view into more enclosed space. a more intimate setting is created by way of a smaller room, planters, and quieter exterior activities, distant from the windows.

view towards more enclosed space. students will discover the back room - a more enclosed space - while searching for a vacant computer.

by re-orienting the periodicals towards a destination, a more interesting view encourages students to enter the more active study area, allowing a more natural movement through the space.

the larger study area on the south facade become a more active space due to the direct views out towards other students interacting immediately outside. outdoor/indoor boundaries are blurred by use of plants and seating both indoors and outdoors.

computer face away from windows and are also farther from the direct natural light, decreasing glare for the users.

outdoor studying and indoor studying is blurred, allowing more study options for the students as well as a richer, more dynamic space for interaction.
It is convenient to view life as a series of discrete, defined activities; such as days on a calendar or appointments in a daybook. However, it is rare that a life actually conforms to such a standard for a year, month or even a day. Perhaps the most unorthodox life is that of a college student—eating when they should be working, playing when they should be resting, and studying when they should be sleeping. It is strange then that a library designed for students would present a series of discrete, definite areas for their use.

We suggest it is more logical that a library for students would reflect the organic organization of their day while still incorporating the necessary organization of its program. The space we propose is more park than study facility. Similar to a public park it offers a variety of privacy, enclosure, and light catering to the variety of uses students imagine for the space. Instead of a repetitive grid of chairs and tables it offers an array of seating locations. By organizing the space according to the radii of personal space instead of a structural grid, dozens of unique locations are created. These spaces are buffered in a variety of ways including plants, shelving and a strip of computers. The resultant diversity creates layers of curiosity drawing students into the library to use it as the please (study, relax, chat, play...).