

MIT TODAY

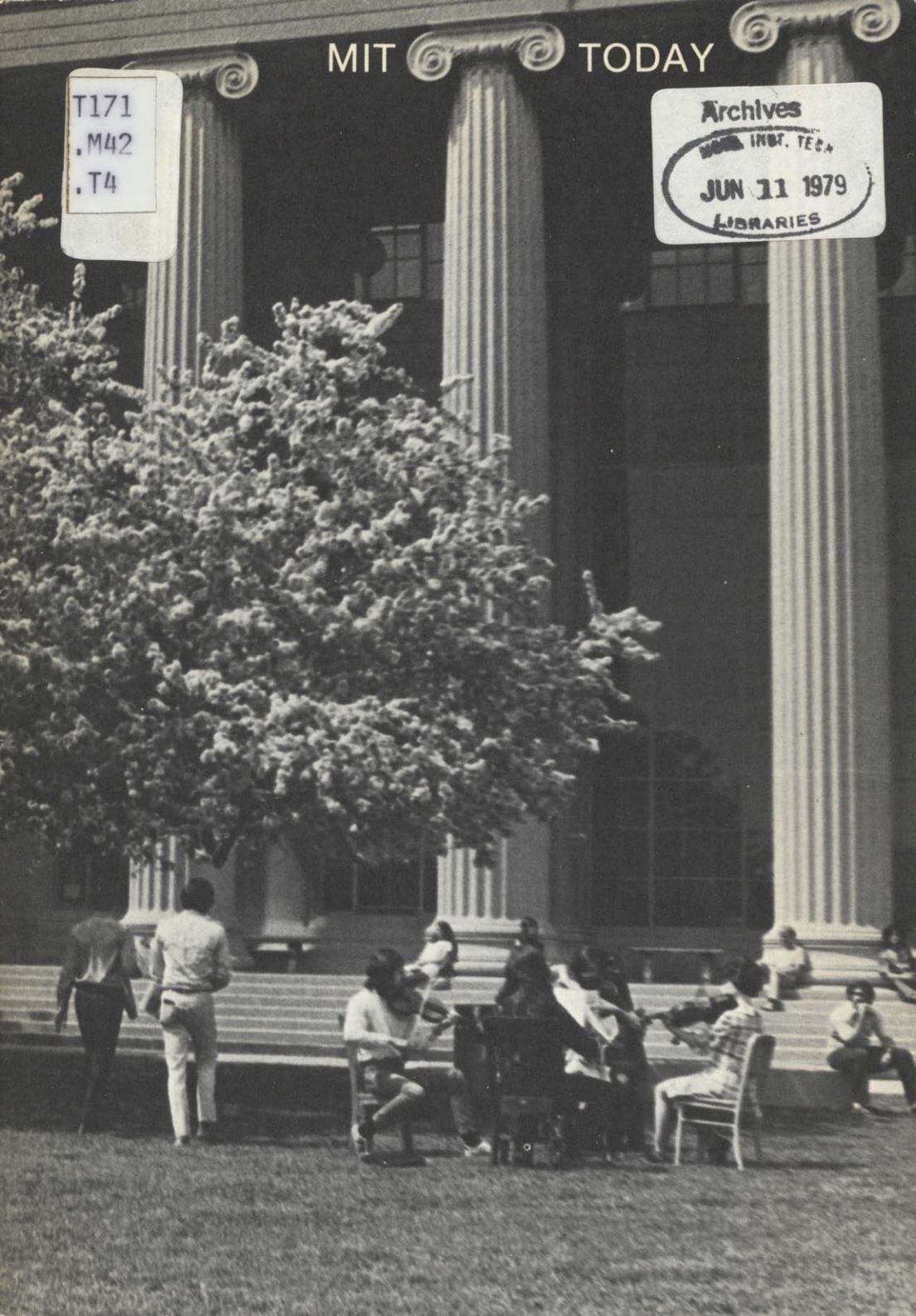
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MIT TODAY

Today's society challenges us to understand the widening boundaries of science and technology and their relationship to the values and traditions of modern society.

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.

Peter H. Richardson
Director of Admissions

May, 1979

MIT IS . . .

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

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

a life of discovery, knowledge, challenge . . .

superb teaching and terrific facilities . . .

diversity in the context of excellence is what makes MIT MIT . . .

a place to study, to achieve, to prepare, to grow, to explore, to create, to live, to have fun . . .

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

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

a community of 4400 undergraduates (700 women, 3700 men) and 4100 graduate students (600 women, 3500 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 . . .

a university of five schools ranging from engineering and the sciences to humanities, management and architecture . . .

a mix of coed and non-coed housing including 10 Institute houses and 30 fraternities plus a women's Independent Living Group and the non-residence Student House.



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 developed photographic techniques used in the research of Jacques Cousteau; he teaches a strobe project laboratory, open to freshmen. 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, interlibrary loans, bibliographic guidance, complete microfilm and photocopying facilities, retrieval from machine-readable data bases.



UNDERGRADUATE PROGRAM

The real distinctiveness of an MIT 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.

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.

The freedom makes it easy for an undisciplined freshman to go astray—doing minimal work in subjects until it hurts at the first quizzes.

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 become accustomed to MIT without the threat of grades.

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

Freshman Program

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

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.

Even in the freshman year, a pattern of one to one faculty contact is established.



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. 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, Greek, Spanish, Chinese, and Russian—are an important part of the humanities offerings. Army, Navy, and Air Force ROTC subjects are available, but not for academic credit.

Undergraduate seminars offer a unique opportunity for freshman 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.

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.

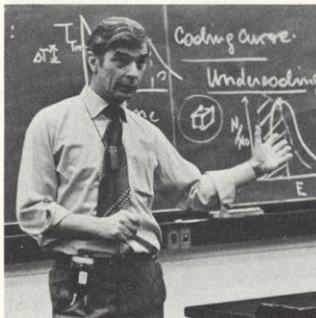
Fields of Study

In addition to the major fields of study listed on the following page, undergraduate subjects are also offered in three fields in

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

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

Let MIT's diversity help you select which way to go.



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 your major course of study. Advisory programs in the fields of medicine, law, and education have been developed by the Committee on Preprofessional Advising and Education.

Major fields of study leading to the S.B. degree:

School of Architecture and Planning

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

School of Engineering

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, Arts, and Social Science

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

School of Management

Behavioral Science in	Management Science
Management	Special Program in
Dynamics of Management	Management
Systems	

School of Science

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

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

Electives

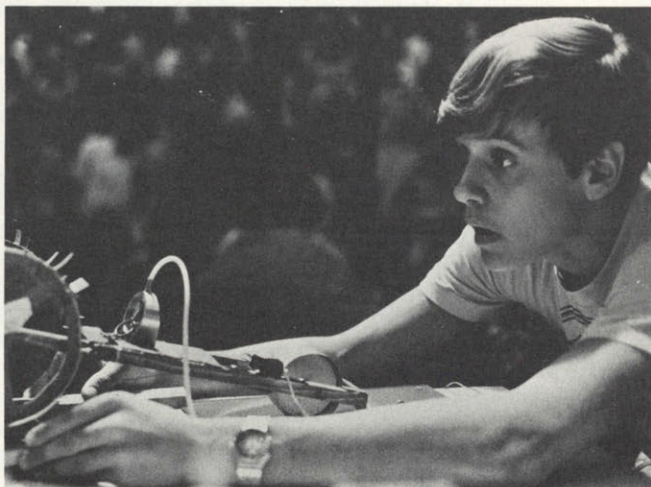
Applied Algebra	Introduction to Electron Microscopy
The Architect as Activist	Introduction to Film Making
Art and the Environment	Language and Its Structure
Artificial Intelligence	Legal Institutions and Social Change
Elementary Programming and Machine Computation	Noise Control Engineering
Evolution of the Earth	Politics and Television
Human Fertility and the Population Problem	Science, Technology and Ritual
Ideology and Participation in Black Politics	Understanding the Urban Environment
Information Systems	Women in the 19th Century

Seminars

Biomedical Engineering Sampler	Opera Workshop
Chemistry of the Energy Crisis	Predicting People's Performance
Crime: Menace or Revolution	Production and Perception of Musical Sounds
Fighting World Hunger	Short Stories by Franz Kafka
Flying by Computer	Solar Heating System Design
Introduction to Innovation	The Art and Science of Medicine
Introduction to Space Colonization	The Recycling of Materials
	Weather Forecasting

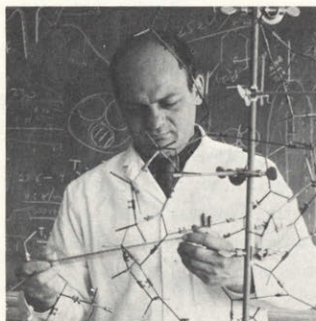
Studying at MIT is like trying to take a drink from a fire hose.

Take a seminar in something you're not familiar with—you may discover your true calling.



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!

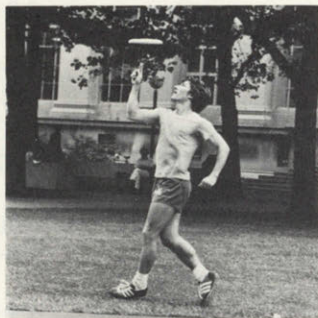


Subjects	Units†
<u>First term</u>	<u>September-December</u>
Introduction to Chemical Structure, Bonding, and Mechanism	5-0-7
Physics I	5-0-7
Calculus I	4-0-8
The American Revolution	3-0-6
<u>Seminar: Professional Life Styles</u>	<u>0-6-0</u>
Total Units	51
<u>Independent Activities Period</u>	<u>January</u>
<u>Second Term</u>	<u>February-May</u>
Physics II	5-0-7
Calculus II	4-0-8
Shakespearean Tragedy	3-0-6
Information Systems	3-3-6
<u>Introduction to Behavioral and Brain Sciences</u>	<u>3-0-6</u>
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.



If secondary school preparation allows, you can with credit skip some introductory level courses.

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 500 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: 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.

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 in preparation for the CEEB AP examinations. Credit may be obtained from high performance on AP's, advanced standing exams taken at MIT, and college transcripts. Details and specific requirements differ from one discipline to another. Consult the General 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 allowed on a case by case basis.

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.

HOW TO APPLY

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

Fill out and return the attached card which serves as a preliminary application. You will receive the name of your local interviewer immediately and the final application when it becomes available, usually after August 15th, but in any case before October 1st of the year prior to entrance. (if you do not receive it please let us know!).

November 1
early action deadline

November 3, 1979
last CEEB test date
for Early Action

Late December
notification of
Early Action

January 1
regular application
deadline

January 26, 1980
last CEEB test
date allowable

Late March
notification of
decisions

May 1
Candidate's reply
date

Schedule

Regular:

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. 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.

Early Action:

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 foreign countries, other than Canada, are not eligible for early action.

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 year of physics (these may, for example, be taken in a two-year integrated program). Many complete the required math or science before the senior year and take more advanced subjects. If you have not taken one of the requirements you may still apply, but you would need to make up the subject before registering for your freshmen year (for example, in a summer school in your community).

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

Entrance Examinations

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

1. Scholastic Aptitude Test (SAT)
2. Three Achievement Tests (ACH). You must choose 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.

If your language of instruction has been English for less than five years and you are a citizen of a country other than the United States or Canada and are not a Permanent Resident of either the United States or Canada, the following test schedule **may** be substituted:

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

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 carefully choose your test dates. Typically, the November and December test dates in the senior year are recommended. If, however, 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. Our committee recognizes this and judges the scores accordingly. 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, but particularly the math test, after talking with your guidance counselor and your teachers.

*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.



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 MIT Educational Counselor with whom you should arrange the required interview. Seniors will receive a final application; others can expect it in September of their senior year.

Preliminary Application Card Please Type or Print Clearly

B

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

[] _____
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:

- Black or Afro-American Asian-American American Indian
- Chicano or Mexican American Puerto Rican other Spanish American

Year of Entrance
Sept. 19 _____

Please Type or Print Clearly

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

[] _____
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. 19 _____

R

fold

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

(tape here)

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

Interview

A personal conference 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 North and South American and overseas who are chosen for their interest in counseling students about college and career planning. In the event a counselor is not available within a reasonable distance the interview will, however, be waived.

You must arrange to have an interview between May 1 of your junior year and January 1 of your senior year. 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. However, two group sessions with an admissions officer are held each weekday, one late morning, one late afternoon (see page 22 of this booklet).

Students who are Citizens of Countries Other than the United States and Canada

MIT makes every attempt to appreciate the very different backgrounds of our students who come from parts of the world other than the United States. Our committee is familiar with the International Baccalaureate and the achievements required to reach "O" levels and for some "A" levels. We often call upon both graduate and undergraduate students from overseas to help us understand school systems in other lands.

To receive application material you should write to us preferably in the spring of the year before your last year in high school. Application material with all supporting documents is due in the Admissions Office by January 1 prior to the expected September entrance. Inquiries received after November 15th of your last year in high school often do not allow enough time for processing and mail transit and the prospective applicant runs the risk of missing the deadline.

College Transfers

Each year MIT accepts a limited number of 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. Write to us briefly describing your situation and when you would like to enter MIT. Do not use the card enclosed with this booklet.

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

MIT 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 MIT and Boston.

Policy of Non-discrimination

MIT admits students of any race, color, sex, religion, handicap, 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, handicap, national, and ethnic origin in administration of its educational policies, admissions 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.

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.

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

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). Once each year 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 great deal about MIT.

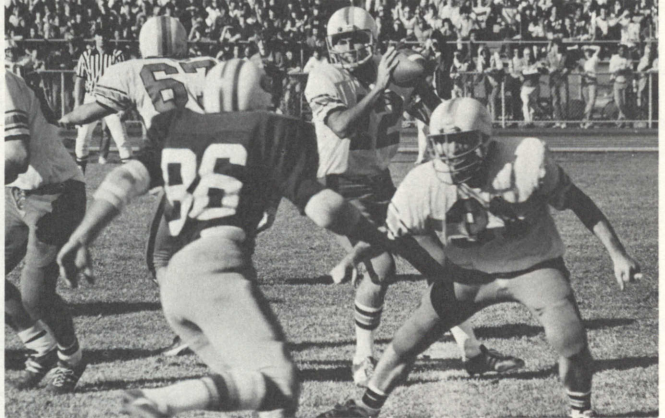
Two Alternatives to the "Standard" Program

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.

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.





LIFE OUTSIDE THE CLASSROOM

There's much more to college life than the courses.

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 you learn in first-term calculus.

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.

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 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—you're on your own as far as life-style goes.

MIT's philosophy toward regulation 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.

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. . .

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 10 with 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, field hockey 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 graduate students and staff members. Some of the teams are coed. The program emphasizes participation; in the 25 sports represented, over 1500 contests are held.

Club sports, such as football, 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

All work and no play

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 performed each month. 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.

Just too many activities! If I went to all clubs, events, seminars, and movies that fascinate me, I wouldn't have time for eating or sleeping, much less going to classes.

Some of the over 100 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
- Gospel Choir
- Hillel
- Outing Club
- Science Fiction Association
- Shakespeare Ensemble
- Skydiving Club
- Society of Physics Students
- Symphony Orchestra
- Tiddlywinks Association
- United Christian Fellowship
- Urban Action
- White Water Club
- WTBS (AM-FM radio station)
- Unicycle Club

Year Abroad/Domestic Year Away

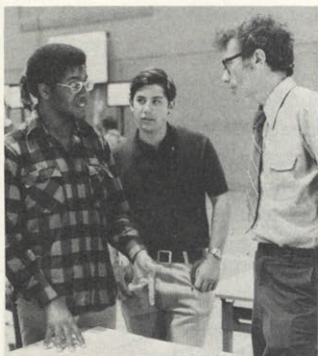
Some students feel that their education can be enriched by attending a different college, whether in the United States or another country, for their junior year. The program at MIT is not limited to certain countries or universities. If you are interested in this possibility, you should begin planning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

Placement

Alumnae and alumni of MIT are found in all walks of life, and MIT's new graduates are sought by employers for a wide range of challenging assignments. Over 300 employers and other organizations visit the MIT Placement Office each year. The Career Planning and Placement Office assists new graduates as well as alumni on a continuing basis. The Office's Annual Report is available upon request from the Director, Room 12-170.



Financial Aid



Over half of MIT undergraduates receive financial assistance in the form of grants, loans, and employment opportunities. Most of these could not have matriculated without MIT's help through the Financial Aid Office. The Institute is dedicated to meeting the demonstrated financial need of every admitted student, and has successfully done so for more than a decade with substantial help from federal programs, available to U.S. citizens, such as BEOG, SEOG, NDSL, CWSP, ROTC, various state scholarship programs, and many private aid programs such as National Merit.

MIT's financial aid program is marked by two characteristics. First, it is wholly dependent on objective 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, 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 admission criteria have no bearing on financial aid, but the opposite is equally true: the admissions committee has *no* information on the financial need of any applicant, consequently, an application for financial aid *will have absolutely no bearing on admission*.

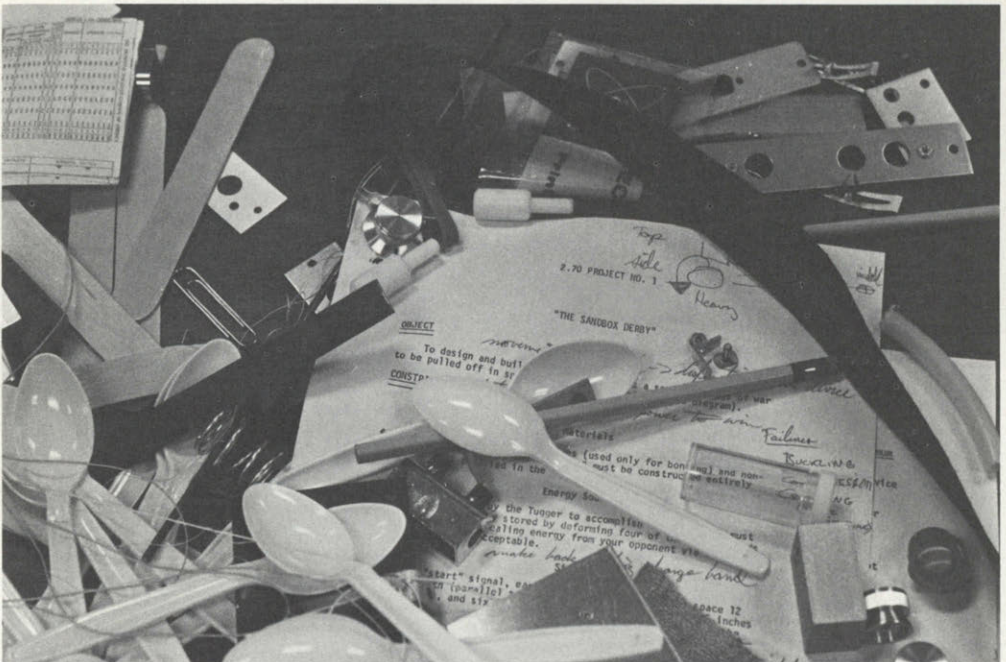
The amount of aid received by an applicant is equal to the difference between our student budget plus travel costs and the measured resources of the student: an amount from the parents (varying with income, assets and family size) and the student's earnings (summer) and savings.

Fixed costs for 1979-80 are as follows: tuition, \$5300. The Aid Office uses this standard allowance for other items of cost: room and board, \$2685; plus \$915 for books and materials, clothing, entertainment and personal expenses. These all add up to \$8900 — the total standard student budget upon which MIT's financial assistance 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 \$8300 and \$9200 (excluding travel expenses) depending upon specific choices.

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, New Jersey 08540), must also be completed and filed by that date. Later filing may delay notification of your aid, not only from MIT, but other colleges as well. All aid applicants must also apply for the Federal Basic Grant.

Other sources of financial aid, private as well as government (state and federal) 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 and see your guidance counselor.

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





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 nine-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 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

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. 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. 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 an admission officer.

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)



Approaches to MIT

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

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.

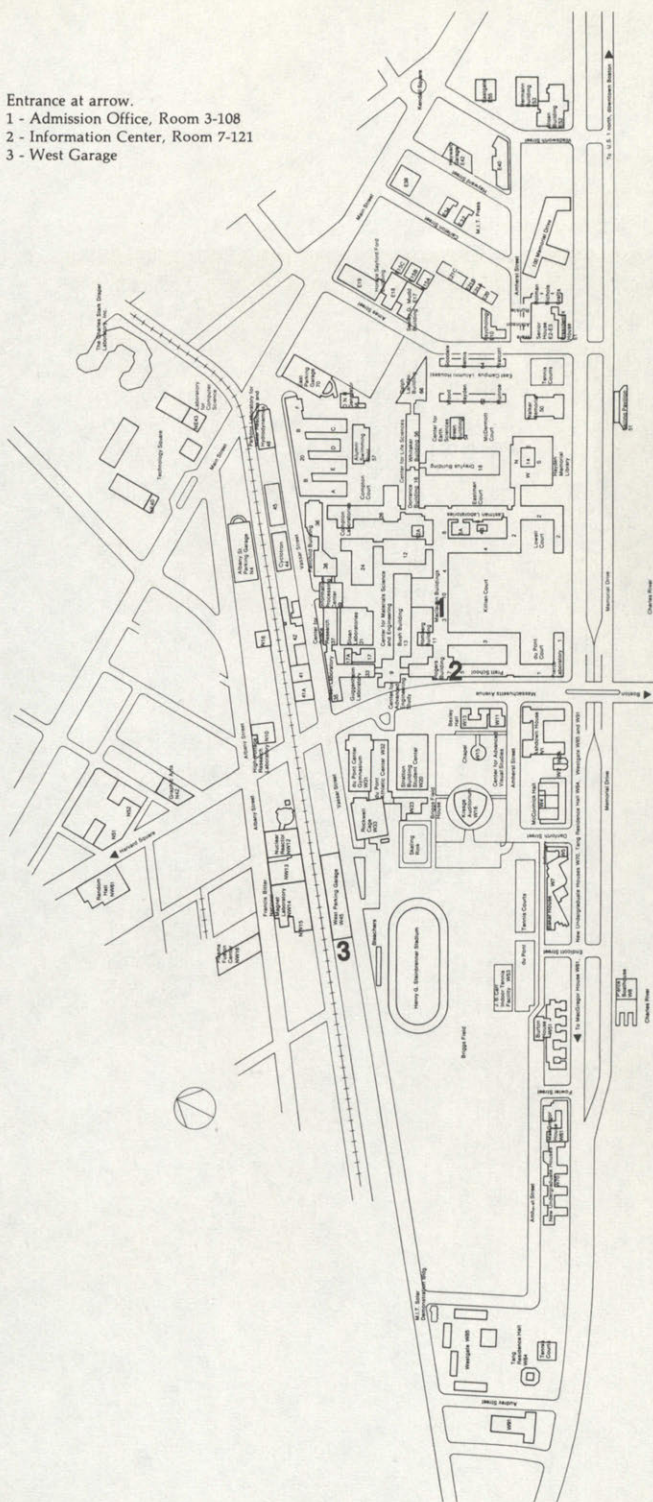
Routes I-93, I-95, or South-east Expressway: Take Storrow Drive, Back Bay exit, and follow the "Back Bay" signs along Storrow Drive to exit for Route 2A on the left (Harvard Bridge). As you cross the bridge, you'll be looking at MIT.

By Taxi: The fare from Boston's Logan Airport is about \$9.00.

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

Entrance at arrow.

- 1 - Admission Office, Room 3-108
- 2 - Information Center, Room 7-121
- 3 - West Garage





Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

Office of Admissions

