

Yale

Yale College 2006–2007

A Message from Yale's President

I am pleased to welcome your interest in Yale College and to mention three characteristics that define the undergraduate experience here.

First, Yale is both a big and a small school. The College is surrounded by eleven distinguished graduate and professional schools, and its students partake in the intellectual stimulation and excitement of a major research university and international center of learning. At the same time, our faculty is known for its special devotion to undergraduate teaching, and our residential college system divides the student body into twelve small and intimate communities.

Second, Yale's curriculum requires both breadth and specialization. Students become conversant in the three main areas of knowledge—the humanities, social sciences, and natural sciences—at the same time that they fulfill writing and quantitative reasoning requirements and pursue in-depth study of a major subject. The range of intellectual experiences available sharpens the critical faculties and prepares our students for leadership.

Third, Yale students have a long tradition of intense involvement with extracurricular activity: arts and athletics, music and drama, religion, politics, journalism, and community service. Through both academic and extracurricular involvement, Yale students learn habits that encourage them to become energetic citizens of their communities, the nation, and the world. We hope that all students will take advantage of the abundant opportunities Yale offers for study or work abroad.

It is not easy to convey the character of a college that has been built through centuries, nor is it easy to appreciate Yale's vitality from a distance. I encourage you to visit the campus, see our beautiful buildings, and sense the spirit that makes the College unique. If you cannot visit, I hope that this book is helpful in capturing and conveying something of Yale's distinctive character.

Richard C. Levin

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Branford College courtyard



RESIDENTIAL COLLEGES

Yale College is made up of twelve residential colleges where students live and eat most of their meals. From the entryways to the courtyard to the dean's office, the college is a community of friends. Living in the residential colleges, students experience the living situation of a small school while still enjoying the cultural and scholarly resources of a large university.





The master and dean of each college live in the college. Often, an encounter in the dining hall or courtyard gives way to conversation and advice.



Each college has its own dining hall. As students eat, they make friends, speak foreign languages, plan events, and finish homework. After dinner, the dining halls may become stages for musical or dramatic productions, guest lectures, debates, and dance parties.



The residential colleges host productions of plays directed and performed by students. Offerings extend from the classics of tragedy and comedy to musicals to original works.

Residential Life

*Y*ale's campus is a network of grassy courtyards surrounded by spectacular architecture and a full array of educational and extracurricular facilities. Large yet self-contained, the campus provides a beautiful setting for the exploration and investigation that define the undergraduate experience.

The Residential Colleges

All undergraduates at Yale are affiliated with one of twelve residential colleges from the day they first arrive on campus and are welcomed into the small community they will know well for four years. In assigning students to residential colleges, Yale seeks to create a microcosm of the larger community within each college and to reflect the diversity of the larger student population. Unlike a system where students choose a “jock,” “artsy,” or “intellectual” residential unit, which can divide students, Yale’s system promotes integration and inclusiveness. To foster this sense of community, freshmen and sophomores are required to live on campus.

The residential colleges offer the intimacy and support of a smaller school without its limitations. Because each residential college is a community of about four hundred men and women, students come to know one another quickly as colleagues and as friends. But they also have broader opportunities to expand their social horizons. The population at Yale includes a great diversity of interests and backgrounds: there are more than five thousand undergraduates, from all fifty states and more than seventy countries. There are public school graduates and prep school graduates, children of alumni and children who are the first in their family to go to college. Yale is sufficiently large so that each class, activity, and meal could mean a new friend to be made and a new discussion to be had.

About four hundred undergraduates are assigned to each residential college.

Each of the twelve colleges has its own shield. Here, the design of the shield for Branford College recalls the gift of books with which ten Connecticut ministers founded Yale College in 1701.





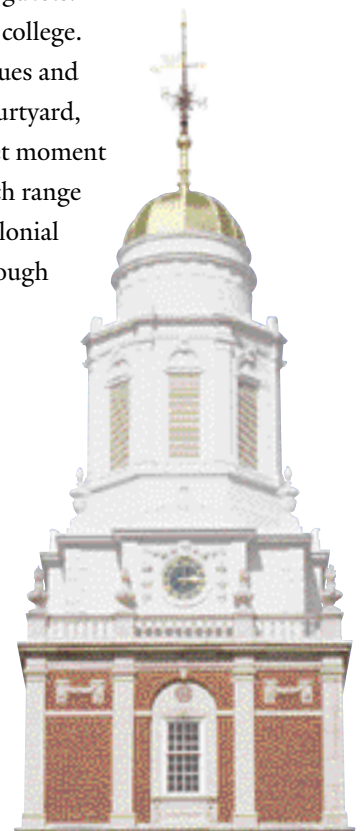
Visiting scholars, artists, professionals, and politicians are invited to Master's Teas, informal afternoon discussions with students in the master's house.

Each residential college is a community where students live, eat, socialize, and pursue academic and extracurricular activities. Each college has its own dean and master who live in the college, and a dining hall, library, and a variety of other facilities. The deans supervise the academic progress of their students and consult with them about scheduling and course selection or any other questions that might arise. Masters oversee the cultural and social life of the college and host lectures, parties, and Master's Teas, gatherings where students talk with renowned and sometimes controversial guests. In almost every instance, students' needs can be met within their residential college.

At the heart of each college is a courtyard. Warm weather brings barbecues and courtyard sports: frisbee, whiffleball, volleyball, and, in Saybrook's stone courtyard, even basketball. Stone walls, swings, and benches provide a haven for a quiet moment with a book or a friend. All twelve colleges have their own dining halls, which range in architecture from medieval halls with vaulted ceilings to wood paneled colonial rooms to dramatic modern spaces. Students usually eat in their college, although they may take meals at any of the other colleges. The college dining hall is a place where students will always see tables filled with people they know. As they linger over meals, students cement friendships, political activists

"Each residential college is our common ground. In this place, as citizens and neighbors, we invent a community that invites the celebration of our differences and the best from each of us. Under its natural and incandescent light we limn ourselves, each other, and the full variety of what we learn and do in Yale College. There is nothing like it."

John Loge, Dean of Timothy Dwight College



“Yale is an excited student’s dream come true. We learn from world-renowned scholars who are accessible, wonderful teachers and genuinely nice people. I cannot imagine an environment more conducive to the pursuit of learning.”

Cameron Macdougall



Meryl Streep at a Master’s Tea in Berkeley College.

discuss interests and strategies, student organizations plan events, and intramural athletic teams celebrate their seasons. Foreign language tables bring together students and faculty who want to talk in French, Portuguese, Russian, Vietnamese, Japanese, or Swahili – to name just a few. Some colleges sponsor regular discussion tables on such topics as film, architecture, scientific issues, and the classics. While they gather, students enjoy breads from the University’s own bakery, a full salad bar with fresh produce, hot meals, and optional vegetarian and vegan entrees. Sometimes meals celebrate the cuisine of other countries or take notice of special events: hamburgers, hot dogs, and ice cream honor Super Bowl Sunday; spicy shrimp creole brings students a touch of New Orleans on Mardi Gras. The Sustainable Food Project provides appetizing and healthful alternatives.

Libraries in each college provide students with a place to study at any time of the day or night. Seminar rooms, lounges, music practice rooms, laundry facilities, and computer rooms are standard features in all of the colleges, as are recreation rooms with pool, Ping-Pong, and foosball tables, TV rooms, darkrooms, and kitchens. Some colleges have letterpress printshops; others offer squash/racquetball courts, weight rooms, pottery studios, and wood- or metal-working shops. In some colleges student-run snack bars are open late at night for study breaks and socializing.

Each residential college also sponsors a broad range of extracurricular programs. The intramural athletic program organizes friendly, but serious, contests between the colleges. Some of the colleges have active drama groups that stage productions from Broadway-style musicals to student-written, one-act plays; string quartets, jazz bands, and folk groups provide additional entertainment. College newsletters feature social events, sports, and college news. Within each college is a College Council, with a Social Activities Committee to plan events and an Athletic Committee to organize the intramural programs. Each college also holds elections to send two students to the Yale College Council, where they represent their college in matters often affecting the Yale community as a whole.



Students take part in the pleasures of growing, cooking, and sharing food through the Yale Sustainable Food Project, launched in 2003.

Web site: www.yale.edu/sustainablefood

The residential colleges also play an important role in academic life. The Residential College Seminar Program sponsors full-credit courses that allow for innovation and experimentation within the framework of the Yale College curriculum. Courses are taught by scholars from Yale and from other academic institutions, as well as by poets, playwrights, and other writers, and by individuals who work in government, business, journalism, or film. The colleges also have writing and math/science tutors for all their students, and the deans can arrange for tutors in other subjects.

While the residential college system provides a sense of community that one student says “made it easy for me to leave my family,” no one is limited by it. All students have associations, friends, activities, and concerns outside of their college. All classes, including residential college seminars, and all lectures, performances, debates, and parties are open to members of all twelve colleges. While the colleges foster spirit and allegiance, participation is voluntary. A residential college provides the cohesiveness of a small school within a University that offers undergraduates more than 2,000 courses each year, more than 800 teaching faculty members, and 5,200 students to meet, plus eleven graduate and professional schools with additional courses, faculty, students, and facilities.

The residential colleges provide a structure that makes Yale unique among major research universities. By offering communities of students and faculty as well as extracurricular and academic opportunities, the colleges create intimacy without diminishing the benefits of the surrounding University.

Residential Colleges:
www.yale.edu/living/colleges.html

RESIDENTIAL COLLEGES

One of the great benefits of living in the residential colleges is interaction with the faculty. The deans and masters are all members of the faculty or administration. They frequently take their meals in the residential college dining halls, where they come to know students and their

activities and concerns in a comfortable, informal setting. These relaxed mealtime conversations give students a chance to mix with faculty without making an appointment or sitting in an office. Also associated with each college are members of the faculty, or distinguished individuals from throughout the professions, called Fellows. These Fellows sometimes teach college



“The lessons you will learn from one another, the lifelong friendships you will form, are no less important than the lessons taught in the classroom” —President Richard C. Levin, shown with undergraduates.

seminars, eat with students, join the intramural teams, and become part of the life of the college. Some Fellows even live in the college. The accessibility

of faculty members creates a close network of advice and counsel. Because they interact with the faculty in a variety of ways, Yale students feel they can

approach professors, no matter what their reputation or name, to ask questions and to learn. They know, too, that they will always be welcome.



Freshman Year

Freshmen are required to live on campus and are assigned college affiliations over the summer, becoming part of a smaller community within Yale College as soon as they reach campus. Freshmen from each residential college live together, take many of their meals in the college's dining hall, and meet and consult with advisers from their college. Upperclass students immediately welcome the freshmen into their college community even though most freshmen do not actually live in their colleges: freshmen from ten of the twelve colleges live together on Old Campus, a quadrangle of Victorian Gothic Revival dormitories enclosing two acres of pleasant lawn. Students are grouped in residences by college affiliation, but the short distance between neighbors and a shared courtyard make it easy to meet people from every college. Freshmen assigned to Timothy Dwight and Silliman live in the college with the upperclass students and develop an early bond with their college. Most freshmen, no matter what their college, can take meals in Commons, a dining hall that accommodates the whole class along with upperclass students.

Freshman-year roommates are assigned by the individual college deans with two considerations in mind: compatibility and diversity. Freshmen live on single-sex floors, in single-sex suites made up of a common living room with attached bedrooms that accommodate four, five, or six freshmen. While taking into account students' general living habits, freshmen should look forward to encountering a slice of Yale's diversity in their suites. After freshman year, students choose their roommates and obtain rooms through lotteries held by their colleges.

Yale has long recognized that freshmen have special needs: for social and academic orientation, for the chance to meet and share experiences with other freshmen, and for counseling and other

"My freshman room was very diverse. There were two African American women, myself (an Asian American), and a vegetarian. Coming from Texas it never occurred to me that people would not eat beef."

Sharon Yeung



When they participate in Freshman Outdoor Orientation Trips (FOOT), freshmen take off into the woods for four or six days before orientation. They return to campus with grungy clothes and a group of new friends.



About 30 percent of Yale College students identify themselves as members of minority groups.

Map of the Yale Campus:
www.yale.edu/about/maps.html

support services. Several optional pre-orientation programs are offered for those who wish to participate. Freshmen will be notified about these specific activities and will have the opportunity to enroll during the summer. All freshmen begin their life on campus with a five-day required orientation session. They meet with their freshman counselors and faculty advisers, plan and preregister for certain courses, and have a chance to spend time with classmates before the fall term begins.

Each freshman is assigned a faculty adviser who is a Fellow of the student's residential college. Freshmen meet with their faculty advisers before classes begin to discuss general academic plans and to chart a course of study for the year. These advisers are also available throughout the year to discuss progress and plans. They are knowledgeable and interested and can answer any questions that might arise.

Students can count on receiving help and advice from Freshman and Ethnic Counselors who live in the freshman entryways with their counselees. Somewhat like an older sibling or friend, counselors know the school and can help with course selection, personal concerns, and general orientation to life at Yale and in New Haven. Most of the residential colleges have also established Big Sib programs in which upperclassmen volunteer to welcome the college's freshmen and introduce them to the social and extracurricular aspects of residential college life.

One of the most popular features for freshmen at Yale is the experience of taking meals at Commons as an alternative to their own residential college dining hall. Open for three meals daily, Commons offers its own menus and provides a meeting ground for students from all the residential colleges as well as for mealtime get-togethers of many student organizations.



"Every morning I run through Woolsey Hall and see the names engraved in the Rotunda of Yalies who fought 'for God, for country, and for Yale.' Now I see so many new names in textbooks and in the news — names of Yalies who have gone out into the world, who have made important contributions in so many aspects of our lives, but who have not forgotten the wonderful Yale traditions that helped to shape them. I can't help but be proud of that and happy to be part of this remarkable place." Noel Sugimura



OLD CAMPUS

Most students spend freshman year living on Old Campus. A two-acre grassy yard surrounded by residential and academic buildings, Old Campus is the center of life not just for freshmen but for most of Yale College. Besides playing frisbee and sunbathing on the lawn, every student goes through this quadrangle to classes and, ultimately, to graduation in the University Commencement.





Meeting new people and making new friends can be one of the most exciting things about college. With all the people at Yale, everyone finds a community that feels comfortable.



Freshman counselors welcome the arriving students who have been assigned to their college. While advice and friendship are the most important aspects of their job, their help moving in is often equally appreciated.



The bazaar of undergraduate organizations is the place where freshmen are exposed to all the campus groups and consider which ones to join. Because crew is a varsity sport you can join without prior experience, this shell lures many potential rowers.

Academics

A Yale education prepares students for an unpredictable future, not by training them for particular careers but by teaching them how to learn. Since its founding in 1701, Yale has been committed to this idea of a liberal education. In 1828 the Yale faculty reformulated Yale's fundamental educational goals in a report that served as an important guide for all American colleges in the nineteenth century. "Our object," wrote the faculty, "is not to teach that which is peculiar to any one of the professions, but to lay the foundation which is common to them all . . . The student must be thrown upon the resources of his own mind. Without this, the whole apparatus of libraries, and instruments, and specimens, and lectures, and teachers, will be insufficient to secure distinguished excellence. The scholar must form himself by his own exertions. The advantages furnished by residence in a college can do little more than stimulate and aid his personal efforts."

Today, perhaps more than ever, these words of 1828 ring especially true. The 2003 Report on Yale College Education echoes this earlier statement and looks beyond the ivy-covered walls by affirming that "the academic study of the international world and first-hand experience of foreign cultures are crucial training for citizens of the global future." In our complex and rapidly changing world, a sound education can never be considered finished or complete. Yale strives to develop in its students the practical abilities they need to contribute to society while ensuring that their education will enable them to deal with the unexpected turns society will take. At its most fundamental level, however, Yale's purpose is to instill in its students an affection for learning that leads to development of their intellectual, creative, and moral capacities throughout the whole of their lives.

"The most distinguishing feature of our undergraduate education was faculty openness and accessibility. We learned without being coerced, without pampering; we were free to make our own conclusions."

A group of recent graduates of Yale College





The Faculty

The most important component of academics at Yale is the faculty's commitment to undergraduate teaching, a dedication for which Yale is justifiably well known. While retaining its position as one of the leading research institutions in the world, attracting eminent scholars in every field, Yale asks its faculty to put a great amount of energy into teaching in the College. Many of Yale's most distinguished senior professors teach introductory courses, including Jonathan Spence, the renowned scholar of Chinese history, who transforms an introduction to Chinese history with his enthusiasm and vast knowledge, and Joan Steitz, a leading figure in molecular biology, who heads up the Principles of Biochemistry course. Other senior faculty teaching small, advanced seminars include William D. Nordhaus, a former member of the President's Council of Economic Advisers and co-author with Paul Samuelson of the classic textbook *Economics* (now in its eighteenth edition), and Louise Glück, award-winning author and former U.S. Poet Laureate, who teaches a seminar for freshmen and sophomores on the writing of poetry. Undergraduates recognize how much attention they get from professors and say that within the University, the College is the "center of the universe."

The faculty at Yale includes scholars, artists, and scientists who have contributed greatly to our understanding of the world and who continue to lead us today. Sidney Altman, a Nobel Prize winner in the Molecular, Cellular, and Developmental Biology department, teaches undergraduates, as does Charles Hill, a career diplomat in the U.S. Foreign Service and former special consultant to the secretary-general of the United Nations, who lectures in International Studies. Yale professors are prominent historians, literary critics, scientists and engineers, artists, poets, and social scientists who publish critically acclaimed books and articles and are considered international leaders in their fields. In addition to the countless grants and awards received by Yale faculty, there are Fields Medalists and Pulitzer Prize winners as well as recipients of the MacArthur "genius" grants. Whether aspiring young scholars or some of the most prolific and

In 2005–2006 there were over eight hundred faculty members teaching in Yale College. In addition, many of the faculty of the professional schools also teach courses to undergraduates.

eminent academics in their fields, Yale College faculty members pass on their extensive knowledge and passion through classes and through conversations during their regular office hours.

Most faculty also become involved with the life and spirit of the campus well beyond the confines of the classroom. Faculty members often have meals in the residential colleges, bringing a strong faculty presence to the dining halls and offering students a chance to meet their professors in a less formal setting. The quality of the student-faculty relationship is often cited as one of the College's most important strengths.

The Course of Study

Since Yale's conception of a liberal education is not—and could never be—narrowly defined by a list of course requirements, the College makes only two broad demands of all students: Yale asks that each student's course of study include a reasonable diversity of subject matter and approach, particularly in the earlier years, and that each student ultimately choose an area of concentration. The degree requirements for graduation include the completion of thirty-six course credits in eight terms; students take four or five courses per term.

Distributional requirements ensure that students elect courses representing a variety of fields of inquiry and approaches to knowledge. They aim to have students make the development of their skills in writing and in quantitative reasoning an intentional goal of their college education. Students are required to take no fewer than two courses in the humanities and arts, two courses in the sciences, and two courses in the social sciences. Students also fulfill skills requirements by taking two courses in quantitative reasoning, two courses in writing, and courses to further their foreign language proficiency.

Although students will choose some courses with a possible major in mind, they are encouraged to explore subjects they have never studied before. The Credit/D/Fail option, which permits students to enroll in a limited number of courses without conventional letter grades (unless they receive a grade below a C-), is intended to encourage academic experimentation and to promote diversity in students' programs.

Students spend their first two years investigating different courses and subjects before settling on a major in the beginning of their junior year (sophomore year for science and engineering majors). When it is time to declare a major, students choose from more than seventy regularly available options. Students who find that their academic interests are not met by any of the existing majors can complete the requirements of two separate majors or they may design a major of their own, called a Special Divisional Major.

Most majors culminate in a senior essay or research project or participation in a special senior seminar course. These senior requirements complement previous course work and consolidate four years of learning. For example, with a senior essay or project, students focus intensely on a subject of their choosing, organize



[www.yale.edu/yalecollege/
freshmen/academics/
introduction/requirements.
html](http://www.yale.edu/yalecollege/freshmen/academics/introduction/requirements.html)

Professor Alanna Schepartz, Department of Chemistry, assists a student. Seventy-five percent of the courses offered enroll fewer than twenty people; 29 percent enroll fewer than ten.





“One distinguishing feature of Yale is its great sense of community. Students and faculty give amazing energy to their intellectual as well as extracurricular life, and feel a deep sense of loyalty to the College” —Yale College Dean Peter Salovey, shown with students.

MAJORS

Academic Departments
and Programs:
[www.yale.edu/academics/
departments.html](http://www.yale.edu/academics/departments.html)

African American Studies
African Studies
American Studies
Anthropology
Applied Mathematics
Applied Physics
Archaeological Studies
Architecture
Art
Astronomy
Astronomy & Physics
Biology
Biomedical Engineering
Chemical Engineering
Chemistry
Chinese
Classical Civilization
Classics: Greek, Latin, or
Greek & Latin
Cognitive Science

Computer Science
Computer Science &
Mathematics
Computer Science &
Psychology
East Asian Studies
Economics
Economics &
Mathematics
Electrical Engineering
Electrical Engineering &
Computer Science
Engineering Sciences
English
Environmental Engineering
Environmental Studies
Ethics, Politics, & Economics
Ethnicity, Race, &
Migration*
Film Studies
French
Geology & Geophysics
Germanic Languages &
Literatures
German Studies
History
History of Art

History of Science,
History of Medicine
Humanities
International Studies*
Italian
Japanese
Judaic Studies
Latin American Studies
Linguistics
Literature
Mathematics
Mathematics & Philosophy
Mathematics & Physics
Mechanical Engineering
Molecular Biophysics
& Biochemistry
Music
Near Eastern Languages
& Civilizations
Philosophy
Physics
Physics & Philosophy
Political Science
Portuguese
Psychology
Religious Studies
Renaissance Studies

Russian
Russian & East European
Studies
Sociology
Spanish
Special Divisional Major
Theater Studies
Women's, Gender, &
Sexuality Studies

** May be taken only as a
second major.*

Additional Subjects of Instruction

Accounting
African Languages:
isiZulu, Kiswahili,
Yorùbá
Arts: Film, Graphic Design,
Painting, Photography,
Sculpture
Child Study
Creative Writing
East Asian Languages:
Indonesian, Korean,
Vietnamese

Forestry &
Environmental Studies
Modern Greek
Music: vocal and
instrumental lessons
Near Eastern Languages:
Akkadian, Arabic,
Coptic, Egyptian,
Hebrew (Modern &
Biblical), Persian,
Syriac, Turkish
Operations Research
Playwriting
Political Philosophy
Slavic Languages:
Czech, Old Church Slavic,
Serbian and Croatian
South Asian Languages:
Hindi, Sanskrit, Tamil
Southeast Asia Studies
Statistics
Teacher Preparation
Urban Studies

their time over a term or year, work closely with a faculty adviser, and reap the rewards of independent inquiry and discovery.

Among major universities Yale is distinctive for the number of its courses with comparatively small enrollments. Teaching methods and class size vary greatly. There might be one student in a tutorial course or several hundred in an especially popular lecture. Courses at Yale may be conducted as lectures, seminars, or tutorials, but even lecture courses usually include small, weekly discussion sections. Enrollment in seminars and discussion sections is limited to about twenty students to permit dialogue among students and between students and professors.

To allow for a challenging and satisfying selection of courses, Yale offers students a course selection period popularly known as “shopping period.” Students need not formally register for their classes until about ten days after the term begins so that they may sample courses before committing to them. As a result, classes are filled with students who are there because they want to be, not because they have to be.

The study of languages has long been understood to be one of the distinctive and defining features of a liberal arts education, and in the world of the twenty-first century, knowledge of more than one language will become increasingly important. Yale College requires all students to engage in study of a foreign language. Students take from one to three terms of a language, depending on prior language experience. Students may complete an approved study abroad program in lieu of intermediate or advanced language study at Yale.

Special Programs and Options

Yale’s course offerings are far too extensive to summarize, but certain options are worth mentioning.

Freshman Seminars. Education in Yale College is based on the fundamental proposition that learning takes place most effectively in the context of community. Students therefore are encouraged from their first term at Yale to take at least one small class that is designed specifically with freshmen in mind. The Freshman Seminar Program organizes about thirty seminars for first-year students, across a wide range of subjects, with some of Yale’s most distinguished teachers and scholars. For many students their freshman seminar is one of their best educational experiences at Yale, and the relationships begun in these seminars often last far beyond the end of term. Seminars meet twice each week, with enrollment limited to eighteen students, and usually presume no prior experience in the field. Recent topics of seminars have included:

Revolutionary America	The History of Scientific Medicine	Our Changing Climate
Early National America	African American Freedom Struggles	The Aztecs of Mexico
Contemporary Chinese Society	in the Twentieth Century	How the Brain Works
Critical Policy Issues in the	Democracy in America	Frontiers of Biomedical Engineering
HIV/AIDS Pandemic	Russia: An Interdisciplinary Introduction	Islam and Modernity

Interdisciplinary Majors. Yale stays abreast of new philosophies of education and recognizes that people today need to develop a broad cultural and ethical awareness. Several interdisciplinary majors at Yale respond to these and other issues: International Studies focuses on socioeconomic, environmental,



*Paul Kennedy, the J. Richardson Dilworth Professor of History and Director of International Security Studies at Yale, offers regular courses and seminars to undergraduates, including *Grand Strategy* and *the Origins of the Second World War*.*



Yale offers unique opportunities for study: Architecture, Art, Music, and Theater Studies are examples of flourishing undergraduate majors that benefit from the faculty and programs of the professional schools.

www.yale.edu/yalecollege/freshmen/special/seminars

and political changes on our planet; area studies, such as Latin American Studies and East Asian Studies, examine the language, literature, and political and social history of major geographic areas; and Ethics, Politics, and Economics examines the institutions, practices, and policies that shape our world.

Directed Studies. Directed Studies, a selective program for freshmen, is an interdisciplinary study of Western civilization. One hundred twenty-five students are accepted each year. All students enrolled in the program take three yearlong courses—literature, philosophy, and historical and political thought—in which they read central works of the Western tradition. The courses are organized chronologically, moving from classical antiquity and the Bible to the twentieth century. Each course meets weekly for one lecture and two seminars. The seminars have eighteen students and a faculty member. Directed Studies provides a strong foundation for all majors in Yale College, including those in the sciences.

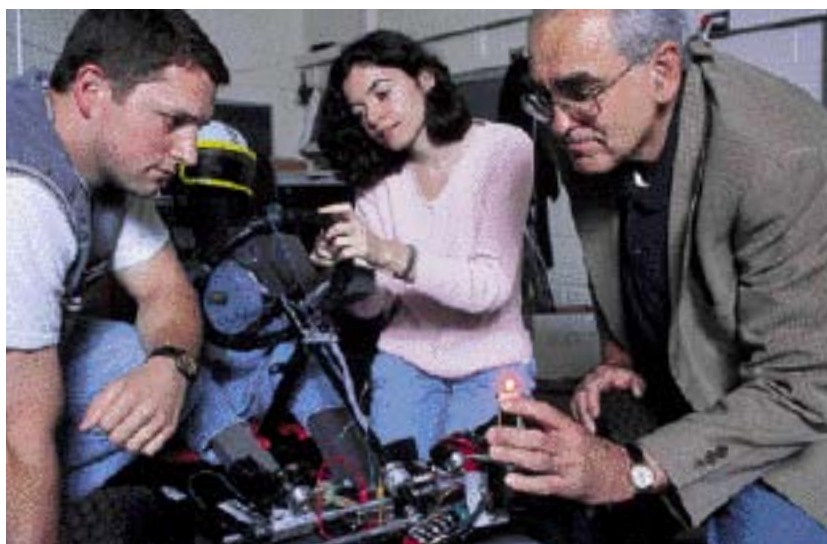
Perspectives on Science. Perspectives on Science is a lecture and discussion course designed for a limited number of freshmen who have exceptionally strong backgrounds in science and mathematics. The program aims to reveal the excitement and interdependence of the various scientific disciplines by addressing major questions in science and by providing close analysis of specific instances in which these questions arise. Students in the program attend lectures and small group discussions together with faculty members from the science departments. About 50 percent of students continue with a research project at Yale during the summer following the freshman year. Recent Perspectives on Science topics have included the molecular genetics of hypertension, black holes in quasars and microquasars, global warming, wavelet analysis for signal processing, the future of semiconductor-based and molecular-scale microelectronics, and the biochemistry of RNA catalysis.

SCIENCE AND ENGINEERING AT YALE

Yale science and engineering majors are taught by professors of international renown who give their students an outstanding scientific and engineering foundation. Classes are small, and undergraduates have easy and ongoing access to their professors. Professors also provide students with opportunities to be exposed to leading-edge research and to par-

ticipate in it. When faculty involve students in their research, they include the students' names on scientific papers that report on that activity. Science and engineering majors are also challenged by taking non-science classes alongside humanities majors. They learn to hold their own in areas that broaden their intellectual horizons and learn to understand

their own discipline within the context of other perspectives. This means that they acquire an ability to communicate information and ideas to a variety of different audiences, a valuable skill in any scientific, engineering, or policy-making career that Yale science and engineering graduates choose.



Built in 2005 according to state-of-the-art sustainable building standards, the Malone Center adds considerably to Yale's engineering facilities. The building houses undergraduate teaching labs and the University's new Department of Biomedical Engineering. Left, Roman Kuc, Professor of Electrical Engineering, with students testing a computer-controlled, "autonomous" vehicle.

Writing at Yale. Because writing is such a fundamental component of a liberal arts education, and an indispensable component of advanced research in most disciplines, Yale provides writing courses throughout the curriculum—more than 170 courses, spanning more than 25 academic departments, including Anthropology, Biomedical Engineering, Ecology and Environmental Biology, English, Film Studies, History, Psychology, Sociology, and Women’s, Gender, and Sexuality Studies. Yale also provides writing tutors in the residential colleges and drop-in help at the Writing Center, because even most professional

writers share their work and get feedback before publication. Students with a vocation for writing can study with world-renowned poets, novelists, and journalists, and can also become involved in a vibrant community of student publications, which span daily and weekly newspapers; journals of politics, environmental studies, film, and music criticism; and magazines that publish fiction, poetry, and humor writing. From their first freshman paper through the advanced research of a senior essay, Yale students learn how to use writing to develop more complex, original ideas and how to present these ideas to educate and persuade their readers.

Study Abroad. Last year over one hundred Yale students studied abroad on a Junior Year or Term Abroad (JYA/JTA) in more than twenty-five countries (including Argentina, Egypt, Hungary, Korea, New Zealand,

and South Africa), while a slightly higher number participated in Yale Summer Session courses abroad. Other students studied abroad during the summer or on a leave of absence without seeking full Yale credit for the experience. Some students select course work in their majors, using this opportunity to approach their disciplines from different points of view; others study outside their majors, exploring courses which may not be offered at Yale. Students may participate in two Yale College programs abroad: Yale in London or the Peking University–Yale University Joint Undergraduate Program in Beijing. In addition, students may enroll directly in a foreign university, or participate in programs offered by other U.S. universities and study abroad organizations. Yale belongs to several study abroad consortia such as the Kyoto Consortium for Japanese Studies, Denmark’s International Study Program, Council on International Educational Exchange, Institute for the International Education of Students, and The Swedish Program. Yale students currently on financial aid may use such aid to participate in approved JYA/JTA programs. Under the International Summer Award Program, students receiving financial aid during the academic year are eligible to receive a grant to cover all or a portion of the costs of a summer designated study abroad program or unpaid internship abroad. Additionally, the Richard U. Light Fellowships at Yale fully fund about ninety students a year for summer and term time language study in China, Japan, Korea, and Taiwan.

Acceleration and Credit

Freshmen who have already completed advanced work are encouraged to pursue higher-level courses. Students’ scores on Advanced Placement or



Architect Frank Gehry responding to students’ questions during a residential college Master’s Tea.

www.yale.edu/iefp
<http://studentgrants.yale.edu>

“Coming to Yale has allowed me to experience a unique intellectual setting which has helped me to grow both personally and academically. I do not regret my decision to leave my home in California for the East Coast. The people here in the East and at Yale have different attitudes and outlooks on life; the interaction with them has made me see just how diverse and wonderful the world truly is.” Laura Manjarrez



Yale senior Jeanny Lee spent the summer of 2005 studying language in Seoul, South Korea, thanks to a Light Fellowship. She is seen (left) with a Korean friend, lifting traditional rice caddies during a cultural festival. With support from a Barry Fellowship, Benjamin Siegel '07 (far right) worked in Madhya Pradesh, India, with local residents who will be displaced by the Narmada River Dam project.



International Baccalaureate examinations or on appropriate SAT II Subject Tests determine their eligibility to enroll in intermediate or advanced courses their first year. Yale's objective is to encourage students to take courses that will challenge them at the appropriate level from the very beginning.

In addition to being able to enroll in advanced courses, students with exceptional preparation in certain areas may be eligible to accelerate—that is, to complete their degrees and graduate early by acquiring sufficient acceleration credits. Acceleration credits are acquired by high scores on Advanced Placement examinations, International Baccalaureate examinations, A-level examinations, or other international examinations. They are also awarded at the end of freshman year to students who have satisfactorily completed appropriately advanced courses at Yale. Yale does not give acceleration credits for courses taken at another college or university while a student is still enrolled in high school. The examinations mentioned above are the only way to gain acceleration credits from such work in high school, and these credits are only applicable if the student decides to accelerate.

Students may complete degree requirements in fewer than eight terms, even without acceleration credits, through the early accumulation of thirty-six Yale course credits. Extra credits may be acquired by carrying a heavier-than-usual load of courses or attending the Yale Summer Session.

With appropriate permission, undergraduates may take courses for credit in the Graduate School of Arts and Sciences and in some of the University's ten professional schools. It is also possible for a few students of outstanding ability to qualify for the simultaneous award of the bachelor's and master's degrees at the end of their senior year through graduate-level work.

**"We want our students to be fearless in discussion;
we want them to plunge in, to encounter,
to grasp, and to wrestle with difficult new ideas,
new problems, and new issues."**

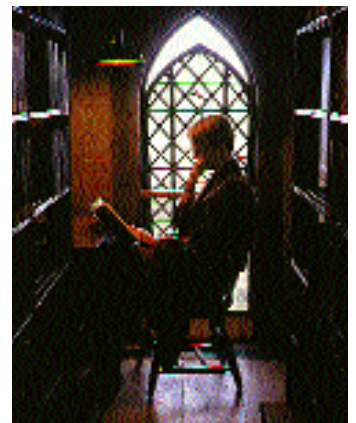
Sidney Altman, Professor of Molecular, Cellular, and Developmental Biology; Nobel Prize winner





LIBRARIES

Yale was founded with a donation of books, and the library remains the cornerstone of the school. Today it includes more than twenty sites, of which Sterling Memorial Library is the largest and most multi-disciplinary repository. Reminiscent of great cathedrals, Sterling's vaulted arches and leaded-glass windows are a tribute to the wealth of knowledge housed within its stone walls.





The seventeen levels of stacks in Sterling Memorial Library hold over one-third of the more than 11 million volumes in the library system. To check a call number, students can use workstations located throughout the stacks.



The Selin Courtyard of the library offers an idyllic and quiet place to read, study, or engage in conversation or solitary contemplation — important parts of a Yale education that extends into all of the University's nooks and crannies.



The Irving S. Gilmore Music Library, located within Sterling Memorial Library, houses a collection of more than 170,000 books, musical scores and recordings, music journals, microfilms, and an extensive collection of manuscripts and archives.

Resources and Facilities

Yale's resources range from the fiber-optic data network that links up the entire University and provides Internet 2 access, to nearly ten thousand acres of forest in Connecticut. There are more resources at Yale than any one student can ever tap. Those listed below are meant to give a sense of the College's holdings.

Libraries

Today, the Yale library contains over 11 million volumes and is among the world's largest research libraries.

Sterling Memorial Library, its majestic Gothic tower rising high above the central campus, is the largest of Yale's libraries and contains the humanities and general collections plus materials supporting area studies around the world, current newspapers and journals in many languages, and an important collection of manuscripts and archives, including the University's archives, and rich sources of material on both local and national modern history. A tunnel connects Sterling to the Cross Campus Library, a modern underground building containing the books most frequently used in support of Yale College courses. Renovation of the Cross Campus Library is planned, and students' views and involvement with the planning process will be actively sought. The magnificent new Irving S. Gilmore Music Library, built within Sterling, includes books, scores, manuscripts, recordings, seminar rooms, and listening facilities for students. The Beinecke Rare Book and Manuscript Library, an architectural marvel constructed of translucent white marble, welcomes undergraduates and international researchers alike. It is one of the country's most important centers for research in primary sources for the humanities. The Seeley G. Mudd Library houses Yale's extensive collection of government documents. The Kline Science Library anchors a set of libraries serving chemistry, biology, physics, engineering and applied science, forestry and environmental studies, geology, and mathematics. Other libraries most frequently used by undergraduates are the Arts Libraries (including

www.library.yale.edu



Sterling Memorial Library, the heart of the Yale Library system, holds more than 4 million volumes out of a total of over 11 million. Orbis (www.library.yale.edu/orbis), the online catalog, gives up-to-date information on all materials in the University Library system except for the Law Library (accessible through its own catalog, Morris) and is accessible from any networked computer.



www.library.yale.edu/reference
www.library.yale.edu/instruction
www.library.yale.edu/special_collections

a large visual resources collection, drama, and classics) and the Social Science Library and Information Service. In addition, departmental and professional school libraries exist for anthropology, astronomy, divinity, epidemiology and public health, forestry and environmental studies, law, linguistics, medicine, nursing, ornithology, and statistics. Independently of the library system, residential colleges maintain libraries as well.

Students will find professional assistance and instruction in using the range of information resources available both in the libraries and on the Web. Yale's online catalog, Orbis, contains many millions of records identifying books, journals, and other library materials. Orbis and many other bibliographic databases, as well as online journals and full-text resources, are available in all Yale libraries and through the campus network twenty-four hours a day.

The vast library system may initially seem overwhelming, so students should remember to ask for help in making the best use of its many resources and treasures. Introductory courses are offered to all freshmen, and there are numerous more specialized classes on use of the library's online and traditional resources. There are reference desks in each library building, and Web and e-mail reference services are offered through the Ask!aLibrarian link on the Library's Web site. Additional assistance is available for students with disabilities; see the Web site.

www.library.yale.edu/services/disabilities.html

General Computing and Networking Facilities

Yale is an information technology-intensive university, with thousands of computers, online resources, sophisticated experimental equipment, and multimedia tools. Many faculty members make active use of information technology in their teaching and research, and the University Library has many online resources.

More than 95 percent of undergraduates own computers, and all resident undergraduates can connect their computers directly to the campus network. Students living off campus can access the network via dial-up, cable modem, or DSL. Computer clusters in residence halls, libraries, and other academic buildings are also networked and supported by student computing assistants.

www.yale.edu/computing

"These buildings are so remarkable that you're in a kind of Camelot of architectural splendor, and that in turn affects how you think and what you do."

Howard Lamar,
Sterling Professor Emeritus
of History and former
President of Yale University



The Beinecke Rare Book and Manuscript Library's exhibition area is built of a translucent marble that admits light but screens out the sun's damaging rays. The Beinecke collection includes a copy of the Gutenberg Bible, the first Western book printed from movable type, as well as many of the books that were given at Yale's founding in 1701.

An increasing number of students opt for laptop computers, which can connect to the wired network in libraries and many classrooms and, if equipped with wireless ethernet cards, to the wireless network available in many locations throughout campus, such as dining halls and libraries.

All students have access to e-mail and World Wide Web hosting services, and all residents receive voice mail and campus cable television service providing both commercial and academic programming.

Scientific and Engineering Resources

Yale has made a commitment of both financial and human resources to the sciences and engineering. For example, the new Malone Engineering Center provides research opportunities in Bioengineering, one of the fastest growing majors at Yale. Projects that have involved undergraduates include novel drug delivery systems, artificial skin, and brain stem injury repair. Water purification, improved combustion, quantum computing, sensor networks, laser detection of biohazards, and generating power within the body for implant devices are only a few of the many problems being explored in the six Engineering programs.

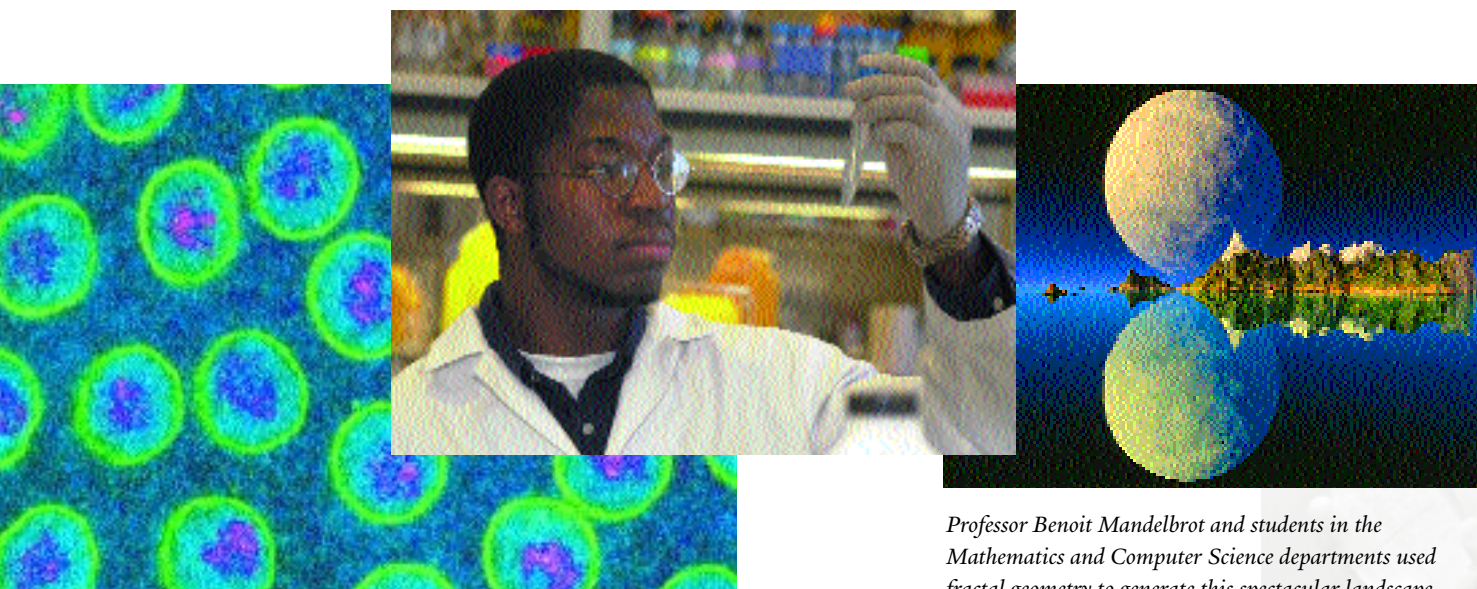
Engineering and applied physics undergraduates have access to state-of-the-art research tools. Chemical engineering laboratories employ automated catalytic reactors and analytical equipment for characterizing chemical dynamics and separations processes, and for monitoring high-temperature reaction chemistry. Environmental engineers use instruments for characterizing biochemical processes and environmental pollutants, and for assessing water treatment and desalination. Applied physics majors work in laboratories that explore ultra-low-temperature phenomena, quantum devices, nonlinear optical processes, and surface science. Mechanical engineering students have access to a design resource center, a wind tunnel, a flow channel, an engine-testing facility, and a computer-controlled mill. Electrical engineering students have a microelectronics laboratory for semiconductor device fabrication; optoelectronics, laser, and nanotechnology laboratories; and laboratories for studying robotics and sensors. Biomedical engineering students use instruments to examine novel drug delivery and tissue repair techniques, and explore digital processing of medical images.

The Physics department has superb facilities for undergraduate research. World-class experimental and theoretical groups are working on the cutting edge of contemporary physics, particularly the subfields of astro-, atomic, condensed-matter, nuclear, and particle physics. All undergraduate majors can carry out independent research projects in one or more of these groups. Current research thrusts include Manipulation of Laser-Cooled Atoms, Quantum Computation, Quantum Phase Transitions, Quasar Sky Survey, Search for Dark Energy, Search for Physics beyond the Standard Model, Strange Quark Matter, Cosmology, and String Theory.

“If we are committed to preparing our undergraduate students as well as or better than anyone in the country, we ourselves must be in the forefront in the field that we teach. I would say research is not only important but essential for our teaching in the undergraduate program.”

T. P. Ma, Professor of
Electrical Engineering and
Applied Physics

www.eng.yale.edu



Professor Benoit Mandelbrot and students in the Mathematics and Computer Science departments used fractal geometry to generate this spectacular landscape.

“As an engineering major, I not only interact closely with top-notch researchers and use state-of-the-art facilities, but I also explore my other interests through classes in art, music, and history. That is an opportunity rare in the world, and I am a better scientist because I can put scientific investigation into its broader intellectual and human context.”

Laurel Abbott

The Chemistry department has exceptional instrumental, computational, and library facilities to support the research of undergraduate and graduate students interested in biophysical, inorganic, physical, organic, and theoretical chemistry. At the core of these facilities are the Yale Chemical Instrumentation Center and the William M. Keck High Field Magnetic Resonance Laboratory, home to one of the highest field nuclear magnetic resonance (NMR) spectrometers in the world. Hands-on access to all instruments is provided to majors and students enrolled in advanced chemistry laboratories.

The Molecular Biophysics and Biochemistry department offers a rigorous science program designed for students interested in the molecular basis of biological processes. Using the language of chemistry and physics, students gain an understanding of critical life processes, including the assembly and function of macromolecular machines, control of gene expression, cellular signaling, protein and DNA synthesis, and bioinformatics. The programs available in MB&B are well suited for students planning to attend medical school, to pursue graduate studies, or to work in biotechnology.

Students in Biology have access to a wide range of facilities, including transmission and scanning electron microscopes and molecular biology facilities. Some classrooms are equipped with video technology that allows an entire class to look under one microscope simultaneously. A novel confocal light microscope permits cytoplasmic and nuclear architecture of intact cells to be reconstructed from a series of optical thin sections. Students with interests in whole organisms benefit from the substantial collections of the Peabody Museum of Natural History and have the opportunity to pursue fieldwork at facilities such as the Yale Forest and the Marine Station.

The Astronomy department, in a cooperative venture with the National Optical Astronomical Observatories and other institutions, operates a telescope on Kitt Peak, Arizona, with a 3.5-meter mirror that can view multiple objects at one time. In another partnership the Astronomy department also operates several smaller telescopes at the Cerro Tololo Intramural Observatory in Chile for monitoring many kinds of interesting astronomical objects. Recently the department built an on-campus student observatory, which includes a 12-inch automated Meade Schmidt-Cassegrain equipped with an electronic CCD detector and four smaller telescopes.

Programs in Geology and Geophysics allow students to study and research the motion of the continents and mountain building, the processes that produce earthquakes and volcanic eruptions, the structure of the earth's interior, the chemical properties and processes in our environment, the changing atmosphere-ocean-climate system, and the evolution of life throughout geologic time. Undergraduates in G&G enjoy small classes, interactive field trips, and laboratory research experiences.



The impressive collections of Yale's Peabody Museum include a large mounted Apatosaurus (formerly called "Brontosaurus").

Professor Mark Saltzman, chair of Yale's ground-breaking Biomedical Engineering department, works with a student in his lab.



Galleries and Collections

The three institutions described below, which hold only a portion of the University's great collections, reflect Yale's approach to all of its resources. From paintings by Picasso to pterodactyl remains to a 1689 tenor viol, Yale's possessions are accessible to the community they enrich and available for casual observation or intensive research.

www.peabodyyale.edu



Yale's Collection of Musical Instruments includes this harpsichord from 1640.

www.yale.edu/ycba

The Yale Peabody Museum of Natural History, founded in 1866, contains one of the great archaeological, ethnographic, and ornithological collections in North America, as well as a renowned paleontological exhibit that includes a large mounted *Apatosaurus* ("Brontosaurus") and a variety of displays surveying the animal, vegetable, and mineral worlds. The Pulitzer Award-winning mural "The Age of Reptiles" (the best-known painting of dinosaurs in the world) decorates one wall of the Great Hall. The Machu Picchu exhibition, featuring artifacts from the Andes, has attracted considerable attention. Workshops and laboratories in the fields of paleontology, archaeology, zoology, and evolutionary biology make the Peabody a working museum, where public exhibition, research, and teaching intersect.

Presented to the University by the late Paul Mellow (Class of 1929), the Yale Center for British Art houses the largest and most comprehensive collection of British art outside the United Kingdom. The center's holdings reflect the development of British art, life, and thought from the Elizabethan period onward. Its collection includes masterpieces by Hogarth, Gainsborough, Reynolds, Stubbs, Constable, Turner, and Blake. Academic resources include a reference library, photo archive, and study room for examining prints, drawings, and rare books from the collection. The Center is the final building designed by American architect Louis I. Kahn (1901–1974). Its sister institution, the Paul Mellow Centre for Studies in British Art in London, is home to the Yale-in-London Program (see page 18).

Founded in 1832, when patriot-artist John Trumbull donated to Yale College more than one hundred of his paintings, the Yale University Art Gallery has encyclopedic collections numbering more than 185,000 objects which range in date from ancient times to the present day. These holdings comprise a world-renowned collection of American paintings and decorative arts; outstanding collections of Greek and Roman art; three collections of early Italian paintings; European, Asian,



Vincent van Gogh, The Night Cafe, 1888, Yale University Art Gallery.

"This is not a mediocre place.

Everywhere you turn there's something incredible to attract your eye.

In a mediocre community, you're not going to be so startled into thought.

Yale is a startling place." Bob Darcy

and African art, including the recently acquired Charles B. Benenson Collection of African art; art of the ancient Americas; the Société Anonyme Collection of early twentieth-century European and American art; and Impressionist, modern, and contemporary works. The Gallery is celebrating the fiftieth anniversary of the opening of the Louis I. Kahn building with a complete restoration.

Tutoring and Advice

From individuals to established offices, Yale has built a rich structure of support and advice for undergraduates. Each residential college has a Tutor-in-Writing who is available to work with students at various levels of writing ability and at different stages in the writing process. Each residential college also appoints an advanced graduate student to act as a math/science tutor who assists students in mathematics, natural science, or engineering courses. Students may also receive help in other academic subjects through a one-on-one peer tutoring program for up to ten hours a semester. Students who encounter difficulty in a course at any point in their undergraduate career may apply for a tutor in that subject through their residential college dean. All Yale-sponsored tutoring services are free of charge.

To help with difficult choices from freshman year through graduation, Yale has established an effective and responsive network of people. After freshman year, students choose their own faculty advisers according to their personal preference or area of interest. The director of undergraduate studies in each department is available to advise prospective majors on course selection. Through all four years at Yale, the dean of each residential college keeps abreast of students' academic progress and offers advice on a wide range of academic and personal matters.

Undergraduate Career Services (UCS) offers programs and resources that help students make informed choices concerning employment and educational opportunities. The staff is available to answer questions regarding career concerns, employment, internships, and application to graduate and professional schools. In addition, UCS hosts employment recruiters, sponsors information meetings and workshops, coordinates and administers applications and nominations for numerous internships, and maintains general career resource and employment and internship libraries.

The Health Professions Advisory Board is available to students considering careers in medicine, dentistry, or veterinary science. Students are assisted by faculty, physicians, and health professions advisers at UCS throughout the application process. Interested students can also assist in labs at the Yale School of Medicine or volunteer at Yale – New Haven Hospital.

The Office of International Education and Fellowship Programs is an excellent source of information about study abroad opportunities. It also administers the application procedures for nationally competitive fellowships such as the Fulbright, Rhodes, Marshall, Truman, as well as for a growing number of summer fellowships that support Yale students who undertake language study, independent projects, or research abroad.



Yale's Center for British Art has the largest collection of British art outside the United Kingdom.



President Hu Jintao of China gave an address at Yale during his brief visit to the United States in April 2006. He spoke informally with students during a book presentation.



YALE AND NEW HAVEN

Yale students are actively involved in New Haven. The University administration works closely with the community to create new opportunities for Yale students and New Haven residents alike. This partnership has led to vibrant downtown commercial districts, more home ownership, and innovative public education programs.





Yale and New Haven are both easily traversed by foot, though students also ride bicycles and use skateboards and roller blades to get to classes, the residential colleges, and New Haven's restaurants, shops, theaters, and neighborhoods.



New Haven has Long Island Sound to the south and farm country to the north. It is only minutes away from beaches, parks, and historical landmarks. New York City is ninety minutes away by train or car, Boston less than three hours.



New Haven is also home to the Yale Rep, the Shubert, and Long Wharf theaters, which offer excellent new plays and traveling Broadway productions, as well as the Criterion Cinemas, a brand-new five-screen theater complex.

History and Community

Yale's History

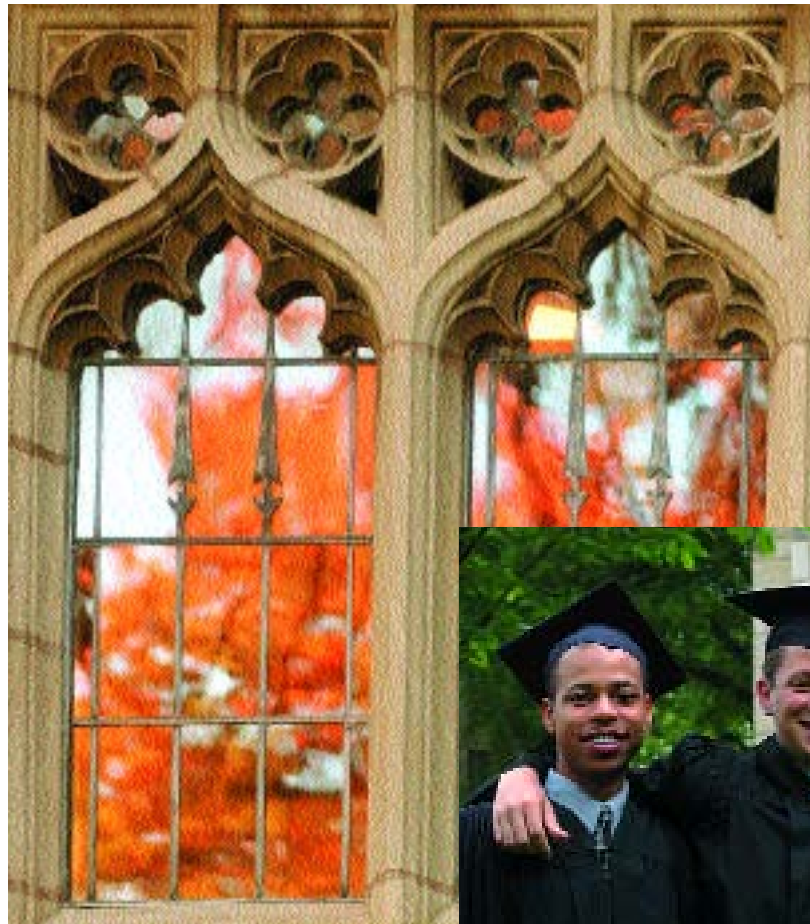
In 1701 ten Connecticut Congregational clergymen met in the town of Branford, each with a gift of books for the “founding of a College in this colony.” The original seat of the College was at Killingworth, now Clinton, in the residence of the Reverend Abraham Pierson, the first rector. In 1716, after several moves, the College came to New Haven, whose citizens had contributed sums toward a suitable building. In 1718 funds from Elihu Yale allowed completion of that first college building, and the name was changed from Collegiate School to Yale College.

The Yale curriculum originally consisted of logic, rhetoric, grammar (Greek, Latin, and Hebrew), arithmetic, astronomy, and geometry—six of the seven liberal arts inherited from ancient European tradition. It took decades for English grammar and composition, literature, music, modern history, and political philosophy to enter the curriculum, and modern languages had to wait until the early nineteenth century.

In the nineteenth and twentieth centuries Yale established, one by one, the graduate and professional schools that would make it a true university: the Yale School of Medicine founded in 1810, the Divinity School (1822), the Law School (1843), the Graduate School of Arts and Sciences (1847), which in 1861 awarded the first Ph.D. earned in the United States, and the schools of Art (1869), Music (1894), and Forestry & Environmental Studies (1900). More recently, Yale has added to its professional schools the schools of Nursing (1923), Drama (1955), Architecture (1972), and Management (1974). Engineering has



Nathan Hale, Yale Class of 1773, is famous for saying “I only regret that I have but one life to lose for my country” as he was about to be hanged during the American Revolution. Legend has it that those words are a translation of a line he learned in Latin class at Yale.



Yale University graduates who have already made their mark on the world include George H. W. Bush, George W. Bush, Bill Clinton, Marian Wright Edelman, Jodie Foster, Sinclair Lewis, Samuel F. B. Morse, William Howard Taft, Garry Trudeau, Thornton Wilder, and Eli Whitney, to name only a few.





been a part of Yale since 1852, first as a separate professional school and today as a division of Yale College that awards fourteen different degrees.

International students have made their way to Yale since the 1830s, when the first Latin American student enrolled. The first Chinese citizen to earn a degree at a Western college or university came to Yale in 1850. Today, international students make up about 8 percent of the undergraduate student body, and 15 percent of all students at the University. Yale's distinguished faculty includes many who have been trained or educated abroad and many whose fields of research have a global emphasis; and international studies and exchanges play an increasingly important role in the Yale College curriculum.

From an original graduating class of one student, a faculty consisting of the rector and one tutor, and a single wooden building, Yale has matured into one of the world's greatest universities. A combined total of more than 11,000 students in the undergraduate college and the eleven graduate and professional schools study for thirty-three different degrees. A faculty of more than 2,500 men and women in Yale's various schools teach and administer programs across a range of disciplines in the sciences and engineering, the social sciences, and the humanities. Yet for all its size and scope, Yale retains a deep respect for its early history and for the continuity that its history provides—a continuity based on the striving for excellence that is Yale's proudest tradition.



"I think tradition is all around Yale students as they go through their education. A sense of history in the buildings; a sense of those who walked through the same halls before us and sat in the same lecture halls, and who are now leading the country and leading organizations. I think that fosters a sense of responsibility among Yale students."

Katherine Reilly

Yale's Community

College is a time of exploration and expansion. Students have new experiences, enlarge their horizons, and learn – not just about academic matters but about people, about themselves, and about the community and world in which they live. Being at Yale is itself a broadening experience. In a class of over 1,300 people from all over the world, freshmen of Yale College encounter diversity and are challenged in their assumptions.

The People. Probably the first thing students notice about their college is the caliber of the people. There are talented artists, student government leaders, star athletes, passionate activists, award-winning poets, prize-winning scientists, and some people who are simply “well-rounded.” Whether from the Midwest or the Middle East, from a small town or a big city, at Yale students will meet and live with people who seem familiar and those who seem very different.

Yale encourages and promotes diversity, and Yale's student population has long defied the Ivy League stereotype. The first Chinese citizen ever to earn a bachelor's degree from a Western college graduated from Yale in 1854. The first African American to earn a bachelor's degree (1874) and a doctorate (Ph.D.) from an American university (1876) also graduated from Yale. Today, African American, Asian American, Mexican American, Native American, and Puerto Rican students make up more than 30 percent of Yale College.

Because Yale students come from such a wide range of ethnic, religious, cultural, and socioeconomic backgrounds, there is a remarkable exchange of ideas. The student body is large and diverse enough that all students can find a place to develop and express their ideas.

Yale also recognizes the importance of creating networks to nourish and support the different needs of a diverse student body. Yale's need-blind admission policy ensures that students of all financial backgrounds can attend the College and benefit from its resources and opportunities. In addition, representatives from



Edward Bouchet, B.A. 1874, Ph.D. 1876, Yale's first African American undergraduate, was also the first African American man to earn a Ph.D. from an American university.

“The Association of Native Americans at Yale allows me to find a sense of my own identity in a sea of diverse people. Learning more about my background and the backgrounds of others makes me feel more centered and at peace with myself.”

Bryn Grogan

minority student organizations helped form the Minority Recruitment Program to encourage qualified minority students to apply and matriculate at Yale. The Cultural Connections orientation program and Ethnic Counselors specifically address the issues and concerns of minority freshman students. Departments and majors in area studies encourage the recognition and study of different cultural experiences and histories. The Chaplain’s Office represents more than thirty-five religions, offering places of worship, cultural and social organizations, and counseling on personal and spiritual issues for people of many different faiths. Cultural centers provide homes for numerous cultural groups and organizations. An environment of sharing and understanding invites students to learn from one another. Yale fosters an environment that respects individual difference while affirming the lasting values of community.

The Setting. New Haven is a city with New England charm and a cosmopolitan energy. As Yale President Richard C. Levin, a thirty-year resident of New Haven, notes, this city is “large enough to be interesting, yet small enough to be friendly.” New Haven has an historic and interesting streetscape, bustling retail districts, and award-winning international cuisine. The downtown area, where Yale is located, is inviting and easily traversed by foot. Bordering the Yale campus is a diverse collection of stores ranging from national retailers such as Barnes & Noble, J. Crew, IKEA, and Urban Outfitters to independent boutiques. Students can walk from campus to sample the best of Chinese, Eritrean, Ethiopian, French, Indian, Irish, Italian, Japanese, Korean, Mexican, Spanish, Thai, or Turkish cuisine. Popular, folk, and rock artists perform regularly at such local venues as Toad’s Place, Cafe Nine, and other music and dance clubs.

New Haven boasts diverse and abundant resources in the arts: the Audubon Arts Center, the Neighborhood Music School, the Creative Arts Workshop, the Educational Center for the Arts, the New



“Diversity per se doesn’t do anything if the students don’t learn from each other. And I think that happens at Yale more than anywhere else.”

Scott Wagner





The heart of New Haven is its magnificent 17-acre Green, a public park with Yale's Old Campus bordering one side. Yale and the City work together to support many activities, such as festivals, concerts, and other special events that have revitalized New Haven's downtown.



Haven Symphony Orchestra, and Yale's own galleries and theaters. Shows such as *A Streetcar Named Desire*, *Oklahoma!*, *A Raisin in the Sun*, and *My Fair Lady* all had their opening nights at the Shubert Theater on College Street. Yale Repertory Theatre, which won a Tony for best regional theater, and Long Wharf Theatre uphold New Haven's stature as one of the most exciting centers of professional drama in the country.

New Haven's neighborhoods retain the flavor of the many different religious and ethnic groups that followed the Puritan settlers into the city. Neighborhood festivals punctuate the year, such as the Cherry Blossom Festival and the Santa Maria Magdalena Festival in Wooster Square, a traditionally Italian area famous for its restaurants; the largest St. Patrick's Day celebration between New York and Boston; and the Fiestas de Loiza, a celebration of Afro-Puerto Rican culture in the Fair Haven neighborhood. In June and July, the annual International Festival of Arts and Ideas and free concerts on the New Haven Green bring over 200,000 people to the downtown area for performances by artists from nations around the world. Every year New Haven also hosts Shakespeare in the Park performed by the Elm Shakespeare Company.

All of Yale University is involved in the city and the cultural, recreational, and political opportunities it offers. A Yale student or recent graduate generally represents both Yale students and other residents as an alderman or alderwoman in New Haven's First Ward. Local educational and cultural centers, offices, and businesses hire students for part-time jobs, internships, volunteer and work-study projects in fields including journalism, business, and the judiciary. Students work in city government and participate in a variety of public and private agencies. Through Dwight Hall and independent organizations, students give their time to a variety of service projects in New Haven. Yale students have a tradition of civic activism, with more than half of the student body involved in some sort of community service work. They volunteer with the public schools, soup kitchens, family-planning clinics, hospitals, and myriad other community organizations. New Haven is part of a Yale education: the experience of contemporary urban life broadens students' perspectives and can help prepare them for life after college.

"New Haven has been for me one of the most pleasant surprises of going to school at Yale. There is a vibrant cultural and artistic life here, myriad opportunities both academic and social, and a lot of places to have fun. New Haven is a city that welcomes those who take an interest in its welfare." Andrew Grusetskie

Safe and convenient travel around campus is enhanced by a free daytime shuttle and a free door-to-door bus service from 6 P.M. to 7:30 A.M., a 'round-the-clock security escort service, and the community-based patrolling system of the campus police force.

Yale has been in New Haven since 1716, and its relocation fifteen years after its founding was due in large measure to New Haven's belief that a college was essential to its own success.

Relations in the early years between the small Congregational college and the homogeneous colonial town were close and cordial. In the nineteenth and twentieth centuries, as both the college and the city grew in size and diversity, many members

of the Yale community worked together with their neighbors, whether to assist the African captives in the *Amistad* trial in regaining their freedom or to teach English to new immigrants in the industrializing city.

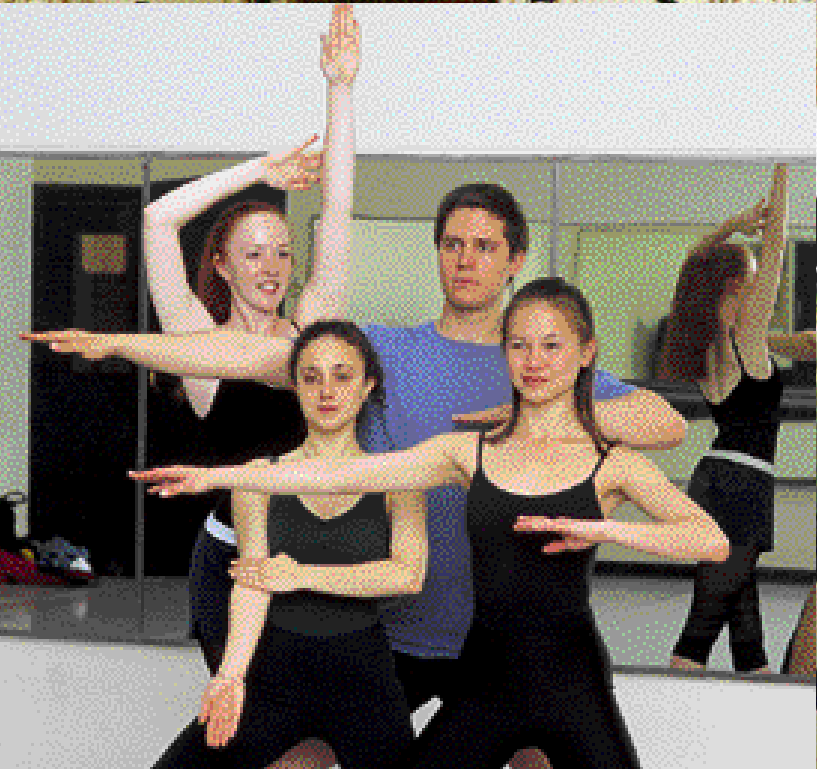
In the 1990s and now in this new millennium, such partnership has become the hallmark of relations between New Haven and Yale, with strong efforts continuing to promote economic development, public

education, and neighborhood revitalization. Yale research is being transformed into new businesses in New Haven's booming biotechnology industry, the performing arts are thriving as never before, and the University provides significant incentives for its employees to buy homes and live in New Haven. Yale is now the single largest contributor to the City budget beside the state government, and the relations Yale has built with its neighbors serve as

a national model. Yale and the public schools are working together to strengthen literacy, increase arts education, and promote science and math. Thousands of New Haven young people participate in intensive academic and enrichment programs at Yale. And more than 2,000 Yale College students participate as volunteers, interns, and work-study employees in New Haven schools, hospitals, community organizations, and businesses.

Much has changed since 1716, but the spirit that brought Yale and New Haven together in the first place remains alive. While the founders of New Haven and Yale might not recognize the modern university or the colony that has been transformed into a cosmopolitan college town, they would recognize the cooperation between neighbors that marks the relations between the two as Yale moves into its fourth century.





ACTIVITIES

Life in Yale College provides many opportunities for students beyond the classroom, in activities that span a full range of extracurricular pursuits.

Opportunities in theater, music, volunteer service, politics and government, publications, and athletics enrich the undergraduate curriculum and endow Yale College with a special energy and spirit of commitment.





In the intramural sports contests, where winning isn't quite everything, a 10 P.M. inner tube water polo match is as important as an afternoon soccer game toward earning the coveted Tyng Cup.



Varsity athletes rally behind the school mascot, Handsome Dan, striving to win another victory for Yale.



Reporters, photographers, designers, and editors for Yale's campus student newspapers work late into the night to report the happenings, controversies, and dramas of campus life.

Learning Beyond the Classroom

Student Organizations:
[www.yale.edu/living/
organizations.html](http://www.yale.edu/living/organizations.html)

A complete account of the extracurricular pursuits of Yale undergraduates would be as difficult to compose as a synopsis of the student body itself. The College's diverse and energetic population supports a truly remarkable variety of activities. Student organizations invite participation in athletics, publications, political groups, and artistic endeavors ranging from the time-consuming to the lighthearted. Activities exist to suit every schedule, talent, and interest, and new activities are born every year. Some of the major areas of student involvement are described in the pages that follow.

Extracurricular Opportunities

Undergraduate organizations supplement traditional academic study and offer everyone a chance to pursue personal interests, to learn from fellow students, and to acquire hands-on experience in a variety of areas.

Theater. Few college campuses can match the abundance of theatrical opportunities found at Yale. Over one hundred dramatic productions each year display the talents of students who have extensive theatrical experience as well as those who are discovering theater for the first time. The Yale Dramatic Association—the Dramat—draws actors from throughout the College for several major productions on the main stage of the University Theatre. Students run numerous undergraduate drama groups, and residential colleges sponsor student productions each year with auditions open to the entire undergraduate community. Improvisational comedy groups hold auditions annually and perform on campus and around the country. In the Afro-American Cultural Center, the Heritage Theater Ensemble and the Ethnic Performers Guild of Undergraduate Students at Yale University provide still further opportunities for acting, directing, writing, costume design, and technical theater work. The Theater Studies program also offers workshop and faculty-directed productions for majors. The Off Broadway Theater is available to undergraduates for their productions. Yale School of Drama is the nation's preeminent graduate theater training program. Each year, the School of Drama produces a season of full-length productions of classic

Yale Repertory Theatre:
www.yalerep.org





The Yale Symphony Orchestra frequently performs in Woolsey Hall. This hall, with its 12,592-pipe organ, has also hosted hundreds of distinguished visitors, from Yo-Yo Ma to Bob Dylan.

“The theater community at Yale is incredibly vibrant. That’s a testimony, at least in part, to the seductiveness of the theater opportunities here. Every weekend sees at least a show or two, and that isn’t counting the many School of Drama and Yale Rep shows one can see.”

Andrew Grusetskie



works of world theater. Yale Repertory Theatre is the Tony Award-winning professional theater that was founded in 1966 to serve as the “Master Teacher” of the School of Drama. The Rep produces a season of six productions a year, in addition to a series of special events. Both the School and Rep offer a variety of discounts on single tickets and season subscriptions to the Yale community.

Music. Yale’s extracurricular musical activities are legendary. Yale College has a long and honored history of undergraduate musical studies as well as a splendid working relationship with the Yale School of Music. Students have access to some concert halls and theaters, rehearsal rooms and practice modules, electronic and digital music studios, and piano-equipped spaces in the residential colleges. Each year students perform nearly one hundred concerts and recitals, all open to the public. Approximately three hundred undergraduates take instruction in performance with the School of Music faculty, and hundreds of students are actively engaged in producing music in a variety of forms.

Vocal and instrumental groups abound, ranging from a University-wide orchestra to informal bands. Students play in the Yale Symphony Orchestra, the Bach Society, the Yale Concert Band, the Yale Precision Marching Band, the Yale Jazz Ensemble, and sometimes the internationally acclaimed New Haven Symphony Orchestra. Smaller groups thrive as well: rock bands, bluegrass groups, chamber orchestras, jazz ensembles, and musical theater groups all play to enthusiastic audiences. Singers have a wide range of choices, including the Yale Glee Club, currently celebrating its 146th year; the Yale College Opera Company; and choirs such as the Battell Chapel Choir, the Gospel Choir, the Bach Society, the Collegium Musicum, the Russian Chorus, the Yale Camerata, and the many student-run a cappella singing groups. The tradition of a cappella groups was born in 1909 with the all-male Whiffenpoofs, who continue to sing today as a senior men’s group. They are complemented by Whim ’n Rhythm, the senior women’s group. Since 1909 the singing tradition has grown. Seventeen coed and single-sex groups now perform in concerts, at jamborees, at other colleges, and even as singing telegrams.

Center for Public Service and Social Justice. Founded by undergraduates in 1886, Dwight Hall at Yale is a nonsectarian, nonprofit umbrella organization independent of Yale University with a strong history of social justice work in New Haven and beyond. It is the only campus-based center for service whose programs are entirely run by students. Individuals develop new initiatives in response to community needs and provide resources, training, and other support services for over seventy groups ranging in scope from tutoring to grassroots activism. Recent volunteer efforts by Yale College students include reinforcing elementary school science instruction through physics and chemistry demonstrations, conducting theater workshops for children, and providing space for students and homeless community members to interact.



A volunteer from the women's crew team works with children from the National Youth Sports Program in Yale's Payne Whitney Gymnasium.

The activist community in Dwight Hall is also quite strong, working on issues of AIDS drug policy, labor, environmental pollution, corporate reform, and criminal justice while furthering the cause for peace. With Dwight Hall's support, Yale undergraduates over the years have founded many significant community agencies that have become a permanent part of New Haven's social service community. The New Haven Halfway House, Community Soup Kitchen, and Columbus House for the Homeless are just a few examples.

Politics and Government. Various organizations at Yale offer students opportunities to develop and express their political viewpoints. Many students join organizations that focus on a single issue or set of issues, such as Amnesty International and the Student Environmental Coalition. Others become active in groups like the Yale College Democrats or the Yale College Republicans. Students also participate in debates in the Yale Political Union.

The Yale College Council, Yale's student government, is composed of a Council of Representatives elected from each residential college and an Executive Board elected by the whole student body. The YCC also includes four agencies that produce campus-wide events, distribute funds to undergraduate organizations, manage YaleStation (the student Internet portal), and promote freshman class spirit. The YCC conveys student opinion to the administration and appoints student members to University committees. Each year, it hastens the University's response to undergraduate needs and provides student services that improve student life.

Minority Organizations. A large number of organizations reflect the energy and diversity of the minority communities at Yale. Among the most active are the Black Student Alliance at Yale (BSAY); the Asian American Students Alliance (AASA); Despierta Boricua (DB), an organization for Puerto Rican students; Movimiento Estudiantil Chicano de Aztlán (MEChA), an organization for Mexican American students; and the Association of Native Americans at Yale. Cultural centers house these and other organizations and provide space for meetings, plays, art exhibits, and parties. Founded in 1969, the Afro-American Cultural Center provided a model for the more recently established Asian American Cultural Center, the Latino Cultural Center, and the Native American Cultural Center. In addition to meeting space, each center offers a library, a kitchen, computers, and a variety of other facilities. These cultural centers foster a sense of cultural identity and educate people in the larger community. They also act as optional social centers and community bases for students

"Everyone seems to find a niche here. People here don't just do one thing, and they're not perfectly well-rounded either. People have lots of points, do lots of things."

Amy Gambrell

www.yale.edu/afam





Commencement guests: Sam Waterston '62, Evelyn Boyd Granville '49 Ph.D., and President George W. Bush '68. Jodie Foster '84 delivered the traditional Class Day address.

of different ethnic and cultural backgrounds, supplementing the social environment of the larger, pluralistic Yale College community.

Publications. *The Yale Daily News*, the nation's "Oldest College Daily," has published every year since 1878 and serves as an important forum for opinion and controversy—controversy often initiated on its own editorial pages. About one hundred undergraduates are completely responsible for the editorial and business requirements of this substantial daily paper, and regular elections to the top positions mean that the "management" changes every year and students have an established path to the top. The *Yale Herald* provides weekly reporting on campus events, opinion pieces, extensive coverage of intramural athletics, and full pages of student-drawn comic strips.

Students at Yale also publish magazines galore: literary journals, political reviews, humor magazines, news journals, and the *Yale Scientific Magazine*, the oldest undergraduate science publication in the United States, to mention only a few. All publications are student-run and are distributed free of charge. Students from all four classes are encouraged to write articles, to sell ads to local businesses, to work on design and production, to write, and to edit.

Cultural and Social Events. Yale offers an extraordinary range of activities. No students have the time to contribute to all the publications, productions, and groups that attract them. However, their lives will be greatly enriched if they read the various publications, select a few activities, and attend some of the plays and dance and music recitals. Students who have little free time can still benefit from the scholars, athletes, media personalities, and visiting artists who constantly grace Yale's campus. Recent visitors have included former Vice President Al Gore; author and statesman Carlos Fuentes; Pulitzer Prize-winning authors Norman Mailer, Tony Kushner, and David Halberstam; poet Adrienne Rich; CNN anchor Judy Woodruff; actor Sam Waterston; and Paul Rusesbagina, the real-life hero of the film *Hotel Rwanda*.

And then there are the social events. Beyond small parties and casual socializing, the campus teems with college-sponsored parties, musical jams, and recitals in the dining halls;

Over twenty undergraduate publications are produced on campus each year. They include news, humor, literary, and science journals.



plays at the Rep, the Dramat, and individual colleges; movies on campus and at the Criterion Cinemas and the multiplexes just outside of town. Various organizations sponsor dances. Students also enjoy New Haven's restaurants, clubs, concerts, and professional theaters. Whether students like producing the events or simply sitting back and enjoying the show, Yale offers social and cultural events for every palate.

Athletics

In 1826 the College installed apparatus for an outdoor gymnasium behind the chapel "with a view to the promotion of the health and improvement of the students." Today the Yale Department of Athletics, Physical Education, and Recreation sponsors an extraordinary array of programs, and almost 90 percent of the student body participates in some form of athletic activity.

Intercollegiate Competition. Yale supports thirty-five varsity teams for women and men in a program whose participants range from junior-varsity level players to All-American athletes. An NCAA Division I member, Yale takes pride in offering a broad-based intercollegiate athletic program that includes competition in the Ivy League Conference and the Eastern College Athletic Conference (ECAC). Most of Yale's intercollegiate contests are against traditional Eastern opponents with emphasis on winning the Ivy League title. Additionally, all sports, with the exception of football, have the ultimate goal of qualifying for NCAA and affiliated postseason championships.

Intramural Sports, Club Sports, and Individual Activities. Through the residential colleges, Yale offers one of the most extensive and popular programs of intramural athletics in the country. Intramural games are open to everyone (except current varsity athletes), from one-time high school stars to unskilled

<http://yalebulldogs.ocsn.com>

More than 800 students participate in intercollegiate athletics each year.



One hundred ninety-three individuals associated with Yale Athletics have taken part in modern (post-1896) Olympic competition, more participants than many countries can claim. One hundred sixty-eight Yale athletes have competed in the Games for a total of 113 medals, 63 of them gold, and 19 Eli coaches have led Olympic teams. Yale was most recently represented at the 2006 Winter Games in Turin, Italy, by women's ice hockey player Helen Resor '09 and in the 2004 Summer Games in Athens, Greece by students Sada Jacobson '06 in sabre, Eleni Benson '05 competing on the Greek women's soccer team, and Patricia Miranda, Law '07, in wrestling, and by six graduates of Yale. Ms. Jacobson won a bronze medal in the sabre competition.



More than 55 percent of Yale undergraduates play intramural sports and fully 90 percent use some part of the recreational physical education facilities on a regular basis.

novices, and each year more than 2,500 students participate. The twelve colleges compete throughout the year in over thirty sport activities; the college placing highest overall wins the coveted Tyng Cup.

Student-run club sports provide an important resource for those who want to participate in a program with a flexible schedule or in sports that are not offered by most U.S. colleges. These include many unique activities such as mountaineering, fishing, and kayaking, as well as competitive sports like biking, sailing, skiing, trap and skeet, rugby, ultimate frisbee, and equestrian sports. Approximately eight hundred students are active in myriad club sports over the course of the year.

Many students prefer less structured athletic activity. Some enjoy the relaxation provided by informal pick-up games of basketball or squash, and some maintain their own programs of physical conditioning, most often weight training, jogging, or swimming. The gym is available for all these uses, and in addition limited facilities are found in many of the residential colleges. Those who want to learn a new sport or refine their skills can take classes offered at the Payne Whitney Gymnasium, where each week more than 125 hours of instruction are provided—including aerobics, racquet sports, dance, yoga, pilates, and weight-training classes.

Facilities. Payne Whitney Gymnasium, located on the central campus, is one of the most elaborate indoor athletic complexes in the world. It houses the John J. Lee Amphitheater used for competitive men's and women's varsity basketball and women's volleyball and gymnastics; the Robert J. H. Kiphuth Exhibition Pool; a fifty-meter practice pool; a practice cage for polo; fifteen international squash courts; and facilities for fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. The Colonel William K. Lanman, Jr. Center (housing basketball, volleyball, badminton, and a three-lane indoor running track), the Adrian C. Israel Fitness Center, the Brady Squash Center, and the



In 1894, Yale's football team reflected the makeup of the undergraduate population; today, varsity athletes reflect the more diverse student body.



At twelve acres, Payne Whitney Gymnasium is the second largest gym in the world, second only to a Moscow gym that was modeled after the one at Yale.

Brooks-Dwyer Varsity Strength and Conditioning Center are among the recently renovated facilities. Payne Whitney Gymnasium is used by varsity teams, undergraduate, graduate, and professional school intramural programs, voluntary physical education instruction, and club sports, and it is used extensively for recreational sport and exercise by the Yale community.

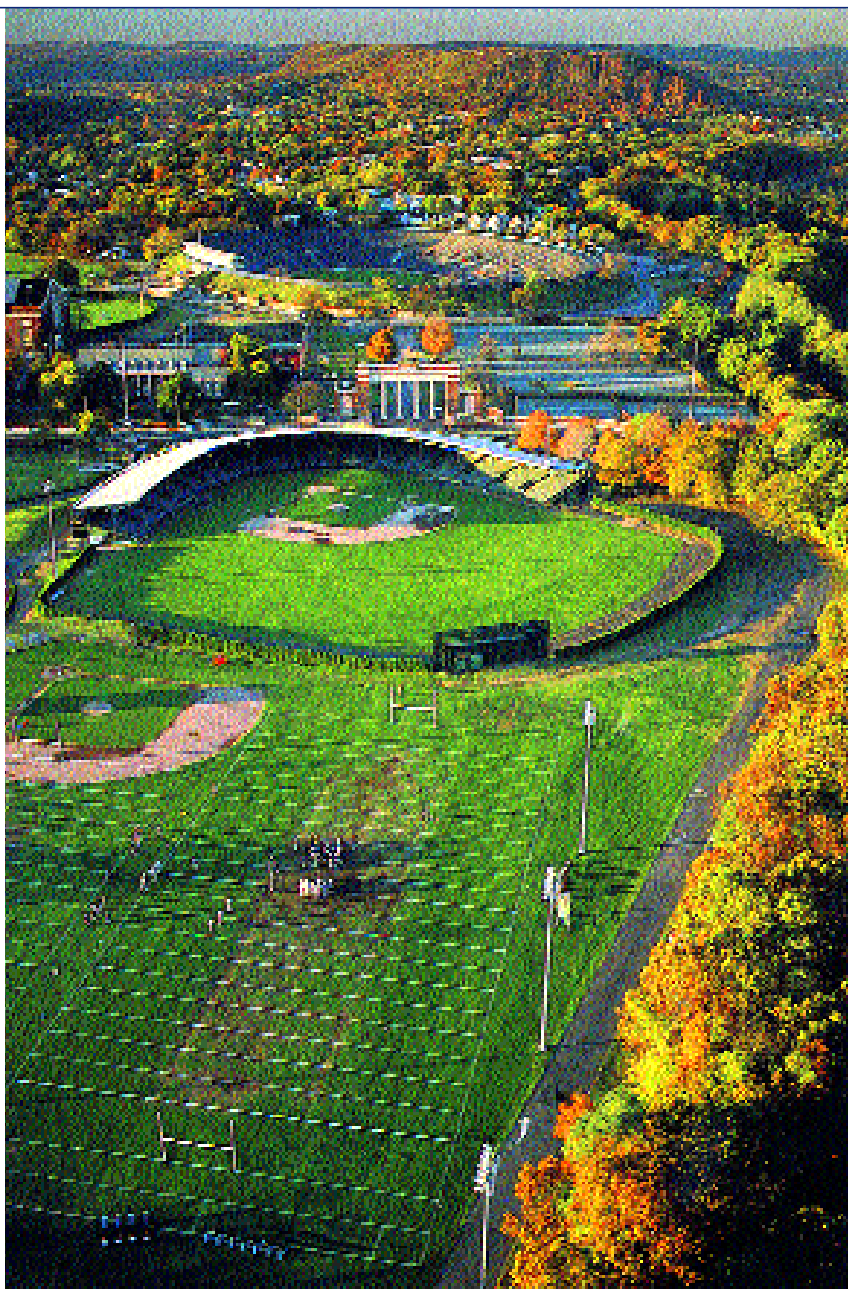
The David S. Ingalls Rink, designed by eminent architect Eero Saarinen, seats over three thousand and is home ice for Yale's varsity hockey teams. Late-night intramural games draw smaller crowds, and the rink is also available for recreational ice skating and instruction. More than one hundred acres of playing fields and other athletic facilities are located two miles from the campus—a short ride on the free shuttle bus. At the center of this complex is the Yale Bowl, a spectacular football stadium seating more than sixty thousand. Surrounding the Bowl are first-rate facilities for indoor and outdoor tennis, lacrosse, rugby, soccer, field hockey, softball, baseball, track and field, and equestrian sports. In 2001, Yale opened Johnson Field, a new synthetic turf complex, as the home of the field hockey and women's lacrosse teams, and the William O. DeWitt, Jr. '63 Family Field, which is the new home of the Yale softball team. Yale's famous championship golf course is a short distance from the other athletic facilities, in the Westville section of New Haven. The crew teams are housed in the world-class Gilder Boathouse in Derby, Connecticut. The Yale Sailing Center is on the Long Island Sound in Branford, about twenty minutes from campus.

INTERCOLLEGIATE ATHLETICS AND CLUB SPORTS

* Men's Varsity + Women's Varsity

Archery	Riflery/Pistol
Baseball *	Rugby
Basketball *+	Sailing *+
Cheerleading	Scuba
Crew +	Skiing, Alpine and Nordic
Crew, heavyweight *	Soccer *+
Crew, lightweight *	Softball +
Cricket	Squash *+
Cross-Country *+	Swimming and Diving *+
Cross-Country Skiing	Table Tennis
Cycling	Tae Kwon Do
Equestrian	Tennis *+
Fencing *+	Track, indoor *+
Field Hockey +	Track, outdoor *+
Figure Skating	Trap and Skeet
Fishing	Ultimate Frisbee
Football *	Volleyball +
Golf *+	Water Polo
Gymnastics +	
Ice Hockey *+	
Inner Tube Water Polo	
Judo	
Karate	
Lacrosse *+	
Mountaineering	
Outing Club	
Polo	

The Yale athletic facilities include one hundred acres of fields; a baseball stadium that is also used by the New Haven County Cutters, a minor league team; a new tennis stadium; and the Yale Bowl.



Admission and Financial Aid

Two questions guide the Yale Admissions Committee in its selection of a freshman class each year: “Who is likely to make the most of Yale’s resources?” and “Who will contribute most significantly to the Yale community?”

Admission and Financial Aid:
www.yale.edu/admit
www.yale.edu/sfas/financial.html

Given the large number of extremely able candidates and the limited number of spaces in the class, no simple profile of grades, scores, interests, and activities can assure a student of admission to Yale. Academic strength is the first consideration in evaluating any candidate. The Committee then weighs such qualities as motivation, curiosity, energy, leadership ability, and distinctive talents. Diversity within the student body is important as well, and the Committee works very hard to select a class of able achievers from as broad a range of backgrounds as possible. The ultimate goal is the creation of a well-rounded freshman class, one that includes not only well-rounded individuals but also students of narrower focus whose achievements are judged exceptional.

Evidence of academic strength is indicated by grades, standardized test scores, and evaluations by a counselor and two teachers. There are no score cut-offs: medians on the verbal and mathematical portions of the SAT generally fall in the low-to-mid 700s, and ACT composites in the low 30s, but successful applicants present a wide range of test results. While there is no hard and fast rule, it is safe to say that performance is relatively more important than testing. A very strong performance in a demanding college preparatory program may compensate for modest standardized test scores, but it is unlikely that high test scores will persuade the Admissions Committee to disregard an undistinguished secondary-school record.

In sum, qualifications include not only the reasonably well-defined areas of academic achievement and special skills in nonacademic areas, but also the less tangible qualities of capacity for involvement, commitment, and personal growth. None of these can be measured precisely, but Yale assures each applicant of a complete and careful review as an individual in the context of the larger applicant pool.

One factor that is not given any weight during the admission process is an applicant’s financial circumstances. This policy is called need-blind admission. Yale is strongly committed to equality of opportunity, and need-blind admission ensures that the College will be open to students of personal and academic promise from all segments of society and all parts of the world. An application for financial aid will have no bearing on the Admissions Committee’s decisions. This policy applies to all candidates, regardless of their citizenship.

Over 62 percent of all undergraduates in 2005–2006 received financial assistance in the form of scholarships, grants, low-interest educational loans, and work-study positions.



“The years spent at Yale are a time when one may decide where one wishes one’s life to go in a manner not wholly dominated by where it has already been. In that respect arriving at Yale is a new beginning and not a completion of past experience.”

Frank Turner, John Hay Whitney Professor of History

Applying for Admission

The following information applies to students who seek admission to Yale as entering freshmen. If you would like to learn about transferring to Yale, please go to www.yale.edu/transfer.

HOW TO APPLY

- File the Common Application online at www.commonapp.org – the preferred method.
or
Download the forms at www.yale.edu/admit
- You will need to submit:
Common Application and the required Yale Supplement (which includes the second of Yale’s two required essays)
- You will need to have your school send us:
Common Application School Report (and the International Supplement if needed), including the counselor’s recommendation and official transcript(s) from every school attended since grade 9
Common Application Teacher Evaluations (two required)
Common Application Midyear Report (if applicable)
Common Application Final Report (if applicable)
- Required testing:
SAT I and any three SAT II Subject Tests (CEEB no. 3987)
or
ACT Assessment Plus Writing (ACT no. 1698)
plus
TOEFL if English is not your first language and if the medium of instruction in secondary school has been a language other than English

CALENDAR OF DUE DATES

	Single-Choice Early Action (postmark deadline)	Regular Decision (postmark deadline)
Application	November 1	December 31
Financial Aid forms	November 1	March 1
Last Possible Test Dates:		
for SAT	November	January
for ACT	October	February
for TOEFL	November	January

Single-Choice Early Action

If you would like an admissions decision by mid-December, you may apply under Yale’s Single-Choice Early Action Program. The program is like other non-binding plans in that candidates who are admitted early need not respond to the offer of admission until May 1, and may apply Regular Decision to other schools. This would, for example, allow you to compare offers of financial aid in the spring. Yale’s early plan is unlike standard Early Action programs in that you may not apply Early Action or Early Decision to any other school. (Put another way, students who are candidates for another college’s Early Action or Early Decision program may not apply for Single-Choice Early Action at Yale.) If you apply early to Yale, you will be asked to sign an agreement stating that you intend to file only the one Yale early application.

In order to be considered under this program, you should submit a completed application by November 1. In mid-December you will receive a response: an acceptance or denial of admission, or a deferral, meaning that the Admissions Committee will send you a final decision in April.

Postponed Matriculation

Anyone admitted to the freshman class has the option of postponing matriculation at Yale for one year, as long as secondary school work has been completed successfully.

Information or Assistance

If you have questions about Yale which are not answered by this viewbook, or questions about some aspect of the admissions process that are personal or unusual, please do not hesitate to write or call. Our telephone number is 203 432-9300. Our fax number is 203 432-9392. Our address on campus is 38 Hillhouse Avenue. Our mailing address is Office of Undergraduate Admissions, Yale University, P.O. Box 208234, New Haven, CT 06520-8234. If you find yourself in New Haven at a time when one of our tours or group information sessions is not available, our receptionist can provide general information, maps of the campus, class schedules, and other Yale literature.

Financing a Yale Education

Yale College admits students on the basis of academic and personal promise and without regard for their ability to pay. This policy helps to ensure that Yale will always be accessible to talented students from the widest possible range of backgrounds. Students who are considering Yale should never hesitate to apply because they fear the cost will exceed their means. Yale meets 100% of a student's demonstrated financial need for all four years of study. All aid is need-based. The need-blind policy and the commitment to meet 100% of a student's demonstrated need apply to international students as well as to citizens of the U.S. and permanent residents.

Beginning in the 2005–2006 academic year, Yale eliminated the parental contribution for students whose parents have combined incomes of \$45,000 or less, and significantly reduced the expected contribution from parents who together earn less than \$60,000. In doing so, the University hoped to underscore its commitment to making Yale as broadly accessible as possible.

Estimated Cost of Attendance (2006–2007)

Tuition and fees	\$33,030
Room and board	\$10,020
Books and personal expenses	\$2,800
<hr/>	
Cost for one academic year	\$45,850

How Need-Based Financial Aid Works

Yale determines financial need by subtracting a family contribution from the cost of attendance, which includes expenses billed directly (tuition, room, and board) as well as estimated allowances for non-billed costs (books/personal expenses and travel).

Family Contribution

The family contribution has two parts: a parent contribution based on the parents' income and assets, and a student contribution based on the student's assets plus Yale's standard student summer income contribution.

Self-Help

Self-help is what any student on financial aid at Yale is expected to contribute yearly from a combination of term-time earnings and student loans. It is a fixed amount, though it increases slightly each year, and makes up the first portion of a student's aid package. For 2006–2007 the self-help for all students is \$4,400.

The relatively modest self-help expectation—modest relative to Yale's total costs and relative to what most other colleges and universities in the U.S. expect—means that Yale students, even if they choose to borrow, should graduate with manageable levels of indebtedness.

Gift Aid

After the family contribution and self-help are subtracted from the cost of attendance, whatever financial need remains is met with gift aid. Gift aid includes Yale scholarship funds—often from alumni clubs or endowment—as well as federal and state grants, and does not have to be repaid.

Policies on Outside Aid

Yale allows outside merit scholarships to reduce, dollar for dollar, the student self-help and the student income contribution. In 2006–2007, the total of self-help and the student income contribution is \$6,200.

Outside aid that exceeds the total of the student income contribution and self-help reduces Yale need-based gift aid, but cannot be used to reduce the family contribution. Federal and state entitlement grants and tuition benefits from parents' employers are not considered merit aid and reduce Yale scholarship aid dollar for dollar.

For Further Information

You may contact Student Financial Services at Yale by phone (203 432-2700) or by e-mail (sfs@yale.edu). You can find application instructions and additional information about undergraduate financial aid at www.yale.edu/admit/financial_aid.

APPLYING FOR FINANCIAL AID

All the forms referred to below are available at www.yale.edu/sfas/financial/finaid_UG.html

U.S. and Canadian citizens and permanent residents will need to submit:

College Scholarship Service (CSS) Financial Aid Profile. The CSS Financial Aid Profile can be completed online at www.collegeboard.com/profile.

Family Tax Returns. All 2006 income tax returns are submitted directly to the CSS IDOC service. If the 2006 tax returns will not be completed by March 10, 2007, then you must submit your 2005 tax returns directly to Student Financial Services. A provisional aid offer based on those forms will be made; however, the 2006 returns must be sent to the College Board's IDOC service (along with the required Cover Sheet) when they are complete.

Please note that Canadian citizens must send their tax forms directly to Student Financial Services.

Free Application for Federal Student Aid (FAFSA).

For Single-Choice Early Action or Regular Decision, submit the FAFSA not later than April 15, 2007. While not required for the initial provisional award, it is helpful to have your completed FAFSA on file at the time the aid determination is made.

CSS International Student Financial Aid

Application (if you are a U.S. citizen or permanent resident living abroad). You will need to submit this form in addition to the CSS Financial Aid Profile and any other forms required of U.S. citizens and permanent residents.

CSS Noncustodial Parent's Profile (only if applicable). If your parents are separated or divorced, the College Board will notify you, after you have completed your Profile registration, that Yale requires the Noncustodial Profile. You will be sent an e-mail that explains the requirement, and you will be directed to share the e-mail with your noncustodial parent.

CSS Business/Farm Supplement (only if applicable). Applicants whose parents are self-employed or own any part of a business or farm will need to submit this supplement.

Note: CSS forms for 2007–2008 will not be available until September 2006.

Continued on page 48

(All forms are available at www.yale.edu/sfas/financial/finaid_UG.html)

International students will need to submit:

CSS International Student Financial Aid Application

CSS International Student Certification of Finances form

Parents' most recent tax return or verification of income statement must be submitted directly to Student Financial Services.

International Noncustodial Parent's Statement (only if applicable)

International Business/Farm Supplement (only if applicable)

Note: CSS forms for 2007–2008 will not be available until September 2006.

International Students

International students (not counting U.S. citizens and permanent residents educated abroad) make up 8% of the undergraduate enrollment at Yale, and they come from 74 different countries outside the United States. International enrollments have doubled under Yale's current president, Richard Levin, as the University seeks to further diversify an already multicultural college with students judged to be the most outstanding in their home countries. International students find Yale appealing because of its emphasis on undergraduate teaching; the intense involvement that characterizes student activities on campus, both academic and extracurricular; research opportunities, especially in the sciences and engineering; and the University's long tradition of instruction in the liberal arts, when university-level education outside the U.S. can often seem prematurely professional and less personal.

If you are applying from a school outside the United States or Canada, the application procedure and timetables are essentially the same as for candidates applying from schools in the United States. That goes for the testing requirements as well: either the SAT I and three SAT II Subject Tests, or the ACT, is required. There are two exceptions. Students

whose home countries (e.g., mainland China) do not have a testing center are, of course, exempt. In addition, students enrolled in A-level programs may use completed A-level results as a substitute for the SAT II Subject Tests on a one-for-one basis provided official test results arrive at Yale by February of 2007. No other substitutions are acceptable.

Yale is strongly committed to equality of opportunity. Its need-blind admissions policy extends to international students and ensures that the College will be accessible to all candidates from any part of the world who show great academic and personal promise. An application for financial aid will have no bearing on the Admissions Committee's decisions, and Yale will meet the full demonstrated need of any candidate admitted. Awards combine gift assistance, long-term loans, and term-time employment. The student's family will be expected to contribute funds to the extent that it can, and the student must make sure that these funds can be withdrawn from his or her country.

Matriculating international students must in most cases submit a completed Certification of Finances form (available at www.yale.edu/sfas/financial/forms) and supporting documents that indicate his or her family or sponsor will have sufficient funds to cover tuition, room and board, and living expenses at Yale. Once a student's financial resources have been verified, the University can then grant the I-20, which the student will take to a U.S. embassy or consulate abroad to apply for a visa.

Undergraduate Calendar

Fall Term, 2006

SEPTEMBER 6

Fall-term classes begin

OCTOBER 20–22

Parents' Weekend

NOVEMBER 17

Classes end; fall recess begins

NOVEMBER 27

Classes resume

DECEMBER 8

Classes end; reading period begins

DECEMBER 15

Final examinations begin

DECEMBER 22

Final examinations end;
winter recess begins

Spring Term, 2007

JANUARY 16

Spring-term classes begin

MARCH 9

Classes end; spring recess begins

MARCH 26

Classes resume

APRIL 30

Classes end; reading period begins

MAY 8

Final examinations begin

MAY 15

Examinations end

MAY 28

University Commencement



Campus Visits

A visit to Yale can provide an excellent introduction to the life and atmosphere of the College. Weekday visits when classes are in session are probably most valuable, but a visit at any time can be informative and interesting. You might want to sit in on a class or have lunch in one of the residential college dining halls. Many visitors start the day by attending a general information session in the Admissions Office or by taking a campus tour.



Campus Tours

All tours are led by Yale students and provide an opportunity for prospective students and their families to meet current undergraduates. Tours last approximately one hour and leave from the Office of Undergraduate Admissions, located at 38 Hillhouse Avenue, and from the Visitor Center at 149 Elm Street, New Haven. Because tour schedules are subject to change, it is important to consult the Admissions Web site at www.yale.edu/admit for current information. The *tentative* schedules for the coming cycle are as follows:

ADMISSIONS OFFICE TOUR SCHEDULE

Tours leave from 38 Hillhouse Avenue
(203 432-9300).

July through August 2006

Monday through Friday at 10.30 a.m. and
2.30 p.m.

September through mid-November

Monday through Friday at 10.30 a.m.

September 9 through November 11

Saturday at 11 a.m.

VISITOR CENTER TOUR SCHEDULE

Tours leave from the Visitor Center (203 432-2300). They are led by Yale students and are intended for any visitor to the University. The Visitor Center does not offer a presentation on undergraduate admissions.

Throughout the year

Monday through Friday at 10.30 a.m.
and 2 p.m.

Saturday and Sunday at 1.30 p.m.

*Please call the Visitor Center for holiday
schedule.*

Information Sessions

Throughout the year there are public group information sessions for visitors held in the Admissions Office (38 Hillhouse Avenue). At these meetings, an admissions officer provides general information about Yale College, the admissions process, and financial aid. An appointment is not required. Again, please check the Admissions Web site for changes. The *tentative* schedule of information sessions is as follows:

June through August 2006

Monday through Friday at 9 a.m. and 1 p.m.
(No sessions on July 4)

September through November 22

Monday through Friday at 9 a.m.
(No sessions on September 4 and
November 23–24)

Saturday at 10 a.m.

(No sessions on November 18 and 25)

December 1 through December 21

Monday through Friday at 9 a.m.

January 2 through January 31, 2007

Monday through Friday at 9 a.m.
(No session on January 15)

February through April

Monday through Friday at 9 a.m. and
1 p.m.
(No sessions on April 6)

Interviews

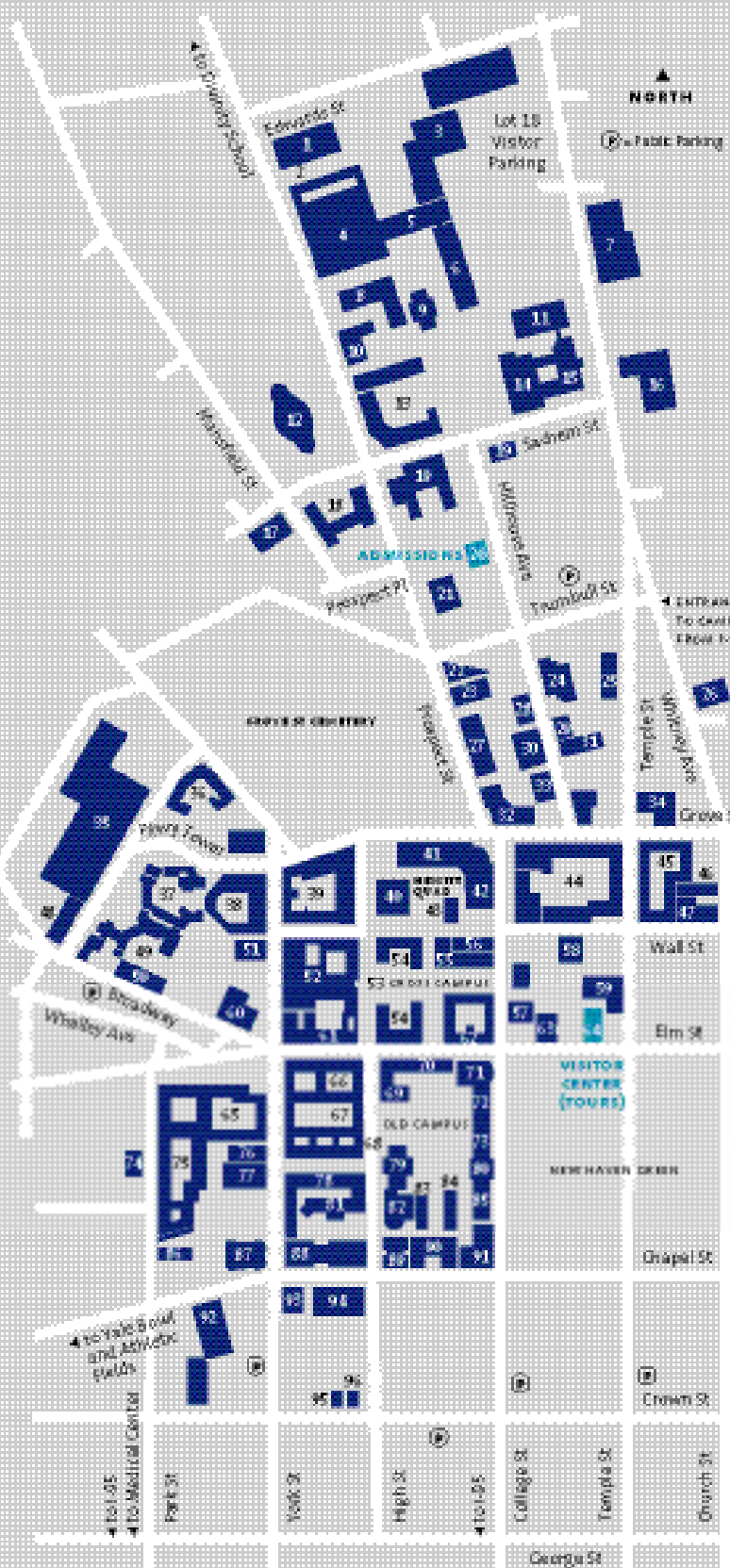
Alumni interviews are conducted by the Yale Alumni Schools Committee in most major cities of the world and across the United States, wherever there is a local association. If an interview is possible, a candidate will be contacted by a member of the local Committee after his or her admissions file has been opened. Although the interview is not required, Yale alumni can be very helpful, and whenever possible applicants are urged to take advantage of this opportunity for a personal exchange with a well-informed Yale graduate.

Personal interviews at the Admissions Office in New Haven, also optional, are available on a limited basis from early July to mid-November. Requests for an interview on campus can be made at www.yale.edu/admit/visit/interviews. The volume of requests makes it impossible to interview everyone interested, and you should not be discouraged if you are unable to schedule an interview during your campus visit. In fact, only a small fraction of our applicants are interviewed here in New Haven. No greater importance is attached to an office interview than to one conducted locally by an alumni representative.

Overnight Visits

For high school seniors who plan to spend more than a day at Yale while classes are in session, the Undergraduate Recruitment Committee will arrange accommodations for one night in student rooms (Monday through Thursday only). Hosting is available from late September through mid-November, excluding University vacations. Requests for accommodations should be submitted well in advance. Please specify the date on which you would like to stay. We recommend that visitors bring a sleeping bag and spending money, as meals will not be provided. After August 14 you may make housing requests online at www.yale.edu/admit/visit/interviews.

Yale University Central Campus



- 1 Chemistry Research Building
 - 2 Kline Chemistry Laboratory
 - 3 Wright Nuclear Structure Laboratory
 - 4 Sterling Chemistry Laboratory
 - 5 Bass Center for Molecular and Structural Biology
 - 6 Gibbs Research Laboratories
 - 7 Information Technology Services
 - 8 Sloane Physics Laboratory
 - 9 Kline Biology Tower
 - 10 Sage-Bowers Hall
 - 11 Kline Geology Laboratory
 - 12 Ingalls Rink
 - 13 Osborn Memorial Laboratories
 - 14 Environmental Science Center
 - 15 Peabody Museum of Natural History
 - 16 Administrative Resources
 - 17 Seeley G. Mudd Library
 - 18 SOM Dining Hall
 - 19 School of Management (SOM)
 - 20 Admissions
 - 21 Luce Hall
 - 22 Malone Center
 - 23 Arthur K. Watson Hall
 - 24 University Health Services
 - 25 Helen Hadley Hall
 - 26 Career Services; International Education
 - 27 Becton Center
 - 28 Lect Oliver Memorial Hall
 - 29 Collection of Musical Instruments
 - 30 Dunham Laboratory
 - 31 Mason Laboratory
 - 32 Sheffield-Sterling-Strathcona Hall
 - 33 Kirtland Hall
 - 34 Rosenfeld Hall
 - 35 Payne Whitney Gymnasium
 - 36 New Residence Hall
 - 37 Morse College
 - 38 Hall of Graduate Studies
 - 39 Sterling Law Buildings
 - 40 Beinecke Library
 - 41 University Commons
 - 42 Woolsey Hall
 - 43 Woodbridge Hall
 - 44 Silliman College
 - 45 Timothy Dwight College
 - 46 Student Financial Services; Financial Aid
 - 47 Whitney Humanities Center (Film Study Center)
 - 48 Ray Tompkins House
 - 49 Ezra Stiles College
 - 50 Yale Bookstore
 - 51 Mory's
 - 52 Sterling Memorial Library
 - 53 Cross Campus Library
 - 54 Berkeley College
 - 55 William L. Harkness Hall
 - 56 Sprague Memorial Hall
 - 57 Leigh Hall (School of Music)
 - 58 Slifka Center
 - 59 Yale University Press
 - 60 Off Broadway Theater; Student Organizations Center
 - 61 Trumbull College
 - 62 Calhoun College
 - 63 Hendrie Hall
 - 64 Visitor Center
 - 65 Davenport College
 - 66 Saybrook College
 - 67 Branford College
 - 68 Harkness Tower
 - 69 Lanman-Wright Hall
 - 70 Durfee Hall
 - 71 Battell Chapel
 - 72 Farnam Hall
 - 73 Lawrance Hall
 - 74 Police Substation
 - 75 Pierson College
 - 76 Rose Alumni House
 - 77 University Theatre
 - 78 Jonathan Edwards College
 - 79 Dwight Hall
 - 80 Phelps Gate
 - 81 Weir Hall
 - 82 Linsly-Chittenden Hall
 - 83 Edwin McClellan Hall
 - 84 Connecticut Hall
 - 85 Welch Hall
 - 86 Afro-American Cultural Center
 - 87 Art and Architecture Building
 - 88 Yale University Art Gallery
 - 89 Street Hall
 - 90 Vanderbilt Hall
 - 91 Charles W. Bingham Hall
 - 92 Holcombe T. Green, Jr. Hall (School of Art)
 - 93 Yale Repertory Theatre
 - 94 Yale Center for British Art
 - 95 La Casa Cultural (Center for Chicano, Latino, and Puerto Rican Students)
 - 96 Asian American Cultural Center
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Admissions 20
Afro-American Cultural Center 86
Art and Architecture Building 87
Asian American Cultural Center 96
Bass Center for Molecular and Structural Biology 5
Battell Chapel 71
Becton Center 27
Beinecke Library 40
Berkeley College 54
Charles W. Bingham Hall 91
Branford College 67
Calhoun College 62
Career Services; International Education 26
Chemistry Research Building 1
Collection of Musical Instruments 29
Connecticut Hall 84
Cross Campus Library 53
Davenport College 65
Dunham Laboratory 30
Durfee Hall 70
Dwight Hall 79
Timothy Dwight College 45
Jonathan Edwards College 78
Environmental Science Center 14
Farnam Hall 72
Gibbs Research Laboratories 6
Holcombe T. Green, Jr. Hall (School of Art) 92
Helen Hadley Hall 25
Hall of Graduate Studies 38
Harkness Tower 68
William L. Harkness Hall 55
Hendrie Hall 63
Information Technology Services 7
Ingalls Rink 12
Kirtland Hall 33
Kline Biology Tower 9
Kline Chemistry Laboratory 2
Kline Geology Laboratory 11
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Lanman-Wright Hall 69
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Linsly-Chittenden Hall 82
Luce Hall 21
Malone Center 22
Mason Laboratory 31
Edwin McClellan Hall 83
Morse College 37
Mory's 51
Seeley G. Mudd Library 17
New Residence Hall 36
Off Broadway Theater 60
Lect Oliver Memorial Hall 28
Osborn Memorial Laboratories 13
Peabody Museum of Natural History 15
Phelps Gate 80
Pierson College 75
Police Substation 74
Rose Alumni House 76
Rosenfeld Hall 34
Sage-Bowers Hall 10
Saybrook College 66
School of Management (SOM) 19
Sheffield-Sterling-Strathcona Hall 32
Silliman College 44
Slifka Center 58
Sloane Physics Laboratory 8
SOM Dining Hall 18
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Visitor Center 64
Arthur K. Watson Hall 23
Weir Hall 81
Welch Hall 85
Whitney Humanities Center (Film Study Center) 47
Payne Whitney Gymnasium 35
Woodbridge Hall 43
Woolsey Hall 42
Wright Nuclear Structure Laboratory 3
Yale Bookstore 50
Yale Center for British Art 94
Yale Repertory Theatre 93
Yale University Art Gallery 88
Yale University Press 59

Travel Directions

The Office of Undergraduate Admissions is at 38 Hillhouse Avenue. Refer to the campus map on the opposite page for its exact location.

Route 15 (Wilbur Cross/Merritt Parkways)

From north:

Take Exit 61. Drive south on Whitney Avenue for approximately five miles. Shortly after the intersection with Sachem Street, the road will split. Stay to the right. You are now on Temple Street. Take an immediate right on Trumbull Street, and the next right onto Hillhouse Avenue. The Admissions Office is on your left.

From south:

Take Exit 57. Drive east on Route 34 (Derby Avenue) for five miles to the fork of Derby Avenue and George Street (three blocks past the Yale Athletic Fields). Bear right on George Street. Continue on George Street to Church Street. Turn left on Church Street and left on Grove Street. The second cross-street is Hillhouse Avenue. Turn right. The Admissions Office is on your left in the second block.

Interstate 95

From I-95:

Turn off turnpike at I-91 North Exit (Hartford Springfield Exit) and continue for a short distance on I-91 to Trumbull Street, Exit 3. Follow I-91 directions below.

Interstate 91

From north and south:

Take Exit 3 (Trumbull Street Exit). Stay in the middle lane and continue straight onto Trumbull Street through three traffic lights. Turn right on Hillhouse Avenue. The Admissions Office is on your left.

Parking

Yale maintains a visitors' parking lot a short distance from the Admissions Office. Metered parking is available on local streets. (Be prepared with quarters.) City parking garages are also available. The Admissions Office has a map outlining these possibilities, that you may pick up when you arrive.

Visitors Coming by Train

There is hourly Metro-North service to New Haven from Grand Central Station in New York every day of the week. For

further information, call 800 638-7646.

Amtrak service is scheduled daily from Boston or from Washington, D.C., via Penn Station in New York. Call 800 USA-RAIL for information. All departure times should be checked because schedules change. From the railroad station we suggest using local taxi service.

Visitors Coming by Plane

Tweed-New Haven Airport (203 946-8283) is the closest airport and is approximately four miles from the Yale campus. Taxi, bus, and car rental service is available. There is frequent limousine service to New Haven from other airports. Connecticut Limousine in New Haven (800 320-7298) services Kennedy International Airport (New York—eighty miles to campus), LaGuardia International Airport (New York—seventy-two miles to campus), Newark International Airport (Newark, New Jersey—ninety-two miles to campus), and Bradley International Airport (Windsor Locks, Connecticut—fifty-three miles to campus).



Office of Undergraduate Admissions

Yale University

P.O. Box 208234

New Haven, CT 06520-8234

TEL 203 432-9300

FAX 203 432-9392

undergraduate.admissions@yale.edu

www.yale.edu/admit

Joint Statement on Common Ivy Group Admissions Procedures

The Ivy Group is a loosely formed organization of colleges and universities. It was established in 1954 primarily for the purpose of fostering amateurism in athletics. Relations among the member institutions have grown over the years, and we now meet regularly at a variety of levels to discuss topics which range from the purely academic to the purely athletic and from fundamental educational philosophy to procedures in admissions.

Each member institution has its own identity and character and protects its right to pursue its own educational objectives. Thus, although the Ivy Group institutions are similar in many respects, each member institution will continue to make its own independent admission decisions according to its own particular admission policy.

However, it is clear that the transition between secondary school and institutions of higher learning is complex and that efforts should be made to simplify the admission process through uniform admissions procedures. It is our hope that by outlining carefully the procedures under which we are operating and by clearly specifying the obligations of both the applicant and the institution, we can help students pursue their college interests free of unnecessary confusion and pressure.

I. General Procedures

All contacts with students by representatives of Ivy institutions are intended to provide assistance and information and should be free of any activity which could be construed as applying undue pressure on the candidate. *No information referring to the admission or financial aid status of an applicant to an Ivy institution may be considered official or reliable unless it is received directly from that institution's admission or financial aid office.*

Ivy institutions mail admissions decision letters twice annually, in mid-December and early April. Students who wish a decision in December must

apply by November 1 and complete their applications with supporting materials shortly thereafter.

II. December Notification

Under December Notification an applicant may be notified that he or she has been granted or denied admission or that a final decision has been deferred until the early-April notification date. Two plans are offered:

A. The College Board-approved Early Decision Plan, which is offered by Brown University, Columbia University, Cornell University, Dartmouth College, Princeton University, and the University of Pennsylvania, requires a prior commitment to matriculate. Financial aid awards for those qualifying for financial assistance will normally be announced in full detail at the same time as the admission decisions. An applicant receiving admission and an adequate financial award under the Early Decision Plan will be required to accept that offer of admission and withdraw all applications to other colleges or universities. All the Ivy institutions will honor any required commitment to matriculate which has been made to another college under this plan.

B. A Single-Choice Early Action Plan is offered by Harvard University and Yale University. This plan does not require a commitment to matriculate. Students may apply to other colleges under their regular admission programs (spring notification of final admission decision) but both Harvard and Yale specify that a candidate who applies Early Action may not also apply Early Action or Early Decision elsewhere. Their programs, in other words, are *unlike* standard Early Action plans in that candidates must agree to file only one early application.

Students are urged to consult the admissions literature available at each Ivy institution for details concerning its particular December Notification Plan.

III. Early Evaluation

Beginning in January and continuing until March 15, institutions may, on their own initiative, advise an applicant of his or her chance of admission (i.e., 'likely,' 'unlikely,' or 'possible'). As these are merely tentative

assessments, it should be understood that no commitments are involved on the part of either the institution or the applicant.

IV. April Notification

On a common date in early April, applicants to the Ivy institutions will be notified by mail of admission decisions and financial aid awards.

V. Financial Aid

All the Ivy institutions follow the common policy that any financial aid will be awarded solely on the basis of demonstrated need.

VI. Common Reply Date

Except for those applicants admitted under the College Board-approved Early Decision Plan, which requires a prior commitment to matriculate, no candidate admitted to any of the Ivy institutions will be requested to announce his or her decision to accept or decline an offer of admission until the Candidates' Reply Date of May 1. All such candidates may delay their commitment to attend until May 1 without prejudice. By that date all admitted candidates must affirm in writing their single college choice. This does not preclude students from remaining on active waiting lists and withdrawing promptly from their original college choice upon receiving subsequent waiting list acceptance to another institution. However, the Ivy institutions reserve their right to remove acceptance decisions from candidates who make commitments to and who hold confirmed places at more than one institution concurrently.

Students who choose to remain on an active waiting list after May 1 will receive a final response no later than July 1.

Participating Institutions

Brown University, Columbia University, Cornell University, Dartmouth College, Harvard and Radcliffe Colleges, Princeton University, University of Pennsylvania, Yale University.

The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to Valerie O. Hayes, Special Adviser to the Provost and Director of the Office for Equal Opportunity Programs, 104 W. L. Harkness Hall, 203 432-0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, P.O. Box 208230, New Haven, Connecticut 06520-8230, 203 432-2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, P.O. Box 208216, New Haven, Connecticut 06520-8216, 203 432-1414, the University will provide its annual report to any student or prospective student.

In accordance with federal law, the University prepares the graduation rate of degree-seeking, full-time students in Yale College. Upon request to the Office of Undergraduate Admissions, P.O. Box 208234, New Haven, Connecticut 06520-8234, 203 432-9300, the University will provide such information to any applicant for admission.

For all other matters related to admission to Yale College, please call the Admissions Office, 203 432-9300.

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The work of Yale University is carried on in the following schools:

Yale College

Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

Graduate School of Arts and Sciences

Courses for college graduates. Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.PHIL.), Doctor of Philosophy (PH.D.).

School of Medicine

Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.SC.) from the Physician Associate Program.

Divinity School

Courses for college graduates. Master of Divinity (M.DIV.), Master of Arts in Religion (M.A.R.). Qualified students may enroll for the degree of Master of Sacred Theology (S.T.M.).

Law School

Courses for college graduates. Juris Doctor (J.D.). Graduate work: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.).

School of Art

Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

School of Music

Professional courses in performance, composition, and conducting for college graduates and certificate students. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

School of Forestry & Environmental Studies

Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.SC.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (PH.D.).

School of Architecture

Courses for college graduates. Professional degree: Master of Architecture (M.ARCH.); nonprofessional degree: Master of Environmental Design (M.E.D.).

School of Nursing

Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Science (D.N.SC.).

School of Drama

Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

School of Management

Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

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