

MIT

TODAY

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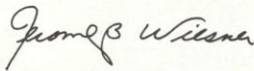




MIT TODAY

It is difficult to determine the character of a university from written material because it is largely defined by people. Even if we could accurately represent MIT as it is today, it will have changed by the time you become a college freshman. Change is inherent in universities; for instance, a quarter of the students graduate, a new class enters each year, and students themselves change. However, we hope to give you a feeling for what MIT is, the kinds of people who are here, and the kinds of opportunities that are available. Perhaps this will help you decide whether MIT is a place where you might be able to grow and learn, to change yourself and MIT for the better.

It is not possible for any college to be the best one for every student. Each has its characteristics, some more significant than others. Wherever you are, the education you receive is related to the effort you expend getting it. We hope this booklet will help you distinguish that which differentiates MIT from other universities, and define more clearly the experiences that could be "MIT" for you.



Jerome B. Wiesner
President

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 . . .

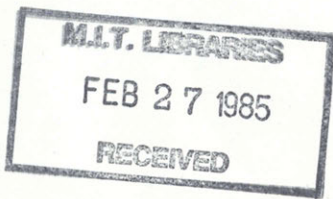
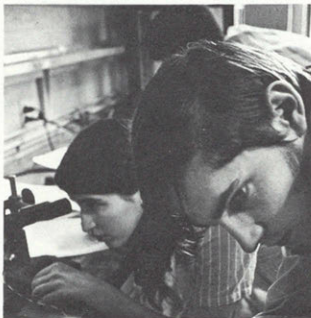
superb teaching and terrific facilities.

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 4100 undergraduates (600 women, 3500 men) and 3330 graduate students (330 women, 3000 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.



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 and the humanities.

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.



UNDERGRADUATE PROGRAM

"We expect the students here to work extremely hard at their own education. We want them to pursue their studies in a mature manner and in their own personal style. We seek an ever higher standard by which to measure their performance as potential contributors to a better society. We ask a lot of them. In return, we must be prepared to give them a wide opportunity to formulate their plans, to have full access to the resources of MIT, and to write their own educational tickets to the extent that this makes sense."

Howard W. Johnson
Chairman of the Corporation

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.

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

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

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.

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.

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 one



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

Interphase helped give me the background I needed in physics that I just didn't get from the course I'd had in high school.

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.

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.

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 four fields in which only advanced degrees are given: linguistics, meteorology, nuclear engineering, 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.

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

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

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

School of Architecture		7%
Architecture	History, Theory, and Criticism of Visual Arts	
Urban Studies and Planning		
Visual Design		
School of Engineering		39%
Aeronautics and Astronautics	Mechanical Engineering	
Chemical Engineering	Metallurgy and Materials Science	
Civil Engineering	Ocean Engineering	
Electrical Engineering		
School of Humanities and Social Science		9%
Anthropology	Literature	
Economics	Music	
History	Philosophy	
Humanities and Engineering	Political Science	
Humanities and Science		
School of Management		6%
Behavioral Science in Management	Management Science	
General Management	Special Program in Management	
School of Science		39%
Astronomy	Interdisciplinary Science	
Biology and Life Sciences	Mathematics	
Chemistry	Nutrition and Food Sciences	
Earth and Planetary Sciences	Oceanography	
Environmental Earth Science	Physics	

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. The freshman is generally expected to take the initiative in the relationship, because most advisors do not want to impose.

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.

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

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.

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

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

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:

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
Writing and Experience	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
Art and the Environment	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.

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!

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: All About Black Holes, Amateur Beermaking, Bulgarian Folk Music, Dynamic Behavior of Squash Balls, Fiction Writing Workshop, Glass Blowing, Musical Instrument Building, Oysters and Sex—Food Facts and Fallacies, and Skiing.

Degree Credit and Placement at Entrance

Credit and appropriate placement is offered for studies beyond the level of MIT's entrance requirements. In general, a score of 4 or 5 on any CEEB AP test will be recognized by the granting of elective credits equivalent to one semester's work in the same general subject area at MIT. Placement accompanies the credit in mathematics (however, a score of 5 is required on the Calculus AB test). For information concerning other methods of placement, consult the General Catalogue or write for the advanced placement leaflet.

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

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.

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.

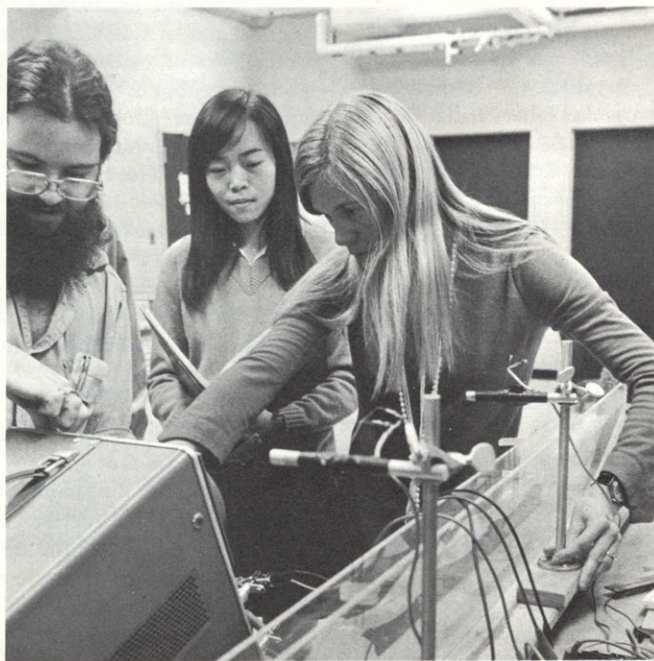
Two Alternatives to the "Standard" Program

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

┌

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 print or type

Mr. Ms. _____
Family Name First Middle

Birth Date _____ []
mo. day yr. Social Security Number Area Code Phone Number

Citizenship _____ If not U.S. what type of visa _____

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

School Address _____
No. Street City State Zip Code

Home Address _____
No. Street City State Zip Code

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

Check the major source of your interest in M.I.T.

- Guidance Counselor
- Letter from M.I.T.
- Recruiter Visit

- Alumni
- Family
- Friend

- M.I.T. Student
- College Guide
- Public Press

- Catalogue
- Reputation
- Teacher

Year of Entrance
Sept. 197__

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Mr. Ms. _____
Family Name First Middle

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- Reputation
- Teacher

Year of Entrance
Sept. 197__

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. . .

Take advantage of the fantastic facilities.

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, field hockey, gymnastics, sailing, swimming, tennis, and volleyball. For men, varsity and freshman teams are sponsored in baseball, basketball, crew, cross-country, fencing, golf, gymnastics, hockey, lacrosse, pistol, rifle, sailing, skiing, soccer, squash, swimming, track and field, tennis, water polo, and wrestling.

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 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 for 50¢; student-produced plays and musicals are regular features. A free 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. However, MIT is not a self-sufficient community, nor should it be. Being located between the centers of Boston and Cambridge guarantees a wealth of resources available to MIT students.

Some Student Organizations

Alpha Phi Omega (service fraternity)

Art Association

Association for Women Students

Black Student Union

Chinese Students' Club

Club Latino

Debate Society

Dramashop

Ecology Action

Festival Jazz Band

Film Society

Folk Dance Club

Glee Club

Hillel

Outing Club

Science Fiction Association

Skydiving Club

Students for a Democratic Society

Symphony Orchestra

Tiddlywinks Association

United Christian Fellowship

Urban Action

White Water 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 this year 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 four-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 last test date for the SAT's is in December. For the Achievement Tests, the last test date is in January (for applicants outside the United States, this is the only date the Achievement Tests are offered).

If you complete physics or chemistry in your junior year, you should probably take the achievement test in that subject in May or July 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 1 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 1 of the calendar year of entrance.

Early Evaluation

If you live in the United States or Canada, a preliminary evaluation stating whether your chances of admission are “likely,” “possible,” or “unlikely” will be sent to you between December 15 and February 15 after your complete application is received.

Formal admissions decisions will be sent to applicants by April 1.

Early Action

If you have taken all of the required tests before your senior year, if you return all the application material by November 1, and if you request early action in writing, your application will be reviewed by December 1. 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 May 1, the Candidates’ Reply Date.

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.

Financial Aid

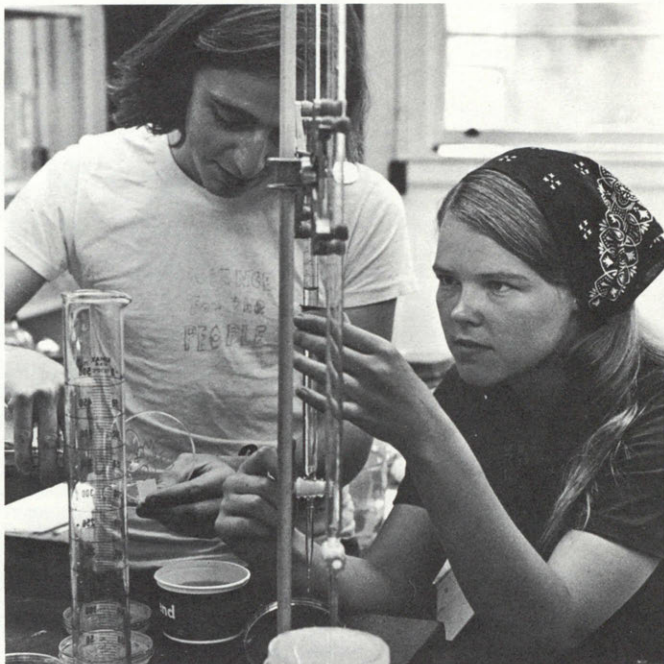
MIT's financial aid program is designed to make it possible for every admitted student to attend MIT. More than half of the undergraduates here receive aid. No one should be discouraged from applying for admission to MIT because of anticipated financial difficulties.

Financial assistance is provided to all admitted students equal to their "need" as determined by the Financial Aid Office following College Scholarship Service guidelines. An application for aid has no bearing on an application for admission.

"Financial need" is the difference between MIT's standard budget and a student's resources, consisting of a parental contribution and a share of the student's summer earnings and personal assets. Costs at the Institute for 1974-75 are estimated as follows: tuition, \$3350; room and board, \$2000; student health program, \$130; and books and materials, \$200. In addition, about \$500 should be allowed for clothing and other personal expenses.

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 1. 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 for interviews every weekday, except the usual national holidays and Patriots Day, April 21, 1975. 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
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139



