Not much new information is revealed:

(Continued from page 1) and research, provides some idea of how professors' time is spent, department by department, though the Profile gives the gate that these figures are approximations by department heads, involving "assumptions about what is instruction and what is research, a distinction which is often quite ambiguous." According, then, to these figures, Architecture and City Planning, with 82 percent of professorial salaries (and, by assumption, time) devoted to teaching, is high. Electrical Engineering professors devote 55 percent of their efforts to teaching, Physics professors 48 percent; and with Humanities, Psychology, at 39 percent, is lower than all departments but Nutrition and Nuclear Engineering, both with 33 percent devoted to teaching. Averaged over schools, the School of Engineering and Social Science spends 50 percent of its time (and money) instructing. Science dedicates 49 percent, Engineering 56 percent. Section four of the Profile covers research funding. Leading sources of money in fiscal 1969 were the Atomic Energy Commission ($9,299,000), National Institute of Health ($3,565,000), the Navy ($6,951,000), NASA ($1,527,000), NSF ($6,012,000), the Air Force ($5,518,000), the Army ($3,326,000), and the Advanced Research Projects Agency of the Department of Defense ($2,019,000). The Department of Defense provided 25 percent of the School of Engineering's research funding, 15 percent of Science's. 62 percent of Electrical Engineering's research support came from the Pentagon, 16 percent of research funding for aero and astro, 17 percent of Electrical Engineering's funds came from non-federal sources, and only one percent of research funding for Physics, which was heavily supported by the Atomic Energy Commission and the DOD, with about a third of its funds from each. MIT met about four fifths of its budget through federal funds. Biology received 73 percent of its funding from Health, Education, and Welfare. The seventh, last, and longest section covers undergraduates, it included a study of how high school performance that are shown on the PSAT and SAT in Knepp Auditors, and does not fail to mention the pleasantly astronomical scores entering freshmen of a few years ago achieved (on the average) on their verbal Scholastic Aptitude Tests.

But the section contains data in a way available than in previous sections. Most of the material here is taken from extensive data made for the admissions office in recent years by Wayne Stuart, who compiled the Profile.

Among the undergraduate data:

The Profile provides a chart listing schools to which 20 or more persons applied, while simultaneously applying to MIT; in 1967, RPI leads the list: 576 persons applied to both MIT and RPI that year, of same 41% of whom MIT and RPI made the same decision on offering or not offering admission. MIT was willing to accept one person whom RPI rejected; RPI offered.

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