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# The Library as Place—Really Early in the Morning

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## The Library as Place – Really Early in the Morning

MICHAEL J. PAULUS, JR.

This paper brings together the concept of the academic library as a unique place with a concrete record of undergraduate students' perceptions of an academic library in a specific space and time. As an object of study, "the library as place" – the attempt to appreciate and articulate how libraries as physical spaces have special significance – has received a good amount of attention in recent years.<sup>1</sup> At the same time, through new construction and renovation projects, library facilities are being physically transformed into new types of spaces. A record worth bringing into this larger conversation about the library as a significant and distinct place worthy of preservation is a signature book of winners of a late-night study challenge at Whitman College, a small liberal arts college in the Pacific Northwest. In this record book students record their thoughts before leaving the library's main reading room really early in the morning. Before highlighting some of the enduring essential elements of "the library as place" that are revealed in this record, it is worth reviewing some current thinking and trends that are shaping academic library spaces and, consequently, the future form and function of the academic library.

### THE FUTURE OF THE LIBRARY AS PLACE

In a printed codex from the last century, which the author discovered while looking for something else in an academic library, there is this interesting statement about the future of the library:

The library of tomorrow must be one that retains not only the best of the past but also a sense of the history of libraries and human communication. Without that, the library will be purely reactive, a thing of the moment, sometimes useful and sometimes not but never central to human society. With a sense of history and the knowledge of enduring values and the continuity of our mission, the library can never be destroyed. Along with this sense of time future being contained in time past, there must be the acceptance of the challenges of innovation. It is neither the easiest of prescriptions nor the most fashionable, but libraries need to combine the past and the future in a rational, clear-headed, unsentimental manner.<sup>2</sup>

This is from Walt Crawford and Michael Gorman's book *Future Libraries: Dreams, Madness, & Reality*, which appeared in 1995. During the last fifteen years, dreams and madness – and the realities that might distinguish one from the other – have hardly remained static. For example, Crawford and Gorman assert that "[g]randiose schemes for massive online text databases do not work."<sup>3</sup> Nevertheless, they make a profoundly important point here: libraries, through their collections, services, and spaces, should facilitate encounters with a full experience of human temporality – of the past, the present, and the future – through, as Augustine described it, memory, perception, and expectation.<sup>4</sup>



*Lenox Library, Princeton Theological Seminary, built in 1843. Courtesy Special Collections, Princeton Theological Seminary Libraries.*

Looking back at the history of academic library buildings, Scott Bennett identifies three "paradigms" that have influenced the design of library spaces. First, there were reader-centered buildings. Books were scarce and spaces were designed for readers. An early example of this emphasis is the library built for Princeton Theological Seminary in 1843.<sup>5</sup> Following the nineteenth century and the mass production of paper publications, new types of buildings were needed that could hold large collections. The Penrose Memorial Library at Whitman College, built in 1956, is an example of this emphasis. In these more book-centered buildings, readers were quickly displaced by books. This displacement was not immediate, however. At Whitman, a year after the opening of the Penrose Library, the college librarian reported that:



*Penrose Memorial Library, Whitman College, built in 1956. Courtesy Whitman College and Northwest Archives.*

pleasant surroundings and accessibility of book stacks do accelerate study habits. The tremendous increase in circulation is only a small measure of increased activity and use of library materials and services. The student demand for more library hours [e.g., on Sunday afternoons] reflects only a part of their enthusiasm. Students like the scattered arrangement of study facilities, the quiet atmosphere and the accessibility of materials.<sup>6</sup>

Throughout the twentieth century, though, the need to accommodate collection growth dominated the use of most library buildings. As advances in digital modes of communication accelerated near the end of the century, library planners began wondering to what extent virtual library spaces could supersede physical library spaces. With this rather swift shift in thinking, the second greatest space need of libraries – student study space – came to the fore, and what Bennett calls a learning-centered paradigm began to emerge. Since “information is now superabundant rather than scarce and now increasingly resident in virtual rather than in physical space,” Bennett says, “the design challenge is less with the interaction of readers and books and more with the connection between space and learning.”<sup>7</sup> Bennett concludes his discussion of library paradigm shifts by claiming that the fundamental choice “is that between viewing the library as an information repository on the one hand and as a learning enterprise on the other.”<sup>8</sup>

Planners and designers of libraries, it seems, have been and are choosing the latter. In *The Academic Library Building in the Digital Age*, the first comprehensive study of new library buildings constructed in the twenty-first century, Christopher Stewart observes “a shift in emphasis from space for physical collections to information technology and the changing needs of students as the strongest motivators for planning new buildings.”<sup>9</sup> In addition, Stewart reports that nearly two-thirds of respondents “reported static or declining levels of acquisition for print materials.”<sup>10</sup> Stewart’s findings are reflected in Michael Wescott Loder’s recent report of his tours of ten new library buildings at Duke University, Emory University, MIT, six public universities, and one private liberal arts college. Loder observed that “[b]ook collections are no longer front and center.”<sup>11</sup> He writes:

As spaces for collections have declined in importance, spaces for users have become paramount. This means more human-friendly rooms, plenty of table or carrel space, studies with windows, food and drink cafés or vending machines, extended hours, and games to entertain.<sup>12</sup>

Additionally, Loder claims that “[a]ll the libraries [he] visited have a specific collection size in mind and do not intend to exceed that limit.”<sup>13</sup>

Academic libraries’ commitment to the library as a repository seems to have reached a crucial physical as well as philosophical limit. Perhaps the most extreme sign of this was the plan for the medical library at The Johns Hopkins University, announced in 2010, which involves moving collections online and offsite, embedding librarians (called informationists) in various departments, and vacating the building within two years.<sup>14</sup>

In a rather different vein, in an article called “Regaining Place,” Charles Osburn brings together insights from a number of fields to argue for “enriching the library experience through the conscious nurturing of a sense of place.”<sup>15</sup>

Osburn defines place as a site where an individual perceives a special *genius loci* and is inspired by that awareness. In a library, this experience has to do with the presence of diverse ideas, manifested in a variety of formats, which are presented with the possibilities of immersion, discovery, and the creation of new ideas. “The library,” he says, “sets the stage then steps back to allow us to construct, create, and clarify.”<sup>16</sup> A library should provide us with much more than information – it should offer us a context and support services for contemplation, informed serendipity, and understanding. Osburn challenges library planners to “identify and strengthen those elements in the library setting” that contribute to these ends, “but with such accommodations as may be necessary in a hybrid environment that emphasizes its digital dimension.”<sup>17</sup> Osburn’s vision includes “varied learning environments,” but he adds: “Our responsibility is to preserve what can reasonably be preserved of the library as place and to accommodate current and emerging service potentials accordingly.”<sup>18</sup>

Rather than choosing the model of the library as a “learning enterprise” over against the library as an “information repository,” it is possible to think of the library as a learning “laboratory as well as a physical and digital repository.”<sup>19</sup> There remain opportunities for greater historical continuities in the conceptualization or even reconceptualization of the library by conserving more rather than less of what libraries have been historically. The challenge, as Osburn and others point out, is to identify and preserve those essential elements that facilitate unique experiences “of sensing past, present, and future simultaneously” and make libraries “transcendent and transportive” places.<sup>20</sup>

#### THE ALLEN READING ROOM CHALLENGE BOOK

At Whitman College, a small liberal arts college in the small town of Walla Walla, Washington, the library can be said to be at the center of the campus, physically and intellectually, day and night – and especially at night, since the library is open 24/7 during the academic year. In 2006 and again in 2007, the library was rated number five in the Princeton Review’s Best College Library category.<sup>21</sup> In a survey conducted in early 2006, completed by about seventy-five percent of the student body, ninety-two percent of the respondents reported using the library and even more – ninety-five percent – were satisfied or very satisfied with the library overall. About eighty percent reported visiting the library in person daily or weekly to access books (forty-two percent), articles (thirty-seven percent), and course reserves (fifty-three percent). Interestingly, eighty-two percent were satisfied or very satisfied with the book collection. More than half of the responses in the open comments section had to do with the facility, both positive (the word “atmosphere” appears a number of times) and negative (most of these focused on noise and a lack of adequate study space).<sup>22</sup> These responses and other statistics

gathered by the library provide some information about how students use and view the library, but they do not go very far in revealing how students perceive the



*The Allen Reading Room Challenge books. Courtesy the author.*

library as a distinct place. Do they recognize or appreciate the library as a unique location in space and time, as a place that facilitates rich immersion in what is known about the past, the discovery of new insights in the present, and the creation of new knowledge? In the archives of the college library, there is a unique record that sheds some light on this question: the Allen Reading Room Challenge Book.

The Whitman College Library was one of the first academic libraries in the Pacific Northwest. It began in 1882 when the school, chartered in 1859 and opened in 1866, became a college. The library quickly grew out of its apartments in the college's first and second buildings. It expanded into a wood shack, relocated to a former dormitory building, and expanded again into a concrete annex. In 1957, the library finally moved into the college's first real library building. Planning was soon underway for additional space, and the library was renovated and expanded in 1974.<sup>23</sup>

In 1998, Whitman announced plans to renovate and expand its library a second time. According to the architect, Thomas Hacker, the design of the new space emphasized the library's role as both the "physical and the intellectual crossroads of the campus."<sup>24</sup>

The project reconfigured and added extensions to the 1956 block and its 1974 wing, which provided space for



*Architectural sketches of the new Penrose Library and the Allen Reading Room, 1998. Courtesy Whitman College and Northwest Archives.*

growth of the physical collection for twenty-five years (assuming an increase of twelve thousand volumes a year) and "increase[d] space for students to study and work."<sup>25</sup> One of the extensions to the older building was a new reading room. Inspired by the Venetian Gothic library that architect Frank Furness designed for the University of Pennsylvania in the late nineteenth century, Hacker described his vision of the new Penrose Library main reading room as "a collegiate, warm, wood-paneled room with broad wood tables, a fireplace, traditional sofas and armchairs, and bookshelves lining the walls." "We want," Hacker said, "a room where students feel they can hang out all night."<sup>26</sup> Hanging out all night was an important part

of the plan for the new library. The article in the alumni magazine that announced the plans for the new library opened with this: "From inside Penrose Memorial Library early-bird students – and those just completing all-nighters – will be able to contemplate Walla Walla's rich morning sunshine as it fills the green expanse of Ankeny Field."<sup>27</sup> For some years, the library had been open twenty-four hours a day, five days a week. But when the new building opened in 2000, it remained open – twenty-four hours a day, seven days a week, while classes were (and are) in session.



*The Allen Reading Room, 2009. Courtesy the author.*

The library and the Hacker's room, the Allen Reading Room, immediately became places where students hung out all night.<sup>28</sup> In February 2003, two students left a blank Moleskine notebook on the mantle of the fireplace in the student-nominated quiet room and initiated a late-night study challenge. "The Allen's Room Challenge: The Official Record" was written on the cover of the notebook and on the first page appeared the "Rules of the Challenge":

1. No person shall win the challenge who has not been in the Reading Room since 10:46 p.m. If a majority of time has been spent outside of the Reading Room or asleep, that person shall forfeit his or her claim.
2. Persons seeking Honors shall have been in the Reading Room since 6:13 p.m.
3. Winners shall be the last person to leave the Reading Room on any given night. Winners are still eligible if those persons remaining are recent arrivals or asleep.
4. Winners shall sign this record and include name, date, time left and time began, and the name of the professor who was the primary motivation for the contestant's victory. [This rule was augmented in August 2005 with this:] Also included should be any evidence of notable insanity.
5. Winners are encouraged to celebrate through song or dance before leaving.<sup>29</sup>

Table 1 shows some summary statistics about the four volumes in the archives, which span more than seven years. There is an average of sixty-eight entries by fifty-two students per year, representing a small percentage (about three percent) of the student population. No gender dominates the challenge. Most students

are working in the humanities, but students in the social and natural sciences are present as well. The average departure time is 5:16 a.m.<sup>30</sup>

	Spring 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	Averages
Entries	46	100	103	63	82	70	47	62	68
Individuals	33	56	62	52	42	56	45	73	52
Male	45%	44%	47%	41%	55%	55%	42%	48%	47%
Female	55%	56%	53%	59%	45%	45%	58%	52%	53%
% of student body	2%	4%	4%	3%	3%	4%	3%	5%	3%
Average departure time	3:53 a.m.	5:21 a.m.	5:22 a.m.	5:36 a.m.	5:59 a.m.	5:29 a.m.	4:56 a.m.	5:33 a.m.	5:16 a.m.
Entries associated with subjects	70%	67%	46%	65%	31%	47%	43%	36%	51%
Humanities	30%	46%	40%	46%	43%	49%	48%	48%	44%
Social sciences	21%	24%	34%	38%	38%	41%	30%	45%	34%
Natural sciences	48%	31%	26%	16%	19%	11%	22%	7%	22%

Table 1

fingerprints.<sup>31</sup> (There are not as many records obviously created by inebriated students as one might expect.) There are at least a couple false entries – the names of the Lone Ranger and Jean Valjean are inscribed in one book.<sup>32</sup> Scatological humor does not appear until the third year. Nakedness is only mentioned once (“Around 11 p.m. we had a visit from some naked folks. It really electrified the evening for me”<sup>33</sup>). Over all, the entries seem genuine and true to the aim of the challenge: to record who is in the library at late hours and why.

After a couple months and couple dozen entries, diverse reflections begin to enter into the record. There are oft-repeated variations of “AHHH!” and “I can see light outside!”<sup>34</sup>; reflective analyses of study habits (“I’m a bad student, and a bad writer—but not a bad person”<sup>35</sup>); parting thoughts about one’s work (“I now know everything about a planet that does not exist. Cheers!”<sup>36</sup>); and, of course, clever quotations (“Oh, that this too too sullied flesh would melt”<sup>37</sup>). There are also numerous references to the licit substances that sustain such late-night study sessions: Red Bull, caffeine, and candy (all of which are available in the library’s café, open Sunday through Thursday, 8 p.m.-2 a.m.).

A year after the challenge’s start, students’ reflections begin to become even more interesting. This was noted by one student, a regular winner, who complained about the increasing number of “pointless entries”: “I thought this [book] was for people who just studied hard, but now it seems as though the rules have changed.”<sup>38</sup> As if in response to this complaint, the next entry reads more like a personal journal entry: After “a day of rejection” and “getting past the stage of lamentation,” this student wandered into the library to read an article in *Nature* and an act of *King Lear*.<sup>39</sup> Beyond-the-rules comments increased, and in these are found the most interesting revelations about students’ use and perceptions

of the library.<sup>40</sup> Here are eleven of the more revealing entries apropos to considerations of the library as place:

[12:40 a.m.:] Came seeking solace in a good book ... This room emits grace and knowledge, youth unfettered and ambitions un-yet obtained.<sup>41</sup>

[2-something a.m.:] Have been reading about the implications of Malvolio’s YELLOW SOCKS for hours. It’s a paper on fashion, ladies and gentlemen.<sup>42</sup>

[2:40:] Geologic and Geographic browsing. There is some tasty stuff downstairs in the P[acific] N[north] W[est] special collection.<sup>43</sup>

[4:38 a.m.:] Friday night: I find the sweet intoxication of books much preferable to the alternative.<sup>44</sup>

[4:45 a.m.:] Wow, I’m such a loser ... Ahh, I have just finished writing in my journal, having made a single day record for myself of 25 pages. This, and I have truly excessive amounts of homework in my backpack that I really should be doing. [At this point it appears that the writer crossed out 4:45 and then wrote:] 5:30, damn magazines. [Popular magazines and books are displayed in the library reading room.]

[Almost 5 a.m.:] I’ve been here since lunch. I want to finish this paper so I can start my next one before it’s time to study for orals. There is a guy here snoring. I keep dropping books but it doesn’t seem to help. I wish I had a pie I could throw at him.<sup>45</sup>

[5:00 a.m.:] “Zero makes me hungry” in the W[hitman] C[ollege] author publications has some excellent poems. Esp. about death.<sup>46</sup> [The student who wrote this entry was mourning the loss of her grandmother, and these comments are preceded by a lengthy lament. She appears to have found some comfort in a book in the Whitman author collection, a group of materials shelved in the library reading room.]

[5:07 a.m.:] This is a night of reading, of random research based on my own interest, my own pursuit of knowledge, my quest to read as much of the gay literature this gorgeous library boasts (as I can) before I graduate.<sup>47</sup>

[6:30 a.m.:] I’m glad Whitman has a nice library or my college experience (stupid pen) may have been much less pleasurable, or at least these first 2 months.<sup>48</sup>

[7:30 a.m.:] After reading about the history of the theory of intelligence, I began [sic] to wonder about computer intelligence and exactly how computers learn. I found a book by Dr. Jonathan Schaeffer entitled *One Jump Ahead* (1997) about his quest to create a program that

could conquer the World Checkers Champion. This book is not as relevant as it was 10 years ago as a study of checkers (the game was solved sometime in the past 3 years), but it was very interesting as an introductory study in how to build computer programs that can play extremely complex games. Because Go is my game of choice, I suppose I'll start reading on that. Also, about two a.m., I temporarily forgot how to write the letter "f."<sup>49</sup>

[Untimed and written by alternating hands:] [1st hand:] When I look at the empty reading room, specters of studying students now sleeping, I think maybe an isolationist U.S. foreign policy isn't such a bad idea. [2nd hand:] But then I recall the pages of their histories, being written as we speak here, their eyes will leave but not their spirits; perhaps we should invade the Poles. [1st:] They whisper words from books that have never been opened [2nd:] like CB361.H65 (see page 47 for hidden message).<sup>50</sup> [The author checked and failed to discover a hidden message.]

These comments suggest a number of elements that make an academic library a "transcendent and transportive" place that cultivates curiosity, contemplation, and creativity. Here are six of the most salient:

1. The symbolic capital of traditional library spaces, which inspire readers and present them with collections for use.<sup>51</sup>
2. The conspicuous presence of interesting materials that may lead to new discoveries (or distractions).
3. The presence of unique local collections and materials, with historical depth and/or communal relevance, which can be seen and studied. Robert Darnton says that when we finally come into a world predominantly populated with digital texts and readers, "research libraries will be able to concentrate on what has always been their strength: special collections ... [which] will be richer than ever in their holdings of old-fashioned books and manuscripts."<sup>52</sup> The same can be true for college libraries, too. Special collections can be used to teach about the continuum of knowledge and communication and give a library a tangible and unique *esprit de place*.<sup>53</sup>
4. The experience of engaging deep, focused collections developed over time.
5. The experience of an aesthetically pleasing, well designed library space that is conducive for library activities both physical and virtual.<sup>54</sup> (Interestingly, a recent study found a significant positive correlation

between perceptions of available electronic resources and physical use of a library building.<sup>55</sup>)

6. Physical arrangement that supports serendipity.<sup>56</sup>

#### CONCLUSION

A distinguishing characteristic of the library as a place is its historic function as a unique site of textual encounter and possibility. Now that digital communication technologies have multiplied sites of reading and engagement, many now wonder what a library building is for. If the academic library is to persist as more than "an abstraction," and with a building that is more than a glorified study hall, then libraries must identify and preserve the enduring essential elements of what the library as a place has been and can continue to be.<sup>57</sup>

The Allen Reading Room Challenge books document the perceptions of recent undergraduate students in a specific academic library really early in the morning. Many of the unsolicited and spontaneous inscriptions in these books support an ideal of the library as a place that is as ancient as the Library of Alexandria. Sam Demas describes this ideal place as one that provides "a unique cultural center that inspires, supports, and contextualizes it users' engagement with scholarship."<sup>58</sup> If academic library buildings continue to be repurposed under the influence of a "learning paradigm," will too little of this ideal – and its realization in both the past and present – be preserved? Crawford and Gorman warn about the library becoming "purely reactive, a thing of the moment, sometimes useful and sometimes not but never central." Arguing for more historical continuity, they advocate for retaining "the best of the past but also a sense of the history of libraries and human communication" while at the same time accepting "the challenges of innovation," thereby combining "the past and the future."<sup>59</sup>

Places communicate what is possible and what is not, and the physical presence of well-developed collections in spaces designed well for their use are significant manifestations of the library's role of transmitting knowledge through space and time. Darnton says that libraries "have always been and always will be centers of learning. Their central position in the world of learning makes them ideally suited to mediate between the printed and digital modes of communication."<sup>60</sup> This centrality, and the ability to mediate between the past, present, and future, depends on collections and services coming together concretely in the library as a physical place.

#### NOTES

This paper was presented by the author at Library History Seminar XII: Libraries in the History of Print Culture, in Madison, Wisconsin, September 2010.

1. See, for example, *The Library as Place: Rethinking Roles, Rethinking Space* (Washington, D.C.: Council on Library and Information Resources, 2005); John E. Buschman and Gloria J. Leckie, eds., *The Library as Place: History, Community, and Culture* (Westport, Conn.: Libraries Unlimited, 2007).
- 2-3. Walt Crawford and Michael Gorman, *Future Libraries: Dreams, Madness, & Reality* (Chicago, Ill.: American Library Association, 1995), 12, 69.
4. Augustine, *Confessions*, trans. by R. S. Pine-Coffin (New York: Penguin Group, 1961), see esp. 269.
5. On the history of the Princeton Theological Seminary Library, see Michael J. Paulus, Jr., "Beyond 'Pabulum for the Undergraduates': The Development of the Princeton Theological Seminary Library in the Nineteenth Century," *Libraries & the Cultural Record* 42:3 (2007): 231-67.
6. Ruth Reynolds, Librarian's Report, 1958, Library Records, Whitman College and Northwest Archives (hereafter WCNA).
- 7-8. Scott Bennett, "Libraries and Learning: A History of Paradigm Change," *portal: Libraries and the Academy* 9, 2 (April 2009): 186-87, 194.
9. This quote is from the abstract for the dissertation on which the book is based: Christopher Stewart, "The Academic Library Building in the Digital Age: A Study of New Library Construction and Planning, Design, and Use of New Library Space" (EdD diss., University of Pennsylvania, 2009), <http://repository.upenn.edu/dissertations/AAI3354345>.
10. Christopher Stewart, *The Academic Library Building in the Digital Age: A Study of Construction, Planning, and Design of New Library Space* (Chicago, Ill.: Association of College and Research Libraries, 2010), 54.
- 11-13. Michael Wescott Loder, "Libraries with a Future: How Are Academic Library Usage and Green Demands Changing Building Designs?," *College & Research Libraries* 71, 4 (July 2010): 352, 358, 357.
14. Steve Kolowich, "Embedded Librarians," *Inside Higher Ed*, June 9, 2010, <http://www.insidehighered.com/news/2010/06/09/hopkins>.
- 15-18. Charles B. Osburn, "Regaining Place," *Advances in Library Administration and Organization* 24 (2007): 54, 70, 73, 76, 76-77. For Osborn's definition of place, see 63.
19. Patrik Svensson, "The Landscape of Digital Humanities," *Digital Humanities Quarterly* 4, 1 (Summer 2010), <http://www.digitalhumanities.org/dhq/vol/4/1/000080/000080.html>.
20. Sam Demas and Jeffrey A. Scherer, "Esprit de Place," *American Libraries*, April 2002, 65.
21. Recent ratings are: number five in 2006 (announced in 2005); number five in 2007 (announced in 2006); number seven in 2008 (announced in 2007); number twelve in 2009 (announced in 2008); and number 19 in 2010 (an-

- nounced in 2009).
22. Library Survey, 2006, Library Records, WCNA.
23. On the history of the Whitman College Library, see Michael J. Paulus, Jr., "The Converging Histories and Futures of Libraries, Archives, and Museums as Seen through the Case of the Curious Collector Myron Eells," *Libraries & the Cultural Record* 46, 2 (2011): 185-205.
- 24-27. "Crossroads of the College," *Whitman Magazine*, Fall 1998, 15, 14, 18, 14.
28. For a student-created video that parodizes student behavior – mythical and not – in the library late at night or early in the morning, see "Study Hard," [http://www.youtube.com/watch?v=r\\_bI\\_EkVPZE](http://www.youtube.com/watch?v=r_bI_EkVPZE).
29. Allen Room Challenge Book, 2002-2005, WCNA; Allen Room Challenge Book, 2005-2007, WCNA.
30. This is why, at 3:45 a.m., one student wrote: "I know its [sic] not really that late, but I am the last one in here ... Its [sic] so hard to keep writing after your friends drop by to visit on their way from one part[y] to another." Allen Room Challenge Book, 2009-2010, WCNA.
- 31-32. Allen Room Challenge Book, 2002-2005, WCNA.
33. Allen Room Challenge Book, 2007-2008, WCNA.
34. Allen Room Challenge Book, 2002-2005, WCNA.
35. Allen Room Challenge Book, 2005-2007, WCNA.
- 36-37. Allen Room Challenge Book, 2002-2005, WCNA.
38. Allen Room Challenge Book, 2005-2007, WCNA.
39. Allen Room Challenge Book, 2002-2005, WCNA.
40. If intent matters, then it is worth pointing out that the founders' entries include comments beyond what the initial challenge required: the bit about the planet was by one of them; the other's first entry includes a comment about wishing that a tree would stop talking to him. Allen Room Challenge Book, 2005-2007, WCNA.
41. Allen Room Challenge Book, 2002-2005, WCNA.
42. Allen Room Challenge Book, 2007-2008, WCNA.
43. Allen Room Challenge Book, 2005-2007, WCNA.
- 44-45. Allen Room Challenge Book, 2007-2008, WCNA.
46. Allen Room Challenge Book, 2009-2010, WCNA.
47. Allen Room Challenge Book, 2008-2009, WCNA.
48. Allen Room Challenge Book, 2002-2005, WCNA.
49. Allen Room Challenge Book, 2007-2008, WCNA.
50. Allen Room Challenge Book, 2002-2005, WCNA.
51. Geoffrey T. Freeman, "The Library as Place: Changes in Learning Patters, Collections, Technology, and Use," in *The Library as Place: Rethinking Roles, Rethinking Space*, see esp. 9. On the inspirational effects of traditional library

- spaces, see Heather Lea Jackson and Trudi Bellardo Hahn, "Serving Higher Education's Highest Goals: Assessment of the Academic Library as Place," *College & Research Libraries* 72, 5 (September 2011): 428-42.
52. Robert Darnton, "The Future of Libraries," in *The Case for Books: Past, Present, and Future* (New York: PublicAffairs, 2009), 55.
53. Demas and Scherer, "Esprit de Place," 65.
54. Bernard Frischer, "The Ultimate Internet Café: Reflections of a Practicing Digital Humanist about Designing a Future for the Research Library in the Digital Age," in *The Library as Place: Rethinking Roles, Rethinking Space*, see esp. 52. For a recent study of faculty perceptions about the relationship between space and scholarly work, see Karen Antell and Debra Engel, "Conduciveness to Scholarship: The Essence of Academic Library as Place," *College & Research Libraries* 67, 6 (November 2006): 536-60.
55. Jennifer Gerke and Jack M. Maness, "The Physical and the Virtual: The Relationship between Library as Place and Electronic Collections," *College & Research Libraries* 71, 1 (January 2010): 20-31.
56. A majority of students still seem to value browsing as "an important way" to find information. See Mann, Thomas, "The Research Library as Place: On the Essential Importance of Collections of Books Shelved in Subject-Classified Arrangements," in *The Library as Place: History, Community, and Culture*, see esp. 196.
57. *No Brief Candle: Reconceiving Research Libraries for the 21st Century* (Washington, D.C.: Council on Library and Information Resources, 2008), 8, <http://www.clir.org/pubs/reports/pub142/pub142.pdf>. Stewart notes: "Interestingly, there is nothing that could necessarily be considered exclusive to the library in group studies and classrooms. These spaces, while they truly add value to the library, are not unique to the library in the way that book stacks, reading rooms, and reference desks are unique (and have, for centuries, visually and functionally defined the library's physical space) to the library." *The Academic Library Building in the Digital Age*, 70.
58. Sam Demas, "From the Ashes of Alexandria: What's Happening in the College Library?," in *The Library as Place: Rethinking Roles, Rethinking Space*, 26.
59. Crawford and Gorman, *Future Libraries*, 12.
60. Robert Darnton, *The Case for Books: Past, Present, and Future*, xv-xvi.

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