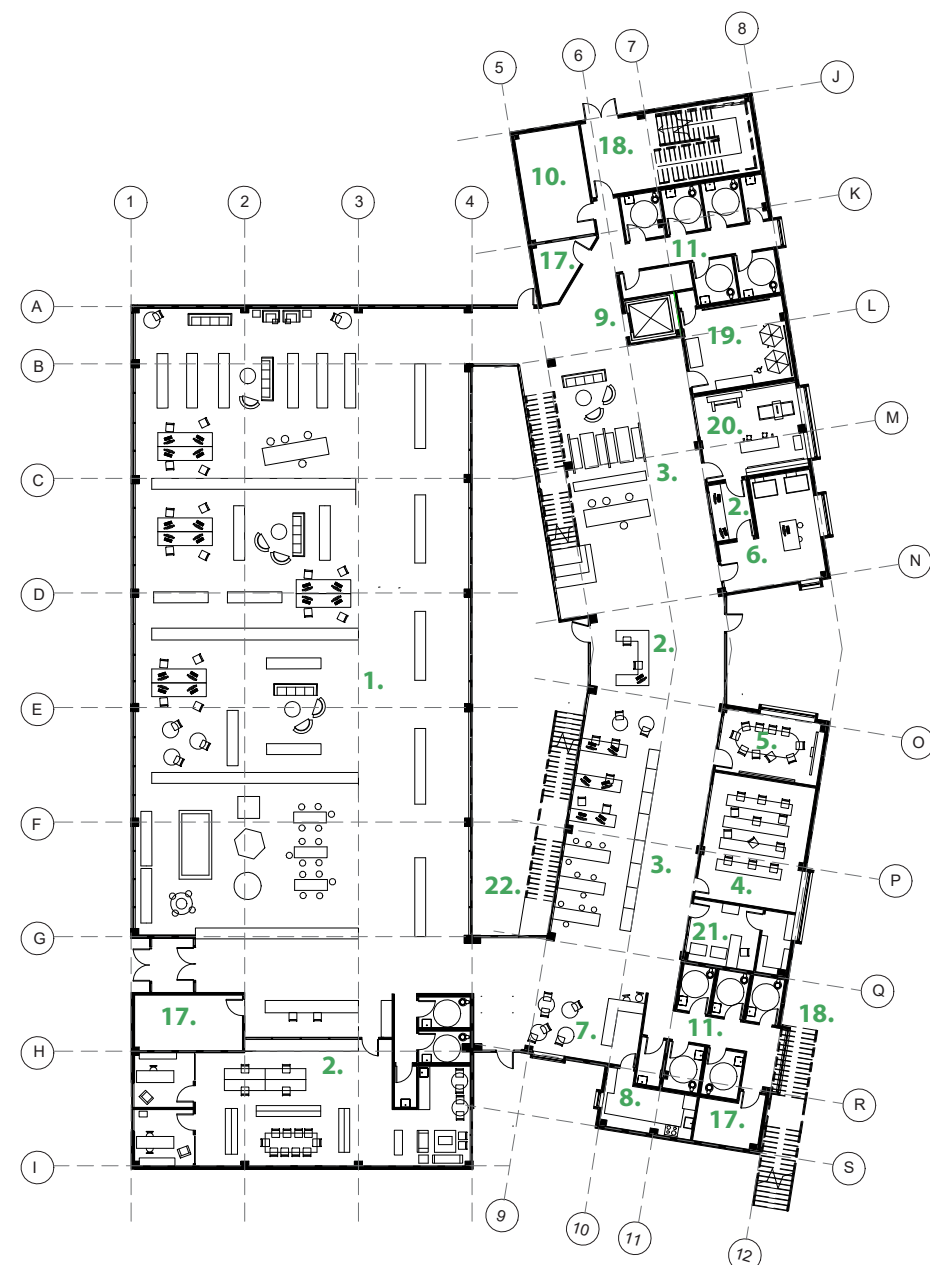
EXISTING SITE CONEXT SATELLITE



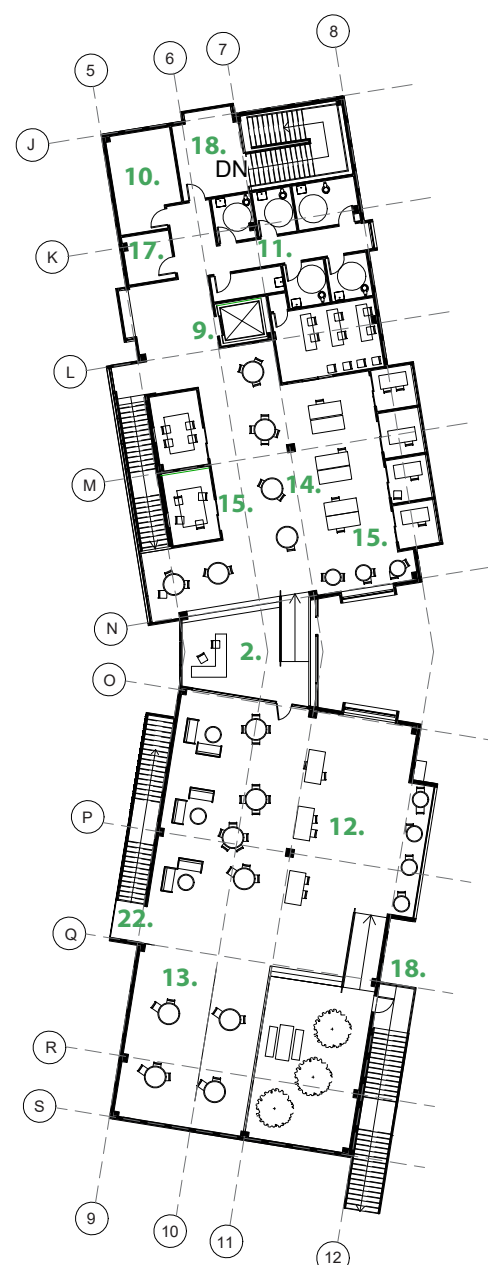
1. PARKING
2. ENTRANCE
3. GARDEN
4. OURDOOR EATING/SITTING
5. DROP OFF
6. REFLECTION POND
7. TRAIL
8. GREEN ROOF
9. CENTER GARDEN
10. CONNECTION TO PARK
11. SPARK PARK
12. CONNECTION TO LOT
13. REDESIGNED PARKING LOT
14. APARTMENT COMPLEX
15. COMMERCIAL STRIP
16. RESTAURANT
17. OFFICES
18. CAR WASH

**SITE
CONTEXT**

The neighboring lot is a small commercial shopping center, with a parking lot design that did not have any trees, planting strips, inconsistent walking paths, unnecessary entrances and empty concrete covered spaces. This project extended beyond the library's site to establish a connection between this shopping center. The aim was to rethink the parking lot design (keeping all existing required parking spaces), minimizing unnecessary entrances, adding safe walkable sidewalks with appropriate bumper edges, trees, planting strips and more parking. A direct connection between the extra parking was able to be made to exceed required parking and add to the commercial shopping center lot.

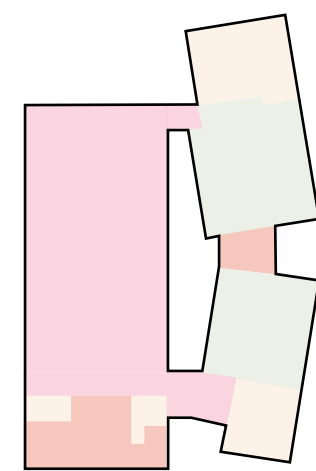


FLOOR 1

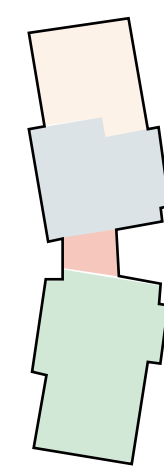


FLOOR 2

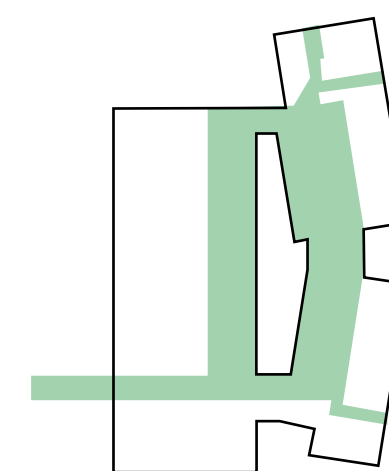
- | | |
|-----------------------|---------------------------|
| 1. BOOK STACK | 12. COVERED PATIO |
| 2. ADMINISTRATION | 13. GREEN PATIO |
| 3. STUDIO /OPEN SPACE | 14. COLLAB SPACE |
| 4. MULTIPURPOSE ROOM | 15. INDIVIDUAL STUDY ROOM |
| 5. CONFERENCE ROOM | 16. CIRCULATION |
| 6. MAKERS SPACE | 17. STORAGE |
| 7. CAFE | 18. FIRE STAIR |
| 8. KITCHEN | 19. MEDIA ROOM |
| 9. ELEVATOR | 20. WOOD SHOP |
| 10. MECHANICAL | 21. PRINTER/IT |
| 11. RESTROOMS | 22. CENTRAL GARDEN STAIR |



- PUBLIC SPACE
- SEMI PUBLIC/SEMI PRIVATE
- PRIVATE



- ADMINISTRATION
- SERVICES
- OUTDOOR



- CIRCULATION
- OUTDOOR



FLOOR PLANS

The floor plan was based off the original grid of the existing building. The addition introduces an 8 degrees break. The slight break in angle of the addition's floor plan allowed the central courtyard to be slightly bigger. The courtyard is intended to introduce natural light into the space, create visual connection between the old and new spaces, and provide users an experience with nature. There is enough space in the courtyard to sit and read, study or reflect. Because the courtyard is enclosed by curtain walls, in order to provide some type of privacy and make users feel comfortable and less vulnerable (because some might feel exposed or as if they are being watched when enclosed in glass), small trees, shrubs and plants are added to provide transparent privacy. The existing building holds the main entrance to the building. Upon entering visitors will be immediately greeted by the circulation desk. Behind the circulation desk you will find the administrative office where staff works and operates. The administrative spaces are enclosed for privacy from visitors but exercise an open floor plan.

The administration office hold different spaces such as individual offices, staff work desks, lounge and kitchen, all separated by furniture and partitions. The book stacks area is broken into four sections: Childrens, Tween, Teen and Adult. Two thresholds allow the visitor to move into the new space. The addition in the northern side holds the cafe, multi use, flexible rooms that can transform into classrooms, meeting rooms and computers labs. Directly across from the rooms are open studio spaces where users can work in a more open space setting. The second floor of the addition, holds another multipurpose classroom space. This second floor is intended to keep a quieter soundscape than the first floor. The second floor has public & private and collaborative spaces for quiet/focused study. There is also individual and group study rooms. Moving through this space takes you through another threshold that gives you access to the green roof. Where reflection and study is intended. The green roof gives access to the courtyard through a colorful stairway. The courtyard can also be accessed through the first floor.

BUILDING MATERIALS



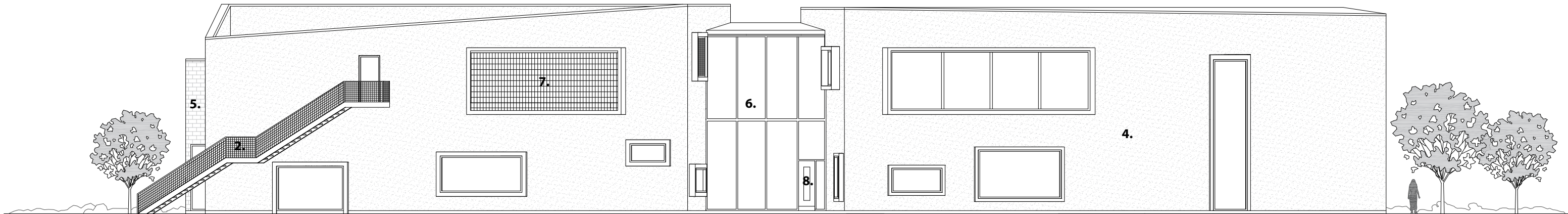
COLORED STUCCO - PINK EXTERIOR MATERIAL



COLORED STUCCO - YELLOW EXTERIOR MATERIAL



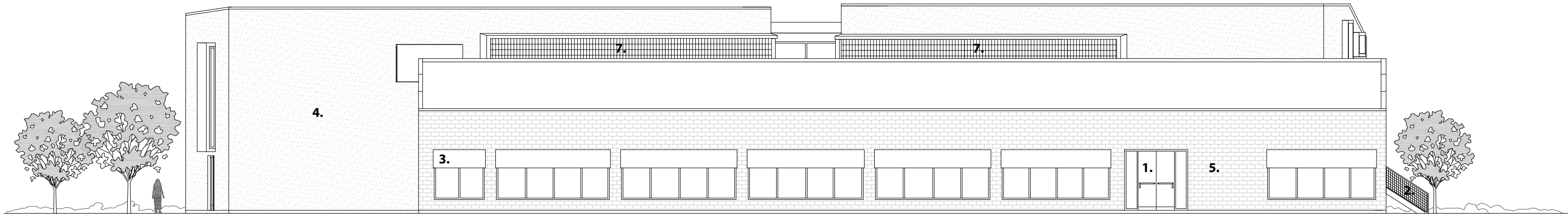
COLORED STUCCO - BLUE EXTERIOR MATERIAL



NORTH ELEVATION



- 1. MAIN ENTRANCE
- 2. GREEN OUTDOOR EMERGENCY STAIR
- 3. WINDOW SHADES
- 4. STUCCO EXTERIOR MATERIAL
- 5. EXISTING BRICK EXTERIOR
- 6. CURTAIN WALL
- 7. WELDED WIRE MESHING
- 8. NORTH ENTRANCE/EXIT

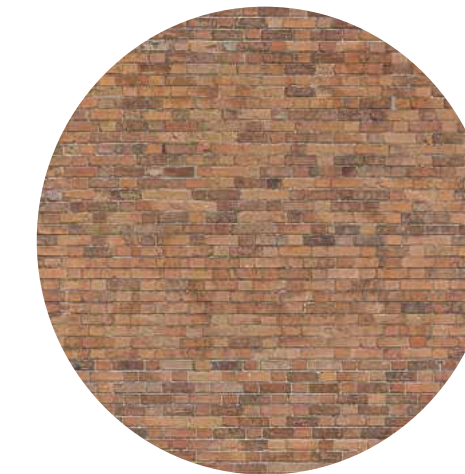


SOUTH ELEVATION

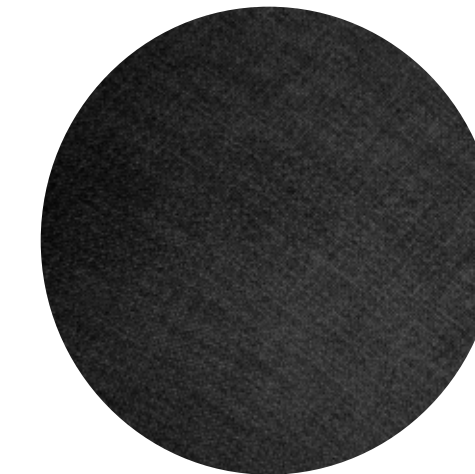


ELEVATIONS

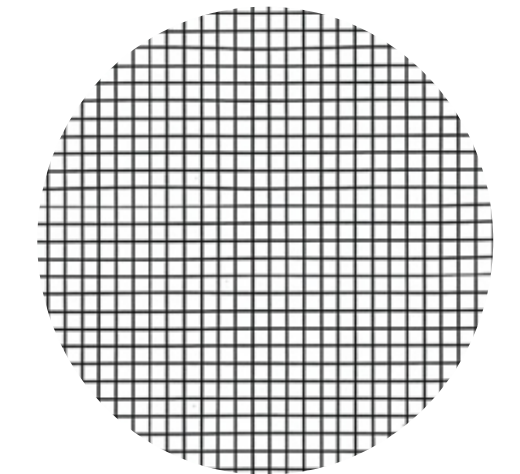
The new building introduced the material of stucco and added the use of color. Color was used to mimic surrounding architecture and context. The windows were extruded with thickened outlined forms to create dimension and playfulness. The structure of both buildings is structural steel. The interior of the design uses neutral colors, and incorporates the use of wood and concrete interchangeably.



EXISTING BROWN BRICK
EXTERIOR MATERIAL



BLACK SHADING FABRIC
SHADING DEVICE



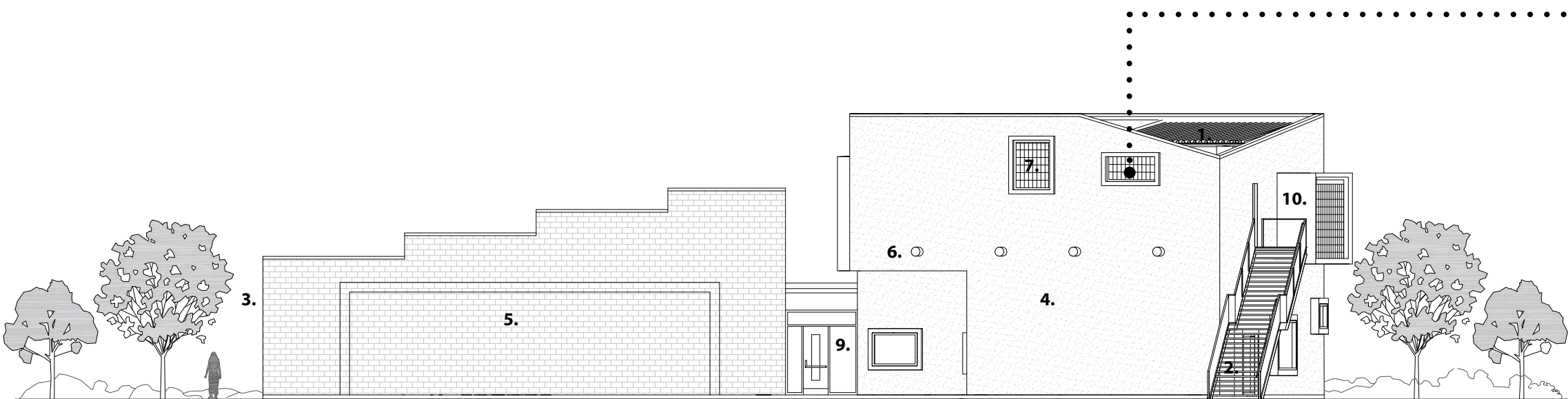
WELDED WIRE MESH
EXTERIOR MATERIAL



WEST ELEVATION



- 1. CLEAR CORRUGATED SHEET
- 2. GREEN OUTDOOR EMERGENCY STAIR
- 3. WINDOW SHADES
- 4. STUCCO EXTERIOR MATERIAL
- 5. EXISTING BRICK EXTERIOR
- 6. SCUPPERS
- 7. WELDED WIRE MESH
- 8. WEST ENTRANCE/EXIT
- 9. EAST ENTRANCE/EXIT
- 10. PORTRUDING WINDOWS

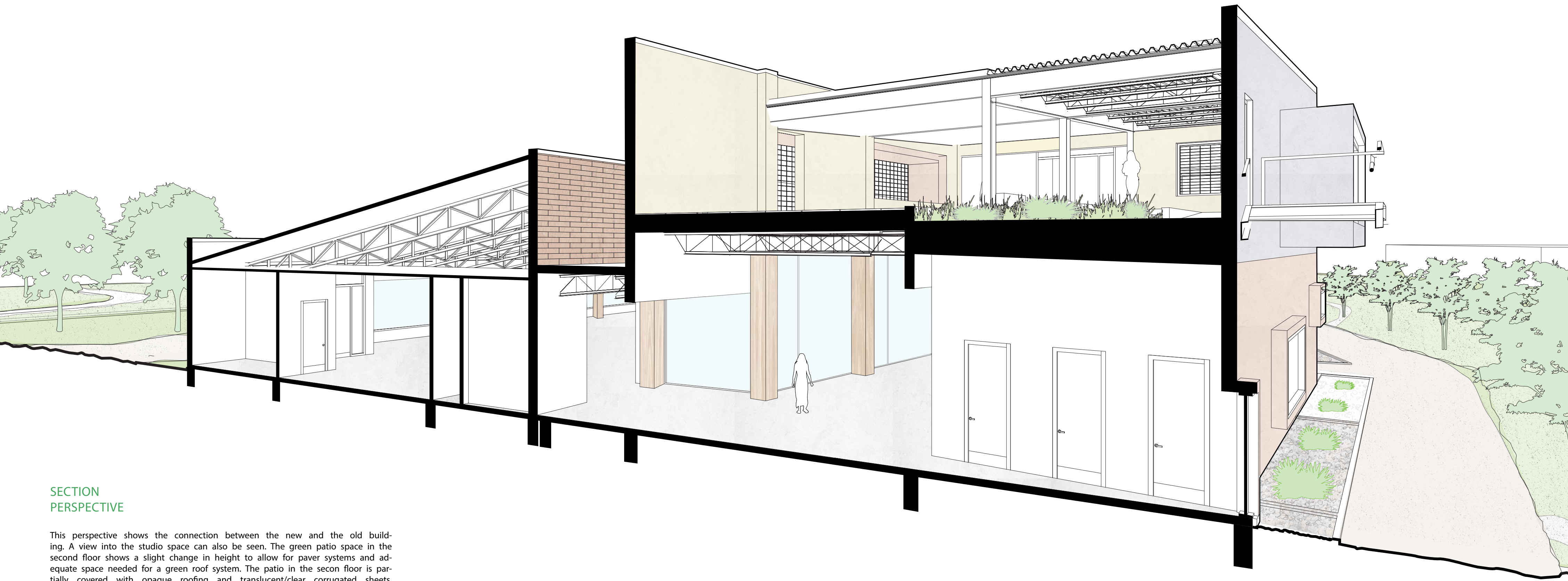


EAST ELEVATION



ELEVATIONS

The facade of this design kept the existing use of brown brick, and duplicated the stepping false front facade. Openings to the south wall of the existing building were added to allow light in. Because of sun angles and average temperatures, shading was added to the southern windows to allow for minimal heat gain. The new building uses welded mesh shading devices on southern windows and on windows located in the green roof.



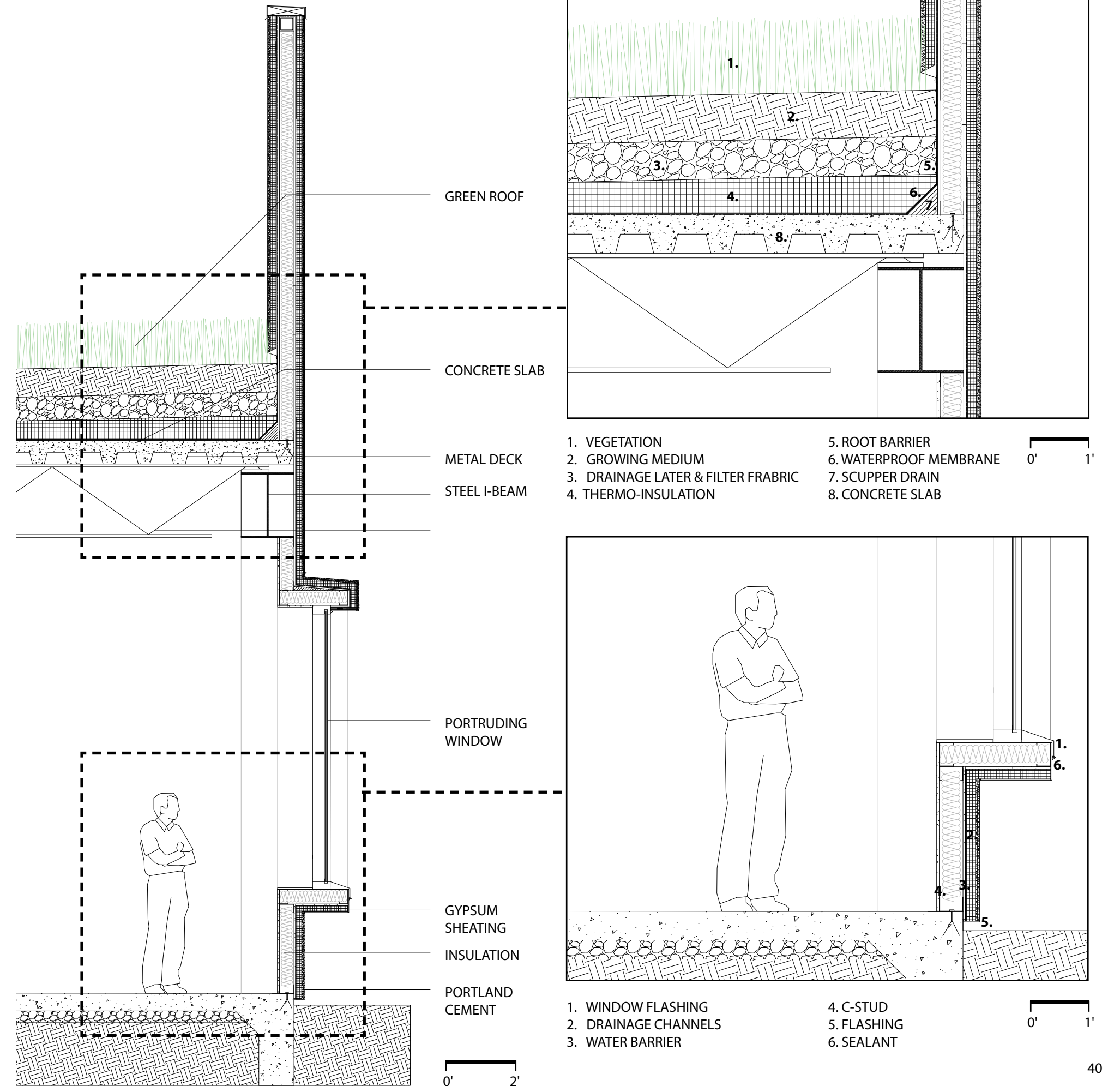
SECTION PERSPECTIVE

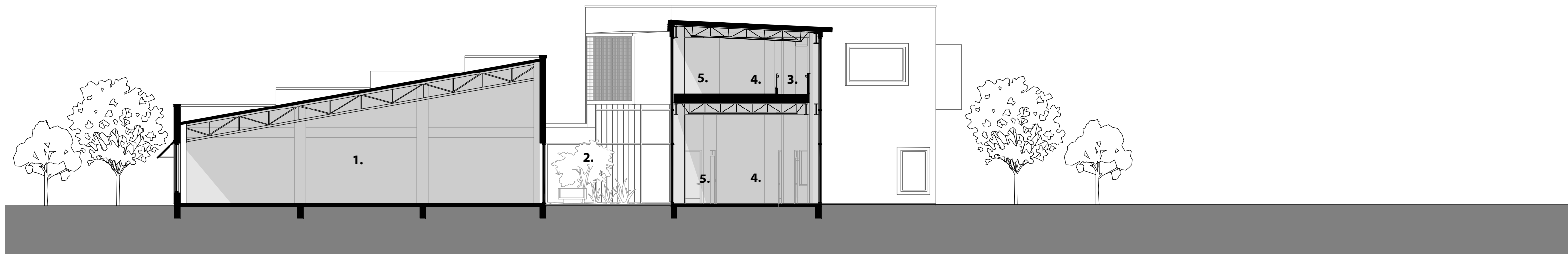
This perspective shows the connection between the new and the old building. A view into the studio space can also be seen. The green patio space in the second floor shows a slight change in height to allow for paver systems and adequate space needed for a green roof system. The patio in the second floor is partially covered with opaque roofing and translucent/clear corrugated sheets.



VIEW OF THE GREEN ROOF PATIO

WALL SECTION & DETAILS

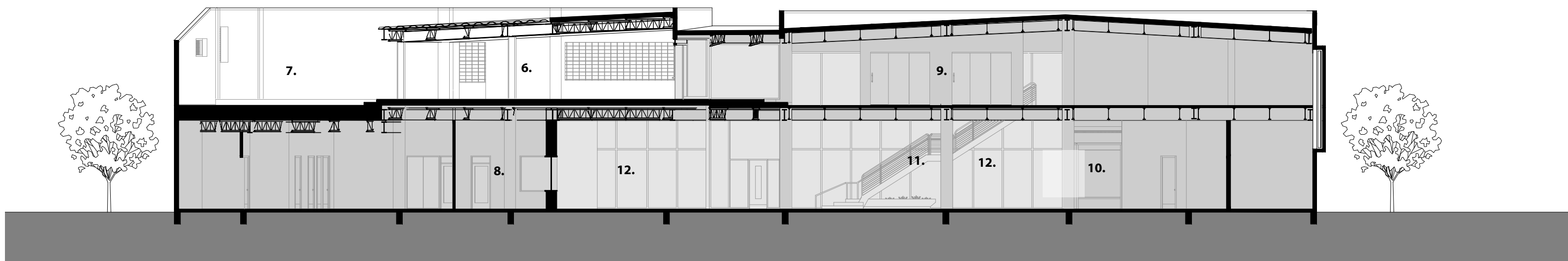
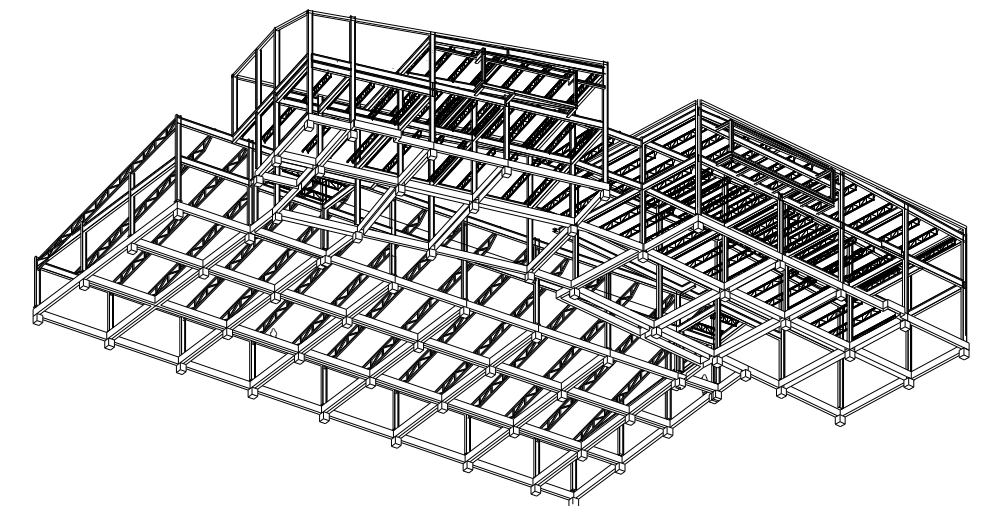
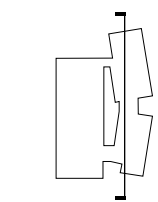
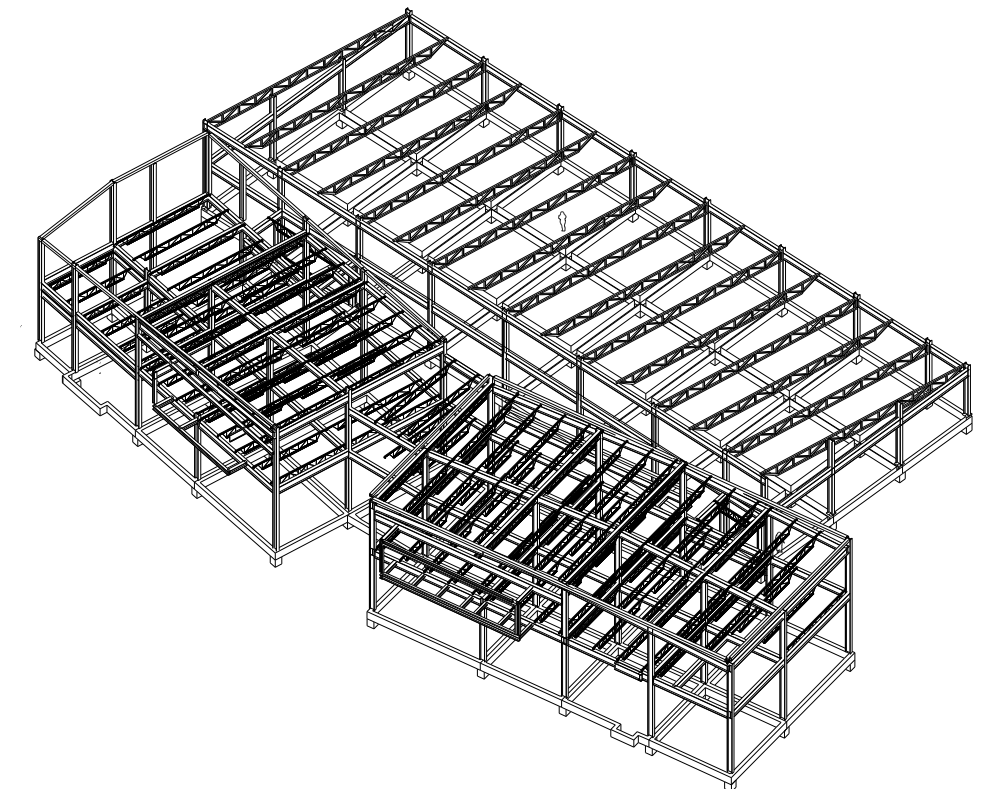
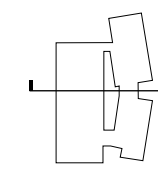




SECTION A



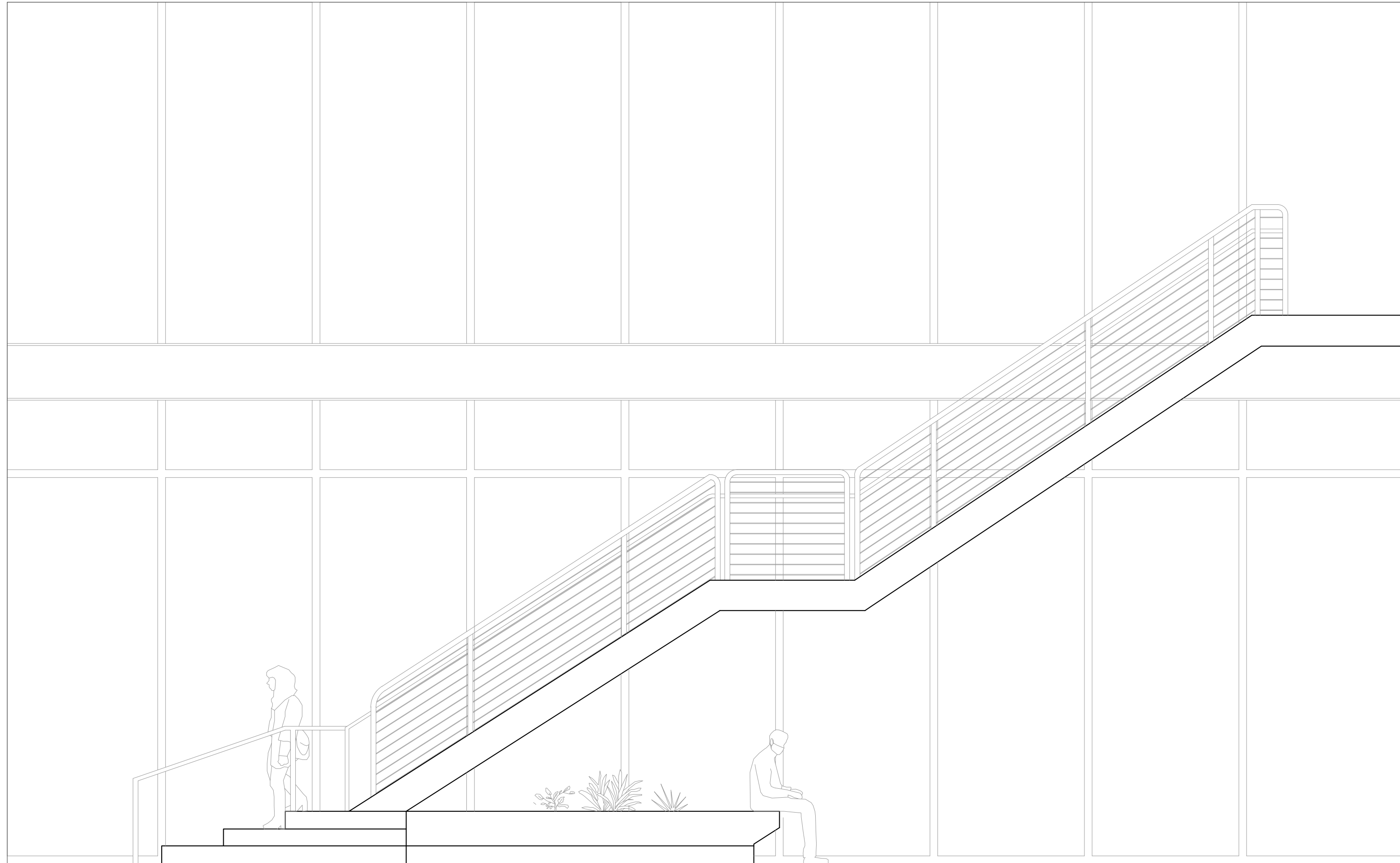
- 1. Book Stacks
- 2. Central Garden
- 3. Ramp
- 4. Threshold Space
- 5. Administration Point
- 6. Covered Patio
- 7. Green Patio
- 8. Multipurpose Rooms
- 9. Group Study Rooms
- 10. Threshold to Existing Building
- 11. The Stair
- 12. Studio Spaces



SECTION B

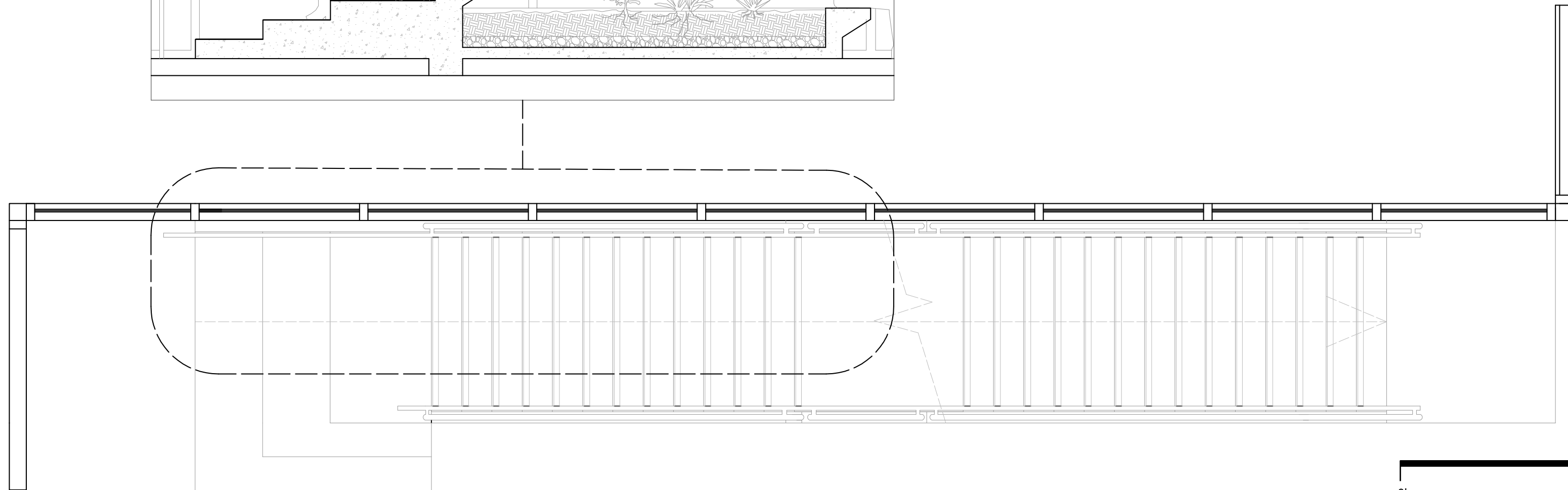
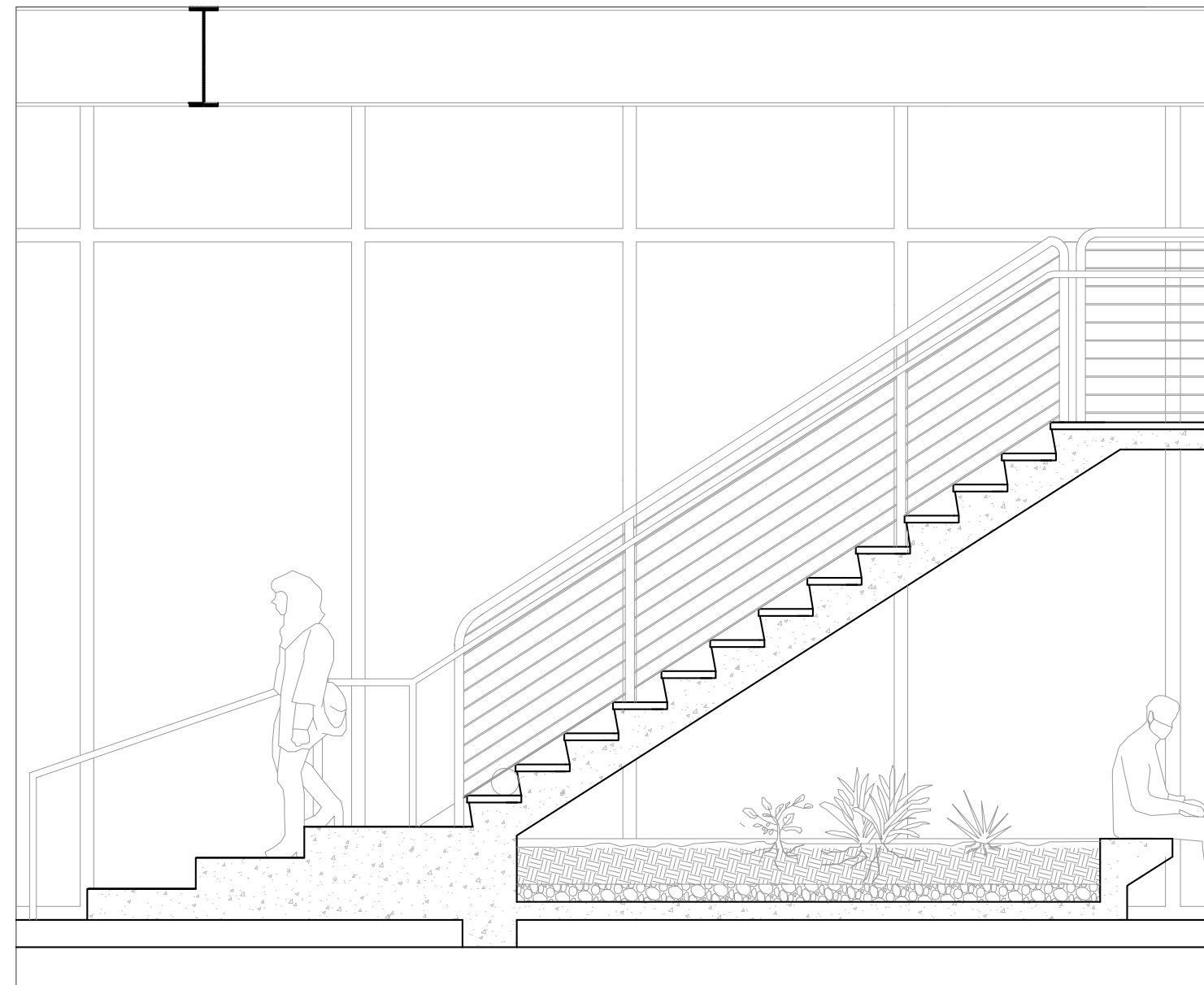


BUILDING SECTIONS



THE STAIR ELEVATION

A specific moment in this design that was further developed was the interior stair. This stair was intended to be a special moment in the design. Careful attention was paid to detail and materiality.



THE STAIR SECTION & PLAN

The stair is made up of concrete with integrated wooden treads. The last three landings spill out further into the hallway to allow corner access up the stairs. The stairs are linear in form, with cable railings. Underneath lies a planter box that allows users to sit. This stair lead up to the more private/quieter space.

VIEW FROM PARKING, EASTERN VIEW



VIEW FROM DROP OFF AREA



NORTHERN VIEW OF THE BUILDING



RENDERINGS A DAY IN THE LIFE

Upon arrival at this library, you would be greeted by warm pastel color that mimics the use of color in the community. Parking can be found on the library lot or the neighboring lot. The drop-off area can be a high-traffic area, where people are outside playing, interacting, or even enjoying a meal. Students after school might feel this space as it is conveniently located on their way back home. A walking trail surrounds the building. Along the trail, you might find people sitting under a tree, enjoying a book, or talking with a friend.

VIEW OF THE INDIVIDUAL AND GROUP STUDY SPACES



BOOK STACKS AREA, VIEW TOWARDS THE CHILDRENS SECTION



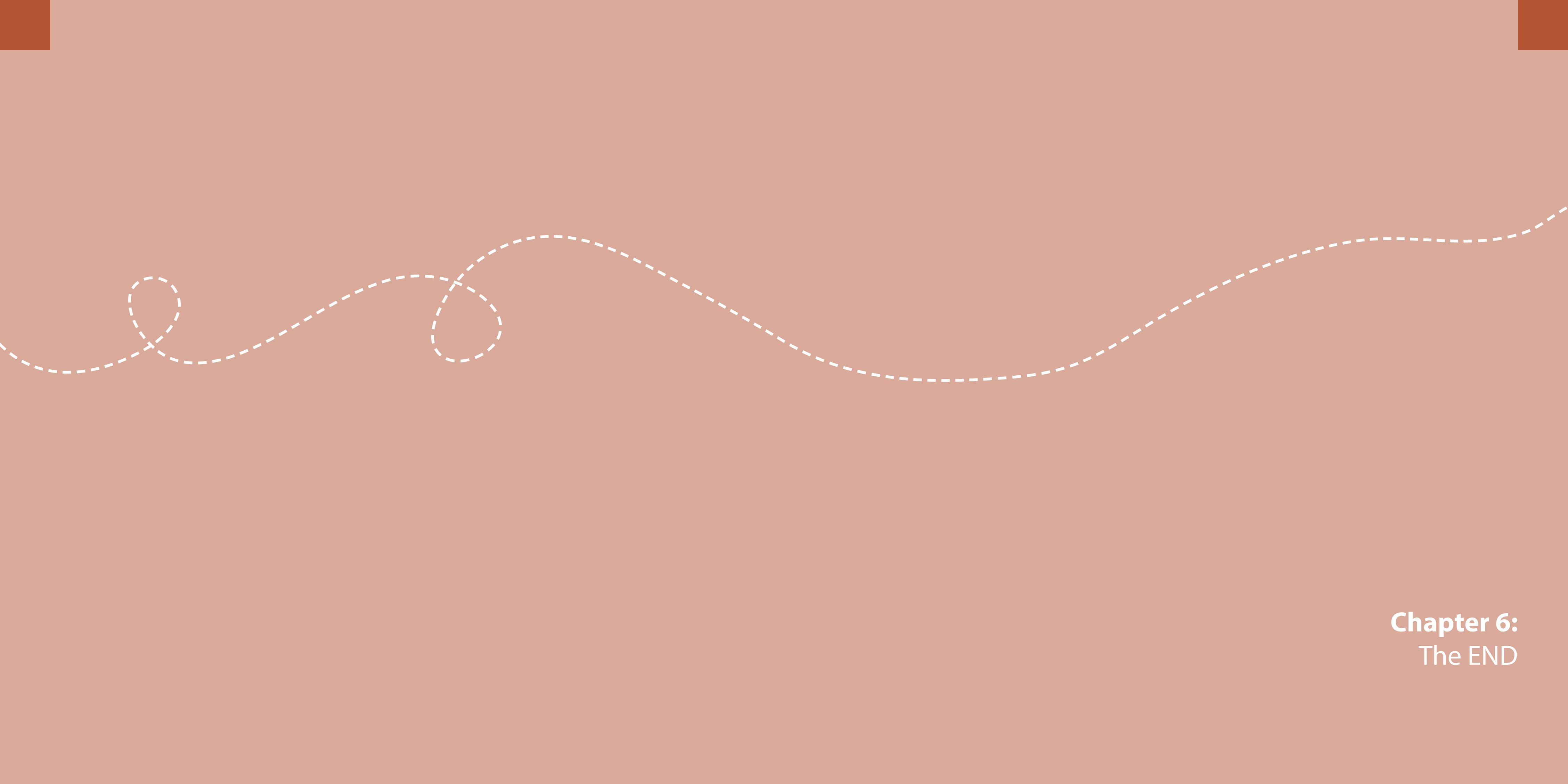
VIEW FROM REFLECTION POND TOWARDS MAIN ENTRANCE



RENDERINGS A DAY IN THE LIFE

Upon entrance to the library, you might expect to see kids, teenagers and adults reading and interacting in the book stacks area. This space might be filled with a soundscape that is relatively loud. If someone desires some more privacy or a quiet space to study, they can walk towards the new building. The first floor of the new building encourages noise and interaction. The second floor is reserved as a quiet space for individual and group study.





Chapter 6:
The END

PERSONAL REFLECTIONS

This design project gave me a new found appreciation for renovation projects and libraries. Over time libraries have shifted in meaning and are expected to carry roles that the community needs. Libraries are special places in communities that allow for growth and opportunity for those who are at disadvantage. Places like these provide people with outlets and means of development. Many of the low income communities have spaces that are old, abandoned or made with minimal effort because of funding. State of the art facilities are needed most in low-income communities, but that is rarely the case. A step towards a solution involves taking a look into existing structures that are old or abandoned, and seeing how they can be redesigned and improved into spaces that help progress communities like Aldine.

I am a first generation student with immigrant parents. These two facts define much of who I am. Houston itself is a very diverse city. The Aldine area has been for a while a predominantly hispanic community, which is why I think my parents decided to settle in this area, because of its familiarity to home. This area in Northern Houston holds a special place in me as it has shaped a lot of who I am today. Nevertheless, growing up there has let me see certain issues and challenges this neighborhood faces. These challenges come with a lot of setbacks and disadvantages. Unfortunately, because of this many families fall into a cycle of disadvantage.

When given the opportunity to design any project I wanted, I thought about this community and neighborhood. In my design I wanted to provide some form of care because this community like many others across the country need spaces that offer resources and outlets to navigate circumstances of disadvantage. For that reason I pursued this topic of a Library "Learning Center".

RESOURCES

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Xiao, J. et Aletta, F.. (2016). A soundscape approach to exploring design strategies for acoustic comfort in modern public libraries: a case study of the Library of Birmingham. *Noise mapping*, 3(1). doi:10.1515/noise-2016-0018

Zoss, Angela; Brown, Meg; King, Ira; & McCurdy, Seth (2021). Public Report on Inclusive Library Study Space Design - May 2021. Retrieved from <https://hdl.handle.net/10161/23214>