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MIT Today





To The Reader:

"What is MIT Today?" Between the covers of this book you will find the pragmatic answer to that question — practical sketches which we hope will aid you in the demanding task of deciding where to apply to continue your education.

I believe that after making that decision, you should try to grasp the essence of each school you have selected as you refine your judgment to make your ultimate choice. The passages below from two presidents speak of the essence of MIT.

What you hold now is a reference book. As you turn these pages you will begin the process of informing yourself about MIT's practical facets. I hope you will come to connect those facets and to explore MIT in other ways so you will grasp the spirit and the purpose of a great modern university.

Peter H. Richardson
Director of Admissions
Cambridge, Massachusetts
April, 1984

"Our undergraduates should be encouraged — and should have the opportunity — to experience a variety of ways of seeing and knowing, of thinking about and grappling with the important questions of our time. It is true that scientific education and progress demand specialization, but we must guard against the companion pressures toward isolation and narrowed vision. We have a responsibility to elucidate not only the powers but the limitations inherent in different disciplines and to explore the ways in which they inform each other."

Paul E. Gray
President of MIT

"The bittersweet character of the modern world, the implicit contrast between the world that is and the world that could be, is what leads to the disenchantment we see on all sides. Yet the arts and the sciences are agencies of our hope. Both represent knowledge — about the world and about humankind — that is at once practical and useful, particularly when informed by technology, which is essential to each."

Jerome B. Wiesner
Institute Professor
President, Emeritus

MIT Is . . .

- *a place to study, to achieve, to prepare, to grow, to explore, to create, to live, to have fun . . .*
- *diversity in the context of excellence is what makes MIT MIT . . .*
- *superb teaching and terrific facilities . . .*
- *a tough place — sometimes exhilarating — where a student can develop his or her own individuality . . .*
- *a really human place, willing to bend over backwards for you . . .*
- *a life of discovery, knowledge, challenge . . .*

a university, founded in 1861, for men and women . . .

a community of 4,600 undergraduates (1,000 women, 3,600 men) and 4,900 graduate students (1,000 women, 3,900 men), fifteen percent of whom are from minority groups and fifteen percent of whom are international students . . .

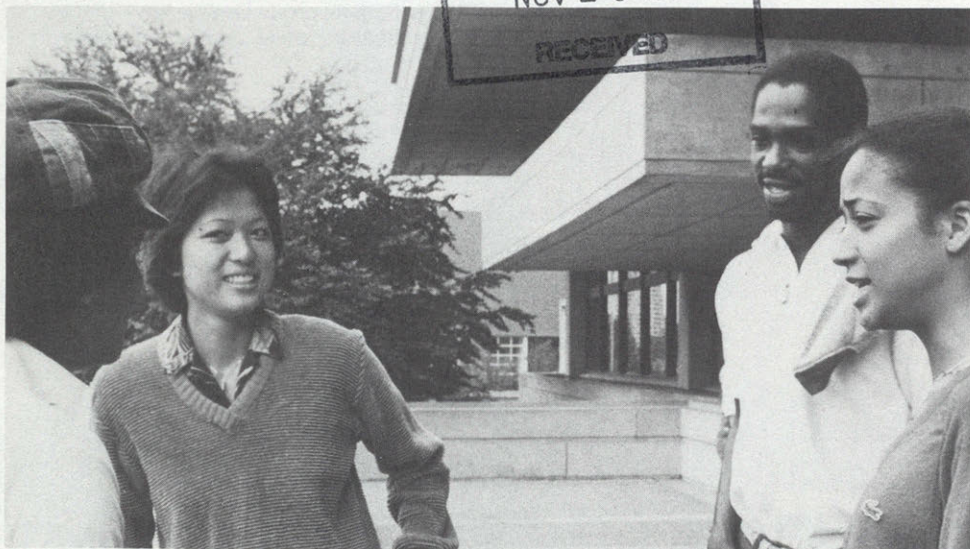
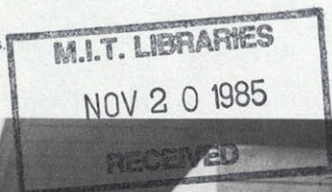
a faculty of 1,000, 150 of whom are from other countries . . .

a university of five schools and one college ranging through engineering and the sciences, humanities, management, architecture, and the health sciences . . .

a mix of coed and non-coed housing consisting of 12 Institute houses and 33 fraternities and independent living groups.

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

The italicized sentences throughout this booklet are student quotes.



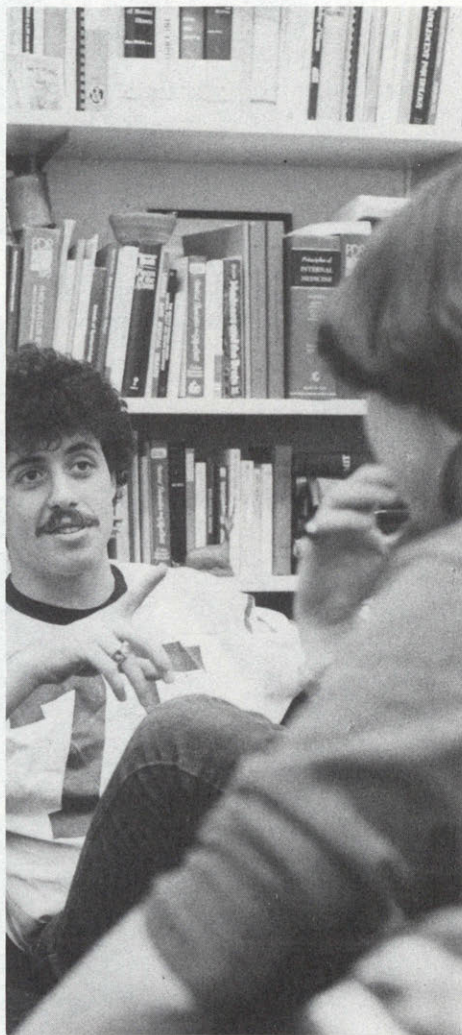
Academics

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 the original sources of its reputation were practical training and research in engineering and science, MIT has always been more than an "Institute of Technology." That solid base in science and engineering has provided background for unique academic programs in the environment, economics, psychology, political science, linguistics, architecture, management, and urban studies, as well as in the history and philosophy of science. The humanities — archaeology, foreign languages, history, writing, literature, philosophy, music, and drama — are also an integral part of MIT's curriculum.

The same faculty teaches both undergraduate and graduate students. The faculty members are among the most outstanding in their fields, and they are interested in their students as well as in their academic work. One example is Salvador E. Luria, a Nobel Prize winner in medicine, who teaches a general biology course open to all undergraduates.

Supporting both the teaching and research activities at the Institute are the MIT Libraries, with holdings in excess of 1.9 million volumes. Over 19,000 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, interlibrary loans, bibliographic guidance, complete microfilm and photocopying facilities, and retrieval from machine-readable data bases.



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.

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



Undergraduate Program

The real distinctiveness of an MIT education is that it combines a broad framework of scientific and technical education with liberal and humane studies in every degree program. You can find here the practical preparation for many careers, coupled with a rich and varied intellectual experience.

The core curriculum incorporates flexibility in every student's program. The core 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. MIT has a writing requirement aimed at improving basic expository skills and enhancing professional writing within the student's own discipline. There are several subjects from which to choose for each requirement. Together these account for half of the minimum units necessary for graduation.

The rest of the units needed for graduation are taken within the departmental program, which always provides a significant number of unrestricted electives. There is usually some overlap between the Institute and departmental requirements, which allows more free time for electives. Most students take extra electives because the variety is so enticing.

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 the sophomore year. Interdepartmental majors and dual degrees can be arranged. MIT may limit enrollment in particular fields of study to balance resources with student interests.

There is pressure at MIT, but it is largely self-induced. Students work to achieve their own potential, rather than to compete with other students. The philosophy of testing at MIT places a premium on the understanding of basic principles and procedures; students frequently work in groups to solve problem sets and understand new concepts.

Freshman Program

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

Nearly all freshmen include in their programs subjects which meet the requirements in math, physics, and humanities. Grading in the freshman year is on a pass/no record basis. Any subject (undergraduate or graduate) offered is available to freshmen with sufficient preparation. Army, Navy, and Air Force ROTC subjects are available, but not for academic credit.

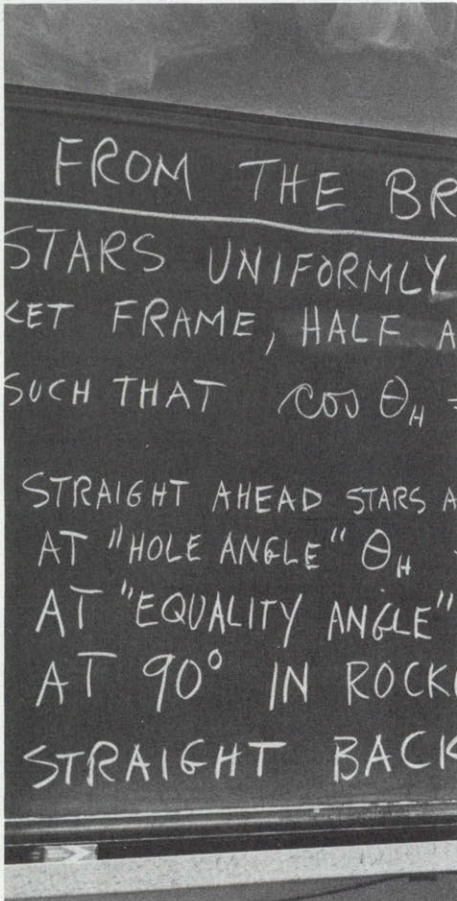
Undergraduate seminars offer a unique opportunity to discuss a topic of mutual interest with a faculty member and a small group in an informal setting. Often the professors involved will request that their advisees be those students who are in the seminar.

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 remains to be discovered.

Fields of Study

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

Many students go into medicine, law, and teaching after graduating from MIT. You can prepare for any of these alternatives, regardless of your major course of study. Advisory programs have been developed by the Committee on Preprofessional Advising and Education. Cooperative programs are available in a number of disciplines.



Major fields of study

School of Architecture and Planning

- Architecture
- Planning
- Visual Design
- History, Theory, and Criticism of Art and Architecture
- Building Technology

School of Engineering

- Aeronautics and Astronautics
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Computer Science and Engineering
- Materials Science and Engineering
- Mechanical Engineering
- Naval Architecture and Marine Engineering
- Nuclear Engineering
- Ocean Engineering

School of Humanities and Social Science

- American Studies
- Anthropology/Archaeology
- Cognitive Science
- Economics
- Foreign Languages and Literatures
- History
- Humanities and Engineering
- Humanities and Science
- Science, Technology, and Society
- Language and Mind
- Latin-American Studies
- Literature
- Music
- Philosophy
- Political Science
- Russian Studies
- Women's Studies
- Writing

School of Management

- Behavioral Science
- Information Systems
- Marketing Research
- Operations Research

School of Science

- Biology and Life Sciences
- Chemistry
- Earth, Atmospheric, and Planetary Sciences
- Mathematics
- Physics

Some of the Electives, Seminars, and Study Opportunities

Electives

Early Music Repertoire and Performance
Engineering Aspects of Economic Analysis
Ethics and Technocrats
Food, People and Cultures
Invention Development Laboratory
Legal Institutions and Social Change
Mathematical Logic
Neuroscience and Behavior
Politics and Public Policy
Shaping the Urban Environment

Undergraduate Seminars

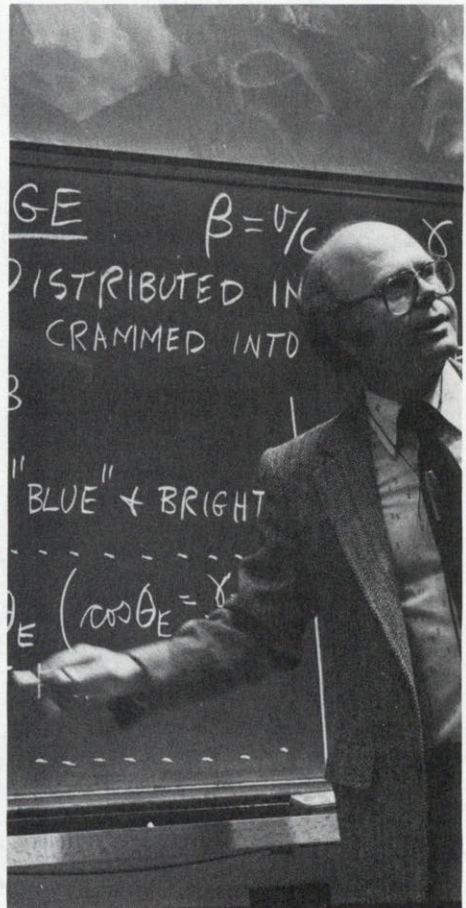
Between Art and Science
Camera Latina
Coastal Piloting and Celestial Navigation
Energy and Environmental Policy
How Things Work
Modeling with Undergraduate Mathematics in Industry
Policy Analysis of the 1983 U.S. Defense Budget
Political Ethics
Principles of Celestial Navigation
The Art and Science of Medicine
Uranium from Seawater
Volcanoes and Earthquakes
Why Organisms Age

Interdepartmental Study Opportunities

Archaeology and Ancient Technology
Astronomy and Astrophysics
Biomedical Engineering
Concourse Program for First-Year Students
Energy Study and Research
Environmental Studies
Experimental Study Group
Integrated Studies Program
Interdisciplinary Research Opportunities
Joint Degree Programs in Humanities and Engineering
Law-Related Studies
Mineral Resource Studies
Science, Technology, and Society
Special Interdisciplinary Programs in Humanities
Undergraduate Seminars
Unspecified Degree Programs

Program in Science, Technology, and Society (STS)

The Program in Science, Technology, and Society offers structured interdisciplinary subjects which help engineering and science students understand the social and historical contexts of science and engineering. Two general subjects — *Science, Technology, and Social Change* and *The Scientific Revolution* — are designed to introduce freshmen and sophomores to broad social, intellectual and historical perspectives on the concerns that form the core of scientific and engineering education.



A Typical Freshman Program

The typical undergraduate student load is four or five subjects, comprising 45 to 54 units per term. After reviewing all of the options available, you could develop a program similar to this one.

Subjects	Units†
First term	September-December
Principles of Chemical Science‡	5-0-7
Physics I ‡	5-1-6
Calculus I ‡	4-0-8
The American Revolution	3-0-6
Seminar: Art and Science and Medicine	0-6-0
Total Units	51
Independent Activities Period	January
Second Term	February-May
Physics II ‡	5-1-6
Calculus II ‡	4-0-8
Shakespearean Tragedy	3-0-6
Information Systems	3-3-6
Introduction to Behavioral and Brain Sciences	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.

‡ There are options for meeting the Chemistry/Biology, Mathematics, and Physics requirements, depending on background and interest.

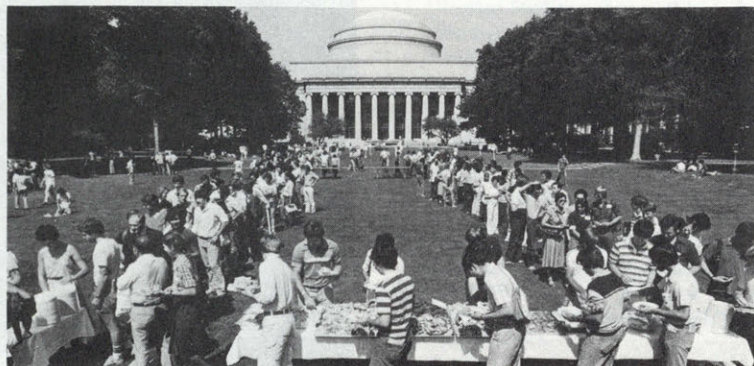
Independent Activities Period (IAP)

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 the "Independent Activities Period," over 1,000 special activities, including seminars, mini-courses, labs, workshops, and lectures, are offered.

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 goal 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, a visit home, exploration of Boston and New England, investigation of new fields, or work. The campus-based IAP activities are always fascinating. To list only a few, this year they included: Chamber Music Reading Party, Nuclear Issues — An Open Discussion, Career Opportunities for Mathematicians, Women's Writing Workshop, Hamlet and His Problems, The Future of the World Economic Order, The MIT College Bowl, An Ecological Tour of Boston Harbor, Social and Ethical Issues in Behavior Control, Exposing Urban Myths.

Students are not required to return to MIT for IAP (although more than three-fourths do).



How to Apply

November 1, 1984

early action deadline

November 3, 1984

last College Board test date for Early Action

December 15, 1984

interview deadline

Late December

notification of Early Action

January 1, 1985

regular application deadline

January 26, 1985

last College Board test date allowable

April 1, 1985

notification of decisions

May 1, 1985

candidates' reply date

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

- If you are a Citizen or Permanent Resident of the United States or an
- International Student presently in a U.S. high school, then

Fill out and return the attached card, which serves as a preliminary application. You will receive the name of your local interviewer immediately (see page 13) and the final application when it becomes available, usually after August 15 of the year prior to entrance. (If you do not receive it please let us know!)

- If you are an International Student in a school outside of the U.S., then you

must complete the Preliminary Undergraduate Admission Application for Citizens of Foreign Countries, obtainable from the Admissions Office. There is a November 15th deadline for the filing of this form.

Schedule

Freshmen may enter MIT only in September. Application material will be sent to those who have requested it beginning sometime in late August or early September of the year prior to entrance.

Early Action Applications

If you will have taken all of the required College Board tests by the November test date and if you return all of the application material by **November 1**, you may request that your application be reviewed in December. Some offers of admission will be made; other applications 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. Citizens of countries other than the U.S. and Canada are not eligible for early action.

Regular Applications

The final application, with all supporting material (except January College Board test scores), is due at the Admissions Office by **January 1** of the calendar year of entrance.

High School Preparation

MIT expects that its applicants will have taken the broadest, most rigorous program available to them in high school. Ideal preparation for study at MIT would include English (four years), history/social studies (two or more years), mathematics through trigonometry or beyond (four years), laboratory sciences (biology, chemistry, and physics), and a foreign language. Interested students whose high school program does not match this in every detail are also urged to apply, since the selection of an entering class with broad interests will be guided as well by the quality of the applicant's work, by special strengths, and by apparent promise on grounds of intellect, character, and particular goals.

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

Strategy for Taking the Required Tests

You may take the tests as many times as you wish; MIT will consider only the highest score obtained in each category. It is important that you choose your test dates carefully. If you will be completing physics, chemistry, or biology prior to your senior year, it would be wise to take the appropriate Achievement Test(s) in May or June at the completion of the course, while the material is fresh in your mind. A majority of our applicants do take a Science Achievement in the senior year after completing only a portion of the course. The Admissions Committee recognizes this and judges the scores accordingly, but generally it is preferable to take an exam upon completion of the course. The content of your math courses should determine whether you take the Level I or Level II Math test and when. (The two tests are weighed equally in the admissions decision.) Plan all your tests, particularly the math test, after talking with your guidance counselor and your teachers.

Required Tests

In order to apply you must take the following College Board (CB) tests on or before the **January** test date for regular admission, the **November** test date for early action:

U.S. Citizens and Others Whose Native Language is English

1. Scholastic Aptitude Test (SAT).*
2. Three Achievement Tests (ACH), choosing one from each of the following three groups:
 - a) Level I or Level II Mathematics.
 - b) Chemistry or Physics or Biology.
 - c) English Composition (with or without essay) or American History and Social Studies or European History and World Cultures.

International Students Whose Native Language is Not English—Optional

Candidates may take the tests shown above or they may take:

1. The Test of English as a Foreign Language (TOEFL).
2. Three Achievement Tests (ACH), choosing one from each of the following three groups:
 - a) Level I or Level II Mathematics.
 - b) Physics.
 - c) Chemistry or Biology.

Applications for the College Board Tests, including the TOEFL, are available in most high school guidance offices.

*If you do not normally speak English in your home, we suggest that you take the Test of English as a Foreign Language (TOEFL) as a supplement to the required tests.

Interview

A personal meeting is required as part of the final application. You will be sent the name of a member of the MIT Educational Council, a group of alumni and alumnae located throughout the world who are chosen for their interest in counseling students about college and career planning. If a Counselor is not available within a reasonable distance from you, the interview will be waived.

You must contact the Educational Counselor and arrange to have an interview between May 1 of your junior year and December 15 of your senior year. If, for any reason, you have difficulty reaching your Counselor, please contact the Educational Council Office, MIT, Room 4-240, (617) 253-3354. We welcome prospective students in the Admissions Office, but we will arrange for a staff interview only in those cases where a local Educational Counselor is unavailable. Two group sessions with an admissions officer are held each weekday, one late in the morning and one late in the afternoon (see page 22 of this booklet).

International Students

The competition among International students for the limited available spaces is especially intense. We are forced each year to deny admission to many outstanding candidates. For applicants to represent themselves to their best advantage, they should pay careful attention to the timing of the admissions process as well as its detail in the following ways.

Interested students should not delay requesting application material. As much time as possible should be allowed for the delivery and return of all forms and information or inquiries, remembering that the world's mails are not always dependable. It is wise to photocopy all documents before mailing.

Complete all of our requirements, responding in detail to every question on all forms; more information, rather than less, is always preferable, within reason. The tests outlined on page 12 are required of *all* applicants and *cannot* be waived.

Policy of Nondiscrimination

MIT admits students of any race, color, sex, religion, or national or 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, sexual orientation, religion, handicap, age, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other Institute-administered programs and activities but may favor U.S. citizens or residents in admissions and financial aid.

The Institute has adopted an affirmative action plan expressing its commitment to the principle of equal opportunity in education.

Minority Students

In recruitment and selection, MIT takes into account the social, economic, and educational context of all applicants, particularly Black American, Chicano and Mexican American, Native American, and Puerto Rican students who are interested in attending MIT. A special summer program, counseling, and tutorial services are designed to encourage full participation in the MIT community.

Handicapped Students

MIT has endeavored to become a barrier-free campus, with resources and opportunities fully accessible to handicapped students. The Student Center Library offers a variety of services for blind students, and there are several publications available which include maps of MIT for students confined to wheelchairs. Specific arrangements are made on an individual basis so that all students can fully participate in MIT campus life.

College Transfers

Each year MIT accepts as college transfers students who have begun their studies at another college or university. This does not include those who take courses at a local college in conjunction with a regular high school program, either term time or in the summer. If you have had or will have had at least two full terms as a fulltime student after high school, you should apply as a College Transfer. Use the card in this booklet to request the necessary forms.

Advanced Placement

Credit and, in some cases, placement are offered for studies beyond the level of MIT's entrance requirements. In general, the student should have followed a program similar to that taken in preparation for the College Board AP examinations. Credit may be obtained for high performance on APs, advanced standing exams taken at MIT, and college transcripts. Details and specific requirements differ from one discipline to another, so consult the catalog or write for the advanced placement leaflet for information about specific subjects. In the case of students studying under an overseas 'A' level program, International Baccalaureate, or similar advanced work, course credit is granted on a case by case basis.

Qualifying for placement allows freshmen to begin with more advanced work and automatically adds credits toward the 360 needed for graduation. Pass/no record grades are given for all subjects studied freshman year, including advanced subjects.



Alternatives to the "Standard" Program

The Experimental Study Group (ESG), Concourse, and the Integrated Studies Program (ISP) offer full-time programs of study engaged in by about 150 freshmen, a smaller group of sophomores, and about 35 faculty members. These 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 programs 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.

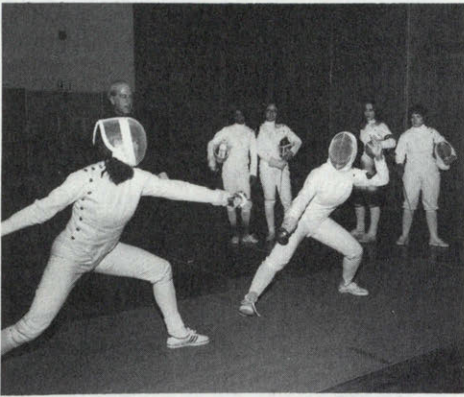
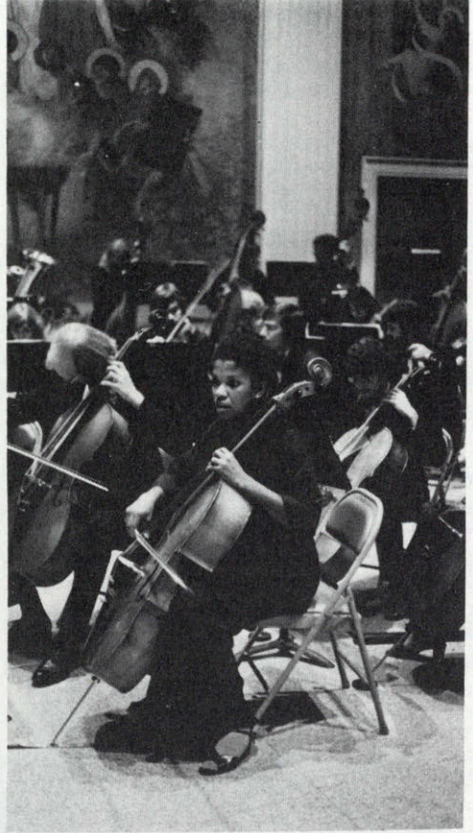
Concourse is more structured than ESG. Interdisciplinary in nature, it explores the relatedness as well as the content of several areas of knowledge. Students meet in general sessions with faculty and in small working groups to carry out projects of their choosing. A student who satisfactorily completes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

The Integrated Studies Program (ISP) offers a group of about 50 freshmen an opportunity to fulfill their first year General Institute Requirements as a coordinated educational experience. While Physics, Chemistry, Mathematics, and Humanities are taught as separate academic disciplines, care is taken to bring out their interrelationships and interactions at seminars and through synthesis-oriented assignments.

Undergraduate Research

More than 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). Once each year a booklet is published that lists hundreds of faculty members from all departments who are engaged in research activities and 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. There are many advantages to doing research through UROP. Besides trying out possible career choices, you can establish ties with faculty members. You also learn a great deal about MIT.





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 many 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 is learned in first-term calculus.

Residence

Unless they live at home, freshmen are required to live in an MIT dorm, fraternity, or independent living group. (All dorms are open to freshmen.) Living with upperclassmen has advantages, because their experience with Boston/Cambridge and with courses and instructors is often valuable to freshmen.

MIT provides separate housing for men and women as well as coed housing in both dormitories and fraternities. Housing arrangements are completed by the end of Residence/Orientation week before classes start in the fall. Although students are not required to live on campus after freshman year, fewer than one-fifth of the undergraduates move to apartments.

There are no regulations 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, physical education, and recreation program at MIT is designed to encourage students to develop an interest and to participate in some form of health fitness. All students participate in the required physical education program which offers 38 activities. Approximately 1,000 undergraduates participate in 32 intercollegiate programs, which include 21 varsity sports teams for men and 11 for women. According to the National Collegiate Athletic Association, MIT sponsors one of the broadest intercollegiate sports programs in the nation today. Women's intercollegiate sports are: basketball, crew, cross country, fencing, field hockey, gymnastics, sailing, softball, swimming, tennis, and volleyball. For men, there are varsity teams in baseball, basketball, crew (heavyweight and lightweight), cross country, fencing, golf, gymnastics, indoor and outdoor track, lacrosse, pistol, rifle, sailing, skiing, soccer, squash, swimming, tennis, water polo, and wrestling.

The popular intramural program is run entirely by students. Over 60 percent of the total undergraduate population is involved in at least one of the 28 sports currently represented. The program also attracts large numbers of graduate students and staff members. Some of the teams are coed.

Club sports, such as football, hockey, cycling, cricket, judo, karate, rugby, scuba diving, volleyball, and white-water kayaking, are less formally organized than varsity teams, but also provide intercollegiate competition. The club program is unique in its aim to attract graduate student participation.

One of the finest athletic programs in the nation — every student has the chance to participate in any activity at the intercollegiate, intramural, or club level, without pressure . . .

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. Ten to twelve concerts are conducted each month. There are over 100 student organizations in which to get involved, including three newspapers and a literary magazine. All students are welcome, beginners and experienced alike.

On weekends, the Lecture Series Committee sponsors recent movies on campus; student-produced plays and musicals are regular features. A 24-hour coffeehouse is located in the Student Center. Of course, there are always informal get-togethers and parties 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 and coffee shop open 24 hours a day.

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. The program at MIT is not limited to certain countries or universities. Students interested in this possibility should begin planning for it early. Guidance is provided by the Office of Foreign Study.

Placement

Alumnae and alumni of MIT are found in all walks of life. Often the work they are doing is a far cry from their field of study at the Institute. An MIT degree is more like a boarding pass than a ticket to a set destination. The MIT Office of Career Services tracks the changing opportunities to which an MIT education can lead and advises students on their career interests. Up to 450 employers and other organizations visit the Career Office each year to interview graduating students for specific opportunities. The Office's Annual Report is available upon request from the Director, Room 12-170.

A Sampling of Student Organizations

Alpha Phi Omega (service fraternity)
Art Association
Association of Puerto Rican Students
Association for Women Students
Black Student Union
Chinese Students' Club
Choral Society
Club Latino
Debate Society
Dramashop
Ecology Action
Festival Jazz Band
Film Society
Folk Dance Club
Gospel Choir
Hillel
Logarithms (singing group)
Mexican American Students Association
Outing Club
Science Fiction Association
Shakespeare Ensemble
Skydiving Club
Society of Physics Students
Society of Women Engineers
Symphony Orchestra
The Tech (campus newspaper)
Tiddlywinks Association
United Christian Fellowship
Urban Action
White Water Club
WMBR (AM-FM radio station)
Unicycle Club

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.

Take advantage of the fantastic facilities.

Financial Aid

Financial Aid at MIT is our way of caring, systematically and rigorously, for students who we are sure could not come without our help. For many years we have helped over half of our students finance their MIT education.

We turn no one away for financial reasons. Therefore, if you can demonstrate need to our satisfaction, not only can you be assured that your admission to MIT will not be affected, but that your application for aid will be welcome, and that we will provide the means you cannot.

How we do this and by what means is important, but need not detain us for long, here. Suffice it to say that we distribute millions of dollars of aid each year, to which is joined other millions from non-MIT sources, the lion's share of which comes from Federal and state governments.

In fact, we could not do so much for students, or for so many, were it not for such programs as the Federal Pell Grants, Supplemental Educational Opportunity Grants, National Direct Loans, College Work-Study funds, ROTC, and the State-Guaranteed Loans (and Parent Loan — P.L.U.S.). In addition, there are various state scholarship programs, and many private aid programs such as National Achievement and National Merit, all the way to the local P.T.A. or "Dollars for Scholars."

MIT's financial aid program is marked by two characteristics. First, it is wholly dependent on ob-

jective analysis of family financial strength, and second, it is entirely independent of any measure of academic or personal accomplishments. What we reasonably judge the family cannot do, and will not be covered by the governmental and private outside programs just referred to, MIT will do. Consequently, it can be said that MIT is within the financial reach of any student, assuming only that the family and the student take responsibility for their fair share of the costs. Students and their families should not assume that some particular level of family financial strength precludes any aid at all. All applicants who feel that help is necessary are encouraged to apply for financial aid, keeping in mind, however, that no aid based on merit is available. We have said that the admission criteria have no bearing on financial aid, and the opposite is equally true: the Admissions Committee has no information on the financial need of any applicant. Consequently (to repeat), 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 student budget allowance plus travel costs and the measured resources of the student. The student resources include an amount from the parents (varying with income, assets, and family size) and the student's net summer earnings and savings. Academic performance from year to year has no bearing on the amount or kind of financial aid.



An application for financial aid and a full description of MIT's aid program are included with each application for admission. As with the regular application, the *aid application must be submitted by January 1*. A financial aid form (FAF), available from your school or the College Scholarship Service (Box 186, Princeton, NJ 08540) also must be completed and filed as close to that date as possible; **it is not necessary to wait until the income tax return is filed**. *Later filing may delay notification of your aid, not only from MIT, but from other colleges as well.*

Aid is available to citizens of foreign countries, but as with U.S. citizens there is every expectation that students will seek funding from all available sources. Funds are limited, and therefore we cannot guarantee that MIT resources will make it possible for students from abroad to come here.

Tuition for 1984-85 is \$10,300. The Financial Aid Office uses a standard allowance for other items of cost: room and board, \$4,100, plus \$1,400 for books and materials, clothing, entertainment, and personal expenses. The sum of these costs is the total standard student budget allowance upon which MIT's financial aid is based. However, given the span of options available in housing and dining arrangements, the range of student costs is broad, and most undergraduates will spend between \$15,200 and \$16,400 (excluding travel expenses), depending upon specific choices.



The Setting

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 to make walking and bicycling 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 60-cent fare to the bus or train stations in Boston, and 20 minutes and a \$12 cab fare to Logan International Airport.

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, aquarium, science and art 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. Sports fans can watch the Celtics, the Bruins, the Patriots, and the Red Sox (Fenway Park is a 15-minute walk from campus).

One of the main advantages of Boston is its central location in New England. 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.



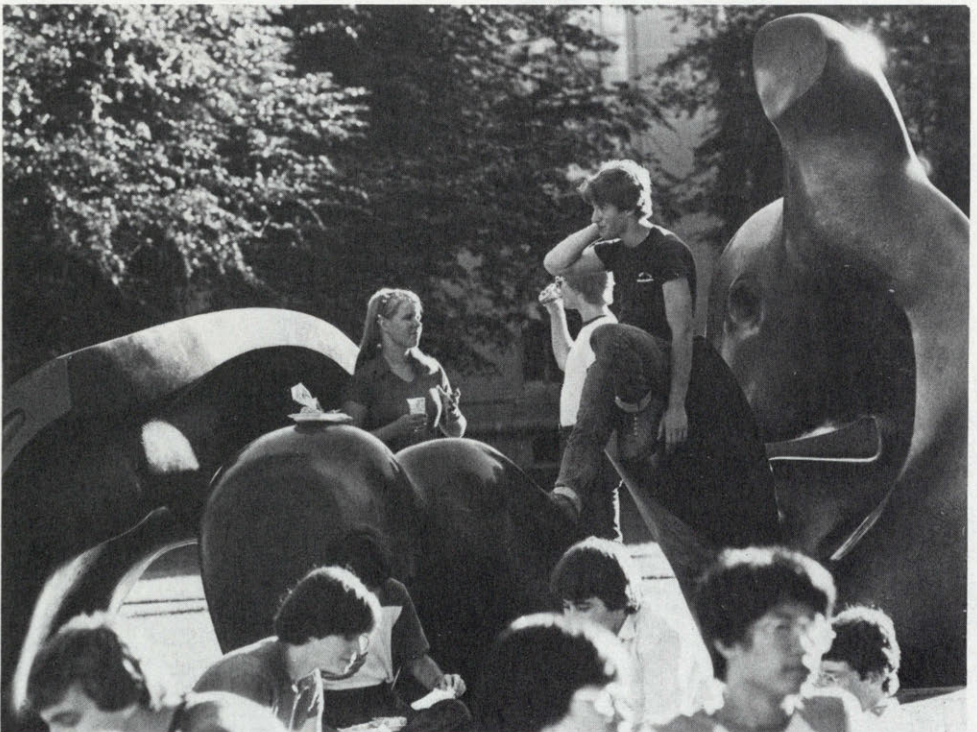
Visits to MIT

Some things about a university you can learn only by being there. We encourage you to visit MIT to help answer some of your questions. The Admissions Office is open from 9 a.m. to 5 p.m. every weekday, except the usual national holidays and Patriots' Day, in mid-April. The Admissions Office is located in the main building at 77 Massachusetts Avenue in Cambridge. Student-guided tours of the campus leave the Information Center each weekday (except holidays) at 10 a.m. and 2 p.m. Students and parents are welcome at the Admissions Office after the tour for a group session with a member of the staff.

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, Room 3-108
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139
(617-253-4791)



MIT Campus

- 1 - Admissions Office, Room 3-108
- 2 - Information Center, Room 7-121
- 3 - West Garage
- 4 - Kendall Square Subway Station

Approaches to MIT

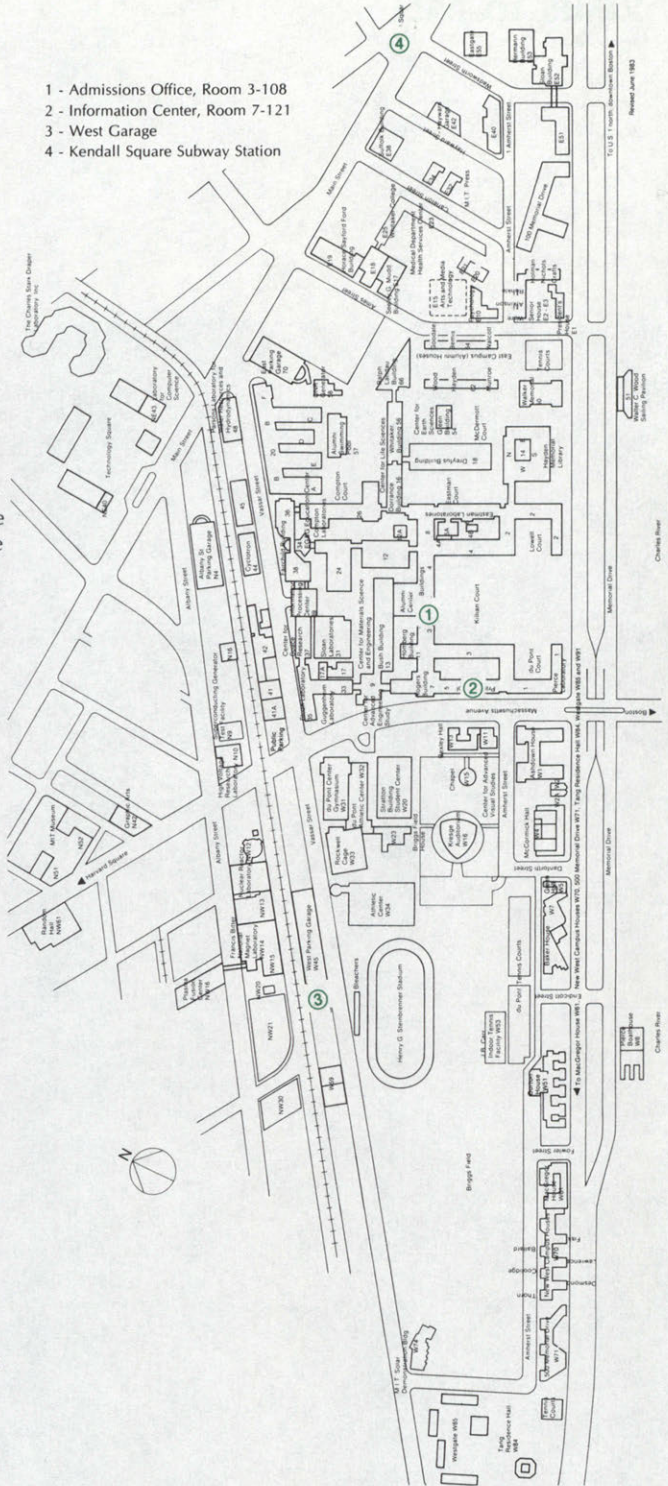
By Car: Parking is available at the West Garage located on Vassar Street. (#3)

Route I-90: 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.

Routes I-93, I-95, or Southeast Expressway: Take 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 MIT.

By Taxi: The fare from Boston's Logan Airport is about \$12.

By Public Transportation (MBTA): Go to Park Street by subway and take the Red Line to Kendall Square, then ask directions. (#4)



More detailed maps of the campus are available in the Admissions Office.



MIT Campus

Massachusetts Institute of Technology
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Office of Admissions
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