

T171
.M42
.T4

MIT

TODAY

Archives

MASS. INST. TECH.

MAY 20 1977

LIBRARIES



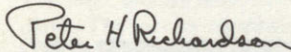


MIT TODAY

Today's society challenges us to cope with increasing complexity, to understand technology and to manage it in ways that preserve the diversity, freedom, and initiative of our people and our institutions. For each of us there is a potentially exciting and ever-widening future.

We believe that MIT, a university whose characteristics are defined primarily by the people who live and work here, is a place to learn, to grow, and to prepare to meet tomorrow's challenges.

This booklet may help you to distinguish MIT from other universities, and to define more clearly the experience that could be "MIT" for you.

A handwritten signature in black ink that reads "Peter H. Richardson". The signature is written in a cursive style with a large, stylized initial "P".

Peter H. Richardson
Director of Admissions

MIT IS . . .

a really human place, willing to bend over backwards for you . . .

a tough place—sometimes exhilarating—where one can develop his or her own individuality . . .

a life of discovery, knowledge, challenge . . .

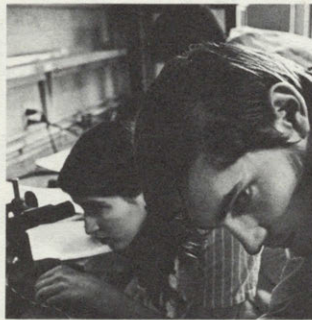
superb teaching and terrific facilities.

a university, founded in 1861, coed since 1871 . . .

130 acres of residential campus in Cambridge, Massachusetts, bordering the Charles River for a mile, overlooking downtown Boston . . .

a community of 4300 undergraduates (700 women, 3600 men) and 3400 graduate students (500 women, 2900 men), ten percent of whom are from minority groups, and fifteen percent of whom are foreign students . . .

a faculty of 1000, 150 of whom are from foreign countries.



The Massachusetts Institute of Technology admits students of any race, color, sex, religion, national, and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the Institute. It does not discriminate against individuals on the basis of race, color, sex, religion, national, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs, but may favor U.S. citizens or residents in admissions and financial aid.

The Institute has created and implemented and will continue to implement an affirmative action plan expressing its commitment to the principle of equal opportunity in education.

ACADEMICS

It's easy to be snowed by MIT's reputation before you get here, but once you're part of it, although it's no less impressive, you see it from a different viewpoint.

Professors can be the greatest people in the world to get to know—but you have to take the initiative in that direction.

There is an excitement at MIT that comes from being at the forefront of research and discovery. The textbooks you use are often written by the professors teaching your classes. Student-initiated projects make the news because they solve real problems. A professor you know wins a Nobel Prize.

Although teaching and research in engineering were the original sources of its reputation, MIT has always been more than an "Institute of Technology." That base of science and engineering has provided background for extensive research in the environment, economics, psychology, political science, linguistics, architecture, management, and urban studies, as well as the history and philosophy of science. Specifically humanistic fields—archaeology, anthropology, history, literary studies, music, philosophy—are also strongly represented.

The same faculty teaches both undergraduate and graduate students. The faculty members are among the most outstanding in their fields, yet they are interested in their students as well as in their research. For example, Harold E. ("Doc") Edgerton, the "Father of Stroboscopic Photography," has helped develop techniques in sonar and underwater photography, which he has used in research with Jacques Cousteau. He teaches a strobe project laboratory, open to freshmen, and invites undergraduates to join him in research concerned with seismic profiling with short pulse sonar. Salvador E. Luria, a recent Nobel Prize winner in medicine, teaches general biology, open to all undergraduates.

Supporting both the teaching and research activities at the Institute are the M.I.T. Libraries, with holdings in excess of one and one-half million volumes. Over 17,000 current journals and serials and extensive back files provide comprehensive resources in all major fields. These are enriched by numerous special collections, including microfiche, slides, and maps. All of the services of a fine research library are available: reference and information, inter-library loans, bibliographic guidance, complete microfilm and photocopying facilities, retrieval from machine-readable data bases.



UNDERGRADUATE PROGRAM

The real distinctiveness of an M.I.T. education is that it provides a broad framework of scientific and technical learning in which liberal and humane studies are fully recognized as an essential element. You can find here much practical preparation for the career of your choosing. You will also find a richly varied intellectual experience, good in itself.

If you know what you want to do, don't feel bound by departmental programs—design your own.

Based on a philosophy emphasizing fundamentals, versatility, and self-reliance, MIT's academic program is flexible in many ways. A departmental major does not have to be designated until the end of your sophomore year. Even later, you can switch with little difficulty to another field. Interdepartmental majors are fairly common.

The requirements aren't too bad—but if you don't like science and math, don't come here even if you do want to major in economics instead. You'll still have to take them to get a degree.

Much of this flexibility is due to the core curriculum, including the General Institute Requirements, which forms a part of every student's program. These requirements consist of two terms of calculus and two terms of physics, one term of chemistry or biology, eight terms of humanities, three science or math subjects from different fields, and one project lab subject. There are several subjects to choose from to fulfill each requirement. Together these account for half of the minimum units required for graduation.

Half of the requirements you'd want to take anyway.

The rest of the units needed for graduation are taken within your departmental program, which always provides a significant number of unrestricted electives. There is usually some overlap between the Institute and departmental requirements, allowing more free time for electives. Most students take extra electives, earning more than the minimum number of units required for a degree, since the variety offered is enticing.

So much freedom is given the student that it is easy for an undisciplined freshman to go astray—doing minimal work in subjects and not realizing how you have hurt yourself until the first quizzes.

Pass/fail requires you to figure out for yourself why you want to learn.

There is pressure at MIT, but it is largely self-induced. Students work to achieve their own potential, rather than in competition with other students. The philosophy of testing at MIT places a premium on the understanding of basic principles and procedures, and students frequently work in groups to solve problem sets and understand new concepts. Grading policies are liberal; less than two percent of the freshman class leaves because of academic difficulties. All freshmen are graded on a pass/fail basis, regardless of the level of the subjects they study. This helps students from widely different school systems get used to MIT without the threat of grades.



Coming from the inner city, MIT was different, and Interphase helped me get used to it.

You can be too concerned with the employment value of your subjects. Just learn what you want to learn.

Interphase—A Summer Program

Even the "basic" subjects at MIT presuppose a solid background in high school math and science. MIT recognizes its responsibility to able but academically disadvantaged students, primarily minority students such as Blacks, Puerto Ricans, Chicanos, and Native Americans. To help such students make a successful transition from high school to the pace and style of MIT, a summer program has been established offering subjects in math, physics, and the humanities, which build on the regular entrance requirements. Admitted students who we feel could benefit from the program are invited to attend, on an optional, costs-paid basis.

Fields of Study

In addition to the major fields of study listed on the following page, undergraduate subjects are also offered in three fields in which only advanced degrees are given: linguistics, meteorology, and psychology. Interdisciplinary studies, offered through the cooperation of a number of departments, include biomedical engineering, environmental studies, and health sciences and technology.

A large number of students go on to medical or law schools or go into the teaching profession after graduating from MIT. You can prepare well for any of these alternatives, regardless of the course you major in. A set of subjects has been approved for Massachusetts Teachers Certification. Advisory programs in the fields of medicine, law, and education have been developed by the Committee on Preprofessional Advising and Education.

Graduates of MIT consistently find employers actively seeking them for a wide range of challenging assignments. Over 250 employers and other organizations visit the MIT Placement Office in a year. Alumnae and Alumni of MIT are found in all walks of life and in almost all sections of the economy. MIT through its Career Counselling and Placement Office seeks to assist new graduates as well as alumni of MIT on a continuing basis.

Don't hesitate to try the unusual—the Institute encourages it.

Major fields of study leading to the S.B. degree with the percentage of upperclass students enrolled in each School:

School of Architecture 6%

Architecture	History, Theory, and
Urban Studies and Planning	Criticism of Visual Arts
Visual Design	

Consider all possible majors—they're probably different than you think.

School of Engineering 52%

Aeronautics and	Materials Science and
Astronautics	Engineering
Chemical Engineering	Mechanical Engineering
Civil Engineering	Nuclear Engineering
Electrical Engineering and	Ocean Engineering
Computer Science	

School of Humanities and Social Science 4%

American Studies	Literature
Anthropology / Archaeology	Music
Economics	Philosophy
History	Political Science
Humanities and Engineering	Russian Studies
Humanities and Science	Writing

School of Management 4%

Behavioral Science in	Management Science
Management	Special Program in
General Management	Management

School of Science 34%

Astronomy	Interdisciplinary Science
Biology and Life Sciences	Mathematics
Chemistry	Nutrition and Food Sciences
Earth and	Oceanography
Planetary Sciences	Physics
Environmental Earth Science	

FRESHMAN PROGRAM

Advisors are the anchovies of MIT; either you love them, or you have no use for them.

Self-paced study is great if you take advantage of it properly, but it's easily abused, too. With a little self-discipline, it's wonderful. I wouldn't trade for regular methods.

During freshman year you should explore enough fields so you know a lot more than when you started, but by the end you should realize how much you've got left to discover.

Every freshman has an advisor (who has volunteered for the job) assigned on the basis of similar research, career, or recreational interests. Advisors want to develop personal relationships with their students, as well as help them plan their academic programs.

Nearly all freshmen include subjects which meet the requirements in math, physics, and humanities in their programs. Some of these subjects are taught in a self-paced style. Any of the versions provides appropriate preparation for all the possible majors. Since grading freshman year is on a pass/fail basis, some students try to complete as many of the core requirements as they can, although it is wiser to use the year to try some elective subjects and seminars, sampling a variety of fields.

Any subjects (undergraduate or graduate) offered by the five schools are available as electives to students with sufficient preparation. Foreign languages—French, German, Russian, and Spanish—are offered. Army, Navy, and Air Force ROTC subjects are available, but not for academic credit.

Undergraduate seminars offer a unique opportunity for freshmen to meet with a faculty member in a small group in an informal setting to discuss a topic of mutual interest. Often professors involved in a seminar will request that their advisees be those students who are in the seminar. This arrangement usually improves the student-advisor relationships as well as classroom relationships. This spring, on the average, each freshman registered for two electives; freshmen enrolled in more than 200 subjects. About 350 participated in the 60 seminars offered.

A list of some of the electives and seminars offered this year follows:

Studying at MIT is like trying to take a drink from a fire hose.

Electives

Animal Communication Systems	Introduction to Electron Microscopy
Black Separatism and Black Culture	Introduction to Film Making
Creative Seeing	Language and Its Structure
Ego and Youth	Microbiology Laboratory
Elementary Programming and Machine Computation	Nutrition, National Development and Planning
Environmental Design	Politics and Television
Evolution of the Earth	Prose Writing
Existentialism	Techniques of Metal Sculpture
Ideology and Participation in Black Politics	Technology and the City
Implications for Physical Restraints to Societal Growth	Topics in Finite Mathematics
	Water, Air, and Interface Vehicles

You should take at least one seminar—there's no better way to get to know a professor, you can learn a lot, and it's fun.

Seminars

Androgyny: A Man/Woman World to Come	Flying, Soaring, and General Aviation
Arthurian Legend in European Literature	Hazards to the Human Embryo
Chemistry of Massachusetts	Legislative Process
Environmental Waters	Man in the Universe
Cosmology	Microbes in the Service of Mankind
Design of Assistance to the Nutrition Programs in Developing Countries	Recycling of Materials
Dynamics of Social Systems	Suspended Animation: The Cold Facts
Energy in the Environment	Using Computers in Teaching
Euclid Lives	Ways of "Knowing"
	Weather Forecasting

After reviewing all the options available, a program like this could be developed:

You know, you take a subject and learn the theories and equations and you think you know it, and then about a year and a half later it dawns on you—*that's* what it was all about!

Subjects	Units†
First Term	September - December
Introduction to Chemical Structure, Bonding, and Mechanism	5-0-7
Physics I	5-0-7
Calculus I (self-paced)	4-0-8
The American Revolution	3-0-6
Seminar: Professional Life Styles	0-6-0
Total Units	51
Independent Activities Period	January
Second Term	February - May
Physics II	5-0-7
Calculus II (self-paced)	4-0-8
Shakespearean Tragedy	3-0-6
Information Systems	3-3-6
Introduction to Psychology and Brain Science	3-0-6
Total Units	54

†Each unit represents one hour per week. The units for each subject are the total of the hours (shown in sequence) allotted to recitation and lecture; lab, design or field work; and preparation.

How often we have wished for an opportunity to learn for the sake of learning, with no marks, no finals, no required subjects. During IAP, the opportunity is yours.

IAP is the pause that refreshes . . . and it's the real thing.



Independent Activities Period (IAP)

The fall term starts in early September and ends before Christmas, and the spring term starts the first week in February and ends in late May. This leaves Christmas vacation free from the worry of impending finals, and the month of January free from any regularly scheduled classes. During this time, called "Independent Activities Period," over 600 special activities, including seminars, mini-courses, labs, workshops, and lectures, are offered on campus. Students are not required to return to MIT for IAP (although more than three-fourths have done so in the past). Off-campus activities have included work at the Woods Hole Oceanographic Institution, with which MIT sponsors joint programs, a trip to Paris to study architecture, and a research cruise to the Bahamas.

The main idea of IAP is to allow students a time for a different kind of learning experience. The month may be devoted to research, study in a field of the student's interest, relaxation, travel or a visit home, exploration of Boston and New England, investigation of new fields, or to work. The campus-based IAP activities have been fascinating. To list only a few, this year they included: Kipling's India, Study of Witchcraft, a Beginner's Guide to Gambling, or How to Lose Intelligently at Las Vegas, Let Us Repeal Ohm's Law, The Institute Spelling Bee, Dulcimer Workshop, A Week of Film-making in Vermont, Sexual Politics and Design, Creative Insanity, and Skiing.

Degree Credit and Placement at Entrance

Credit and in some cases placement are offered for studies beyond the level of M.I.T.'s entrance requirements. In general the student should have followed a program similar to that in preparation for the CEEB A.P. examinations. Credit may be obtained from high performance on A.P.'s, advanced standing exams taken at M.I.T., and college transcript. Details and specific requirements differ from one discipline to another. Consult the General Catalogue or write for the advanced placement leaflet for information about specific subjects.

If you qualify for placement, your background will have been judged equivalent to the prerequisites for more advanced work, so you should find those subjects not only possible to understand but also more enjoyable than repeating material you've already learned. Pass/fail grades are given for all subjects studied freshman year, including advanced subjects.

UROP is one of the best ways to get into what's really going on at MIT.

Undergraduate Research

About half of all students, freshmen through seniors, are involved in research with a faculty member either at MIT or at an off-campus organization through the Undergraduate Research Opportunities Program (UROP). Each semester a booklet is published that lists hundreds of faculty members from all departments engaged in research activities who are interested in working with undergraduates. If you have a project in mind, and no one is working on a similar one, UROP can help match you with a professor. You may receive either academic credit on a pass/fail basis or hourly pay, but not both. Some of the advantages of getting involved in research are establishing ties with faculty members, acquiring lab techniques, and trying out possible majors or careers. You also learn a lot about MIT.

Working on an undergraduate research project was the first time that my education really became relevant to me—I was applying what I had learned in a classroom to a real-life problem.

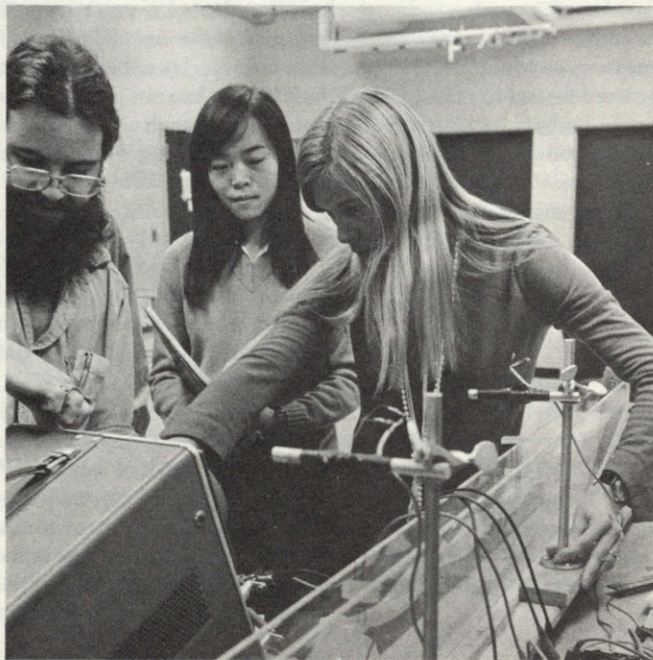
Two Alternatives to the "Standard" Program

The Experimental Study Group (ESG) and Concourse offer full-time programs of study engaged in by about 100 freshmen, a smaller group of sophomores, and about 30 faculty members. Both programs stress individual initiative and close student-faculty relationships.

ESG emphasizes independent study and experimentation with new ideas and methods of learning. Participants may direct their program toward fulfilling regular requirements, or they may follow their own academic interests. Students in this program are given credit for one-fourth of the units required for graduation each year they participate, but they are not guaranteed credit for the General Requirements, in which proficiency must be demonstrated.

Student-faculty interaction is good in programs like ESG and Concourse. If you're interested in working closely with the faculty consider one of these.

Concourse is more structured than ESG. Interdisciplinary in nature, it explores the relatedness as well as the content of several areas of knowledge. Students meet in general sessions with faculty and in small working groups to carry out projects of their choosing. A student who satisfactorily completes Concourse will have covered basic materials in math, science, and humanities prerequisite for more advanced work, and will be given credit for the General Requirements.





M.I.T.
Cambridge
Mass. 02139

For final admission materials, fill in both sections of this card, fold, and mail at once. You will then receive the name of an M.I.T. Educational Counselor with whom you should arrange the required interview. Seniors will receive a final application at once; others can expect it in September of their senior year.

Please Type or Print Clearly

B

Mr. _____ Social Security No. _____
 Ms. _____
 Miss _____ Birthdate _____
 Legal Last Name First Middle mo. day yr.

[] _____
 Area Code Home Phone Number Citizenship If not U.S., what type of visa?

Home Address _____
 No. Street City State Zip Code

Reply Address _____
 if different No. Street City State Zip Code

College Board School Code _____ School Name _____
 (6 digits)

School Address _____
 No. Street City State Zip Code

Optional (U.S. Citizens Only) In connection with its Affirmative Action Plan M.I.T. has undertaken to continue to guarantee equality of opportunity in education of minorities at the Institute and to make the programs and services fair and useful to students of all racial and ethnic backgrounds.

I consider myself to belong to the following minority group:
 American Indian Asian-American Black American **Year of Entrance**
 Chicano or Mexican American Puerto Rican other Spanish American **Sept. 197** _____

Please Type or Print Clearly

Mr. _____ Social Security No. _____
 Ms. _____
 Miss _____ Birthdate _____
 Legal Last Name First Middle mo. day yr.

[] _____
 Area Code Home Phone Number Citizenship If not U.S., what type of visa?

Home Address _____
 No. Street City State Zip Code

Reply Address _____
 if different No. Street City State Zip Code

College Board School Code _____ School Name _____
 (6 digits)

School Address _____
 No. Street City State Zip Code

Year of Entrance
Sept. 197 _____

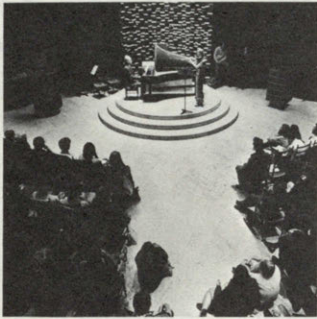
R

fold

Mr. Peter H. Richardson
Director of Admissions, Room 3-108
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

(tape here)





LIFE OUTSIDE THE CLASSROOM

Education is a life-long process; it does not begin or end at a specific age nor does it take place only in a structured classroom. At MIT, there are lots of opportunities for learning outside the classroom—in conversations with friends, participation in campus activities, visits to museums, or simply walks along the river. All these things contribute to individual development. Perhaps this “extracurricular education” is really the process of realizing the learning possibilities that exist all around us—and this is probably more important in the long run than what you learn in first-term calculus.

The residence decision is like choosing candy from a Whitman’s sampler. You look for chocolate-covered cherry, but are happy with whichever you pick.

Residence

Unless they live at home, freshmen are required to live in an MIT dorm or fraternity. All of the dorms are open to freshmen. Living with upperclassmen has advantages—their experience with Boston and Cambridge and with courses and instructors is often valuable to freshmen.

Both women’s and men’s housing is available, and a number of the dorms and fraternities are coed. Freshmen choose where they want to live during Residence/Orientation week, before classes start in the fall. Although not required to live on campus after freshman year, less than one-fifth of the undergraduates move to apartments.

MIT doesn’t hassle the individual much—you’re on your own as far as life-style goes.

MIT’s philosophy toward regulations is: the fewer, the better. There are none regarding curfews, visiting hours in the dorms, cars on campus, or alcoholic beverages (except the Massachusetts state law). Students are expected to be considerate of the rights of others.

Athletics

The athletic program at MIT is designed to encourage students to develop an interest and to participate in some form of physical recreation. More than 1000 students are involved in the intercollegiate program, which includes 21 sports with men’s teams and 9 with

The finest athletic program in the country—every student has the chance to participate in any activity at the IM, club, freshman, or varsity level, without pressure. . . .

women's teams. A recent NCAA survey revealed that MIT sponsors a wider intercollegiate sports program than any other college or university in the country. Women's intercollegiate sports include basketball, crew, fencing, softball, gymnastics, sailing, swimming, tennis, and volleyball. For men, varsity and freshman teams are sponsored in baseball, basketball, crew, cross-country, fencing, golf, gymnastics, lacrosse, pistol, rifle, sailing, skiing, soccer, squash, swimming, track and field, tennis, water polo, and wrestling.

Take advantage of the fantastic facilities.

The intramural program is run entirely by students. It attracts a majority of the undergraduate men and women, along with some graduate students and staff members. Some of the teams are coed. The program emphasizes participation; in the 18 sports represented, over 1500 contests are held.

Club sports, such as hockey, cricket, judo, karate, rugby, scuba, volleyball, and white-water kayaking, are less formally organized than varsity teams, but also provide some intercollegiate competition and add to the already wide variety of activities at MIT.

Activities

There's always something to do on campus. During the week, seminars and special lectures are given regularly; political celebrities are frequent speakers. Film classics are shown weeknights by the humanities department. There are over 100 student organizations in which to get involved, including three newspapers, a literary magazine, and an engineering journal. A partial list of other activities is given on the following page.

On weekends, the Lecture Series Committee sponsors recent movies on campus; student-produced plays and musicals are regular features. A coffee house is located in the Student Center. Of course, there are always informal get-togethers in the living groups.

In addition to office space for student activities, the Student Center has art and darkroom facilities, bowling lanes, a pool room, grill, cafeteria, a department and book store, post office, barber shop, a tailor and dry cleaning shop, an optometrist, and a library open 24 hours a day.

Some Student Organizations

Alpha Phi Omega (service fraternity)	Gospel Choir
Art Association	Hillel
Association for Women Students	Outing Club
Black Student Union	Science Fiction Association
Chinese Students' Club	Skydiving Club
Club Latino	Students for a Democratic Society
Debate Society	Symphony Orchestra
Dramashop	Tiddlywinks Association
Ecology Action	United Christian Fellowship
Festival Jazz Band	Urban Action
Film Society	White Water Club
Folk Dance Club	WTBS (AM-FM radio station)
	Young Republicans' Club
	Zero Population Growth



Year Abroad/Domestic Year Away

Some students feel that their education can be enriched by attending a different college, whether in the United States or another country, for their junior year. The program at MIT is not limited to certain countries or universities. If you are interested in this possibility, you should begin planning for it early. Guidance is provided by the Office of Foreign Study.



THE SETTING

Explore Boston—it's an incredible city.

Distinctive architecture, well planned use of available space, and an appealing riverfront are some of MIT's outstanding characteristics. The concern for and abundance of trees and plants on the campus has been recognized by a special award of merit from the Massachusetts Horticultural Society—the first ever given to a university.

The centers of Boston and Cambridge are close enough to MIT so walking and bicycling are practical means of transportation. The subway system connects Boston and Cambridge and works well, for times when you want to get there quickly. It is only ten minutes and a 25-cent fare to the bus or train stations in Boston, and 20 minutes and a five-dollar cab fare to Logan International Airport.

Don't just stay in the city—go out to the surrounding small towns. They are unique.

The area is a curious blend of the historic and modern, of the traditional and student life-styles. Over 100,000 students attend colleges within five miles of downtown Boston. Cultural offerings abound: theater, ballet, symphony, museums. The "Freedom Trail," a marked path which brings walkers by many of the sites made famous during the Colonial period, Beacon Hill, the Public Garden, and the Common are areas of particular interest. Another plus is friendly people.

If you don't like New England weather, just wait a minute.

One of the main advantages of Boston is its central New England location. A drive of an hour or two takes you to Cape Cod and the beaches of the National Seashore, to New Hampshire and its White Mountain National Forest, or to the coasts of northern Massachusetts, New Hampshire, and Maine. Half an hour from campus are rural areas. The four distinct seasons of New England combine with the varied landscape to offer unlimited possibilities for recreation—skiing, mountain climbing, hiking, camping and swimming.



HOW TO APPLY

If you've read this far and think MIT might be right for you, here's how to apply:

High School Preparation

Required subjects for entrance are four years of English (three for those who satisfy other requirements in three years), math through trigonometry, and the equivalent of one year of chemistry and one of physics (these may, for example, be taken in a two-year integrated program). If the math and science required is covered before your senior year, you should take the more advanced subjects that are offered. If you have not taken one of the requirements, you may still apply, but you would have to make up the subject in summer school before your freshman year.

More than 70 percent of the students in each class have attended public high schools; many are small schools with limited curricula.

Entrance Examinations

In order to apply you must take the following College Board (CEEB) tests:

1. Scholastic Aptitude Test (SAT)
2. Three Achievement Tests (ACH), one in each of the following groups:
 - a) Level I or Level II Mathematics
 - b) Chemistry or Physics
 - c) English Composition or American History and Social Studies or European History and World Cultures.

You may want to plan to take the tests more than once (MIT will use the highest score you get on each test). They may be taken at any time, but no later than January of your senior year. The December date is preferred. Note that you may take either the SAT or up to three Achievements on any scheduled test date.

If you complete physics or chemistry in your junior year, you should probably take the achievement test in that subject in May or June of that year, while the material is still fresh in your mind. If you must take a test in January in a science you are studying senior year, we will try to interpret the score fairly.

The content of your math courses should determine whether you take the Level I or Level II Math test. Both are weighed equally in the admissions decision. Plan your tests after talking with your guidance counselor and your teachers. Application for the tests should be made directly to:

C.E.E.B.
Box 592
Princeton, N.J. 08540 or
C.E.E.B.
Box 1025
Berkeley, Ca. 94701

Interview

A personal conference is required as part of the final application. If you live close to Cambridge, you are expected to come to the Admissions Office. Otherwise, you will be referred to a member of the MIT Educational Council, a group of alumni located throughout the country who are chosen for their interest in counseling students about college and career planning.

You must arrange to have an interview between May 1 of your junior year and January 15 of your senior year.

Schedule

Freshmen may enter MIT only in September. Application material will be sent to those who have requested it beginning the September prior to entrance. The final application, with all supporting material (except January test scores), is due at the Admissions Office by January 15 of the calendar year of entrance.

Early Action

If you have taken all of the required tests by the November date, if you return all the application material by November 1, and if you request early action in writing, your application will be reviewed by the end of December. If you are clearly acceptable, an offer of admission will be made. Otherwise, your application will be held without prejudice for consideration at the regular time. If you are admitted under early action, you are not required to reply to the offer until the Candidates' Reply Date in early May.

Minority Students

In recruitment and selection, MIT takes into account the social, educational, and financial backgrounds of able but academically disadvantaged students, particularly Blacks, Puerto Ricans, Chicanos, and Native Americans who are interested in MIT's fields of study. For students who need additional support, a special introductory summer program and continuing counseling and tutoring are available. These programs are designed to help students move quickly into full participation in MIT's academic program.

Handicapped Students

M.I.T. has endeavored to become a barrier-free campus, with resources and opportunities fully accessible to blind and otherwise handicapped students. The Student Center library offers a variety of services for blind students and there are several publications available to guide students confined to wheelchairs around M.I.T. and Boston.

Financial Aid

Over half of MIT undergraduates receive financial aid in the form of grants, loans, and employment opportunities. Most of these could not have matriculated without MIT's help. They all had the determination and the foresight to bring their problem to the Financial Aid Office.

MIT's financial aid program is marked by two characteristics. First, it is wholly dependent on objective analysis of family finan-



cial strength, and secondly, it is entirely independent of any measure of academic or personal accomplishments. What we judge the family (including the student) cannot do, MIT will do. Consequently, it can be said that MIT is within the financial reach of any student, assuming only that reasonable support is forthcoming from the family (and the student). Students and their families should **not** assume that family financial strength precludes any aid at all. All applicants are encouraged to apply for financial aid.

We have said that admission criteria have no bearing on financial aid, but the opposite is equally true: an application for financial aid will have absolutely no bearing on admission.

The amount of aid received by an applicant is equal to the difference between our standard budget plus travel costs and the measured resources of the student—an amount from the parents (varying with income and assets) and from the student's earnings (summer) and savings.

Fixed costs for 1976-77 are as follows: tuition, \$4000, required medical fee, \$160. Approximate costs are: room and board, \$2400, books and materials \$240, plus about \$550 for clothing, entertainment and personal expenses all adding up to \$7350 which is the standard budget.



An application for financial aid and a full description of MIT's aid program (including broad need analysis guidelines) are included with each application for admission. If you request aid, you must submit the application by January 15. A Parents' Confidential Statement, available from your school or the College Scholarship Service (Box 176, Princeton, New Jersey 08540), must also be completed and filed by that date.

Other sources of financial aid, such as private and government scholarship and loan programs, should be investigated. If you are concerned about meeting the costs of an MIT education, write to the Student Financial Aid Office for more information and counsel.

VISITS TO MIT

What impressed me most about MIT was that everyone seemed to be actively interested in learning, and had a depth and sincerity to their personalities.

Some things about a university you can learn only by living there. A visit may help answer some of your questions. We encourage you to come visit MIT. You are welcome any time during the year except during the month of February. The Admissions Office is open from 9 to 4 every weekday, except the usual national holidays and Patriots Day, in mid-April. It is located in the main building at 77 Massachusetts Avenue in Cambridge. Appointments are recommended for the months of August through January. Student-guided tours of the campus leave the Information Center each weekday (except holidays) at 10 a.m. and 2 p.m.

If you would like to stay overnight on campus, arrangements can be made for you to stay with a student for a weekday night during the fall or spring term. Please write at least two weeks in advance to the Admissions Office, indicating the day and time you expect to arrive at MIT.

For more information, please write to:

Peter H. Richardson
Director of Admissions, 3-108
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139



Approaches to M.I.T.

West: Get off the Massachusetts Turnpike (Interstate 90) at the Cambridge/Allston exit, following the "Cambridge" signs over the River Street Bridge. Continue to the first large intersection, Central Square, and bear right onto Massachusetts Avenue. One-half mile on the left is the main entrance.

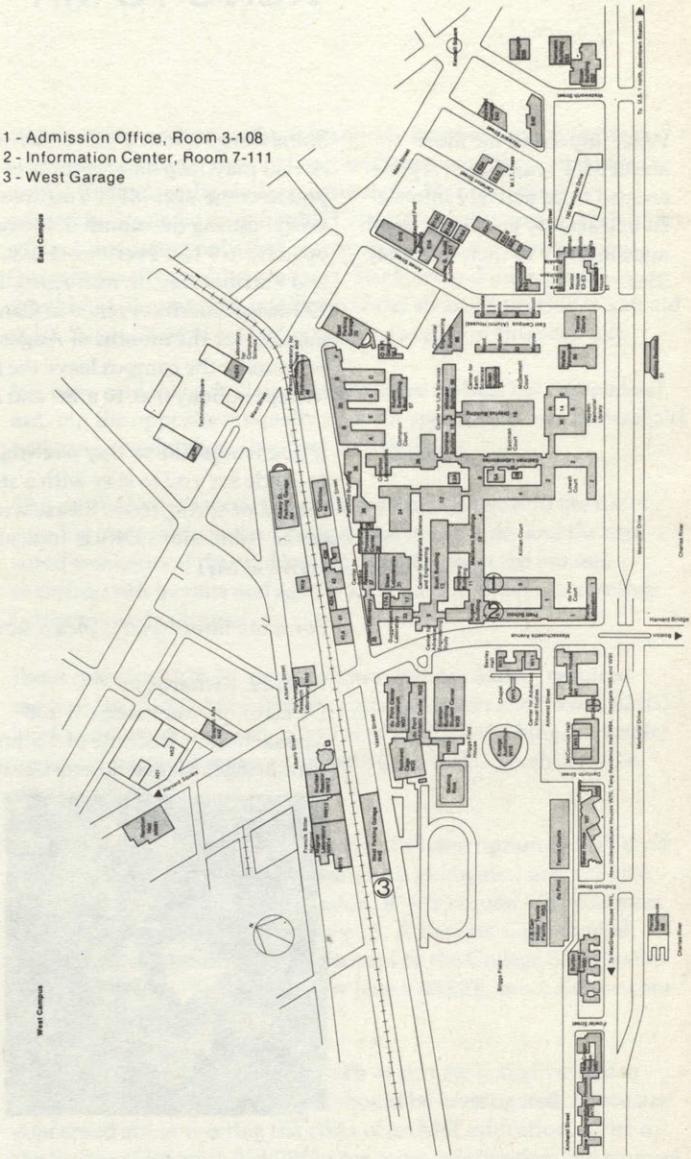
North: Exit from Interstate 93 onto U.S. 1 South, which becomes Memorial Drive along the Charles River. M.I.T. is on your right.

South: Take Massachusetts 3 to Storrow Drive, Back Bay exit, and follow the "Back Bay" signs along Storrow Drive to exit for Route 2A on the left. (Harvard Bridge) As you cross the bridge, you'll be looking at M.I.T.

By Air: Take a taxi from Boston's Logan Airport for around \$5.00.

Parking is available at the West Garage located on Vassar Street.

- 1 - Admission Office, Room 3-108
- 2 - Information Center, Room 7-111
- 3 - West Garage







Massachusetts Institute of Technology
Cambridge, Massachusetts 02139
Office of Admissions

Non-Profit Organization
Bulk Rate
U.S. Postage Paid
Boston, Massachusetts
Permit Number 54016

