

2. EXISTING CAPITAL PLANT FOR HIGHER EDUCATION

Distribution

Colleges and universities in the aggregate United States reported 100 square feet of gross area in their instructional, research, general facilities categories of buildings at the end of 1957. Institutions were requested not to report those buildings that were on remote institutional properties that were not used for normal purposes, or which were used by relatively small portions of the student body for only a short period of time each year, such as field stations, observatories, field camps, farms, ranches, and other properties; hospitals not owned by the institution even though some limited research and/or instruction may be carried on there; and public schools, not owned by the institution, which are used for practice teaching.

Gross area is defined as the sum of the areas at each floor level within the principal outside faces of exterior walls, neglecting normal setbacks or projections. All stories or spaces which have clearances with clear standing headroom (6 feet, 6 inch minimum) which are being used or can be adapted for use are included. The gross area, therefore, consists of assignable areas (areas having functions adopted for the study) plus unassignable areas (restrooms, stairs, wall and partition thicknesses, and the like).

The gross areas for instructional, research, and general facilities are presented in table 10 by region, State, and type of institution for the aggregate United States. It should be noted that as of the date of the survey Alaska and Hawaii were considered outlying areas.

Also, it should be pointed out that the Canal Zone, Guam, and three of the U.S. service schools did not participate in the study.

A comparison of data in table 10 with information relating to the gross area presented in table 7 reveals significant differences in the proportions of facilities included in the major categories.

Differences result from the fact that gross areas were categorized on the basis of primary function of each building, as reported by each institution.

It turns out that gross area data substantially exaggerate the proportion of space devoted to research and greatly understate the proportion given to general uses. In table 10 and in subsequent tables, therefore, attention should be directed mainly to the total gross area as evidence of the distribution of all academic facilities, rather than to the gross area of specific function.

Information on the distribution of facilities by population size of institution is not available.

Age and Condition of Academic Facilities

Table 11 summarizes regional data which show the period of initial construction of facilities existing in 1957. It should be noted that in the period immediately following World War II, occupancy was not necessarily a reliable indicator of the actual age of buildings. This is because many of the buildings first occupied by educational institutions during the years 1946 through 1948 were actually war surplus buildings converted to temporary educational use. In general, however, it may be assumed that age and period of occupancy coincide.