CHAPTER 5

PROGRAM

5.1_INTRODUCTION

Over the centuries, libraries have served as an important civic institution for the acquiring of resources and information that was organized, preserved and made accessible (or not) to society. Libraries being a host that serve an ever-changing social and symbolic function to symbolize the importance of ruler or state, to link knowledge and power to more recently to serve as community centres, public squares or think tanks (Mattern, 2014).

These seemingly modern metaphors to describe the function of the library has deep historical roots. The ancient library of Alexandra was a prototypical think tank and social space, whereas the Carnegie buildings of the 1880's were community centres with swimming pools, public baths etc. whilst incorporating the traditional notion of book stacks and archival resources. In essence, the library can be seen as a place where informational and social infrastructures intersect within a physical infrastructure that would ideally support its program (Mattern, 2014).

The function and role of the library as a "place" within society has been a continuous concern and discussion throughout the first decade of the twenty first century (Montgomery and Miller, 2011). The traditional view of a library as a "service place" where information is held and stored needs to change towards the concept of a library as a "learning place" where the main focus and role of the library is to facilitate social exchanges by transforming information into knowledge (Montgomery et all, 2011). The term, third place and its function to build social capital within society is used today to determine the role and relevance of the Library in the age digital transformation and social isolation.
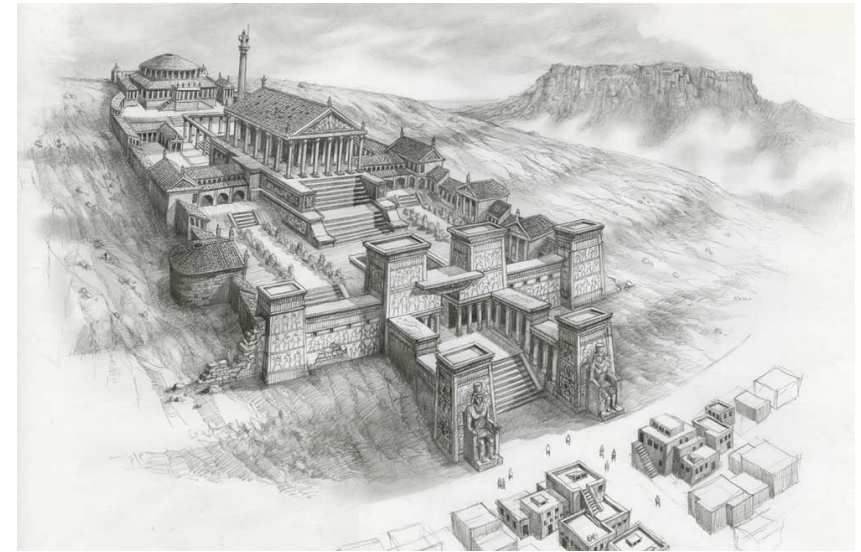

Figure 5-01: The great library of Alexandra built in 283 BC (https://www.theapricity.com/forum/showthread.php?113730-The-Great-Library-at-Alexandria-was-destroyed-by-budget-cuts-not-fire)

Figure 5-02: Interior of Alexandra library as a social place (https://za.pinterest.com/pin/623256035904685025/?lp=true)

5.2_THE LIBRARIES ROLE IN BUILDING SOCIAL CAPITAL

Social capital refers to the connections between people, their social networks as well as the norms of reciprocity and trustworthiness that arise from them. According to political scientist Robert Putnma , social capital recognizes the fact that civic virtue is most powerful when it is embedded in a network of reciprocal social relations (Putnma, 2000) . Mutual support, cooperation, trust and institutional effectiveness are some of the positive attributes of social capital. This suggests that social interaction builds stronger communities as it enables people to build social networks that will benefit society as a whole (Putnma, 2000).

A study done in 2005 by the Library Board of Victoria in the United States of America highlighted that public libraries are considered to be important cultural, economic and social institutions. Being free in terms of use, it creates a sense of equality within society and democratic in terms of use as they serve and attract a diverse range of people (Harris, 2007).

The report also highlighted the contributions the library make to communities. They are as follow:

The contribution of Library's in communities:

- They provide internet access and other technology related resources.

- Educate and assist people to locate information, creating better informed communities

- Educational programs designed to encourage lifelong learning and literacy within the community

- Build connections within the community, individuals, groups and government.

- All of these attributes mentioned above contributes to the library's role in building social capital within a community.

Library as Third Place

The term third place is increasingly being used to describe the building of social capital in a place people choose to go that are distinct and outside of their work or home (Harris, 2007). Sociologist Ray Oldenburg has contributed a lot to the topic of third place. In his book, The great, good place, Oldenburg (2000) explains why third places are crucial to civil society.

According to Oldenburg (2000), third places and the importance of informal life have been an integral part of great civil societies for centuries. It creates opportunities for people that do not usually travel in the same social, political or economic circles, a chance to meet by providing a welcoming and comfortable environment to gather and engage in conversation without the need for anyone to assume the role of host or hostess. From saloons and diners to churches and public fountains, these places became the social anchors of community life. Over the years, the library has become another social anchor within communities to serve as a third place.

Library as place

The library becomes and destination as it offers people a third place, a place different from home and work, a place where people can come to learn, meet, think, explore, play, reflect and socialise (Bromberg, 2006). They are transformative spaces and the function it provides as a third place has never been more important to its continuing health and relevance. Although, to remain relevant and sustainable, it is crucial that libraries consider alternative strategies to ensure that they are destinations of choice and not just a place.

Alternative strategies, as suggested by Rebecca Moore (2006), include that libraries should be integrated or collocated with other agencies such as bookstores, cafes, museums, child care facilities etc. Libraries are also a valuable resource for any local authority to act as a catalyst for economic development by including them in revitalisation projects in low socio economic areas and other urban developments (Harris, 2007).

5.3_CASE STUDY

PROJECT: Kuyasa Regional Library

LOCATION: Kayalitsha, Cape Town

ARCHIITECTS: CCNI Arcitects

RELEVANCE: Library Functions, Mixed use integration.

Figure 5-03: Site plan of Library complex Kuyasa, Kayelitsha (Google earth, 2019)

Background/introduction

The Kuyasa Library complex was completed in 2014 and forms part of the larger Kuyasa station Precinct development. The Precinct is envisaged as a higher order node in Khayelitsha - Cape Town, where proposed facilities should not only serve the needs of the local residents but also the surrounding areas of Khayelitsha. The safety principles developed through the Violence Prevention of through Urban Upgrade (VPUU UD) where used as design tools for the development framework to encourage safety within the neighbourhood (CCNI Architects, n.d.).

Figure 5-04: Model of library complex Kuyasa, Kayelitsha by CCNI

The Urban intention and function within the community

The projects position itself firmly within the existing public square that was designed as part of the public transport interchange by Meyer Vorster in 2012. The intention of the project is to reinforce the notion of multi-storey typology within a mixed use environment where living, working, learning and shopping occurs in an integrated manner (CCNI Architects, n.d.).

The three storey buildings comprise of retail on the ground level, with a regional library, meeting and training rooms, two apartments and Sub Council offices over the next two levels. A central access and circulation point allows for the various programs within the building to be connected.

Figure 5-08: Kuyasa, Outdoor plaza (www.CCNI.co.za)

Ground Floor Legend

1 - Retail
2 - Lobby/ entrance
3 - Store
4 - Retail/offices
5 - Store
6 - Landscape

Second Floor Legend

7 - Book delivery   *13 - Computer training*
8 - Staff workroom   *14 - Meeting hall*
9 - Computers   *15 - Sub-Counsil offices*
10 - Children's section
11 - Entrance area
12 - Collection

Third Floor Legend

1 - Staff workroom   *6 - General seating*
2 - Staff room   *7 - Staff desk*
3 - Office   *8 - Study room*
4 - Teen area   *9 - Training room*
5 - Reference area   *10 - Office*

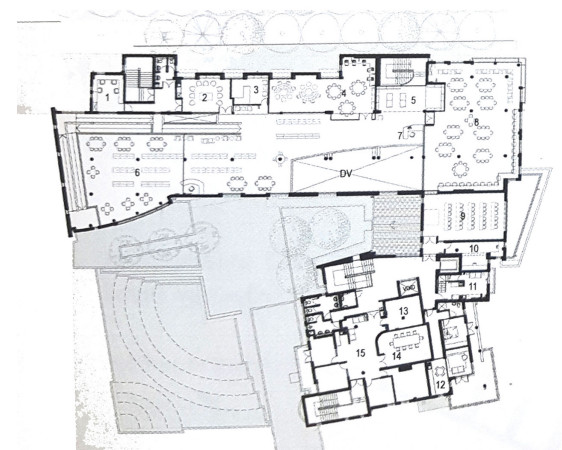*Figure 5-05: Kuyasa, Ground floor plan (www.CCNI.co.za)*
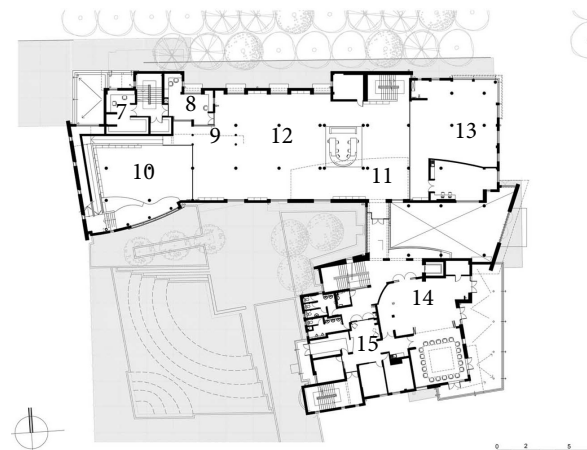
Figure 5-06: Kuyasa, First floor plan (www.CCNI.co.za)

Figure 5-07: Kuyasa, Second floor plan (www.CCNI.co.za)

SERVICES PROVIDED AND USER GROUPS

- *Senior citizens, school learners* and research for *students* that partake in distance learning

- *Children section*, containing books and seating areas for children, adults and caretakers.

- *Senior room*. A relaxing space that has access to computers and internet. It also has a small kitchen where tea/coffee can be served, soft chairs and a TV where different programs can be watched.

- *Teen Room.* A space where teens can socialise and interact. The space has computers for gaming, music and educational learning.

- *Traditional library space*. This space contains a collection of 50 000 books that include fiction, non-fiction and reference material as well as ample space for working, studying and meetings to occur. (18 000 books required for Neighbourhood/Local library)

- *Study Room.* A more quiet space that has functional desks and chairs for studying and research

- *Access to electronic information.* Computer desks with a range of electronic material, such as audiobooks, dvds etc. for the purpose of learning and research.

- *Multipurpose training room.* This space allows for community gatherings and meeting along with teaching and learning.

Figure 5-09: Kuyasa Library, Interior photos 1

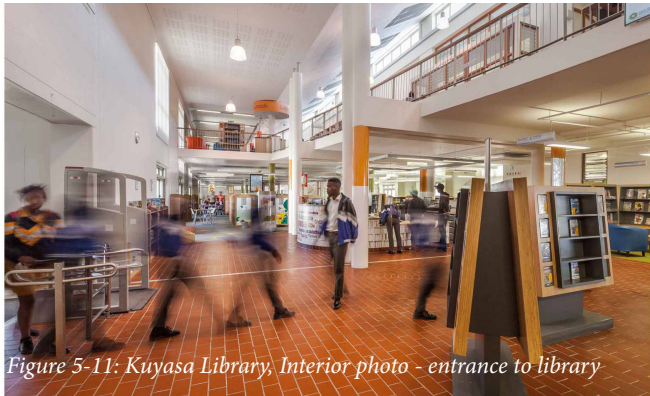*Figure 5-10: Kuyasa Library, Interior photo - children space*

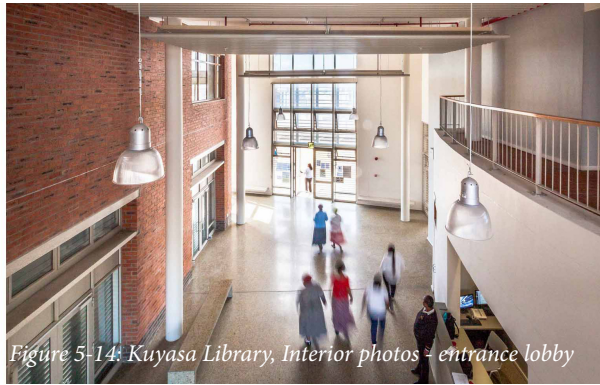Figure 5-11: Kuyasa Library, Interior photo - entrance to library

Figure 5-14: Kuyasa Library, Interior photos - entrance lobby

Figure 5-15: Kuyasa Library, Interior photo - informal meeting areas
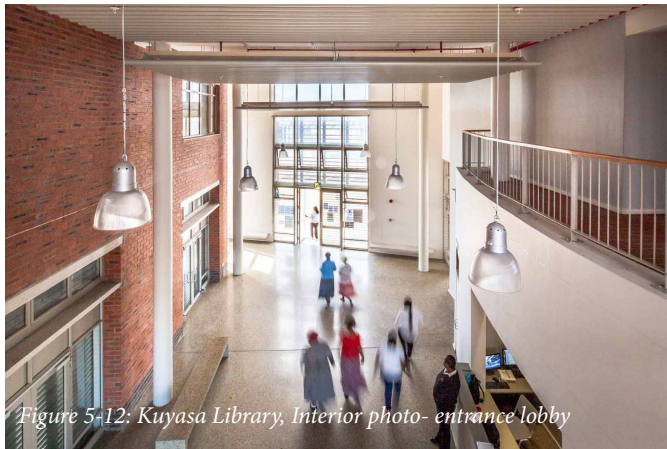

Figure 5-12: Kuyasa Library, Interior photo- entrance lobby

Figure 5-13: Kuyasa Library, Interior photos - Double volume space

Figure 5-16: Kuyasa Library, Interior photos - study room

5.4_SPATIAL PROGRAMME

5.4.1   PROGRAM INTENTION

The aim of the library program is to create a new pragmattic layer that will contribute to the idea of placemaking by:

-        Forming a link and edge condition between disconnected places

-        Adding diversity within the context in terms of program

-        Form a buffer space between the existing school and the public realm/ train station.

-        Creating relationships with existing structures and open spaces.

-        Creating a third place for the community Doornfontein and adjacent suburbs.

The proposed programme for the library is divided into three main programs that will respond to its immediate context.

1. Neighbour Library:

2. Service Centre: This function is an extention of the services the library can provide by including a municipal branch to allow for migration services within the area.

3. Childrens Library:

5.4.2   ACCOMODATION SCHEDULE AND DESIGN ELEMENTS

LIBRARY

Administration
- Circulation desk
- 8 admin staff work area
- Kitchenette/break room

Multipurpose classroom
- Night classes/
- Community meetings

Media room
- Computer training
- Software/skills training

Study/ reading room

Meeting Rooms

Collection area
- Fiction/ Non fiction
- Audio visual materials
- seating and working areas

Teen area
- Computers
- Gaming/ pool tables etc.
- Lounge, relaxing

Senior room
- Kitchenette
- Tables and chairs for recreation
- TV and lounges

CHILDRENS LIBRARY

Administration
- 2x care takers
- reception desk
- kitchenette
- office and store room

Book collection

After school/homework area

SERVICE CENTRE

Information desk
- Control space
- Waiting areas

Ablutions
- As per SANS 10400 Table 6

Civic services
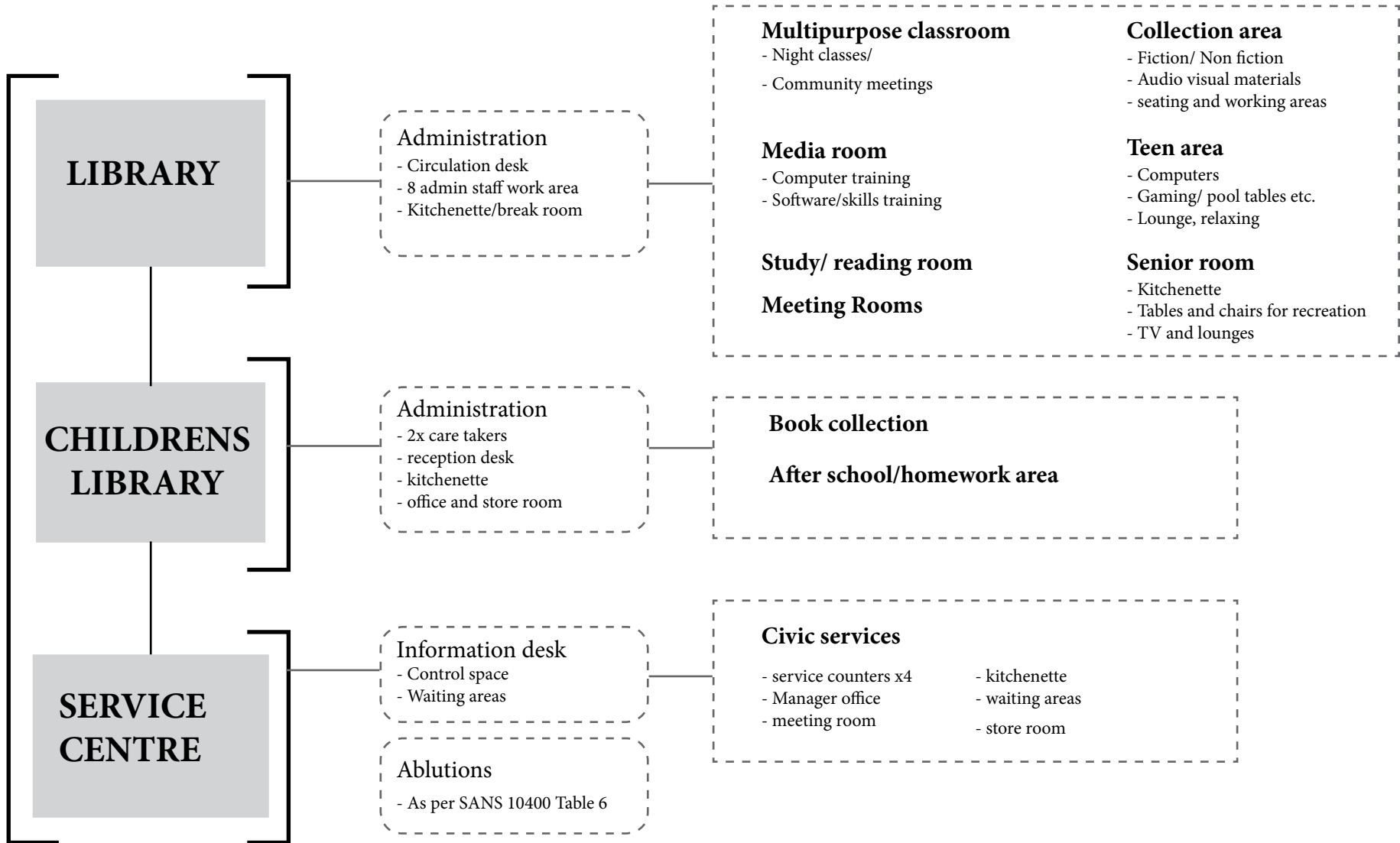- service counters x4
- Manager office
- meeting room
- kitchenette
- waiting areas
- store room

Figure 5-17: Accomodation schedule (Author, 2019).