

QUESTIONNAIRE TO FORMER INSTITUTE MEMBERS

Response rate and characteristics of respondents

Total response through 1/21/76 was 1063.

This date was chosen as the cut-off date for responses to be processed by the computer.

Total number of questionnaires mailed was approximately 2200.

Therefore this batch represents 48% of the total sent. (234 responses have been received since this date. These are not included among the responses in the following tables.)

28 former members are known to be dead or incapacitated.

101 questionnaires were undeliverable.

Assuming 2075 live, locatable former members, the sample (1063 responses) represents 51% of the possible total.

The percentage of members who responded in each School follows :

Historical Studies	300 responses	58% of possible response
Mathematics	514 responses	46% of possible response
Natural Sciences	196 responses	48% of possible response
Social Science	49 responses	58% of possible response

Breakdowns of 1063 responses

Responses by geographical region:

U.S.	688 responses	64.7% of total response
non-U.S.	375 responses	35.3%

Responses by School:

Historical Studies	300	28.2%
Mathematics	514	48.4%
Natural Sciences	196	18.4%
Social Science	49	4.6%
members with joint appointments in two Schools	4	.4%

Responses by current age:

over 75	32	3.0%
66-75	145	13.6%
56-65	184	17.3%
46-55	266	25.0%
36-45	273	25.7%
26-35	162	15.2%
25 or under	1	.1%

Questionnaires response (continued)

Response by years at the Institute (Note that one member may be counted more than once, if he or she was at the Institute during more than one five-year period.)

1930-34	17	1.6% (of total response)
1935-39	43	4.0%
1940-44	37	3.5%
1945-49	86	8.1%
1950-54	127	11.9%
1955-59	185	17.4%
1960-64	203	19.1%
1965-69	264	24.8%
1970-74	369	34.7%
1975-76	39	3.7% (current or first-term members)

Response by year of first visit to the Institute (Note that each member will be listed only once in this table.)

1930-34	17	1.6%
1935-39	41	3.9%
1940-44	27	2.5%
1945-49	71	6.7% (cumulative percentage 14.7% before 1950)
1950-54	103	9.7%
1955-59	146	13.7%
1960-64	148	14.9%
1965-69	208	19.6% (cumulative percentage 71.6% before 1970)
1970-74	291	27.4%
1975-76	11	1.0% (28.4% first visited the Institute since 1969)

Response by current position (first position listed, if more than one was given):

postdoctoral	10	1.0% (of total who listed a position)
junior faculty	157	15.1%
professor	730	70.4%
researcher or curator	40	3.9%
administrator	40	3.9%
other academic position	48	4.6%
other nonacademic position	3	.3%
unemployed	9	.9%

Questionnaire response (continued)

Response by stage in career at most recent visit:

postdoctoral	265	25.4% (of those who listed a position)
junior faculty	387	37.1%
professor	344	33.0%
researcher or curator	17	1.6%
administrator	8	.8%
other academic position	19	1.8%
other nonacademic position	2	.2%

SCHOOL IN I.A.S.

NOTE: At time of most recent visit. Note that all physicists have been classified in Natural Sciences, even though some visited the Institute before the Schools were separated. Members who were in the School of Economics and Politics have been classified as Historical Studies members.

Historical Studies	300	28.2 percent
Mathematics	514	48.4
Natural Science	196	18.4
Social Science	49	4.6
Joint Appointment	4	0.4

FIELDS

NOTE: General categories (Historical Studies, Mathematics, Physics etc.) include members who did not list a more specific field -- please see field code list, attached, for more specific listing of fields included under each heading.

Historical Studies	14	1.3 percent
History	3	0.3
Ancient History	60	5.6
Classical Studies	47	4.4
Medieval History	27	2.5
Renaissance-Modern	62	5.8
Art History	44	4.1
Intellectual History	32	3.0
Non-U.S./European History	4	0.4
Mathematics	88	8.3
Logic	22	2.1
Algebra	116	10.9
Analysis	118	11.1
Geometry-Topology	149	14.0
Probability	9	0.8
Computer Science	6	0.6
Applied Mathematics	4	0.4
History of Mathematics	1	0.1
Biology	5	0.5
Psychology	5	0.5
Natural Sciences	3	0.3
Physics	27	2.5
Theoretical Physics	90	8.5
Particle Physics	37	3.5
Astrophysics	24	2.3
Plasma Physics	6	0.6
Social Science	8	0.8
Anthropology	10	0.9
Economics	9	0.8
Sociology	19	1.8
Linguistics	14	1.3
	<hr/>	<hr/>
	1063	100.0

Natural Sciences -- fields

biology/biophysics

psychology/neuropsychiatry

physics (unspecified) or general physics

theoretical physics

includes: nuclear physics
solid state physics
low temperature physics
mathematical physics
statistical physics
statistical mechanics
general relativity
celestial mechanics
atomic physics
quantum mechanics
quantum field theory
quantum electrodynamics
many-body problem
applied mathematics
applied physics
aerodynamics
fluid mechanics

particle physics

includes: particle theory
high energy physics
field theory
elementary particle physics

astrophysics

includes: astronomy

plasma physics

history of science

Historical Studies -- fields

historical studies (unspecified)

history (unspecified)

ancient history

includes: Greek and Roman history and literature
classical philosophy
classical philology

classical studies

includes: classical archaeology
epigraphy
paleography

Medieval history

Renaissance and modern history

includes: early modern history

art history

includes: archaeology other than classical archaeology

intellectual history

includes: literary history and criticism
history of science
history of philosophy

Social Science -- fields

social science (unspecified) or general social science

anthropology

includes: social anthropology
ethnohistory

economics/economic history

sociology/political science

includes: political sociology
historical sociology
comparative sociology
social history

linguistics/psychology

Mathematics -- fields

mathematics (unspecified) or general mathematics

logic -- AMS categories 02-08

includes: logic
set theory
combinatorics

algebra -- AMS categories 10-25

includes: number theory
algebraic number theory
algebraic geometry
group theory
topological groups
Lie groups

analysis -- AMS categories 26-49

includes: real functions
functions of a complex variable
several complex variables
automorphic forms
partial differential equations
harmonic analysis
functional analysis
operator theory

geometry/topology -- AMS categories 50-59

includes: geometry
differential geometry
topology
algebraic topology
manifolds
global analysis
analysis on manifolds

probability/statistics -- AMS categories 60-62

includes: decision theory

computer science -- AMS categories 65-68

includes: numerical analysis
computer theory
Electronic Computer Project (ECP)
meteorology

applied mathematics -- AMS category 90, **93-94**

includes: operations research
game theory

history of mathematics

CURRENT POSITION

NOTE: First listed, if more than one was given -- academic position given priority over non-academic if two were listed.

Postdoctoral	10	1.0	(percentage of the total who listed a position)
Junior Faculty	157	15.1	
Professor	730	70.4	
Researcher-Curator	40	3.9	
Administrator	40	3.9	
Other Non-Academic	3	0.3	
Other Academic	48	4.6	
Unemployed	9	0.9	
No Answer	26	—	

Note: 102 of these people are now retired. A small number are visiting professors.

*expand
in explanation*

SECOND CURRENT POSITION

NOTE: Listed here only if the former member mentioned more than one current affiliation -- the questionnaire did not specifically ask for more than one -- 935 people, or 88 percent of the total sample, listed only one position, so the percentages given here are percentages of the 128 people, or 12 percent of the sample, who listed second jobs.

Postdoctoral	1	0.8 percent
Junior Faculty	1	0.8
Professor	41	32.0
Researcher-Curator	17	13.3
Administrator	62	48.4
Other Non-Academic	1	0.8
Other Academic	5	3.9
No Second Position	935	---

Number of visits to I.A.S.

1 visit	859 861	^{81.0} 80.8 percent
2 visits	146 145	13.7 13.6
3 visits	40	3.8
4 visits	11 10	1.0 .9
5 visits	3	.3
6 visits	2	.2
9 visits or more	2	.2

NUMBER OF MEMBERS WITH EXTENDED VISITS

NOTE: Extended visit defined as more than one academic or calendar year.

no extended visits	831	78.2 percent
1 extended visit	226	21.3
2. extended visits	6	0.6

QUESTION 2.1 -- Importance of Various Factors of the
Intellectual Environment.*

a. Freedom from Ordinary Academic Obligations

Very Important	853	82.4 percent
Important	156	15.1
Unimportant	26	2.5
No Answer	28	----
	<hr/> 1063	<hr/> 100.0

b. Peace and Quiet

Very Important	652	64.1 percent
Important	301	29.6
Unimportant	64	6.3
No Answer	46	----
	<hr/> 1063	<hr/> 100.0

c. Intellectual Interchange with Other Visiting Members
of Your School

Very Important	524	51.3 percent
Important	404	39.6
Unimportant	93	9.1
No Answer	42	----
	<hr/> 1063	<hr/> 100.0

* Percentages given are percentages of those who answered the question -- over 94 percent of the total possible answers in every case.

Question 2.1 (Continued)

d. Intellectual Interchange with Visiting Members of
Other Schools

Very Important	105	10.4 percent
Important	298	29.6
Unimportant	603	59.9
No Answer	57	---
	<hr/> 1063	<hr/> 100.0

e. Intellectual Interchange with Faculty

Very Important	452	44.8 percent
Important	428	42.4
Unimportant	130	12.9
No Answer	53	---
	<hr/> 1063	<hr/> 100.0

f. Colloquia and Lectures at the Institute

Very Important	235	23.4 percent
Important	514	51.1
Unimportant	256	25.5
No Answer	58	---
	<hr/> 1063	<hr/> 100.0

Question 2.1 (Continued)

g. Proximity to Princeton University

Very Important	379	37.5 percent
Important	486	48.0
Unimportant	147	14.5
No Answer	51	—
	<hr/> 1063	<hr/> 100.0

h. Proximity to New York City and/or Other Major U.S. Cities

Very Important	100	10.0 percent
Important	232	23.2
Unimportant	668	66.8
No Answer	63	—
	<hr/> 1063	<hr/> 100.0

In addition, under "other" factors, 55 people, or 5.1 percent of the total, mentioned the Institute library facilities as either very important or important. A further 27, or 2.6 percent, mentioned the Princeton University library facilities as either very important or important.

QUESTION 2.2 -- Was any member of the Institute faculty working
in your specific field?

(Percentages given are percentages of the 97.3 percent of the
respondents who answered the question.)

Yes	603	58.3 percent
No	432	41.7
No Answer	28	---

QUESTION 2.22 -- If not, did the lack of a professor working in
your specific field impede or limit your work?

Yes	48	10.5 percent
No	410	89.5
No Answer	605	---

Note that 458 people answered this question, more than the 432 who
answered no on the previous question.

QUESTION 2.3 -- Were there other visiting members working in your
specific field?

(Percentages are given of the 96.6 percent of the respondents
who answered the question.)

Yes	736	71.7 percent
No	291	28.3
No Answer	36	----

QUESTION 2.31 -- If yes, was their presence directly helpful to you?

Yes	644	84.5 percent
No	118	15.5
No Answer	301	----

Again, more people answered this question than answered "yes" on the
previous question.

QUESTION 3.1 -- Importance of Visit to I.A.S. in Subsequent
Development of Work.

(The percentages are those of the 96.1 percent of the respondents
who answered this question.)

Crucial	245	24.0 percent
Very Important	470	46.0
Important	267	26.1
Unimportant	40	3.9
No Answer	41	---

QUESTION 3.2 -- Importance of Institute in Intellectual
Development of Field in the Last 10-15 Years

(Percentages given are of the 88.2 percent of the respondents
who answered this question.)

Crucial	160	17.1 percent
Very Important	347	37.0
Important	278	29.6
Unimportant	153	16.3
No Answer	125	—

RESPONSE RATE BY SCHOOLS

The following table indicates the members to whom questionnaires were sent, in each school, who returned the questionnaire. These figures are approximate. The genuine response rate is probably higher than that shown here, since there are undoubtedly questionnaires that did not reach their destinations but were not returned to the Institute by the post office.

	HS	M	NS	SS	total
total questionnaires sent	546	1156	427	84	2213
bad addresses or deceased	26	44	16	--	86
total of live, locatable members	520	1112	411	84	2127
response -- first batch	300	514	196	49	1059*
late response	72	136	48	7	263
total response	372	650	244	56	1322*
rate of response -- batch	57.7%	46.2%	47.7%	58.3%	49.8%
total response rate	71.5%	58.5%	59.4%	66.7%	62.2%

* The actual number of responses was 1063 and, in the second batch, 1326, including four former members with joint appointments in two of the four schools. They have been left out of this calculation. If one rounds the number of good addresses off to 2100, probably an optimistic estimate, the response rate for the first batch is 1063/21 or about 51% and the total response rate is 1326/21 or about 63%.

The percentages of each school represented in the total sample are about the same as those in the first batch of 1063 responses. Both are included here for purposes of comparison.

	HS	M	NS	SS	joint appointment
first batch	28.2%	48.4%	18.4%	4.6%	.4%
total	28.1%	49.0%	18.4%	4.2%	.3%

THE INSTITUTE FOR ADVANCED STUDY

PRINCETON, NEW JERSEY 08540

22 March 1976

To the Members of the Review Committee:

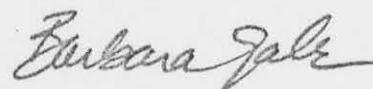
Several of you asked at the last meeting about the rate of response to the questionnaire by Schools. I've made a rough tabulation of this, which appears below. The genuine response rate is probably slightly higher than that shown here, since there are undoubtedly questionnaires that did not reach their destination but were not returned to the Institute by the post office.

	HS	M	NS	SS	total
total questionnaires sent	546	1156	427	84	2213
bad addresses or deceased	26	44	16	--	86
total of live, locatable members	520	1112	411	84	2127
response	300	514	196	49	1059*
percentage of response	57.7%	46.2%	47.7%	58.3%	49.8%*

* The actual number of responses in this batch was 1063, including some four former members with joint appointments in two of the four Schools. They have been left out of this calculation. If one rounds the number of good addresses off to 2100, probably a conservative number, the total response rate is 1063/21 or about 51%.

About two hundred questionnaires have arrived since the arbitrary cut-off date (January 21, 1976) for processing the computer cards. These have not been included in this tabulation of response rate by School.

Sincerely yours,



Barbara Gale
Executive Assistant to the
Review Committee

THE INSTITUTE FOR ADVANCED STUDY

PRINCETON, NEW JERSEY 08540

22 March 1976

To the Members of the Review Committee:

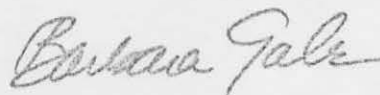
Here, as promised, are the rest of the sample opinion questions, broken down by the members' positions at the time of their most recent Institute memberships. What the tables seem to show is that the importance of an Institute visit to the member's own work decreases, slightly, as the member's age increases -- that is, that people who visited most recently as postdocs rate the importance of the visit higher than professors do. Junior faculty members are almost the same as the postdoctoral fellows in this table.

All three age groups rate the Institute's importance to the development of their fields lower than they do its importance to them personally, and professors, curiously, rate the Institute somewhat less important to their fields than do the two younger groups.

Between 24% and 35% of all three groups (or, more properly, of those who answered the question) said that there were additional fields that would be desirable at the Institute -- the total percentage of "yes" answers on this question was 29.3%. These tables indicate that the older the group, the more likely it is to suggest additional fields.

I have indicated on these tables the number and percentage (of possible answers from the age group) of the responses. In all three cases, fewer people answered question 3.2 than 3.1, and fewer still chose to answer question 3.3. Some of these people, however, did not check "yes" or "no" but did make a comment.

Sincerely yours,



Barbara Gale
Executive Assistant to the Review
Committee

Mrs. Whitehead; Messrs. Borel, Dilworth, Doob, Hirschman, Pelikan, Segal, Solow, and Yang.

3/22/76

Breakdown by position at time of most recent membership -- Postdoctoral fellows
(265 responses, 24.9% of total)

Question 3.1 -- importance of visit to own work

crucial	27.0%	(percentage of 256 responses-- 96.6% response rate)
very important	44.5%	
important	26.2%	
unimportant	3.3%	

Question 3.2 -- importance of Institute to development of field

crucial	17.8%	(percentage of 230 responses -- 86.8% response rate)
very important	38.3%	
important	29.6%	
unimportant	14.3%	

Question 3.3 -- additional fields?

yes	24.5%	(percentage of 184 responses -- 69.4% response rate)
no	75.5%	

3/22/76

Breakdown by position at time of most recent membership -- Junior Faculty

(387 responses, 36.4% of total)

Question 3.1 -- importance of visit to own work

crucial	26.0%	(percentage of 381 responses -- 98.5% response rate)
very important	47.0%	
important	22.6%	
unimportant	4.5%	

Question 3.2 -- importance of Institute to development of field

crucial	19.3%	(percentage of 357 responses -- 92.3% response rate)
very important	37.0%	
important	30.3%	
unimportant	13.4%	

Question 3.3 -- additional fields?

yes	26.6%	(percentage of 286 responses -- 73.9% response rate)
no	73.4%	

3/22/76

Breakdown by position at time of most recent membership -- Professors

(344 responses, 32.4% of total)

Question 3.1 -- importance of visit to own work

crucial	18.8%	(percentage of 336 responses -- 97.7% response rate)
very important	48.2%	
important	28.3%	
unimportant	4.8%	

Question 3.2 -- importance of Institute to development of field

crucial	14.3%	(percentage of 307 responses -- 89.2% response rate)
very important	37.1%	
important	28.0%	
unimportant	20.5%	

Question 3.3 -- additional fields?

yes	34.2%	(percentage of 266 responses -- 77.3% response rate)
no	65.8%	

THE INSTITUTE FOR ADVANCED STUDY

PRINCETON, NEW JERSEY 08540

Telephone-609-924-4400

March 4, 1976

To the Members of the Review Committee:

I don't want to swamp you with mailings of small items from the questionnaire, but this tabulation, requested by Professor Hirschman at the last meeting, seemed particularly interesting. The three tables attached give the reactions of three major groups of former members to some of the opinion sections of the questionnaire -- questions 2.1, 2.2 and 2.22, 2.3 and 2.31, 2.5 and 2.51. You already have the breakdowns for these questions by School, along with a breakdown by School of the responses to the questions regarding the importance of the Institute in each member's own work and the development of his field and the question regarding expansion into new fields. The breakdown by age of these latter questions is not yet available but will be sent when the next computer run generates it.

What I am now enclosing is a breakdown of answers to the questions listed above by the members' positions at the time of their most recent visit, separately listed for postdoctoral fellows (25.4% of the total response), junior faculty members (roughly 37% of the total), and professors (33% of the total). The figures are still rough but I doubt that the verified run, which I expect to complete sometime next week, will show any major differences from this tabulation.

These figures show some interesting variations in the importance of various factors of the intellectual environment to each of these groups. Freedom from ordinary academic obligations is clearly the most important factor to all three groups, though postdoctoral people seem to rate it slightly less highly than do junior and senior faculty members; proximity to U.S. cities is the least important for all the respondents, though it seems slightly more important to junior and senior faculty than to post-docs. The spread in between these poles is rather interesting. Roughly, the postdoctoral people rate contact with members of their own Schools as second only to freedom from academic obligations, followed by peace and quiet in third place, and contact with faculty members in fourth; colloquia and lectures at the Institute rate about the same as contact with Princeton University for the postdoctoral people, next on the list, followed by contact with members of others Schools, and proximity to major U.S. cities.

/...

In descending order of importance to the junior faculty are freedom from academic obligations, peace and quiet, contact with members of the same School, contact with faculty members, contact with Princeton University, colloquia and lectures at the Institute, and, rated about the same, contact with members of other Schools and proximity to major U.S. cities.

The professors who responded, like the junior faculty, rated peace and quiet after freedom from academic obligations; they valued contact with members of the same School and with the faculty next and about equally highly; contact with Princeton University followed, and, continuing in descending order, colloquia and lectures at the Institute, contact with members of other Schools (which the professors rated slightly higher than did the postdocs or the junior faculty members), and finally proximity to U.S. cities.

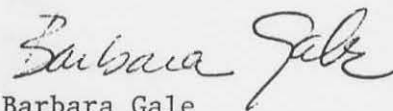
The variations in the responses to the other questions are not so great. The majority of all groups (but a larger majority of the postdocs) said that a faculty member was working in their specific fields. Of those with no professor in their fields, more of the postdoctoral people felt that their work was hampered by this lack. More of the postdoctoral fellows than of the other two groups, and more of the junior than of the senior faculty, said other visiting members were working in their fields. Over eighty percent of those who shared interests with other members found their presence helpful, in all three groups. (This count, and the results of question 2.1, clearly show the importance of interchange among the members in all age groups. The implications of the breakdown by School are similar.) Again, nearly everyone found the degree of structure about right but, as the breakdown by School shows, more people in every group thought the Institute's working situation not structured enough than thought it too structured.

The answers to question 2.51 show some variations by age group. Lectures by the faculty and lectures of general interest were desired by a large percentage of the postdoctoral fellows who answered the question. The low figure desiring more contact with Princeton University may reflect a significant amount of existing contact. The largest number of junior faculty also listed more lectures by the faculty and more lectures of general interest as desirable, though not by such large percentages as the postdocs. More junior faculty members wanted greater contact with the University. Professors wanted more lectures by the faculty, more contact with Princeton, and more lectures of general interest with about equal intensity -- about a third of the professors said they would like more of each.

/...

I expect to have a rough response rate by School, which I will send along to the committee, fairly soon. Please let me know if there is other information you would like particularly. The second, and I hope final, run on the computer of the factual sections of the questionnaire will be made sometime next week, and there's still time to add a request for particular facts or breakdowns to the program.

Sincerely yours,

A handwritten signature in cursive script, reading "Barbara Gale".

Barbara Gale
Executive Assistant to
the Review Committee

Enclosure

Mrs. Whitehead; Messrs. Borel, Dilworth, Doob, Hirschman, Pelikan,
Segal, Solow, Yang

bcc. Dr. Kaysen

Tabulations of responses by position at most recent visit -- 3/3/76

Postdoctoral fellows (265 responses -- 25.4% of total)

Question 2.1 -- importance of factors in intellectual environment

	very important	important	unimportant
a. freedom from obligations	74.8%	22.7%	2.5%
b. peace and quiet	56.1%	32.6%	11.3%
c. members of School	64.7%	30.3%	5.0%
d. members of other Schools	8.0%	24.4%	67.6%
e. faculty	45.5%	44.2%	10.3%
f. colloquia and lectures	31.6%	53.8%	14.5%
g. Princeton University	32.6%	55.2%	12.1%
h. U.S. cities	6.0%	21.5%	72.5%

Question 2.2 -- faculty members in specific field?

yes	62.3%	
no	37.7%	(239 responses)

Question 2.22 -- impeded by lack of professor?

yes	21.7%	
no	78.3%	(92 responses)

Question 2.3 -- visiting members in specific field?

yes	83.3%	
no	16.7%	(240 responses)

Question 2.31 -- members directly helpful?

yes	85.3%	
no	14.7%	(204 responses)

Question 2.5 -- degree of structure

too structured	0.8%
about right	93.2%
not structured enough	5.9%

Question 2.51 -- preference for increase in various factors

a. lectures by faculty	48.2%	(of the 137 who answered)
b. lectures by members	29.2%	
c. contact with Princeton University	24.8%	
d. lectures of general interest	48.9%	

Tabulations of responses by position at most recent visit -- 3/3/76

Junior Faculty (364 possible responses -- 37% of total)

Question 2.1 -- importance of factors in intellectual environment

	very important	important	unimportant
a. freedom from obligations	81.5%	16.3%	2.2%
b. peace and quiet	61.5%	32.9%	5.6%
c. members of School	53.4%	37.0%	9.6%
d. members of other Schools	10.8%	26.9%	62.3%
e. faculty	45.3%	41.6%	13.0%
f. colloquia and lectures	26.6%	52.0%	21.5%
g. Princeton University	37.5%	48.7%	13.7%
h. U.S. cities	10.4%	24.5%	65.1%

Question 2.2 -- faculty members in specific field?

yes	57.3%	
no	42.7%	(361 answers)

Question 2.22 -- impeded by lack of professor?

yes	8.8%	
no	91.2%	(159 responses)

Question 2.3 -- visiting members in specific field?

yes	76.0%	
no	24.0%	(358 answers)

Question 2.31 -- members directly helpful?

yes	87.0%	
no	13.0%	(276 answers)

Question 2.5 -- degree of structure

too structured	1.1%
about right	95.2%
not structured enough	3.7%

Question 2.51 -- preference for increase in various factors

a. lectures by faculty	39.0%
b. lectures by members	26.0%
c. contact with Princeton University	30.0%
d. lectures of general interest	40.8%

Professors (344 responses -- 33.0% of total)

Question 2.1 -- importance of factors in intellectual environment

	very important	important	unimportant
a. freedom from obligations	89.5%	8.7%	1.8%
b. peace and quiet	75.1%	21.8%	3.1%
c. members of School	41.9%	48.3%	9.8%
d. members of other Schools	8.5%	36.7%	54.7%
e. faculty	42.6%	44.1%	13.3%
f. colloquia and lectures	17.0%	51.9%	31.1%
g. Princeton University	39.1%	44.8%	16.1%
h. U.S. cities	12.0%	22.8%	65.2%

Question 2.2 -- faculty members in specific field?

yes	56.0%	(332 answers)
no	44.0%	

Question 2.22 -- impeded by lack of professor?

yes	7.0%	
no	93.0%	(157 answers)

Question 2.3 -- visiting members in specific field?

yes	61.9%	
no	38.1%	(328 answers)

Question 2.31 -- members directly helpful?

yes	81.3%	
no	18.7%	(219 answers)

Question 2.5 -- degree of structure

too structured	1.2%
about right	95.4%
not structured enough	3.4%

Question 2.51 -- preference for increase in various factors

a. lectures by faculty	35.4%
b. lectures by members	28.1%
c. contact with Princeton University	37.1%
d. lectures of general interest	34.8%

2/23/76

Questionnaire to former IAS members -- response rate and characteristics of respondents

Total response through 1/21/76 1063
(This date was chosen arbitrarily as the cut-off date for the first batch of responses to be processed by the computer. If time allows, a second batch of responses will be processed.)

Responses from members in the U.S.	688	64.7%
Responses from members outside the U.S.	375	35.3%

Total number of questionnaires sent approximately 2200. This batch of responses represents 48% of the total sent.

23 members known to be dead or incapacitated.

63 questionnaires undeliverable.

Assuming 2100 live, locatable former members, this sample represents 51% of the possible total.

Responses by years at IAS (Please note that one member may be counted more than once, if he or she was at IAS during more than one five-year period.)

1930-34	18	1.7%	
1935-39	42	4.0%	
1940-44	36	3.4%	
1945-49	86	8.1%	
1950-54	126	11.9%	
1955-59	185	17.4%	
1960-64	204	19.2%	
1965-69	265	24.9%	
1970-74	369	34.7%	
1975-76	37	3.6%	(i.e., current or first-term members)

Responses by Schools

Historical Studies	291	27.4%	}	27.8%
Economics and Politics	4	.4%		
Mathematics	515	48.4%		
Natural Sciences	196	18.4%		
Social Science	54	5.1%		
NS-HS joint appointment	2	.2%	}	.3%
HS-SS joint appointment	1	.1%		

Response by current age:

born 1885-1910 (over 65)	16.5%
born 1911-1920 (56-65)	17.8%
born 1921-1930 (46-55)	25.0%
born 1931-1940 (36-45)	35.5%
born 1941-1951 (25-35)	15.2%

Response by stage in career at most recent IAS visit

predoctoral	3	.3%		
postdoctoral	265	25.4%		
junior faculty	387	37.1%		
professor	344	33.0%		
other:				
researcher-				
curator	17	1.6%	}	43 4.1%
administrator	8	.8%		
military-				
government	2	.2%		
non-U.S., non-				
comparable	16	1.5%		
no answer	21	-----		

Response by stage in career at present time

postdoctoral	10	1.0%
junior faculty	157	14.9%
professor	730	69.7%
other:		
researcher-cur-		
ator	39	3.7%
administrator	40	3.8%
unaffiliated	11	1.1%
military-		
government	1	.1%
non-U.S., non-		
comparable	48	4.6%
undeterminable or		
no answer	27	-----

Please note that there are still a few random errors, due either to coding or to punching errors, in these figures. A run will be made using verified cards -- that is, cards on which the coding and punching have been checked to make sure all the values are correct. There is no reason, however, to believe that the present oddities are anything other than random or that the final figures won't be essentially the same.

Background information

All but 16 of the members who answered the questionnaire listed at least one current position (a second position was also coded for those who listed one). A breakdown of these positions (referred to as JOB1 and JOB2 in the computer processing) is included here. Obviously, some of the categories are logically the same -- assistant and associate professors belong with junior faculty, for instance, giving a total of 157, or 14.9% of the total (1048) who answered the question. The table for the second position shows that 935 people did not list a second job. Since we only asked for one current position, we can't assume that some of these people did not have more than one position. In making these tables, the academic position, when one university and one non-university position were given, was always coded as the first position. The larger number of administrators on the 2nd table, for instance, takes account of a number of professors who are also department chairmen.

Only 102 former members are now retired, a figure that represents 9.7% of the total who answered the question. Most people are presently affiliated, presumably in teaching positions, with Ph.D.-granting institutions -- 916, or 87.7%. Another 4.7% (49 people) are affiliated with four-year colleges and 7.5% (or 78 people) with non-academic institutions, a category that includes pure research institutions like the Institute, I.H.E.S., and C.E.R.N. Nearly a third of the respondents (30.6%) are affiliated with colleges or universities outside the United States; 61.0% are in U.S. colleges or universities. Of the members not now affiliated with academic institutions, the breakdown of affiliations (first listed position) follows:

research institutions	59	67.0%
policy institutes	2	2.3%
cultural organizations (museums, publishing, etc.)	8	9.1%
research/development firms	4	4.5%
government-armed services- Peace Corps, etc.	6	6.8%
unaffiliated or unemployed	9	10.2%

(Similar figures exist for the second listed position, and I'll be glad to share them with any interested committee member.)

The address breakdown within and outside the U.S. is given on an attached sheet. U.S. addresses are also available by individual states.

The number of visits each member had at the IAS has been computed, as has the number of extended visits. For our purposes, all visits, as opposed to memberships, were counted with the exception of summertime visits. People who have been visitors at the IAS but were never members did not receive the questionnaire at all, so at least one visit in every case was a proper membership. The table attached shows that 859 of the respondents, or 80.8%, were at the IAS only once. Another 13.7% came twice, and 3.8% three times. A very few had more than three visits -- the two with nine or more visits are very likely long-term members, of whom there have only been a few. The next table on the sheet, that of extended visits, shows that about three-quarters of the respondents (78.1%) had no visits longer than one calendar year. Nearly a fourth (21.3%) were here for at least one period of more than a year -- these are probably two-year memberships, which have been quite common at the Institute. A few are probably five-year members, like those currently appointed in the Natural Sciences School. Only seven members (of the 1063 who answered) have been at the IAS more than once for longer than a year.

The table on page one of this summary gives the number of members who were at the IAS during the various five-year periods. It is important to remember, of course, that more of the members who were here earlier on have died, are incapacitated, or have been lost to the Institute's records through successive moves. The next set of computer calculations will, we hope, produce the number of members who were at the IAS sometime before, say, 1950, and the number who did not visit at all until after 1950. The members listed as present in 1975-76 are, of course, this year's members, of whom 37 had been at the Institute before (first-time members did not receive the questionnaire) and sent in their responses.

Institute school and field are listed on tables included here. I have followed the present conventions of labelling -- all physicists have been classified at members in Natural Sciences, for instance, even though some of them were certainly at the Institute before Natural Science and Mathematics separated toward the end of the 1960s. Note that three members who answered have joint appointments in two of the schools.

Fields of study duplicate very nearly the number of members in the schools, though there are a few who don't fit in neatly. At least one of the probability theorists, for instance, was a member in Social Science.

Crosstabulations of responses to various questions have been made against members' schools and against their positions at the time they came to the IAS. Xeroxes of some of these are attached, and I hope to have more readable versions of these and other responses shortly. Crosstabulations of two or three factors can easily be made, and I should be grateful to have your suggestions for which relationships would be most interesting.

I am including in this batch of material rough tables of the responses to question 2.1, on the importance of various factors in the intellectual environment; questions 2.2 and 2.3, which indicate whether faculty members or other visiting members overlapped with the interests of the respondent; and questions 2.5 and 2.51, which deal with the degree of structure in the working situation. The average rating in question 2.1 and questions 3.1 and 3.2, which asks about the importance of the Institute in the member's own work and in his or her field, is a rough measure and clearly doesn't indicate as much as the relationship among the various answers. It is intended only as some sort of rough guide to relative importance.

I am also sending along a few xeroxes from the computer printout, which I hope will not be too difficult to read. These are a crosstabulation of the member's school in the IAS by his current position and status (retired, active, on leave, etc.), by his field (which gives a good indication of the percentage of member's in each field within the various schools), his position when he most recently visited the Institute (JOB3), his position immediately following his most recent visit to the Institute, a variable called CHANGE, which indicates whether or not the member returned to the same position (yes indicates a return to the same position), another variable called CHANGE2, which indicates the nature of the change in position, if there was one (most of the "indeterminates" here will be people who said "yes" on the previous question), and his position at his first visit to the Institute, if he was a member more than once (JOB5).

Current position (first listed, if more than one was given -- academic position given priority over non-academic if two were listed) -- JOB1 on computer

postdoctoral	1	.1% (NB; percentage of the total who listed a position)
junior faculty	18	1.7%
assistant professor	57	5.4%
associate professor	82	7.8%
professor	728	69.5%
adjunct professor	2	.2%
researcher-curator	39	3.7%
administrator	40	3.8%
consultant	2	.2%
unemployed or unaffiliated	9	.9%
teaching assistant	9	.9%
military-government	1	.1%
non-U.S., not comparable	48	4.6%
indeterminate or no answer	27	---

Note: 102 of these people are now retired. A small number are visiting professors.

Second current position (listed here only if the former member mentioned more than one current affiliation -- the questionnaire did not specifically ask for more than one -- 935 people, or 88% of the total sample, listed only one position, so the percentages given here are percentages of the 128 people, or 12% of the sample, who listed second jobs) -- JOB2 on computer

junior faculty	1	.8%
associate professor	1	.8%
professor	37	28.9%
researcher-curator	16	12.5%
administrator	62	48.4%
consultant	1	.8%
teaching assistant	1	.8%
adjunct professor	4	3.1%
non-U.S., not comparable	5	3.9%

This table demonstrates that a number of people are professors in two institutions or combine professorial appointments with directorships of research institutes, museum positions, or department chairmanships. The non-U.S. category is mostly made up of fellows of colleges, lecturers or readers at non-U.S. universities -- any position which was clearly analogous to a U.S. position was translated into the appropriate category, but we tried hard not to rely on guesswork.

Ten of the positions listed above are previous or emeritus positions. A number are visiting professorships. 70% are with universities; 6.9% with four-year colleges, and 22.3% (as opposed to 7.5% for first position) with non-academic institutions.

Non-U.S. address breakdown (ADDRESS/CURRENT ADDRESS BY REGION)

Canada	13	1.2%	(NB: percentage of total 1063)
Mexico	2	.2%	
South America	4	.2%	
British Isles	114	10.8%	
Austria	5	.5%	
Belgium	7	.7%	
France	43	4.0%	
West Germany	54	5.1%	
Netherlands	11	1.0%	
Switzerland	24	2.3%	
Scandinavia	16	1.6%	
Czechoslovakia	1	.1%	
Poland	7	.7%	
Bulgaria	1	.1%	
Greece	3	.3%	
Yugoslavia	2	.2%	
Italy	15	1.4%	
India	9	.8%	
Japan	21	2.0%	
Israel	11	1.0%	
Turkey	1	.1%	
South Africa	1	.1%	
Australia-New Zealand	9	.8%	

U.S. address breakdown by region (USREGION)

New England	101	14.7%	(NB: percentage of former members now in U.S.)
Middle Atlantic	199	28.9%	
East North Central	118	17.2%	
West North Central	28	4.1%	
East South Central	7	1.0%	
West South Central	27	3.9%	
South Atlantic	70	10.2%	
Mountain West	15	82.1%	
Pacific (includes Alaska and Hawaii)	123	17.9%	

Address breakdown of selected states with large numbers of former members

Connecticut	26	2.4%	(NB; percentage of total sample, 1063)
Massachusetts	64	6.0%	
New Jersey	55	5.2%	
New York	112	10.5%	
Pennsylvania	32	3.0%	
Illinois	60	5.6%	
Indiana	21	2.0%	
Texas	20	1.9%	
Maryland	24	2.3%	
California	102	9.6%	

VISITS/NUMBER OF VISITS TO IAS

1 visit	859	80.8%	
2 visits	146	13.7%	
3 visits	40	3.8%	
4 visits	11	1.0%	
5 visits	3	.3%	
6 visits	2	.2%	
9 visits or more	2	.2%	(NOTE: these are probably long-term members)

Number of members with extended visits (defined as more than one academic or calendar year) to the IAS (EXTENDED/NUMBER OF EXTENDED VISITS TO IAS)

no extended visits	830	78.1%
1 extended visit	226	21.3%
2 extended visits	6	.6%
3 extended visits	1	.1%

SCHOOL/SCHOOL IN IAS (at time of most recent visit. Note that all physicists have been classified in Natural Sciences, even though some visited the Institute before the Schools were separated. There are probably more than 4 members who were in the School of Economics and Politics, but they are likely to have classified themselves as Historical Studies members.)

Historical Studies	291	27.4%
Mathematics	515	48.4%
Natural Sciences	196	18.4%
Social Science	54	5.1%
Economics and Politics	4	.4%
Natural Sciences and Historical Studies -- joint appointment	2	.2%
Historical Studies and Social Science -- joint appointment	1	.1%

Fields (FIELD/FIELD OF STUDY)

NOTE: general categories (Historical Studies, Mathematics, Physics include members who did not list a more specific field -- please see field code list, attached, for more specific listing of fields included under each heading.)

Historical Studies	13	1.2%
History	3	.3%
Ancient History	60	5.6%
Classical Studies	48	4.5%
Medieval History	26	2.4%
Renaissance/Modern History	61	5.7%
Art History	44	4.1%
Intellectual History	32	3.0%
Non-U.S./European History	4	.4%
Mathematics	89	8.4%
Logic	21	2.0%
Algebra	116	10.9%
Analysis	119	11.2%
Geometry/Topology	149	14.0%
Probability	9	.8%
Computer Science	6	.6%
Applied Mathematics	4	.4%
History of Mathematics	1	.1%
Biology	5	.5%
Psychology	5	.5%
Natural Sciences	3	.3%
Physics	26	2.4%
Theoretical Physics	90	8.5%
Particle Physics	37	3.5%
Astrophysics	24	2.3%
Plasma Physics	5	.5%
History of Science	1	.1%
Social Science	8	.8%
Anthropology	10	.9%
Economics	9	.8%
Sociology	20	1.9%
Linguistics	14	1.3%
no answer	1	.1%

1063

100.00%

Historical Studies -- fields

historical studies (unspecified)

history (unspecified)

ancient history

includes: Greek and Roman history and literature
classical philosophy
classical philology

classical studies

includes: classical archaeology
epigraphy
paleography

Medieval history

Renaissance and modern history

includes: early modern history

art history

includes: archaeology other than classical archaeology

intellectual history

includes: literary history and criticism
history of science
history of philosophy

Mathematics -- fields

mathematics (unspecified) or general mathematics

logic -- AMS categories 02-08

includes: logic
set theory
combinatorics

algebra -- AMS categories 10-25

includes: number theory
algebraic number theory
algebraic geometry
group theory
topological groups
Lie groups

analysis -- AMS categories 26-49

includes: real functions
functions of a complex variable
several complex variables
automorphic forms
partial differential equations
harmonic analysis
functional analysis
operator theory

geometry/topology -- AMS categories 50-59

includes: geometry
differential geometry
topology
algebraic topology
manifolds
global analysis
analysis on manifolds

probability/statistics -- AMS categories 60-62

includes: decision theory

computer science -- AMS categories 65-68

includes: numerical analysis
computer theory
Electronic Computer Project (ECP)
meteorology

applied mathematics -- Ams category 90, **93-94**

includes: operations research
game theory

history of mathematics

Natural Sciences -- fields

biology/biophysics

psychology/neuropsychiatry

physics (unspecified) or general physics

theoretical physics

includes: nuclear physics
solid state physics
low temperature physics
mathematical physics
statistical physics
statistical mechanics
general relativity
celestial mechanics
atomic physics
quantum mechanics
quantum field theory
quantum electrodynamics
many-body problem
applied mathematics
applied physics
aerodynamics
fluid mechanics

particle physics

includes: particle theory
high energy physics
field theory
elementary particle physics

astrophysics

includes: astronomy

plasma physics

history of science

Social Science -- fields

social science (unspecified) or general social science

anthropology

includes: social anthropology
ethnohistory

economics/economic history

sociology/political science

includes: political sociology
historical sociology
comparative sociology
social history

linguistics/psychology

Question 2.1 (VAR001/RANK-FREEDOM FROM ORDINARY ACADEMICS) Rating of importance
a. of freedom from ordinary academic obligations -- on this as on the other sections of this question, 1 indicates "very important"; 2, "important"; and 3, "unimportant." I've done a rough calculation of the over-all importance of the factor by multiplying the value of the answer by the number of times that answer occurs, then dividing by the total number of answers to the question. The lower the number, the higher the rating.

very important	853	82.4%
important	156	14.7%
unimportant	26	2.5%
no answer	28	-----
<hr/>		
	1063	100.00%

average rating 1.20

b. peace and quiet (VAR002/RANK-PEACE AND QUIET)

very important	652	64.2%
important	300	29.5%
unimportant	64	6.3%
no answer	47	-----
<hr/>		
	1063	100.00%

average rating 1.42

c. intellectual interchange with other visiting members of your school (VAR003/RANK-INTERCHANGE WITH YOUR SCHOOL MEMBER)

very important	524	51.4%
important	403	39.5%
unimportant	93	9.1%
no answer	43	-----
<hr/>		
	1063	100.00%

average rating 1.58

Question 2.1 (continued)

d. intellectual interchange with visiting members of other schools (VAR004-RANK
INTERCHANGE WITH OTHER SCHOOLS)

very important	105	10.4%
important	299	29.7%
unimportant	603	59.9%
no answer	56	-----
	1063	100.00%

average rating 2.49

e. intellectual interchange with faculty (VAR005/RANK-INTERCHANGE WITH FACULTY)

very important	452	44.8%
important	428	42.4%
unimportant	130	12.9%
no answer	53	-----
	1063	100.00%

average rating 1.68

f. colloquia and lectures at the Institute (VAR006/RANK-COLLOQUIA-LECTURES AT IAS)

very important	235	23.4%
important	513	51.1%
unimportant	256	25.5%
no answer	59	-----
	1063	100.00%

average rating 2.02

g. proximity to Princeton University (VAR007/RANK-PROXIMITY TO PRINCETON UNIV.)

very important	379	37.5%
important	486	48.0%
unimportant	147	14.5%
no answer	51	-----
	1063	100.00%

average rating 1.77

Question 2.1 (continued)

h. proximity to New York City and/or other major U.S. cities (VAR008/RANK-PROXIMITY
TO CITIES)

very important	101	10.1%
important	231	23.1%
unimportant	668	66.8%
no answer	63	-----
	<hr/> 1063	<hr/> 100.00%

average rating 2.57

In addition, under i.other, 55 people, or 5.1% of the total, mentioned the
Institute library facilities as either very important or important.
A further 27, or 2.6%, mentioned the Princeton University library
facilities as either very important or important.

Question 2.2-- Was any member of the Institute faculty working in your specific field? (VAR011/IAS FACULTY WORKING IN YOUR FIELD)

yes	603	58.3%
no	432	41.7%
no answer	28	-----

Question 2.22 -- If not, did the lack of a professor working in your specific field impede or limit your work?

yes	48	10.5% (of those who answered, 4.5% of total)
no	410	89.5% (of those who answered, 38.5% of total)
no answer	605	----- (56.9% of total)

Note that 458 people answered this question, more than the 432 who answered no on the previous question.

Question 2.3 -- were there other visiting members working in your specific field? (VAR013)

yes	736	71.7%
no	291	28.3%
no answer	36	-----

Question 2.31 -- If yes, was their presence directly helpful to you?

yes	644	84.5%
no	118	15.5%
no answer	301	-----

Again, more people answered this question than answered "yes" on the previous question.

Degree of structure in working situation (VAR016/FEEL ABT STRUCTURE IN WORKING SITUATION)

too structured	14	1.4%
just about right	959	94.4%
not enough structure	43	4.2%
no answer	47	----

Question 2.51 -- more of any of the following (note that a large proportion of the "no answers" in this section are likely to have been among those who answered "just about right" in the previous question.)

a. more lectures or seminars given by the faculty (VAR017/WANT MORE LECTURES-SEMINARS BY FACULTY). Note that in this section "yes" indicates that the item was checked. "No" indicates that the item was not checked but that at least one other in the list was checked. "No answer" indicates that none of the items in the list were checked. Obviously, a large proportion of these people left the section blank because they did not want more of any of the items listed.)

yes	242	39.8% (of those who answered -- 22.8% of total)
no	366	60.2% (of those who answered -- 34.4% of total)
no answer	455	--- (42.8% of total)

b. more lectures or seminars given by the members (VAR018)

yes	167	27.5% (15.7% of total)
no	441	72.5% (41.5% of total)
no answer	455	--- (42.8% of total)

c. more organized contact with Princeton University faculty and research students (VAR019)

yes	195	32.1% (18.3% of total)
no	413	67.9% (38.9% of total)
no answer	455	--- (42.8% of total)

d. more lectures of general interest (VAR020)

yes	242	39.8% (22.8% of total)
no	366	60.2% (34.4% of total)
no answer	455	--- (42.8% of total)

Question 3.1 -- importance of visit to IAS in subsequent development of work (VAR022)

crucial	244	23.9%
very important	474	46.4%
important	264	25.8%
unimportant	40	3.9%
no answer	41	-----

average rating 2.10 (as before, the lower the figure, the higher the rating.)

Question 3.2 -- importance of Institute in intellectual development of field in the
last 10-15 years (VAR023)

crucial	160	17.1%
very important	348	54.2%
important	277	29.5%
unimportant	153	16.3%
no answer	125	-----

average rating 2.45

Crosstabulation of members' school by current position (SCHOOL BY JOB1)

Note that the 4 members in Economics and Politics, and the 3 joint members (NS-HS and HS-SS) are all professors. I have left them off this table for simplicity's sake. Percentages given are of the School -- 72.9% of the Historical Studies members, for instance, are now professors.

	postdoc.	jr. faculty	professor	researcher- curator	admin.	consultant	T.A.	govt.	non-U.S.	unemployed- unaffiliated
HS	0 0.0%	22 7.6%	210 72.9%	11 3.8%	15 5.2%	1 0.3%	1 0.3%	1 0.3%	21 7.3%	3 1.0%
M	0 0.0%	106 21.0%	349 69.2%	9 1.8%	10 2.0%	1 0.2%	6 1.2%	0 0.0	17 3.4%	3 0.6%
NS	1 0.5%	19 9.8%	126 64.9%	18 9.3%	13 6.7%	0 0.0	2 1.0%	0 0.0	8 4.1%	2 1.0%
SS	0 0.0	10 18.8%	37 69.8%	1 1.9%	2 3.8%	0 0.0	0 0.0	0 0.0	0 0.0	1 1.9%

some errors remain

6 errors

Crosstabulation of members' school by members' field -- since most fields occur only within one field, I will list each school only where necessary.

Historical Studies

Historical Studies (unspecified)	12 13	4.1%	(of the HS members) - <i>1st appt</i>
History	3	1.0%	
Ancient History	58 57	19.3	19.6% (1 in HS-NS) - <i>1st appt</i>
Classical Studies	48 47	15.7	16.5%
Medieval History	26 27	9.0	8.9%
Renaissance and Modern History	58 59	19.7	19.9%
Art History	44	14.7	15.1%
Intellectual History	31	10.3	10.7% (1 in HS-NS) <i>1st appt</i>
non-U.S., non-European History	4	1.3	1.4%

Mathematics

Mathematics (unspecified)	88	17.1%	
Logic	21 22	4.3	4.1%
Algebra	116	22.5%	22.6
Analysis	119 8	23.1	23.1%
Geometry/Topology	148	28.8	28.8%
Probability	8	1.6%	(1 in Social Science, 1.9%)
Computer Science	6	1.2%	
Applied Mathematics	1	.2%	(2 in NS, 1.0%; 1 in SS, 1.9%)
History of Mathematics	1	.2%	2.0

Natural Sciences

Biology	5	2.6%	
Psychology	5	2.6%	
Natural Science (unspecified)	3	1.5%	
Physics	26 27	13.8	13.8% (1 in m, .29%)
Theoretical Physics	89	45.4%	
Particle Physics	37	18.9%	(2 in m, .49%)
Astrophysics	22	11.2%	
Plasma Physics	5 6	2.6%	3.1
History of Science	1	0.5%	

Social Science

Social Science	7 4	8.2	8.2% (3 in HS, 1.0%)
Anthropology	10	13.0	13.0%
Economics	5 4	18.5	20.4
		8.2	9.3% (3 in Economics and Politics, 1 in HS, 0.3%)
Sociology	14	28.6	25.9% (1 in HS-SS) 4 in HS, 1.3%
Linguistics	12 13	24.1	24.5% - 1 in HS, .3%
			1 in m, .29%

5 in HS, 1.7%

Crosstabulation of members' school by position at most recent visit (SCHOOL BY JOB3)

(I've left out of this table a very few people who came as predoctoral students, adjunct professors, or from the military.)

	postdoc.	jr. faculty	professor	res.-cur.	admin.	T.A.	prof. emeritus	non-US
HS	16 5.7%	86 30.4%	147 51.9%	8 2.8%	4 1.4%	1 0.4%	7 2.5%	13 4.6%
M	146 28.7%	233 45.9%	112 22.0%	0	0	12 2.4%	1 0.2%	2 0.4%
NS	77 40.3%	51 26.7%	43 22.5%	8 4.2%	3 1.6%	5 2.6%	0	1 0.5%
SS	3 5.6%	17 31.5%	29 53.7%	1 1.9%	1 1.9%	3 5.6%	0	0

Two of the Economics and Politics members were most recently here as professors--the other two came as postdoctoral fellows.

SCHOOL IN LAS VEGAS BY JOB4

RETURNED TO POSITION AFTER RECENT VISIT

PAGE 1 OF 2 *****

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[illegible]

(CONTINUED)																
	TOTAL		COLUMBIA		HISTORICAL-SOCIAL		NATURAL-HISTORIC		ECONOMICS-POLITICAL		SOCIAL STUDIES		NATURAL SCIENCES		MATHEMATICS	
	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
1	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
2	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
3	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
4	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
5	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
6	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
7	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
8	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
9	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
10	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
11	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
12	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
13	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
14	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
15	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
16	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
17	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
18	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
19	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
20	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
21	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
22	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
23	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
24	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
25	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
26	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
27	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
28	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
29	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
30	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
31	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
32	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
33	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
34	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
35	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
36	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
37	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
38	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
39	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
40	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
41	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
42	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
43	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
44	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
45	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
46	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
47	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
48	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
49	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
50	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
51	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
52	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
53	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
54	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
55	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
56	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
57	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
58	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
59	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
60	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
61	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
62	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
63	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
64	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
65	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
66	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
67	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
68	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
69	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
70	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
71	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
72	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
73	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
74	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0	100.0	10.0
75	100.0	10.0	100.0	10												

FILE IAS (CREATION DATE = 02/18/76)

***** CROSS TABULATION OF *****
SCHOOL SCHOOL IN IAS BY JOB4 RETURNED TO POSITION AFTER RECENT VISIT
***** PAGE 2 OF 2

JOB4

COUNT		ROW PCT							COLUMN	
SCHOOL		COL PCT							TOTAL	
		1	2	3	4	5	6	7	8	9
		1	2	3	4	5	6	7	8	9
HISTORICAL STUDIES	1.	1	0	1	1	1	1	1	1	1
	2.	0.0	0.0	0.4	0.4	0.4	0.4	0.4	0.4	0.4
	3.	0.0	0.0	50.0	4.3	34.7	50.0	100.0	1	1
	4.	0.0	0.0	0.1	0.1	23.7	0.1	0.1	0.1	1
MATHEMATICS	1.	1	0	1	1	1	1	1	1	1
	2.	0.4	0.0	0.0	2.9	63.0	0.2	0.0	0.0	1
	3.	100.0	0.0	0.0	0.9	44.8	50.0	0.0	0.0	1
	4.	0.2	0.0	0.0	1.4	30.5	0.1	0.0	0.0	1
NATURAL SCIENCES	1.	1	0	1	1	1	1	1	1	1
	2.	0.0	0.0	0.0	4.3	53.8	0.0	0.0	0.0	1
	3.	0.0	0.0	0.0	24.0	14.5	0.0	0.0	0.0	1
	4.	0.0	0.0	0.0	0.8	9.9	0.0	0.0	0.0	1
SOCIAL STUDIES	1.	1	0	1	1	1	1	1	1	1
	2.	0.0	0.0	0.0	0.0	74.0	0.0	0.0	0.0	1
	3.	0.0	0.0	0.0	0.0	5.4	0.0	0.0	0.0	1
	4.	0.0	0.0	0.0	0.0	3.7	0.0	0.0	0.0	1
ECONOMICS-POLITICAL	1.	1	0	1	1	1	1	1	1	1
	2.	0.0	0.0	25.0	0.0	50.0	0.0	0.0	0.0	1
	3.	0.0	0.0	50.0	0.0	0.3	0.0	0.0	0.0	1
	4.	0.0	0.0	0.1	0.0	0.2	0.0	0.0	0.0	1
NATURAL-HISTORIC	1.	1	0	1	1	1	1	1	1	1
	2.	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	1
	3.	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	1
	4.	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	1
HISTORICAL-SOCIAL	1.	1	0	1	1	1	1	1	1	1
	2.	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	1
	3.	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	1
	4.	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	1
TOTAL		2	2	23	688	2	1	1010	100.0	

NUMBER OF MISSING OBSERVATIONS = 0

SETUP OF SPSS FILE FOR IAS QUESTIONNAIRE

FILE IAS (CREATION DATE = 02/18/76)

***** CROSSTABULATION OF
 SCHOOL SCHOOL IN IAS BY CHANGE RE

		CHANGE					
		COUNT	1			ROW	
		ROW PCT	YES	NO			ROW
		COL PCT	1	2			TOTAL
		TOT PCT	1	2			
SCHOOL		1	1	2	1	1	
	1.	1	247	56	1	283	
HISTORICAL STUDIES	1	87.3	1	12.7	1	27.3	
	1	35.5	1	10.6	1		
	1	23.8	1	3.5	1		
	1	1	1	1	1		
	2.	1	206	155	1	506	
MATHEMATICS	1	61.2	1	38.8	1	46.6	
	1	44.2	1	57.2	1		
	1	29.7	1	18.8	1		
	1	1	1	1	1		
	3.	1	99	90	1	189	
NATURAL SCIENCES	1	52.4	1	47.6	1	16.2	
	1	14.2	1	26.4	1		
	1	9.6	1	8.7	1		
	1	1	1	1	1		
	4.	1	37	17	1	54	
SOCIAL STUDIES	1	65.5	1	31.5	1	5.2	
	1	5.3	1	5.0	1		
	1	5.0	1	1.6	1		
	1	1	1	1	1		
	5.	1	2	2	1	4	
ECONOMICS-POLITICS	1	50.0	1	50.0	1	0.4	
	1	0.5	1	0.6	1		
	1	0.2	1	0.2	1		
	1	1	1	1	1		
	6.	1	1	1	1	2	
NATURAL-HISTORIC	1	50.0	1	50.0	1	0.2	
	1	0.1	1	0.5	1		
	1	0.1	1	0.1	1		
	1	1	1	1	1		
	7.	1	1	0	1	1	
HISTORICAL-SOCIAL	1	100.0	1	0.0	1	0.1	
	1	0.1	1	0.0	1		
	1	0.1	1	0.0	1		
	1	1	1	1	1		
COLUMN		695	341	1036			
TOTAL		67.1	32.9	100.0			

NUMBER OF MISSING OBSERVATIONS = 27

* * * * * SCHOOL IN IAS C R O S S T A B U L A T I O N O F * * * * *
* * * * * BY CHANGEZ POSIT * * * * *

CHANGEZ

COUNT									
ROW PCI	INDETERM	SAME	INS	SAME	INS	DIFF	INS	DIFF	INS
CUL PCI	INATL	1-HIGHER	1-SAME	2-HIGHER	1-SAME	2-HIGHER	1-SAME	2-HIGHER	1-SAME
101 PCI	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	9.1
SCHOOL									
1.	73.3	4	1	3	14	7	1	0	1
HISTORICAL STUD	90.1	1.4	1	1.1	4.9	1	2.5	1	0.0
1	32.6	1	21.1	1	42.9	1	6.7	1	19.4
1	26.7	1	0.4	1	0.3	1	1.4	1	0.7
1	1.3	1	0.2	1	11.8	1	1.7	1	6.1
2.	10.9	1	1.3	1	2	1	1.2	1	1.5
MATHEMATICS	68.9	1	2.6	1	0.4	1	24.4	1	1.0
1	45.4	1	68.4	1	28.6	1	58.7	1	50.0
1	33.4	1	1.3	1	0.2	1	11.8	1	1.7
3.	10.9	1	1	1	2	1	6.6	1	7
NATURAL SCIENCES	56.0	1	0.5	1	1.1	1	36.2	1	3.7
1	14.5	1	5.5	1	28.0	1	32.7	1	15.4
1	10.6	1	0.1	1	0.2	1	6.6	1	0.7
4.	4.5	1	1	1	0	1	3	1	4
SOCIAL STUDIES	64.9	1	1.9	1	0.0	1	5.7	1	7.5
1	5.9	1	5.3	1	0.0	1	1.4	1	11.1
1	4.4	1	0.1	1	0.0	1	0.3	1	0.4
5.	3	1	0	1	0	1	1	1	0
ECONOMICS-FOL	75.0	1	0.0	1	0.0	1	25.0	1	0.0
1	0.4	1	0.0	1	0.0	1	0.5	1	0.0
1	0.4	1	0.0	1	0.0	1	0.1	1	0.0
6.	2	1	0	1	0	1	0	1	0
NATURAL-HISTORIC	100.0	1	0.0	1	0.0	1	0.0	1	0.0
1	0.3	1	0.0	1	0.0	1	0.0	1	0.0
1	0.2	1	0.0	1	0.0	1	0.0	1	0.0
7.	1	1	0	1	0	1	0	1	0
HISTORICAL-SOCIA	100.0	1	0.0	1	0.0	1	0.0	1	0.0
1	0.1	1	0.0	1	0.0	1	0.0	1	0.0
1	0.1	1	0.0	1	0.0	1	0.0	1	0.0
8.	1	1	0	1	0	1	0	1	0
COLUMBIA	75.0	1	0.0	1	0.0	1	25.0	1	0.0
TOTAL	75.0	1.8	0.7	20.2	3.5	0.2	2	10	10

STATUS OF SPSS FILE FOR IAS QUESTIONNAIRE

02/18/76

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FILE IAS (CREATION DATE = 02/18/76)

***** C O N T E N T S *****
SCHOOL SCHOOL IN IAS BY JOBS FIRST VISIT POSITION
***** PAGE 1 OF 1

JOB5

COUNT 1

ROW PCT IPOST DOC JUNIOR F ASSISTAN ASSOCIAT PROFESSO RESEARCH PREDICTO RESEARCH NON-US-N ROW

COL PCT TOTAL FACULTY T PROFES E PROFES R ER-CURAT RAL ASSOC.- OT EGUAL TOTAL

TOT PCT 1 1.1 2.1 3.1 4.1 5.1 6.1 10.1 11.1 15.1

SCHOOL

1. 1 6 1 21 1 1 1 1 23 1 2 1 0 1 0 1 2 1 56

HISTORICAL STUDI 1 10.7 1 27.3 1 1.8 1 1.8 1 41.1 1 3.6 1 0.0 1 0.0 1 3.6 1 28.0

1 9.7 1 27.3 1 20.0 1 100.0 1 54.8 1 50.0 1 0.0 1 0.0 1 66.7 1

1 3.0 1 10.8 1 0.5 1 0.5 1 11.8 1 1.0 1 0.0 1 0.0 1 1.0 1

2. 1 40 1 40 1 4 1 0 1 40 1 0 1 1 1 4 1 0 1 110

MATHEMATICS 1 35.1 1 43.6 1 3.6 1 0.0 1 0.1 1 0.0 1 0.9 1 3.6 1 0.0 1 55.0

1 69.4 1 62.3 1 50.0 1 0.0 1 23.8 1 0.0 1 100.0 1 80.0 1 0.0 1

1 21.5 1 24.0 1 2.0 1 0.0 1 5.0 1 0.0 1 0.5 1 2.0 1 0.0 1

3. 1 12 1 6 1 0 1 0 1 4 1 2 1 0 1 0 1 1 1 29

NATURAL SCIENCES 1 48.0 1 24.0 1 0.0 1 0.0 1 16.0 1 8.0 1 0.0 1 0.0 1 4.0 1 12.5

1 10.4 1 7.8 1 0.0 1 0.0 1 9.5 1 50.0 1 0.0 1 0.0 1 33.3 1

1 6.0 1 3.0 1 0.0 1 0.0 1 2.0 1 1.0 1 0.0 1 0.0 1 0.5 1

4. 1 1 1 2 1 0 1 0 1 3 1 0 1 0 1 1 1 0 1 7

SOCIAL STUDIES 1 14.3 1 28.8 1 0.0 1 0.0 1 42.9 1 0.0 1 0.0 1 14.3 1 0.0 1 3.5

1 1.6 1 2.0 1 0.0 1 0.0 1 7.1 1 0.0 1 0.0 1 20.0 1 0.0 1

1 0.5 1 1.0 1 0.0 1 0.0 1 1.5 1 0.0 1 0.0 1 0.5 1 0.0 1

5. 1 0 1 0 1 0 1 0 1 1 1 0 1 0 1 0 1 0 1 1

NATURAL-HISTORIC 1 0.0 1 0.0 1 0.0 1 0.0 1 100.0 1 0.0 1 0.0 1 0.0 1 0.0 1 0.5

1 0.0 1 0.0 1 0.0 1 0.0 1 2.4 1 0.0 1 0.0 1 0.0 1 0.0 1

1 0.0 1 0.0 1 0.0 1 0.0 1 0.5 1 0.0 1 0.0 1 0.0 1 0.0 1

6. 1 0 1 0 1 0 1 0 1 1 1 0 1 0 1 0 1 0 1 1

HISTORICAL-SOCIA 1 0.0 1 0.0 1 0.0 1 0.0 1 100.0 1 0.0 1 0.0 1 0.0 1 0.0 1 0.5

1 0.0 1 0.0 1 0.0 1 0.0 1 2.4 1 0.0 1 0.0 1 0.0 1 0.0 1

1 0.0 1 0.0 1 0.0 1 0.0 1 0.5 1 0.0 1 0.0 1 0.0 1 0.0 1

COLUMN 62 77 5 1 42 4 1 5 3 200

TOTAL 31.0 38.5 2.5 0.5 21.0 2.0 0.5 2.5 1.5 100.0

NUMBER OF MISSING OBSERVATIONS = 563

Rough tabulations of 100 questionnaires -- 1/15/76

Historical Studies

(sample of 27 responses)

Question 2.1 -- importance of factors in intellectual environment

	very important	important	unimportant
a. freedom from obligations	22	2	2
b. peace and quiet	19	7	2
c. members of School	6	16	5
d. members of other Schools	5	9	11
e. faculty	14	11	2
f. colloquia and lectures	3	7	16
g. Princeton University	14	9	3
h. U.S. cities	6	6	15

Question 2.2 -- faculty members in specific field?

yes	14
no	13

Question 2.22 -- impeded by lack of professor?

yes	1
no	9

Question 2.3 -- visiting members in specific field?

yes	15
no	12

Question 2.31 -- members directly helpful?

yes	14
no	1

Question 2.5 -- degree of structure

too structured	0
about right	23
not structured enough	1

Question 2.51 -- preference for increase in various factors

a. lectures by faculty	5
b. lectures by members	6
c. contact with Princeton University	11
d. lectures of general interest	3

Rough tabulations page 2 (Historical Studies)

Question 3.1 -- importance of visit to own work

crucial	9
very important	7
important	9
unimportant	0

Question 3.2 -- importance of Institute to development of field

crucial	3
very important	11
important	5
unimportant	4

Question 3.3 -- additional fields?

yes	8
no	11

Question 3.31 -- suggested fields

philosophy
early Church history
economic and social history
prehistoric archaeology
twentieth-century international relations
history of medicine
Islamic studies

Question 4.2 -- stage in career at most recent visit

postdoctoral	0
assistant or associate professor	11
professor	13
other	3

Mathematics (49 sample responses)

Question 2.1 -- importance of factors in intellectual environment

	very important	important	unimportant
a. freedom from obligations	37	10	2
b. peace and quiet	31	14	3
c. members of School	29	16	3
d. members of other Schools	2	9	37
e. faculty	23	21	4
f. colloquia and lectures	16	24	8
g. Princeton University	18	20	12
h. U.S. cities	6	9	32

Question 2.2 -- faculty members in specific field?

yes	27
no	22

Question 2.22 -- impeded by lack of professor?

yes	3
no	17

Question 2.3 -- visiting members in specific field?

yes	35
no	14

Question 2.31 -- members directly helpful?

yes	29
no	6

Question 2.5 -- degree of structure

too structured	1
about right	46
not structured enough	1

Question 2.51 -- preference for increase in various factors

a. lectures by faculty	16
b. lectures by members	6
c. contact with Princeton University	11
d. lectures of general interest	14

Rough tabulations page 2 (Mathematics)

Question 3.1 -- importance of visit to own work

crucial	9
very important	24
important	11
unimportant	5

Question 3.2 -- importance of Institute to development of field

crucial	15
very important	19
important	6
unimportant	3

Question 3.3 -- additional fields?

yes	5
no	30

Question 3.31 -- suggested fields

foundations of mathematics
philosophy
computer science
biomedical science
algebraic geometry

Question 4.2 -- stage in career at most recent visit

postdoctoral	16
assistant or associate professor	26
professor	7
other	0

Rough tabulations of 100 questionnaires -- 1/15/76

Natural Sciences (sample of 19 responses)

Question 2.1 -- importance of factors in intellectual environment

	very important	important	unimportant
a. freedom from obligations	14	4	1
b. peace and quiet	9	8	2
c. members of School	12	7	0
d. members of other Schools	0	3	16
e. faculty	11	6	1
f. colloquia and lectures	5	12	2
g. Princeton University	5	13	1
h. U.S. cities	0	3	15

Question 2.2 -- faculty members in specific field?

yes	15
no	4

Question 2.22 -- impeded by lack of professor?

yes	1
no	2

Question 2.3 -- visiting members in specific field?

yes	16
no	3

Question 2.31 -- members directly helpful?

yes	16
no	0

Question 2.5 -- degree of structure

too structured	1
about right	17
not structured enough	1

Question 2.51 -- preference for increase in various factors

a. lectures by faculty	6
b. lectures by members	1
c. contact with Princeton University	1
d. lectures of general interest	9

Rough tabulations page 2

(Natural Sciences)

Question 3.1 -- importance of visit to own work

crucial	2
very important	9
important	6
unimportant	1

Question 3.2 -- importance of Institute to development of field

crucial	3
very important	8
important	8
unimportant	

Question 3.3 -- additional fields?

yes	4
no	13

Question 3.31 -- suggested fields

social sciences
theoretical low-temperature physics
economics

Question 4.2 -- stage in career at most recent visit

postdoctoral	9
assistant or associate professor	6
professor	4
other	0

Social Science (sample of 5 responses)

Question 2.1 -- importance of factors in intellectual environment

	very important	important	unimportant
a. freedom from obligations	5	0	0
b. peace and quiet	1	3	1
c. members of School	2	3	0
d. members of other Schools	1	3	1
e. faculty	1	4	0
f. colloquia and lectures	2	1	2
g. Princeton University	2	2	1
h. U.S. cities	1	1	3

Question 2.2 -- faculty members in specific field?

yes	2
no	3

Question 2.22 -- impeded by lack of professor?

yes	0
no	2

Question 2.3 -- visiting members in specific field?

yes	4
no	1

Question 2.31 -- members directly helpful?

yes	3
no	1

Question 2.5 -- degree of structure

too structured	0
about right	5
not structured enough	0

Question 2.51 -- preference for increase in various factors

a. lectures by faculty	2
b. lectures by members	1
c. contact with Princeton University	0
d. lectures of general interest	3

Rough tabulations page 2

(Social Science)

Question 3.1 -- importance of visit to own work

crucial	1
very important	4
important	0
unimportant	0

Question 3.2 -- importance of Institute to development of field

crucial	0
very important	0
important	1
unimportant	4

Question 3.3 -- additional fields?

yes	4
no	1

Question 3.31 -- suggested fields

psychology
comparative macro-sociology
modern American history

Question 4.2 -- stage in career at most recent visit

postdoctoral	0
assistant or associate professor	2
professor	3
other	0