When Mr. Cravens asked me to say something this afternoon I looked over the former programs and could find nothing that has been said on the use and non-use of university space. Any private corporation with a plant worth a million dollars would give some careful study to such a topic. I come to you this afternoon with a very elementary discussion of this subject because it will consist simply of a statement of how we keep a record of the use of space down at the University of Kentucky and what value it seems to be to us. I am introducing the subject in the hope that we may make a study for the next meeting. As Dr. Judd suggested this afternoon, I have been of the opinion for a number of years that the greatest hope of this association lies in the pooling of our information and in making studies on certain important subjects. There has been only one study that I know of on the use of space and that is in the Iowa survey that Dr. Judd mentioned this afternoon. The division of space as we have made it at the University of Kentucky is simple: (1) Instructional space, (2) General space and (3) Accessory space. When I first made that in 1916 I had another group, waste space. We do not have that any more; that is in use now. Our Legislature has been seeing to it that we use our space. I have divided instructional space into recitation, laboratory and departmental offices. If you would like to put departmental offices in some other group, I would not contend for that point. The general space is the space used in common. Accessory space is space used for administrative offices, stock rooms, rest rooms, student rooms, halls and stairways. I got a loose-leaf book for this information and I visited each building when we first made that study, making a list showing the number of the room, its size and its use. That is corrected each year. I keep in close touch with our Superintendent of Buildings and Grounds and if he makes a division in a room he will give me a notice of it, or if the use is changed we note that. We also have a loose-leaf book which contains blue-prints of the floor plan. 10 percent of our space is recitation rooms. That may seem small. I don't know how it is with your plant; I would like to know. I hope some time someone will make a study of 40 or 50 universities to see how the space is used. We have 38 percent laboratory and 6 percent departmental offices. 11.8 percent is general space; administrative offices, 2.6 percent; boiler rooms, 2.7 percent (we have no central heating plant); stock rooms, 4.7 percent; rest rooms, 2 percent; halls and stairways, 12 percent. The use of the recitation room is the point that will be or, ought to be of special interest to us. This chart (showing) was made in 1919 we had 43.8 percent of the recitation space used for the first hour, 46 percent used the second hour, 54 percent used the third hour and 44 percent used the fourth hour. The laboratory space is lower. You notice in the afternoon our class rooms are not used as you will find them used later. I think probably the greatest advantage that would come to us from a careful study of our space, if we could find how forty or fifty of our universities were using their space, would be to get the professors of education to give us at least an approximate standard of what percent of time our space could be used profitably. You can lose sight of the personal element and the pedagogical side of it probably to too great an extent, but there certainly is a limit and I don't know just what it is. Now in 1919-20, 63 percent was used in the first hour of the day, 72 percent in the second hour, 63 percent in the third, 41 percent in the fourth and 8.3 percent in the fifth. The fourth hour was the noon hour and we are not supposed to have many classes, but in the next chart you will notice a change. In 1923-24, the first hour 83 percent, the second 97 percent, the third 88 percent, the fourth 94 percent. That shows a crowded condition. I am not interested in burdening you with that part of it so much as to indicate how you can make a profitable study. You will find it a great deal of work when you undertake this but after the information is once collected you will not find it a difficult problem. It appeals to me as a problem worthy of some consideration that would be important for future use.