Admissions have double process

One of the most important and most difficult tasks of any group within the Institute is that of the Office of Admissions. Located in Building 10, this office is charged with the selection of MIT's future student population. To do this, the admission procedure appears as a mass of forms and an uncertain period of waiting, culminating in a decision on the part of MIT. Needless to say, this procedure is much more involved than it appears on the surface. It is necessary to the Institute and students alike in order that both obtain maximum advantage of each other.

Basic responsibilities

The Admissions Office has two major responsibilities. First, it must make the environment and facilities of MIT distinctly attractive to the prospective student. In this capacity, the office must function both as a public relations group and a liaison between MIT and the parents and high school students. The importance of this activity has increased recently as the competition among major colleges for the student has become more keen.

Secondly, the Admissions Office must decide who will be admitted into the Institute. The student must meet certain minimum standards. In this respect, the Admissions Office is a selective body. Without effective admission procedure, neither of these two bodies can fulfill their mission.

Admission process

What does MIT look for in a student when he applies for admission? In the words of the Admissions Office: "In selecting students for admission to MIT we are guided by two broad objectives. 1) We want to be sure that each student has the qualifications necessary to handle the courses which are scheduled for his study. We expect that each will contribute something of interest to the life of the Institute; community; 2) We want to be sure that each will become a successful alumnus in both the professional and community sense." As a residential institution polarized around science we are dedicated to the education in the broadest sense, not merely in academic or professional training. Such a general educational process depends heavily on student relationships.

Prospective admission

While there is no definite way of telling who will be accepted, high school students who have both the ability and the desire to carry on rigorous and challenging courses of study are well aware that every student has a fair chance to compete. Although no exact point is placed upon each of these factors, a generally high quality of academic work is expected of prospective students. Rating is a purely subjective process where each applicant is reviewed by members of both the faculty and Admission's staff.

Process of selection

The objective has led us to develop a selective process which involves three major aspects: 1) selection of academically qualified students; 2) general personal qualifications; 3) recognition of truly outstanding interests, activities, or achievement that may indicate a way of assigning weights to these personal qualifications. At present, neither of these two factors will usually preclude admission, while an extremely high value for one may reduce the general overall evaluation.

Expected achievements

The purpose of the academic achievement is based upon the appreciation that the high school student is no longer an academic or professional student. He is a young man who has the qualifications to handle the academic work. We are, first, an academic institution, and we seek students who have both the ability and the desire to carry on rigorous and challenging courses of study. We are well aware that every student has a fair chance to compete. Although no exact point is placed upon each of these factors, a generally high quality of academic work is expected of prospective students. Rating is a purely subjective process where each applicant is reviewed by members of both the faculty and Admissions' staff.

Some students are not recruited. thermodynamics and equilibrium. In addition, there are three intercollegiate sports: fencing, crew, and the sailing team, which has the possibility of developing into a varsity team.

Athletic activity strongly stressed to augment academic experience

Another few strokes to the heart of this line finish. The oxes are seen as they are. The character's life is long to them.

The athletic program at MIT has always been regarded as an important part of the Institute's life. Former MIT President J. A. Stratton called the system "an integral part of the whole of the Institute's extra- curricular activities which are designed to help students grow in essential personal qualities of spirit and character." Therefore, in the thirty physical education classes, twelve club sports and nineteen intercollegiate teams is a place for every undergraduate with any interest to participate. With activities ranging from track, basketball, and soccer to track, swimming, and archery, the physical education classes give the Tech student a chance to learn skills useful in intercollegiate and intramural athletic programs.

Club sports

The club sports provide opportunities for students ineligible for intercollegiate play or interested in sports for which there is no varsity team. There are a crew of events for general physical conditioning, rugby, cricket, judo, cycling, gymnastics, and weightlifting. Five MIT athletic a variety of clubs. Where competition between teams from all 28 fraternities and the 47 dorms is as intense as the intramural championship. Intramural teams throughout the year from football and soccer to basketball and hockey, and bowling in the winter and tennis and track in the spring.

Women's athletics

Despite the relatively small number of women students, there are able ability to do the academic work in the intramural championship. Intramural teams throughout the year from football and soccer to basketball and hockey, and bowling in the winter and tennis and track in the spring.

Women's athletics

Because of the relatively small number of women students, there are only a few opportunities for women to participate in intercollegiate sports. There are basketball and mixed volleyball clubs, and the cheerleaders chant their spirit during basketball games. In addition, there are three intercollegiate sports: fencing, crew, and the sailing team, which has the possibility of developing into a varsity team.

Facility receptive

Liberal curriculum changes introduced

Although the major changes are still to come, when the new students arrive next fall there should be a greater opportunity for the independent and individualistic student to take courses in his own way. MIT is moving toward that goal.

In recent years a new dimension has been added to the college program. Sports, leadership, and leadership in the student body. The faculty and staff have added the concept of leadership to their teaching. For many years the Institute has been known for the quality of its Varsity basketball excellent and one of the leading collegiate basketball teams in the nation. This past year the men's basketball team won the conference title and the Ivy League Championship. MIT is now named Eastern Collegete Basketball Champions for two years in a row.

The Department of Athletics is making a tremendous effort to develop a comprehensive athletic program that will provide opportunities for all students to participate in athletics. The program includes intramural, intercollegiate, and club sports, as well as opportunities for students to participate in physical education classes. The goal is to provide a well-rounded educational experience that will allow students to develop their skills and abilities in a variety of areas.

Intramurals last throughout the year, with the selection of MIT's future students. The Institute has done its part by making every effort to accept students who will become a successful alumnus in both the professional and community sense. As a residential institution polarized around science, we are dedicated to the education of the broadest sense, not merely in academic or professional training. Such a general educational process depends heavily on student relationships.