Introduction

Mapping Princeton is a quasi-atlas that attempts to capture spatially the essence of Princeton and its campus. Capturing the essence of Princeton University is intimidating before even considering a spatial component, so we began by posing ourselves a simple question: how does one define Princeton?

We came up with three words: history, environment, and people. We found that each of these words captures a piece of Princeton, while at the same time representing campus in a spatial dimension. Princeton’s geographical growth as a campus is its spatial history; Princeton’s development as a sustainable campus is a spatial component of its environment; and Princeton’s alumni moving around the world is a spatial description of its people.

These three words presented us with an outline to guide our spatial analysis and eventually they became the three categories that segment this book. Princeton’s history, Princeton’s environment, and Princeton’s people. These might seem like designations that are easy to picture, but from a spatial perspective, it is surprising how new they can look.

Acknowledgements

In no particular order, thank you to Facilities, especially Joe Mudry for providing us with critical data layers; the Office of Development, particularly Michael Hausser, for coordinating our efforts within the office, and Lisa Dunkley, for making a long shot happen; Gwen McNamara at the PACE Center for meeting with us on such short notice; Campus Dining, especially Smith Haneef for helping us understand Princeton’s food sources beyond the data; Trisha Thorme and Maria Bohn at CBLI for compiling data on such short notice; Jim Wallace with the Campus 2026 Planning Team for suggesting new places to look for information; the Office of Sustainability, especially Shana Weber, Jessica Santos, and Lisa Nicolas for providing us with such detailed information; Wangyal Shawa for being a great GIS resource during our summer in Lewis Library; and the Princeton Council on Science and Technology and the Princeton Environmental Institute for sponsoring this internship.

Finally we must thank Catherine Riihimaki for guiding us through all of our mapping troubles over the past seven weeks and for being the best supervising professor we could ask for.
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## Princeton People

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Campus Evolution

Age of Campus Buildings

From its beginning as Nassau Hall on a 4.5 acre plot to its current 600 acre sprawl, Princeton's campus has a long and storied history. From the remains of the high Victorian ornamentation to the tight Collegiate Gothic quadrangles to the utilitarian structures of the 1960s, Princeton has gone through several distinct architectural phases, combining to give this beloved campus its unique character.

This section details Princeton's campus evolution through each of six broad eras. The map above shows the current campus, each building colored by the era during which it was built. However, this does not take into account structures that no longer stand. In the following pages, each section contains a map depicting the campus footprint at the end of the associated era. For example, the map on the lower half of the facing page depicts the campus footprint in 1868.

The historic campus maps depicted here do contain some approximations. They are meant to give a general idea of what the campus might have looked like decades ago. More information concerning the approximations and the creation of the following data sets is located in the appendix.

Early Princeton

Campus Beginnings

Following a 4.5-acre donation from Nathaniel FitzRandolph, the College of New Jersey, as it was then called, moved to its current location in Princeton in 1756. Nassau Hall originally housed the entire school. Students slept, ate and took classes within; the structure also housed both a library and a small chapel.

The President’s House, now known as Maclean House, was the residence of the President of the College until 1878. Built in 1756, it joins Nassau Hall as one of the oldest buildings on campus.

The Steward’s House was erected just behind Nassau Hall. It was demolished in 1864 to make way for the building of the Chapel.

Campus Expands

A fire that ripped through Nassau Hall in 1802 prompted a College expansion. Money was raised for the repair of Nassau Hall as well as for two new buildings: Philosophical and Geological Halls.

Now Stanhope Hall, Geological Hall held classrooms and study rooms; the two debating societies, Whig and Clio, were housed on the top floor until 1836. Philosophical Hall contained scientific apparatus and classrooms for the teaching of chemistry, natural history, and mathematics, as well as a kitchen and dining hall.

In 1834, the college had expanded enough to create a need for new student housing. Taking advantage of the prevailing western winds for ventilation, East College was built. It was such a success that West College was built in exactly the same design two years later. While West College is still used today for administrative purposes, East College was demolished in 1897 to make way for the new Pyne Library.

By 1836, Whig and Clio Debating Societies had outgrown the top floor of Geological Hall. Clio followed shortly thereafter. Visible from Nassau Street, these structures stood farther apart than the current Whig and Clio Halls, and while they appeared to be made of marble were actually constructed of wood and white paint. When the halls were rebuilt in 1893, marble was used. They are still standing today.
Brick and Mortar

During his twenty year tenure, James McCosh took Princeton from a school struggling to recover from the Civil War to one of the elite institutions of higher education. He accomplished this task by constructing fourteen new buildings during his time at Princeton, focusing on improving academic, residential, and religious facilities on campus.

**Academics**

At the start of McCosh’s tenure, classrooms were overcrowded and the library was too small. Dickinson Hall, constructed in 1869, provided much needed classroom space; Chancellor Green Rotunda, built in 1871, became Princeton’s first free-standing library. Philosophical Hall was demolished to make way for the structure.

Improving the inadequate science facilities proved McCosh’s next task. At the time, students learned only theory; there were no facilities to perform experiments. McCosh constructed the Green School of Science in 1874, containing lecture halls, laboratories, and new equipment. The Biological Laboratory, Chemical Laboratory, and Dynamo Building (electrical engineering) followed ten years later.

**Residential Life**

From the outset, McCosh worked to improve the living conditions on campus, which he believed included college athletics. This resulted in the Bonner-Marquand Gymnasium in 1869 and the new dormitory Reunion Hall in 1870.

The luxurious Witherspoon Hall was constructed in the late 1870s to accommodate the new wealthier crop of Princeton students flooding the university. This was soon balanced by the much more spartan Edwards Hall, built as a cheaper housing option.

Dod and Brown Halls were raised at the end of McCosh’s tenure. Placed alone rather than in a tight quadrangle, they were indicative of McCosh’s vision for a park-like setting.

**Religion**

A minister himself, McCosh wished to once again bring religion to the forefront of campus life. He supported the construction of Murray Hall to house the Philadelphian Society and constructed the beloved Marquand Chapel in 1882.

Collegiate Gothic

The presidency of Francis Patton was marked by the introduction of the Collegiate Gothic style of architecture to Princeton. Blair, Little, and Buyers Halls were all built during Patton’s tenure, forming a wall on the west side of campus. Located across from Princeton station at the time, Blair Arch served as the main entry to campus.

In 1897, the need for a larger library prompted the addition of East Pyne to the Chancellor Green Rotunda. However, East College and the Old Chapel were both demolished to make way for this new library, leading some alumni to dub it the “Crime of ’97”.

Alexander Hall was built in 1892. Legend has it that Alexander Hall’s design was the work of an architecture student’s failed thesis project. As an alumnus, he donated a large sum to the school under the condition that it was used to construct his failed thesis project. Despite its popularity, this story is, alas, apocryphal. Today Alexander is a performance space.

Construction of a new University Gym was begun under Patton’s tenure as well, with construction finishing in 1903.
1900 - 1917: Rise of the Gargoyle

The turn of the century saw President Woodrow Wilson (1902-1910) creating a number of new facilities, all in the Collegiate Gothic style that would continue to dominate campus for the next fifty years.

Academics

Built in 1908, Palmer Physics Laboratory aimed to be a modern facility, not an architectural masterpiece. It contained its own internal telephone system, electricity, and even two refrigerated rooms. It became one of the main research centers involved on the Manhattan Project during WWII. To further show Princeton's commitment to the natural sciences, Hibben also ordered the construction of a new architecture building, McCormick, attached to the University Art Museum.

Dormitories

Wilson wanted to define Princeton as a residential university because at the time, many students lived off campus. To do this, he built several new dormitories, including the Holder/Madison complex, Hamilton, Campbell, Cuyler, Patton, and 1879 Halls.

Graduate School

Dean of the Graduate College Andrew West wanted to extend this idea of a residential university to the graduate students as well. After a vicious battle over its location with Wilson, the college was constructed to the west of main campus in 1913.

Athletic Facilities

To give the crew team a place to row, Lake Carnegie was created by damming the Millstone River in 1906. Palmer Stadium, the FitzPatrick Field House, the Golf Club, and the Boat House were also built.

Hibben's Campaign for Princeton

World War I brought life at Princeton to a standstill as students volunteered en masse for the war effort. Following the war, a series of fires in the early 1920s destroyed Dickinson Hall, Marquand Chapel, and the Green School of Science; President Hibben (1912-1933) started the "Campaign for the Endowment Fund" to help support the replacement of these facilities as well as new dormitories and new architecture and chemistry buildings.

Academics

The post-war enrollment boom and the loss of Dickinson and Green meant that the university was in sore need of classroom space. Hibben constructed a new Dickinson Hall to be an extension of McCosh Hall, as well as a new Engineering School and Frick Chemical Laboratory to replace the lost space. Hibben also funded Eno Hall, America's first custom-built psychological laboratory, and several new scientific facilities.

1919 - 1933

Original housing 2.5 million volumes, Firestone now holds 7 million.

Dormitories

To accommodate the post-war rise in enrollment, several classes gave funding to construct the 1905-Henry, 1904-Foulke, Laughlin, 1901, Lockhart, 1903, Walker, and Joline dormitories. With the new housing, the university could still house the entire student population.

University Chapel

Following the loss of the beloved Marquand Chapel to the fire, planning began for a new chapel in the Collegiate Gothic style. Hibben wished for a building whose "aesthetic grandeur" would inspire a student body that had been declining in religious devotion. Completed in 1928, it is currently the third largest university chapel in the world.

Construction Drought

The Great Depression and World War II brought about a fourteen year halt to campus construction, lasting from 1933-1947; however, the university's recent rapid expansion and new science facilities meant that Princeton was well-prepared to buckle down and ride out the hard times.

Beginning in 1947, four new buildings were constructed in a five year rush. Built in the same style and in the footprint of its predecessor, Dillon Gym provided a new athletic facility for the student body, including a swimming pool. Firestone Library followed in 1948. At the time the largest university library in America, it remains one of the largest open-stack libraries in the world. The class of 1915 donated the funds for a new dormitory in 1949, anticipating a post-war enrollment rush. The Woodrow Wilson School was given a new home in 1952. Now Corwin, the building was later moved 100 yards on rails to make way for Robertson Hall.
1955 - 1973

The Sixties

The 1960s saw yet another increase in enrollment. This, compounded with the decision to admit women in 1969, catalyzed the most rapid expansion in university history; during the fifteen-year presidency of Robert Goheen (1957-1972), the campus area grew by an astonishing 45%. During this time, the Trustees and the alumni clashed over the campus’ architectural direction, the Trustees siding with Collegiate Gothic and the alumni pushing for a more modern style. The constructions of this period were thus a lukewarm compromise, satisfactory to neither party.

Science and Engineering

Having outgrown Green Hall, a new engineering quadrangle—known as the E-Quad—was built on the eastern edge of campus. The Fine-Jadwin complex was constructed in 1968, providing ample space for the growing mathematics and physics departments. With the new astrophysics building Peyton and the addition of Moffett, a science neighborhood was beginning to form.

The Humanities and Social Sciences

While the natural sciences were clustering down campus and engineering to the east, the humanities took over north campus. A new architecture building and the Woolworth Music Center were constructed north of Palmer Laboratory, and the Art Museum underwent a major expansion, which included the addition of Marquand Library. The demolition of the Observatory to make way for Robertson Hall, the new home for the Woodrow Wilson School, completed the cluster.

Dormitories

To house the steadily increasing student population, Goheen raised the New Quad (now Wilson College) in 1960, consisting of Gauss, Dodge-Osborn, 1937, 1938, and 1939 Halls. The "New New Quad" (now Butler College) followed just four years later, comprised of Lourie-Love, 1922, 1940, 1941, and 1942 Halls. I.M. Pei designed the Spelman Apartments in 1973. Aimed at students who wished to go "independent" and cook for themselves, these four-person suites have their own kitchens. They also served as housing for the influx of post-war married couples arriving on campus.

Athletic Facilities

The rapid expansion came at the cost of several university athletic fields. Clarke Field, the new baseball diamond, was built as a result. Caldwell Field House soon followed, providing varsity locker rooms and training rooms. Built in 1968, the massive Jadwin Gym houses facilities for basketball, wrestling, track, and several other varsity sports. It was one of the first buildings at Princeton designed explicitly to accommodate women.

1973 - 2000

The Venturi Era

Construction slowed during the recession of the 1970s; the only major construction after the Spelman Apartments was Hoyt Chemical Laboratory in 1979. With the eighties came an increased focus on improving student life. Dormitories were overcrowded, the old Collegiate Gothic housing was in dire need of renovation, and dining halls were located in the northwest corner of campus, a long uphill walk from the new dorms. President William Bowen (1972-1988) instituted the residential college system, which neatly solved these three issues. Princeton also committed to a more modern look. With the help of architect Robert Venturi, the new dining facility Wu Hall set the tone for a new architectural style.

Academics

Further cementing the down campus science neighborhood, Venturi designed both the Thomas and Schultz Laboratories to accommodate the growing molecular biology department. The Computer Science Building and Bowen Hall, home of the materials science department, helped connect the Engineering Quad to the rest of campus. On the humanities side, a new economics building, Fisher-Bendheim Hall (also designed by Venturi), and Wallace Hall, containing a new social sciences library, were built near Robertson. With the construction of the philosophy building Marx Hall, the humanities neighborhood began to take full form.

Residential Life

The institution of the residential college system paved the way for the renovation of the older dormitories as well as the addition of new dorms. Wu Hall was added on to Wilcox as the new dining hall for Butler College, and Feinberg and 1927-Clapp Hall were built to round out Wilson College. Additionally, Palmer Laboratory was repurposed by Venturi in 2000 to become Frist Campus Center, the university hub for student life.

Athletic Facilities

Palmer Stadium was given a much-needed rebuilding in 1996. DeNunzio Pool and Shea Rowing Center were also constructed.
Looking Forward

With the turn of the millennium came the 2006 and 2016 campus plans, aimed at making Princeton a more sustainable campus. Most of the new buildings in the last decade have kept this in mind. The other primary development has been the addition of a new residential college and the overhaul of Butler.

Academics
The newest campus academic buildings have all been STEM-oriented, primarily focusing on developing the E-Quad and the science neighborhood. Both Sherrerd Hall, home of the Operations Research and Financial Engineering department, and the Friend Center, adding space to the computer science department, contribute to the integration of the engineering quad with the rest of the school. Icahn Laboratory houses a new center for Integrated Genomics. Both Frick, the new chemistry building, and the Peretsman-Scully-Neuroscience complex, are energy efficient and are equipped to deal with rainwater management. The Andlinger Center for Energy and the Environment is currently in development near the E-Quad, as is a new arts center across from Forbes College.

Residential Life
Whitman, a new residential college, was constructed in 2007 with the goal of reviving the gothic architecture of old. The New New Quad of Butler College was rebuilt in 2009, equipped with green roofs to contribute to the new focus on sustainability.
Where Does Our Food Come From?

This map shows the locations of Campus Dining’s local suppliers. The farms are color-coded by the type of food they provide to Campus Dining.

Locality
The map also indicates the distance of local suppliers from Princeton’s campus, an important measure of sustainability. The smaller circle represents a 50 mile radius around campus, which contains 10 of the farms, while the larger circle represents a 100 mile radius, which contains an additional 6 farms. Therefore, 16 of Campus Dining’s main suppliers are within 100 miles of Princeton’s campus, demonstrating Campus Dining’s strong commitment to local farms.

Land Use
This map also contains a layer of land-use data from the National Map. Most of Campus Dining’s suppliers come from areas categorized as pastures or grasslands, away from major urban areas like Baltimore and Newark. This makes sense, as Campus Dining’s local food sources are generally farms away from densely populated areas.

Comparing Suppliers
It’s also interesting to compare the specific sustainability practices of Campus Dining’s suppliers. The two charts below do so for the two food groups that have the most suppliers: meat/tofu, and vegetables. For meat/tofu suppliers, it’s important to compare whether suppliers use antibiotics, a prevalent practice that can lead to widespread bacterial resistance to antibiotics, and whether farms treat their animals in a way that is certified by the American Humane Association. For vegetable suppliers, while none are formally certified as “Organic,” they are family owned, and important social characteristic for promoting sustainable agriculture.

Comparing Meat/Tofu Suppliers

<table>
<thead>
<tr>
<th>Purveyor</th>
<th>Location</th>
<th>Antibiotic-Free</th>
<th>Organic</th>
<th>American Humane Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>House Foods America</td>
<td>Franklin Township, NJ</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Hatfield Quality Meats</td>
<td>Hatfield, PA</td>
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<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Leidy’s</td>
<td>Harleysville, PA</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Bell &amp; Evans</td>
<td>Fredericksburg, PA</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>N.S. Troutman &amp; Sons</td>
<td>Middleburg, PA</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
</tbody>
</table>

Comparing Vegetable Suppliers

<table>
<thead>
<tr>
<th>Purveyor</th>
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<th>Repurposed Growing Medium</th>
<th>Organic</th>
<th>Family Owned</th>
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<tr>
<td>#Alam Farms</td>
<td>Vineland, NJ</td>
<td></td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Slafani</td>
<td>Vineland, NJ</td>
<td></td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Seabrook Farms</td>
<td>Upper Deerfield, NJ</td>
<td></td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Phillips Mushroom Farms</td>
<td>Kennett Square, PA</td>
<td></td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>M. Cutone Mushroom Comp.</td>
<td>Avondale, PA</td>
<td></td>
<td>✅</td>
<td></td>
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A Green Map of Princeton

Princeton University’s Office of Sustainability has identified locations on campus that have important sustainability features. Some of these features are environmental initiatives like energy conservation and water conservation. Others are community-based initiatives like communication hubs and carshare stops. Many of these locations have more than one significant feature. For example, the Andlinger Center for Energy and the Environment conserves water and energy, while also using sustainable building materials and serving as an academic center. This is just one of the sustainably impressive buildings on Princeton’s campus. Here are the highlights of some of the others:

1. Firestone Library - after its renovation, Firestone will feature energy-efficient heating, cooling, and lighting systems and insulated windows.
2. Student Farmer’s Market (Spring)
3. Hoyt Laboratory - features energy-efficient heating, cooling, and lighting systems, energy-efficient fume hoods, and low-flow plumbing fixtures.
4. School of Engineering and Applied Sciences - houses the Civil and Environmental Energy department as well as the Sustainable Energy certificate.
5. Wodrow Wilson School - the base for the graduate program in Science, Technology and Environmental Policy (STEP).
6. Andlinger Center for Energy and the Environment - supports research in sustainable energy development and energy conservation and features green roofs, heat recovery systems, low-flow plumbing fixtures, and rainwater harvesting.
7. Forbes Garden Project - founded in 2006, the Garden Project is a space to explore organic agriculture and food politics.
8. Dillon Gym Pool
9. Frist GreenSpace Kiosk
10. Café Vivian
11. Campus Dining Halls
12. Frist Herb Garden
13. Guyot Hall - the home of the Princeton Environmental Institute, a center for interdisciplinary environmental research, education, and outreach.
14. Arts and Transit Neighborhood - will feature geothermal heating and cooling systems, green roofs, and a rainwater harvesting system.
15. West Garage - features motion and daylight-sensing LED lighting.
16. Office of Sustainability
17. Cogeneration Plant - one of the most efficient heating and cooling plants in the U.S. at 60-80% efficiency (typical plant = 25-45% efficiency).
18. Butler Residential College - uses 30% less energy than building codes require and uses a green roof for half of its roof.
19. Carl Icahn Laboratory - a row of 31 aluminum vertical louvers that turn with the sun facilitate indoor climate control.
20. Streicker Bridge - integrates hundreds of sensors to study temperature, strain, and vibration in the bridge’s concrete.
21. Jadwin Hall
22. Frick Rain Garden - estimated to reduce stormwater volume by about 583,000 gallons annually.
23. Frick Chemistry Lab - uses 30% less energy than similar building codes and features 216 solar panels on the roof that provide shade and energy.
24. Enterprise CarShare
25. Roberts Stadium - houses a groundwater recharge system under the stadium with the capacity to hold rainwater from a 100-year storm.
26. Princeton Neuroscience Institute - 30% more energy efficient than a standard building.
27. Washington Road Stream
28. Woodland Plantings
29. Lakeside Graduate Apartments - features geothermal heating and cooling and systems.
30. Solar Field - consists of 16,500 solar panels that provide 5.5% of Princeton’s annual electricity needs.
Where are the Most Bike Racks?

Princeton is a very bike-friendly campus. There are 324 bike racks on Princeton’s campus, including the bike racks located around buildings affiliated with the graduate college. Where are the majority of these bike racks located? Residential college dorms have the most, with the highest concentration of bike racks up-campus, around the older buildings associated with Rocky and Mathey colleges. Meanwhile, Forbes College has only four recorded bike racks within a 50 foot perimeter (three associated with the main building and one with the annex).

BUILDINGS WITH MOST BIKE RACKS WITHIN 50 FOOT PERIMETER

The map shows a very high photo density area in the center of Up-Campus, where landmarks like the University Chapel, Nassau Hall, and Firestone Library are located. Tours also regularly pass through this part of campus, which could help explain its high photo density. Additionally, there is high density of Instagram photos in town along Witherspoon Street (which contains the Princeton Public Library and other heavily-visited buildings in town).

PEOPLE TRAFFIC

Social Media Traffic in Princeton

The idea behind this map was to capture “people traffic” on Princeton’s campus. That idea proved daunting at first, but we decided the best way to capture “people traffic” was to use social media traffic as a proxy. Therefore we used Instagram’s API to obtain all of the geotagged Instagram photos from the week of April 20th, 2015. We chose April 20th because it was a normal week in the spring semester without midterms or finals and it was far enough into the spring’s warm weather so that people would actually be outside taking Instagram photos. All in all, there are clearly limitations to using geotagged Instagram photos as a proxy for people traffic (people are more likely to take Instagram photos at popular and interesting places and Instagram photos will most likely over-represent the presence of tourists). However, social media traffic still provides a very interesting snapshot of how people move around Princeton’s campus.
This map was inspired by a 1998 episode of This American Life, where host Ira Glass interviewed cartographer Denis Wood. Wood described creative maps he had made of his neighborhood, Boylan Heights in North Carolina, and specifically one of Halloween jack-o-lanterns at night. The map of Boylan Heights at night motivated a map of Princeton at night, with streetlamps identifying locations of strong and weak lighting. The large areas of lighting running down the middle of the map are the strong streetlamps on Washington Road, while the horseshoe shape in the bottom right corner identifies the streetlamps that surround the football stadium. The radius of each streetlamp corresponds to the range of the streetlamp's light measured in footcandles, a common measurement of luminance in the lighting industry.
The Bronze Memorial Stars

Princeton’s war dead from World War I, World War II, Korea, and Vietnam are remembered by bronze stars—inscribed with their names and the wars in which they fought—placed on the windowsill of their last rooms on campus.

For bronze stars originally located at dormitories that are no longer standing, namely Reunion Hall and Upper Pyne, the stars were relocated to the terrace on the west wall of West College. West College is indicated by the pink square.

Thirteen bronze stars set in the Remembrance Garden between Chancellor Green Library and East Pyne memorialize the thirteen Princeton graduates who perished in the terrorist attacks on September 11, 2001. These are indicated by the ring of stars circled in purple.

A list of every Princeton undergraduate or graduate student who has a bronze star on campus is on the following spread.

### Dormitories with the Most Stars

<table>
<thead>
<tr>
<th>Rank</th>
<th>Dormitory</th>
<th>Stars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>West College</td>
<td>73</td>
</tr>
<tr>
<td>2</td>
<td>Holder Hall</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Little Hall</td>
<td>41</td>
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<tr>
<td>4</td>
<td>Patton Hall</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>Blair Hall</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>1879 Hall</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>Cuyler Hall</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>Brown Hall</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Dod Hall</td>
<td>23</td>
</tr>
<tr>
<td>10</td>
<td>Edwards Hall</td>
<td>23</td>
</tr>
</tbody>
</table>

A dormitory must have at least 23 bronze stars to make the list.

Bronze stars on the terrace on the west wall of West College. These stars were relocated after Reunion Hall and Upper Pyne were demolished.

Methodology

These maps show the listed location, not the current location, of each star. The lists that we found in the university archives detailing the locations of the stars are between forty and sixty years old; dormitories have been torn down, renovated, and renumbered since then. Because the scope of this project did not allow time to find the current location of every one of the 540 bronze stars scattered around campus, we decided to show the listed locations instead.

We have moderate confidence that the current locations of stars on 1901-Laughlin, Pyne, Foulke, and Henry are accurately shown. In the cases where the room numbers have changed, we approximated the location on the buildings (particularly with 1879 Hall, Dod, and Edwards). These stars at least reflect the number of stars that are listed for each building.

We recommend a future campus effort to document the current location of all stars by surveying the buildings. This would require access to the building windows at ground level, which could be done by a walk around campus, and at upper levels, which would require room access.

### 89% of the class of 1944 withdrew to fight in WWII. 22 died in the line of duty.

### 355 Princeton students were killed in WWII.

132 alumni gave their lives in WWI. 29 perished in the Korean War. 24 died in Vietnam.
Princeton International Programs

**Bridge Year** *(pink)*
The Bridge Year Program sends around fifty incoming freshman to one of five international locations for nine months to engage in University-sponsored service. After deferring matriculation for their freshman year, these students live with a host family while working at a service organization at a given location. Locations vary each year. For the 2014-2015 school year, Bridge Year sent students to Cochabamba, Bolivia; Salvador, Brazil; Kunming, China; Varanasi, India; and Dakar, Senegal.

**Princeton Environmental Institute (PEI) Internships** *(green)*
The Princeton Environmental Institute offers summer internships for students interested in environment-based research. Each student works with a professor on his or her research for the summer. Only internships including field work abroad have been considered for this map.

**Academic Year** *(purple)*
This category includes all Princeton-run exchanges and programs through international universities for Fall semester, Spring semester, or the full academic year. This does not include programs run through other universities that are approved by the Princeton Office of International Programs.

**Princeton Institute for International and Regional Studies (PIIRS) Global Seminars** *(orange)*
Each summer, the PIIRS offers six Global Seminars, a seminar course set in the country or city relevant to the seminar. Each course consists of a professor and 12 to 15 students who learn and travel for six weeks in the given country. Locations vary per year. 2015 seminars were located in Vienna, Austria; Berlin, Germany; Thessaloniki, Greece; Kyoto, Japan; and Windhoek, Namibia.

**Summer Courses** *(yellow)*
This category includes the Princeton summer language programs (i.e. Princeton in Beijing) as well as non-Global Seminar courses abroad. These include programs such as an archaeological dig in Greece and a marine biology program in Bermuda. Other summer research with professors is not included.

**International Internship Program (IIP)** *(blue)*
The International Internship Program funds ~200 Princeton students to do internships abroad each summer. Internships cover many different areas of interest and offer students hands-on research and work experience.
National and International Service

These maps highlight the two major service organizations at Princeton: the Pace Center and CBLI (Community Based Learning Initiative). While the Pace Center focuses on civic engagement outside of the classroom with programs like Community Action and weekly tutoring groups, CBLI attempts to connect students’ in-class experiences and research ideas with opportunities to make a difference in the community.

As you can see from this map, Princeton’s service extends all across the country. The Pace Center offers summer internships with various non-profits in Los Angeles, San Francisco, Seattle, Washington DC, and Boston, while Pace Center Breakout trips (week-long service opportunities during school breaks) are located as far away as Texas, Alabama, and Maine. Meanwhile, CBLI locations are more concentrated in the local tri-state area. However some independent work research opportunities are as far away as Michigan and Missouri.

Finally, although not shown here, the Pace Center and CBLI also have an international service presence. Although the majority of their service locations are domestic, the Pace Center has summer internships in France, Ireland, and Bermuda, while CBLI has independent-work research opportunities in England, India, and Madagascar.

Service Close to Home

The majority of service at Princeton occurs close by, in the area spanning New York to Philadelphia. In fact, 111 of the 162 total service programs coordinated by the Pace Center are located in New Jersey, New York, or Pennsylvania. Additionally, 51 out of 59 CBLI programs are located in the tri-state area.

A majority of these service programs are located around major metropolitan areas in the tri-state area. As you can see in the graphs at the right, exactly 50% of the Pace Center’s programs are located within five miles of Princeton, Trenton, New York, or Philadelphia. Almost two-thirds of CBLI’s programs are located within five miles of Trenton or Princeton. School-year service opportunities, like weekly service projects coordinated by the Pace Center and course service projects organized by CBLI, are predominantly located in Princeton and Trenton, which makes sense given their proximity.
Class of 2010 Graduates in the United States

To investigate where recent Princeton graduates go, we used the data from the Class of 2010. We decided on this class as opposed to the Class of 2014 because only 25% of the Class of 2010 reported their parents’ home address to the Alumni Office as their home address as opposed to 75% of the Class of 2014. The Class of 2010 provided a more reliable data set for which to consider the locations of “recent” Princeton graduates.

Unsurprisingly, most of the 1197 members of the Class of 2010 headed to New York City, the San Francisco Bay Area, and Boston. New York alone became home to over 25% of the Class of 2010, with 317 graduates residing there. The Bay Area and Boston followed with 104 graduates each. About 75% of recent graduates settled in one of the top ten metropolitan areas in the country, as shown by the corresponding figure below.

Class of 2010 Graduates Abroad

About 8% of the Class of 2010 currently lives abroad. These 94 graduates span six continents and 25 different countries. Of those abroad, 43% reside in Canada (21) or the United Kingdom (19). The top international city is London (16), followed by Hong Kong (9) and Toronto (7).

The figure below depicts the number of graduates in each of the top 6 countries. The text to its right lists the top cities that members of the class of 2010 moved to, both in the United States and internationally.
HOW FAR DO ALUMNI TRAVEL FOR REUNIONS?

2015 Reunions Travel Methodology

To create this map, we used data concerning the members of the Great Classes of 1940, 1945, 1950, 1965, 1980, 1985, 1990, and 1995 who attended the 2015 Princeton Reunions. Since we had about 2100 data points and found no significant difference between classes, we took this to be a suitably random sample of all those who attended the 2015 Princeton Reunions. The statistics to the right are calculated using this sample. It is obvious from this map that Princeton has very dedicated alumni. Go Tigers!

- **11,619 miles**: farthest distance traveled for 2015 reunions
- **4%**: percentage of 2015 reunion attendees who traveled internationally
- **233 miles**: average distance traveled for 2015 reunions
The information about campus history in this section was compiled from the following sources:

1. Data points provided by the Princeton Office of Sustainability
2. Land use data provided by The National Map

Projection: NAD 1983 (CORS96) State Plane New Jersey (US feet)

Comments on data set creation:
To create this data set, I used a combination of tracing the PU_Buildings Layer provided by Princeton Facilities and educated guesswork using information on campus history, old sketches and photos of campus, and a campus map from 1955 that shows the shape of the buildings, rather than the footprint. While the map is generally accurate, here are the caveats:

1. Firestone Library I roughly traced using the layer, but cut out the portions of the building that did not exist in 1955 (namely, the Children's Library). The same goes for Palmer Physics Laboratory (Frist), McCarter Theatre (Berlind Theatre had not yet been built), and Guyot Hall (no connections to exterior labs).
2. To create the polygons for the Chemical Engineering Building and the Soil Mechanics Lab, I used the footprint for the current Aaron Burr Hall, and cut out a corner for the soil lab. This was done using knowledge from the above sources as well as the general shape given by the 1955 map. I used the same process to create the Engineering Buildings and Hayes Engineering Lab, cutting up and slightly rearranging the current footprint of Green Hall.
3. The Art Museum was largely guesswork. I used the PU_Buildings footprint for the Art Museum (not McCormick Hall) as a guide and added a courtyard.
4. Both the Dinky station and 36 University Place are approximations of location and shape, using the above sources and the 1955 map.
5. I am assuming that the old SPIA Building is the current 5 Ivy Lane and am using that footprint.
6. I approximated the size and positions of the Vivanium and the greenhouse based on the 1955 map.

pg. 9: The McCosh and Patton Presidencies map (1900)

Data sources:
1. Princeton buildings layer provided by Princeton Facilities
2. 1900 Princeton Campus Map (buildings and roads)

Projection: NAD 1983 (CORS96) State Plane New Jersey (US feet)

Comments on data set creation:
To create this data set, I used a combination of tracing the PU_Buildings Layer provided by Princeton Facilities and educated guesswork using information on campus history, old sketches and photos of campus, and a campus map from 1955 that shows the shape of the buildings, rather than the footprint. While the map is generally accurate, here are the caveats:

1. Both the shape and location of the Cloaca Maxima are largely guesses. It was a structure built into the ground between Whig and Clio, at the back of the university quad, so I drew a rectangle between Whig and Clio with the hope that the structure was indeed in that general location.
2. The Dinky station and 36 University Place are approximations of location and shape, using the above sources and the 1955 map.

pg. 10: Collegiate Gothic Building Boom map (1955)

Data sources:
1. Princeton buildings layer provided by Princeton Facilities
2. Roads traced from current campus map and edited

Projection: NAD 1983 (CORS96) State Plane New Jersey (US feet)

Comments on data set creation:
To create this data set, I used a combination of tracing the PU_Buildings Layer provided by Princeton Facilities and educated guesswork using information on campus history, old sketches and photos of campus, and a campus map from 1955 that shows the shape of the buildings, rather than the footprint. While the map is generally accurate, here are the caveats:

1. The Henry House location is approximated using old sketches, descriptions, and pictures of Joseph Henry’s campus plan.
2. The location of the Vice President’s House was similarly approximated using old sketches and descriptions.
3. Both the shape and location of the Cloaca Maxima are largely guesses. It was a structure built into the ground between Whig and Clio, at the back of the university quad, so I drew a rectangle between Whig and Clio with the hope that the structure was indeed in that general location.
4. The paths are approximations using old sketches of campus and Joseph Henry’s campus plan.

ENVIRONMENT AND SUSTAINABILITY:

pg 15 (Cover Page): Photo by Andreas Praefcke [Own work] [GFDL], via Wikimedia Commons

pg. 16-17: Campus Dining map

Data Sources:
1. Data points provided by Campus Dining
2. Land use data provided by The National Map

Projection: WGS 1984 Web Mercator (auxiliary sphere)

Other Information from:

pg 18-19: Sustainable Places map

Data Sources:
1. Data points provided by the Princeton Office of Sustainability
2. Princeton buildings layer provided by Princeton Facilities
3. Roads traced from current campus map

Projection: NAD 1983 (CORS96) State Plane New Jersey (US feet)

Other Information: descriptions provided by the Office of Sustainability
pg. 20: Bike Racks map
Data Sources:
1. Bike racks layer provided by Princeton Facilities
2. Roads traced from current campus map

Projection: NAD 1983 (CORS96) StatePlane New Jersey (US feet)

Other Information: none

pg. 21: Social Media Traffic map
Data Sources:
1. Princeton buildings layer provided by Princeton Facilities
2. Roads traced from current campus map
3. Data points acquired from the Media-Search endpoint of Instagram's API. Timestamps were adjusted so that the number of data points returned would stay under the access limit of 100 items (this was repeated to capture all data from week of April 20th, 2015)

Projection: NAD 1983 (CORS96) StatePlane New Jersey (US feet)

Other Information: none

pg. 22: Streetlamps
Data Sources:
1. Data points provided by Princeton Facilities
2. Roads traced from current campus map

Projection: NAD 1983 (CORS96) StatePlane New Jersey (US feet)

Other Information: none

pg. 24-25: Bronze Stars Map

Bronze Star data points compiled from:


Lists of Princeton Men Killed in World War II, 1942-1948; Historical Subject Files Collection, Box 420, Folder 1; Princeton University Archives, Department of Rare Books and Special Collections, Princeton University Library (accessed June 23, 2015)

Princeton University Office of Development. List of Dormitory Rooms with Bronze Stars. Manuscript. From the Princeton University Archives, Department of Rare Books and Special Collections, Princeton University Library (accessed July 2, 2015)

Princeton University Office of Development. World War II Memorial List. Manuscript. From the Princeton University Archives, Department of Rare Books and Special Collections, Princeton University Library (accessed July 2, 2015)

Princeton University Office of Development. World War II Memorial Webpage. Manuscript. From the Princeton University Archives, Department of Rare Books and Special Collections, Princeton University Library (accessed July 2, 2015)


Other Data Sources:
1. Princeton buildings layer provided by Princeton Facilities
2. Roads traced from current campus map

Projection: NAD 1983 (CORS96) StatePlane New Jersey (US feet)

Other Information: Picture taken by Brett Tomlinson/PAW (Own work) via https://blogs.princeton.edu/paw/2013/11/rotc-director-h/

pg. 28-29: Study Abroad Map

Data Sources:
1. Data points found on the OIP website at gps.princeton.edu/index.cfm?FuseAction=Programs.AdvancedSearch
2. International Boundaries layer from US Department of State Humanitarian Information Unit
3. Ocean layer from Natural Earth

Projection: World Robinson

Other Information:


pg. 30-31: Service at Princeton map

Data Sources:
1. Service locations provided by the Pace Center
2. Service locations provided by the Community-Based Learning Initiative
3. City layer from the National Map
4. State boundaries from the US Census Bureau
5. International boundaries from the US Department of State Humanitarian Information Unit

Projection: New Jersey maps: WGS 1984 Web Mercator (auxiliary sphere)

Other Information:


pg. 32-33: Recent Graduates map

Data Sources:
1. Alumni locations provided by the Office of Development
2. State boundaries layer from the U.S. Census Bureau
3. International boundaries layer from U.S. Department of State Humanitarian Information Unit
4. Ocean layer from Natural Earth

2. International map: World Robinson

Other Information: none

pg. 34-35: Reunions map

Data Sources:
1. Alumni locations provided by the Office of Development
2. International boundaries layer from U.S. Department of State Humanitarian Information Unit
3. Ocean layer from Natural Earth

Projection: World Robinson

Other Information: none