

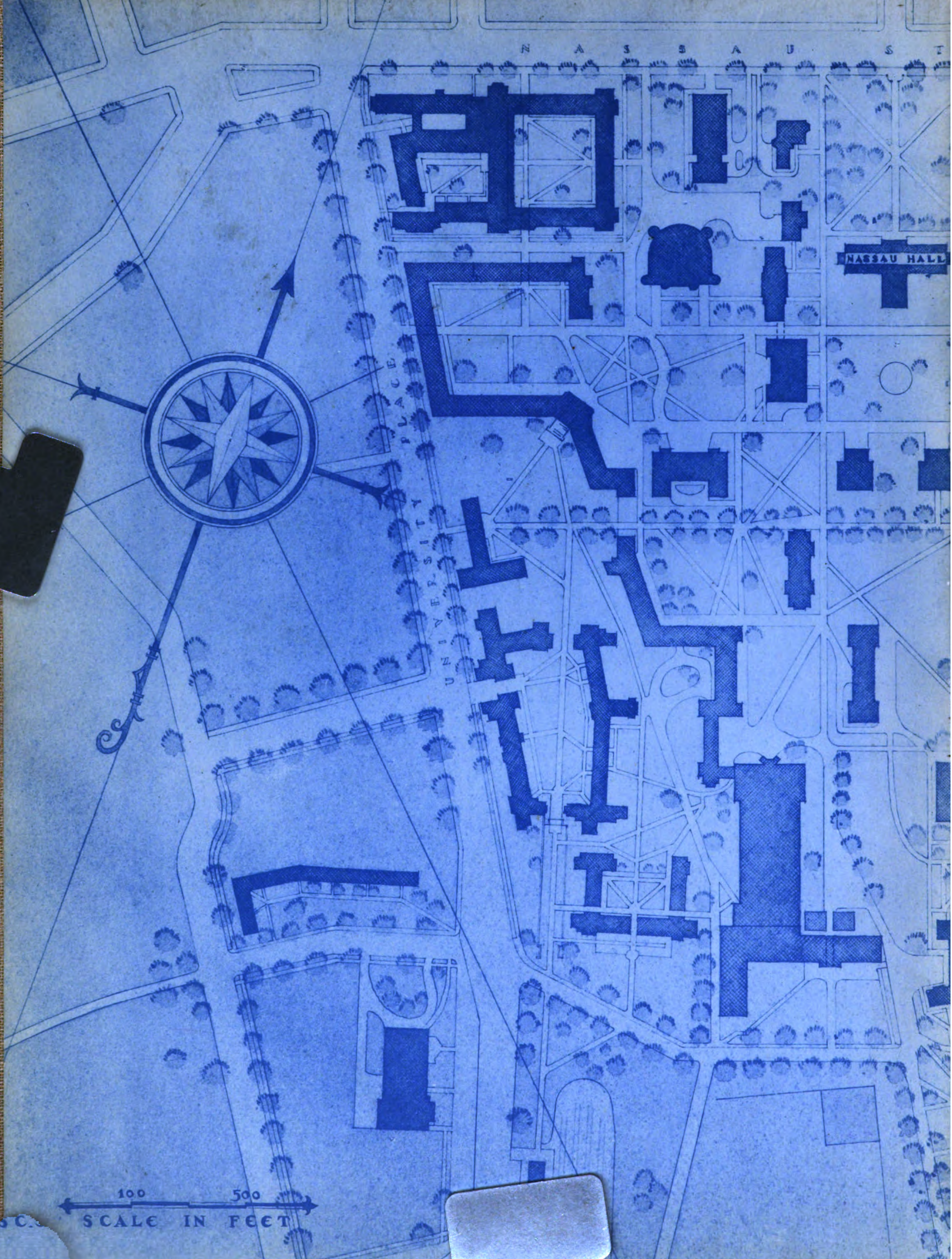
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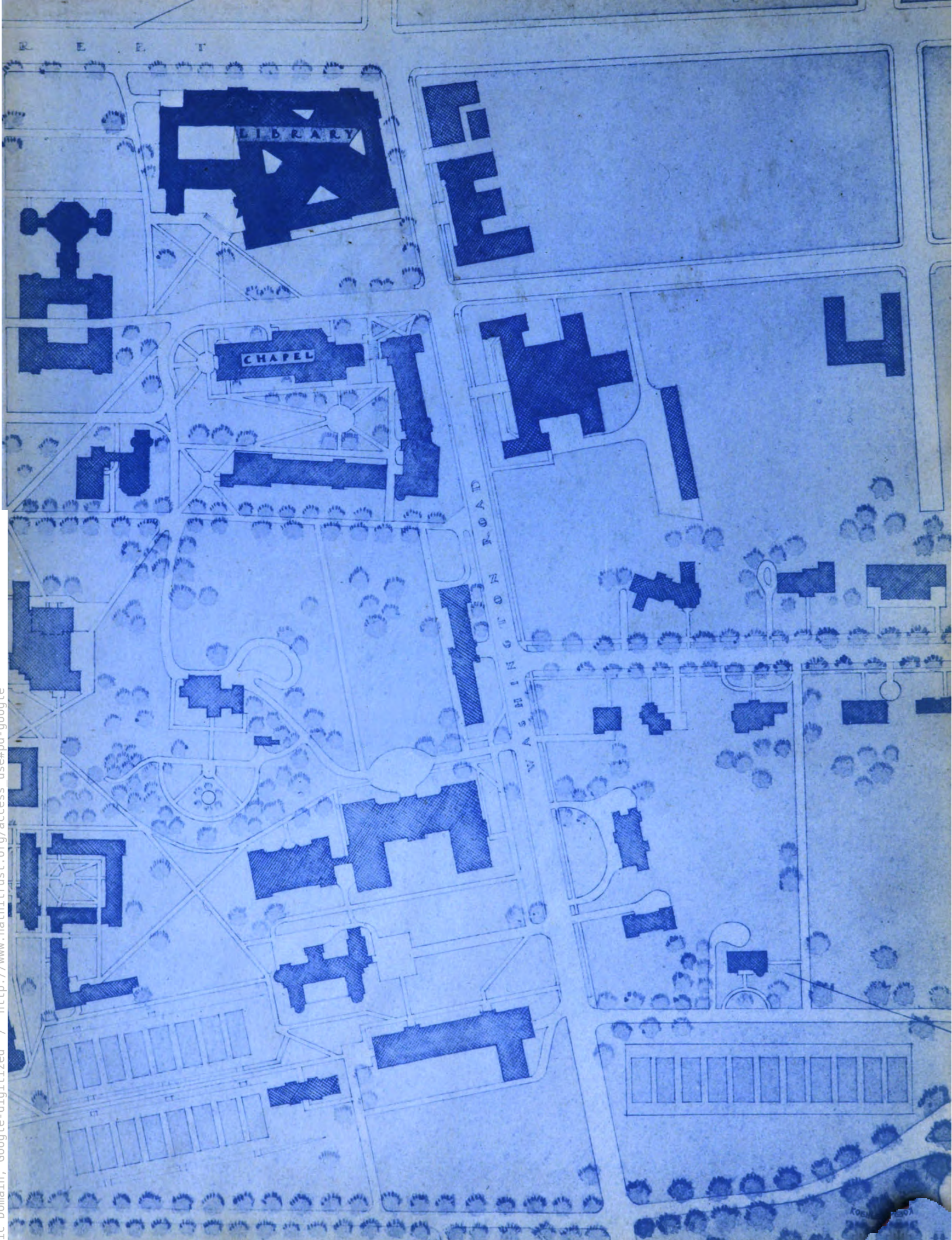
*The* NEW  
PRINCETON  
LIBRARY

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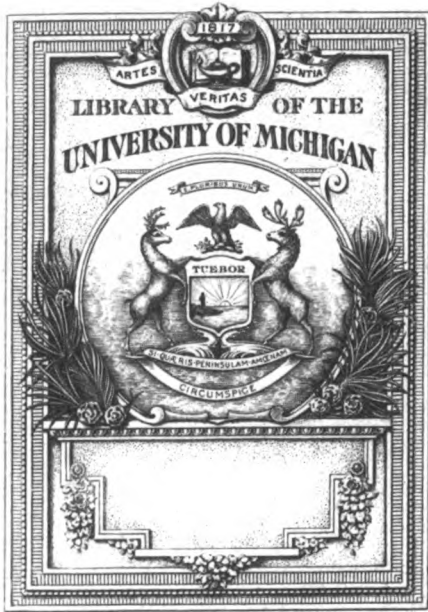












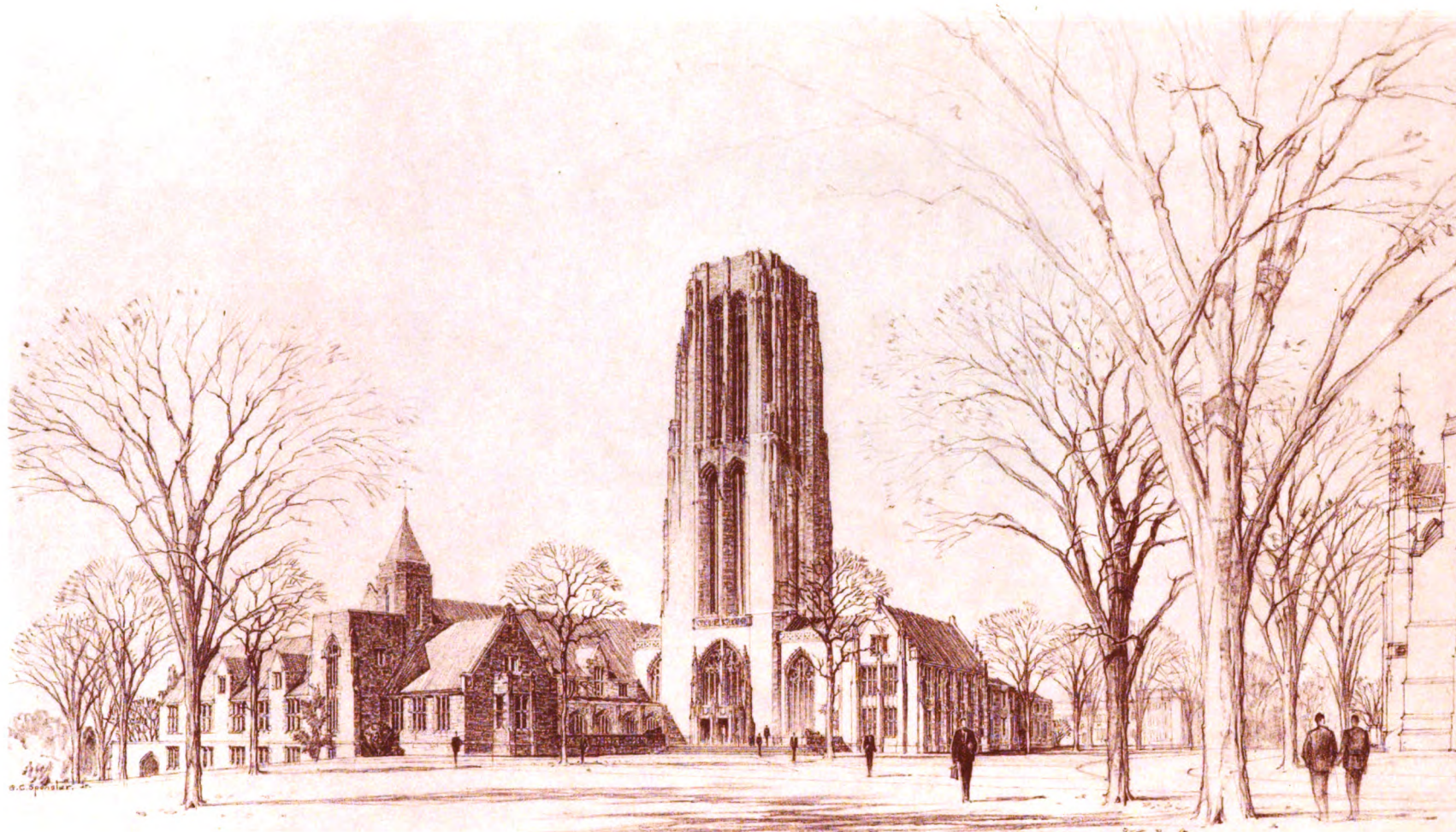
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*The* NEW  
PRINCETON  
LIBRARY





PERSPECTIVE OF THE NEW LIBRARY

By CHARLES Z. KLAUDER



*Princeton University Library*

*THE NEW*  
**PRINCETON LIBRARY**

*PRINCETON • NEW JERSEY • 1935*



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*While many have contributed generously of their time and thought, in presenting the plan for a new type of library building at Princeton, especial acknowledgment is due to Professor C. R. Morey for his origination and effective presentation of the essential plan, to Mr. Ides van der Gracht for his helpful assistance in arriving at a practical solution, and to Mr. Charles Z. Klauder for his patient study of the problem over many years, involving the preparation of numerous designs and his artistic presentation of the present plan.*



# THE NEED FOR A NEW LIBRARY AT PRINCETON

**T**HE imperative need for a new library at Princeton requires no argument for those who have any familiarity with the existing conditions. Even the most casual inspection of the present library building will demonstrate conclusively the urgent necessity. It is perhaps sufficient to point out that the Chancellor Green Library was built in 1873; that the reading room facilities are substantially the same today as they were fifty years ago and are hopelessly inadequate; and this notwithstanding the fact that the undergraduate enrolment has increased at least fourfold since that day, and the present undergraduate on the average probably uses the library at least four times as much as did his predecessor of half a century ago.

The stacks are filled to capacity, are incapable of satisfactory enlargement, and many books are now being stored in basements and other similar places, which are not only inaccessible but are unfitted for the preservation of the books themselves.

Under the circumstances, it is little short of incredible that these conditions have not been remedied before and it must be apparent that their continuance will seriously handicap the work and progress of the University.

It must not be thought that the University authorities have not been fully cognizant of this situation. For more than ten years past the library has been the subject of continuous consideration. In fact, the vigor of the discussions and the interest taken bear witness to the vitality of the project and its importance. The one thing lacking has been the money for construction.

The earlier discussions revolved mainly around the question of site. There was a strong difference of opinion and various loca-

tions were at different times actually determined upon. Happily, this question was finally settled with general satisfaction in the selection of the location formerly occupied by the John C. Green School of Science.

In the absence of available funds, the past three years were occupied by an intensive study and development of plans. The needs of the University have been carefully surveyed by Committees of the Trustees and Faculty, and the more recently constructed university libraries have been inspected. Successive plans have been drawn and from time to time discarded or modified, as new ideas developed and it became possible to adapt the plan and scope of the proposed building more closely to our particular needs. In consequence, there is some consolation to be derived from our lack of funds in the unanimous opinion that we now possess an infinitely finer and more effective objective than we had three years ago, unique in plan and admirably adapted to our needs and purposes.

The underlying purpose and proposed methods of accomplishment are fully described in the accompanying statements by President Dodds and Professor Smith and no repetition will be attempted here. It is sufficient to say that the proposal is to bring into the closest contact and association faculty, students and books, in agreeable surroundings and under conditions conducive to a maximum of results.

Those who have devoted many months to a study of the subject are highly confident that the proposed plan not only meets the imperative and immediate needs of Princeton but will constitute a distinct contribution to American education.

WALTER E. HOPE

*Chairman of the Library Committee  
of the Board of Trustees*



# THE LIBRARY AND PRINCETON'S EDUCATIONAL SYSTEM

**T**HE plans for a new library at Princeton, sketched in this booklet, express an idea more ambitious than that of a conventional library. Designed primarily to house vast stacks of books, the institutional library is apt to be somewhat forbidding. The library herein described is to be at once a workshop and a student center. It will bring into close contact in one place (not merely under one roof) the three factors in a liberal education, the students, the faculty, and the books.

From an engineering standpoint the plan, we think, is efficient. The cost of operation will be no greater than for any library of equal capacity. But the significance of the plan lies in its objective and in its attention to undergraduate psychology.

A brief description of the educational system at Princeton will explain the comprehensive purpose which the library is to serve. This system is the product of an evolution which began with the preceptorial method of instruction, introduced in 1905 by President Wilson. The "Preceptorial System," as described by President Wilson, is an attempt "to give undergraduates their proper release from being school boys, to introduce them to the privilege of maturity and independence by putting them in the way of doing their own reading instead of getting up lectures or lessons." This method of instruction was defined in 1914 by the Preceptorial Committee of the Faculty as "one whereby instruction is given mainly through conference on the part of teachers with individuals or with small groups in which men of like aptitudes and needs are brought together. These conferences are devoted to a discussion of reading which the student is doing on a given subject, or of papers or reports which he has written in connection with that reading under the direction of his preceptor."

The chief purpose of this instruction, which is the real aim of a Princeton education "is to induce the student to work for himself."

The policy of individualization was further developed under President Hibben in the Plan of Independent Study, with its cap-stone, the Senior thesis and the comprehensive examination. This upperclass plan of study, sometimes called the Four-course Plan of Study, stresses concentration, not for specialization, but for training. The curriculum, made up of unrelated courses which sample factually widely differing branches of knowledge, is no longer a satisfactory method to train a student for a world in which factual knowledge is highly specialized and ideas tend to change with disconcerting rapidity.

The upperclass plan of independent study, in operation at Princeton since 1925, furnishes training in comprehensive thinking. During Junior and Senior years a student does three-fifths of his work in one field of study. Instead of the five courses required of all Freshmen and Sophomores, he has two free electives outside his department, takes two courses each term either in his department or in subjects related to his field of study, and devotes the time of a fifth course to supervised independent reading in one or more aspects of his departmental field. By Senior year his independent study usually is a thesis, in the preparation of which he exercises his initiative and applies his experience. Finally, at the end of Senior year the student is examined upon all the work done in his department during his four years in college. These examinations, by means of a free use of alternate questions, are intended to test the student's grasp of a subject; they "call for an understanding of the relation between things rather than for any catalogue of facts."



The upperclass plan of study, more than anything else, has overtaxed the facilities of the library and, from it, has evolved the new idea of what a library at Princeton must be. Fortunately the design for it is not only efficient and practical as it meets present conditions, but its arrangements are intentionally adjustable. Therefore there is every assurance that it will satisfy future requirements for a long time to come.

The new library will make physically possible the goal towards which the University is directed: that the student may enjoy and profit fully from his association with faculty and books; and as a result may acquire the methods and habits of educating himself. It is expected that he shall at graduation have gained at least a moderate mastery in one field of knowledge, as well as a speaking acquaintance with others; that this mastery shall mean more than an assemblage of facts stored by memory from various courses. It may be that the facts and ideas he has acquired will be of service in his life work, but if they are not, he will have had an opportunity for strengthening his mind and character, and for acquiring new techniques of learning.

The plan of independent study places greater responsibility on the student while permitting him more freedom in the daily task. One happy product has been an increasing interest on the part of the student in his scholastic work. This emotional drive of interest is necessary to all good work in life.

The newer methods of instruction and study call not only for devoted teachers with special training and experience, but also for appropriate and adequate facilities. We are far removed from the day when a student was scholastically equipped if he read one book for each course. Many books must be studied and the student must search far and wide for much of his information.

The present library at Princeton is filled to capacity, incapable of being enlarged to advantage, inconvenient and expensive to administer. The proposed library is planned to provide space adequate for many years to come, but it is to be more than a repository for books. It is planned to be the educational center of the University, the great meeting-place of students and teachers with every facility for them to become acquainted with each other in normal daily association.

HAROLD W. DODDS  
*President of Princeton University*



# THE IDEA OF THE NEW PRINCETON LIBRARY AND ITS PLAN

**T**HE library is to the teacher of the Humanities and the Social Sciences what the laboratory is to the teacher of science. For work in science, the standards as developed today require that all equipment be complete and up-to-date. Far less thought, however, has been given to the planning of the library building to the end that it may give a maximum service to the men who teach and the students who learn. The traditional library, designed to protect and control the accumulating mass of books, has separated the student from the books and thus in a sense has stood in the way of education, since books have life and usefulness only in the hands of readers. Princeton is the last of the great American universities to build a modern library, and therefore may profit by the experience of others. The Princeton plan for a new library building not only adapts the experience of other institutions to our needs, but, in its provisions for upperclass study, advances beyond the plan of any other university library.

## *I. The Idea: a New Type of Library*

This new conception of a library, the Princeton idea, provides for the type of student who is developing under the new curriculum, a student who is encouraged to do his own thinking rather than to accept as final the judgments of an authority. He is taught to discover and use the sources of information, to weigh evidence, to organize it in his own mind into an ordered opinion which he can express clearly either in preceptorial conferences or in written reports. The success of this new method has been amply demonstrated. The student of today has an enthusiasm for his work that is almost incomprehensible to those whose memories of university life are of thirty years and more ago. He makes embarrassing demands on

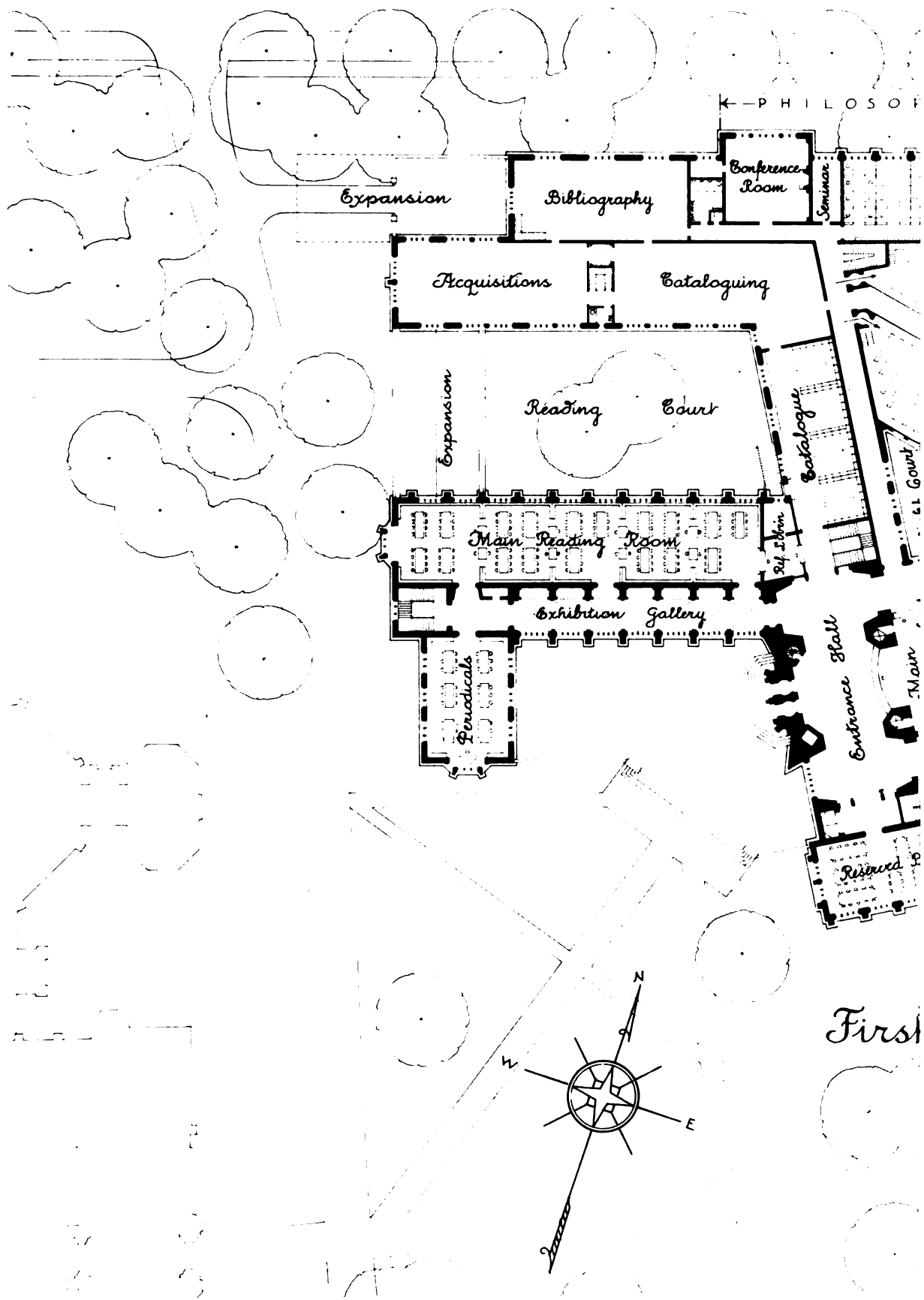
his teacher and on the university's resources for study.

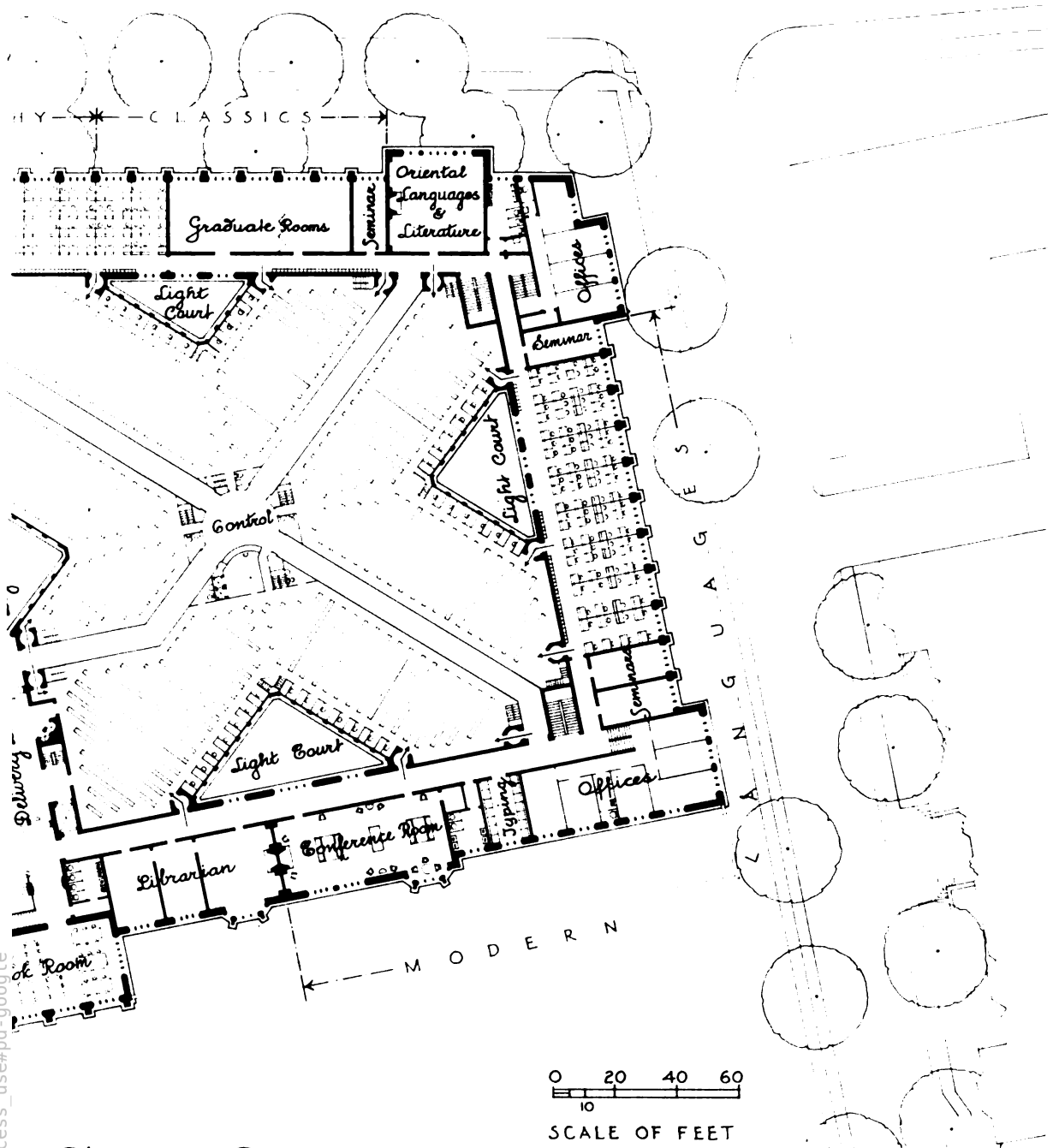
The work so far accomplished has been done against great odds. It is difficult to foster the new plan of study in the present library building. Furthermore, the collection of books, once seventh in rank among great university libraries of the country, is now in eleventh place. If the Princeton student is to continue his independent study, he must have not only a well planned building but a collection of books large enough for his needs. If the Princeton professor is to continue to be a distinguished teacher and scholar, he must have adequate equipment for his teaching and for that personal research without which his teaching soon ceases to be a vitalizing force in the lives of his students. He must have an intellectual workshop and all the instruments of his profession: a great collection of books in a library built to bring teachers, students, and books easily into frequent and effective contact.

The ideal library building for Princeton, therefore, should provide a physical association of faculty advisers, students, and books for all departments in the Humanities and Social Sciences. Within these departmental units, it should give each student direct and easy access to all books in his field of study. This idea involves more than a traditional library building, plus additional study rooms, since the architectural provisions necessary to allow all students to enter the stacks from the departmental study rooms will determine the whole design of the building.

The manner in which the Upperclass Plan of Independent Study will function under these conditions is obvious. The student will have his own desk in an alcove near the stacks; he will have immediate access not only to his faculty adviser but also to a group of men



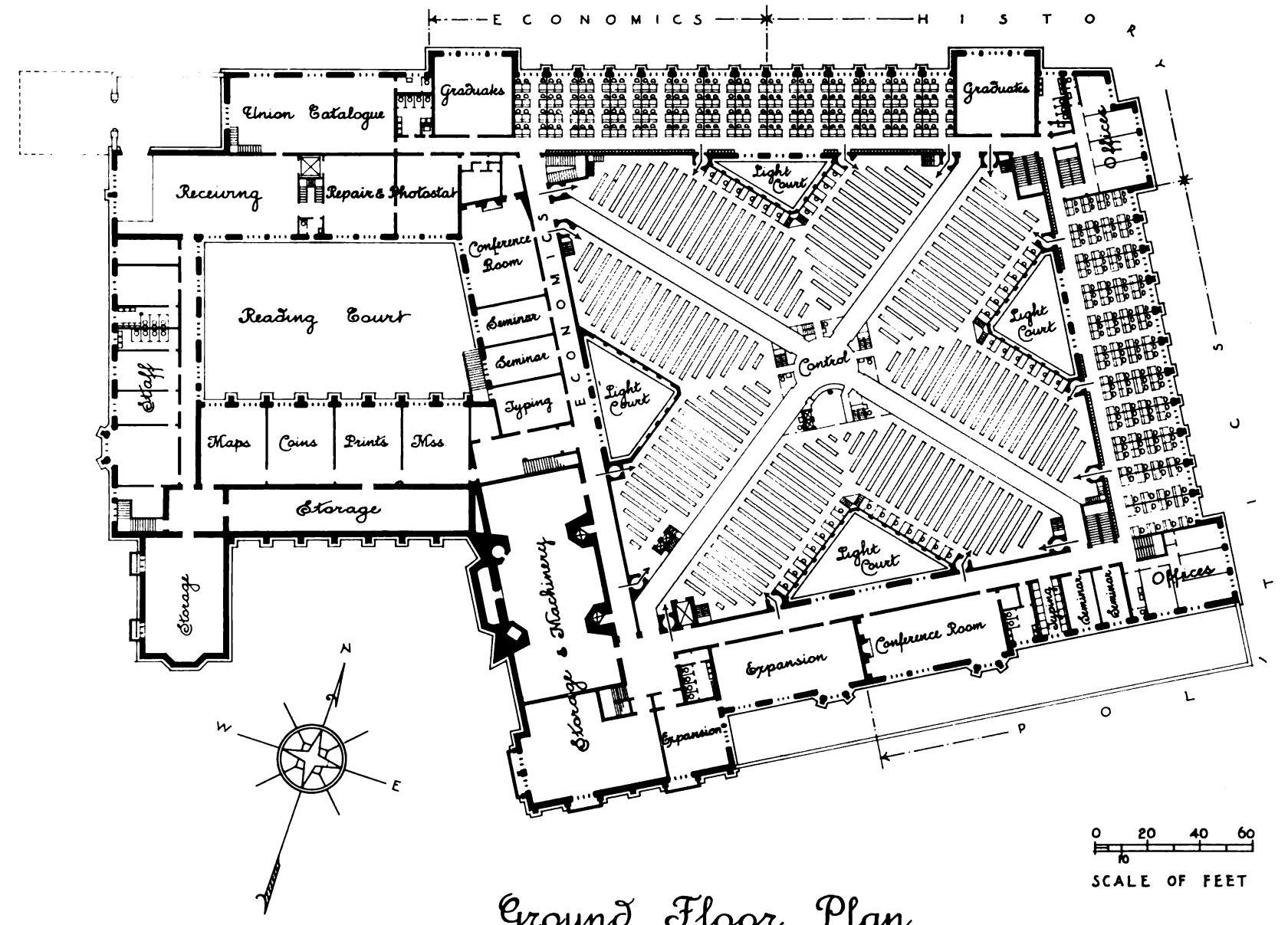




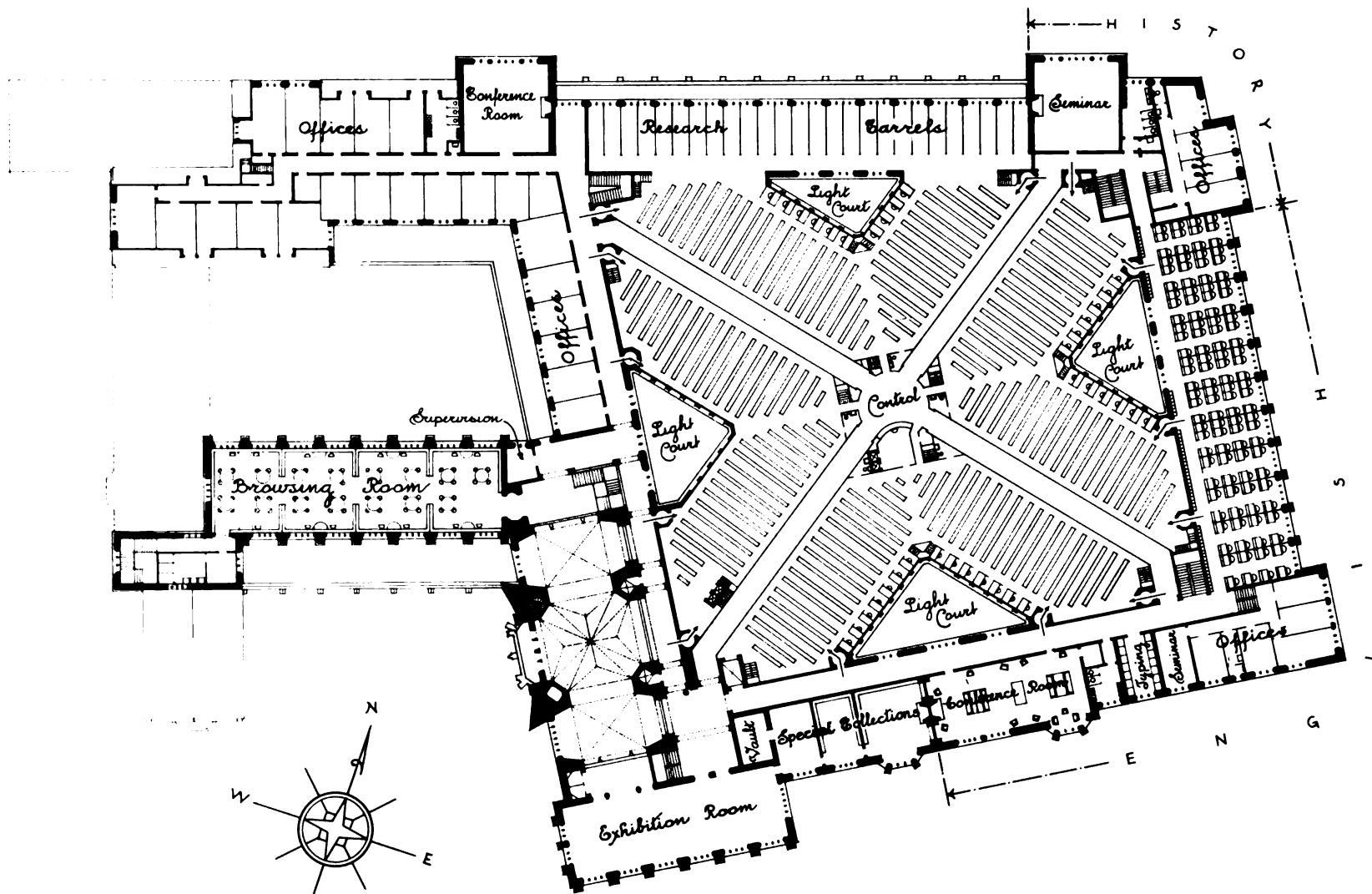
Floor Plan

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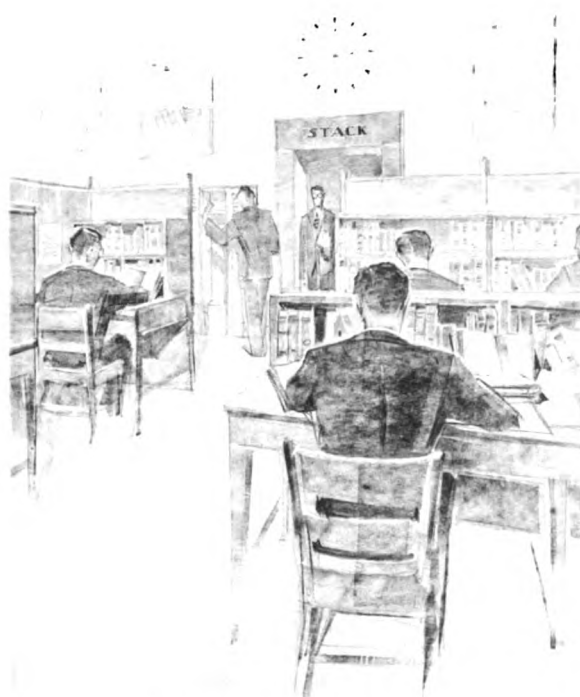
Ground Floor Plan



Second Floor Plan

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SCALE OF FEET





ALCOVE IN STUDY ROOM

working in his field. In a conference room adjoining the study rooms, the student will meet and discuss his work informally with graduate students and members of the faculty.

This plan for a library, finally, is not an experiment, because it grows out of an educational idea already in practice, and is evolved from experience and careful study. The building will embody the principles of teaching and research which Princeton has developed through the Preceptorial System and the Plan of Independent Study.

## II. *The Plan*

The plans for the architectural realization of an ideal library, designed to satisfy existing needs and yet be capable of adjustment to all probable future conditions, have been studied and restudied for over three years. Even as they are now presented, it is not felt that they are definitive in every detail. They illustrate, however, the disposition and function of all essential elements, and they demonstrate that

the new library will be practical and economical, both to build and to operate.

*The Site.* The building will be placed at the corner of Nassau Street and Washington Road. So situated, with its entrance to the southwest, it will be convenient to the main lines of student travel. While it will be a large building, Mr. Klauder's perspective drawing of it, as seen from in front of the Chapel, shows that it will be physically in scale and architecturally in harmony with the other buildings around it. It is also clear from the map of the Campus, printed on the lining of the cover, that in this location the new library will complete the front campus, effectively framing the space in front of Nassau Hall and enhancing the appearance of the Chapel. When the new library is built, the interior of the beautifully situated and impressive Pyne library can be reconstructed for other necessary university purposes.

*The Book Stacks.* In all great libraries the provision for stacks and for the inevitable increase in the number of books presents the most difficult problem. The Princeton plan has developed out of a careful study of three essential requirements: first, that the departmental study rooms must be next to the stacks in order that the students may have direct access to all books in their divisional fields of study; second, that the stacks, while open on all sides to facilitate undergraduate use, must be under strict control of the Librarian; and, third, that there shall be ample space for stack expansion without destroying the necessary relation of easy accessibility between the student and his divisional books.

The solution of these problems is a building three stories high, with an interior core of stacks, around which are arranged the departmental study rooms. The stack space, large enough to hold eventually 5,000,000 volumes, at first will be reduced in size, by means of light-wells, so that it will adequately provide for the present needs of the library. The light-wells will permit the installation on each floor of carrels for readers who wish to consult books close to the main collection, without removing them from the stacks.

Students can enter the stacks on all floors through turnstile doors conveniently placed opposite their study rooms. After finding their books, these students are led by the direction of the aisles past a control-desk, located at the center of the stacks; they will leave through the wide, enclosed passages which divide the stacks diagonally into separate departmental sections. The operation of the stacks in relation to the study rooms is best illustrated by the isometric drawing on page 21 and by the working of a typical departmental unit, with its intimate grouping of students, books, and faculty.

*The Departmental Units.* The plans on pages 12-15 show how the building provides flexible space for the eight "reading" departments: English, Classics, Modern Languages, Philosophy and Oriental Languages, in the Humanistic group; and History, Politics, and Economics, in the Social Sciences. These departments are so grouped that allied departments, such as Economics, History, and Politics, which have common interests and tend to use the same body of books, will be adjacent to one another and hence next to the same stack floor. Study rooms for the School of Engineering will be provided on the top floor of the stack, adjacent to the books on that subject.

*A Typical Departmental Unit.* There is nothing complicated or artificial in the way these departmental units operate. The isometric drawing on page 21 shows the roof removed from above the English departmental suite and its adjacent section of the stacks, thereby permitting one to look in upon the activity of this part of the library. At the extreme right a part of the study room allocated to the Juniors and Seniors in English is shown. These study rooms are divided by partitions into small and attractive alcoves, in each of which are twelve desks for undergraduates or eight for graduate students. There are enough desks so that eighty per cent of the upperclass men in this department will have their own desks, with a small book-case above; and every student will have a locker in which to keep his notes and materials. The general effect of one



ENTRANCE HALL

of these alcoves and its immediate relation to the stacks is illustrated by the drawing on the opposite page. The red arrows on the isometric drawing show how a student will be able to pass from his study-desk into the stack, secure the books he wants, either directly from the shelves or with the assistance of the attendant at the control-desk, and return again to his desk.

Should the student, while working in his study room, need advice upon some point raised by his reading, he may either consult the graduate students in English who will be working in an alcove nearby, or better, he may refer his question to his faculty adviser, whose study is an adjoining room. The adviser, in turn, may leave books or instructions on the student's desk. If physical convenience in the relation of students and faculty is of educational value, as we believe it is, this departmental arrangement should be effective and stimulating.

Working-quarters of this kind will be appreciated and used. Alone, however, they will neither create a departmental consciousness





MAIN READING ROOM

nor materially change the student tendency to regard study as a matter of meeting routine requirements. It is therefore the Conference Room which supplies the informal and attractive environment in which undergraduates, faculty, and graduate students will meet naturally, either for discussions of the work that is going on in the Department and Division, or for ordinary social intercourse. Once the undergraduate feels himself a part of an enthusiastic group, animated by intellectual curiosity, he will cease to be merely a cog in an educational machine, and will become a member of an intellectual community.

The club-like character of the Conference Room is illustrated in the isometric perspective. Here—to take the case of the English department as typical—will be the meeting-place of all members of the University who are interested in English literature. It is within this departmental workshop, we believe, that the intellectual “house plan” of Princeton will inevitably develop.

Although the English departmental suite has been described as typical, it must be realized that, while some departments are larger than others, these relationships are not con-

stant, because of the fluctuations in undergraduate enrolment. Experience has shown that most of the fluctuation is confined within each of the two divisions of the Social Sciences and the Humanities. These variables are provided for in the plans by grouping the divisional conference rooms, seminars, and faculty studies at the corners, and extending the alcoves down the sides of the building. Since the partitions will be movable, the space can readily be readjusted to meet departmental elections and the varying and, at present, incalculable future needs of the University.

The provisions for the “reading” departments are the distinctive humanistic features of the Princeton plan, but in addition, the building must contain the essential elements and services of a modern university library. It is therefore advisable to turn now to the main entrance and proceed through the building systematically.

*The Entrance Hall.* The plan on page 13 shows that the building has only one entrance, around which are grouped all the principal functions of the library. This Entrance Hall, so situated with the main desk opposite to the door, gives the librarians a control of all egress from the building. Its great practical and architectural importance is emphasized on the plans by its size and location. On one side are the Main Reading Rooms and Public Catalogue, while on the other is the Reserved-Book Reading Room. This importance is expressed architecturally by a simple, spacious, and monumental treatment which is suggested by the drawing at the top of page 17. The Entrance Hall, rising two stories in height and controlling the educational activities of the building, is the heart of the library. By its dignity and effectiveness the building will be judged by all who enter.

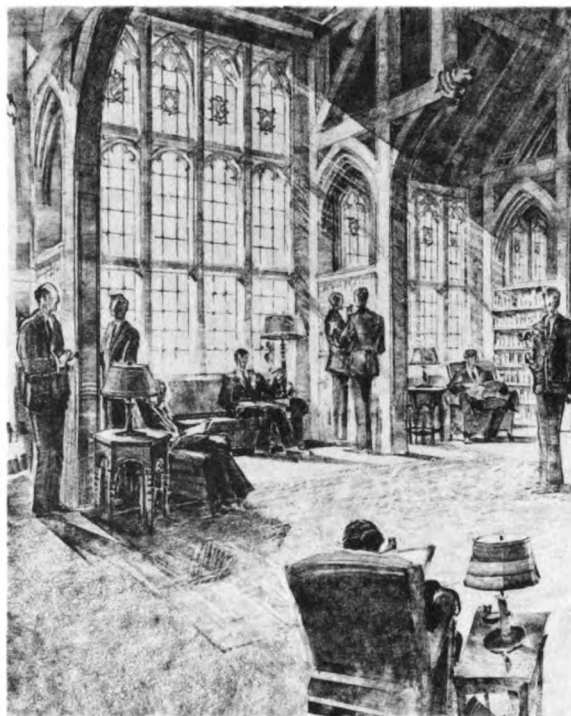
*The Reading Rooms.* In addition to serving the six or seven hundred upperclass men who have desk-space in the departmental units, the library must serve the other upperclass men in the scientific departments, the twelve hundred or so underclass men in the Freshman and Sophomore classes, and the general public. If the student in his Junior year is to be equipped

to take full advantage of his departmental quarters, he must be trained to the use and enjoyment of a library as soon as he enters the University. The Reading Rooms he uses must, therefore, be convenient and inviting, and access to the Reference Librarian and Public Catalogue must be easy. The plan shows how all this will be realized. The Entrance Hall opens up two avenues of circulation, one on the right to the Reserved-Book Reading Room and the other on the left to the Main Reading Room and the Public Catalogue.

*The Main Reading Room*, with north light, has a seating capacity of about 200, but is so designed—as the sketch shows—that it is broken up into small units to give an intimate, rather than an institutional, atmosphere. From this room a door, near the entrance, leads out into an enclosed and grassy courtyard, which will serve as an out-of-door reading room, where a student, in the warm days of spring and fall, may take his books, to read and smoke.

At the entrance to the Reading Room is the desk of the Reference Librarian, so situated next to the Public Catalogue that he will always be at hand to assist the students in their use of the catalogue and the reference books. Beyond the Public Catalogue are the bibliographical collections, open to the public and at the same time close to the Cataloguing Room, where this material must be constantly used by the members of the library staff.

Leading off from the Entrance Hall and parallel to the Main Reading Room is a wide Exhibition Corridor, where will be displayed entertaining and instructive exhibitions of books, prints, and illustrations, which will be seen by everyone going to the Reading Room, Periodical, and Browsing Rooms. The Periodical Room is relatively small because most of the current periodicals of a scholarly character will be distributed among the divisional conference rooms. Here it will be necessary to provide only for the more general periodicals and the current newspapers. At the end of the Exhibition Corridor is a flight of stairs going up to the Browsing Room, above the Main Reading Room.

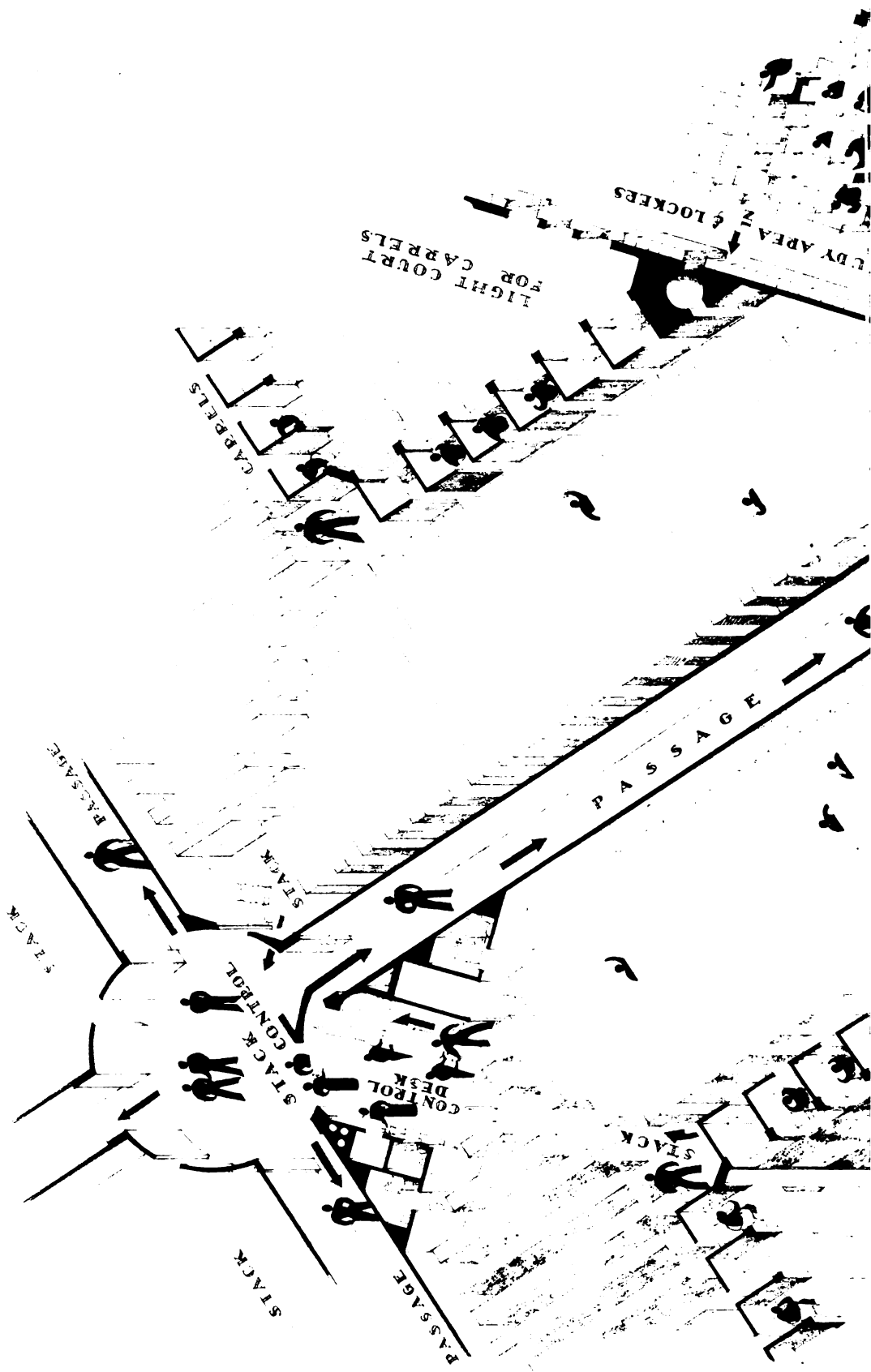


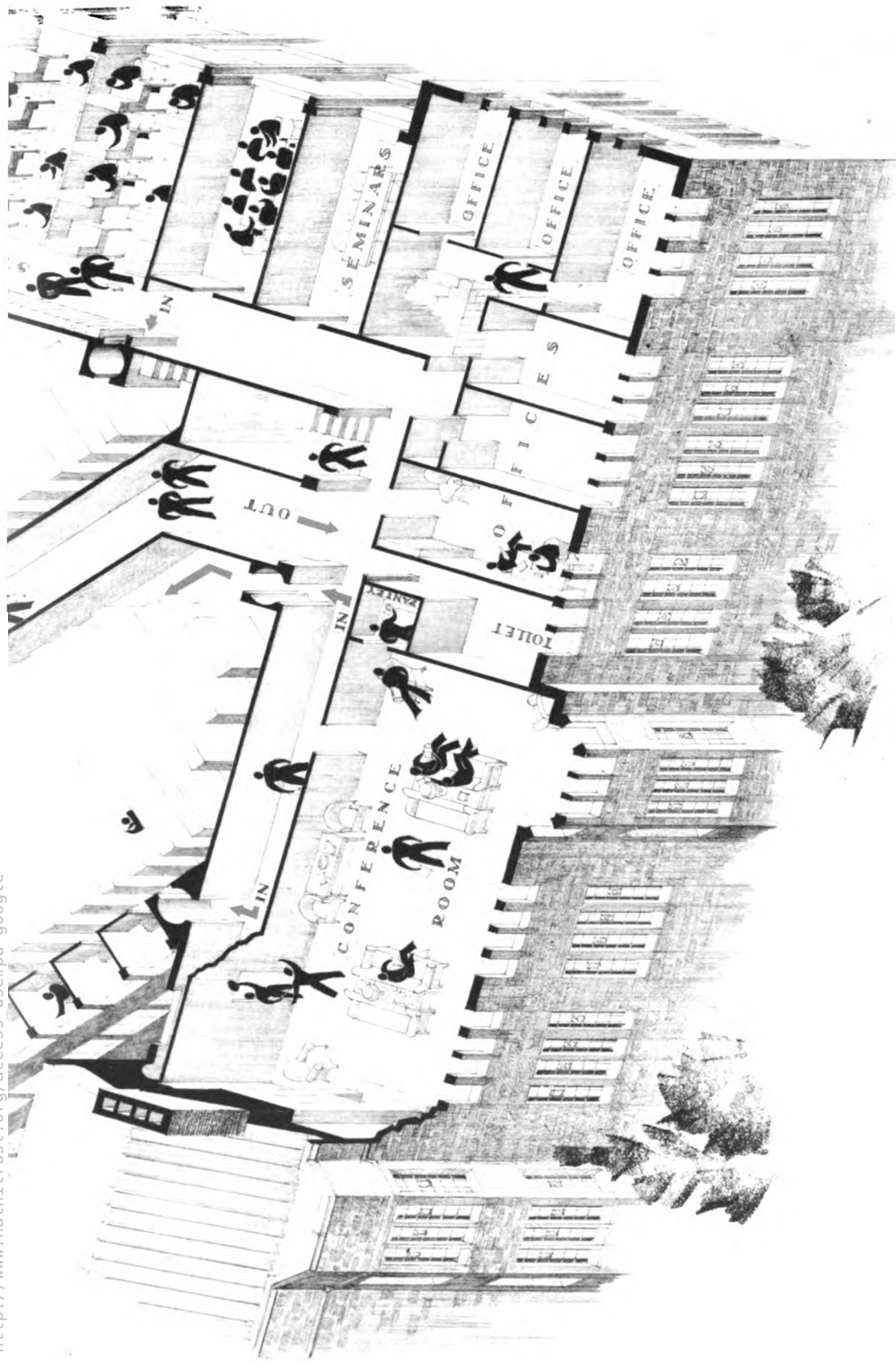
BROWSING ROOM

*The Browsing Room.* There is no function of a university library more important than the cultivation of the habit of reading and the love of good literature. The student who graduates without having acquired this habit may be professionally competent, but he can scarcely be said to be, in the fullest sense, educated. The process of his education is likely to end when he receives his diploma, and all through life he will be without one of the highest forms of recreation, the joy that comes from the companionship of good books.

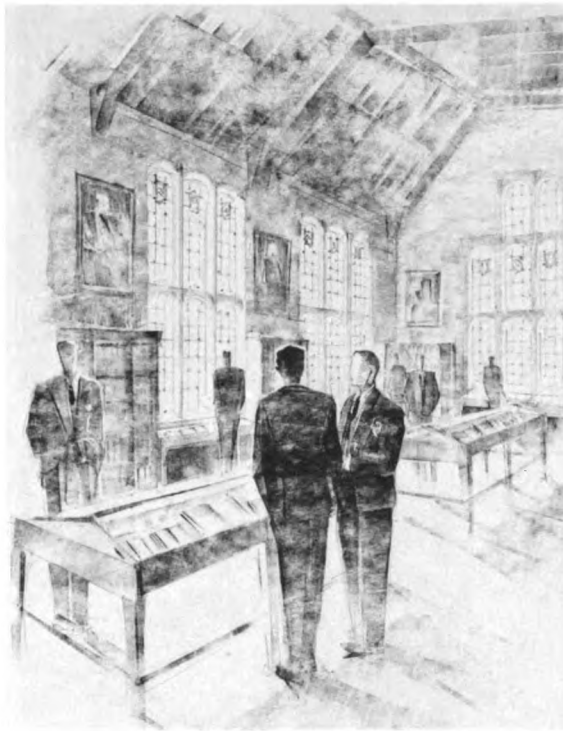
The reading habit cannot be taught; it must be acquired. As the solace of leisure, it must be learned in the hours of leisure. Since the initial experiment in providing a room for recreational reading, the Farnsworth Room at Harvard, almost every important new college or university library building has included in the plan a room approximating in type a gentleman's private library and called generally "a browsing room." Such, for example, are the Linonia and Brothers Room at Yale, the Tower Room at Dartmouth, and the Arthur Upson Room at Minnesota. The Princeton library must have such a room, not only for its







LOOKING INTO THE WORKINGS OF A TYPICAL DEPARTMENT



TREASURE ROOM

general value, but as a means of preparing underclass men for the privileges of upperclass study.

The drawing furnishes an idea of what this homelike room should be. About the walls are low cases, filled with attractively bound books, old and new, books one has long intended to read but for which time has always seemed to be lacking. Above some of the book-cases hang fine prints and paintings. A wood fire is burning on the hearth. The chairs are comfortable, smoking is permitted, and a person of culture and social experience acts as a host rather than as a guardian. Such a Browsing Room, furnished with taste and distinction, will be one of the most attractive and effective rooms in the building.

*The Reserved-Book Reading Room* is situated to the right of the Entrance Hall. The library provides sufficient copies of the books used in all courses to enable the students to prepare their weekly preceptorial and class assignments in a limited time. The books are kept on reserve and will be shelved separately

at the entrance to this special reading room, in order that they may be withdrawn easily and read under supervision.

*Rare Books and Special Collections.* Princeton is proud of the rare and beautiful books in its library. Never has there been a place where they might be adequately displayed. In the new building, the Treasure Room will permit the Librarian to give them a dignified installation, under conditions in which they can have ample protection while they are being studied. This room, which is illustrated by the sketch at the top of the page, will be large enough for special exhibitions of our own books and of collections lent us; and it will provide a place for the meetings held at the opening of such exhibitions, and for those of the Princeton Bibliographical Society. Adjacent will be a study room where rare books may be used under the supervision of the Curator, and also a vault to guard special items. Connected with the Treasure Room will be a series of rooms which will house, each in its proper setting, such unique collections as the Morgan Virgils, the Le Brun Montaignes, the Meirs Cruikshanks, and the Dickson Q. Brown Rowlandsons, and will permit them to be studied under ideal conditions.



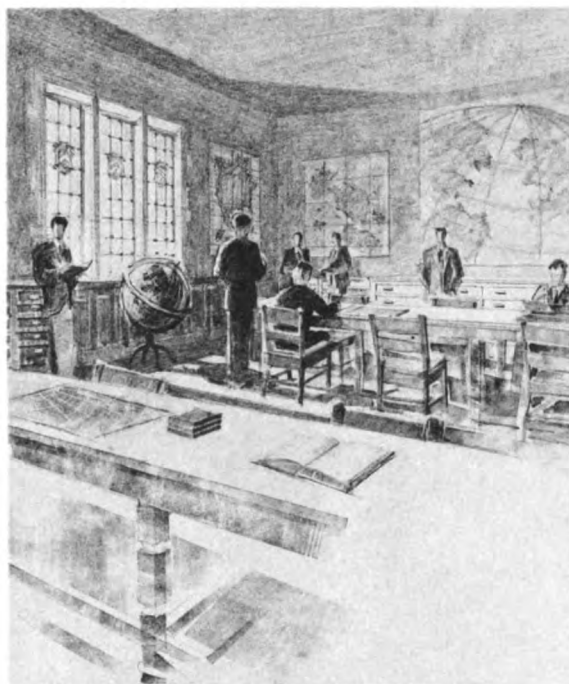
A SPECIAL COLLECTION ROOM IN THE TOWER



Special collections will be installed in the lower floors of the capacious tower. Stacks here will contain the main reservoir of rare books, and several floors will be devoted to such collections as the Rollins Library of Western History, the Seymour Theatrical Collection, and our Princetoniana. The drawing indicates the size and character of one of these rooms.

Private collectors of rare books are naturally concerned about the preservation and use of the libraries which they have built up so carefully. If they feel assured that the New Princeton Library has been planned fully to protect, use, and display their books, these collectors will then welcome the opportunity of installing their books at Princeton. Princeton will thus acquire the most essential tools for study and research. Such special collections are, of course, the very life-blood of scholarship and will attract to Princeton scholars in various fields. As a means of enlarging the sphere of Princeton as a center of learning, nothing can surpass the gift of collections by the owners of rare books. Here, at last, in the Tower, in the Treasure Room, and in the special rooms adjoining it, the University can offer an appropriate home to all the collections upon which must chiefly rest the fame, among scholars, of Princeton's library.

*The Map, Print, Coin, and Manuscript Rooms.* On the ground floor beneath the General Reading Room are a group of small rooms looking out on the reading court. The sketch of the Map Room shows how they will be used for the study, exhibition, and filing of these collections. Advanced classes in geography and numismatics would meet in these rooms.



MAP ROOM

In planning for Princeton's library the Faculty and Trustee Committees and the architects have kept constantly in mind a threefold objective: they must conserve and render useful to the fullest extent a great collection of books; they must provide a building which will be the physical embodiment of the Princeton plan of education; and, finally, they must foresee as far as is humanly possible the probabilities of future growth. They enthusiastically believe that the plan here set forth and illustrated realizes this ideal objective in a building of which Princeton will always be proud.

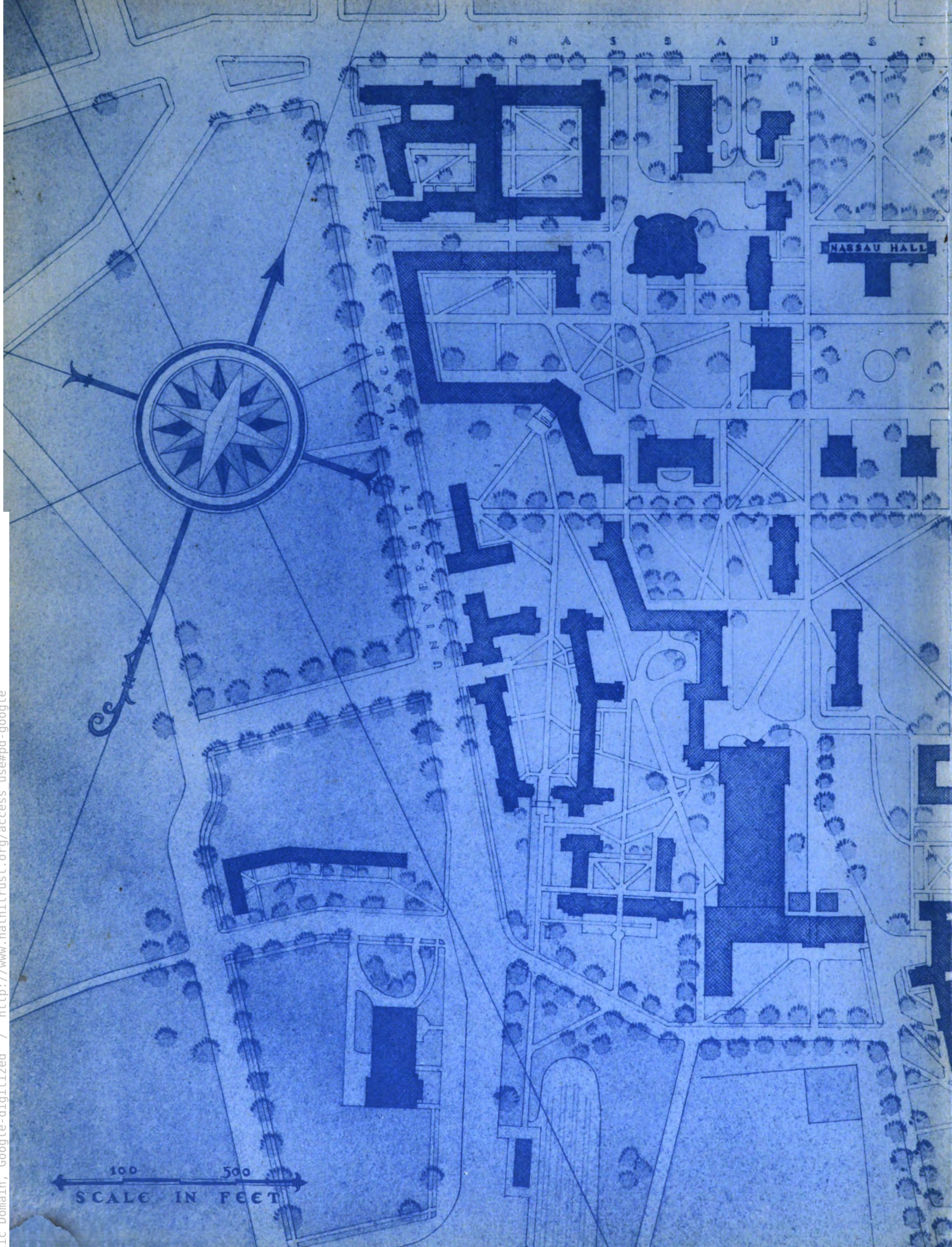
E. BALDWIN SMITH

*For the Library Committee of the Faculty*

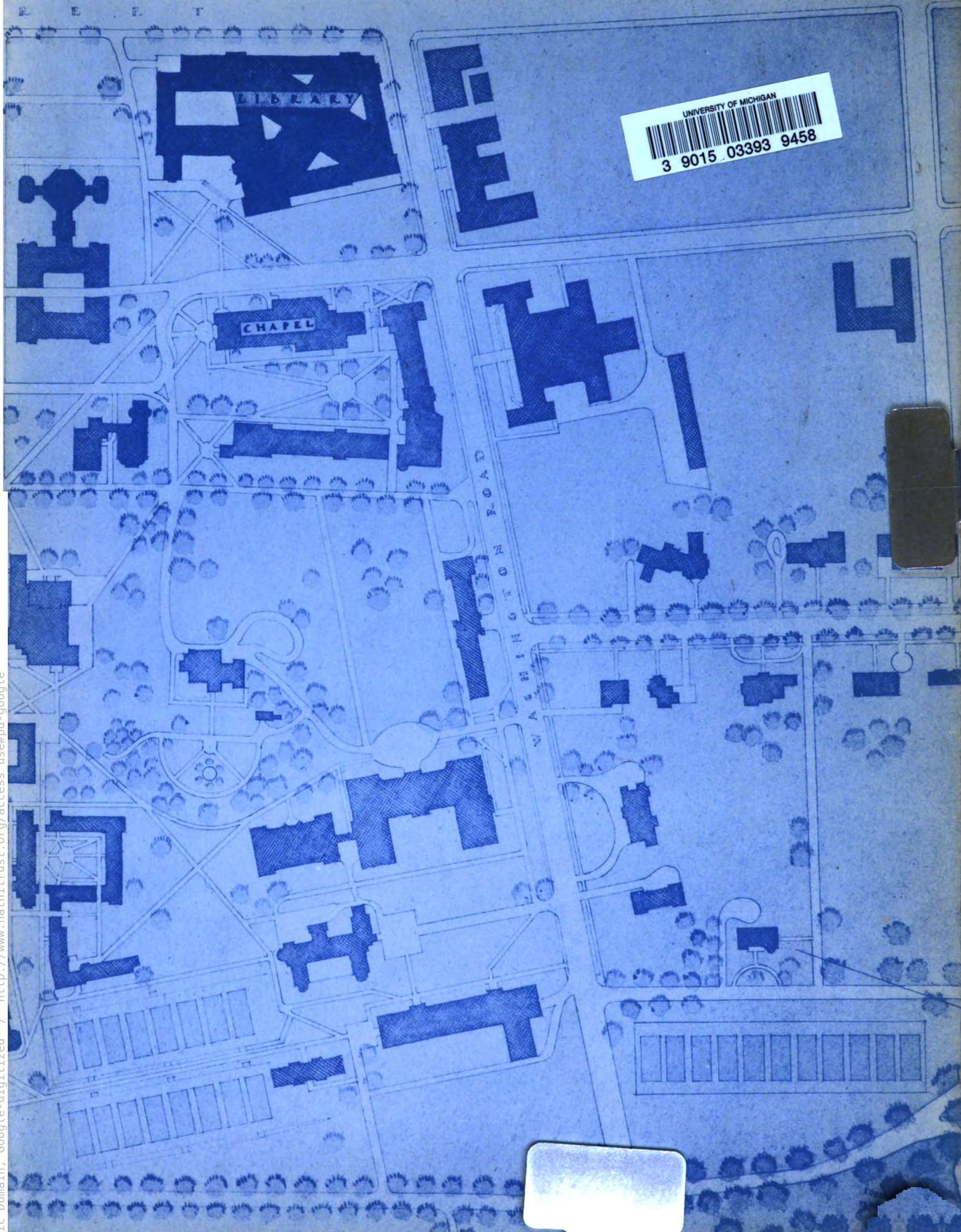
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