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Expenses and
Financial Assistance
at Yale



SEPTEMBER 1952

EXPENSES AND FINANCIAL ASSISTANCE AT YALE

SECTION I

GENERAL INFORMATION

NO properly qualified student who wishes to attend Yale University should feel that limited personal funds will necessarily prevent him from doing so. In the breadth and nature of self-support opportunities, and the respect accorded to men who are "working their way," Yale is outstanding. Hence candidates of superior ability are encouraged to consider the possibilities of a Yale education, regardless of their financial means.

Competition for scholarships is, of course, quite keen. It has never been possible to make awards to all those applicants whose needs and qualifications make them appear desirable candidates. Nevertheless, many undergraduates are awarded scholarships, currently totalling more than \$800,000 a year.

Recipients of scholarship or loan aid are normally expected to engage in a moderate program of employment during the academic year and to earn as much as they reasonably can during vacation periods. Such endeavor should be considered by a student requiring aid as a first step in meeting the expenses of his college course. By working, he not only earns a significant sum but also gives clear indication of his financial need and willingness to reduce this through his own efforts. Moreover, in the Yale plan of student employment, much of the work undertaken offers valuable experience.

A prospective self-supporting student may question the advisability of adding part-time employment to his academic load, particularly if he intends to participate in extra-curricular activities. He does indeed face a heavy burden in the assumption of this trio of responsibilities—study, work, and other endeavors. The successful completion of such a program will require not only physical stamina and the mental capacity to carry it through, but also industry and careful management of one's time and energy. Yet hundreds of Yale men in each undergraduate class successfully meet those combined demands.

The student contemplating a program of work, study, and extra-curricular effort should appreciate the University's sincere desire to make his college experience as full and attractive as that of men in easier financial circumstances. One of the most significant ways in which this has been effected is through ex-

tensive efforts to lessen the degree of conflict between part-time employment and the normal pursuits of college life. Since the services he renders are part of his educational aid, class and work schedules are coordinated so as to provide the maximum of time for study and other activities. Most significantly, in the Bursary Program described on pages 19-20, numerous jobs are available which complement rather than compete with academic or personal interests.

But beyond this, every effort is made to allow the self-supporting student to enjoy fully the advantages of a well-balanced educational experience. He is encouraged to take part in undergraduate activities—athletic, social, and other—and scholarship grants are adjusted to a reasonable undergraduate budget rather than a minimal or bare subsistence figure. This budget makes allowance for such items as organization dues, recreation, moderate entertainment, and other normal activities. The purpose of the entire program of financial aid is not so much to assist as *many* students as possible, but rather to assist *adequately* those who seem best adapted to the opportunities Yale affords.

Throughout his course, the self-supporting student is expected to exercise good judgment in the planning of his program, management of his personal expenses, and general conduct. Mature judgment in such matters may be reasonably expected from candidates of high character and intelligence, and failure to display this on the part of a financial-aid recipient will reflect adversely upon him. Likewise, unsatisfactory performance in either studies or employment will mean discontinuance of further aid. Conversely, no student should assume that he will *automatically* receive assistance from the University by simply maintaining average grades and satisfactory employment ratings.

Young men interested in obtaining financial assistance at Yale should keep these important considerations clearly in mind:

1. Financial aid is granted only to those students who give clear evidence of real need.
2. The extent of such aid is determined, within the limits of existing funds, by the applicant's degree of need and demonstrated qualifications, not only as a scholar but also as a well-rounded individual.

Candidates for financial aid should understand clearly what is implied by this latter statement. It means that no student is chosen for a scholarship *solely* because of high grades; rather because he is a good student, *in addition to having displayed evidence of high character and real promise of future leadership.*

SECTION II EXPENSES

YALE charges each undergraduate student \$1,600 a year. This single, inclusive charge covers room, board, tuition and all fees (for gymnasium, infirmary, health services, accident insurance, laboratory and graduation). Non-resident students are charged at the rate of \$800 per year, which includes tuition and all fees noted above, but *not* room or board.

The University provides for each student in a University dormitory a desk or study table, desk chair, bedroom chair and bed with mattress but without pillow. Each bedroom is also supplied with a dresser. The occupants supply all other furniture including upholstered pieces, lamps, bookcases, rugs, pictures, linens, blankets, towels, etc.

The cost of textbooks necessarily varies somewhat according to the individual's course of study. A reasonable minimum allowance may be set at \$50 for the Freshman Year. The Loring M. Andrews Memorial Loan Library supplies accredited scholarship recipients with some of their standard textbooks but, even though several thousand volumes are loaned each year, the supply of texts thus available is not sufficient to meet all demands. Prospective engineers or other students who will require drafting (Mechanical Drawing) equipment must meet the added cost of its initial purchase from personal funds.

Health and Accident Insurance, provided for in the single University charge, is adequate to cover the expenses of ordinary illness, routine examinations, and treatment of minor ailments. In addition, it provides for fourteen days' costs in the University Infirmary, or assistance at the rate of ten dollars per day for fourteen days at any accredited New Haven hospital. In certain cases, where the cost of prolonged illness or hospitalization exceeds the benefits provided by this insurance, partial remission of further charges to scholarship students is made possible by the Student Appointment Bureau from special Medical Remission Funds.

Laundry service at Yale, offered through the Student Laundry Agency and a number of local companies, costs about \$60.00 for the college year. Some undergraduates mail or express their laundry home.

In addition to the expenses described above, students will need a certain amount for recreation, personal necessities, and incidentals. The average annual expenditure among scholarship recipients for the various items not included in the University charges

is about \$400 per year. Therefore, all things considered, a Yale Freshman may with reasonable economy keep his budget for the academic year within \$2,000. That amount should make adequate provision for all expenses except major clothing and travel. A differential in the amount of scholarship stipends, based upon distance of the student's home from New Haven, is extended to offset the cost of travel in large measure.

SECTION III

FINANCIAL AID IN THE FRESHMAN YEAR

Scholarships are awarded, as gifts, for the Freshman Year, to those applicants for financial aid whom the Scholarship Committee deems most promising in terms of outstanding character, qualities of leadership, and intellectual ability. Since these are designed to make possible the advantages of a Yale education for students who otherwise could not afford it; they are granted only when clear evidence of financial need is presented. Careful attention is given to the recommendations submitted by school authorities and the personal interview reports of University or Alumni representatives.

Awards vary in amount over a wide range, reflecting the Committee's estimate of each candidate's financial need and personal merits. As already noted, every scholarship recipient is expected to assist himself through term-time and summer employment. Previous savings should be judiciously distributed over the undergraduate years. Furthermore, Yale expects that the family of each recipient will provide as much help as possible toward his college expenses.

While awards sufficient to cover all, or nearly all, of the full cost already discussed are available in truly exceptional cases, the number of these major grants is necessarily limited. Except for students living at home in New Haven or the immediate "commuting" vicinity, the majority of outright scholarships in Freshman Year range between \$800 (tuition and fees) and \$1,200, plus employment equivalent to approximately \$400. Taking as a base the budget of \$2,000 with no allowance for travel, this leaves \$800 to be provided by the applicant from his family and his own resources, if he receives a scholarship of \$800; and \$400 to be provided even if he receives as large a stipend as \$1,200 (plus employment in either case). The maximum University Regional Scholarship for residents of states farthest distant from New Haven is \$1,800 which, together with employment, makes

\$2,200 in total aid. This should suffice to cover full costs for the year at Yale, plus a reasonable allowance for transportation at minimum rates.

Term-time employment with the University assigned to each scholarship holder ordinarily entails 14 hours of service per week, yielding a credit of \$400 toward his yearly educational charges. Some positions are credited with \$300, for fewer hours. Since all such appointments are part of the general scholarship and student aid program, no assigned job may, without jeopardy to further grants, be relinquished except on recommendation of the Dean of Freshmen for scholastic reasons or the Director of the Department of University Health because of physical disability. Under certain circumstances, where employment unavoidably conflicts for a short period with recognized extra-curricular competition, scholarship recipients may be *temporarily* relieved at their own expense of work obligations, upon arrangement for a substitute through the Student Appointment Bureau.

METHODS OF APPLICATION BY PROSPECTIVE FRESHMEN

A candidate for admission to the Freshman Class who wishes also to apply for financial aid must file a supplementary *Financial Aid Application* with the Secretary of the Freshman Scholarship Committee *not later than February 15 of the calendar year in which he expects to enter*. The necessary blanks may be obtained by writing to the Office of Admissions, Drawer 1502A, Yale Station, New Haven, Connecticut. An application for financial aid does not, alone, constitute application for admission to the Freshman Class. Separate blanks for this latter purpose must also be filed with the Office of Admissions.

FRESHMAN SCHOLARSHIPS

1. University Regional Scholarships

Regional Scholarships are awarded, as gifts, to carefully selected applicants, who for the preceding three years have resided and attended school in one of the areas indicated on the map on pages 12 and 13 [map] and also listed on pages 11 through 15. *Scholarships so designated* are renewable on a gift basis after Freshman Year to students who maintain an honor stand, whose total records of performance (e.g., including employment responsibility) are superior, and who continue to demonstrate their need for financial assistance. As in the case of other Yale scholarships, University Regional stipends are not uniform, but are proportionate to the recipient's individual resources. They may vary from \$100 as an Honorary Regional Prize to as

much as \$2,000 or \$2,200 for the academic year (according to locality and including employment). Candidates for financial aid residing in a Regional area but attending school elsewhere are not eligible for Regional Scholarships. They will, however, be considered for general University Scholarships.

Throughout the seven Regional areas all told, 175 or more scholarships of one sort or another are usually granted each year to entering freshmen. Of this number, about 25 are those specifically designated as *University Regional*; the great majority consist of University General, Yale Alumni and various other locally restricted awards.

2. General University Scholarships

In addition to the major grants specifically designated as University Regional Scholarships, other General University Scholarships are also available to residents of the various Regions, and to those of six states—Connecticut, Massachusetts, New York, New Jersey, Pennsylvania, and Rhode Island—outside the seven more distant Regional areas. In other words, General University Scholarships are awarded, also as gifts for the Freshman Year, to: (a) applicants from states in the Regional Areas who are not specifically designated as Regional Scholars; and (b) applicants from other states. The criteria of selection are the same as those previously mentioned: superior academic ability, outstanding general promise, and evidence of financial need. The total value of General University Scholarships ranges from \$100 to \$1,600 (including employment) for the Freshman Year. Renewals thereafter, on a gift, or part-gift, part-loan, basis, are conditioned by the student's academic and general record.

3. Yale Preparatory Scholarships and Matriculation Prizes

A number of special grants are made each year to matriculants from eastern Preparatory Schools, who are not eligible for University Regional Scholarships. These provide stipends, in accordance with the recipient's individual need, comparable to those of the Regional Scholarships but without additional provision for travel expenses. Yale Preparatory Scholarships are awarded, after nomination by the Principal or Headmaster, on the basis of an outstanding school record both in studies and in personal leadership. They will be renewed on a gift basis throughout the college course, provided the recipient maintains an honor rank and continues to need the assistance. For these as for any other scholarships, a Financial Aid Application must be filed with the University.

Honorary Matriculation Prizes, providing a stipend of \$50.00 for the Freshman Year only, are also awarded, upon nomination by the Principal or Headmaster, to selected entrants from these schools with a record of outstanding achievement on the College Entrance Examination Board Tests. Since these prizes are granted without respect to financial need, no application for them is required, nor will any name be considered for this distinction except upon official recommendation by the school authorities. The following is a list of schools at which Yale Preparatory Scholarships and Honorary Matriculation Prizes are currently offered.

Brooks School	North Andover, Mass.
The Choate School	Wallingford, Conn.
Deerfield Academy	Deerfield, Mass.
The Episcopal Academy	Overbrook, Pa.
Episcopal High School	Alexandria, Va.
Groton School	Groton, Mass.
The Gunnery	Washington, Conn.
The Haverford School	Haverford, Pa.
The Hill School	Pottstown, Pa.
The Hotchkiss School	Lakeville, Conn.
The Lawrenceville School	Lawrenceville, N.J.
The Loomis School	Windsor, Conn.
Mercersburg Academy	Mercersburg, Pa.
Middlesex School	Concord, Mass.
Milton Academy	Milton, Mass.
Mount Hermon School	Mount Hermon, Mass.
Phillips Academy	Andover, Mass.
Phillips Exeter Academy	Exeter, N.H.
Pomfret School	Pomfret, Conn.
St. George's School	Newport, R.I.
St. Mark's School	Southborough, Mass.
St. Paul's School	Concord, N.H.
The Taft School	Watertown, Conn.
Westminster School	Simsbury, Conn.
William Penn Charter School	Germantown, Pa.
Williston Academy	Easthampton, Mass.

4. City of New Haven and

Connecticut High School Scholarships

In each entering class, scholarships are offered to ten or more students who: (a) have been residents of the City of New Haven, within its corporate limits, for a period of at least five years prior to the date of application; or (b) have graduated from either the Wilbur L. Cross or James L. Hillhouse High Schools in that city. Stipends vary according to individual

need but may not exceed \$800, the cost of tuition and fees. These scholarships are awarded by a special Committee representing the City Officials, Superintendent and Principals of the two High Schools, and the University. They are renewable throughout the undergraduate course to students ranking in the top half of their respective classes.

In addition, scholarships are awarded to fifteen or more students in each Freshman class who are matriculating directly from Connecticut High Schools; one student from each County, two from the City of New Haven, one each from the Cities of Bridgeport, Waterbury, Hartford, and New Britain, and one from the State at large. Stipends are adjusted to meet individual needs. They are normally renewed on a gift basis after Freshman Year to recipients who maintain an honors stand, continue to need the assistance and whose record in other respects (including self-support employment) is satisfactory.

5. Alumni Association Scholarships

In a number of localities throughout the United States, Alumni Associations have established scholarships which are available to students living within their respective areas. Some of these areas comprise an entire state or large sections of the state; others, one or more counties or large cities. Altogether, Alumni Associations provide approximately \$75,000 in scholarships and loans to supplement University funds. Applications for such awards should be made directly to officers of the particular Association concerned, *as well as to the University*. Students eligible for an Alumni Scholarship also become eligible for supplementary aid from the University by filing duplicate applications. In many instances, the total amount of aid granted is shared between the local Association and the University itself. Recipients of Alumni Scholarships are eligible for term-time employment on the same basis as other (University) Scholarship holders.

Both initial awards and subsequent renewal of Alumni Scholarships must be approved by the University Scholarship Committee and must conform to the uniform scholastic criteria, *viz*: academic rank not below the middle third of a recipient's class for any gift awards and not below the third quarter for long-term loan assistance.

The areas served by these various Associations are listed, together with other locally restricted scholarships, on pp. 11 through 15.

6. Local Class and Family Scholarships

A considerable number of additional scholarships have been established for the benefit of residents in certain localities, members of certain families, or descendants of certain Yale Classes. Those which are geographically restricted are listed on pp. 11-15, along with Alumni and other Regional Scholarships. The roster of Family or Yale Class Scholarships follows.

FAMILY SCHOLARSHIPS

William Savage Burns, '87, Scholarship: Preference to (1) descendants of Andrew Burns; (2) descendants of Charles C. Clarke, uncle of the donor; (3) residents of Bath, New York, who are also graduates of Haverling High School; (4) residents of Steuben County, New York, who are also graduates of Haverling High School.

David C. DeForest Scholarship: Preference to (1) direct descendants of Mehitable Lockwood, mother of David C. DeForest; (2) nearest of kin in other lines.

Seward Henry Fields No. 1 Scholarship: Preference to any relative of Seward Henry Fields, B.A. 1883.

Elias W. Leavenworth Scholarship: For students bearing the surname of Leavenworth.

Samuel Hodgkinson Scholarship: Preference to direct descendants of Harold D. Hodgkinson (Ph.B. 1912) or his wife, Laura Cabot Hodgkinson, or applicants designated by them.

DeForest Manice Scholarship: For students who bear the surname of Manice and who are lineal descendants of the donor, DeForest Manice.

Joseph Eliot Scholarship: Preference to (1) a student in Yale College who is a descendant of The Reverend Joseph Eliot, Apostle to the Indians, who bears the name of Eliot; (2) a student in Yale College who is a descendant of Joseph Eliot but who bears another name; (3) a resident of Guilford.

CLASS SCHOLARSHIPS

Yale Classes whose descendants are eligible for preferential scholarship or loan aid from funds established as Class or Individual Memorials include: 1874, William O. Henderson Scholarship; 1884; 1888 S.; 1892 S.; 1896, Frank M. Patterson Memorial Scholarship; 1899, Murray Dodge Scholarship; 1914 S.; 1921; 1925, Walter G. Preston, Jr., Memorial

Scholarship; 1926; 1927; 1928; 1929; 1930; 1931; 1932; 1933; 1935; 1939; 1940.

Any candidate who considers himself eligible for preferential consideration in connection with one of the foregoing Family or Class Scholarships, or for locally restricted scholarships subsequently listed, should write the Secretary of the Freshman Scholarship Committee setting forth in detail the basis of his claim for such an award.

7. Ministerial Scholarships

Ministerial Scholarships are available to a limited number of students who state their intention of entering the Christian Ministry or Missions. Provision for this statement is made on the financial aid application blank. Any assistance so advanced becomes due as a loan five years after graduation, if the recipient by that time has not carried out his earlier announced purpose.

GEOGRAPHICALLY DISTRIBUTED SCHOLARSHIPS

THE following is a list of areas for which Regional or more locally restricted scholarships have been established. Among the latter, those designated by name are memorials.

NORTHERN NEW ENGLAND

University Regional

Maine

New Hampshire—Francis J. Woodman, Jr.

Vermont (and Northern New England)—Edward W. Gosselin

NORTHERN ATLANTIC STATES

Connecticut—Charles H. Clark, N. D. Clark

Ansonia, Torrington—Charles F. Brooker, Charles H. Pine

Bridgeport—Leon W. Beardsley, Frank Miller

Bristol—Alumni Association

Danbury—Starr Hoyt Nichols

Darien—Alumni Association

Eastern Fairfield County—Alumni Association

Easton—Easton

Greenwich—Alumni Association, Julian Wheeler Curtiss

Guilford—Joseph Eliot

Hartford—Francis A. Pratt, Alumni Association

Madison—Alumni Association

Milford—Milford-Gunn

New Britain—Alumni Association

New Canaan—Alumni Association

New Haven and vicinity—City of New Haven (See pp. 7-8), Stanley Fishman, Azubah G. Kingman, Charles L.

Kirschner, Frederic H. Ketterer, Alumni Association, Charles Seymour

Northwestern Connecticut—Alumni Association

Plainfield—David Gallup, Plainfield

Stamford—Mortimer L. Doolittle

Waterbury and vicinity—Samuel Holmes

Winsted—Jane A. Nisbet

Woodbury—William G. Reynolds

Massachusetts

Boston and vicinity—Yale Scholarship Trust

Bourne—Jonathan Bourne

Springfield and vicinity—Connecticut Valley Yale Club

New Jersey

Bergen County—Alumni Association

Camden, Gloucester, Salem, Cumberland, and Cape May counties—Harry H. Loudenslager

Essex County—Alumni Association

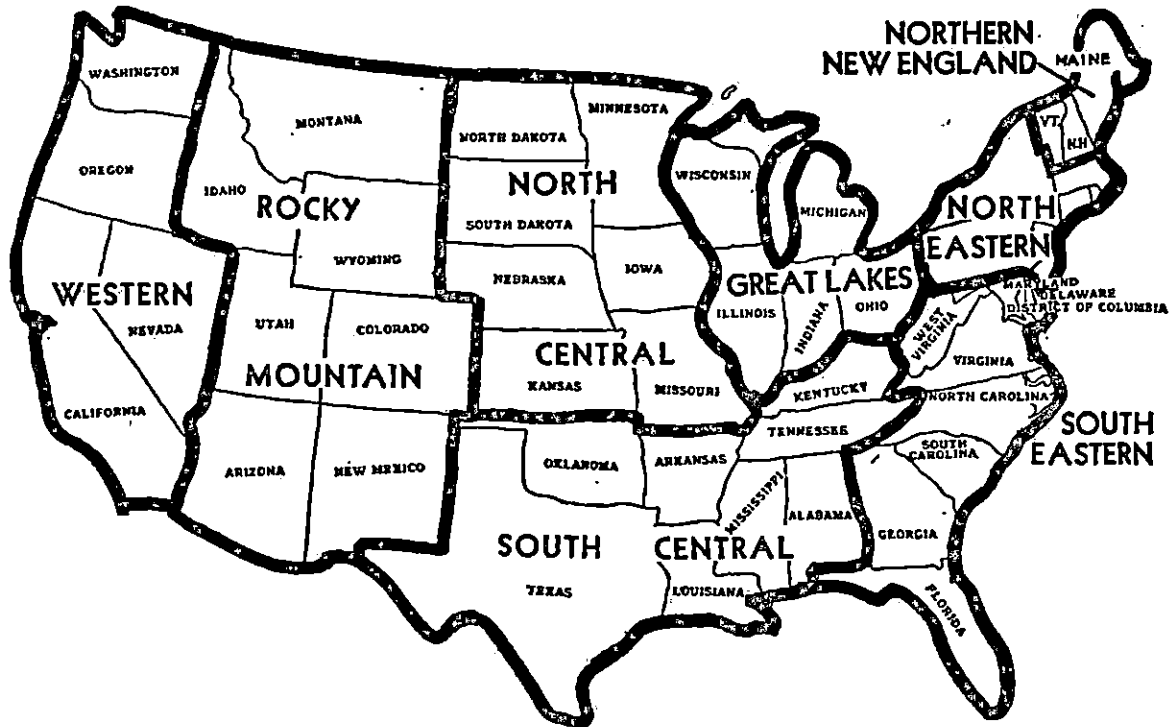
Montclair and vicinity—Alumni Association, Alan M. Hirsh

Plainfield and vicinity—Alumni Association

New York

Bath, Steuben County—William S. Burns

Regional Scholarships



The Western Region includes Hawaii and Alaska; the South Central Region includes the Canal Zone.

Buffalo and vicinity—Western New York Association
 Cooperstown, Otsego County, or Albany—James Fenimore-Cooper, Jr.
 Mid-Hudson Valley—Alumni Association
 Newburgh—Henry Pierson Johnes
 Northeastern—Alumni Association
 Rochester—Alumni Association
 Syracuse—Central New York Alumni Association
 Westchester County—Alumni Association, Julian Wheeler Curtiss
 Pennsylvania
 Allegheny County—Kennedy T. Friend
 Harrisburg—Telegraph Press, Edward J. Stackpole
 Lebanon County—Lebanon Steel Foundry
 Norristown—Aaron Levan Dettra
 Philadelphia and vicinity—Alumni Association, Graham Roberts
 Pittsburgh and vicinity—Alumni Association, John D. Atwood, Durbin Horne

SOUTHERN ATLANTIC STATES

University Regional
 Delaware—Delaware
 Florida
 Georgia
 Maryland
 Baltimore—Alumni Association
 North Carolina
 South Carolina
 Southern States—Calliopean
 Virginia—James C. Greenway, Alumni Association
 Washington, D.C.—Alumni Association
 West Virginia

GREAT LAKES

University Regional
 Illinois—Yale Scholarship Trust of Illinois, Edward W. Gosselin
 Indiana
 Evansville—John Speed Murphy
 Fort Wayne (and adjoining counties)—Jack Merillar Griffin
 Seymour (or Indiana)—E. Blish Thompson
 Michigan—Alumni Association, Steuart L. Pittman
 Detroit (or Michigan)—George Bulkley Perry
 Ohio
 Cincinnati and vicinity—Alumni Association, Howard C. Hollister, Eugene F. Rowe, Jerome Clark
 Cleveland and vicinity—Alumni Association, Charles W. Bingham, Alva S. Chisholm, Richard F. Cobb, Arthur T. Hadley, Herbert McBride, Walter E. Newcomb, Jr., Roger C. Newberry
 Massillon—Frank L. Baldwin
 Southwestern Ohio—George Mead, Jr.
 Wisconsin—Alumni Association, Clifford F. Messenger

NORTH CENTRAL

University Regional
 Iowa
 Kansas
 Topeka—James Stewart McDermott
 Minnesota
 Missouri
 Kansas City—Charles Buford Fennell, Victor Wilson
 St. Louis—Alumni Association
 Nebraska
 North Dakota
 Northwest (Minnesota, North and South Dakota, and Montana)—Alumni Association, Henry Hall Christian
 South Dakota

SOUTH CENTRAL

University Regional
 Alabama
 Arkansas
 Kentucky—Alumni Association
 Louisiana—Alumni Association
 Mississippi
 Oklahoma
 Southeastern Texas—Alumni Association
 Tennessee
 Texas—Edward Allen Wilson
 Canal Zone

ROCKY MOUNTAIN

University Regional
 Arizona—Alumni Association, Robert T. Wilson, Jr.
 Colorado—Alumni Association
 Idaho
 Montana
 New Mexico
 Utah
 Wyoming

WESTERN

University Regional
 California (or west of Mississippi)—Alexander
 Northern California—Alumni Association, Blair S. Shuman
 Southern California—Alumni Association, Lamar Trotti
 Nevada
 Oregon and Washington—Pacific Northwest Memorial
 Oregon—David McGregor Mersereau
 Western Washington—Alumni Association
 Alaska
 Hawaii—Alumni Association

SECTION IV
SCHOLARSHIPS AND LOANS
AFTER FRESHMAN YEAR

IT should be clearly understood that selection for a Scholarship grant in the Freshman Year is but one successful step in a competition which continues throughout the applicant's course at Yale. While all Freshman grants are on a gift basis, a considerable portion of aid in upperclass years takes the form of long-term loans, payable five years after graduation. Among several hundred initial Freshman Scholarship holders, a very small number fail to qualify for renewal of financial aid in some form; but only about sixty per cent receive grants entirely on a gift basis, without obligation of repayment, for their full needs (supplemented by employment) in the upperclass years. Many Alumni, as well as University, awards after Freshman Year are divided between gift and long-term loan grants.

In addition to scholarship recipients holding definite commitments for renewal of their aid as gifts in the categories mentioned above, those who receive *full gift* awards for the Sophomore and succeeding years are the men who have made outstanding records as leaders in the classroom or otherwise.

Except for certain family or local funds, the *minimum* standard for renewal of any scholarship on a gift basis is rank not below the middle third of a student's respective class; and for long-term loans, rank not below the third quarter. The Scholarship Committee's decision as to whether or not a student will continue to receive financial assistance after Freshman Year on a full gift basis, as part-gift and part-loan, as a loan only, or not at all, will depend on his relative total record (scholastically, in employment, and in other respects) among all applicants for aid.

For applicants ranking above the lowest quarter of their respective class the University will generally endeavor to provide aid of some kind which will make it possible for them to continue in college, with the hope that they may qualify in a succeeding year for additional and more generous assistance.

The long-term loans referred to above (ordinarily not in excess of \$500 per year, or a total of \$1,500 for the undergraduate course) are payable five years after graduation. An interest rate of 2% per annum is charged during this five year period, and 6% after the due date. When necessary, an extension of the due date on these part-tuition loans may be obtained, upon application to the Bursar if the borrower: (a)

continues with advanced graduate or professional studies at Yale or elsewhere; or (b) enters the Armed Forces of the United States.

SUMMARY OF SCHOLARSHIP RENEWAL POLICIES

Subject to reappraisal of the student's need and to his maintenance of the scholastic record required, renewal after Freshman Year of outright scholarships is granted to original recipients of all "four-year commitment" awards. These include: University Regional; Yale-Preparatory; Connecticut High School; City of New Haven; and certain other locally restricted scholarships. For the first three categories listed above, a scholastic average of 80 or higher (Honors rank) is stipulated for full renewal on a gift basis; for the latter two categories (City of New Haven and other locally restricted scholarships) scholastic rank within at least the top half of each recipient's class is expected, in order to insure renewal.

In recognition of outstanding scholarship, financial aid either on a gift, or a part-gift part-loan basis, to meet their respective needs may also be assured to applicants who, in their preceding year at Yale, have ranked approximately in the upper tenth of their respective classes, and whose general record and promise in other respects remain satisfactory.

Awards to those students who in the preceding year have made academic records which satisfy the minimum requirement (rank above the bottom third of their class) but who do not qualify for consideration as outstanding scholars (top ten percent of their class), are based upon evaluation of the applicant's total performance and recognition as a leader among his fellows, rather than by relative rank within this range. A substantial proportion of awards to students in this category is made on a part-gift, part-loan basis, the loan portion payable within five years of the recipient's graduation.

TERM-TIME EMPLOYMENT

UNDERGRADUATES at Yale collectively receive well over half a million dollars yearly toward their own college expenses, from term-time employment provided by the University. As already indicated, a scholarship recipient is normally expected to earn through such remunerative employment a part of the total aid granted him. During Freshman Year, the great majority of scholarship students are assigned to work with the University Dining Halls—i.e., either in the Freshman Commons or in one of the smaller, residential units. This service consists largely of setting up, and later clearing away tables, checking, etc. It does not involve washing of dishes or silver, which is performed mechanically. A Dining Hall job regularly requires 14 hours' service per week, for which the student receives a credit of \$400 toward his comprehensive educational charges.

The Associated Student Agencies offer to Freshmen opportunities of a quite different sort which, for those most successful in their respective competitions, lead to well-paid managerial responsibilities in the upperclass years. These agencies are really small business concerns operated by undergraduates under University supervision and control. To the men who prove best suited for such work, they offer excellent business training and generous remuneration. Each of these agencies serves some need of the University community, such as suit pressing or cleaning service, laundry, tutoring and typing, refreshment concessions, newspaper delivery and a number of other conveniences or supplies.

Also available to about 50 students during the Freshman Year are assignments within various departments of the University, under the category of "work-scholarships." These are adjuncts of the Bursary Plan, a feature of Yale's student employment system which will be described further on succeeding pages. This offers to entering students who have developed special skills, an opportunity to utilize them through employment with various University laboratories or offices.

These three chief media of self-support during the Freshman Year—assignments to the University Dining Halls, the Student Agencies, or within the Bursary program—are all definitely restricted to scholarship recipients or other applicants for financial aid who, *before matriculation*, have been assured by the Freshman Scholarship Committee of assistance in one form

or another. Prior commitment to the students thus selected exhausts virtually all of the chief self-support opportunities open to Freshmen.

A limited number of "odd jobs" are available to students who may wish to supplement their resources by small additional earnings. These represent such work as mowing lawns, shoveling snow, baby sitting, clerical service, selling, etc., and are obtainable through the Student Appointment Bureau. The latter acts as a general clearing house for all student employment, including that in the major categories described above.

The high costs which current economic conditions have forced upon privately endowed colleges make it almost impossible today for certain students to meet them without financial aid, either from the institutions they wish to attend, or from other philanthropic sources, plus their own self-support efforts. Yale University is eager to assist as many students of limited financial means as it can; but the proportion so aided, by *all* forms of support (through University or Alumni grants, outside funds and employment facilities) can not be stretched to include more than forty per cent of the undergraduate body. As a consequence no assurance, or even encouragement, can be offered to applicants for financial aid who have *not* been selected in advance to receive it.

OPPORTUNITIES FOR EMPLOYMENT AFTER THE FRESHMAN YEAR

An important feature of the residential Colleges, which Yale undergraduates enter following their Freshman Year, is the Bursary Plan for those needing to earn a part of their expenses. This represents a somewhat unique and certainly significant development in the long history of student self-support.

In Yale's Bursary Program work is assigned which, so far as possible, is appropriate to the respective diversified interests and abilities of several hundred individuals. A student may pursue his intellectual interests as a research assistant or indulge a hobby such as photography, printing, or painting; he may work as an assistant in University administrative offices, as a laboratory technician, or serve as aide within his residential College. In any one of numerous ways he thus may, through Bursary employment, further his intellectual and total growth while obtaining valuable experience. A student who takes advantage of all the Bursary Program offers should find ample scope therein to demonstrate his abilities. Moreover,

as he grows in experience and skill, he will be advanced to progressively enhanced responsibilities at an appropriately increased rate of remuneration. Key positions in this program are recognized generally by undergraduates as important extra-curricular honors.

OTHER EMPLOYMENT OPPORTUNITIES

The Student Appointment Bureau acts as the central agency for the distribution of employment opportunities and, in addition to the above media, can offer other means of assistance in reducing college expenses. It maintains a placement service for various occasional jobs as mentioned above, and also for summer vacation work. The latter encompasses employment with camps, clubs, private families seeking tutor-companions for their children, and various industries. A limited amount of work is also available during the Christmas and Spring holidays.

The Student Appointment Bureau also undertakes to counsel those who seek information or assistance on financial matters. Undergraduates are urged to take advantage of this service, by calling in person at 123 Wall Street. (Note: This is *not* a mail address.)

A further important service offered by the Bureau is that of occupational guidance and placement. All Yale students are thus offered assistance in the determination of their occupational goals; and each Senior is particularly invited to register with the counseling and placement office. Interviews with representatives of leading industrial and business concerns, and other prospective employers, are arranged for interested Seniors prior to their graduation. Extensive information is available to them concerning the nature of employment opportunities, and the facilities for graduate or professional study at Yale and other universities.

SECTION VI SUMMARY

THE total expense of an education at Yale, or at many other privately endowed Universities, is relatively high as compared with that prevailing in publicly supported institutions. Yet it must be borne in mind that where *every* student eligible for state or municipal benefits receives a "scholarship" as a result of low-cost tuition, opportunities for *additional* aid toward his living expenses are usually quite limited. Consequently the scholarship applicant who wins a major award from Yale or several other leading Universities should find his *net* costs no higher than they would be at a local institution.

In fact—unless he expects to live at home and attend some college in that immediate vicinity—his actual expenses there may be more than, with a scholarship, he would have to meet at Yale. Furthermore, it should also be recognized that half of these expenses, i.e., the cost of room, board, and personal necessities, would have to be earned or otherwise provided wherever he is. Therefore any student who feels that he has a good chance of qualifying for aid in strenuous national competition is again urged to submit his application for a scholarship at Yale.

There are no "athletic scholarships" or special subsidies of any kind set aside to support athletes at Yale. A large proportion of all the teams engaged in either inter-collegiate or intra-mural athletics are scholarship or bursary men. In granting scholarships, Yale favors, as earlier emphasized, well-rounded candidates with broad extra-curricular interests as well as high scholastic potential, and regards participation in sports and other normal student activities as an important factor in any individual's total development. Athletes enjoy the same opportunities for financial assistance as do other students whose interests and abilities have been demonstrated in other directions. As an illustration of this principle the following statement by the President of Yale University may be cited: "Scholarship awards made either by Alumni Associations or directly from the University Funds should, in every possible way, maintain a single standard for the common benefit of students who happen to be athletes and students who happen not to be, *and with discrimination for or against neither.*"

This booklet, together with the "tear-off sheet" attached to each Freshman Scholarship Application, should be *retained* by every recipient of financial aid, for his future reference and guidance. *It is assumed by the Scholarship Committee and the Student Appointment Bureau that every such recipient is familiar with the instructions so published and will follow them.*

Applicants are again reminded that all scholarships at Yale are awarded on a year to year basis, and that renewal is not automatic, simply because the student achieves a stipulated quality of academic standing. This provision applies even in the case of special awards which normally provide for continuation of certain scholarships, renewable upon continued evidence of financial need and the necessary degree of scholastic rank. Regardless of the type of financial aid received during Freshman Year, prospective scholarship recipients must file with the Student Appointment Bureau *before February 1st of each successive year*, an application for renewal if they wish to be considered for its continuance.

Further information concerning financial aid in Freshman Year may be obtained by writing to:

SECRETARY, FRESHMAN SCHOLARSHIP
COMMITTEE
YALE UNIVERSITY
NEW HAVEN, CONNECTICUT

YALE UNIVERSITY
NEW HAVEN, CONN.

Supplementary School Record

This blank is to be used to report school grades for the current school year covering the academic period (term or half year) ending nearest to February 1. It should be completed and returned as promptly as possible after the end of the period to the Office of Admissions, 1502A Yale Station, New Haven, Conn. A Final School Record blank will be provided later for applicants accepted for admission.

Name of student.....
Last
First
Middle

Name of school.....Date of graduation.....

Student has ranked.....in a class of.....for period from.....to.....

If impossible to state exact rank, please indicate below under *Comments* approximate rank or relative standing in class. Rank-in-class presents an appraisal of general academic achievement which has proven to be highly indicative of academic promise in college. When combined with College Board test scores, an effective summary of past accomplishment in school and of potential promise in college is available.

SUBJECTS (List all carried during current year and indicate any which may be "advanced" or "honors" courses)	* Check CEEB Tests	No. of Weeks	Periods per Week	Marks or Grades	REMARKS (Regents grades may be entered here)
School Year 19.....-19.....					

* Check (x) in this column the three required College Board Achievement Tests to be taken by applicant.

COMMENTS

List any comments pertinent to the general record of the student for the period covered by this report and bearing upon your recommendation of him as an applicant for admission to Yale. Please underline the word or phrase which at this time, in your opinion, best describes his promise *as a student* at Yale.

OUTSTANDING

SUPERIOR

AVERAGE

BELOW AVERAGE

LITTLE

Date..... Signature..... Title.....

TO ALUMNI REPRESENTATIVES:

This Handbook for Alumni Representatives of the Committee on Enrollment and Scholarships will replace the small blue Handbook which was printed in October, 1951. It is designed for a standard 8 $\frac{1}{2}$ x 11 loose-leaf binder, so that Alumni Representatives may refer easily to various materials. This design also makes it possible for pages with out-of-date information to be replaced from time to time.

The concluding section, labeled "Bulletins", should be a convenient place for Alumni Representatives to file the mimeographed bulletins which are sent out from this office periodically.

YALE UNIVERSITY
NEW HAVEN · CONNECTICUT

BOARD OF ADMISSIONS
EDWARD S. NOYES, CHAIRMAN

MAILING ADDRESS: 1502A YALE STATION

1953

*Information for Applicants for Admission to the Freshman Class, for Guidance
Officers and School Officials*

I. GENERAL INFORMATION

1. *The University Calendar*:—Freshmen will report on September 16, 1953. Classes will begin on September 23. There will be no summer session; Freshmen are admitted only for entrance in the fall term.
2. *Size of the Freshman Class*:—The number of matriculants varies somewhat from year to year, but is usually in the neighborhood of 1000.
3. *Credentials*:—Credentials required of each candidate include: (a) his formal application for admission; (b) a complete official record of his secondary school course; (c) a statement from his principal or headmaster about his qualifications for college; (d) official records of his scores on the required tests of the College Entrance Examination Board.

NOTE. There is no assurance that admission applications which reach the Office of Admissions after March 15 can be processed in time for consideration at the May meetings of the Board of Admissions, at which a great majority of the Freshman Class is ordinarily selected. Applications received later but not after June 1 will be considered for such places as may be then open. The closing date for scholarship applications is February 15 (see paragraph 8 below).

4. *Selection of the Freshman Class*:—Chief among the criteria used by the Board of Admissions will be the following:
 - a) *Promise as student*. This is estimated by combining each applicant's school record with his test scores, more weight being usually given to the school record. The number of applicants whose promise as students seems satisfactory is always larger than the number of places in the Freshman Class. There are many whose promise appears to be so nearly equal that differentiation on this criterion alone is impossible.
 - b) *Promise as person*. This is estimated by the report from each applicant's school, by interviews, and by other sources of information. The Board of Admissions is especially interested in those applicants who, having demonstrated satisfactory ability as students, seem in its judgment to be of high character and to give clear promise of sound influence and leadership outside the classroom.
 - c) *Geographical representation*. Yale has always had a wide national spread in the undergraduate group. It is the announced policy of the University to maintain and, if possible, broaden this national representation. Among applicants who seem equal in the criteria listed above, preference will be given in accordance with this policy.
5. *Reports to Applicants*:—The main meetings of the Board of Admissions will be held early in May, 1953, and reports of its actions will be sent as promptly as possible thereafter. Those accepted will be asked to notify the Board before the end of that month whether or not they expect to matriculate in September, 1953.
6. *Preparation for Study at Yale*:—Applicants are expected to have completed four years of secondary school work before entrance. For lists of the preferred subjects of preparatory study, consult the *Terms of Admission* pamphlet. Credit toward entrance will be given for other subjects which form a regular part of a school's curriculum and lead to its diploma. Quality of performance is more important than the number or pattern of accumulated units. Programs of study at Yale will presuppose adequate training in English and at least three of the four following fields: foreign language, history and social studies, mathematics, and science.

7. *Courses of Study*.—Each admitted applicant will receive a bulletin called *Planning a Course of Study*, which gives information about programs leading to the three undergraduate degrees (B.A., B.S., B.E.) and courses available in Freshman Year, together with a program blank on which to indicate his elections. The Chairman of the Board of Admissions will gladly advise any applicant about his program of study in school or college. In all subjects, advanced work is available for those prepared to carry it. Recommendations from principals and headmasters will be carefully considered in the placement of Freshmen at appropriate levels.

Reserve Officers Training Corps programs are available for the Air Force, Army, and Navy.

8. *Financial Aid*.—Many regional and other scholarships are available and no properly qualified student who wishes to attend Yale should feel that limited personal funds will necessarily prevent him from doing so. The same test scores will serve as credentials for both admission and financial aid. The Scholarship Committee, like the Board of Admissions, will study carefully each applicant's school record and recommendation, and will use the criteria described in paragraph 4 above, in addition to consideration of the applicant's need.

Formal scholarship application blanks will be forwarded to any applicant on request. Only those who file such formal applications for aid will be considered, and only those approved by the Scholarship Committee will be regarded as eligible for financial aid in Freshman Year. The booklet *Expenses and Financial Assistance at Yale* will be sent on request. Scholarship applications must be returned by February 15, 1953. The majority of awards will be announced in May.

9. *Dormitory Rooms*.—During the summer, the Freshman Office will send to admitted Freshmen dormitory application blanks, along with other material. Rooms will be assigned by lot.

II. THE ENTRANCE TESTS REQUIRED FOR ADMISSION TO YALE

1. *Reasons for the Requirement*.—Although an applicant's school record is generally of greater importance than his test scores, the combination of these two factors makes possible a more accurate estimate of his promise as a student at Yale than either one alone could provide. For those admitted, the scores are useful as placement criteria and in many cases serve as validation of exemption from certain degree requirements. Therefore every applicant for admission from secondary school is required to offer the Scholastic Aptitude and three Achievement Tests of the College Entrance Examination Board.
2. *When the Tests Should be Taken*.—To be effective as credentials for admission, the tests should be taken during the applicant's final school year. It is strongly urged that applicants expecting to graduate from school in June offer both the Aptitude and the Achievement Tests at the preceding March session of the College Board. This is the earliest time at which June graduates are adequately prepared for the Achievement Tests, particularly in one-year subjects such as the sciences. As the scores are common measurements for all applicants, their usefulness is increased when all take the tests at the same period in their college preparation.

Note 1. Applicants graduating from school at mid-year may take the tests in January, and should do so unless they plan a postgraduate term at school, in which case they should use the March series.

Note 2. An applicant who has taken the Scholastic Aptitude Test at an earlier session is not required to repeat it in March. He should, however, realize that in general his score will be higher, the later he takes the test, and that if he rests his case on his early score, he does so on his own responsibility.

Note 3. An applicant who has registered to take the March tests, but is unable to do so because of illness or accident may, without prejudice, offer the tests at the May session, but should inform the Board of Admissions promptly of his reason for not utilizing the March session.

Note 4. Applicants who for any reason other than illness postpone their tests to the May session must realize that the great majority of the Freshman Class will have been selected before their test scores can be received, and that their chances for admission will be correspondingly reduced.

Note 5. Applicants are not admitted on the basis of tests taken in August of the year of their proposed entrance.

3. *Which Achievement Tests to Offer:*—The aim of the following principles is to make each test score as significant as possible. Applicants and guidance officers are urged to read and follow them. At each session, the Scholastic Aptitude Test (verbal and mathematical sections) will be given in the morning. In the afternoon, Achievement Tests available are: English Composition, French, German, Latin, and Spanish Reading Tests (Greek and Italian at the March session only), Advanced and Intermediate Mathematics, Biology, Chemistry, Physics, Social Studies, Spatial Relations.

a) Achievement Tests should be offered only in subjects studied in the final school year. They are not end-of-course tests; they require no special preparation; and all scores are relative. A student who in March takes the test in a one-year subject such as Chemistry should not be disturbed because he has not completed the course: he will have covered as much ground as other students who take the test and the course in the same year.

Only when applicants are measured in subjects of their final year are the measurements fair. He who, after reviewing a subject completed in the previous year, offers the test in that subject should understand that his score will be interpreted in the light of his additional study.

b) As one of the three Achievement Tests, a Yale applicant will normally offer English Composition. A test in some other final year subject may be substituted with the approval of the school.

c) Prospective students of engineering should normally offer tests in Spatial Relations and Advanced Mathematics, the third test being preferably in English Composition. A test offered in place of English Composition should be in foreign language or Social Studies—not in science.

The test in Spatial Relations, actually a test of aptitude, though listed among the Achievement Tests, is useful in forecasting ability to carry certain courses required in all engineering programs.

The prospective engineer who is not studying mathematics in his final school year should substitute for Advanced Mathematics the test in the science (Chemistry or Physics) that he is currently studying.

The prospective engineer who in his final school year is completing his third year of mathematics and who has not studied Trigonometry and one of the following: Advanced Algebra, Solid Geometry, should offer the test in Intermediate Mathematics.

d) The prospective student in the liberal arts and sciences who is in his final school year studying a modern language should normally offer the test in that language as one of his three Achievement Tests. His score will assist in his placement in the proper level of language study, if he is admitted.

III. REGISTRATION FOR THE COLLEGE ENTRANCE EXAMINATION BOARD TESTS: DATES AND FEES

1. *Where to Register:*—Registration for a session of the Scholastic Aptitude and Achievement Tests should be made with the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, for all test centers except those in Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alaska, Hawaii, Australia, Mexico, Alberta and British Columbia in Canada, Formosa, Japan, and the Philippines. For test centers in these areas, registration should be made with the College Entrance Examination Board, P.O. Box 9896, Los Feliz Station, Los Angeles 27, California. Applications for examination may be obtained from secondary schools throughout the country or directly from the offices of the College Entrance Examination Board.

2. *Examination Fees:*—With his application for examination each candidate must pay a fee to the College Entrance Examination Board. If registration is made on or before the dates listed below, the fee for each session (morning and afternoon combined) is \$12.00. The fee for the Scholastic Aptitude Test alone is \$6.00; for the Achievement Tests alone, \$8.00. A belated application for any session will be subject to an additional fee of \$3.00 and may be made only under the following conditions: no application will be accepted if it is received at the College Board office later than one week prior to the date of the examination session; all applications must be filed through the College Board offices; candidates are not permitted to register directly with the supervisors who have charge of the examination centers. Following is the schedule of closing dates for registration with the College Entrance Examination Board for the series of special interest to Yale applicants.

3. *When to Register:*—For College Entrance Examination Board 1953 Sessions

For Examination Centers		Sessions of	January 10	March 14	May 16
In the United States, and in Alaska, Canada, the Canal Zone, Hawaii, Mexico, and the West Indies	}	Register before	Dec. 20	Feb. 21	Apr. 25
		Register before	Nov. 22	Jan. 24	Mar. 28

NOTE: There will also be College Board sessions on December 6, 1952 and August 12, 1953. Yale candidates are not expected to use these sessions. See above, Section II, 2.

IV. INSTRUCTIONS TO APPLICANTS

1. Address all applications and records pertaining to admission or to scholarships, other than registration for the test series of the College Entrance Examination Board (see Section III), to the Office of Admissions, Yale University, 1502A Yale Station, New Haven, Connecticut.
2. Register with the College Entrance Examination Board to take the required tests at the March 14 session (see Section III). Results of all College Board tests which you may have taken in the past (as indicated by your answer to question 10 on your application blank) or will take during the current year must be reported to Yale. It is your responsibility to ask the College Entrance Examination Board to send these results to Yale. Failure to comply with this requirement may delay action on your application.
3. Complete the application blank and return it promptly. Scholarship applications close February 15.
4. Ask the principal or headmaster of your school to fill out the school record blanks and return them directly to the Office of Admissions.
5. The responsibility for submitting your application and other credentials in due season and in proper order rests with you.
6. A personal interview in the office of the Board of Admissions or with a representative of the Board visiting schools is urged but not required. When such an interview is not feasible, you may be asked to see a local Alumni Representative of the Committee on Enrollment and Scholarships.

Inquiries about any of the items above should be addressed to the Chairman of the Board of Admissions. Pamphlets and bulletins which will be sent on request include: *Terms of Admission; Expenses and Financial Assistance at Yale*, giving information about financial aid of all kinds; the *Undergraduate Courses of Study* bulletin, containing descriptions of programs and courses offered in the Undergraduate Schools; and the illustrated booklet *An Introduction to Yale*.

EDWARD S. NOYES
Chairman, Board of Admissions

November, 1952

YALE UNIVERSITY

SCHOOL RECORD

Name of Student.....

Home Address.....

School Marking System.....

Student's Name.....

Street and Number.....

City.....

State.....

City.....

State.....

INFORMATION FOR PRINCIPALS AND HEADMASTERS

Please use this form to submit the preliminary school record of an applicant for admission to Yale. Grades for the first three years and checks to show the courses he is taking in the final year should be entered, and the form returned as soon as possible to the Office of Admissions, 1502A, Yale Station, New Haven, Conn. If the student has been graduated, his complete record should be entered on this form.

The Supplementary School Record blank should be used to report grades for the current school year through the term or half year nearest February 1. Since meetings of the Scholarship Committee and the Board of Admissions begin in April, it is important that the latest available grades for the applicant be reported promptly. A Final School Record blank will be provided later for applicants accepted for admission.

Yale requires each applicant to take the Scholastic Aptitude Test and three (3) Achievement Tests of the College Entrance Examination Board in subjects carried during his final school year. The June graduate should offer these tests at the March session preferably.

Your answer to Item 6 below will be, for the Scholarship Committee and the Board of Admissions, perhaps the most important part of the applicant's credentials. We should like a thumbnail sketch, giving a picture as accurate as possible of him as a person. If he is accepted, your comment becomes a part of his permanent file, to be used by counsellors and faculty for guidance purposes. You are urged to add in a separate letter to the Chairman of the Board of Admissions any additional information of a strictly confidential nature.

The following information concerning the candidate is requested:

1. If student has left school prior to graduation, indicate reason for leaving and whether or not he is entitled to honorable dismissal.
2. Has he been disciplined for misconduct?
3. Has he any physical handicap?
4. Underline the word or phrase below which, in your opinion, best describes his promise *as a student* at Yale.
 Outstanding Superior Average Below average Little
5. Underline the word or phrase below which, in your opinion, best describes his promise *as a person*: i.e., his promise of sound influence and leadership at Yale outside the classroom.
 Outstanding Superior Average Below average Little
6. Please give below a full and frank statement concerning the applicant's character, intellectual promise, industry, and integrity, as shown in his school record as a whole. Mention any special circumstances which should be considered by the Board of Admissions in connection with his application. Do not feel limited by the space reserved below.

*Including current subjects checked.

*This section should be completed.

Please report below the results of the Scholastic Aptitude Test and the three Achievement Tests of the College Entrance Examination Board. Indicate date.

Date..... Signature..... Title.....

YALE UNIVERSITY

Name of student.....
Last First MiddleSchool { Name Entered Was graduated {
..... Location Month Year Will be graduated {
..... Month Year WithdrewSchool Marking System (letter and numerical marks, if both are used): Passing..... Certificate..... Honor.....
Class periods are..... minutes,..... times a week,..... weeks a year

Student has ranked..... in a class of..... for period from..... to.....

SCHOOL RECORD

Check (x) current subjects for which no marks are available

	SUBJECT	GRADE	9th	10th	11th	12th	EXTRA	*UNITS OR CREDITS
		YEAR	19	19	19	19		
ENGLISH	ENGLISH							
FOREIGN LANGUAGE	GREEK							
	LATIN							
	FRENCH							
	GERMAN							
	SPANISH							
SOCIAL STUDIES	HISTORY Ancient							
	European							
	United States							
	World							
MATHEMATICS	ALGEBRA Elementary							
	Intermediate							
	Advanced							
	GEOMETRY Plane							
	Solid							
SCIENCE	TRIGONOMETRY							
	BIOLOGY							
	CHEMISTRY							
	PHYSICS							
	GENERAL SCIENCE							
OTHER SUBJECTS								

REMARKS: Specify laboratory periods, variations in time allowance for subjects, or any other information needed to interpret this record accurately. Regents or College Board test scores may be entered here or in EXTRA column. When Regents scores are given, school grades should also be recorded if available.

*Including current subjects checked.

NOTE: All failures should be recorded.

Please report below the results of any standard achievement, intelligence, or other tests taken by the applicant, including the Scholastic Aptitude Test of the College Entrance Examination Board. Indicate dates of such tests.

Date..... Signed..... Title.....

Form I

YALE UNIVERSITY

Application for Admission to the Freshman Class to Enter in September.....
(indicate year)

To be filled out on both sides and mailed at the earliest possible date to the
Office of Admissions, Yale University, New Haven, Conn.

1. Legal name in full.....
(Last) (First) (Middle)
2. Home address.....
(Street and number) (City) (State)
3. Birthplace..... 4. Date of birth.....
(City and State)
5. Name of father..... Living? Yes ☐ No ☐
(a) Birthplace..... (b) Occupation.....
(c) If not born in United States, has he been naturalized?..... When?.....
(d) If he attended college, indicate college and class (including any graduate or professional schools).....
6. Mother's maiden name..... Living? Yes ☐ No ☐
(a) Birthplace..... (b) Occupation.....
(c) If she attended college, indicate college and class (including any graduate or professional schools).....
7. Check if parents are divorced ☐ or separated ☐ 8. Are you married? Yes ☐ No ☐
9. Name and address of legal guardian if other than father (and relationship to you, if any).....
10. Have you ever taken College Entrance Examination Board tests? Yes ☐ No ☐ If so, give dates and request that Board to forward scores to the Office of Admissions at Yale.....
11. High schools and preparatory schools attended after 8th grade (including summer schools).
Name of School Location (city and state) Dates of Attendance Date of Graduation
(1)
(2)
(3)
12. Name of principal or headmaster of your present school.....
13. Have you ever attended college? Yes ☐ No ☐ Name of college and dates of attendance.....
14. Have you ever been dismissed from school or college? Yes ☐ No ☐ If so, give date.....
15. Are you applying for financial aid in Freshman Year? *Yes ☐ No ☐

*If you are applying for financial aid, you must file a separate scholarship application not later than February 15th. A form for this purpose may be obtained from the Office of Admissions upon request.

To be filled out by applicant

PLEASE PRINT OR TYPE

DO NOT DETACH

- Legal name in full.....
(Last) (First) (Middle)
- Home address.....
(Street and Number) (City) (State)
- Date of birth.....
- Name and address of present school*.....
- Name of father (or guardian).....

*If no longer attending school, indicate last school attended and year of graduation.

16. If you have left school, state exactly how you have been occupied since leaving. If you have been working, give names and addresses of all employers and dates of employment.

.....

.....

.....

17. If you have been, or are now, a member of the Armed Forces, give specific details concerning your branch of service, date of service, rank, present status, etc.

.....

18. What profession or business do you now think you are likely to enter after graduation from college?

19. Indicate the field of college study in which you now think you would like to major (history, chemistry, engineering, etc.). If undecided, so state.

20. Give below complete and specific data as to significant honors, activities, hobbies and interests.

SCHOLASTIC HONORS AND PRIZES	SCHOOL ACTIVITIES	HOBBIES AND INTERESTS

21. In applying for college, you are seeking what is usually called "higher education." Explain briefly what you understand by this phrase. *This paragraph must be written in your own handwriting.*

Date.....Signature of Applicant.....

PHOTOGRAPH

Attach photograph or a good snapshot. Do not send a proof that will fade. If no picture is available at present, do not delay returning this blank, but mail photograph as soon as possible.

Height..... Weight.....

ALUMNI BOARD · YALE UNIVERSITY

NEW HAVEN · CONNECTICUT

OFFICE OF THE
EXECUTIVE SECRETARY

DRAWER 901-A
YALE STATION

To Alumni Representatives of the Committee on Enrollment and Scholarships:

The recent reorganization and expansion of the Alumni Board has brought with it a change in the setup of its Committee on Enrollment and Scholarships. In the past, the Committee has had a Chairman appointed by the Chairman of the Alumni Board and its membership has consisted of all Alumni Representatives throughout the United States--some 500 in number. The work has been directed by a full-time Executive Secretary at Yale and there has been no provision for meetings of the Committee except for the Convocation of Alumni Representatives held at Yale in October, 1948.

A new plan provides for a Committee on Enrollment and Scholarships of 16 members representing each of the newly established regional areas of the Alumni Board. In a sense, this Committee will act as an "Executive Committee" of the whole body of Alumni Representatives. It should be able to meet at least twice each year and, through its regional members, reflect and report the views of its Representatives and of Yale alumni generally, to the Alumni Board. As in the past, its operations will be directed through its Executive Secretary in New Haven.

The first meeting of this new Committee, of which I am privileged to serve as Chairman, was held at Yale on October 17th in connection with the fall convocation of the Alumni Board. At that meeting, the purposes and objectives of the Committee were discussed, and it seems to me that, over a period of time, we can hope to perform two very useful functions.

In the first place, the Committee on Enrollment and Scholarships with its regional membership can help to make known to Yale alumni generally and to its Alumni Representatives in particular, the problems in connection with admissions and financial aid which the University faces today, so that they may have a clear understanding of the policies currently effective with respect to these matters. There is certainly evidence of a lack of mutual understanding between the University and its alumni with respect to the problem of admission. To a considerable extent this is a problem of communication and the Committee should be able to help keep alumni informed.

In the second place, the Committee on Enrollment and Scholarships

With respect to our first problem, I shall especially welcome at any time the comments and suggestions of all Alumni Representatives. I feel that some real progress was made during the convocation. We were able to arrange to have a considerable portion of the meeting of the Alumni Board devoted to the problems of the Committee on Enrollment and Scholarships and three excellent talks were presented. Mr. Paul Burnham, Associate Director of the Student Appointment Bureau, described and explained the academic predictions which have been used by the Board of Admissions for many years. Mr. Donald K. Walker, Executive Secretary of the Committee on Enrollment and Scholarships, described the Personal Interview Report and Rating Sheet submitted by Alumni Representatives on candidates for admission to Yale, and explained the manner in which they are used. Mr Edward S. Noyes, Chairman of the Board of Admissions, explained the use of these criteria in the process of selecting a Freshman class. His splendid talk did a great deal to clarify and explain the way in which the Board of Admissions operates.

With respect to our second problem, I hope that you will feel free to submit any suggestions, comments or constructive criticism relative to admissions problems, either through your regional Representative of the Committee on Enrollment and Scholarships or directly to me. I know that the University authorities are interested in and sensitive to ideas of Yale alumni, and I am confident that we can be of real service in submitting worthwhile recommendations through the Alumni Board concerning the special problems of enrollment and scholarships with which we are concerned.

Robert A. McKean, Jr., Chairman
Committee on Enrollment and Scholarships

the yale undergraduate

Winter 1955 volume one number two



Photocopy from the Yale Presidential Library

Looking toward the University Theater on a snowy night



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Cold Weather Concentration

It's impossible to separate the moods and activities of the Yale undergraduate from the New Haven weather. In autumn when the sun is warm on the grass and clusters of leaves still cling to the elms, the undergraduate divides his time between bursts of midweek energy and weekends of relaxation, sometimes celebration, but always good fun.

The autumn is the social season. October is short, November shorter. One night after Thanksgiving a few snowflakes fall uncertainly out of a black sky and soft ice forms in the gallon of cider hanging outside a College window. December is half autumn, half winter, and a good part vacation. In December most undergraduates know that January will call them to account with term papers and examinations, too few do anything about it, all look forward to Christmas and the two weeks or more at home.

The first issue of this magazine portrayed the Yale undergraduate in September. This issue is more concerned with him in January, a month of new resolutions and olive drab parkas, of books to be read and snow one morning, of hockey games, and ideas discovered. January is a month of intensive scholarship, a time of midnight oil, and cold weather concentration. The major article in this issue (pages 8-11) takes a look at the undergraduate engaged in his major activity, the activity

which almost alone determines the value he will derive from his education—scholarship.

After scholarship the most prominent part of undergraduate life is represented by the ten residential Colleges which house the members of the sophomore, junior, and senior classes. The article beginning on page 4 is about Pierson College as portrayed through the activities of its executive fellow or “assistant master” as he is sometimes called.

Next is a pictorial essay on Prospect Street, sloping gently up hill towards the Divinity School and lined with Yale science buildings and many of New Haven's largest residences.

This is followed by a short article on an activity which has a small place in the curriculum and a large place in the hearts of an unknown number of undergraduates—creative writing.

Through the autumn the ten College teams play their intramural games with as much spirit, enjoyment, and desire to win as the varsity. Our final article (pages 16-19) tells of the climax of the intramural football season for one of the College teams: a trip to Cambridge on a dark and rainy November weekend to play Harvard's Winthrop House.

The cover of this issue shows members of History 21 (*The History of Britain from the Norman Conquest to the Present*) in the midst of an hour test.



COLLEGE FELLOW

Berkeley, Branford, Calhoun, Davenport, Timothy Dwight, Jonathan Edwards, Pierson, Saybrook, Silliman, and Trumbull—these are the names of Yale's ten residential Colleges, housing the undergraduates after Freshman year.

The Colleges are far more than places to eat and sleep. Each has its own character, and each is a center of social, intellectual, and athletic (see pages 16-19) activity for its approximately 300 members, for its master and his family, and for its faculty fellows.

The pictures on the next four pages concern the activities of Homer D. Babbidge, Jr., a resident faculty fellow of Pierson College. "Homer," as almost every member of the College calls him, adds his Pierson responsibilities of "assistant master" to a full schedule as secretary of the University Scholarship Committee (his major job) and teacher of American Studies.



Mr. Babbidge's suite, with its door almost always unlocked, is headquarters for bridge enthusiasts in the entry. Here he joins three undergraduates for a game before dinner.

For all the Colleges the few days before Christmas vacation are a festive time. Pierson's undergraduates and faculty fellows gathered one evening to sing carols.



As "assistant master" Mr. Babbidge has responsibility for Pierson's library, shops, and game rooms. Sometimes he works with Pierson's printer, Tony Howarth, 1955.



*In the living room of his suite
Mr. Babbidge conducts his
two-hour seminar for seniors majoring
in American Studies.*



Photocopy from George Bush Presidential Library

*Here the Reverend Sidney Lovett, master of Pierson,
Miss Jeanne Hickey, his secretary,
and Mr. Babbidge discuss College administration
in one of their frequent conferences.*

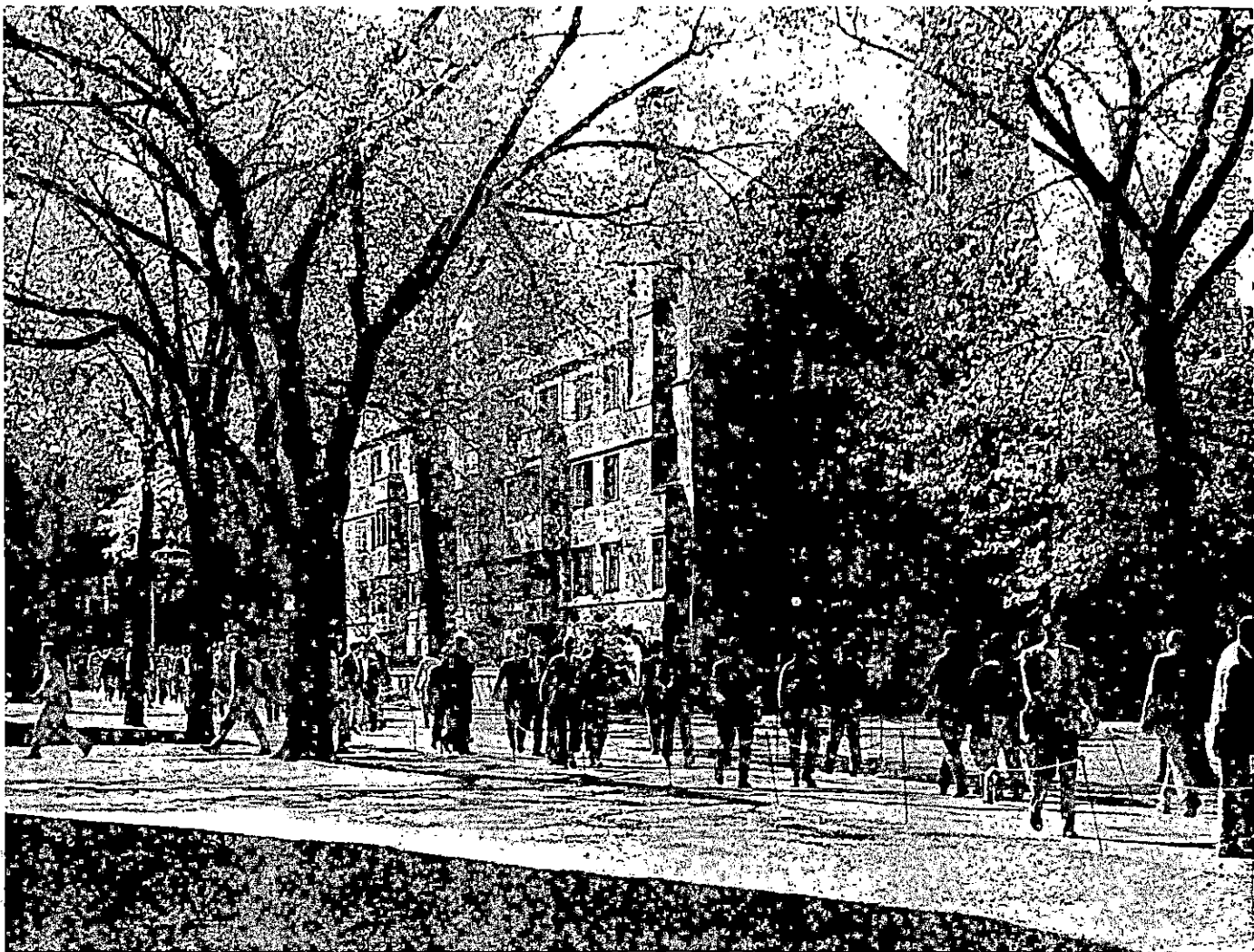


THE UNDERGRADUATE SCHOLAR

Yale undergraduates cannot be fitted into a broad pattern of conformity. Each is an individual unlike all the rest.

But beneath variety is a unifying spirit, "a singleness of purpose felt by almost every undergraduate."

Undergraduates near Berkeley College hurry to class





YALE UNIVERSITY
Committee on Enrollment and Scholarships
703A Yale Station

To Alumni Representatives:

This year a new magazine known as The Yale Undergraduate is being sent to the parents of all Yale undergraduates three times during the college year. This new publication has been well received and the suggestion has been made that it be sent regularly in the future to Alumni Representatives of the Committee on Enrollment and Scholarships. Many of the articles and pictures which it contains should be helpful in talking with prospective candidates for admission to Yale.

The editor of The Yale Undergraduate is Mr. Gaddis Smith, '54, who served last year as Chairman of the Yale Daily News. He is well qualified to write on undergraduate activities and it is our impression that he is doing a very excellent job.

Unfortunately, we do not have sufficient copies of the first two issues of The Yale Undergraduate to mail to all Alumni Representatives. Accordingly, this current mailing is of necessity being sent to a selected list. Any comments or suggestions concerning the use of this bulletin in the future will be greatly appreciated.

D.K.W.

March 8, 1955

At least once a year some critic of the University scene accuses the Yale undergraduate of being an incorrigible conformist. Frequently this critic is a professor who looked up from his lecture notes one day to find every man in the first three rows of his class dressed alike: brown cordovan shoes or loafers, white wool socks, faded khaki trousers, blue button-down shirt, shapeless grey sweater, no tie.

If clothes and nothing else make the man, the annual critic's accusation would be well-founded. But clothes for the undergraduate are largely a matter of habit, something on which to devote as little thought as possible. Most undergraduates drink milk for lunch, get to class less than thirty seconds before the appointed hour, write assigned papers at the last minute, and don't know all the words for "Bright College Years." But these facts, like khaki trousers on weekdays and Oxford grey flannel suits on Sunday, do not prove conformity.

The critic should beware of arriving at broad conclusions on the basis of mere superficialities. He should examine before all else the undergraduate engaged in his major activity — studying. Here the critic would find, not conformity, but an amazing variety of methods, techniques, and idiosyncrasies, all seeming to disprove the claims of the occasional secondary school educator who tries to teach "how to study."

All undergraduates do study, else they soon depart. Beyond that single safe generalization one must divide the undergraduates into an almost endless number of categories. Yet even the categories break down until ultimately one discovers, what he should have known all along, that each undergraduate has his own ways, manners, and ideas. However, by not insisting upon strict definitions, eight broad patterns, eight general types of undergraduate scholar can be discerned. No student fits per-

fectly into any single category. Most, in fact, are part one, part another, with perhaps just a trace of all eight.

1. *The Talker* is an unorthodox but surprisingly effective student. He is almost always found with small groups of other talkers, all of whom believe that several minds are better than one for solving most problems, including the problem of Yale courses. Following the example of one of the world's earliest and best known intellectuals, Socrates, the talker avoids solitary book-staring, much prefers to pose and answer questions with his fellow students, to learn by playing shuttlecock with ideas. Groups of talkers soon find themselves able to divide the labors of scholarship. Each member, becoming expert on one area or one chapter of a book, passes his knowledge on to the others conversationally. A talker takes his habits to class. Every seminar has at least one. He sits with an air of impatience, his raised right arm forever moving slowly back and forth. Short written examinations are the talker's chief stumbling block. With a mind geared to profusion, elaboration, and digression, he usually is just warming to the subject, just concluding his introductory paragraphs when the end of the examination is announced. (There is also the *pseudo-talker*, the master of bluff, who uses a loud voice to protect an empty head.)

2. *The Mythmaker*. This is the fellow who never wants appearances to reflect reality. He thinks less of his studying as an end in itself than as a means for creating a reputation for himself. "I never study" is the boast of the most common variety of mythmaker, a student ready to go to incredible lengths—hiding in the New Haven Public Library, disguising his "The Course of American Democratic Thought" in the dust jacket of a popular novel—to prevent being seen with a textbook in hand. The astute "never study" mythmaker attends all his classes, for he knows that he will

have to study three hours, on the average, to learn as much as he can in an hour of class. His favorite trick is to appear to wake from a sound sleep in order to contribute a series of brilliant remarks in a seminar discussion. Far less common is the "always study" mythmaker—often a perverse and sometimes dull undergraduate with a fondness for nurturing a sense of inferiority. Dogged determination is the myth he hopes to create. "I spent eight hours reading those twenty pages," the "always study" mythmaker may say after failing a quiz. But in reality the eight hours were mostly exaggeration and the rest reverie.

3. *The Notetaker* makes more physical work out of studying than anyone else. It is easy to spot the notetaker in any class. He is always last to leave his seat, lingering minutes after all others have gone while he frantically tries to put the last paragraph of the professor's lecture into his notebook before the echo of the words fades from his head. Some notetakers have a fatal weakness. They are so intent upon taking down *all* of what is said that they catch only the words, sometimes garbled, and miss the meaning altogether. Discrimination marks the difference between a good and bad notetaker. The good criticizes and selects only the pure metal from the lectures he hears and the books he reads; the bad clogs his mind and his notebook with dross, copiously scribbling out all he reads or hears, transcribing but seldom understanding. The advanced notetaker is a creature of fetishes: five different colored ribbons for his typewriter, one for each course, cross-indexed filing systems; a halfway knowledge of shorthand symbols which he must use even though it slows him up.

4. *The Dozer* is an enigma to lesser students, for he is blessed with a mind which never rests, which seems to go on working, and working well, even when he sleeps. The dozer is the most relaxed of undergraduates, yet

paradoxically his very effortlessness stems from a high talent for concentration. When the dozer reads he thinks of far more than the words on the page. Every sentence calls forth a hundred associated ideas, evokes unifying patterns tying all his knowledge together—mathematics with philosophy, science with history, politics with art, Latin with modern literature. He reads a page or two and then leans back, seeming to doze, letting his mind run free. His roommates think he's lazy and are puzzled to explain how he made Phi Beta Kappa. Like the night owl (category 7), the dozer has little consciousness of time and an utter disregard for marks. The dozer has a special and much admired ability for writing papers. He gathers his material, makes a few tentative notes, and then lets his mind go casually to work in odd moments—as he shaves in the morning, walks between classes, eats, relaxes at a movie, lies in bed waiting for sleep to come. A few days later the paper is written. All that remains is to put it on paper, a task which the dozer can do as fast as his fingers can type.

5. *The Clockwatcher* is the direct opposite of the dozer, a lover of petty detail, and close relative of the notetaker at his worst. More concerned with keeping track of how long he studies than with the knowledge to be gained, the typical clockwatcher is the possessor of a good wristwatch, a small mind, and a little black book in which to keep his records: "8-9:15 Spanish; 9:15-9:30 play game of pool; 9:30-10:00 Chemistry; 10:00-10:40 English; 10:40 hit the sack." A clockwatcher invariably has other habits which give him away. While reading an assignment he pauses after every other page to see how much more there is to read; when writing a paper of, say, 2000 words minimum he stops at the end of every paragraph to count the number of words already written; near the end of the paper he stops to count every sen-

tence, and thinks himself a martyr to overwork if the final draft exceeds the minimum. The clockwatcher sometimes is a fair student in spite of himself. Subconsciously he begins to compete with himself, trying to study one hour more today than yesterday, seven hours more this week than last. The results are unfortunate when this self-competition takes the opposite twist, and the clockwatcher, like the golfer, tries to lower his score each week.

6. *The Borrower*. Perhaps the least genuine of students, the borrower does little work, learns almost nothing, but always seems to get by because of his facile ability to pick the brains of others. Although he preys on whomever will help him, the borrower has a natural affinity for the notetaker, especially the notetaker with both class and reading notes. Looking always for shortcuts, the borrower is a sucker and a spendthrift when it comes to buying course "outlines" and enrolling in the seedy, privately-operated cram schools which flourish every now and then beyond the outskirts of a university. No one infuriates the methodical and unimaginative notetaker more than the clever borrower who occasionally contrives a higher grade on a given test than the notetaker whose notes he borrowed. An interesting and rare variation of the borrower is the *entrepreneur* who hires others to do his reading, attend his lectures, and work out his problems. The entrepreneur is a borrower with pangs of conscience and a great deal of money. All borrowers are pathetic. Usually around the middle of March in senior year they begin to wonder whom they have been fooling for four years.

7. *The Night Owl*, at his desk between the hours of midnight and dawn, is typically a prodigious consumer of coffee and cigarettes, and frequently a successful scholar with an unusual capacity for work, a reader of many books, a writer of long and often excellent papers. There are

many reasons why an undergraduate turns into a night owl. He may be bogged down with too much extra-curricular activity, frantically busy and unable to get to his books during the normal work hours. He may have a liking for the clear stillness of the night, coupled, perhaps, with a passion for studying to the accompaniment of long, uninterrupted stretches of classical music. Or he may have insomnia. But, fundamentally, all true night owls are like Balzac of whom a biographer has written: "It was only at night, when time was boundless and undivided, that continuity was possible, and in order to obtain this continuity of work he reversed the normal division of time and turned his night into day."

8. *The Crammer.* Every undergraduate has a touch of the crammer in his soul, for the habit of putting off until tomorrow seems a basic trait of human nature. But some undergraduates have a particularly strong taste for that sense of impending disaster which comes, for instance, when a thousand pages of difficult text must be read and assimilated before a final examination at nine the next morning. The true crammer comes into his own during the last ten days of January and May—the traditional examination periods. Then, working around the clock, he out talks the talker, out borrows the borrower, and drinks more coffee than the night owl in a frenzied effort to pack his brain with every bit of information which could possibly be put to use in the examinations. The more skillful make a science of cramming. They have discovered that, up to a certain point, the harder they work and the longer they go without sleep the sharper their minds become and the more retentive their memories. But beyond that certain point the crammer's hangover sets in—that deep and heavy time when the brain is a gritty sponge squeezed dry. The scientific crammer works up to a peak during

the examination, just managing to forestall the first symptoms of mental hangover until he has neatly placed a period at the end of the last sentence of the last paragraph.

No list could ever be all-encompassing, and no category, in itself, could ever be a complete or accurate description of a real undergraduate. Only a list of 4000 categories, one for each student, could hope to fulfill those specifications. And if we turn from *how* the undergraduate studies to *what* he studies we find an equal diversity: 75 subjects of instruction, most of which offer the opportunity for a major; 500 courses, which at the normal rate of five a year would take an individual 100 years to complete; a University faculty of 1500 with close to one third teaching undergraduate courses.

But this diversity is not chaos. Underlying the education of every individual is a broad and vitally important unity, an elusive spirit refusing to be defined or coldly analyzed, a singleness of purpose felt by almost every undergraduate and member of the faculty. No two persons will ever give the same expression to this spirit, some can give no expression at all, but few will disagree that there is an intangible which makes an undergraduate education worthwhile, worth the years and the expense, worthwhile even for the most superficial clockwatcher or notetaker, the most foolish mythmaker, the most intemperate crammer.

Two years ago President Griswold appointed a special eight-man faculty committee to study General Education at Yale, and, specifically, to search for ways of improving freshman and sophomore years. In the autumn of 1953 this committee issued its now-famous Report and said: "The Yale program . . . while it recognizes the usefulness of books and problems and the importance of attitudes puts its chief emphasis on exposing the student to the great traditional areas of intellectual con-

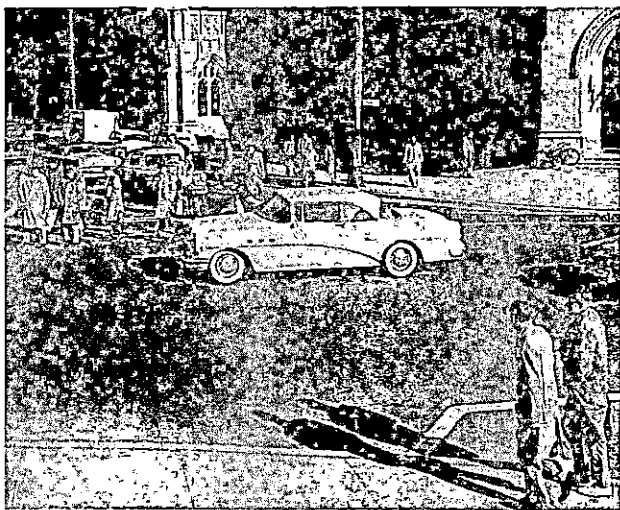
cern." But this exposing to the great areas of intellectual concern is futile if it does not instill a certain quality in the student's mind.

If Yale produces graduates "who know a good deal about Spenser or Bismarck, economics or chemistry, but relatively little about the disciplined use of the mind, it cannot claim to call them educated." That sentence, the key to the Report, strikes as close as anything can to the underlying purpose of a Yale education, and to the spirit which is shared in some degree by every undergraduate.

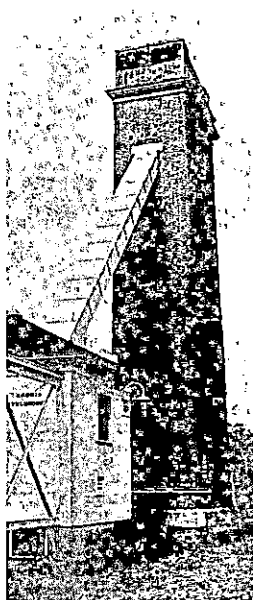
Although we cannot define this spirit, we can mention some of its ingredients. First is a respect for the power and beauty of a disciplined mind. And beyond that comes a consciousness of one's own potentials as a thinking man, a belief that the human intellect, although fallible, can find truth and correct error, and a realization that education and freedom are forever dependent one on the other.

This is the spirit of education in the liberal arts tradition, "the arts appropriate to a free man" as President Griswold succinctly defined them in a recent speech. In that same speech he went on to discuss the purpose of a liberal education, a discussion which will serve as a perfect summary of that spirit which gives unity, but not conformity, to the Yale undergraduate:

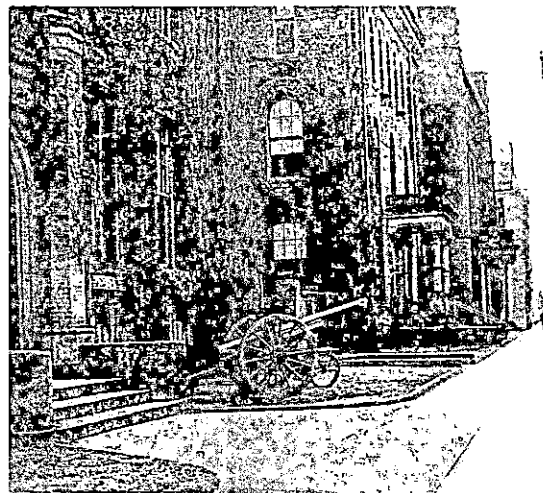
"The purpose of a liberal education is not to turn out mechanics and business men for the workaday trades that we all follow when we graduate from college and start to earn a living. It is to season the timber before it is built into the ship; to prepare the apprentice before he becomes apprenticed; to give the engineer a humane conception of the society that he is supposed to be serving with his technological devices and practices; to give the lawyer historical and philosophical breadth; to give all of these enlightenment, taste, virtue and imagination."



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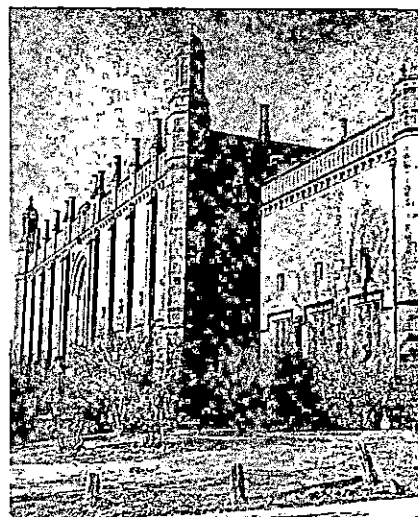
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prospect street

Prospect Street runs roughly north and south, from the busiest part of the Yale campus to the heart of a quiet residential area. The southern and Yale-dominated half begins where Woolsey and Strathcona Halls face each other across a broad and traffic-swept intersection (1) and ends with the quiet beauty of the Divinity School (2) and the isolation of the Observatory's Loomis Telescope (3). It is a street of several moods: the stolid brick gloom of some of Yale's oldest classroom buildings (4); the clean-cut outlines of the Chemistry lab (5); the elaborate brooding of an old mansion (6); the clatter and roar of men and machines rushing to build the new physics and biology research laboratory (7); the informality of an assignment skimmed before class (8), a speeding bicycle (9), or a doughnut to make up for missed breakfast (10)



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Photo copy from George Bush Presidential Library

Creative Writing and Daily Themes

Every morning during the first term some 55 undergraduates took part, perhaps unconsciously, in an honored Yale tradition. Five days a week, almost without fail, each of the 55 made his way to the ground floor of William L. Harkness Hall and there slipped a carefully typed one-page paper into a wooden box marked "Daily Themes."

This ritual was repeated day after day, week after week, just as it had been repeated for almost half a century and as it may well be repeated for half a century more. The ritual is part of one of Yale's most famous, unusual, and difficult courses—Daily Themes, inevitable first step in the career of most undergraduates who dream of creative writing, testing ground for many of the great Yale writers of this century.

Daily Themes, which enjoys a longer continuous existence than any other Yale course, serves the second of the two kinds of writing—expository and creative. The first kind is the indispensable tool of every educated man. It is the writing which is inseparable from the disciplined use of the mind, and which enables one

man clearly and forcefully to communicate facts, opinions, and ideas to others. Every course which an undergraduate takes—whether his major is history or music, a modern language or a branch of engineering, English or anthropology—assumes some of the responsibility for developing this writing ability, for every part of a Yale education is concerned with producing graduates whose thinking and writing is clear, orderly, and logical.

Creative writing, on the other hand, calls for an equally disciplined use of the mind plus an extraordinary talent with which only a few are endowed, but which, by its very nature, is not always clear, logical, or orderly. This is the domain of the poet, dramatist, novelist, or short story writer. It is the dream of scores of undergraduates, but a precarious dream which demands vigorous standards of excellence, a mere pinch of encouragement, and huge quantities of hard work—all these in addition to talent.

No course can "teach" creative writing, but a course and the men of the faculty who direct it can supply

high standards, slight encouragement (never too much), and a demand for hard, almost backbreaking, work. This is Daily Themes.

Modestly described in the Undergraduate Course of Study Bulletin ("Study of the principles of non-expository writing. Daily one-page themes, followed by practice in other forms of fictional writing."), the course develops a fierce, hard-driving, excited devotion. For the first months of the term each student must hand in a daily theme to be read and graded by one of the two or three faculty men. Later the faculty discuss each theme with its author in individual conference.

A theme nearly defies definition. Most frequently it is a snatch of dialogue, a fragment of dramatic situation, or a paragraph of description—anything that could become a building block for a longer piece of fiction. The grading, designed always to demand an ever higher quality of writing, is severe and goes roughly according to this scale: A, no more than one awarded every ten years; B, ranks with Ernest Hemingway; C, far better than average; D, average;

"Well, what do you think, Peterson?"
"I liked it myself, sir."



E, poor; 'W, worthless. Each letter can be qualified with a plus or minus sign, and a "W plus" is a frequent grade designed to prevent complete disillusionment.

After almost three months of daily themes when every student is ready to scream with frustration at the limitations of the one-page form, the course graduates into four or five page sketches, and then into full length short stories. After the middle of the year course enrollment is halved, and those with the energy, the desire, and the talent continue, now writing a short story every two weeks instead of a theme every day. The pace remains harrowing, the standards uncompromising.

Recently Edward Weeks, editor of the *Atlantic Monthly*, attended one of these short story classes, listened to two undergraduate authors read their stories, and then said: "Most of you will never again in your lives write as well as you do now." He may have been right, but all those who heard him knew that, even if they never wrote another word of fiction, they had accomplished something of value, something difficult.



"But, I still say you should have made something more of the old man."

by Mike McGrady, 1955

1



YALE GOES TO HARVARD

Over 80% of the Yale student body participates in organized athletics. For those with neither the time nor the ability to play on a varsity squad, the University has an intramural program with teams chosen from the ten residential colleges. The autumn season reached its climax when Yale's intramural football teams met the Harvard House teams for the mythical "little ten" championship. No other universities can offer anything comparable to the Yale-Harvard weekend, a friendly association between two schools which goes far beyond the single "big game."

Friday morning there was rain. Although Yale's traditional season-finale with Harvard came on Saturday, football fever was contagious and spreading rapidly. Thursday night 250 Yale students had carefully packed helmets, shoulder pads and cleated shoes in duffle bags.

Before 10 o'clock that Friday morning a fleet of 60 cars pulled away from Yale, rolled out Whitney Avenue to the Wilbur Cross Parkway and on north to Harvard.

In Cambridge the fog hung over the mud-churned playing fields and breath came in steamy whiteness. No championship was at stake but the faces of the

players were drawn tight because in their minds this was *The Game*. The spectators gathered on wooden benches in small, huddled bunches.

The Harvard football stadium, Soldier's Field, stood several hundred yards away. The fog obscured the concrete outlines of the giant horseshoe and made it seem even more distant.

Davenport College, one of the Yale teams, sent its representatives to the second of three parallel fields. The Yale squad had dark jerseys with striped sleeves and a colorful mixture of red and yellow helmets. Harvard's Winthrop House eleven was decked out in white jerseys and red helmets. The kickoff sailed over the heads of the linemen and the Winthrop half-back picked the ball up, turned toward the center of the field, and was stopped by a combination of mud and a host of Yale tacklers.

Next to Soldier's Field the Yale and Harvard Freshman teams were winding up their seasons. The fog became thick and they turned on the floodlights.

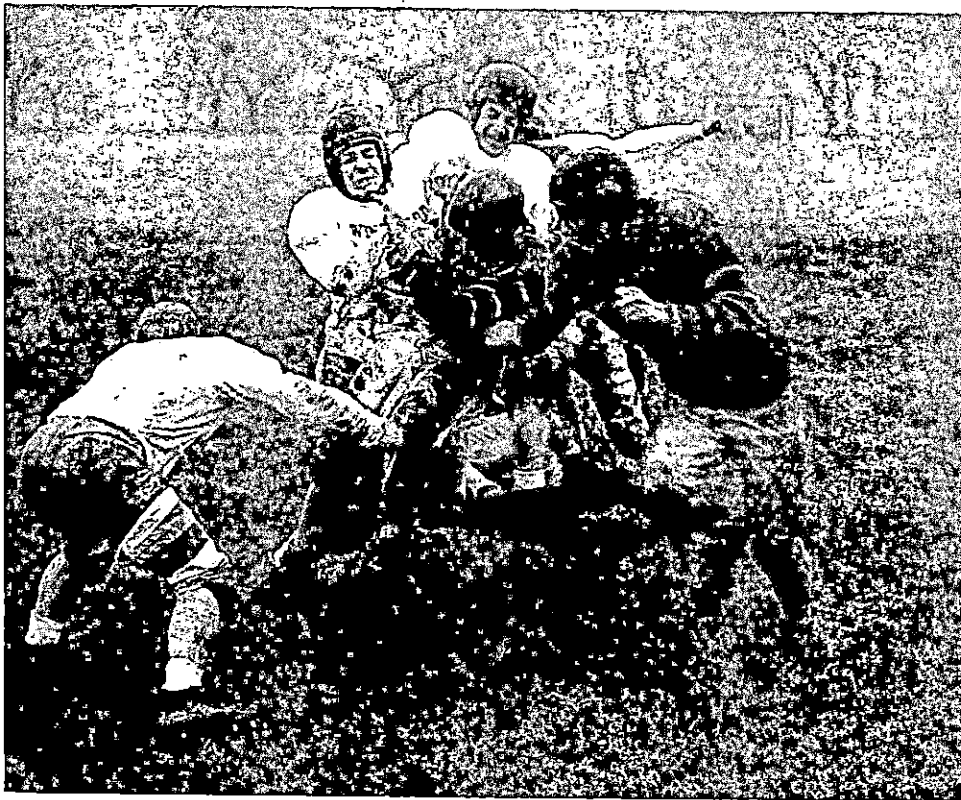
The fog became equally dense over the intercollegiate games but no floodlights were turned on. Early in the second period Winthrop advanced to within six yards of the Davenport goal line. Harvard quarterback Frank Scanlon chose to gamble. Despite the



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At the field the two teams lined up to be photographed (1), spectators assembled for the opening kickoff (2), a Davenport half-back was brought down after a short gain (3), the Davenport team gathered to eat oranges and discuss strategy between the halves (4), Davenport Master Dan Merriman watched (5)

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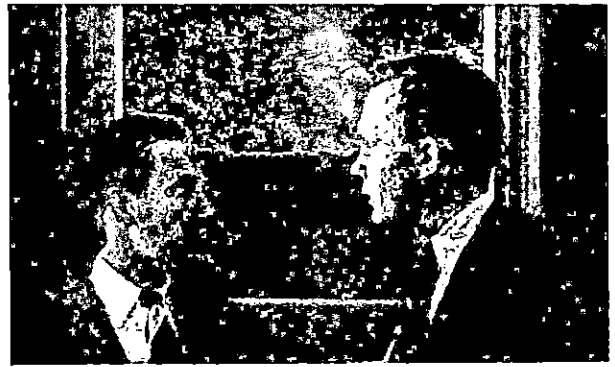


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slight drizzle, he took the ball from center, jumped high and fired a pass to end Dan Murphy who stumbled into the end zone for a touchdown. Harvard kicked the extra point for a 7-0 lead that held the rest of the way.

As the players ate oranges at half-time, a band rehearsing near the field played a brassy version of "Bulldog."

The third quarter saw the Davenport College ground attack begin to move. At one point they were one foot from a touchdown and on two other occasions they found themselves within the ten-yard stripe. The Winthrop defense tightened and held. Then the Harvard team obtained possession of the ball and the clock ran out. It was all over. Each team cheered the other and as the players walked off the field there was a mingling of red and white jerseys.

Dan Merriman, master of Yale's Davenport College, looked down at his shoes thoughtfully. The mud had caked and was drying around the edges of his soles. Duke Henning, Yale's Saybrook College master, walked over to Mr. Merriman.

"Well, Dan, how did you make out?"

"Lost, 7-0," Mr. Merriman said.

"Too bad, Dan," Mr. Henning said.

The Davenport team walked into Harvard's Field House. They shed their uniforms. The sweaters came off wet and sodden. A few players grabbed cans of beer and tossed them down. The showers came and the hot water washed away the mud, the aches, and most of the unpleasant memories of the afternoon's game. It took 800 towels, 300 on the field and 500 in the locker room, to keep the twenty teams dry that Friday afternoon.

In groups of three and four the players walked over a bridge spanning one branch of the Charles River and they came to Winthrop House where Dr. Ronald Ferry, house master, had a small party for the players and the coaches. Dr. Ferry stood at the door and greeted each member of his team enthusiastically. Mr. Merriman stood next to him and offered simultaneous



1

2



After the game the team was entertained by opponents in Winthrop House and then went on to the Cambridge home of Mr. Merriman's mother (1) where undergraduates and the master (2), graduates (3), and girls from Wellesley or Radcliffe (4) all joined for a party.

4



Photocopy from George Bush Presidential Library

condolences and congratulations to his footballers. The wives of the two men led the players into the living room where they had their choice of punch or cider.

Mr. and Mrs. Merriman departed early and drove out Brattle Street to a white three-storied Colonial House built in 1760 which has been the Merriman home for several generations. They were greeted by Mr. Merriman's mother and cheerful 90-year-old Miss Ellen Bullard, a cousin who joined the Merrimans as hostess.

The Davenport players drifted in slowly. Now many of them were with friends from Wellesley and Radcliffe. With drink in hand (actually, most had ginger ale) they examined the library. The shelves bent with the weight of history books and English literature anthologies. On the walls hung old maps and oars taken from crew races dating back to early Merriman successes at Oxford. There was a Civil War pistol used by still another Dan Merriman and on the table was an autographed copy of Archibald MacLeish's *Songs of Eve*. In the next room, the table was laden with roast beef, a huge ham, smoked meats, cheeses, breads and cakes.

Night replaced evening and the players left. They

went to the Harvard pep rally and they sang Yale songs. They saw and participated in a well-mannered Harvard Square riot. With dates they went to Lowell and Eliot Houses and they heard Yale's *Baker's Dozen* sing side-by-side with a similar Harvard singing group. Late, late at night, when the dances ended and the lights went out and the talk stopped they found a place to stay provided for them by the Winthrop players.

Saturday was a sleepless rainy day and there was the big varsity game against Harvard after a forenoon's sight-seeing. After the game there was dinner with new-found Harvard friends. Then for the price of a single ticket, the Yale man and his date were admitted to five separate dances in the Harvard Houses. For those who had turned in their mud-caked uniforms for sprained ankles and temporary limps there was the Harvard Dramatic Club production of "School for Scandal."

Sunday was going-home day. The Davenport cars pulled out Route Nine past Wellesley Hills and turned south toward New Haven.

A heavy-set tackle on the Davenport team turned to his roommate. "You know," he said, "their line admitted that our line was the best."

calendar for the second term

Monday	February 7	Second term begins
Friday	February 25	Freshman Promenade
Saturday	February 26	Freshman classes omitted
Friday	March 4	Junior Promenade
Saturday	March 5	Upper-class classes omitted
Monday	March 28	Mid-term grades due
Saturday	April 2	Spring recess begins
Sunday	April 10	Easter Day
Tuesday	April 12	Spring recess ends
Friday	May 13	Saturday classes on this day
Saturday	May 14	College weekend
Thursday	May 19	Classes end
Monday	May 23	Final examinations begin
Saturday	June 4	Final examinations end
Monday	June 13	Commencement

PLEASE PRINT

Yr.

Indicate above year of entrance to Yale

LAST NAME FIRST NAME MIDDLE NAME

HOME ADDRESS

BIRTH DATE AGE

FATHER (OR GUARDIAN)

PRESENT SCHOOL

ADDRESS

DOES APPLICANT PLAN TO APPLY FOR FINANCIAL AID? Yes ☐ No ☐

Return to the Office of Admissions,
Yale University, New Haven, Conn.

[over]

S. mat.
sent.

A. C.

This space
for office record

YALE UNIVERSITY · PRELIMINARY REGISTRATION

This card should be completed by a prospective applicant for admission to Yale and filed with the Office of Admissions to make certain that in the fall of his final school year he will receive application blanks and further instructions as to procedures to be followed. The filing of this card has no other effect on his admission and its receipt by the Office of Admissions will not be acknowledged.

It is the responsibility of prospective candidates to be familiar with the Terms of Admission bulletin, a copy of which may be obtained from the Office of Admissions upon request. That Office should be notified of any change in address or in school attended.

10M-10-52

YALE ALUMNI FUND



WHAT HAS IT COST YALE TO EDUCATE ITS STUDENTS?

SIXTY-THREE years ago last month nine Yale alumni sat down in New York City to draft a statement of purpose for an "Alumni University Fund Association."

Their thoughts and remarks reflected their analysis of the times and the conditions then prevailing at Yale. But possibly these first directors of the Yale Alumni Fund saw the likelihood that the Fund was destined to play an increasingly important part in Yale's future if Yale was to continue to maintain its democratic traditions and high educational standards.

Directing their attention to the income which Yale derived from tuitions paid by the students, they wrote:

"None of Yale's graduates has ever paid the actual cost of his education. What they have not paid has been supplied by the bounty of others, and the self-sacrifice of their instructors. Should they not begin to repay the debt, or should they not at least place Yale University on the list of objects to which they annually apply that portion of their income which they give away?"

This question is still pertinent today. For in the adjoining table the costs to

Heads Parents

President Griswold has announced that Philip L. Reed, of Dedham, Massachusetts, has accepted the chairmanship of the Alumni Fund's Parents Committee for the 1953-54 campaign.

Although not a Yale alumnus, Mr. Reed has a son, Nathaniel, who is currently in the Class of 1955, living in Calhoun College.

Yale of educating its students are analyzed over the span of the last forty years.

The figures are for the University as a whole. Totals in the "Income" column are exclusive of income which the University has derived from its securities, from annual Alumni Fund contributions to income, and from sundry income. Expressed in another way the "Income" column reflects only the money received from student tuitions, room and board charges, and fees.

The last two columns are especially interesting. The next-to-last represents the net cost to Yale per student in then current dollars. The last column is an approximate measure of what it would take to reimburse Yale per student in 1953 dollars. The basis for adjustment is the consumer price index as published by the National Industrial Conference Board—which seemed the most applicable of several studied.

For example: For the four years the Class of 1929 attended Yale University Yale spent—over and above what it received from each student—\$2,188—the total of the four applicable years in the next-to-last column. To reimburse Yale in dollars of equivalent purchasing power would require today a total of \$3,274 from each alumnus of the Class of 1929; this is the total of the four applicable years in the last column.

Year	No. of Students	Total Expenses		Income		Net Cost To Yale	Net Cost to Yale per Student	
		Total	Per Student	Total	Per Student		In Then Current Dollars	In 1953 Dollars
1913-14	3,272	\$ 1,585,493	\$ 484	\$ 816,085	\$ 249	\$ 769,408	\$ 235	\$ 582
1914-15	3,310	1,609,924	486	851,480	257	758,444	229	571
1915-16	3,267	1,676,891	513	881,198	269	795,693	244	566
1916-17	3,262	1,826,825	560	860,615	264	966,210	296	577
1917-18	2,006	1,846,143	920	664,909	331	1,181,234	589	947
1918-19	2,554	1,982,865	776	756,872	296	1,225,993	480	710
1919-20	3,128	2,667,518	853	1,007,070	322	1,660,448	531	680
1920-21	3,222	3,098,549	962	1,236,056	384	1,862,493	578	863
1921-22	3,455	3,634,797	1,052	1,959,128	567	1,675,669	485	761
1922-23	3,784	3,728,486	985	1,576,135	416	2,152,351	569	868
1923-24	4,015	4,032,240	1,004	1,804,223	449	2,228,017	555	838
1924-25	3,957	4,348,564	1,099	2,151,140	544	2,197,424	555	815
1925-26	4,445	4,573,442	1,029	2,212,270	498	2,361,172	531	775
1926-27	4,722	4,904,312	1,038	2,656,002	562	2,248,310	476	709
1927-28	4,960	5,331,202	1,075	2,655,055	535	2,676,147	540	816
1928-29	5,007	6,132,620	1,225	2,925,926	584	3,206,694	641	974
1929-30	5,025	7,022,988	1,398	3,284,797	654	3,738,191	744	1,170
1930-31	5,290	7,720,829	1,460	3,420,151	647	4,300,678	813	1,423
1931-32	5,274	7,640,228	1,449	3,489,595	662	4,150,633	787	1,547
1932-33	5,182	7,077,748	1,366	3,440,133	664	3,637,615	702	1,432
1933-34	5,107	7,141,620	1,398	3,633,459	711	3,508,161	687	1,322
1934-35	4,990	7,274,288	1,458	3,660,857	734	3,613,431	724	1,347
1935-36	5,096	7,098,309	1,393	3,663,581	719	3,434,728	674	1,226
1936-37	5,208	7,162,095	1,375	3,808,877	731	3,353,218	644	1,123
1937-38	5,230	7,574,615	1,448	3,824,822	731	3,749,793	717	1,283
1938-39	5,280	7,926,318	1,501	3,882,678	735	4,043,640	766	1,389
1939-40	5,319	7,930,191	1,491	3,781,397	711	4,148,794	780	1,404
1940-41	5,280	7,935,465	1,503	3,824,005	724	4,111,460	779	1,343
1941-42	5,454	7,741,937	1,419	3,741,480	686	4,000,457	733	1,133
1942-43	5,036	7,603,331	1,510	4,242,113	842	3,361,218	668	977
1943-44	5,080	6,213,748	1,223	2,980,952	587	3,232,796	636	918
1944-45	4,056	7,007,687	1,728	2,798,922	690	4,208,765	1,038	1,475
1945-46	5,548	8,496,283	1,531	4,362,994	786	4,133,289	745	981
1946-47	8,733	12,227,420	1,400	7,022,935	804	5,204,485	596	702
1947-48	8,991	13,128,433	1,460	8,237,148	916	4,891,285	544	565
1948-49	9,017	14,182,462	1,573	7,983,726	886	6,198,736	687	771
1949-50	8,519	15,201,364	1,784	8,716,248	1,023	6,485,116	761	843
1950-51	7,745	14,734,355	1,902	6,858,067	885	7,876,288	1,017	1,045
1951-52	7,687	15,786,881	2,054	8,413,994	1,095	7,372,887	959	959

The Reporter

THIS, the first edition of the REPORTER, carries on where our news report, "A Word to the Y's" left off last spring. A growing demand among Class Agents and Regional Chairmen for more information on Yale and the Fund's activities, and requests that we condense our news mailings into one every five or six weeks—are the chief factors that are behind our decision to try here to answer the needs of you who so generously give of your time and talents to Yale.

It is planned to publish the REPORTER approximately every five weeks during the college year. Distribution will be confined to the Yale Alumni Fund Family—the Class Agents and the Regional Chairmen. Besides carrying to you the highlights of the current campaign we hope to provide you with factual data which may be useful to you in your letters to and conversations with prospective contributors to the Fund.

Last, but certainly not least important, from time to time we will introduce to you individuals who seem newsworthy because of their current activities in behalf of the Fund.

Suggestions and comments will be welcome.

December Tips

Suggested texts for the first appeal letter are now in your hands. It will facilitate the work of the New Haven office if they receive your text and order blank promptly.

Agents availing themselves of assistance from co-agents and class committees should hold organization meetings in December in anticipation of the 1953-54 Fund campaign.

Those agents who contact the more affluent members of their class for tax-deductible gifts have less than three weeks left.

Class Agents' manuals are your Fund bibles. Keep them in your desk drawer and avail yourself of the material contained therein for use in letters or news items to your classmates.



JOHN L. KOEHNE, 1917

A New York City textile manufacturer, John L. Koehne, is the Yale Alumni Fund's assistant chairman for class agents.

Connected with the textile industry since 1919, he was first president of the C. K. Eagle Company, and later became treasurer and general manager of Shammokin Woolen Mills, Inc., a position which he currently holds.

A staunch Republican, John is a member of the Presbyterian Church. For many years active in civic affairs, he has worked valiantly with the Community Chest, the Red Cross, and numerous similar organizations.

In Yale activities, John Koehne has been co-Class Agent for 1917 and Chairman of the 1947 Special Gift Committee for his Class.



JOHN A. GIFFORD, 1922

Assistant chairman of the Alumni Fund for parents is John A. Gifford, 1922, a lawyer residing in New York.

Jack Gifford, who attended Harvard Law School after graduating from Yale, has practiced law in New York City since 1925, and is currently a partner in the firm of White and Case, 14 Wall Street. His career, however, was interrupted by the war, when he served for several years as a lieutenant commander in the Naval Reserve.

Jack has always been interested in a number of charitable and philanthropic organizations and has served them with distinction. Currently, he is a director of the Boys Athletic League of New York as well as being a trustee of the New York Savings Bank. He has been a Class Agent since 1947.

THE STRENGTH OF YALE

IN 1918, Yale's President Arthur T. Hadley wrote with a relevance that has not diminished through the years:

"The strength of a college depends on the character of its graduates more than on the number of its students or the thoughts of its faculty. The spirit and work of the graduate body show what it has accomplished in the past. The loyalty and support of that body determine what it can accomplish in the future. Yale has always been singularly fortunate in the character of her graduates and in the whole-hearted support which she has received but not until the Alumni Fund was developed did we realize how concrete and how effective that support could be made. Through the medium of the Alumni Fund it became possible for men with moderate incomes to make substantial contributions to Yale's teaching efficiency by recurrent gifts from year to year. The contributions thus gathered have been a large factor in making Yale what she is today. They

have enabled her to take prompt advantage of opportunities for new development and new service, in peace and war, which she must necessarily have renounced if she had been dependent solely upon income from endowment or current receipts from tuition fees.

"For an Alumni Fund means more than can be represented by dollars and cents. It means intellectual liberty for the institution, in the largest and best sense of the term. A college that is dependent on the State can seldom be wholly free from politics. A college which places its chief reliance on one or two large givers is subject to the suspicions of being under their personal influence, and in a matter like this, the suspicion is often as dangerous as the reality. But the College or University which successfully appeals for support to its graduates as a body is by that very fact free from the control of a class or a party and able to meet the emergencies which arise as an independent and self-determining institution."

25th Reunion Insurance Plan

Explained by H. E. Hosley, Jr.

IN 1947 and 1948 the Alumni Fund Board of Directors made a careful study of the Princeton twenty-year Memorial Endowment Life Insurance program. The results of this survey indicated that a similar program might be initiated at Yale with major long term benefits to the University.

Since 1948, each senior class has subscribed to the program. Today a total of \$1,543,800 twenty-five-year endowment

life insurance is outstanding under six separate Class Gift Funds.

The 25th Reunion Gift Fund is, it should be noted, entirely separate from the annual gifts to the Alumni Fund. However, the ultimate gift when presented to the University at the 25th Reunion is included in the class Alumni Fund total gift for that year.

The basic objectives of the Insurance plan are: (1) To give every member of a class the opportunity to share in the Class Gift Fund; (2) To ease the burden of giving for the individual by spreading contributions over a twenty-five-year period; (3) To accomplish insofar as possible a "guaranteed" result in the 25th year.

Under endowment life insurance, a fixed annual premium is paid directly to the insurance company by the insured. At the maturity date of the policy, if the insured is then living the Class Gift Committee receives the face amount of the policy plus any outstanding dividends. Upon due proof of death of the insured at any time during the twenty-five years, the Class Gift Committee receives, at once, the face amount of the policy plus any dividend credits outstanding. Through its Chairman, the Committee has direct control of the Fund until the 25th Reunion, when disposition to the University is made by vote of the Class.

Dividends as declared by the Company are payable annually but dividends do not start until the third year premium. The policies stipulate that dividends will be left with the Company to accumulate at interest, subject to the control of the Class Gift Committee. Such dividend accumulations as may be outstanding at the 25th Reunion will increase the total amount of the Class Gift to the University. While most dividends received during the first six to eight years out of college are used by Class Committees to support "delinquents" (those who have failed to pay premiums on time), a class subscribing \$250,000 insurance should expect about half of its dividends over the twenty-five-year period to accrue (total dividends estimated at \$30,000—one half would be \$15,000).

The one problem is delinquency. This has to be constantly watched and followed up. These delinquents have to be contacted, a decision made by the Class Committee, and "adopters" found in most cases. Experience shows, however,

these delinquents decline in number after a class has been out of college for six to seven years.

The Alumni Class Gift Committee—which acts in an advisory capacity to each graduating class—consists of the following:

Laurence G. Tighe, 1916, *Chairman*
H. E. Hosley, Jr., 1938, *Executive Secretary*
Charles M. O'Hearn, 1924 S.
Clarke W. Costikyan, 1925
Carlos F. Stoddard, Jr., 1926
Charles Watson, 3d, 1927
DeWitt Peterkin, 1937
Wilson Nolen, 1948
Thomas N. Tuttle, 1950



CHARLES H. WILLARD, 1926

Active in public affairs for many years, Charles H. Willard, of Katonah, New York, is the Alumni Fund assistant chairman for graduate and professional schools.

A member of the Class of 1926, Charlie Willard graduated from Harvard Law School three years later to become assistant to the secretary of the Wickersham Commission. Since 1930, he has been associated with the New York law firm of Davis, Polk, Wardwell, Sunderland, and Kiendl, and became a member of that firm in March, 1950.

During World War II, he served in Washington with the War Department as assistant general counsel to the Surplus Property Board.

A member of St. Luke's Episcopal Church in Katonah, he is currently serving on the executive committee of the American Law Institute and the editorial board for the Uniform Commercial Code. Charlie is also a member of the Committee on Federal Legislation of the Association of the Bar of the City of New York. Until March of this year he was chairman of the executive committee of the Class of 1926.



ALLEN S. HUBBARD, 1937

Allen S. Hubbard, 1937, the Alumni Fund assistant chairman for regions, is a member of the New York law firm of Hughes, Hubbard, Blair, and Reed, and was made a full partner of that concern in January of this year. It was October of 1945 when he returned from World War II to resume the practice of law.

A specialist in the field of labor relations, he is chairman of the New York State Personnel Relations Board, and in 1950 he left his law firm for eighteen months to devote his full time to this cause.

An active member of the New York City Yale Club, Allen is also a member of the Scholarship and Enrollment Committee of the Yale Alumni Association of Long Island. A Republican, Allen was chairman of the Nassau County GOP committee from 1948 until he moved to Syosset in 1952. He currently serves as vice-president of the Peabody Home and is a member of the Syosset School Board.

Reunion News



The aggregate reunion class quotas this year will be \$489,000, a sum of \$45,092 in excess of the amount raised by last year's reunion classes.

All of the classes in the traditionally more important reunion years have responded enthusiastically to the quotas given them. Reunion organization is far in advance of last year. A partial list of the Reunion Gift Chairmen follows:

- 1914 S. Sloan Colt
- 1929 Leonard S. Mudge
- 1934 J. Stephen Knight
- 1939 George H. Chittenden

The class of 1931 is already starting to move for its 25th Reunion in 1956 headed by Alph Beane and John Gates.

Rumor has it that 1939 is planning a raffle similar to 1938's of last year. Here are some of last year's prizes when \$1,800 was collected toward 1938's gift to the Fund:

1. Thoroughbred Shetland Pony
2. Six-foot Plastic Swimming Pool
3. A Free Baby Delivery (given by one of the class doctors)
4. Free Legal Advice (given by one of the class attorneys)
5. Complete Set of Lingerie
6. Baby Lamb
7. Radio-Clock Combination

Milt Fox-Martin reports that 1935 has already received a gift of an acre of land in California for its 25th Reunion. No one seems to know if oil or gold is being produced.



NON-REUNION

Even at this early date we can report one perfect score. Clarence Blakeslee '85 S. reports 100% contributor participation.

As a result of Chairman Palmer's quota letter, 15 agents have indicated they expect to better their quotas. If all come through, this extra sum would amount to \$12,000.

Eighty non-reunion agents attended the two forum discussion groups planned for them. In the one for classes between 1890 and 1935, John Koehne conducted a very lively question-and-answer pro-

gram, highlighted with talks by Jack Holbrook, 1931, and Conyngham Gifford, 1917 S.

Roy Whitney, 1905 S. showed some inclination to question the importance of regional solicitation. His class received contributions from only 90 out of 100 potential contributors. If he can't get those ten to come through, they must be lost, strayed, or stolen.



Count Costikyan, 1929, the Fund's Vice-Chairman, conducted a spirited meeting of regional chairmen at the Convocation. Bill James, 1916, of New Haven, Jack Carmody, 1927, of Worcester, Pres Bush, 1944, of Greenwich, and Ed Purcell, 1935, of Bergen County, New Jersey, related their experiences in last year's campaign.

All present agreed that regional work should not start until some time in March this year—the exact date differing in various parts of the country and being partially governed by such factors as Red Cross drives, duck shooting, and Florida vacations.

New committees are already in the process of organizing in Youngstown under Bill Fowler, 1942 S., Meriden under George Church, 1933, Wallingford under Schuyler Goodwin, 1927. Darien and New Canaan will also, for the first time, enter the regional field.

Allen Hubbard, Assistant Fund Chairman and last year's Long Island leader, reports that he expects to break down that territory into at least ten new regions.

The following new appointments have been made for the 1953-54 campaign:

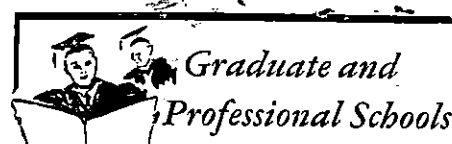
NEW REGIONAL CHAIRMEN Washington, D.C.

Re-appointed:

Gordon P. Williams, 1931
International Monetary Fund
1818 H. Street, N.W.
Washington, D.C.
Scarsdale, N.Y.

Appointed:

John F. Fowler, Jr., 1923
11 East Woods Lane
Scarsdale, N.Y.
Worcester, Mass.
John W. Curtis, 1934
40 Cedar Street
Worcester, Mass.



Law School Story

The Yale Law School Fund this year is operating under a new chairman, in the person of Roswell L. Gilpatric, 1928, 1931 L. Archie E. Albright, Jr., 1948 L., chairman for the past four campaigns, took the Fund from \$6,000 in 1949 to over \$25,000 in last year's campaign. The number of contributors also jumped from 450 to 1,500 and last year the Fund had a 29% participation record.

This year the new Chairman has his sights set on a \$10,000 increase to \$35,000 and is off to a flying start with over \$9,000 at the time of this writing. The Fund again plans to utilize the services of some 22 regional chairmen. A regional plan was organized last year by Oscar Ruebhausen, 1937 L., and helped considerably in increasing the number of contributors. Amory H. Bradford, 1934, 1937 L., newly appointed vice-chairman of the Law School Fund, has taken charge of regional activity this year and hopes to increase the number of districts.

Over the Dartmouth week-end the Law School Fund held its first convocation which was attended by some seventeen class agents and regional representatives. Mr. Gilpatric moderated a lively discussion group which formulated further plans for this year's campaign.

All monies received to date by the Law School Fund have been utilized as a Student Loan Foundation. It is hoped that this year a gift scholarship may be established.

Yale Medical School

Two years ago the Medical School, taking a page from the Law School's book, established their own Fund with Dr. Charles Breck as chairman. It was a highly successful venture with the first year's results hitting almost \$10,000 as compared with the previous year's \$5,800. For the year ending June 30, 1953 the Medical School Fund went to \$11,798 given by 426 contributors. Needless to say, Dr. Vernon W. Lippard, 1926 S., new Dean of the School of Medicine, is highly pleased with the results to date.

The Medical School Fund has this year switched from a spring solicitation to a fall campaign in order to avoid conflict with the regular undergraduate Alumni Fund campaign which runs from February 1 to June 30.



YALE UNIVERSITY

Committee on Enrollment and Scholarships
703A Yale Station
New Haven, Connecticut

BULLETIN FOR ALUMNI REPRESENTATIVES

Volume V, Bulletin I

November, 1952

QUALITY NOT QUANTITY

The emphasis of the program of the Committee on Enrollment and Scholarships this year should, for the most part, be on quality rather than quantity. Last year we had about 3500 completed applications for admission to Yale, so that more applications are not needed. However, we should like to have more applications from certain of the Regional Areas, notably the following:-

South Eastern
South Central
North Central
Rocky Mountain-

and, there is a very real need of more applications from really first rate high school boys who do NOT need financial aid. There is always room for improvement in quality from the areas where there are regularly large numbers of applicants.

We shall probably have less, rather than more, scholarships available for the next entering class, and this is an important point to bear in mind because last year we had nearly 1600 scholarship applications and were able to make only about 300 awards. The competition for financial aid is likely to remain extremely keen.

The size of the next entering class will be about 1,000 and there will be no Pre-Induction Scholarships offered for the coming year.

BULLETINS AVAILABLE

Under separate cover, each Alumni Representative will receive very shortly a complete set of the application forms to be used this year, together with a copy of the new booklet, "Expenses and Financial Assistance at Yale". In addition to this material, Alumni Representatives should make sure to have at hand before interviewing starts, copies of the latest editions of the following:

An Introduction to Yale
Terms of Admission (November 15, 1951)
Undergraduate Courses of Study (April 1, 1952)

Copies of all bulletins are available upon request.

CALENDAR

The attention of Alumni Representatives is especially invited to the several important dates affecting applicants for admission to Yale as set forth in the calendar attached to this Bulletin.

NEW REGIONAL COMMITTEE

- 2 -

In connection with the recent reorganization and expansion of the Alumni Board, Mr. Robert A. McKean, Jr. '27 has been appointed Chairman of its Committee on Enrollment and Scholarships succeeding Mr. Henry S. Lovejoy '07. Members of this Committee have been appointed from the newly established regional areas as follows:

Hugh P. Brady '14
Seattle, Washington

Robert Lassiter, Jr. '34
Charlotte, North Carolina

Streeter B. Flynn '15
Oklahoma City, Oklahoma

Philip M. Fairbanks '35
Washington, D.C.

Francis Hartley '17S
Portsmouth, New Hampshire

David H. Northrup '36
Syracuse, New York

Peter Capra '26
New York, New York

Thomas F. Erickson '40
Elmhurst, Illinois

James W. Gage '26
Reading, Pennsylvania

Edward M. Noyes '40
Cincinnati, Ohio

Henry G. Hayes, '27
San Francisco, California

Frank A. Kemp, Jr. '42
Denver, Colorado

Stuart A. Lyman '29
New York, New York

Theodore S. Turner '42E
Fairfield, Connecticut

Arthur T. Wallace, Jr. '47Mar
Des Moines, Iowa

This Committee held its organization meeting at Yale on October 17th and there is enclosed with this Bulletin a letter from its Chairman setting forth in detail its purposes and objectives.

NEW PERSONAL INTERVIEW RECORD AND RATING SHEETS

A revised Personal Interview and Rating Sheet will be used this year which provides a new basis for arriving at the over-all rating of a candidate as a person.

One of the elements which contributes to the unreliability of personal ratings is that it is first impressions--and largely general impressions only--that are estimated in the interview. These do not depend so much upon the person who is giving the impressions as upon the person receiving them, for the interviewer's general impression of fitness is too often obtained from some little and usually insignificant characteristic of the applicant.

The way to lessen the danger arising from the pitfall of general impressions is to follow a rating scale, such as the one included on the new Personal Interview Record and Rating Sheet, that takes up, point by point, the details which contribute to the general impression. The attention of the interviewer is in this way diverted to details so that he must consider and rate several qualities and characteristics in arriving at his Summary Rating of the candidate rather than having his entire judgment biased largely by his first impressions.

A supply of blanks (in pads of twenty) is being sent to Alumni Representatives who interview a considerable number of applicants each year. A set of forms will be sent to other Alumni Representatives with copies of interview notices.

COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS

CALENDAR 1952-53

November 15, 1952	Application blanks will be mailed to all preliminary registrants. Sample sets of forms will be mailed to schools and to Alumni Representatives.
December 15, 1952	Interviews will start about this time and Alumni Representatives will be notified promptly as applications are received.
February 15, 1953	SCHOLARSHIP APPLICATIONS CLOSE
February 21, 1953	Registration closes for College Board tests.
March 7, 1953	Late registration closes (upon payment of \$3.00 additional fee) for College Board tests.
March 14, 1953	College Board tests administered. Applications for admission to Yale received by the Office of Admissions after this date may not be considered prior to the late June meetings of the Board. The great majority of places in the Freshman Class will be filled in May.
April 1, 1953	All interviews should be completed by this date and Personal Interview Record and Rating Sheets submitted to the Committee on Enrollment and Scholarships.
May 11, 1953	Harvard, Princeton and Yale will announce scholarship awards. Letters concerning admission and scholarship awards may be mailed on or after this date.
May 20, 1953	Uniform Acceptance Date. This is the date before which a candidate admitted as a freshman to Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton and Yale (together with such other colleges as may elect to observe this uniform acceptance date) will not be required to give notice of his decision to attend one of these institutions or to accept financial aid from it.
June 1, 1953	Final closing date for applications for class to enter September 1953.
November 1952	

MEMORANDUM TO MEMBERS OF THE COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS OF THE
YALE ALUMNI ASSOCIATION OF WESTCHESTER COUNTY

We are trying to develop an active, informed Committee on Enrollment and Scholarships for Westchester County in order to encourage more top-flight high school boys to apply for admission to Yale. Our aim is to have each high school followed by a Yale alumnus who will:

1. get to know the principal, the dean, the college counselor and even the athletic coaches (they know a lot about many of the good boys) and see that they are well-informed on Yale's admission requirements and scholarship opportunities; and
2. find out who the outstanding junior and seniors are, meet them, and tell them what Yale offers--i/e/; a top education and the greatest heritage in the country.

This is not an easy task. It means that you yourself have to know the facts about admission requirements, expenses, scholarships, bursary jobs, and why Yale insists on College Board exams while many other colleges do not. You don't have to be an expert on details such as the subjects which an applicant should select for exams or for study at Yale. The high schools themselves in conjunction with Yale's Board of Admissions will supply most of the specific data, and you should never be afraid to say you don't know but will find out.

Your main task is to convince them that Yale is interested in high school boys who can do the work, to educate them on admission requirements, and to be a good reporter to Yale on the true facts in each case. This means taking a morning off occasionally to visit the schools, it means attending school functions and athletic events from time to time, and it should mean subscribing to the school and local newspapers in order to become well informed.

The results will be measured in terms of quality, not quantity. In many schools desirable candidates will be few and far between, and there will be plenty of disappointments. You will have to learn to pass up some attractive kids who are nice enough but just aren't outstanding, and you will think some good candidate is heading our way--only to see him wind up at another college. On the other hand, the satisfaction of seeing a top-flight boy go to Yale who otherwise would have gone elsewhere, is very great. It is one of the finest contributions you can make to Yale.

Our group has worked hard during the past year, and we've made some progress. We've made mistakes, too and we've learned from them. The following comments incorporate some of these lessons, and, therefore, they should be helpful to you.

The first step is to school yourself on admission and scholarship policies. If anyone does not have an interviewer's kit, please write to Donald K. Walker, Executive Secretary of the Committee on Enrollment and Scholarships at Yale, and ask for one. Be sure to read the following from cover to cover:

- " Handbook for Use of Alumni Representatives"
- " Terms of Admission"
- " Introduction to Yale"
- " Student Self-Support"

You won't learn everything about Yale from them, but you'll be able to answer 90% of the questions you'll run into.

The next step is to find out what boys from your high school are now at Yale and how they're doing. Write to Don Walker and ask him for this information. It will help no end when you talk to the principal. If there are no boys at Yale, tell him that's why you're there, and it's probably our fault, but that from now on we want to do everything we can to encourage his best boys to go to Yale. On the other hand, if you can mention some of his boys who are already at Yale and show that you know how they're getting on, you'll be off to a good start.

When you go to see the principal, it is preferable to arrange an appointment in advance--and, if you're a commuter, they'll usually make it first thing in the morning. The person who can help you the most, of course, is the one who actually advises the boys on college problems. It may be the principal or the dean--or in larger schools, a college counselor. If it's your first call, don't try to accomplish or ask for too much. Get acquainted and convince him of your sincerity in wanting to be helpful. The ultimate objective, of course, is for him to give you the names of the top five or six boys he thinks can do the work at Yale, and their scholastic and extra-curricular records. But this will take some knowing, some cultivating, and some time.

One bit of advice. Don't ask or expect school authorities to favor Yale against other colleges. Respect their independence--and their obligation to advise certain boys to go elsewhere if they feel they should. And don't let them get the impression that you want only their outstanding football players! You can get the information you want on athletes from the coaches. However, you'll make things a lot easier for yourself if you ask them not to suggest mediocre or poor students. And don't be misled by the fact that most coaches rate a boy more highly for his ability to go to his left than for his Geometry.

To make your job of contacting the school authorities easier, we're going to have a buffet supper for the high school principals and/or the person who acts as the college adviser to seniors--and, of course, for you, too. We'll give you the details soon, so you can invite those from your school--but the big news is that Steve Buck, Dean of Freshmen, and Don Walker are coming down from New Haven. After our guests have had a few martinis to insure a lively discussion, and a modest supper, Steve will give a talk on Yale's keen interest in top high school boys--and then hold a question and answer session. You'll learn a great deal; so will our high school guests, and you will have been presented with a wonderful opportunity for follow-up and for making friends.

Now for a few questions and answers:

Q. What chance has the average boy in the average Westchester high school of gaining admission?

A. Let's face it--very little. As we all want them to be, Yale's standards are high and it takes a better-than-average kid to make the grade. Bear in mind that he must compete with top high school and prep school boys from all over the country. And if you think about it a little, it will be obvious why high school standards can't be too tough--otherwise too many boys would flunk and then the citizens would fire the school board. Of necessity, therefore, they have to cater to mediocrity.

A few schools have high standards, but an 85 average in most schools is not prima facie evidence that the boy can do the work at Yale. For one thing, the passing mark at some schools is 60, whereas in others it is 75. It is obvious that a mark of 87 would not have the same significance in the two schools.

Actually, a boy's standing in his class is probably the most revealing single statistic you can get--and not always easy to get either. Experience indicates that a boy in the top 10% of his class, even in Podunk High, is probably up to Yale competition. If he's about 15 or 20%, he's still a possibility, particularly if he's been active in extra-curricular activities and is a good kid. But if he's at the 25% mark or below, you'll generally save yourself a lot of grief by writing him off as far as Yale is concerned.

While we're on this subject, it's well to bear in mind that even if a school official tells you a certain boy can do the work at Yale, you might retain at least a mild skepticism--at least until Yale has looked over the records and says so, too. It's surprising how many high school authorities gave us an O.K. this year on boys who really weren't up to it. In some cases the school authorities just don't know enough about Yale's requirements and standards--and understandably, they don't like to admit that an 85 average in Podunk is quite apt to turn into a 65 at Yale.

Q. This brings us to a very important question--how does Yale decide on applicants? What are the important factors?

A. This is obviously too big a question to try to answer fully here--and it is explained carefully in the "Handbook" anyway. But perhaps a few comments may be in order. Yale weighs many factors--but the most important are the boy's high school record, the recommendation of the principal, the opinion of the Yale alumni interviewer, and the results of the College Board exams. Yale has about 3500 or more applicants each year for about 1,000 places--and several thousand more think about it but don't actually apply. They come from all kinds of schools with all kinds of scholastic standards--which is why Yale insists on all candidates taking the same College Boards (March) in order to have a common denominator. In many schools which have sent a lot of boys to Yale in the past, Yale knows how to evaluate an 85 average--or the statement of the principal that a certain boy can do the work. In other schools where they have less experience to go on, Yale would probably weigh the College Boards more heavily.

With every boy, however, Yale weighs all the available evidence and comes up with a "prediction"--which is an attempt to forecast, on the basis of past performance, what average he will make Freshman year. Being statistical and involving human judgment, it isn't always borne out nor is it put forth as infallible--but it is the common denominator they have found, and it's uncanny how often they hit it almost on the nose. Occasionally they miss by a wide margin--because, being based on past performance, it necessarily assumes a boy will put forth the same kind of effort he made in high school--whereas some boys wake up and work a lot more effectively, while others can't take college life in stride and stop working. But it's pretty accurate in about 80% of the cases.

A 75 prediction is about the average for the class. Obviously, Yale doesn't accept all boys over 75 or reject all under. If they did, they'd be emphasizing scholastic work over and above its relative importance, and would pass up a lot of good, all-round boys who contribute significantly to Yale life in other ways. In the final analysis, acceptance becomes a matter of judgment on the part of the Board of Admissions on the basis of a lot of evidence, of which the "prediction" is an attempt to evaluate the scholastic factor. Probably no groups at Yale get more criticism from alumni than the Board of Admissions and the Committee on Enrollment and Scholarships, but they are composed of men of fairness and good judgment who are just as interested as you and I in getting the best boys into Yale--and are much more experienced. The more you work with these men, the more you will become a booster--and a defender--of their work.

Q. Does an applicant for scholarship aid have to have a better scholastic record than a non-applicant?

A. Generally speaking, yes. Primarily because he has to work and this takes time and energy away from studies. Also because a scholarship boy at Yale is expected to rank in the top half of his class as an undergraduate. It might be more accurate to answer that a scholarship boy has to have greater capacity than he would have to have if he weren't a scholarship applicant and didn't have to work. On the other hand, Yale might well award a scholarship to a boy with a 73 prediction over another boy with an 80 prediction, if on other counts he were superior. It is true, of course, that while Yale doesn't limit admission or scholarship aid only to the "intellectual" or the "brain" she does recognize and rewards high scholarship and ability by seeking out many such boys and providing substantial financial help where necessary.

Q. How are scholarships awarded? And how is the amount determined?

A. They are awarded by, or with the approval of, the Freshman Scholarship Committee, of which Steve Buck is Chairman, on the basis of need and future promise. Information as to the family finances is required, need must be established, and you are counted upon to help ascertain the real facts in each case. In addition, to need, the boy's school record (scholastic and extra-curricular), the school's recommendation and yours, and the impression he makes on the Yale authorities are weighed carefully. Wherever possible, it is advisable to arrange for a scholarship applicant to visit New Haven as early as possible in his senior year, and to notify Don Walker in advance so that he may meet the boy and see that he is properly taken care of.

It costs about \$2,000 a year for a boy to go to Yale. Each undergraduate pays a single, inclusive fee of \$1600, which covers room, board, tuition, accident insurance, health laboratory and all other fees; he should have about \$400 for personal expenses such as books, supplies, recreation, etc. Rooms are assigned by lot so a scholarship boy has the same chance as everyone else to get the best in the house.

The next question is, "how much can the family provide?" This depends on a lot of factors, such as the family savings and income, the number of other children, etc.--all of which you're expected to find out and inform Yale. But for purposes of illustration, let's assume the family can provide \$600. Then a scholarship of \$1,400 is necessary, and if Yale thinks the boy rates it, that's what he'll get. His total award, of course, made up of a scholarship of \$1,000 and University employment through which he can earn \$400 during the college year.

All scholarships are on an outright or gift basis for the Freshman year, but in many cases part of the aid thereafter takes the form of a longterm loan, payable five years after graduation, with interest at 2%, except that if a boy goes on with professional training at Yale, the due date of his loan is extended. A boy is expected to rank in the upper half of his class scholastically to qualify for financial aid for the ensuing year.

It is well to emphasize that while Yale does not want to make any award larger than is really needed: there is an equally keen desire that scholarship boys should have as full and attractive a college experience as those in easier financial circumstances. Awards, therefore, are not cut so fine as to preclude this.

Q. What is meant by "bursary" jobs?

A. These are jobs for scholarship boys, beginning Sophomore year, as Yale prefers that no student serve in the dining halls after Freshman year. Bursary jobs may consist of acting as aide to the Master of a Collège, as librarian or athletic secretary for the College, work in University administrative offices, or any one of a number of different occupations, including that of a laboratory technician in a course a student may be taking. These jobs generally require a limited number of hours a week, and are such that they may be performed without interfering seriously with scholastic work.

The bursary system at Yale, made possible only by specific bequest, is so peculiar to Yale--as are the residential colleges--that it should be emphasized to prospective candidates. The bursary student is fortunate that his employment is generally suited to his talents or fits in with his educational aims and personal interests. See "Student Self-Support" for additional information.

Q. How early should one start to talk to boys about going to Yale?

A. If you know a boy well, start as early as you want; in schools that are well informed on admission requirements, not much before junior year (11th grade). In schools that are less well informed, it might be well to check the boys in the 9th and 10th grades to make sure they are taking courses which give a solid preparation for college. While it is less true of Westchester County than other sections, there is a tendency in many high schools to promote commercial courses, like bookkeeping, typing and shop work, and more than one boy has come up to senior year wanting to go to a top college, only to find that he hasn't taken the right subjects. For example, if a boy wants to study Engineering, he should carry Math through Trigonometry in high school, as otherwise he may run into complications during his Freshman year. You don't have to be an expert on just what courses a boy should take, but if you are interested in a boy and will find out what his objectives are, you will find the Board of Admissions most willing to make suggestions.

In any event, you should have most of your work done with the schools and with the boys by January of senior year. In this connection, you should inform candidates as to the following requirements:

1. Scholarship Applicants must file applications for admission and financial aid before non-scholarship applicants, and February 15 is the deadline for scholarship applications. Non-scholarship boys can send in their applications any time up to about March 15.

2. College Board exams are given in January, March, May and August of senior year. Some colleges do not require College Boards. Others--like Cornell, Amherst, Williams--permit taking any one of the exams. Yale, Harvard, and Princeton insist on the March exams--or, in cases of emergency, the May exams.

The March College Boards this year come on the 14th. About three or four weeks later the results are sent to the high schools and the colleges. This means that Yale can't start considering applicants until around the second week in April. It takes some time to review some 3500 applications, so generally it is around the second week in May before final lists are made up. Scholarship applicants are notified first (this year it was May 8th for Yale, Harvard and Princeton, and notification was prohibited before May 8th). Non-scholarship applicants are notified shortly thereafter.

Q. What are the College Boards?

A. The point system of gaining credits for admission to Yale that most of you experienced--and the two and three hour exams in each subject extending over four or five days--is no longer used. Today the College Boards are a one-day affair--the Scholastic Aptitudes in the morning, and the Achievement tests in the afternoon. Applicants are supposed to take these tests in stride without any special preparation or "cramming". They are given by the College Entrance Examination Board, which prepares and marks the exams and sends the results to the interested schools and colleges.

The Aptitude tests consist of a series of verbal and mathematical questions in which the student is required to answer "right" or "wrong" or select one word out of several to fill in a blank space. They are designed to test the range of a student's ability and knowledge, and are considered in the light of the length of time he has spent on a subject, how long ago he completed it, etc.

The Achievement tests are written exams and each candidate must take three of one hour each--usually English and two others--designated by the Board of Admissions in consultation with the high school. These tests are also of the short-answer type, which is why so much ground can be covered in the space of one day.

See pages #9 in the "Terms of Admission" pamphlet for further details.

Q. What about the advisability of suggesting that a boy go to a prep school before going to college?

A. Occasionally this is the best solution to a particular case, although it should be recommended sparingly and with discretion. In the first place, if we play a part in a boy's leaving high school before he graduates--and remember, we are interested only in the top boys--we aren't going to be very popular with the school authorities. Occasionally, however, in a borderline (for Yale) scholastic case,--or where a boy with obvious ability has not hit his stride until senior year--a year at a prep school is a sound solution. But even a good prep school can't perform a miracle with a kid who fundamentally hasn't got it, and you're only building up problems for yourself a year hence--at which point he still has to compete with kids who are brighter than he is. And Yale is going to judge him on his ability to do the work for four years at Yale--not just on the basis of his marks for a repeated senior year.

If you should run into a case where you think a year at a prep school would make a boy a pretty good candidate for Yale a year hence, get the facts together and send them up to Don Walker for his opinion--before you go too far with the boy.

Now one final suggestion as to your general attitude and approach.

Toward the school authorities--an attitude of wanting them to know we are after their best boys and want to be helpful in every way possible to give or get them full information on Yale. We aren't concentrating on their top football stars, but we won't turn up our noses at a lad who is 6'2" and weighs 210--provided, of course, he can do the work. And we aren't going to put a lot of pressure on the boys or get into a competitive race with other colleges.

Toward the boys themselves--pretty much the same. We aren't trying to "sell" them Yale--we merely wonder whether they've thought much about going there and whether they'd like to know more about it. Sure it's competitive--because it offers one of the top educations in the country. But you've informed yourself beforehand about his record and ability, and you think he is (or may be) up to it. Sure, Yale's got a big endowment, and many wealthy boys go there. But it's far from a "rich man's" college--witness the fact that probably around 40% of the students receive some financial support. And it's noted for its democratic character and its respect for scholarship boys. Why not send in an application and thus be assured of being considered? There's no fee involved and no commitment whatsoever.

If he does want to apply, don't leave it up to him to write to Yale for information. You write to Don Walker yourself and tell him the boy wants to apply. And follow up the boy and make sure he's applied, helping him in filling out the application. And suggest that he plan to go up to New Haven some time and see the place. If he will let you know in advance, you'll be glad to make arrangements with Don Walker to show him around. (Maybe you'll be going up to some Yale function yourself and can take one or two boys with you.)

I hope these comments and suggestions may help you. Needless to say, I stand ready at any time to be of any assistance I can. Please call on me if you have a problem--and keep me posted from time to time on your progress and candidates.

Charles M. O'Hearn, Chairman

July, 1950 (REVISED)



YALE UNIVERSITY

Committee on Enrollment and Scholarships
703A Yale Station
New Haven, Connecticut

BULLETIN FOR ALUMNI REPRESENTATIVES

Volume IV, Bulletin 4

March 17, 1952

CONCERNING SCHOLARSHIPS

You will doubtless recall that in order to prevent misunderstanding and misrepresentation the Presidents of Harvard, Yale, and Princeton published, on October 22, 1951, a joint statement of admission and scholarship policies, a copy of which was sent to all Alumni Representatives at that time. As a result of several inquiries, this special bulletin has been prepared to explain just how the principles so determined will affect the program of financial aid to Yale undergraduates, and to clarify some of the points affecting alumni and University awards jointly.

First of all, it should be understood that the standards laid down by the Presidents govern the administration of an over-all scholarship program, including scholarships awarded, directly or indirectly, by alumni clubs and associations.

Secondly, it is clear that all scholarships awarded by Yale alumni clubs and associations should be approved by the appropriate scholarship committee at Yale in advance of any announcement or commitment to any candidate. In the case of prospective freshmen, such awards are subject to the approval of the Freshman Scholarship Committee, of which Mr. Donald K. Walker is Secretary. In the case of undergraduates at Yale, the appropriate committee is the Undergraduate Scholarship Committee of which Mr. Homer D. Babbidge is Secretary. These scholarship committees will continue to solicit and to welcome the nomination by local alumni organizations of candidates for their awards, but final decisions must rest with the authorities at Yale.

In the third place, all Yale scholarships are to be awarded annually. This is true even in the case of Regional and other scholarships when a commitment for renewal is made by the University provided certain conditions are met. The Undergraduate Scholarship Committee carefully reviews each year the complete record of all scholarships recipients and determines in each individual case whether the provisions for renewal of scholarship awards have been met. Alumni organizations should follow this same procedure, reviewing annually their awards and referring to the University Committee any cases whose continuance seems dubious.

The renewal of financial assistance, whether on a gift, loan, or part-gift, part-loan basis, will normally follow for the second and subsequent years provided that: (a) there is clear evidence of continued financial need, (b) the recipient ranks not below the middle third of his class at the end of the year, and (c) he has otherwise maintained a satisfactory record.

Exceptions to the "middle-third" standard are sometimes clearly justified. For example, a student in whose eventual scholastic success there is ample reason for confidence may encounter scholastic difficulties in his Freshman Year, perhaps because of shortcomings in his high school preparation, or because of an unwise initial choice of a major; or he may discover a "blind spot" in one course and wreck a satisfactory record in his other courses by failing badly in this one. It is University policy, under extenuating circumstances of this nature, to offer a second chance through

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loans or grants-in-aid, where it seems justified. Alumni associations have, of course, the same latitude. However, any member of the present Freshman Class or subsequent classes, whose financial aid is continued, either by the University or by an alumni club or association, despite scholastic rank below the middle-third of his class will henceforth not be permitted to engage in formal extra-curricular activities, until he shall have regained at least that degree of academic stature.

This point should be emphasized, inasmuch as it represents a material stiffening in the eligibility requirement for scholarship recipients. In other words, it is perfectly possible for a scholarship student to be ineligible for participation in extra-curricular activities even though he is not on General Warning. This regulation is intended not only to make it clear that the primary obligation of any student receiving financial aid is to his classroom work, but furthermore to protect the student who is well below average in that work against the pressure of activities which, if not checked, may prove disastrous for him. It should be remembered that a scholarship recipient normally carries term-time employment which in itself represents one form of extra-curricular activity. If his class standing is relatively low, undertaking still another activity cannot serve either his best interest or the University's.

All of us here at Yale feel that strict adherence to the principles thus outlined, governing the administration both of University and of alumni scholarship awards, will benefit students and Yale alike. I feel confident that Yale alumni clubs and associations will desire, as heretofore, to cooperate with the University authorities. Now that rising costs of instruction have necessitated an increase in student fees, resident undergraduates receiving financial aid will require higher scholarship or loan stipends. Their average increase will be about \$300 per year. It is the University's hope that alumni associations will undertake to share these unavoidable increases by raising their own stipends. Consequently, it now becomes all the more important for them to select, as beneficiaries of their aid, students whose academic records, as well as promise of leadership in other respects, seem clearly to warrant the degree of investment required.

Donald K. Walker, Exec. Secy.
Committee on Enrollment and Scholarships



YALE UNIVERSITY
NEW HAVEN · CONNECTICUT

COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS

116 WELCH HALL

DONALD K. WALKER
EXECUTIVE SECRETARY

MAILING ADDRESS
703A YALE STATION

November 17, 1952

TO ALUMNI REPRESENTATIVES:

Enclosed is a sample set of the material which is being sent to applicants for admission to Yale this year. It includes the new scholarship application form and a copy of the new financial aid booklet "Expenses and Financial Assistance at Yale".

Your special attention is invited to the four-page leaflet of "Information for Applicants for Admission to the Freshman Class, for Guidance Officers and School Officials". You should be thoroughly familiar with this leaflet before attempting to talk with students referred to you for interviews.

This material is being mailed to all students for whom we have Preliminary Registration cards on file; it will be sent to all who request application blanks hereafter. A sample set is sent to a large list of schools throughout the United States and a supply of forms is sent to many of the schools from which we ordinarily have a considerable number of candidates.

If there is a boy for whom you wish application blanks, you may do one of three things: (1) have him complete and mail to the Office of Admissions a Preliminary Registration card; or, (2) send us his name and address; or, (3) have the boy himself write to the Office of Admissions. We do not distribute application blanks through Alumni Representatives, but you should have on hand a supply of Preliminary Registration cards for prospective candidates.

Scholarship applications close February 15. In order to assure consideration at the main meetings of the Board of Admissions starting late in April, applications for admission should reach us not later than March 15.

Please let us know if you have questions concerning procedures to be followed in applying for admission to Yale.

Donald K. Walker,
Executive Secretary

DKW:A

YALE UNIVERSITY
NEW HAVEN, CONNECTICUT

BOARD OF ADMISSIONS
EDWARD S. NOYES, CHAIRMAN

MAILING ADDRESS: 1502A YALE STATION

1953

*Information for Applicants for Admission to the Freshman Class, for Guidance
Officers and School Officials*

I: GENERAL INFORMATION

1. *The University Calendar*:—Freshmen will report on September 16, 1953. Classes will begin on September 23. There will be no summer session; Freshmen are admitted only for entrance in the fall term.
2. *Size of the Freshman Class*:—The number of matriculants varies somewhat from year to year, but is usually in the neighborhood of 1000.
3. *Credentials*:—Credentials required of each candidate include: (a) his formal application for admission; (b) a complete official record of his secondary school course; (c) a statement from his principal or headmaster about his qualifications for college; (d) official records of his scores on the required tests of the College Entrance Examination Board.

NOTE. There is no assurance that admission applications which reach the Office of Admissions after March 15 can be processed in time for consideration at the May meetings of the Board of Admissions, at which a great majority of the Freshman Class is ordinarily selected. Applications received later but not after June 1 will be considered for such places as may be then open. The closing date for scholarship applications is February 15 (see paragraph 8 below).

4. *Selection of the Freshman Class*:—Chief among the criteria used by the Board of Admissions will be the following:
 - a) *Promise as student*. This is estimated by combining each applicant's school record with his test scores, more weight being usually given to the school record. The number of applicants whose promise as students seems satisfactory is always larger than the number of places in the Freshman Class. There are many whose promise appears to be so nearly equal that differentiation on this criterion alone is impossible.
 - b) *Promise as person*. This is estimated by the report from each applicant's school, by interviews, and by other sources of information. The Board of Admissions is especially interested in those applicants who, having demonstrated satisfactory ability as students, seem in its judgment to be of high character and to give clear promise of sound influence and leadership outside the classroom.
 - c) *Geographical representation*. Yale has always had a wide national spread in the undergraduate group. It is the announced policy of the University to maintain and, if possible, broaden this national representation. Among applicants who seem equal in the criteria listed above, preference will be given in accordance with this policy.
5. *Reports to Applicants*:—The main meetings of the Board of Admissions will be held early in May, 1953, and reports of its actions will be sent as promptly as possible thereafter. Those accepted will be asked to notify the Board before the end of that month whether or not they expect to matriculate in September, 1953.
6. *Preparation for Study at Yale*:—Applicants are expected to have completed four years of secondary school work before entrance. For lists of the preferred subjects of preparatory study, consult the *Terms of Admission* pamphlet. Credit toward entrance will be given for other subjects which form a regular part of a school's curriculum and lead to its diploma. Quality of performance is more important than the number or pattern of accumulated units. Programs of study at Yale will presuppose adequate training in English and at least three of the four following fields: foreign language, history and social studies, mathematics, and science.

7. *Courses of Study*:—Each admitted applicant will receive a bulletin called *Planning a Course of Study*, which gives information about programs leading to the three undergraduate degrees (B.A., B.S., B.E.) and courses available in Freshman Year, together with a program blank on which to indicate his elections. The Chairman of the Board of Admissions will gladly advise any applicant about his program of study in school or college. In all subjects, advanced work is available for those prepared to carry it. Recommendations from principals and headmasters will be carefully considered in the placement of Freshmen at appropriate levels.

Reserve Officers Training Corps programs are available for the Air Force, Army, and Navy.

8. *Financial Aid*:—Many regional and other scholarships are available and no properly qualified student who wishes to attend Yale should feel that limited personal funds will necessarily prevent him from doing so. The same test scores will serve as credentials for both admission and financial aid. The Scholarship Committee, like the Board of Admissions, will study carefully each applicant's school record and recommendation, and will use the criteria described in paragraph 4 above, in addition to consideration of the applicant's need.

Formal scholarship application blanks will be forwarded to any applicant on request. Only those who file such formal applications for aid will be considered, and only those approved by the Scholarship Committee will be regarded as eligible for financial aid in Freshman Year. The booklet *Expenses and Financial Assistance at Yale* will be sent on request. Scholarship applications must be returned by February 15, 1953. The majority of awards will be announced in May.

9. *Dormitory Rooms*:—During the summer, the Freshman Office will send to admitted Freshmen dormitory application blanks, along with other material. Rooms will be assigned by lot.

II. THE ENTRANCE TESTS REQUIRED FOR ADMISSION TO YALE

1. *Reasons for the Requirement*:—Although an applicant's school record is generally of greater importance than his test scores, the combination of these two factors makes possible a more accurate estimate of his promise as a student at Yale than either one alone could provide. For those admitted, the scores are useful as placement criteria and in many cases serve as validation of exemption from certain degree requirements. Therefore every applicant for admission from secondary school is required to offer the Scholastic Aptitude and three Achievement Tests of the College Entrance Examination Board.

2. *When the Tests Should be Taken*:—To be effective as credentials for admission, the tests should be taken during the applicant's final school year. It is strongly urged that applicants expecting to graduate from school in June offer both the Aptitude and the Achievement Tests at the preceding March session of the College Board. This is the earliest time at which June graduates are adequately prepared for the Achievement Tests, particularly in one-year subjects such as the sciences. As the scores are common measurements for all applicants, their usefulness is increased when all take the tests at the same period in their college preparation.

Note 1. Applicants graduating from school at mid-year may take the tests in January, and should do so unless they plan a postgraduate term at school, in which case they should use the March series.

Note 2. An applicant who has taken the Scholastic Aptitude Test at an earlier session is not required to repeat it in March. He should, however, realize that in general his score will be higher, the later he takes the test, and that if he rests his case on his early score, he does so on his own responsibility.

Note 3. An applicant who has registered to take the March tests, but is unable to do so because of illness or accident may, without prejudice, offer the tests at the May session, but should inform the Board of Admissions promptly of his reason for not utilizing the March session.

Note 4. Applicants who for any reason other than illness postpone their tests to the May session must realize that the great majority of the Freshman Class will have been selected before their test scores can be received, and that their chances for admission will be correspondingly reduced.

Note 5. Applicants are not admitted on the basis of tests taken in August of the year of their proposed entrance.

3. *Which Achievement Tests to Offer:*—The aim of the following principles is to make each test score as significant as possible. Applicants and guidance officers are urged to read and follow them. At each session, the Scholastic Aptitude Test (verbal and mathematical sections) will be given in the morning. In the afternoon, Achievement Tests available are: English Composition, French, German, Latin, and Spanish Reading Tests (Greek and Italian at the March session only), Advanced and Intermediate Mathematics, Biology, Chemistry, Physics, Social Studies, Spatial Relations.

a) Achievement Tests should be offered only in subjects studied in the final school year. They are not end-of-course tests; they require no special preparation; and all scores are relative. A student who in March takes the test in a one-year subject such as Chemistry should not be disturbed because he has not completed the course: he will have covered as much ground as other students who take the test and the course in the same year.

Only when applicants are measured in subjects of their final year are the measurements fair. He who, after reviewing a subject completed in the previous year, offers the test in that subject should understand that his score will be interpreted in the light of his additional study.

b) As one of the three Achievement Tests, a Yale applicant will normally offer English Composition. A test in some other final year subject may be substituted with the approval of the school.

c) Prospective students of engineering should normally offer tests in Spatial Relations and Advanced Mathematics, the third test being preferably in English Composition. A test offered in place of English Composition should be in foreign language or Social Studies—not in science.

The test in Spatial Relations, actually a test of aptitude, though listed among the Achievement Tests, is useful in forecasting ability to carry certain courses required in all engineering programs.

The prospective engineer who is not studying mathematics in his final school year should substitute for Advanced Mathematics the test in the science (Chemistry or Physics) that he is currently studying.

The prospective engineer who in his final school year is completing his third year of mathematics and who has not studied Trigonometry and one of the following: Advanced Algebra, Solid Geometry, should offer the test in Intermediate Mathematics.

d) The prospective student in the liberal arts and sciences who is in his final school year studying a modern language should normally offer the test in that language as one of his three Achievement Tests. His score will assist in his placement in the proper level of language study, if he is admitted.

III. REGISTRATION FOR THE COLLEGE ENTRANCE EXAMINATION BOARD TESTS: DATES AND FEES

1. *Where to Register:*—Registration for a session of the Scholastic Aptitude and Achievement Tests should be made with the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, for all test centers except those in Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alaska, Hawaii, Australia, Mexico, Alberta and British Columbia in Canada, Formosa, Japan, and the Philippines. For test centers in these areas, registration should be made with the College Entrance Examination Board, P.O. Box 9896, Los Feliz Station, Los Angeles 27, California. Applications for examination may be obtained from secondary schools throughout the country or directly from the offices of the College Entrance Examination Board.

2. *Examination Fees:*—With his application for examination each candidate must pay a fee to the College Entrance Examination Board. If registration is made on or before the dates listed below, the fee for each session (morning and afternoon combined) is \$12.00. The fee for the Scholastic Aptitude Test alone is \$6.00; for the Achievement Tests alone, \$8.00. A belated application for any session will be subject to an additional fee of \$3.00 and may be made only under the following conditions: no application will be accepted if it is received at the College Board office later than one week prior to the date of the examination session; all applications must be filed through the College Board offices; candidates are not permitted to register directly with the supervisors who have charge of the examination centers. Following is the schedule of closing dates for registration with the College Entrance Examination Board for the series of special interest to Yale applicants.

3. *When to Register:*—For College Entrance Examination Board 1953 Sessions

<i>For Examination Centers</i>	<i>Sessions of</i>	<i>January 10</i>	<i>March 14</i>	<i>May 16</i>
In the United States, and in Alaska, Canada, the Canal Zone, Hawaii, Mexico, and the West Indies	Register before	Dec. 20	Feb. 21	Apr. 25
Outside the United States and localities listed above	Register before	Nov. 22	Jan. 24	Mar. 28

NOTE: There will also be College Board sessions on December 6, 1952 and August 12, 1953. Yale candidates are not expected to use these sessions. See above, Section II, 2.

IV. INSTRUCTIONS TO APPLICANTS

1. Address all applications and records pertaining to admission or to scholarships, other than registration for the test series of the College Entrance Examination Board (see Section III), to the Office of Admissions, Yale University, 1502A Yale Station, New Haven, Connecticut.
 2. Register with the College Entrance Examination Board to take the required tests at the March 14 session (see Section III). Results of all College Board tests which you may have taken in the past (as indicated by your answer to question 10 on your application blank) or will take during the current year must be reported to Yale. It is your responsibility to ask the College Entrance Examination Board to send these results to Yale. Failure to comply with this requirement may delay action on your application.
 3. Complete the application blank and return it promptly. Scholarship applications close February 15.
 4. Ask the principal or headmaster of your school to fill out the school record blanks and return them directly to the Office of Admissions.
 5. The responsibility for submitting your application and other credentials in due season and in proper order rests with you.
 6. A personal interview in the office of the Board of Admissions or with a representative of the Board visiting schools is urged but not required. When such an interview is not feasible, you may be asked to see a local Alumni Representative of the Committee on Enrollment and Scholarships.
- Inquiries about any of the items above should be addressed to the Chairman of the Board of Admissions. Pamphlets and bulletins which will be sent on request include: *Terms of Admission; Expenses and Financial Assistance at Yale*, giving information about financial aid of all kinds; the *Undergraduate Courses of Study* bulletin, containing descriptions of programs and courses offered in the Undergraduate Schools; and the illustrated booklet *An Introduction to Yale*.

EDWARD S. NOYES

Chairman, Board of Admissions

November 1952

Form I

YALE UNIVERSITY

Application for Admission to the Freshman Class to Enter in September.....
(indicate year)

To be filled out on both sides and mailed at the earliest possible date to the
Office of Admissions, Yale University, New Haven, Conn.

1. Legal name in full.....
(Last) (First) (Middle)

2. Home address.....
(Street and number) (City) (State)

3. Birthplace..... 4. Date of birth.....
(City and State)

5. Name of father.....Living? Yes ☐ No ☐
(a) Birthplace.....(b) Occupation.....
(c) If not born in United States, has he been naturalized?.....When?.....
(d) If he attended college, indicate college and class (including any graduate or professional schools).....
.....

6. Mother's maiden name.....Living? Yes ☐ No ☐
(a) Birthplace.....(b) Occupation.....
(c) If she attended college, indicate college and class (including any graduate or professional schools).....
.....

7. Check if parents are divorced ☐ or separated ☐ 8. Are you married? Yes ☐ No ☐

9. Name and address of legal guardian if other than father (and relationship to you, if any).....
.....

10. Have you ever taken College Entrance Examination Board tests? Yes ☐ No ☐ If so, give dates and request that Board to forward scores to the Office of Admissions at Yale.....
.....

11. High schools and preparatory schools attended after 8th grade (including summer schools).
Name of School Location (city and state) Dates of Attendance Date of Graduation
(1)
(2)
(3)
12. Name of principal or headmaster of your present school.....
13. Have you ever attended college? Yes ☐ No ☐ Name of college and dates of attendance
.....
14. Have you ever been dismissed from school or college? Yes ☐ No ☐ If so, give date.....
15. Are you applying for financial aid in Freshman Year? *Yes ☐ No ☐

*If you are applying for financial aid, you must file a separate scholarship application not later than February 15th. A form for this purpose may be obtained from the Office of Admissions upon request.

To be filled out by applicant

PLEASE PRINT OR TYPE DO NOT DETACH

Legal name in full.....
(Last) (First) (Middle)

Home address.....
(Street and Number) (City) (State)

Date of birth.....

Name and address of present school*.....
.....

Name of father (or guardian).....

*If no longer attending school, indicate last school attended and year of graduation.

16. If you have left school, state exactly how you have been occupied since leaving. If you have been working, give names and addresses of all employers and dates of employment.

.....

.....

.....

17. If you have been, or are now, a member of the Armed Forces, give specific details concerning your branch of service, date of service, rank, present status, etc.

.....

18. What profession or business do you now think you are likely to enter after graduation from college?.....

19. Indicate the field of college study in which you now think you would like to major (history, chemistry, engineering, etc.). If undecided, so state.....

20. Give below complete and specific data as to significant honors, activities, hobbies and interests.

SCHOLASTIC HONORS AND PRIZES	SCHOOL ACTIVITIES	HOBBIES AND INTERESTS

21. In applying for college, you are seeking what is usually called "higher education." Explain briefly what you understand by this phrase. *This paragraph must be written in your own handwriting.*

PHOTOGRAPH

Attach photograph or a good snapshot. Do not send a proof that will fade. If no picture is available at present, do not delay returning this blank, but mail photograph as soon as possible.

Height..... Weight.....

Date.....Signature of Applicant.....

YALE UNIVERSITY

SCHOOL RECORD

Name of Student
 School Last First Middle
 Home Address
 Street and Number City State
 School: Passing Certificate
 City State
 Student's Name City State

INFORMATION FOR PRINCIPALS AND HEADMASTERS

Please use this form to submit the preliminary school record of an applicant for admission to Yale. Grades for the first three years and checks to show the courses he is taking in the final year should be entered, and the form returned as soon as possible to the Office of Admissions, 1502A, Yale Station, New Haven, Conn. If the student has been graduated, his complete record should be entered on this form.

The Supplementary School Record blank should be used to report grades for the current school year through the term or half year nearest February 1. Since meetings of the Scholarship Committee and the Board of Admissions begin in April, it is important that the latest available grades for the applicant be reported promptly. A Final School Record blank will be provided later for applicants accepted for admission.

Yale requires each applicant to take the Scholastic Aptitude Test and three (3) Achievement Tests of the College Entrance Examination Board in subjects carried during his final school year. The June graduate should offer these tests at the March session preferably.

Your answer to Item 6 below will be, for the Scholarship Committee and the Board of Admissions, perhaps the most important part of the applicant's credentials. We should like a thumbnail sketch, giving a picture as accurate as possible of him as a person. If he is accepted, your comment becomes a part of his permanent file, to be used by counsellors and faculty for guidance purposes. You are urged to add in a separate letter to the Chairman of the Board of Admissions any additional information of a strictly confidential nature.

The following information concerning the candidate is requested:

1.	If student has left school prior to graduation, indicate reason for leaving and whether or not he is entitled to honorable dismissal.
2.	Has he been disciplined for misconduct?
3.	Has he any physical handicap?
4.	Underline the word or phrase below which, in your opinion, best describes his promise as a student at Yale. Outstanding Superior Average Below average Little
5.	Underline the word or phrase below which, in your opinion, best describes his promise as a person: i.e., his promise of sound influence and leadership at Yale outside the classroom. Outstanding Superior Average Below average Little
6.	Please give below a full and frank statement concerning the applicant's character, intellectual promise, industry, and integrity, as shown in his school record as a whole. Mention any special circumstances which should be considered by the Board of Admissions in connection with his application. Do not feel limited by the space reserved below.

Please sign and return this form to the Office of Admissions, 1502A, Yale Station, New Haven, Conn. It is important that the Scholastic Aptitude Test score be included. Indicate the date of the test.

Photocopy from George Bush Presidential Library

YALE UNIVERSITY

Name of student.....

Last

First

Middle

School { Name Entered Was graduated
 Location Month Year Will be graduated
 Withdrew Month Year

School Marking System (letter and numerical marks, if both are used): Passing..... Certificate..... Honor.....

Class periods are..... minutes,..... times a week,..... weeks a year

Student has ranked..... in a class of..... for period from..... to.....

SCHOOL RECORD

Check (x) current subjects for which no marks are available

REMARKS: Specify laboratory periods, variations in time allowance for subjects, or any other information needed to interpret this record accurately. Regents or College Board test scores may be entered here or in EXTRA column. When Regents scores are given, school grades should also be recorded if available.

SUBJECT	GRADE	9th	10th	11th	12th	EXTRA	*UNITS OR CREDITS
	YEAR	19	19	19	19		
ENGLISH	ENGLISH						
FOREIGN LANGUAGE	GREEK						
	LATIN						
	FRENCH						
	GERMAN						
	SPANISH						
SOCIAL STUDIES	HISTORY Ancient						
	European						
	United States						
	World						
MATHEMATICS	ALGEBRA Elementary						
	Intermediate						
	Advanced						
	GEOMETRY Plane						
	Solid						
SCIENCE	TRIGONOMETRY						
	BIOLOGY						
	CHEMISTRY						
	PHYSICS						
	GENERAL SCIENCE						
OTHER SUBJECTS							

*Including current subjects checked.

NOTE: All failures should be recorded.

Please report below the results of any standard achievement, intelligence, or other tests taken by the applicant, including the Scholastic Aptitude Test of the College Entrance Examination Board. Indicate dates of such tests.

Date..... Signed..... Title.....

YALE UNIVERSITY
NEW HAVEN, CONN.

Supplementary School Record

This blank is to be used to report school grades for the current school year covering the academic period (term or half year) ending nearest to February 1. It should be completed and returned as promptly as possible after the end of the period to the Office of Admissions, 1502A Yale Station, New Haven, Conn. A Final School Record blank will be provided later for applicants accepted for admission.

Name of student.....
Last
First
Middle

Name of school.....Date of graduation.....

Student has ranked.....in a class of.....for period from.....to.....

If impossible to state exact rank, please indicate below under *Comments* approximate rank or relative standing in class. Rank-in-class presents an appraisal of general academic achievement which has proven to be highly indicative of academic promise in college. When combined with College Board test scores, an effective summary of past accomplishment in school and of potential promise in college is available.

SUBJECTS (List all carried during current year and indicate any which may be "advanced" or "honors" courses)	*Check CEEB Tests	No. of Weeks	Periods per Week	Marks or Grades	REMARKS (Regents grades may be entered here)
School Year 19.....-19.....					

*Check (x) in this column the three required College Board Achievement Tests to be taken by applicant.

COMMENTS

List any comments pertinent to the general record of the student for the period covered by this report and bearing upon your recommendation of him as an applicant for admission to Yale. Please underline the word or phrase which at this time, in your opinion, best describes his promise *as a student* at Yale.

OUTSTANDING SUPERIOR AVERAGE BELOW AVERAGE LITTLE

Date..... Signature..... Title.....

YALE UNIVERSITY

Information for Applicants for Financial Aid in Freshman Year

GENERAL

Complete information concerning scholarships at Yale is contained in the booklet "Expenses and Financial Assistance at Yale" with which every applicant should be thoroughly familiar before attempting to fill out his Application for Financial Aid in Freshman Year. If you do not already have a copy of this booklet, it may be obtained upon request from the Office of Admissions, 1502A Yale Station, New Haven, Connecticut.

Scholarships for Freshman Year are awarded on a gift basis to those candidates whom the Freshman Scholarship Committee deems most promising because of qualities of personal leadership, high character, and intellectual ability. They are designed to make possible the advantages of a Yale education to students of superior ability and outstanding promise, but limited financial means. In making its awards, the Committee carefully considers individual references, school and entrance examination records, as well as evidence of financial need. Particular attention is given to the records submitted by school authorities and to the personal interview reports of University or Alumni Representatives.

Awards vary in amount over a wide range, reflecting the Committee's estimate of individual financial needs and the personal merit of recipients. In exceptional cases, awards may be sufficient, together with employment opportunities, to cover *full expenses* at Yale. Every candidate, however, is expected to contribute from his own or from his family's resources as much toward his own educational costs as seems reasonably possible, and relatively few scholarship awards will be large enough to reduce the *net cost* of Freshman Year much below \$600-\$800. In addition, each scholarship holder is normally expected to earn a part of the total aid granted him through remunerative employment offered by the University which ordinarily entails fourteen hours per week in Freshman Year. A scholarship holder may not relinquish a job awarded him unless this is recommended by the Dean of Freshman on scholastic grounds or by the Director of the Department of University Health for reasons of health.

HOW TO FILL OUT THE SCHOLARSHIP APPLICATION

It is important that the Application for Financial Aid in Freshman Year be filled out completely. In submitting this application, you are presenting your request for financial aid in competition with many other applicants, and the care with which you present your application may have a real bearing on your scholarship award. Please follow instructions carefully, so that the Scholarship Committee may be thoroughly and clearly informed as to your financial need.

The bold-faced numbers in the margins of the application form are keyed to the following numbered instructions:

1. Please give your legal name in full. Ordinarily, this should be your name as it appears on your birth certificate.
2. Regional Scholarships may be awarded to candidates who, for at

least three years prior to the time of application for admission to Yale, have resided in one of the specified regions, and who are completing their secondary school course within that region. Accordingly, in order to determine your eligibility for a Regional Scholarship it is necessary for us to know where you have been living during the past three years. City and state are sufficient; we do not need street addresses.

3. Although you may not know what work may be available to you for the coming summer, estimate as best you can the amount you expect to earn. The portion of such earnings you expect to have available for the expenses of Freshman Year should be included in Item 2 of your Estimated Budget.

4. In your answer to this question, please give all possible information concerning personal funds which you may have available to help defray your college expenses; e.g., if you have an educational insurance policy, indicate how much it amounts to, and when the funds become available. Generally speaking, the money you have saved for college expenses should be apportioned over your four years, for you will not be expected to expend all available savings in meeting expenses of Freshman Year. List all available funds, but include in Item 2 of the Estimated Budget only the amount you intend to allocate to Freshman Year expenses.

5. If you have been receiving a scholarship at the school you have been attending, please indicate how much it has amounted to each year. If you need additional space, explain this item under the heading "Additional Information" on Page 4.

6. Scholarship awards will be made on the basis of a budget of \$2,000 for Freshman Year (\$1,000 in the case of non-resident students), plus a reasonable allowance for travel in the case of students living more than three hundred miles from New Haven. Your Estimated Budget must show how you expect to meet these expenses; i.e., if you can expect \$600 from your parents, \$200 from your own savings and earnings, and live within three hundred miles of New Haven, you should request financial aid in the amount of \$1,200 for your Freshman Year in order to balance your \$2,000 budget of expenses. In this example, this figure of \$1,200 is the amount that should be entered as Item 4 of your Estimated Budget.

Remember that in reviewing your Application for Financial Aid, the Scholarship Committee is trying to determine from the information supplied by you just how much help you will need and whether your request for such assistance is reasonable. Accordingly, the more complete and accurate the information you submit, the more certain it is that the Committee will be able to interpret your need. Under "Additional Information" on Page 4, submit any details which you think would be helpful to the Committee in interpreting your Estimated Budget, or in acting on your Application for Financial Aid. For example, if the amount which you show that you can obtain from your parents in Item 1 of your Estimated Budget is low in relation to the Net Income of your family as reported on Page 3, this should be explained under "Additional Information."

7. "Family Income" should include the earnings of parents, non-dependent children and close relatives who are living together in one house and contributing to the family group in such a manner that a contribution from their combined incomes may be made to help defray the educational expenses of the applicant.

"Earned Income before Payroll Deductions" should include wages, salaries, bonuses, commissions and other compensation received as reported in Item 2 on Page 1 of the United States Individual Income Tax Return, Forms 1040 and 1040A. (1951)

"Additional Income" should include dividends and interest, annuities and pensions, rents and royalties and profit from business or profession, as reported in Item 3 on Page 1 of United States Individual Tax Return, Form 1040. (1951)

"Total Income" should correspond with the "Adjusted Gross Income" shown in Item 4, Page 1 of Form 1040. (1951)

DESCRIPTION OF SCHOLARSHIPS

UNIVERSITY REGIONAL SCHOLARSHIPS are awarded on a gift basis to selected applicants who for the preceding three years have resided and attended school within one of the seven areas designated in the booklet "Expenses and Financial Assistance at Yale." Scholarships so designated are renewed on a gift basis after Freshman Year to students who maintain an honors stand, whose total records of performance (e.g. in employment responsibilities) are superior, and who continue to need assistance. As in the case of other Yale scholarships, University Regional Scholarships do not carry uniform stipends but are awarded according to the recipient's individual need and may vary from \$100 to \$2,200 per academic year (including employment).

GENERAL UNIVERSITY SCHOLARSHIPS are also awarded on a gift basis for Freshman Year to applicants from states in the Regional Areas who are not designated as Regional Scholars, and are granted to selected applicants from other states (Connecticut, Massachusetts, New Jersey, New York, Pennsylvania and Rhode Island) on the basis of superior ability, outstanding promise and evidence of financial need. They vary in amount from \$100 to \$1,600 for Freshman Year (including employment). The basis on which financial aid is available after Freshman Year is described below.

MINISTERIAL SCHOLARSHIPS are available for the aid of some students who expect to enter the Christian ministry or missions. The aid so advanced becomes due as a loan five years after graduation, if the recipient by that time has not carried out his announced purpose.

CONNECTICUT HIGH SCHOOL, CITY OF NEW HAVEN, AND NEW HAVEN HIGH SCHOOLS SCHOLARSHIPS. In each entering class tuition aid, varying in stipend according to personal needs, is offered to fifteen or more students each year from Connecticut High Schools, one student from each county, two from the City of New Haven, one each from the cities of Bridgeport, Waterbury, Hartford and New Britain, and one from the State at large. In addition,

scholarships are offered yearly to eight or more students who have been residents of the City of New Haven for a period of at least five years prior to the date of application, preference being shown to graduates of the New Haven High Schools.

ALUMNI ASSOCIATION SCHOLARSHIPS. In certain areas throughout the United States local Alumni Associations have established scholarships which are available to students living in those areas. Applications for such awards should be made directly to officers of the particular Association concerned, whose names may be obtained from the Office of Admissions. Candidates for such aid should also file University applications for financial aid with the Office of Admissions.

SPECIAL SCHOLARSHIPS. A few special scholarship funds are restricted by terms of gift to students from certain localities, schools or families. These are described in the booklet and in the University Catalogue. It is suggested that candidates for restricted scholarships direct a letter to the Scholarship Committee setting forth in detail the basis of their eligibility for such awards. However, any applicant for financial aid will automatically be considered for any Special Scholarship for which he appears to qualify.

Further information concerning financial aid will be found in the booklet "Expenses and Financial Assistance at Yale," which may be obtained from the Office of Admissions. Every applicant for financial aid should study this booklet carefully.

SCHOLARSHIPS AND LONG-TERM LOANS FOR UPPERCLASSMEN

This blank applies only to the candidate's Freshman Year at Yale. Financial assistance to upperclassmen in Yale College and the School of Engineering is available in accordance with their financial needs, and full information is contained in the "Expenses and Financial Assistance at Yale" booklet.

It should be emphasized that the amount of scholarship or loan resources, while extensive, is not sufficient to meet all demands from students qualified to receive such aid. This is especially true of gift scholarships, and a considerable portion of the financial aid granted to upperclassmen is in the form of long-term loans. Every effort will be made to maintain financial aid after Freshman Year on as liberal terms as possible in relation to individual circumstances. However, except for scholarships in the first and fourth categories described above, which carry a definite renewal commitment for students who meet stated requirements and continue to need assistance, *no applicant should assume that he will automatically continue to receive a gift scholarship or a tuition loan merely because he meets the normal scholastic qualifications for an award.*

In order that the applicant's financial needs may be re-appraised annually, all prospective scholarship recipients, *regardless of the type of financial aid received for Freshman Year*, must file with the Student Appointment Bureau an application for scholarship or loan assistance before February 1st of each successive year.

THIS FORM SHOULD BE
RETURNED NOT LATER THAN

Name of Applicant.....
Print—Last First Middle

FINAL CLOSING DATE—FEBRUARY 15

YALE UNIVERSITY
NEW HAVEN · CONNECTICUT

Application for Financial Aid in Freshman Year

To be filled out and returned to the Office of Admissions, 1502A Yale Station, New Haven, Conn. All four pages must be filled out completely.

This application will be considered for all Freshman Scholarships awarded by the University and also for remunerative employment secured through the Student Appointment Bureau. The bold face numbers in the margins are keyed to similarly numbered instructions on the Information Sheet attached to this application.

Photograph

Attach photograph or good snapshot, approximately the size of this space.

Do not send a proof that will fade.

If no picture is available, do not delay returning this blank, but mail photograph as soon as possible.

GENERAL INFORMATION REGARDING APPLICANT

- (1) 1. Legal name in full.....
Last First Middle
2. Home address.....
Street and Number
City County State
- (2) 3. Other addresses during the past three years (city and state only).....
4. Place of birth..... 5. Date of birth.....
6. Name and address of school from which you will enter Yale.....
7. Name of principal or headmaster.....
8. If you have left school, indicate how you have been occupied since leaving. Give names and addresses of all employers and dates of employment.....
9. Have you served with the Armed Forces? Yes ☐ No ☐ 10. Are you married? Yes ☐ No ☐
11. Probable college major..... 12. Probable career.....
13. Candidate for which degree (check one) B.A. ☐ B.S. ☐ B.E. ☐ Undecided ☐

Photocopy from George Bush Presidential Library

14. Give below complete and specific data as to significant honors, activities, hobbies and interests:

SCHOLASTIC HONORS AND PRIZES	EXTRACURRICULUM ACTIVITIES	HOBBIES AND INTERESTS

15. Approximately how much did you earn during the past calendar year? \$.....

(3) 16. How much do you estimate you will earn this coming summer? \$.....

17. Describe in detail and indicate total value of any personal assets you may have in the form of savings accounts, trust funds, insurance, investments, etc. which you can use to help toward your college expenses. Indicate also when these will become available.

(4)

Total value \$.....

(5) 18. Specify the annual amount of any scholarships previously held, as at school. \$.....

19. Specify any Yale alumni association, or other trust, foundation or organization to which you are applying for financial aid for Freshman Year.....

I HEREBY make application to Yale University for financial aid in the amount of \$.....* for Freshman Year. As evidenced by the following estimated budget, I declare that my financial resources are such that it will be impossible for me to meet the expenses for Freshman Year without this help.

Date..... Signature of applicant.....

ESTIMATED BUDGET

RESOURCES		EXPENSES	
1. From parents	\$.....	5. College expenses (a)	\$.....
2. From savings and earnings	\$.....	6. Other expenses (b)	\$.....
(6) 3. From other sources	\$.....	7. Travel expenses (c)	\$.....
(explain on page 4)			
4. Balance needed to meet expenses*	\$.....	Total	\$.....
Total	\$.....		

(a) \$1,600 for resident students; \$800 for non-residents.

(b) Estimate @ \$400 for resident students.

(c) An allowance for travel will be made in the case of students living over 300 miles from New Haven.

*Amount of financial aid requested of Yale.

FAMILY FINANCIAL INFORMATION

(to be supplied by father or guardian)

1. Name of father or guardian
2. Address
3. Firm or employer Address
4. Nature of business Position held
5. If father attended college, state when and where
6. Is either parent deceased? 7. If not, are they divorced or separated?
8. What is estimated family net worth; *i.e.*, real estate, investments and other capital resources, less obligations and liabilities? \$.....

9. Family income:	Calendar year ending Dec. 31,	Estimate for current year
a. Earned income (before payroll deductions)	\$.....	\$.....
(7) Father		
Mother		
Other sources		
Total \$.....	\$.....	\$.....
b. Additional income (from interest, dividends, rents, etc.)	\$.....	\$.....
Father		
Mother		
Other sources		
Total \$.....	\$.....	\$.....
 TOTAL INCOME	 \$.....	 \$.....

10. How many are dependent on family income? Indicate below.

Name	Age	Relationship	Occupation or year in school
.....			
.....			
.....			
.....			
.....			

I ESTIMATE that I shall be able to provide my son (or ward) with \$..... toward his college expenses of the Freshman Year at Yale on the basis of the budget which he has submitted on page 2 of this application. I have read the answers to all of the questions above and, to the best of my knowledge and belief, they are correct. I approve of this application for financial aid.

Date..... Signature of father or guardian.....

ADDITIONAL INFORMATION

Use this space to provide any additional information bearing upon the need of the applicant for financial aid or in explanation of the answers to any of the above questions.

SUPPLEMENTARY APPLICATION FOR CONNECTICUT HIGH SCHOOL, CITY OF NEW HAVEN, AND NEW HAVEN HIGH SCHOOLS SCHOLARSHIPS

This supplementary application should be completed by applicants attending Connecticut High Schools.

(a) I have resided at the following addresses during the last five years:

(b) My present address is:

(c) The school I am now attending is:

Signature.....

SUPPLEMENTARY APPLICATION FOR MINISTERIAL SCHOLARSHIPS

This supplementary application should be completed by applicants who expect to enter the field of Christian ministry or missions and wish to apply for Ministerial Scholarships.

In view of my purpose to enter, as my life work, the field of Christian ministry or missions, I hereby make application for the special aid granted to students with that intent. If I fail to enter such field within five years after graduation from Yale, I understand that any aid so granted will, at that time, become due and payable as a loan.

Signature.....

In the *University Catalogue* and *Financial Aids* booklet, reference is made to various scholarship funds restricted by the terms of gift to students from certain localities, schools, or families. Candidates eligible and wishing to apply for awards in these special categories should address a special letter to the Freshman Scholarship Committee setting forth the basis of their eligibility for such awards.

PERSONAL INTERVIEW RECORD AND RATING SHEET

NAME
ADDRESS

SCHOOL

PLEASE TYPE OR WRITE
WITH BLACK INK ON
ONE SIDE ONLY OF
THIS SHEET

CHECK LIST OF INTERESTS AND ACTIVITIES (T—TEAM S—SQUAD I—INFORMAL)

ART	HONOR SOCIETY	BASEBALL	SWIMMING
BAND—ORCHESTRA	RELIGIOUS WORK	BASKETBALL	TENNIS
CLASS OFFICER	STUDENT GOVERNMENT	FOOTBALL	TRACK
DEBATING	OTHER ACTIVITIES	GOLF	OTHER SPORTS
GLEE CLUB—CHOIR		HOCKEY	
NEWSPAPER—YEAR BOOK		SOCCER	HEIGHT _____ WEIGHT _____

RATINGS

	Rating	
PHYSICAL QUALITIES—PHYSIQUE, MATURITY, APPEARANCE, ENERGY, NEATNESS, HEALTH		USE THE FOLLOWING RATING SCALE TO RATE THE APPLICANT WITH RESPECT TO THE QUALITIES INDICATED WHICH CONTRIBUTE TO YOUR GENERAL IMPRESSION AS TO HIS ACCEPTABILITY AS A PERSON FOR ADMISSION TO YALE A+ OUTSTANDING—NO RESERVATIONS A SUPERIOR—FIRST CLASS B+ GOOD—GOOD POTENTIAL B GOOD—AVERAGE C FAIR—BELOW AVERAGE D POOR—NOT RECOMMENDED
PERSONAL QUALITIES—POISE, ENTHUSIASM, INDUSTRY, CHARM OF PERSONALITY, SELF-CONFIDENCE		
INTELLIGENCE—ALERTNESS, COMMON SENSE, ABILITY TO PRESENT IDEAS		
LEADERSHIP—INITIATIVE, JUDGMENT, TACT, ABILITY TO SUPERVISE AND DIRECT		
SUMMARY RATING—GENERAL OVER-ALL IMPRESSION OF CANDIDATE		

FINANCIAL INFORMATION

IN YOUR OPINION, DOES CANDIDATE NEED FINANCIAL AID IN ORDER TO ATTEND YALE? _____	BASED ON A BUDGET OF \$2,000 FOR THE COLLEGE YEAR, HOW MUCH AID DO YOU THINK HE NEEDS? _____
---	--

INTERVIEW RECORD

FACTUAL INFORMATION CONCERNING THE APPLICANT IS ON FILE. USE THIS SPACE TO PAINT A WORD PICTURE OF HIM AS HE HAS IMPRESSED YOU DURING THE INTERVIEW. IS HE THE KIND OF A PERSON YOU WOULD LIKE TO SEE AT YALE? IS HE ONE WHO COULD READILY ADJUST HIMSELF TO THE YALE SCENE SO AS TO CONTRIBUTE TO THE LIFE OF THE COLLEGE AS WELL AS TO HIS OWN DEVELOPMENT?

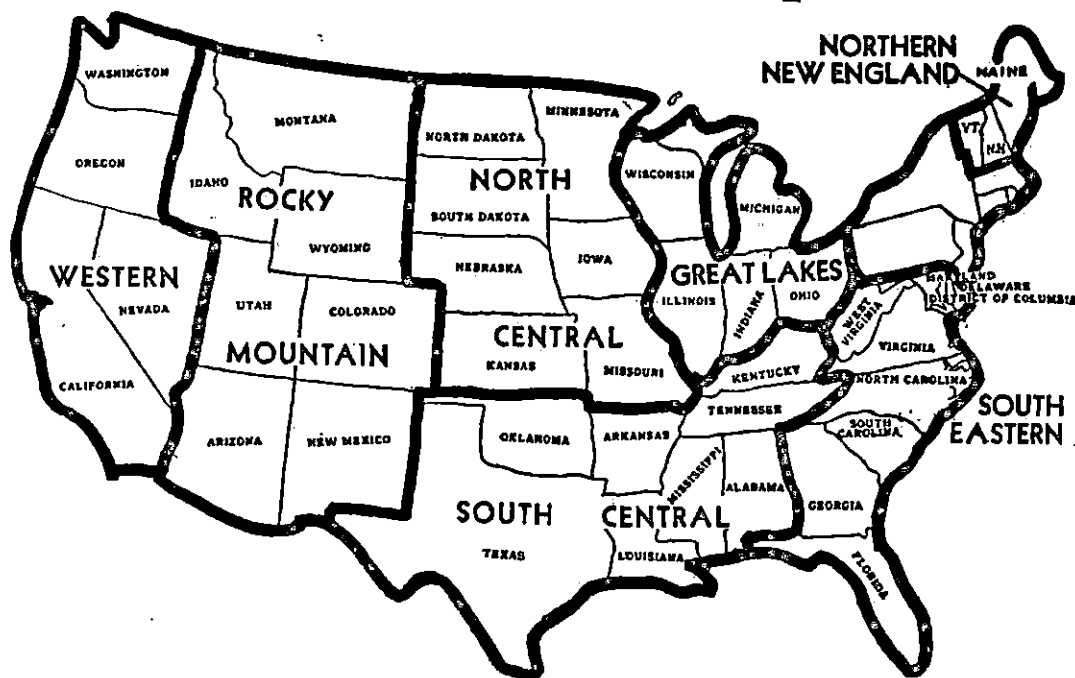
DATE OF INTERVIEW _____ INTERVIEWER _____

MAIL TO: COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS, 703A YALE STATION, NEW HAVEN, CONN.

THIS COPY TO BE RETAINED BY ALUMNI REPRESENTATIVE

YALE UNIVERSITY

Regional Scholarships



The Western Region includes Hawaii and Alaska; the South Central Region includes the Canal Zone.

REGIONAL SCHOLARSHIPS are awarded annually on a gift basis to selected applicants from each of the seven districts outlined above. Regional awards vary in amount in accordance with the candidate's personal resources and the distance of his home from New Haven. *The maximum stipend of \$2,000 per year (including employment with the University normally requiring 14 hours service per week) is sufficient to cover full expenses.*

REGIONAL MATRICULATION PRIZES: In each Region, one or more Matriculation Prizes of \$50 for the Freshman Year may be awarded to candidates for admission who have *not* applied for financial aid, but whose scholarship and general promise merit special recognition. No formal application need be made for Regional Matriculation Prizes; but either school principals or Yale Alumni Representatives are invited to recommend candidates for this distinction.

ELIGIBILITY: University Regional Scholarships and Matriculation Prizes are awarded only to candidates who, for at least three years prior to the time of application, have resided in one of the specified Regions, and who are completing their secondary-school course within that Region. Candidates are notified in May of the action taken on their applications.

SELECTION: Awards are made after careful investigation of candidates' personal character, school and entrance-examination records, qualities of leadership, evidence of all-around development, and (except for Matriculation Prizes) financial need. A personal interview with one or more Alumni Representatives is usually required. Alumni Committees in some localities conduct such interviews in connection both with their own and with the University's prospective scholarship awards.

RENEWAL: To retain a Regional Scholarship after the first year, a student normally must maintain an "honors" stand, a superior *total* record of performance (e.g., in employment responsibilities) and provide evidence, through renewal applications each year, as to the amount of financial aid he requires. The Scholarship Committee reserves the right to withdraw a Regional Scholarship at any time if in its opinion a student's scholastic or general record justifies such action.

OTHER UNIVERSITY SCHOLARSHIPS in Freshman Year are awarded on a gift basis to applicants from Regional Areas who are not designated as Regional Scholars and are granted on the basis of superior ability and outstanding promise. They vary in amount from \$100 to \$1,500 for Freshman Year (including employment). Financial aid is available after Freshman Year to holders of University Scholarships on the terms outlined in the "Student Self-Support" booklet, which is available upon request to the Office of Admissions.

PROCEDURE OF APPLICATION: All initial applications, both for admission and for Regional or other University scholarships, should be addressed to the Office of Admissions, Yale University. Candidates for financial aid in any year *must complete their scholarship applications by February 15.*

ENTRANCE EXAMINATIONS: All applicants for admission and scholarship aid are required to take the Scholastic Aptitude Test and three Achievement Tests administered by the College Entrance Examination Board at over 500 centers throughout the country. *These examinations require no special preparation beyond proficiency in regular school studies.*

CALENDAR: Applicants for Regional or other scholarships in the Freshman Class matriculating in September 1952 are expected to take College Board tests to be administered on March 15, 1952. In special cases, the January or May series may be taken instead, upon approval by the Office of Admissions. Further details concerning examinations, programs of study, other financial aid and expenses will be furnished by the Office of Admissions.

All Correspondence Concerning Admission to Yale and Financial Aid should initially be addressed to

OFFICE OF ADMISSIONS
1502A YALE STATION
NEW HAVEN, CONN.

SCHOOLS WHICH ARE NOT TO BE VISITED BY ALUMNI REPRESENTATIVES AND WHOSE
CANDIDATES WILL NOT BE REFERRED TO ALUMNI REPRESENTATIVES TO BE INTERVIEWED

Andover	Milton Academy
Asheville School	Millbrook School
Avon-Old-Farms	Mt. Hermon
Berkshire School	Moses Brown School
Blair Academy	North Shore Country Day School
Brooks School	Peddie
Canterbury School	Pomfret
Cheshire Academy	Portsmouth Priory
Choate School	Putney
Collegiate School	Riverdale Country School
Deerfield Academy	St. George's
Episcopal High School	St. Mark's
Exeter	St. Paul's (Concord)
Governor Dummer	Salisbury
Gilman	Shady Side Academy
Groton	South Kent
The Gunnery	Tabor Academy
Hackley School	Taft School
Hebron	Thacher School
Hill School	Trinity
Hotchkiss School	Trinity Pawling
Kent School	Westminster
Lawrenceville	Western Reserve
Loomis	Williston
McDonagh School	Woodberry Forest
Mercersburg	
Middlesex	

BULLETIN OF YALE UNIVERSITY



TERMS OF ADMISSION
TO THE
FRESHMAN CLASS
AND TO ADVANCED STANDING IN
YALE COLLEGE
AND
SCHOOL OF ENGINEERING

SERIES 50

15 SEPTEMBER 1954

NUMBER 18

BULLETIN OF YALE UNIVERSITY

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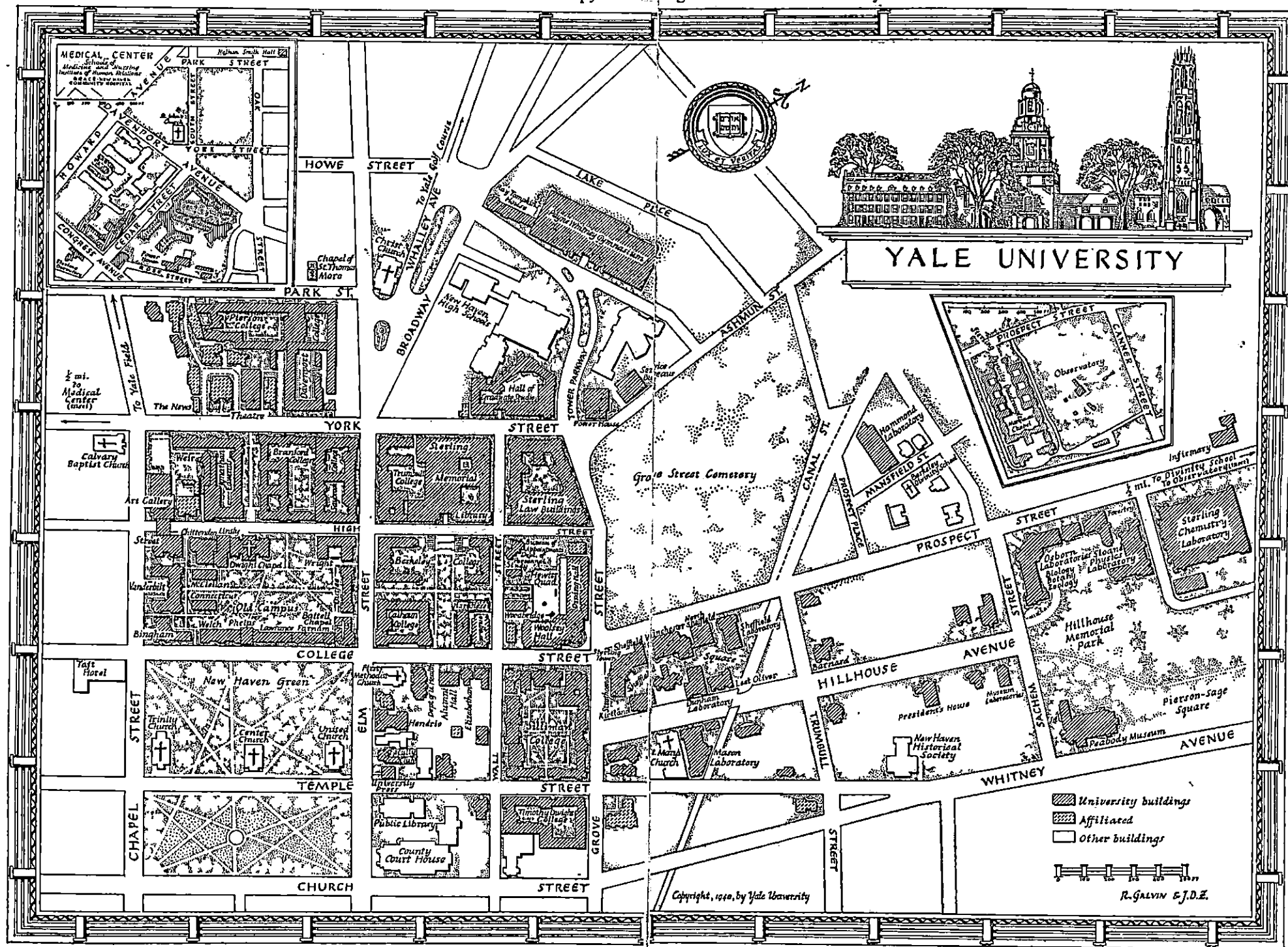
1. The University Catalogue Number.
2. The Report of the Treasurer Number.
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BULLETIN OF YALE UNIVERSITY

TERMS OF ADMISSION
TO THE
FRESHMAN CLASS
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AND
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NEW HAVEN

1954



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TERMS OF ADMISSION TO THE
UNDERGRADUATE SCHOOLS
OF YALE UNIVERSITY

YALE offers instruction in the arts, sciences, and engineering leading to a bachelor's degree in two undergraduate schools, Yale College and the School of Engineering. Members of the Freshman class select in April one of these two schools and the bachelor's degree toward which they will direct their upper-class work. Freshmen reside on the Old Campus under the administration of their own dean and counselors and move at the beginning of Sophomore year to one of the ten residential colleges, where they normally continue to live during the balance of their undergraduate program.

Students who desire a general training with emphasis on the humanistic studies will become candidates for the degree of Bachelor of Arts. Those who seek training somewhat similar but with greater emphasis on science will become candidates for the degree of Bachelor of Science. Both of these groups will enter Yale College. (An academic school, not one of the residential colleges.) Students who desire training in engineering (Chemical, Civil, Electrical, Mechanical) or in Metallurgy will enter the School of Engineering and become candidates for the degree of Bachelor of Engineering. Those who elect the program in Industrial Administration become candidates for the degree of Bachelor of Science in the School of Engineering.

Applicants for admission to the Freshman class or to advanced standing in Yale College or the School of Engineering should write to the Office of Admissions, Yale University, New Haven, Conn.

Application for admission to any one of the graduate or professional schools should be made to the dean of that school. For information regarding these schools, see the inside back cover of this bulletin.

ADMISSION TO THE FRESHMAN CLASS

APPLICATIONS

GENERAL INFORMATION

1. Applicants are admitted only in September, never at mid-years.
2. Blanks for formal application may be requested from September 15 until February 15 prior to the proposed time of entry. No preference is granted to early applicants.
3. Those who desire to register before the period for formal applications should write the Office of Admissions requesting a preliminary registration card which, when filed, will ensure receipt of formal application blanks at the appropriate time.
4. Veterans and transfer applicants applying for the freshman class should consult the regulations on pages 12-13.

CREDENTIALS

The Office of Admissions requires that every applicant submit the following:

1. A formal application for admission.
2. A complete official record of his secondary-school course.
3. A statement from his principal or headmaster about the applicant's qualifications for college, including his honorable dismissal from school.
4. Official records of his scores on the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board.

GENERAL STATEMENT

In selecting a Freshman class, the Board of Admissions faces a complicated problem. In its effort to choose, from an increasingly large group of applicants, those who will make up the best class, the Board must attempt to weigh and balance criteria of different kinds, no one of which is alone sufficient.

For example, on the basis of school records and test scores, a reasonably accurate prediction can be made of each candidate's

promise as a student at Yale. It would seem a simple task merely to select the best students; as a matter of fact, this is impossible. Not only are there far too many who appear to be qualified as students for the number of places in the class; it is also true that at any academic level below that of the highest predictions—that of the really distinguished students to whom any college should give first preference—there are far too many whose predictions are nearly equal to permit drawing distinctions among them as students.

It is necessary, therefore, to use other standards as well. Of these the most important is termed "promise as a person." What kind of boy is this student? Some answer to this question must be made in each case; some estimate based primarily on the report from his school, but also on whatever other sources of information are available, such as interviews. The Board intends to give preference to applicants who, having demonstrated satisfactory academic ability and being recommended as of good character, have also given evidence of sound influence among their contemporaries and real leadership (not merely membership in a number of organizations) in activities outside the classroom. Its endeavor will be to secure a class with a wide variety of interests.

In making an estimate of personal qualifications, however, distinctions are even harder to draw than in the matter of academic ability. Most applicants have engaged in some activities in or out of school; a comparison of the relative values of these interests or of the personalities involved is extremely difficult to make. Even after it is made, the number of candidates who seem satisfactory both as students and as persons is far larger than the number of places open. Other criteria are needed. Since Yale has always had a wide national representation and since it is the express policy of the University to maintain and if possible to broaden this spread, preference will be given, when candidates appear to be well matched in the first two criteria mentioned above, to those who live in regions not already well represented. In addition, a certain amount of preference is given to sons of

Yale alumni. It should, however, be realized that in no recent class has the proportion of alumni sons reached 25 per cent.

SUBJECTS OF PREPARATORY STUDY

No single rigid pattern of secondary-school study can be set as best for all applicants. Experience has shown that, after entering college, a student often changes his educational plans. It seems important, therefore, that preparatory work should stress sound training in various basic disciplines so that the student may move into whatever field his developing interests and abilities may direct. Every program of study at Yale presupposes adequate training in English and in at least three of the four following subjects: foreign language; mathematics; science; and history and social studies. Accordingly, it is strongly urged that these five fields form the main base of a Yale applicant's preparatory study, although the amount of time spent on any one may vary in accordance with his individual aptitudes and interests.

A preferred secondary-school curriculum, giving minimal representation to these basic subjects would include four years of English, at least two and preferably three of one foreign language continued through the final school year, three of mathematics (through intermediate algebra and plane geometry), one of science, and one of history. Such a program would take up eleven or twelve units of a normal sixteen-unit secondary-school course, leaving four or five as electives. These could provide additional work in science and mathematics for the prospective engineer or scientist, or additional work in foreign language and history for the liberal arts candidate, or courses in music or fine arts, but would still be added to a background of breadth and depth sufficient to enable the student to move in any direction as he enters college.

Though Yale definitely prefers a curricular pattern like that described above, admission is not denied the applicant who, because of conflicting advice, or altered plans, or unusual interests, has not followed it. If his abilities are good and his record shows adequate preparation for the kind of work he plans in college,

he will be given careful consideration by the Board of Admissions. Though an applicant is normally expected to have completed four years of secondary-school work before entrance, exception will occasionally be made for a candidate of unusual promise and maturity who has completed three years. Quality of achievement is more important than the accumulation of units in certain subjects; the Board is usually willing to grant credit for courses which are not in the subjects mentioned above, as long as they are part of a school's curriculum leading to its diploma. Nevertheless, it should be recognized by candidates and their guidance officers that a student who enters with deficiencies in preparation because he has spent school time on courses which have little bearing on college studies may have to spend valuable time in college doing what he should have accomplished in school. Several hundred courses are open to Yale undergraduates, the maximum number that can normally be taken in four years is twenty; to be forced to sacrifice some of these twenty because what is really secondary-school work has to be done in college seems a serious waste of time and energy.

An admitted candidate who presents a record of high quality and sufficient quantity in any of the following fields—English, mathematics, foreign language, and science—may be able to satisfy in advance some degree requirements, and thus achieve greater freedom than would otherwise be possible in his choice of courses in Freshman and Sophomore years. Consult the section entitled *SCHEDULE OF EXEMPTIONS*, in the bulletins *Planning a Course of Study* or *Undergraduate Courses of Study*, which will be sent on request.

The Director of the Office of Admissions will be glad to advise with any student in secondary school or any guidance officer about a program of study in preparation for Yale.

THE FRESHMAN YEAR CURRICULUM

The proper choice of a Freshman year curriculum involves the consideration of each candidate's preparation, his special aptitudes, as shown by his previous record, and his purposes in col-



Year: founded 1901
4000 under grade.
3000 grade.

Transition of small group -
college
counselors at al.

Early National in representation
location in state & nation
community responsibility

Structure:
any board of trustees or sciences
well rounded

No Board, Typing etc.

select major after 1st year

Top diversity.

page 10, read above

English

Some require 3 or 4

maths, for languages,

history, science, & social studies

2. College Board @ certificate @ 3-achievement

(English, language arts)

interrupted in light of school session

provide additional
" person
Diversity - geographical

Costs 1600 tuition with fees
2000 total

NO Athletic School
2% of scholarship

Admission Enrollments & Scholarships
1800 apply for 300 places, 1000 in class.

1000 on scholarship.
jobs etc

applied for ~~scholarship~~ jobs

grad schools last year admissions

next page 11

1) many school board - graduation
2) constant planning of working program
3) copy of teacher development on board,
typing, office etc.
4) applying on need-writing

lege. Each admitted candidate who has signified that he intends to matriculate will receive a booklet entitled *Planning a Course of Study* and a program blank. The booklet presents information about the types of work available in the upper schools (Yale College and the School of Engineering) and specific information about courses in Freshman year. Each candidate is urged to consult his advisers, at school and at home, and to plan a Freshman program which looks forward to more intensive work in his chosen field of study. His preliminary choice of courses will be carefully reviewed and will serve as a basis for further discussion, to determine whether or not it is best suited to the requirements of the upper schools and to the aims of the individual candidate.

The Freshman year offers courses in the following subjects:

Air Science	Engineering	Italian	Political
Art	Mechanics	Japanese	Science
Astronomy	English	Latin	Portuguese
Biology	French	Linguistics	Psychology
Chemistry	Geography	Mathematics	Religion
Chinese	Geology	Military Science	Russian
Classical	German	Music	Science II, III
Civilization	Greek	Naval Science	Sociology
Economics	History	Philosophy	Spanish
Engineering	History of Art	Physics	Zoology
Drawing	History of Music	Plant Science	

In most of the subjects there is an opportunity for advanced work for properly qualified Freshmen, and likewise in most of them several courses are offered covering different portions of the same general field. Admission to advanced courses will depend upon the excellence of the applicant's entrance record as a whole and the number of places open to Freshmen. Admission will be determined by the placement officers of the departments of study concerned.

SPECIAL REGULATIONS FOR VETERANS AND FRESHMAN TRANSFER APPLICANTS

A veteran or transfer applicant seeking admission to the Freshman class should comply with the usual procedures wherever

possible. An applicant not currently engaged in academic pursuits will be required to offer only the Aptitude Test of the College Entrance Examination Board. A transfer applicant should, in addition to the requirements given on page 17, file two letters of recommendation from faculty members of the college attended and a transcript of his college record. A veteran is expected to submit photostatic copies of official documents showing his honorable discharge from service.

APTITUDE AND ACHIEVEMENT TESTS

Purpose. Although, in making an estimate of a candidate's promise as a student at Yale, more weight is generally given to his school record than to his test scores, the combination of these two factors makes possible a prediction more accurate than that derived from either one alone. Hence, every applicant is required to offer the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. In addition to their value in the procedure of admission and of awarding financial aid, the test scores are also of great use in placement of admitted Freshmen at proper course levels and as validation of exemptions from degree requirements. A Naval Reserve Officers Training Corps candidate is expected to take the College Entrance Examination Board tests mentioned above, even though he took the Navy College Aptitude Test at an earlier date.

Registration dates for tests—fees. Series of the Scholastic Aptitude and Achievement Tests will be given on the following dates during the academic year 1954-55: December 4, January 8, March 12, and May 21. Sessions for all series will be held in many centers in the United States and in Canada and elsewhere outside the United States. Registration for a session of the Scholastic Aptitude and Achievement Tests should be made to the College Entrance Examination Board, Box 592, Princeton, N.J., for all test centers except those in Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alaska, and Hawaii, on blanks to be secured from that Board. For test centers in the Pacific Coast states and territories men-

tioned, registration should be made to the College Entrance Examination Board, Box 9896, Los Feliz Station, Los Angeles 27, Calif. The fee for a candidate taking the Aptitude and Achievement Tests on the same day is twelve dollars; for the Scholastic Aptitude Test alone, six dollars; for the Achievement Tests alone, eight dollars. The application and fee for tests should reach the appropriate office of the College Entrance Examination Board not later than the dates specified below.

*Registration dates for College Entrance
Examination Board sessions*

<i>For test centers</i>	<i>Dec. 4 1954</i>	<i>Jan. 8 1955</i>	<i>Mar. 12 1955</i>
In the United States, Alaska, Canada, Canal Zone, Hawaii, Mexico, the West Indies	Nov. 13	Dec. 14	Feb. 19
Outside the United States, Alaska, Canada, Canal Zone, Hawaii, Mexico, the West Indies	—	Nov. 20	Jan. 22

Applications will be accepted after these dates when it is possible to arrange for the testing of the candidates concerned, but only upon payment of three dollars in addition to the regular fee. The College Entrance Examination Board will not register a candidate during the week of the test session.

Content of Aptitude and Achievement Tests. In December, January, and March the one-day sessions consist of the following:

Scholastic Aptitude Test: (morning, three hours—with verbal and mathematical sections).

Achievement Tests: (afternoon, three tests, one hour each, chosen from the list below).

English (normally expected of Yale applicants)
Biology
Chemistry
Physics
Reading Tests in French, German, Latin, Spanish
Social Studies
Intermediate Mathematics
Advanced Mathematics
Spatial Relations
Greek and Italian (March session only)

Further information is given in the *Bulletin of Information* issued by the College Entrance Examination Board, Box 592, Princeton, N.J.

Choice of tests. The Office of Admissions will be glad to advise with any candidate or the principal or headmaster of his school regarding the choice of three required Achievement Tests.

The Office urges the observance of the following principles:

1. The three tests should be chosen wherever possible from subjects carried in the applicant's final school year.

2. One of these tests should normally be the English Achievement Test, although a substitute may occasionally be offered with the approval of the Director of Admissions.

3. A prospective engineering student should choose, as one of the three tests required, the Advanced or Intermediate Mathematics Test.*

4. When possible, a variety of fields should be offered, such as English, a foreign language, and a science or mathematics.

Special preparation for tests inadvisable. Attention is called to the fact that the Aptitude and Achievement Tests are to be taken in stride, without special preparation. Designed to make intensive review unprofitable, these tests have been so constructed as to allow ample opportunity for students to obtain good scores on the basis of work well done in regular courses up to the time when the tests are taken.

When the tests should be taken. Many schools now advise college candidates to take the Scholastic Aptitude Test (and sometimes such Achievement Tests as they are prepared for) in May of their Junior year. The scores are then available to the schools for guidance and the candidates receive practice under test conditions. Scores of such early tests will not be used in making final predictions of a Yale applicant's promise as a student, but the Office of Admissions recommends the practice of early tests as sound procedure.

*The Intermediate Mathematics Test should be substituted for Advanced Mathematics by the student whose final-year mathematics course does not include trigonometry and either advanced algebra or solid geometry.

As entrance criteria, however, the tests must be taken in the final school year, whether or not earlier tests were offered.

1. A June graduate should take his *Aptitude Test* in December, January, or March. If he has not previously taken the *Aptitude Test* and had the scores reported to Yale, he is expected to take it at the December or January session. The *Achievement Tests* should be taken in March by all June graduates.

2. An applicant graduating from school at midyear should take both the *Aptitude and Achievement Tests* in December or January, unless a postgraduate term at school is planned. In this case, he should proceed as a June graduate (1 above).

3. Any deviation from these regulations should be cleared with the Office of Admissions. An applicant who is ill at the time of his tests should advise the Office and arrange to take his tests at the next session.

4. Results from the August series of tests will not be received in time to act upon candidates for admission in September.

NOTIFICATION OF ADMISSION OR REJECTION

The Office of Admissions will notify each applicant of its action in his case at the earliest possible moment. Notices will normally be mailed to candidates early in May, and since action will usually be completed before candidates have finished their school year, notices of admission are tentative until the final school records have been received. A falling-off in a candidate's school record after he has been tentatively admitted will necessitate a reconsideration of his application. Action on candidates granted special permission to offer the May series of tests will usually be taken in late June. Notices of rejection, at any time, are considered to be final for the current year.

Statements of honorable dismissal from school are required of all accepted candidates at the close of their secondary-school course. The final school-record blank contains a space for this statement.

ADMISSION BY TRANSFER FROM OTHER COLLEGES TO ADVANCED STANDING

APPLICATIONS. An application for admission to advanced standing in Yale College or the School of Engineering by transfer from another college or university is due by May 15. Students are admitted to the Undergraduate Schools only at the beginning of the academic year in September.

Each applicant for admission by transfer from another college or university should present to the Office of Admissions the following credentials:

1. A formal admission application, a blank for which will be sent on request.
2. A complete official transcript of his secondary-school record.
3. A complete official transcript of his college or university record including a statement of his honorable dismissal.
4. An estimate of his character and ability for college work, given by two of his former college counselors or other faculty members personally acquainted with him.
5. An official record of his score on the Scholastic Aptitude Test of the College Entrance Examination Board.
6. A veteran should submit two photostatic copies of his honorable discharge.

General statement of policy. Admission by transfer is dependent upon the number of vacancies in the class which the applicant desires to enter as well as upon the quality of grades shown in the transcripts of record submitted. While the Undergraduate Schools are crowded, the number of such vacancies is likely to be small. Therefore, serious consideration will be given only to applicants whose records show honor grades with no conditions or failures during the last previous college year.

Transfer of credits. Admission to the same class rating as that held in the institution from which transfer is desired may be granted only to those who have completed, with high grades, courses substantially equivalent to those already completed by the class which they wish to enter. Applicants are not admitted to the Senior class.

GENERAL INFORMATION

UNDERGRADUATE EXPENSES

THE over-all fee for each undergraduate student is \$1,600 a year. This is a single, inclusive figure covering room, board, tuition, gymnasium, health, accident insurance, laboratory, and graduation fees. This single charge may be paid in full on or before November 15, or in two installments, November 15 and February 15.

The non-resident student will be charged at the rate of \$800 per year, including tuition and all fees noted above except room and board. He will be expected to take five meals a week at the University Dining Hall, costing approximately \$130 a year.

Other expenditures will be necessary for books, furniture, personal necessities, recreation, organization dues, clothing, and travel. In laboratory courses a cash deposit to cover possible breakage is required, but this is refunded if no breakage occurs.

FINANCIAL AID TO UNDERGRADUATES

For the prospective self-supporting student, a moderate but comprehensive budget, including room and board, tuition, fees, books, personal necessities, recreation, any dues to undergraduate organizations, clothes, and miscellaneous expenses (*excluding travel*) would amount to about \$2,000 for the college year of two terms. For non-resident students a budget of \$1,150 (including University meals) should be sufficient.

The University expects every scholarship holder to contribute as much from his own and his family's resources as can properly be afforded. It further expects him to contribute to the expenses of his own education by undertaking a moderate amount of remunerative employment in termtime and, so far as possible, during vacations. Having taken these two factors into consideration the Freshman Scholarship Committee attempts in each case to make its grant of financial aid sufficient in amount to cover the recipient's budget.

FRESHMAN SCHOLARSHIPS

The following steps must be taken to complete an application for financial aid:

1. Part II of the formal application blank must be filled out by the applicant and signed by his parent or guardian.

2. The applicant's parents must file with the College Scholarship Service, prior to February 15, a Financial Aid Statement in support of the application. Forms may be obtained on request to Box 176, Princeton, N.J., or Box 27986, Los Angeles, Calif.

3. Foreign nationals who are *requesting aid* and who reside abroad should file special applications for both admission and financial aid with the Institute of International Education, 1 East 67th Street, New York City. The Institute's application blanks may be obtained through the nearest United States consulate or embassy. No Yale forms need be submitted unless specifically requested by the Office of Admissions. Foreign nationals not requesting aid and those who are requesting aid but who reside in the United States should follow the normal procedure.

Financial aid to Freshmen is normally in the form of gift scholarships and termtime employment with the University. Recipients are selected on the basis of the College Entrance Examination Board examinations, school records, and outstanding personal qualifications, and must satisfy the essential requirements of good character, general promise, scholastic merit, and financial need. Reports of the action taken on both admissions and Freshman scholarships will be sent to applicants as promptly as possible after the meetings of early May.

It is the policy of the University to continue financial assistance through the upper-class years to Freshman Scholarship holders whose records are in all respects superior and who continue to need help. It should be understood, however, that the amount available for gift scholarships after Freshman year, while extensive, is not sufficient to meet the total demands from all qualified students, and a portion of the aid available in the upper-class years will be in the form of long-term loans. There are certain scholarships (Regional, Connecticut High School, Yale-

Preparatory School, City of New Haven, and New Haven High School) which carry a definite renewal commitment on a gift basis for students who meet the stated requirements.

In order that the applicant's financial needs may be reappraised annually, all prospective scholarship recipients, regardless of the type of financial aid received for Freshman year, must file with the Student Appointment Bureau an application for scholarship or loan assistance before February 1 of each successive year.

Numerous alumni associations maintain scholarships for the benefit of undergraduates, or occasionally for advanced students, from their respective localities. These are listed, along with other geographically restricted awards, in the booklet *Expenses and Financial Assistance at Yale*, available upon request.

Regional Scholarships. University Regional Scholarships (several for each district listed on page 21) are available for award to the entering Freshmen of greatest apparent promise who for the preceding three years have resided and attended school in one of these regions. The maximum stipends are (depending on locality) \$2,000 to \$2,200 per year in total aid of which \$400 is normally represented by employment with the University requiring twelve hours of service per week.

Regional awards, like all others, are adjusted to the need of the individual recipient. They are usually made for the first academic year, renewable by application throughout the undergraduate course, provided the recipient maintains an honors stand and his need for proportionate aid remains evident.

The booklet entitled *Expenses and Financial Assistance at Yale*, giving information regarding college expenses and the ways of meeting them in part, may be obtained from the Office of Admissions and Freshman Scholarships. All preliminary inquiries of a general nature should be addressed to this Office.

Scholarships for transfer applicants. Because of commitments made to entering classes, it is only in the most unusual cases that awards are made to transfer applicants in their first year. Careful consideration, however, will be given to all requests.

Scholarships for foreign nationals. See Freshman Scholarship procedures, pages 19-20.

REGIONAL AREAS

<i>Southeastern</i>	<i>South Central</i>	<i>Northern</i>
Delaware	Alabama	<i>New England</i>
District of Columbia	Arkansas	Maine
Florida	Kentucky	New Hampshire
Georgia	Louisiana	Vermont
Maryland	Mississippi	
North Carolina	Oklahoma	<i>Great Lakes</i>
South Carolina	Tennessee	Illinois
Virginia	Texas	Indiana
West Virginia	Canal Zone	Michigan
		Ohio
		Wisconsin
<i>Rocky Mountain</i>	<i>North Central</i>	
Arizona	Iowa	<i>Western</i>
Colorado	Kansas	California
Idaho	Minnesota	Nevada
Montana	Missouri	Oregon
New Mexico	Nebraska	Washington
Utah	North Dakota	Alaska
Wyoming	South Dakota	Hawaii

WEEKDAY CALENDAR

CLASSES and other University exercises are held both morning and afternoon, Monday through Friday, and on Saturday up to 12 noon. During examination periods, tests may be scheduled for Saturday afternoon. *All students must be prepared to attend their classroom and other University exercises as scheduled.*

RESIDENCE REGULATIONS

UNDERGRADUATES, unless excused by their deans, are required to live in the dormitories of the University except for those students whose families reside in the New Haven area.

FRESHMAN ROOMS

Applications for rooms should be made to the Freshman Office

on blanks provided for that purpose. These blanks will be mailed as soon as possible after the membership of the Freshman class has been determined.

THE COLLEGES

Ten residential colleges—Berkeley, Branford, Calhoun, Davenport, Timothy Dwight, Jonathan Edwards, Pierson, Saybrook, Silliman, and Trumbull—provide accommodation for members of the Senior, Junior, and Sophomore classes. Students enrolled in Yale College or the School of Engineering are alike eligible for admission to the colleges. Application may be made in the spring of Freshman year. A student admitted to a college normally remains a member thereof throughout the balance of his undergraduate course.

Each college has residential facilities for approximately three hundred undergraduates, a dining hall, library, lounges, and recreational facilities, and a house where the master of the college and his family live. Associated with him as active fellows are about twenty members of the faculty, most of whom reside in the college or have offices there and are available to undergraduates for consultation. The purpose of the colleges is to provide within a large University the values of intimate community living. Each college sustains a vigorous corporate life of intellectual, athletic, and social activities.

HEALTH REGULATIONS

THE Department of University Health has general supervision of student health, including physical education. A medical examination by its staff is required of each entering student. Subsequent examinations may be required at the discretion of the staff. An X-ray film of the chest is a part of the required examination of all students in the Freshman year.

The Yale Infirmary is used for the milder cases of illness and injury and for convalescence. More serious cases are cared for at the Grace-New Haven Community Hospital, which is affiliated with the Yale University School of Medicine.

Evidence of immunity to smallpox is required of students admitted to the University. The right is reserved to vaccinate any student whose evidence of immunity to smallpox is unsatisfactory.

Inoculation with tetanus toxoid is not compulsory but is strongly recommended for all students.

YALE UNIVERSITY

(254TH YEAR)

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

THE UNDERGRADUATE SCHOOLS

YALE COLLEGE: Courses in liberal arts and sciences. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

SCHOOL OF ENGINEERING: Courses in engineering, and industrial administration. Bachelor of Engineering (B.E.), Bachelor of Science (B.S.).

GRADUATE AND PROFESSIONAL SCHOOLS

GRADUATE SCHOOL: Courses for college graduates. Master of Arts (M.A.), Master of Science (M.S.), Doctor of Philosophy (Ph.D.); Certificate in Transportation. Instruction in science and mathematics given by the faculty of the SHEFFIELD SCIENTIFIC SCHOOL.

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. Course in public health for qualified students. Master of Public Health (M.P.H.), Doctor of Public Health (Dr.P.H.).

DIVINITY SCHOOL: Course for college graduates. Bachelor of Divinity (B.D.), Master of Religious Education (M.R.E.). Qualified students may enroll for degree of Master of Sacred Theology (S.T.M.).

LAW SCHOOL: Course for college graduates. Bachelor of Laws (LL.B.). Graduate work: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Doctor of Civil Law (D.C.L.).

SCHOOL OF ENGINEERING: Graduate work: Master of Engineering (M.Eng.), Doctor of Engineering (D.Eng.).

SCHOOL OF THE FINE ARTS: Four professional courses: Architecture, City Planning, Drama, Design (Painting, Sculpture, and Graphic Arts). Bachelor of Architecture (B.Arch.), on completion of course in Architecture with option in Architectural Construction; Bachelor of Fine Arts (B.F.A.) in Design. Certificate in Drama. Graduate work: Master of Architecture (M.Arch.), for advanced work in Architecture; Master of City Planning (M.C.P.), for advanced work in City Planning; Master of Fine Arts (M.F.A.), in Drama or Design.

SCHOOL OF MUSIC: Regular course. Bachelor of Music (Mus.B.). Graduate work: Master of Music (Mus.M.).

SCHOOL OF FORESTRY: Course for college graduates. Master of Forestry (M.F.), Doctor of Forestry (D.For.).

SCHOOL OF NURSING: Course for college graduates. Master of Nursing (M.N.).

[Note: Women are not admitted to the Undergraduate Schools or to the School of Forestry.]

For general information, address the Secretary, Yale University, New Haven, Conn. For information concerning admission to the Undergraduate Schools, address the Director of the Office of Admissions and Freshman Scholarships, Yale University, New Haven, Conn.

Math 7.2

PERSONAL INTERVIEW RECORD AND RATING SHEET

NAME
ADDRESS

SCHOOL

CHECK LIST OF INTERESTS AND ACTIVITIES

.....BAND—ORCHESTRA	HONOR SOCIETY	LIST MAJOR SPORTS
.....DEBATING	RELIGIOUS WORK	.....
.....DRAMATICS	OTHER	.....
.....GLEE CLUB—CHOIR	.....	.....
.....NEWSPAPER	.....	.....
.....STUDENT GOVERNMENT	.....	.....
.....YEAR BOOK	.....	.....
EMPLOYMENT (DESCRIBE).....	.....	.....

RATING

Circle below the number which, in your opinion, best rates the applicant *as a person* as compared with others of his age.

OUTSTANDING	1	2
SUPERIOR	3	4
AVERAGE	5	6
BELOW AVERAGE	7	8
NOT ACCEPTABLE	9	

AGE

HEIGHT

WEIGHT

ASSUMING THAT THE APPLICANT IS FULLY QUALIFIED ACADEMICALLY, DO YOU RECOMMEND THAT HE BE ACCEPTED FOR ADMISSION TO YALE?

☐ YES ☐ YES, (WITH RESERVATIONS NOTED BELOW) ☐ NO

AS A MEMBER OF THE SCHOLARSHIP COMMITTEE, WOULD YOU VOTE FOR FINANCIAL AID FOR THIS APPLICANT (ASSUMING NEED ESTABLISHED)?

☐ YES ☐ YES, (WITH RESERVATIONS NOTED BELOW) ☐ NO

USE THIS SPACE TO SUMMARIZE YOUR INTERVIEW IMPRESSIONS. PLEASE INCLUDE (1) A BRIEF DESCRIPTION OF THE CANDIDATE, (2) AN EVALUATION OF HIS MAJOR INTERESTS AND ACTIVITIES AS CHECKED ABOVE, (3) INFORMATION CONCERNING FAMILY BACKGROUND TO HELP IN DETERMINING FINANCIAL NEED AND (4) COMMENTS CONCERNING YOUR RECOMMENDATION AS TO HIS ADMISSION TO YALE AND THE GRANTING OF FINANCIAL AID.

DATE OF INTERVIEW.....

INTERVIEWER.....

MAIL TO: COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS. 703A YALE STATION, NEW HAVEN, CONN.

PERSONAL INTERVIEW RECORD AND RATING SHEET

NAME _____ ADDRESS _____ SCHOOL _____	RATING Circle below the number which, in your opinion, best rates the applicant as a person as compared with others of his age. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">OUTSTANDING</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> </tr> <tr> <td>SUPERIOR</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td>AVERAGE</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td>BELOW AVERAGE</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> </tr> <tr> <td>NOT-ACCEPTABLE</td> <td style="text-align: center;">9</td> <td></td> </tr> </table> AGE _____ HEIGHT _____ WEIGHT _____	OUTSTANDING	1	2	SUPERIOR	3	4	AVERAGE	5	6	BELOW AVERAGE	7	8	NOT-ACCEPTABLE	9	
OUTSTANDING	1	2														
SUPERIOR	3	4														
AVERAGE	5	6														
BELOW AVERAGE	7	8														
NOT-ACCEPTABLE	9															

CHECK LIST OF INTERESTS AND ACTIVITIES

BAND—ORCHESTRA _____	HONOR SOCIETY _____	LIST MAJOR SPORTS _____
DEBATING _____	RELIGIOUS WORK _____	
DRAMATICS _____	OTHER _____	
GLEE CLUB—CHOIR _____		
NEWSPAPER _____		
STUDENT GOVERNMENT _____		
YEAR BOOK _____		
EMPLOYMENT (DESCRIBE) _____		

ASSUMING THAT THE APPLICANT IS FULLY QUALIFIED ACADEMICALLY, DO YOU RECOMMEND THAT HE BE ACCEPTED FOR ADMISSION TO YALE?

☐ YES ☐ YES, (WITH RESERVATIONS NOTED BELOW) ☐ NO

AS A MEMBER OF THE SCHOLARSHIP COMMITTEE, WOULD YOU VOTE FOR FINANCIAL AID FOR THIS APPLICANT (ASSUMING NEED ESTABLISHED)?

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USE THIS SPACE TO SUMMARIZE YOUR INTERVIEW IMPRESSIONS. PLEASE INCLUDE (1) A BRIEF DESCRIPTION OF THE CANDIDATE, (2) AN EVALUATION OF HIS MAJOR INTERESTS AND ACTIVITIES AS CHECKED ABOVE, (3) INFORMATION CONCERNING FAMILY BACKGROUND TO HELP IN DETERMINING FINANCIAL NEED AND (4) COMMENTS CONCERNING YOUR RECOMMENDATION AS TO HIS ADMISSION TO YALE AND THE GRANTING OF FINANCIAL AID.

THIS COPY TO BE RETAINED BY ALUMNI REPRESENTATIVE



YALE UNIVERSITY
COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS
HANDBOOK FOR ALUMNI REPRESENTATIVES

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COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS

CALENDAR 1954-55

October, 1954	Contact with schools, and preliminary registration.
October 15, 1954	Application blanks will be mailed to all preliminary registrants and will be ready for general distribution. Sample sets of forms will be mailed to schools and to Alumni Representatives.
October 29-30, 1954	CONVOCATION OF THE COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS.
November 15, 1954	Interviews will start about this time, and Alumni Representatives will be notified as soon as applications are received in New Haven.
December 14, 1954	Registration <u>closes</u> for January session of College Board exams.
January 8, 1955	College Board exams administered (note carefully instructions on page 10 below).
February 15, 1955	SCHOLARSHIP APPLICATIONS CLOSE.
February 19, 1955	Registration <u>closes</u> for March session of College Board exams.
March 12, 1955	College Board exams administered (note carefully instructions on page 10 below).
March 15, 1955	Applications for admission to Yale received by the Office of Admissions after this date may not be considered prior to the late June meetings of the Board. The majority of the Freshman Class will be selected in May.
April 1, 1955	All interviews should be completed by this date, and the Personal Interview Record and Rating Sheets submitted to the Committee on Enrollment and Scholarships at Yale.
May, 1955*	Harvard, Princeton and Yale will announce scholarship awards. No information concerning scholarship awards or admission may be released prior to this date.
May 18, 1955	Candidates Reply Date. This is the date before which a candidate admitted as a Freshman to Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton or Yale (together with such other colleges which may elect to observe this Candidates Reply Date) will <u>not</u> be required to give notice of his decision to attend one of these institutions or to accept financial aid from it.

*--Exact date to be determined later.

October 1954

DIRECTORY

"Who's Who at Yale: 1954-55"

Office of Admissions and Freshman Scholarships

Arthur Howe, Jr.	Director
Donald K. Walker	Assistant Director

Assistants to the Director

Samuel F. Babbitt
Louis Connick, Jr.
Nellie P. Elliot

University Committee on Enrollment and Scholarships

Norman S. Buck	Chairman
Donald K. Walker	Executive Secretary

Assistant to the Executive Secretary
Ralph C. Burr

University Scholarship Committee

Albert B. Crawford	Chairman
Homer D. Babbidge, Jr.	Secretary
Donald K. Walker	Associate Secretary

By way of clarification, it should be emphasized that the Committee on Enrollment and Scholarships was set up as a liaison organization between alumni and the University in matters pertaining to admissions and scholarships. To make this liaison effective, the Executive Secretary also serves as Associate Secretary of the University Scholarship Committee, and as Assistant Director of the Office of Admissions and Freshman Scholarships. Consequently, all correspondence concerned with these matters should be channeled through the Executive Secretary.

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ALUMNI BOARD COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS: 1954-55

Mr. Hugh P. Brady, '14, Chairman
820 Skinner Building,
Seattle 1, Washington

Mr. Peter Capra, '26
New York, New York

Mr. Philip M. Fairbanks, '35
Washington, D. C.

Mr. Streeter B. Flynn, '15
Oklahoma City 2, Okla.

Mr. James W. Gage, '26
Reading, Penna.

Mr. Gerald N. Harris, '25s
St. Louis 8, Mo.

Mr. Francis Hartley, '17s
Portsmouth, New Hampshire

Mr. Robert E. Hunter, Jr., '45
San Francisco, Calif.

Mr. Frank A. Kemp, Jr., '42
Denver, Colorado

Mr. Robert Lassiter, Jr., '34
Charlotte, North Carolina

Mr. Stuart A. Lyman, '29
Englewood, New Jersey

Mr. Robert A. McKean, Jr., '27s
Pittsburgh 22, Penna.

Mr. David H. Northrup, '36
Syracuse 1, New York

Mr. Edward M. Noyes, '40
Cincinnati 17, Ohio

Mr. John T. Robinson, '37
Wayne, Illinois

Dr. Wallace M. Sheridan, '30
White Plains, New York

Mr. Theodore S. Turner, '42e
Bridgeport, Connecticut

Mr. Arthur T. Wallace, Jr., '47Mar.
Des Moines, Iowa

Mr. Ralph C. Burr, '44, Secretary
703A Yale Station,
New Haven, Connecticut

The Alumni Board Committee on Enrollment and Scholarships is made up of representatives of each of the regional areas of the Alumni Board. This Committee has two primary functions: to reflect regional problems and attitudes and bring them to the attention of the University, and in turn, to carry the established policies of the Committee on Enrollment and Scholarships into the regions they represent. Other Alumni Representatives should feel free to contact the appropriate members of this Committee with suggestions and problems arising in their areas.

COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS

Introduction

The Yale University Committee on Enrollment and Scholarships comprises a nation-wide group of Alumni Representatives who are concerned with the problem of getting outstanding boys from the schools in their communities interested in Yale, and reporting on Personal Interview Record and Rating Sheets their impressions as to the acceptability of candidates for admission to Yale as persons for the guidance of the Board of Admissions and the Freshman Scholarship Committee.

Alumni Representatives of the Committee on Enrollment and Scholarships are the living embodiment of the idea that personal contacts can accomplish more than bushels of pamphlets. This Handbook is designed to anticipate some of the problems of Alumni Representatives: what the applicants and their families will want to know about Yale, and what Yale wants to know about the applicant and the school he comes from.

Objectives of the Committee on Enrollment and Scholarships

- A. To establish a friendly and effective liaison with community school systems throughout the country, based on the premise that Yale offers the best in American education and is therefore interested in first-rate students who are qualified in all respects to take full advantage of the opportunities it affords.
- B. To encourage those students who exemplify superior traits of character, intellect and leadership to apply for admission to Yale.
- C. To seek superior candidates able to accept the financial responsibility of a college education, at the same time never overlooking outstanding boys who may require financial assistance in order to attend the University.
- D. To attempt to fulfill Yale's role as a national university by obtaining applicants from those geographical areas less frequently represented on her campus.

The Alumni Representative

An Alumni Representative is either a Yale alumnus serving as a member of a local committee, e. g., a member of the Committee on Enrollment and Scholarships of the Yale Club of Chicago, or a Yale alumnus appointed by the Executive Secretary of the Committee on Enrollment and Scholarships at Yale to interview candidates from the area in which he lives.

The role of the Alumni Representative

The ideal program for an Alumni Representative comprises three steps. Initially, rapport is established with one or more schools in such a manner that they realize the educational opportunities which Yale offers to their outstanding students, and understand the requirements for admission. As a second step, the Alumni Representative should try to meet the top boys in the junior and senior classes--those who have expressed an interest in Yale, and perhaps those boys whom he or the school officials feel should be interested. The final step consists of interviews with those who actually apply for admission.

In the case of an Alumni Representative serving as a member of a local committee, his duties will, of course, be defined by its chairman. In some instances, the Alumni Representative who operates independently may find that his activity will be limited to the interviewing of applicants.

Things the Alumni Representative should know

In order to give helpful advice to boys in high schools and prep schools, an Alumni Representative should be thoroughly familiar with:

- a. Terms and procedures regarding admission.
- b. Approximate cost of a Yale education.
- c. Basis upon which scholarships and student employment are awarded.

The latter part of this handbook deals briefly with these matters.

Method of working with schools

Normally, a school contact should be made with the principal or headmaster first, and through him with the men or women responsible for college placement. In almost every high school of good size, there will be a person designated as "Guidance Counselor", "College Counselor", or "Placement Officer", and these are the people with whom you should do closest work. They are the ones who advise both students and parents. If they have Yale in mind, they can be extremely helpful in steering only the best to you.

Other teachers and coaches who work directly with the boys can be of help in evaluating their personal standing at the school, and giving valuable clues to the boys' outside interests.

The method of making a school contact varies. Many large committees arrange informal meetings at which both the Alumni Representatives and the local school people are present, thus bringing about an easy introduction. However, in most instances, the Alumni Representative should arrange for an appointment with the principal or headmaster, and introduce himself as the local representative of Yale interested in seeing that the school is aware of the University's opportunities and standards, and interested also in obtaining the best local talent for Yale.

In dealing with the school authorities, an Alumni Representative would do well to respect their independence--and their obligation to advise certain boys to go elsewhere if they feel they should. You should not ask nor expect school guidance officers to favor Yale over other colleges.

When to visit schools

The majority of the original missionary work should be completed early in the school year (late October, early November), for the Alumni Representative must see that his senior applicants get their applications started before the Christmas holidays begin. A quick glance at the Calendar included here (page i) will show the obvious reasons for this.

The boys themselves should be approached during their junior and senior years (11th and 12th grades), depending on their standing and recommendations. If a good boy is observed coming up, it might be well to check his courses with an eye to future admission requirements, but this will, of course, vary with the individual and the school.

Handling prospects

After first making a rough check to see that a prospective applicant has some chance of winning admission to Yale, the Alumni Representative should either hand him a Preliminary Registration Card and have it filled out and mailed to the Committee on Enrollment and Scholarships in New Haven, or simply send the candidate's name and address to the Committee.

If the Alumni Representative has extra copies of the "Terms of Admission" and "Introduction to Yale" pamphlets, and in the case of a scholarship candidate, copies of "Expenses and Financial Assistance at Yale", he should give one of each to the applicant and so indicate to the Committee in New Haven. If not, the pamphlets will be forwarded to the applicant, together with full information concerning the procedures to follow in applying for admission to Yale. A Preliminary Registration Card does not in any way obligate the boy.

Interviewing the candidate

Shortly after an application for admission to Yale is received by the Admissions Office, the boy is told to get in touch with a designated Alumni Representative in his community. He should then call and make an appointment. The Alumni Representative is informed simultaneously that the boy will contact him, and if an appointment is not made, the Alumni Representative may follow it up on his own if he so desires.

Recommendations that result from these interviews are most important to the members of the Board of Admissions and the Freshman Scholarship Committee. Consequently, in sizing up each candidate as a person, do NOT hesitate to express positive reactions, favorable or otherwise. The more that you can say about each man, the more help. It is well to remember you may be the only Yale man to interview the candidate. It is therefore doubly important that you

leave a good impression and that you be as specific as possible in reporting your impressions with respect to the boy's character, personality and general qualities for leadership. In all cases, understate rather than overstate an applicant's good qualities. If you consider the candidate to be outstanding and he is undecided about the university he wishes to attend, take time to tell him why he should choose Yale. There are a thousand reasons, but see "Special points of interest to candidates" below.

Interview reports should be written up on the Personal Interview Record and Rating Sheets supplied by the Executive Secretary of the Committee on Enrollment and Scholarships. These reports should be mailed to him at 703A Yale Station as interviews are completed.

Special points of interest to candidates

1. YALE AS AN EDUCATIONAL INSTITUTION: Its location in New England and its history stretching back to 1701 give Yale a highly individual character. Only rarely will the Alumni Representative be obliged to point out the value of leaving home to attend a long-established institution in a distant part of the country. Although it is now a large University of over 7,000 students (about 4,000 undergraduates), Yale continues to maintain the tradition of the small group as the nucleus for both education and social life. This belief that young men should pass through the college experience in groups small enough so that each member may know reasonably well all other members is realized in the residential college, which normally houses about 300 students, or in the Old Campus, home of the Freshman Year. Similarly, in undergraduate teaching the emphasis is increasingly on small classes and personal contact between the instructor and the student.

Alumni Representatives should emphasize the peculiarly democratic nature of undergraduate life at Yale and particularly the deliberate efforts of the University to make its undergraduate body truly national in representation. Here again you will find the myth of the rich man's college with a social system dominated by eastern prep schools and wealthy families. The real democracy of undergraduate life at Yale, the unquestioned fact that in the undergraduate hierarchy of values a man is assessed for his own worth, must always be insisted upon. The broadening effects of contacts and associations with other boys from quite different sections of the country represent one picture of Yale which makes the individual the basis of its educational as well as its social system and which insists that its undergraduate body be national, not sectional, in its make-up and free from any stigma of class or caste will prove of universal appeal.

2. POSSIBLE COURSES OF STUDY AT YALE: The Alumni Representative will want to stress the fact that a Yale undergraduate can major in any branch of the humanities or science and in most branches of engineering. Yale is not simply a liberal arts college nor an engineering school; it is a comprehensive university offering curricula in all the principal fields of learning. Its three undergraduate degrees are the Bachelor of Arts degree (B. A.), the Bachelor of Science degree (B. S.), and the Bachelor of Engineering degree (B. E.).

Unlike many colleges, Yale does not require a student to state his choice of degree (B.A., B.S., or B.E.) until the end of Freshman Year. This is a strong point, and one worth emphasizing, for experience has shown that a great many entering Freshmen normally are undecided as to the degrees for which they want to become candidates. By a judicious selection of his Freshman courses, a Yale undergraduate can swing into a liberal arts, scientific, or engineering major during his upperclass years.

Candidates often ask about business and journalism. You can point out to any boys interested in these fields that preparation for a career in business is afforded through the different majors in economics (especially industrial administration and economics), and that majors in English, history or the various social sciences are considered by many as more useful preparation for the future journalist than a major in journalism.

Majors in chemical, civil, electrical, and mechanical engineering and in metallurgy are available. Yale does not offer a complete program in aeronautical engineering, but to a boy interested in this field it may be pointed out that many engineers advise thorough training in mechanical engineering before the study of aeronautical engineering is begun. Elective courses, such as aerodynamics, are available.

Finally, emphasis may properly be directed to the constant intellectual stimulus afforded by the close proximity of the graduate and professional schools, with their faculties, libraries, and laboratories.

3. SPECIAL PROGRAMS OF STUDY AVAILABLE TO FRESHMEN: In talking with prospective applicants, the Alumni Representative may wish to mention the availability of certain special programs and courses which are open to Freshmen:

- (1) ROTC programs. Yale is one of the few institutions which offers Reserve Officers Training Corps programs in all three service branches--Army, Navy, and Air Corps. A student enrolled in one of these programs normally carries ROTC as one of his five courses each year. Complete information about the ROTC programs may be found in the booklet, "Planning a Course of Study", pp. 33-37.
- (2) Program of Directed Studies. Set up originally as an experimental program several years ago, the Directed Studies plan has become an established part of the curriculum for the Freshman and Sophomore years. It is designed to provide a common background of knowledge for the students in the work of the first two years, and it is open to a limited number of Freshmen and Sophomores. Details on this program are contained in the "Planning a Course of Study" bulletin, pp. 18-21.
- (3) Five-year engineering program. Although any one of the undergraduate courses of study in the School of Engineering may be

completed in four academic years (one of the Freshman Year and three in the School of Engineering), a student may extend his period of study to five years. The additional year allows him to enlarge his educational horizon by including courses in the liberal arts and the sciences. It may be possible for him to study this extra year at some foreign university, should he so desire.

Courses in the Industrial Administration curriculum may be combined with those of any one of the five engineering programs. At the end of four years the candidate may qualify for the B. E. degree and, after an additional year, the B. S. degree.

A student desiring to qualify for a five-year program should consult the Assistant Dean before the end of his Freshman Year.

- (4) Teacher preparation program: Yale offers a special program, the Master of Arts in Teaching, for those interested in preparing for teaching careers in the public high schools. This program involves a fifth year, in the Graduate School, in which approximately half the time will be spent in further study of the prospective teacher's chosen subject, and the rest in courses, including practice teaching, designed to meet the usual requirements for certification. Undergraduates considering this program are urged to consult with one of the Directors, 133 Hall of Graduate Studies, early in their college careers.

A full listing and description of all Freshman courses will be found in the pamphlet, "Planning a Course of Study", which may be obtained from the Committee in New Haven.

4. THE YALE FACULTY: Because of Yale's outstanding facilities and her prestige as a great center of learning, she has always been able to attract leading scholars and teachers from all over the world. Today, this faculty stands right at the head of the list of top university faculties in the country.

5. EXTRACURRICULAR ACTIVITIES: No preliminary description of Yale for prospective applicants would be complete without mention of the number and variety of extracurricular activities. Yale's position in the world of sports is known everywhere. What is less widely appreciated is that a policy of athletics for all and an unrivaled athletic plant make active participation in sports a reality for all students at Yale. (Last year, for example, approximately 80% of the undergraduates participated in some form of organized athletics, either at the intramural or intercollegiate level.) The extensive array of extracurricular activities on the campus offers a chance for self-expression to every kind of talent, artistic, literary or executive, which the candidate may possess.

Film about Yale

A sixteen millimeter sound moving picture in color entitled "YALE: A SMALL COLLEGE--A LARGE UNIVERSITY", is available to Alumni Representatives

upon request to the Executive Secretary of the Committee on Enrollment and Scholarships. This picture runs for about twenty minutes and is very appropriate for showing in schools and gatherings of prospective candidates, or at alumni meetings. It makes no attempt to describe Yale in its entirety, but rather concentrates on one unique aspect of the Yale scene, namely the upperclass residential colleges. The film shows how the Residential College Plan brings to Yale most of the advantages of the small college right within the setting and resources of a large university.

Visitors to the campus

Alumni Representatives may often want to encourage outstanding candidates to visit Yale. In order to insure that such visits will be most profitable from the point of view of both the boys and the Admissions officers, advance arrangements should be made with the Executive Secretary.

Guides for touring the campus will be available through the Admissions Office, and to a limited extent, overnight accommodations can be provided through the Executive Secretary for boys who live at some distance from New Haven.

One word of caution is in order regarding the selection of boys for whom Alumni Representatives arrange visits. In all instances the boys who are encouraged to visit the campus should be strong candidates who have a good chance of winning admission.

Making use of undergraduates

In contacting prospects in local high schools, the Alumni Representatives will find that undergraduates can be of great assistance. High school juniors and seniors welcome the opportunity to talk informally with a Yale undergraduate who had himself attended their school before entering Yale. He is able to give them a first-hand account of the contemporary undergraduate scene, and to answer many questions which the boys might not ask of an older person. Moreover, the undergraduate often has some good leads as to the outstanding prospects for admission from the local schools.

Many Enrollment and Scholarships Committees arrange get-together luncheons or parties for alumni, prospective candidates and Yale undergraduates. Often held during the Christmas holidays or before the opening of college in the fall, these parties have usually been quite successful occasions.

Keeping posted on local news items

The task of spotting likely prospects among local boys need not be confined to formal school visits and talks with guidance counselors. An Alumni Representative who is alert can learn a lot about the outstanding boys in his community simply by keeping up with the local newspapers, or perhaps subscribing to the school newspapers. News items pertaining to Boys' State Representatives, Lions Club award winners, top scholars, etc., should prove of interest to the Alumni Representative who wants to become well informed.

Facts about '58

The diversity in backgrounds of Yale undergraduates is a point which Alumni Representatives may want to bring out when talking with prospective candidates for admission. Some statistics about the make-up of the present Freshman Class should be helpful in this connection:

- (a) The 1000 members of the Class of 1958 come from 432 different secondary schools and 46 states, in addition to the District of Columbia and some 14 foreign countries and territories.
- (b) Approximately 60 per cent of the Freshmen have entered from private secondary schools, and about 40 per cent from public schools, with only a fraction of one per cent entering by transfer from other colleges.
- (c) More than 34 per cent of the Class are receiving scholarship aid of some type, either from the University, Alumni Associations, or from outside sources.

ADMISSION REQUIREMENTS AND PROCEDURES

Qualifications an applicant must have

Full information on admission requirements can be obtained in the "Terms of Admission" pamphlet, pp 7-16, but in general, the qualifications are as follows:

- (a) Character, intellectual promise, and capacity for leadership.
- (b) Completion of the secondary school course with a superior standing.
- (c) Satisfactory performance on the College Entrance Examination Board Tests.

Remember that in preparation for Yale, quality of achievement is more important than quantity in terms of units accumulated in certain subjects.

Some aids in estimating academic promise of an applicant

(1) CLASS STANDING is a valuable statistic in helping the Alumni Representative make a preliminary evaluation of the boy's school record. Frankly speaking, the average student in the average high school has very little chance of being admitted to Yale. Yale's standards are high, and it takes an outstanding student to make the grade, for he is competing with top boys from preparatory and high schools all over the country. A rough rule of thumb may be stated as follows:

- (a) Yale is definitely interested in the boy who ranks in the top 10% of his class, for experience has shown that such an applicant will probably be up to Yale competition.
- (b) A boy who ranks below the top 10% but within the top 25% may possibly be all right.
- (c) Those boys below the 25% mark are probably not worth your while unless there is evidence of extenuating circumstances.

(2) IQ TEST SCORES may be of some help to the Alumni Representative in judging an applicant's ability to do Yale work. But considerable caution must be exercised in the interpretation of an Intelligence Quotient (IQ). The fact of the matter is that a student's IQ may vary all over the place, depending upon what test he takes, what kind of cultural background he comes out of, what kind of schooling he has had and how he happens to feel when he takes the test. Perhaps the best thing to remember is this: if a boy's rank in class is high and his IQ is also high, then you can feel comforted by the fact that the IQ confirms the rank in class; but if the rank in class is high and the IQ is low, you had better forget the IQ.

The same note of caution applies to the interpretation of a percentile ranking on an intelligence test. To make a proper interpretation, the Alumni Representative must be careful to ascertain the test norms. Is the boy being

compared with other students in his school, his community, his state, or are the norms nation-wide? Then too, is the student being compared with other high school seniors or with college freshmen, as is the case with many tests?

A very crude index to keep in mind is that the average Yale student is likely to have an IQ of 125 or better on the Otis Intelligence Test (Otis Self-Administering Test of Mental Ability), and of 129 or better on the American Council Test (American Council on Education Psychological Examination). The Otis and the ACE are probably the most widely used tests of this sort throughout the country.

College Board Tests

College Board Examinations are offered four times a year, in December, January, March and May. Yale candidates (except for mid-year graduates) should normally take the Achievement Tests in March of their senior year. Preferably, they should take the Scholastic Aptitude Test at the December or the January session, unless a preliminary test was taken in the spring of junior year and the scores reported to Yale. In that event, all tests may be taken at the March session.

Because of the wide variety in school standards Yale needs some measurements of academic ability common to all applicants. Hence, all are required to take the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board. Full particulars about the tests may be found in "Terms of Admission to the Freshman Class".

All College Board tests, except English, are objective. For each question, several possible answers will be suggested; the candidate merely checks on an answer sheet the number of that answer which he thinks is best.

No special preparation is necessary, because the tests are made up by college and school teachers who insure that the questions are fair to all candidates, whether they are students at public or prep schools, at traditional or progressive schools, or at schools located in different sections of the country. Questions are provided in such numbers and distributed in such a way that all students have an equal opportunity to demonstrate their knowledge and ability.

You may find some candidate alarmed because he is asked to take the tests before he has completed his school course. You can reassure him with several good reasons. In the first place, the tests have been designed to be taken before the end of the year, and each achievement test will have enough questions on ground he has already covered in school to allow him ample opportunity to score well. In the second place, there is no passing or failing grade. All scores are relative; each candidate's grade on any test merely tells the college where he ranked in comparison with all others who took that test. Obviously, all will be running the same race who take the test at the same time. Furthermore, all scores will be interpreted by the Board of Admissions in the light of the applicant's school record. The boy who has studied French for two years will not be expected to score as high as the boy who has studied French for three years.

Yale candidates are urged to take the Scholastic Aptitude Test in May of their Junior year, for purposes of guidance. The results of such tests, however, will not be used by the Board of Admissions in making the final estimate of the applicant's promise as a student at Yale.

Applications for admission

Candidates are strongly urged to file their applications with the Office of Admissions before February 15, although this is not a rigid deadline except in the case of scholarship candidates. Applications received very much later than February 15 may not be processed in time for consideration at the May meeting of the Board, at which the bulk of the incoming Freshman Class will be selected.

How Yale decides on applicants

Yale takes all the statistical information about a boy which it can lay its hands on, including his school record and the results of the College Board exams, and from these facts are fashioned a "prediction" of the boy's Freshman Year average by Yale standards, which serves as a common denominator to all applicants being evaluated. However, this is only half of the story, for character and personality can never be reduced to statistics. It is in this realm that the evaluations by the Principal and Alumni Representatives become so important, since the Board of Admissions must make their decision on a boy both as a scholar and as a person.

Notification dates

As a usual procedure, Harvard, Princeton and Yale agree on a date sometime during the second week in May on which scholarship awards will be announced and notices of acceptance mailed to candidates. Acceptance is, of course, contingent upon the successful completion of final examinations at secondary schools.

After the Board of Admissions has met, the Alumni Committees are informed of all action on boys for whom they have been responsible.

Type of secondary school as a factor in admission

The question is often raised as to whether Yale prefers prep school over high school applicants, or vice versa. The fact of the matter is that type of secondary school training in itself does not play an important role in the selection of candidates for a Freshman Class at Yale. The Board of Admissions is searching for the best candidates regardless of whether they attended prep schools or high schools.

In any given Freshman Class, the majority of the places are usually filled by graduates of prep schools. There are two main reasons for the existence of this situation. One is that proportionately more of the high school graduates than prep school graduates are applicants for financial aid, and hence

their numbers are limited considerably by the number of scholarships which the high school candidates win. A second reason is that there are generally a great many more Yale sons among the prep school candidates.

Yale sons

Yale's admission policy with respect to sons of alumni has been well publicized from time to time in the Alumni Magazine. In essence, this policy states that Yale sons are given preference over other candidates for admission. However, it should be clearly understood that they must be qualified from an academic point of view, and must be recommended for Yale by their headmasters or principals.

Postgraduate prep school training for a rejected applicant

Should an applicant who has been rejected for admission be advised to attend prep school for a year in the hope of winning admission to the next Freshman Class? In general, the answer to this query is "no". Each year the Board of Admissions has, for various reasons, an increasing number of well-qualified candidates--many more than can be admitted. Consequently, even though a boy should take an additional year of preparation, his chances of being admitted would probably not be enhanced.

There may be special cases where a boy's secondary schooling has been unusually weak but where good aptitude has been demonstrated. Nonetheless, the Alumni Representative would do well to clear any case of this sort with the Executive Secretary of the Committee on Enrollment and Scholarships.

Transfer applicants

The situation with respect to transfer applicants for the Sophomore or Junior Year is extremely grim. Normally, the Board of Admissions is able to accept only a few handfuls from the several hundred who apply; hence it is advisable to adopt a very conservative attitude when talking with prospective transfer applicants. Complete information concerning applications for transfer may be found on p. 17 of the "Terms of Admission" pamphlet.

1. [Illegible text]

2. [Illegible text]

3. [Illegible text]

4. [Illegible text]

5. [Illegible text]

6. [Illegible text]

7. [Illegible text]

SCHOLARSHIP AND EXPENSE

Cost of a Yale education

Yale charges each undergraduate student \$1,600 a year. This single inclusive charge covers room, board, tuition and all fees. Non-resident students are charged at the rate of \$800 per year, which includes tuition and fees, but not room or board.

A reasonable minimum allowance for books may be set at \$50 for the Freshman Year, and laundry may be figured at approximately \$60. It is estimated that the average annual expenditure among scholarship students for the various items not included in the University charges, is \$400 per year, not including travel. In figuring the necessary budget for a student living more than 300 miles from New Haven, the Scholarship Committee counts in the amount of two round-trip tickets from his home. Therefore, all things considered, it is felt that a Yale Freshman may with reasonable economy keep his budget for the academic year within \$2,000 and scholarships are awarded on the basis of this figure plus travel if necessary.

The scholarship picture at Yale

Briefly stated, it is possible to arrange for financial assistance, in one form or another, to approximately 25% of the Freshman Class, from the more than \$200,000 which is set aside for this purpose every year.

From some 1800 applicants, only about three hundred scholarship students out of a class of 1000 can be accommodated each year, since it is the policy of the University not so much to assist as many students as possible, but rather to adequately assist those who seem best adapted to the opportunities Yale affords. These figures will give some indication of the tremendously keen competition for scholarships, and should make it clear why only outstanding boys should be encouraged to apply.

Candidates eligible for scholarships

Any candidate is eligible to apply for a scholarship who can present clear evidence of financial need. The extent of such aid as is granted is determined, within existing funds, by the applicant's degree of need and demonstrated qualifications, not only as a scholar, but also as a well-rounded individual.

Kinds of scholarships available

Scholarships may be divided roughly into three categories: University Scholarships, Alumni Association awards, the Special scholarships.

1. (a) University Scholarships are of two kinds. The first of these is the General University Scholarship, for which all applicants are eligible. About 200 of these scholarships, ranging from \$100 to \$1600, are awarded annually to freshmen on a gift basis.

1. (b) University Regional Scholarships differ in several ways. In the first place, only about 25 of these awards are made annually, and only those candidates are eligible who have resided and attended school for three years in one of designated areas (see pp. 12-13, "Expenses and Financial Assistance at Yale") at the time of application. Candidates must show superior academic promise in order to be selected, and lastly, those scholarships are renewable on a gift basis to recipients who have maintained a Dean's List average (80% or better) for the previous year, and whose general record has been superior. The amounts of these awards are tailored, as are all others, to the individual's need.
2. Alumni Scholarships are offered from funds set aside by local associations, with the approval of the Freshman Scholarship Committee, and are generally awarded to boys from the same community. Often Alumni awards will bolster University Scholarships, thereby freeing University funds for other applicants.
3. Under special scholarships are included Memorial Scholarships, High School and Preparatory School awards, City of New Haven and Connecticut High School awards, Ministerial Scholarships, and many others which may require restriction in eligibility.

Renewal of scholarships

There are five classes of scholarships designated as "four-year commitment" awards. These are:

University Regional
Yale-Preparatory
Connecticut High School
City of New Haven
Certain locally restricted scholarships

The above awards are renewed annually, after Freshman Year, on a gift basis, if, in the case of the first three categories, the recipient maintains an average of 80 or higher, and in the last two categories, if the recipient maintains a stand within the top half of his class.

Outstanding men who hold other awards may have them renewed annually on a gift basis, but the majority of scholarship holders may obtain yearly renewal on a part-gift, part-loan basis. Loans of this sort are restricted to a maximum of \$2,000 distributed over the sophomore, junior and senior years in any amounts not to exceed the above total, and are considered necessary not only because funds do not exist for full-gift renewal, but also because the University feels that some students should assume at least part of their educational expenses. Such loans are payable five years after graduation, and interest is charged at a rate of 2% during the period from graduation until payment.

Roughly then, students may have their scholarships awarded in either gift, part-gift and part-loan, or completely loan form, or not at all, depending on their relative record, scholastically, in employment, and in other respects, among all other applicants for aid.

Why all scholarships at Yale are renewed on a yearly basis

Yale feels that aid is granted initially to boys who show outstanding promise as students and as men. Yearly renewal on the basis of scholastic performance and satisfactory personal deportment insures that the promise will be a reality. If not, then that fund will be released for the use of more deserving candidates.

How much the family of a scholarship student pays

Yale expects that the family of each recipient will contribute as much help as is possible toward his college expense, and aside from very exceptional cases when full scholarships are awarded, \$600 to \$800 is considered a minimum provision.

Alumni Representatives can be extremely helpful in determining the extent of a recipient's family to pay for his education, either through the boy, or through talks with the family. They should note such information which they have on the Personal Interview Record and Rating Sheet made out for the boy.

Term-time work for scholarship students

In general, all scholarship students are required to undertake 12 hours of work per week during Freshman Year, thus earning \$400 as credit toward their educational expenses. They may perform this work either in one of the University dining halls or under a "work scholarship" program which offers to entering students who have developed specialized skills an opportunity to utilize them through employment with various laboratories or offices.

No Dining Hall work is done after the Freshman Year, when a large range of jobs becomes available to scholarship boys under the Bursary Plan.

The career of the scholarship student at Yale

The career of a scholarship student at Yale cannot be termed "ordinary", in that it is an extremely full one, and requires a boy of physical stamina with the ability to manage his time and energy. Yet every effort is made to allow the student to enjoy fully the advantages of a well-balanced educational experience. Class and work schedules are coordinated so as to provide the maximum of time for study and other activities, and jobs are available which complement rather than compete with academic and personal interests.

The scholarship candidate who is admitted but not awarded a scholarship

Because of the limited number of scholarships which are available, it is frequently possible for a boy to win admission to Yale but not win a scholarship. Admissions such as these are often regarded as "paper admissions", since the Board of Admissions anticipates that most individuals in this category will not find the necessary financial means with which to attend Yale. Accordingly, the Board hopes that alumni associations will not award their scholarships to these boys but will reserve their funds for stronger candidates who have already been selected for awards by the Freshman Scholarship Committee.

In general, the Alumni Representative should not give any encouragement to the candidate who is admitted but not awarded a scholarship. The boy should definitely not be advised that he might find it possible to earn money on the campus, for all of the regular jobs are reserved specifically for scholarship recipients.

Recommended procedures for alumni association scholarships

In order to standardize the procedures to be followed in the processing of awards from alumni associations, the following recommendations were adopted by the Alumni Board at its June 1954 meeting. They bear the hearty approval of the University Scholarship Committee and the Committee on Enrollment and Scholarships:

1. Each Alumni Association should file with the Scholarship Committee (Mr. Donald K. Walker, Associate Secretary) a complete statement of the terms of each award, specifically covering the following items:
 - (a) Number of years tenable. Is the award to be made for the Freshman Year only?
 - (b) Is the award to be all gift, all loan, or some combination?
 - (c) Is term-time employment required of the recipient?
 - (d) What are the eligibility requirements? (Geographical limits should be defined.)
2. All Associations should file with the Scholarship Committee a current list of the names and addresses of the Officers (President, Treasurer or Chairman of the Scholarship Committee) of their organization, and immediately inform the Committee of any changes in personnel.

3. Checks covering the amount of Alumni Awards normally should be sent directly to the Associate Secretary of the Scholarship Committee, not to the recipients themselves.
4. Alumni Associations should send one check covering all awards for an academic year, and it should be received in the office of the Associate Secretary of the Scholarship Committee not later than October 1st. If, for some reason, an Association must send in a separate check for the Spring Term, it should be received by the Associate Secretary not later than February 1st.
5. In all cases, the Scholarship Committee sends year-end performance reports to the Associations, and at the same time requests a list of awards contemplated for the following year. These lists should be received before August 1st, so that possible University grants may be adjusted accordingly.
6. In cases of border-line scholastic standing (i. e., somewhat below the general class average) it may be necessary to obtain University approval of a scholarship renewal. Failure to do this is likely to result in disqualification of the student for athletic or other official extra-curriculum activities.

The responsibility for processing and accounting of all student-aid funds by the Scholarship Office is considerable. Alumni Associations can greatly assist that office by following the procedures recommended above; and by requesting non-Yale groups in their respective localities also to conform so far as possible to these procedures.

College Scholarship Service

A College Scholarship Service was established in the spring of 1954 as a cooperative activity of more than fifty participating colleges, including Yale. Its function is to handle Parents' Confidential Statements of financial information in support of applications for financial aid to the various colleges, and to provide for the exchange of information among colleges on scholarships, loans, and other forms of student aid.

Alumni Representatives will want to familiarize themselves with the operation of this service. Briefly, the steps in the operation are these. First, the student who wishes to apply to Yale for financial aid files an application (in abbreviated form) with the Office of Admissions and Freshman Scholarships. At the same time, his parents file a very complete statement concerning their financial status with the College Scholarship Service which is located in Princeton, New Jersey (and in Los Angeles for West Coast candidates). Photographic copies of the information are then made by the Service and distributed to the colleges named on the statement by the parents. Colleges to which any copy is sent are told of the other colleges to which copies have been or are being sent.

Only one statement (not one for each college) is filled out by parents which saves them a considerable amount of work, if their sons or daughters are applying to more than one college.

It is expected that the College Scholarship Service may prove to be the first stage in the development of more or less uniform standards for the granting of financial aid. With some reservations, Yale has joined this co-operative venture in the hope that a better understanding of scholarships on the part of the public and the basis on which they are awarded may eventually come about.



YALE UNIVERSITY

Information for Applicants for Admission and for
Financial Aid in the Freshman Year

1955

OFFICE OF ADMISSIONS AND FRESHMAN SCHOLARSHIPS
1502A YALE STATION
NEW HAVEN, CONNECTICUT

A. GENERAL INSTRUCTIONS FOR ALL APPLICANTS

You must take the following steps to complete an application for admission to Yale:

1. Fill out Part I and Part II of the enclosed application blank and return to the Office of Admissions and Freshman Scholarships by February 15, 1955, but preferably as soon as possible.
2. Ask your principal or headmaster to complete the School Record blank reporting your grades through junior year. This should be sent promptly to the Office of Admissions. He should retain the Supplementary School Record blank to report your complete grades for the first term of the current school year.
3. Register with the College Entrance Examination Board for your required entrance tests. (See Section C for details.) Make sure that the completed registration, together with the covering fee, reaches the College Entrance Examination Board before the designated closing date.
4. Before April 1 you should, if possible, arrange for a personal interview. If you live at some distance from New Haven, this may be with a representative of this Office visiting your school, or with a nearby Alumni Representative whose name you may be sent.

B. APPLICANTS FOR FINANCIAL AID

You must take the following steps to complete an application for financial aid:

1. Fill out Part III of the application blank. Be sure it is signed by your parent or guardian.
2. Your parent must file with the College Scholarship Service, prior to February 15, a Financial Aid Statement in support of this application. Forms may be obtained on request to Box 176, Princeton, New Jersey, or Box 27896, Los Angeles 27, California.
3. Report promptly to the Office of Admissions any scholarship received from an outside source after your application and financial statement have been submitted. To the extent that any such award may affect your need for financial assistance during Freshman Year, the Scholarship Committee reserves the right to adjust its awards.

General Information on Financial Aid

Application. Your Application for Financial Aid will be considered for all available types of financial assistance, including University employment. Scholarships are awarded in the Freshman Year on a gift and work scholarship basis. Their purpose is to make possible the opportunity of a Yale education to students of superior ability and outstanding promise but limited financial means.

Awards. Awards vary in amount over a wide range, reflecting the Scholarship Committee's estimate of individual financial needs. In exceptional cases, awards may be sufficient to cover full expenses at Yale. Every candidate is expected to contribute from his own and from his family's resources as much toward his own educational costs as seems reasonably possible. Relatively few awards will be made to reduce the net cost of Freshman Year below \$800.

Jobs. A scholarship holder is normally expected to earn part of the total aid granted him through remunerative employment offered by the University, which entails twelve (12) hours of work per week in Freshman Year. He may not relinquish a job awarded him unless this is recommended by the Dean of Freshmen on scholastic grounds or by the Director of University Health for reasons of health.

Renewal of Aid after Freshman Year. It is the policy of the University to continue financial assistance through the upperclass years to Freshman Scholarship holders whose records are in all respects superior and who continue to need help. It should be understood, however, that the amount available for gift scholarships after Freshman Year, while extensive, is not sufficient to meet the total demands from all qualified students, and a portion of the aid available in the upperclass years will be in the form of long-term loans. There are certain scholarships including Regional, Yale-Preparatory School, Connecticut High School, and City of New Haven, which

YALE UNIVERSITY
APPLICATION FOR ADMISSION
 TO THE FRESHMAN CLASS TO ENTER IN SEPT. 1955

Complete and return promptly to the
 OFFICE OF ADMISSIONS AND FRESHMAN SCHOLARSHIPS
 1502A Yale Station, New Haven, Conn.

1955
 CLOSING
 DATE
 Feb. 15

1. APPLICANT	LAST NAME FIRST NAME MIDDLE NAME			Birthdate			Check One	
				MO. DAY YR.	Single	Married		
2. HOME ADDRESS	Number and Street City State			Birthplace (City and State)				
3. FATHER	Name			Birthplace (City and State)			Living Yes ☐ No ☐	
	Occupation—Employer—Position Held							
	College Attended—Class—Degree						U.S. Citizen? Yes ☐ No ☐	
4. MOTHER	Maiden Name			Birthplace (City and State)			Living Yes ☐ No ☐	
	College Attended—Class—Degree			Occupation				
5. GUARDIAN	Name of legal guardian, if other than father						Relationship	Check if Parents are separated ☐ or divorced ☐
6. SCHOOLS ATTENDED SINCE 8TH GRADE	Name of School			Location (City and State)			Years attended	Date graduated
	Name of School			Location (City and State)			Years attended	
	Name of School			Location (City and State)			Years attended	
MISC. DATA	Principal or Headmaster of present School						Have you attended college No ☐ Yes ☐	
	Service Record—Branch—Rank			Dates of Service		Discharge Date (actual or estimated)		
	Probable College Major (i.e. History, Physics, etc.)			Probable occupation after college			Are you applying to Yale for Financial Aid? No ☐ Yes ☐	
	List dates when you have taken College Board Tests or will take them this year							
8. HONORS AND PRIZES	Scholarship honors and prizes							
9. SCHOOL ACTIVITIES	Significant school activities (last two years only)						PHOTOGRAPH Attach photograph or suitable snapshot. Write your name on the back of the picture you submit. If no picture is available do not delay returning this Application—but mail photograph as soon as possible.	
10. HOBBIES INTERESTS EMPLOY- MENT	Hobbies—Interests If working, state nature of employment and number of hours per week on job							
							Height	Weight
	Applicant's written signature							

Part II

TO BE FILLED OUT BY APPLICANT—PLEASE TYPE OR PRINT IN INK

Name _____ Birthdate _____
last name first name middle name mo. day year

Home Address _____
number and street town or city state

*School now attending _____
name town or city state

Name of Father or Guardian _____
first name middle name last name

Did your father attend Yale? Yes ☐ No ☐ If Yes, indicate class and degree

*If no longer attending school, indicate last school attended and year of graduation.

TO BE FILLED OUT BY APPLICANT

Print or type within the space below, for a window envelope, your full name and the complete mailing address where you may be reached during the school year. This form will be returned to you to acknowledge receipt of your application and to provide you with the name and address of our Alumni Representative whom you may be asked to see for a personal interview.

OVER

TO BE FILLED OUT BY APPLICANT

Name _____
first name middle initial last name

Home Address _____
number and street town or city state

Home Telephone Number _____

*School now attending _____

*If no longer attending school, indicate last school attended and date of graduation.

DO NOT WRITE ON THE BACK OF THIS PAGE

Application for Financial Aid in Freshman Year

Please type or print in ink

S
1955

This application should be completed *only* by the student who needs financial aid in order to attend Yale. It should be filed with the Office of Admissions and Freshman Scholarships, 1502A Yale Station, New Haven, Conn., as promptly as possible. The final closing date is February 15, 1955. The applicant's parents or guardian must file with the College Scholarship Service prior to February 15 a Confidential Statement in Support of Application for Financial Aid on a form which may be obtained on request to that agency at Box 176, Princeton, New Jersey or Box 27896, Los Angeles 27, California.

1. Last name of applicant First name Middle name
2. Home address—Number and street City State Years there
3. Last previous address—City and State *only* Years there
4. School from which you expect to enter Yale Years there
5. Name any special scholarship for which you may be eligible

6. Name organizations (not other colleges) to which you are applying for financial aid

7. Expense budget for Freshman Year

The all-inclusive Yale fee is \$1,600 for students living at college and \$800 for those living at home. Miscellaneous expenses for students living on campus should amount to about \$400 for the college year. For the student living at home, the corresponding figure (including lunches at Commons) is \$350. A student living more than 300 miles from New Haven may include travel allowance on the basis of two round trip fares per college year at railroad coach rates.

Budget:

Yale fee
Misc. expense
Travel

Living at
College

\$1,600
400

Living at
Home

\$ 800
350
xxx

Total Budget

\$

\$1,150

Insert here and deduct from Total Budget total available Resources reported as Item 30 to College Scholarship Service

\$

\$

Amount needed to attend Yale ①

\$

\$

8. Describe briefly what you did during your 1954 summer vacation or are doing during the current school year to earn money toward your college expenses.

9. Submit below any information, in addition to that reported by your parents to the College Scholarship Service, which may be especially applicable to your request for financial aid from Yale.

To the Freshman Scholarship Committee:

I hereby make application to Yale University for financial aid in the amount of \$..... (item ① above) for Freshman Year. I certify that I need this assistance in order to attend Yale. I have read the Information Sheet accompanying this application and understand the regulations governing the award and tenure of scholarships and University employment.

(Signature of applicant)

Date

To the Freshman Scholarship Committee:

I have read and approve the application of my son (or ward) for financial aid at Yale. To the best of my knowledge, the information reported on this form is correct, and I hereby confirm the statement of my son (or ward) that in order to attend Yale he needs the financial aid for which he has applied.

(Signature of parent or guardian)

Date

Photocopy from George Bush Presidential Library

Detach only if not applying for financial aid

APPLICANT SHOULD NOT WRITE ON THIS PAGE

YALE UNIVERSITY

Office of Admissions and Freshman Scholarships

To the Candidate:

This is returned to you as acknowledgment of your application for admission to Yale. You will be advised of the action of the Board of Admissions on your application early in May.

If the name and address of one of our Alumni Representatives is indicated in the space below, you should make an appointment to see him as promptly as possible for a personal interview, unless you have already been interviewed by him.

If no name appears in the space below, no interview with an Alumni Representative is required.

ARTHUR HOWE, JR., *Director*

ALUMNI REPRESENTATIVE

Photocopy from George Bush Presidential Library

YALE UNIVERSITY

Committee on Enrollment and Scholarships

To the Alumni Representative:

An application for admission to Yale has been received from the student whose name and address are indicated on the reverse of this form. If the box to the right below has been checked, he has been asked to make an appointment with you for a personal interview.

If no check appears in the box, no interview is required and this report is sent for information only.

Mail to:

Executive Secretary

Interview requested

☐

YALE UNIVERSITY

Name of student.....
Last First MiddleSchool { Name Entered Was graduated
..... Location Month Year Will be graduated
..... Withdrew Month Year

Marking System (letter and numerical marks, if both are used): Passing.....Certificate.....Honor.....

Class periods are.....minutes,.....times a week,.....weeks a year

Student has ranked.....in a class of.....for period from.....to.....

SCHOOL RECORD

Check (x) current subjects for which no marks are available

SUBJECT	GRADE	9th	10th	11th	12th	EXTRA	*UNITS OR CREDITS
	YEAR	19	19	19	19		
ENGLISH	ENGLISH						
FOREIGN LANGUAGE	GREEK						
	LATIN						
	FRENCH						
	GERMAN						
	SPANISH						
SOCIAL STUDIES	HISTORY Ancient						
	European						
	United States						
	World						
MATHEMATICS	ALGEBRA Elementary						
	Intermediate						
	Advanced						
	GEOMETRY Plane						
	Solid						
	TRIGONOMETRY						
SCIENCE	GENERAL SCIENCE						
	BIOLOGY						
	CHEMISTRY						
	PHYSICS						
OTHER SUBJECTS							
GRADE AVERAGE FOR YEAR							

REMARKS: Specify laboratory periods, variations in time allowance for subjects, or any other information needed to interpret this record accurately. Regents or College Board Achievement Test scores may be entered here or in EXTRA column. When Regents scores are given, school marks should also be recorded if available.

*Including current subjects checked.

NOTE: All failures should be recorded.

Please report below the results of any standard academic aptitude, intelligence, or other tests taken by the applicant, including the Scholastic Aptitude Test of the College Entrance Examination Board. Indicate dates of such tests.

Date..... Signed..... Title.....

YALE UNIVERSITY

NEW HAVEN, CONN.

Supplementary School Record

This blank is to be used to report school grades for the *current* school year covering the academic period (term or half year) ending nearest to February 1. It should be completed and returned as promptly as possible after the end of the period to the Office of Admissions and Freshman Scholarships, 1502A Yale Station, New Haven, Conn. A Final School Record blank will be provided for applicants accepted for admission.

Name of student.....
Last
First
Middle

Name of school.....Date of graduation.....

Marking System (letter and numerical marks, if both are used): Passing.....Certificate.....Honor.....

Student has ranked.....in a class of.....for period from.....to.....

If impossible to state exact rank, please indicate below under *Comments* approximate rank or relative standing in class. Rank-in-class presents an appraisal of general academic achievement which has proven to be highly indicative of academic promise in college. When combined with College Board test scores, an effective summary of past accomplishment in school and of potential promise in college is available.

SUBJECTS (List all carried during current year and indicate any which may be "advanced" or "honors" courses)	No. of Weeks	Periods per Week	Marks or Grades	REMARKS (Regents grades may be entered here)
School Year 19.....-19.....				

COMMENTS

List any comments pertinent to the general record of the student for the period covered by this report and bearing upon your previous recommendation and ratings of him (on our School Record form) as an applicant for admission to Yale.

Date.....Signature.....Title.....

carry a definite renewal commitment on a gift basis for students who meet the stated requirements.

In order that a student's financial need may be reappraised annually, all prospective scholarship recipients, regardless of the type of financial aid received for Freshman Year, must file with the Student Appointment Bureau an application for scholarship or loan assistance before February first of each successive year.

Complete information concerning student self-support opportunities is contained in the booklet "Expenses and Financial Assistance at Yale." A copy of this booklet may be obtained from the Office of Admissions and Freshman Scholarships, 1502A Yale Station, New Haven, Connecticut.

C. COLLEGE ENTRANCE EXAMINATION BOARD TESTS

General Requirement of Tests

An applicant for admission from secondary school is required to offer the Scholastic Aptitude Test and three (3) Achievement Tests of the College Entrance Examination Board. No additional tests are required of scholarship applicants. Exceptions for veterans and transfer students are noted under Section E.

What Tests to Take

1. Achievement Tests should be offered only in subjects studied in the final school year. They are not end-of-course tests; they require no special preparation; all scores are relative.
2. As one of the three Achievement Tests, a Yale applicant will normally be expected to offer the English Composition Test.
3. A prospective student of engineering will normally offer Achievement Tests in English and Advanced Mathematics; his third test may be in any other subject currently studied, but preferably a science, a foreign language or Social Studies. The Intermediate Mathematics test should be substituted for Advanced Mathematics by the student whose final-year mathematics course does not include Trigonometry and either Advanced Algebra or Solid Geometry.
4. The prospective student in the liberal arts and sciences who in his final school year is studying a modern foreign language is well advised to offer the test in that language as one of his three Achievement Tests. His score will assist in course placement; a good score will improve his chance of receiving a modern language exemption.

When Tests Should be Taken

As admission credentials, both the Aptitude and the Achievement Tests of the College Entrance Examination Board *must be taken in the final year*, whether or not taken previously. Please note carefully:

1. Every June graduate should take the Aptitude Test in December, January or March of his final year. He will be expected to take it at the December or January session of his final year if he has not already taken a preliminary Aptitude Test in the previous year and had the scores reported to Yale. The Achievement Tests should always be taken in March.
2. An applicant graduating from school at mid-year should take both the Aptitude and Achievement Tests in December or January, unless a postgraduate term at school is planned. In this case, he should proceed as a June graduate.
3. Any deviation from the regulations above should be cleared with the Office of Admissions and Freshman Scholarships. An applicant who is ill at the time of his tests should advise this Office and arrange to take his tests at the next session.

Many schools now advise prospective college candidates to take the Scholastic Aptitude Test in May of their junior year, for purposes of guidance. The Office of Admissions and Freshman Scholarships highly recommends this practice; results of such tests will not be used in making the final estimate of the applicant's promise as a student at Yale, but should be reported to this Office for guidance purposes.

Registration for Tests

Registration for the Scholastic Aptitude and Achievement Tests should be made with one of the Board offices listed below. For test centers east of the Rocky Mountains register with the East Coast office; for test centers in the Rocky Mountain and Pacific areas register with the West Coast office. Full information about fees, test centers and the time of tests may be obtained from either one or from your school office.

College Entrance Examination Board
P. O. Box 592
Princeton, New Jersey

College Entrance Examination Board
P. O. Box 27896
Los Angeles 27, California

D. GENERAL INFORMATION

Application Dates

Formal applications for admission from secondary school should be submitted by February 15, 1955. Applications received after February 15, but prior to April 1, will be considered whenever possible. The closing date for filing financial aid applications is February 15.

Criteria for Selection

Chief among the criteria used in the selection of Yale Freshmen will be the following:

1. Promise as a student. This is estimated by combining each applicant's school record with his test scores, with more weight usually given to the school record.
2. Promise as a person. This is normally evaluated from the applicant's entire record, the report of his principal or headmaster, and from personal interviews. Evidence of personal integrity and of academic and extra-curricular achievement is weighted heavily.
3. Diversity. It is the policy of the University to maintain a Freshman Class with broad representation of backgrounds and interests, and of geographical areas.

Reports to Applicants

Reports of the action of the Office of Admissions and Freshman Scholarships will be sent to all applicants as promptly as possible after the meetings of early May, 1955. Accepted candidates will be asked to notify this Office before the end of May whether or not they intend to matriculate in September.

Further Inquiries

Inquiries about any of the items above should be addressed to the Director of the Office of Admissions and Freshman Scholarships.

E. SPECIAL REGULATIONS FOR VETERANS AND TRANSFER APPLICANTS

Veterans or transfer applicants seeking admission to the Freshman Year should comply with the usual procedures wherever possible. An applicant not currently in school or college will be required to offer only the Scholastic Aptitude Test of the College Entrance Examination Board. A transfer applicant should, in addition to the requirements already listed, file two (2) letters of recommendation from faculty members of the college previously attended and a transcript of his college record. Veterans are expected to submit photostatic copies of official documents showing their honorable release from active military service.

ARTHUR HOWE, JR.

Director of Admissions and Freshman Scholarships

October, 1954

PLEASE PRINT

Year of Entrance _____

LAST NAME FIRST NAME MIDDLE NAME

HOME ADDRESS _____

BIRTH DATE _____

FATHER (OR GUARDIAN) _____

PRESENT SCHOOL _____

ADDRESS _____

DOES APPLICANT PLAN TO APPLY FOR FINANCIAL AID? Yes ☐ No ☐

S mat.

sent

This space
for office record

[OVER]

Return to the Office of Admissions,
Yale University, New Haven, Conn.

Photocopy from George Bush Presidential Library

YALE UNIVERSITY · PRELIMINARY REGISTRATION

This card should be completed by a prospective applicant for admission to Yale and filed with the Office of Admissions to make certain that in the fall of his final school year he will be sent application blanks and all necessary instructions as to procedures to be followed. A scholarship application will be sent to a candidate who has indicated that he plans to apply for financial aid. The filing of this card has no other effect on his admission and its receipt by the Office of Admissions will not be acknowledged, unless acknowledgment is requested.

It is the responsibility of a prospective candidate to notify the Office of Admissions of any change in address or school attended.

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PLEASE PRINT

Year of Entrance

LAST NAME FIRST NAME MIDDLE NAME

HOME ADDRESS

BIRTH DATE

FATHER (OR GUARDIAN)

PRESENT SCHOOL

ADDRESS

DOES APPLICANT PLAN TO APPLY FOR FINANCIAL AID? Yes ☐ No ☐

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It is the responsibility of a prospective candidate to notify the Office of Admissions of any change in address or school attended.

PLEASE PRINT

Year of Entrance

LAST NAME

FIRST NAME

MIDDLE NAME

HOME ADDRESS

BIRTH DATE

FATHER (OR GUARDIAN)

PRESENT SCHOOL

ADDRESS

DOES APPLICANT PLAN TO APPLY FOR FINANCIAL AID? Yes ☐ No ☐

S mat.
sent

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for office record

[over]

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1954-55

College Board Tests

HOW TO TAKE THE TESTS

SAMPLE QUESTIONS

THE COLLEGE ENTRANCE EXAMINATION BOARD • BULLETIN OF INFORMATION



Summary of tests, dates, fees: 1954-1955

MORNING TEST

Scholastic Aptitude Test (Verbal and Mathematical Sections)

AFTERNOON TESTS

A maximum of three hours of afternoon tests may be taken

Achievement—one hour tests

English Composition	Physics	Spanish Reading
General Composition	Intermediate Mathematics	Italian Reading
(2-hour test, given only in May)	Advanced Mathematics	(given only in March)
Chemistry	Social Studies	Latin Reading
Biology	French Reading	Greek Reading
	German Reading	(given only in March)

Aptitude—one hour test

Spatial Relations

TESTING DATES

Saturday.....	December 4, 1954
Saturday.....	January 8, 1955
Saturday.....	March 12, 1955
Saturday.....	May 21, 1955
Wednesday.....	August 10, 1955

TEST FEES

Morning test and afternoon tests.....	\$12
Morning test only.....	6
Afternoon tests only.....	8

The College Board also offers the Scholastic Aptitude Test for the Blind (see page 7) and the College Transfer Test, a high-level test of scholastic aptitude for students transferring from one college to another. For information write the College Entrance Examination Board (see Service Areas, page 13).

The tests of the College Board are prepared and administered by
EDUCATIONAL TESTING SERVICE

To the candidate:

Later sections of this bulletin will tell you how to go about taking College Boards and acquaint you with some of the types of problems used in the tests, but the following questions may have occurred to you and your parents and they should be answered before you register for examination:

Which tests should be taken? When? Before registering for tests of the College Board, you should know which tests you are required to take and on what date you should take them. These requirements are set by the college to which you are applying. Most colleges prefer that applicants register for a particular examination date so that admissions committees may make their decisions at specific times. As you will see in this bulletin, the tests are administered several times a year at examination centers throughout the world. Colleges usually print the date they prefer in their catalogues or recommend it in correspondence concerning application for admission.

Some colleges make use of the examinations in connection with scholarship awards. If you intend to compete for a scholarship, you should be certain, through correspondence with the college or the organization which sponsors the scholarship, that you are eligible to compete and are complying with the conditions of the competition.

Special entrance examinations are required for applicants to United States service academies (Air Force, Coast Guard, Military, and Naval). Information about these examinations may be obtained by writing directly to the academies.

Is special preparation necessary? No special preparation is necessary, because the tests are made up by college and school teachers who insure that the questions are fair to all candidates, whether they are students at public or independent schools, at traditional or progressive schools, or at schools located in different sections of the country. Questions are provided in such numbers and distributed in such a way that all students have an equal opportunity to demonstrate their knowledge and ability. The candidate who takes the tests before completing his courses will not ordinarily be put at any special disadvantage, because all others who take the tests at the same time will be in a comparable situation. Also, the college will know the date on which he took the tests and be able to take this into account in evaluating his achievement. Candidates are advised, however, not to take Achievement Tests in December or January in one-year subjects which they started to study the preceding September.

The tests should be taken in stride, without cramming, because they are designed to minimize the effect of last-minute studying. The correct answer shows not only factual knowledge, but an understanding of the subject and an ability to make use of knowledge in new situations. In this respect the tests measure whatever knowledge and understanding of a subject the student has to offer, however acquired, and it is obvious that study and experience supplementary to classroom work will enlarge his viewpoint in any subject matter field.

Should all the questions be answered? Do not worry if you are unable to answer all of the questions in a test or if you do not have time to finish it. Many of the students who take the tests do not attempt all the questions, and no one is expected to know the answers to all of them. Since you have only a limited amount of time for each test, you should work carefully and as rapidly as possible. It is best not to waste time on questions which contain material that is unusually difficult for you or entirely unfamiliar to you. If you reach the end of the test before time runs out, you may go back and reconsider any questions about which you were not certain at first.

Should candidates guess? Suppose the test questions have five answer choices. For each question only one of the five choices is correct. When your paper is scored, one-fourth of the number of wrong answers will be subtracted from the number of correct answers. It is likely, therefore, that mere guessing will not improve your score—it may even lower your score, and it does take time. If, however, you are not sure of the correct answer but have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved and it will be to your advantage to answer such a question. As a general rule, then, answering questions of which you have no knowledge will not improve your score, but answering questions of which you have some knowledge is likely to help your score.

How are the scores used? The scores are used by colleges as only one measure of the student's ability and academic preparation. Admissions officers also consider school grades, rank in class, recommendations, interviews, and other indications of the candidate's readiness for college. Each college makes up its own mind about each candidate for admission.

The tests do not have passing or failing grades. They are scored according to a scale on which it is possible to score as low as 200 or as high as 800. Since admission depends upon many factors, including the number and quality of applicants, a score of 500, for example, may be satisfactory at the same college at one time and not at another time. It may be acceptable for one applicant and not for another when taken together with all the other information weighed by admissions officers.

- ① Is additional information available? This bulletin provides all the information that any candidate needs to take the tests, but the College Board does publish additional information for students who want to know more about the tests and the colleges which require them. These publications, consisting of *The College Handbook* and a series of booklets which describe the Achievement Tests, may be ordered on the test application blank.

The Achievement Test booklets answer many of the questions asked by students and teachers who wish to know more about the general nature and purpose of these tests than can be covered in the second section of this bulletin. The booklets describe how the tests are prepared, show many more examples of the types of questions that are used in them, and explain how the questions measure different kinds and degrees of ability. They do not, however, define the exact scope of the tests or the emphasis given to different phases of subjects, nor do they in any way indicate the specific contents of the tests.

The College Handbook is published to assist students who have not made a choice of college. It contains statements written by the 160 colleges which are members of the College Board and use its tests in their entrance requirements. The statements describe the colleges, their terms of admission, study programs, freshman year, expenses, available financial aid, and where to write for further information. General sections list scholarship programs, enrollment figures, ROTC programs, College Board test requirements, and dates of application for admission.

Other publications of the College Board are addressed to teachers, counselors, and school and college administrators who use academic records and test scores in their work and who wish to be kept informed on the various activities of the Board. A list of these publications may be obtained by writing to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey or P. O. Box 27896, Los Angeles 27, California.

② The numbered circles in the margins are keyed to similarly numbered circles on the College Board application for examination.

I. *How to take the tests*

Registering for the tests

To take the tests, all candidates for examination are required to register in advance for the tests which they wish to take. The candidate registers by filing a formal College Entrance Examination Board application for examination and paying an examination fee.

Application blanks may be obtained from schools and colleges throughout the country. They may also be obtained from the offices of the Board (see Service Areas, p. 13). In requesting an application blank, the candidate should bear in mind that the tests are administered five times a year. He should state whether he wants the application for the December, January, March, May, or August tests. The application for a particular testing date will not be available until registration begins for that testing date (see Calendar, pp. 14-15). A separate application must be filed and a separate fee must be paid for each administration for which the candidate wishes to register.

The candidate will also wish to choose a place, as well as a date, of examination, since the regular examination centers are not the same for all examination dates (see Examination Centers, p. 16).

The candidate has registered when his completed application blank and fee have been received by the proper Board office (see Service Areas, p. 13) before the closing date of registration. To be accepted without the special

- ② service fee of \$3 for late registration, completed application blanks and fees must reach the appropriate Board office by the date regular registration closes (see Calendar, pp. 14-15). The candidate is urged, therefore, to send in his completed application and fee as early as possible after registration begins.

- ② If there is not time for a candidate to obtain an application form and return it to the Board before late registration closes, he should send the regular fee plus the \$3 special service fee for late registration together with the following information to the appropriate Board office: name and address; tests to be taken; choice of examination center; and names of

the colleges to which the report is to be sent. If these are received on or before the date late registration closes, the Board will register the candidate and he will be sent a ticket of admission for examination.

Supervisors who have charge of the examination centers cannot register candidates. (Exceptions may be made for applicants overseas if circumstances permit.)

In signing his name on the application form, on the examination answer sheets, and on any correspondence with the Board, the candidate should always use the same form of his name. For example, he should not write "John T. Brown, Jr." one time and "J. T. Brown" another. He should also be sure that his handwriting is always legible.

The Board will make special arrangements to administer tests to physically handicapped students. Special editions of the Scholastic Aptitude Test are available for use by blind candidates.

Changes in registration

After the application has been filed, changes of examination center, of tests applied for, or of colleges named by the candidate to receive reports of his test scores will be made by the Board upon request by the candidate. No changes in registration can be made after the late registration closing date, however.

The examination center may be changed without charge if the request is received by the Board before the close of regular registration. The ticket of admission which has been sent to the candidate for his original choice of examination center should be included with his request for the change. If the request is received in the late registration period, it must be accompanied by the \$3 special service fee.

Tests chosen may be changed without charge if the request is received by the Board before the close of regular registration and if the change does not involve a more expensive combination of tests. If a more expensive combination is involved, the additional fee must be submitted with the request. All requests for changes of tests should be accompanied by the candidate's ticket of admission. All requests for changes received after regular registration closes will be subject to the \$3 special service fee. The special service fee need not be sent with the request if the candidate is changing to tests for which the total charge (regular fee, plus special service fee) is less than the amount originally paid.

A change in afternoon tests is not considered a change in registration and may be made by the candidate without charge at the time of examination without notifying the Board. However, requests for changes of afternoon tests (see Afternoon Tests, p. 2) which involve addition or substi-

tution of certain separately distributed tests—Greek Reading or Italian Reading in March or General Composition in May—must be received before late registration closes. Otherwise, these tests will not be available at the centers.

Changes in registration do NOT, however, require a duplicate application.

Payment of fees

Fees should be paid by check or money order made payable to "College Entrance Examination Board." Candidates applying from Canada and foreign countries should remit fees by international money order. No extra charge is made for examination outside the United States or for setting up special centers. The fees are as follows:

③ Registration fees

Morning test and afternoon tests on the same day (Scholastic Aptitude Test and one, two, or three hours of afternoon tests)	\$12
Morning test only (Scholastic Aptitude Test)	6
Afternoon tests only (one, two, or three hours of tests)	8

Special service fees

Late registration	3
Late change in tests	3
Late change in center	3

Reporting fees (see Reports of Scores, pp. 11–12).

Refunds

The total fee, less \$3 to cover expenses incurred by the Board, will be refunded to the candidate who cannot or does not attend examinations for which he has registered; however, no refund can be made to the candidate who registers for an entire day's testing but attends only the morning or only the afternoon session. Because of the unusual expense involved in the establishment of foreign centers, refunds can be made only to those who register for examination within the United States, or in Alaska, Canada, the Canal Zone, Hawaii, Mexico, and the West Indies.

To secure a refund a candidate should return his ticket of admission promptly to the issuing office and request a refund. This material must reach the issuing office not later than 60 days after the testing date.

A fee cannot be transferred from one testing date to a later testing date, or to the College Transfer Test conducted on the same dates. A candidate who cannot or does not attend examinations for which he has registered and who wishes to register for the succeeding examination should file a new application and submit a new fee.

Admission to examinations

Each candidate will be sent a ticket of admission good for the program of tests for which he has registered and bearing the exact address of the examination center where he should appear. A candidate who loses his ticket should immediately write or wire the issuing office for a duplicate authorization.

A ticket will not admit the candidate to any other center than that named on the ticket. The candidate will be required to show a ticket to the supervisor at both the morning and the afternoon tests. The examination day schedule is as follows:

Morning

8:30 A.M.	Arrive at examination center with ticket of admission
8:30–9:00	Seating of candidates
9:00–12:00	Scholastic Aptitude Test (Candidates cannot be admitted after examination begins)
12:30 (approximately)	Scholastic Aptitude Test ends

Afternoon

1:45 P.M.	Arrive at examination center with ticket of admission
1:45–2:00	Seating of candidates
2:00–5:45	Afternoon tests (a maximum of three hours of tests) (Candidates cannot be admitted after examination begins)
5:45 (approximately)	Afternoon tests end

Conduct of the tests

In order to give each candidate the opportunity to do his best in taking the tests, supervisors are asked to make certain arrangements and candidates are expected to abide by certain regulations:

Gummed labels. Each candidate has an examination number, and his number is printed on gummed labels which are sent with his ticket of admission. He must be sure to affix one of these labels to each answer sheet or booklet (not to the test book itself) just as the examination supervisor directs him to do.

Clock. Each examination room will, if possible, be provided with a clock in plain view of all the candidates. Since this cannot always be arranged, candidates are urged to bring watches.

Temporary absence of a candidate. If a candidate wishes to leave the room during a rest period or while a test is in progress, he should secure permission from the supervisor.

Strict observance of schedule. Under no circumstances may a test scheduled for a given morning or afternoon be held at any other time. If a test cannot be held on the morning or afternoon to which it is assigned, it must be omitted altogether. No candidate may be permitted to continue a test beyond the time limit allowed for that test.

Textbooks, etc. Candidates are not permitted to bring books or papers of any kind into the examination room and are strongly urged not to bring them to the examination center at all. If a candidate is found to have such material with him in the examination room during the test period, he will not be allowed to continue the tests. Scratchwork may be done in the margins of the test books. Scratch paper is not permitted.

Slide rule, compass, etc. The use of slide rules, protractors, compasses, rulers, or stencils is not permitted at any Board test.

Pencils to be used. Special pencils supplied by the supervisor must be used for all tests except the English Composition Test and the General Composition Test. For these tests, candidates are advised to provide themselves with pencils, the leads of which are soft enough to make a distinct black mark (preferably a No. 2 pencil).

Cheating at examinations. A candidate who gives or receives assistance during the progress of a test will be required to leave the examination room

and will not be permitted to return. His test book and answer sheet will be taken from him to be returned to the Board with a note of explanation, and the facts will be made known to his school and to the colleges he has named to receive a report.

Surrender of books and papers. At the close of each test period every candidate will be required to hand in any test books and answer sheets that he may have had. No candidate may take from the examination room any documents, examination material, or memoranda of any sort. Disregard of this rule will be considered as serious an offense as cheating, and the facts will be reported to the candidate's school and to the colleges named to receive a report.

Cancellation of tests. Requests to cancel a test score can be granted only if the supervisor at the examination center has reported to the Board that the candidate began the test in error—for instance, that he started the Advanced Mathematics Test when he intended to take the Intermediate Mathematics Test. In all such cases the candidate must notify the supervisor of the error involved and should not himself make any notes on his answer sheet.

④ Reports of scores to colleges

- Within five weeks following the date of the tests, the Board will report
- ⑤ the candidate's test scores to each institution listed by him on his application. Score reports for the General Composition Test will probably not be issued until July 15. The examination fee paid by the candidate entitles him to have reports sent to one, two, or three institutions without extra charge, provided the request is received before late registration closes. No substitutions or deletions of colleges to receive reports can be made after this date. For additional reports, or reports requested after the closing of registration, there will be a charge of \$1 for each one, two, or three reports requested in the same communication. It is not necessary that the reports be of scores from the same administration. Remittance should accompany each request for additional score reports.

Candidates who request that additional reports be sent to colleges not originally named on their applications must indicate the college to which the report is to be sent, the tests which they took, and date of the tests (December, January, March, May, or August) for which the report is to be issued. Reports requested after late registration closes cannot be issued as promptly as those requested before late registration closes.

In accordance with the wishes of the colleges, no partial reports will be issued. Reports will include scores made by the candidates on every test taken on a given date.

Candidates requesting that reports be sent to a college with a name identical to that of another college (e.g., St. Francis, St. Mary's) should list the city and state in which the college is located as well as the name of the college.

The Board will not issue reports to candidates, their families, or friends. The reports are confidential and may be released only to the colleges or to the candidate's school. The college will notify its candidates of the action taken on their applications for admission.

Scores on all Board tests are available at any time to any college which requests them, whether or not the candidate himself has asked that a report be sent to the institution.

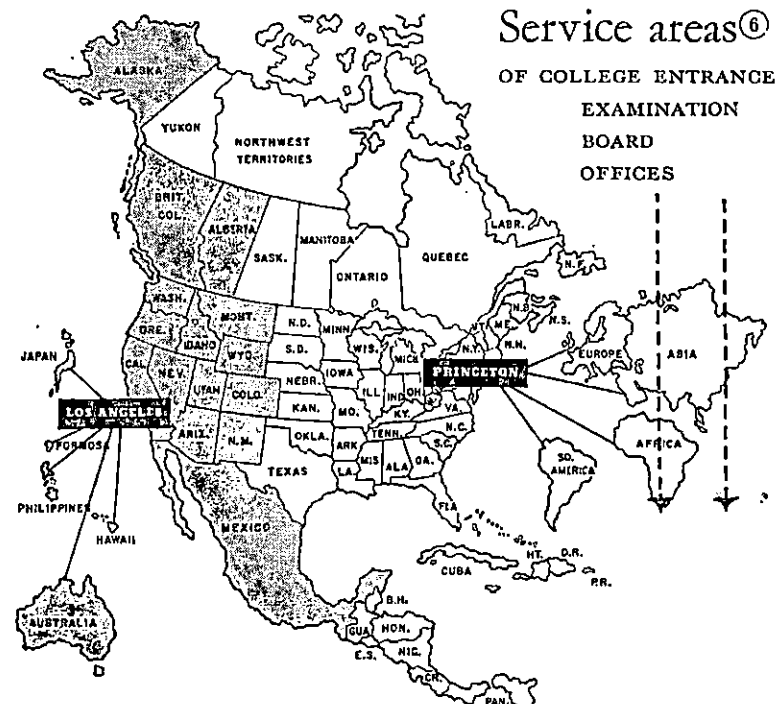
Reports of scores to schools

Schools may request reports of the scores obtained by all their candidates on all tests taken. Reports for only part of the group which has taken the tests will not be sent. Reports will be released from five to six weeks after the tests have been held. Score reports for the General Composition Test will probably not be issued until July 15.

The charge for this service to schools will be at the rate of ten cents per candidate, with a minimum charge of \$1, for the scores of their candidates on a given testing date.

Schools are asked to file their requests for reports on the December, January, March, May, and August tests not later than December 25, January 21, April 2, June 11, and August 31, respectively.

Compliance with the Board's policy concerning the use of test scores is a condition of their release to schools. A statement of Board policy will be mailed to schools with the scores, or upon request.



If a candidate wishes to be examined in a shaded area, he should deal with COLLEGE ENTRANCE EXAMINATION BOARD, P. O. BOX 27896, LOS ANGELES, 27, CALIFORNIA.

If a candidate wishes to be examined in an unshaded area, he should deal with COLLEGE ENTRANCE EXAMINATION BOARD, P. O. BOX 592, PRINCETON, NEW JERSEY.

ADMINISTRATION ABROAD (*Outside the United States, Alaska, Canada, the Canal Zone, Hawaii, Mexico, and the West Indies*)

The College Board examines candidates throughout the world. (See Service Areas of Board Offices, above, and Calendar, pp. 14–15.) No extra charge is made either for examination outside the United States or for setting up special centers, when that is necessary.

Established centers abroad are included in the center list on pp. 16-24. (No foreign administrations will be held on December 4, 1954. Candidates abroad who would normally apply for this series should register instead for the tests of January 8, 1955.) Candidates for examination abroad will be furnished a special application form. A candidate far from any center should request establishment of a special center at least 60 days before the examination date. Because of the unusual expense the Board cannot set up a special foreign center until it has received a candidate's fee (by check drawn on a bank in the United States, or by international money order); his name and address; tests to be taken; and names of the colleges to which the report is to be sent.

Calendar

for administration in: United States Canada Alaska Hawaii
Canal Zone Mexico
West Indies

TEST DATES-----▶	Dec. 4 1954	Jan. 8 1955	Mar. 12 1955	May 21 1955	Aug. 10 1955
Registration begins; Applications available.....▶ (Applications and fees will be accepted and changes in registration will be made through <i>regular</i> registration closing date <i>without</i> payment of a late fee.)	Sept. 8 1954	Nov. 1 1954	Jan. 10 1955	Mar. 14 1955	May 23 1955
Requests for establishment of special centers should be sent so that they are received at the appropriate office before this date. The examination fee should accompany the request.▶ (A candidate far from regular centers who registers after this date should inquire whether a more convenient special center has been established.)	Oct. 30 1954	Dec. 4 1954	Feb. 5 1955	Apr. 16 1955	July 6 1955
Regular registration closes...▶ (Applications and fees will be accepted and changes in registration will be made through <i>late</i> registration closing date upon payment of a \$3 late fee.)	Nov. 13 1954	Dec. 14 1954	Feb. 19 1955	Apr. 30 1955	July 20 1955
Late registration closes.....▶ (No applications or changes in registration received after this date can be accepted.)	Nov. 27 1954	Jan. 1 1955	Mar. 5 1955	May 14 1955	Aug. 3 1955
Sunday administration of examinations.....▶ (For candidates whose religious convictions prevent their taking the tests on Saturday. See Special Centers, p. 16.)	None	Jan. 9 1955	Mar. 13 1955	May 22 1955	None

Calendar

for administration in: Europe Asia Africa
Central and South America
Australia

TEST DATES-----▶	Jan. 8 1955	Mar. 12 1955	May 21 1955	Aug. 10 1955
Registration begins; Applications available.....▶ (Applications and fees will be accepted and changes in registration will be made through <i>regular</i> registration closing date <i>without</i> payment of a late fee.)	September 29, 1954 for all four administrations A special application form will be furnished candidates on which they must check the date when they will take the test.			
Requests for establishment of special centers should be sent so that they are received at the appropriate office before this date. The examination fee should accompany the request.▶ (A candidate far from regular centers who registers after this date should inquire whether a more convenient special center has been established.)	Nov. 10 1954	Jan. 12 1955	Mar. 23 1955	June 11 1955
Regular registration closes...▶ (Applications and fees will be accepted and changes in registration will be made through <i>late</i> registration closing date upon payment of a \$3 late fee.)	Nov. 20 1954	Jan. 22 1955	Apr. 2 1955	June 22 1955
Late registration closes.....▶ (Exceptions may be made if time and circumstances permit.)	Dec. 11 1954	Feb. 12 1955	Apr. 23 1955	July 13 1955
Sunday administration of examinations.....▶ (For candidates whose religious convictions prevent their taking the tests on Saturday. See Special Centers, p. 16.)	Jan. 9 1955	Mar. 13 1955	May 22 1955	None

Examination Centers

Regular Centers for all of the five examination dates are listed on pp. 16-24. The centers are not the same for all examination dates. A candidate should be careful to choose, and to enter on his application blank, a center established for the particular date on which he expects to be examined and the number listed for that center. If there are examination centers at more than one institution in the city where a candidate wishes to be examined, he should list the institution on his application in addition to the other information.

Should more candidates apply for a center than can be accommodated, the Board will assign to nearby centers candidates whose applications are received latest.

Special Centers will be arranged for the convenience of candidates who would otherwise have to travel more than 75 miles to reach a regular center. Requests for special centers, together with completed applications and proper registration fees, should reach the appropriate office of the Board by the date shown in the Calendar, pp. 14-15.

Centers for Sunday administrations will be established *only* upon request from candidates who are prevented by their religious convictions from taking the tests on the Saturday testing dates. Requests for Sunday centers should be received by the appropriate College Entrance Examination Board office by the date shown in the Calendar, pp. 14-15. A candidate who is applying for a Sunday administration should not list a center number on his application. No Sunday centers will be established for the December tests.

To Transfer to Another Center after filing his application, a candidate should submit his request, accompanied by the ticket of admission, to the issuing office before regular registration closes (see Calendar, pp. 14-15). Requests for later changes should be accompanied by the ticket of admission and by the \$3 special service fee. No changes in center can be made after the close of late registration (see Calendar, pp. 14-15).

Center List

Black dot (•) denotes a regular center for a given examination date.

Blank space denotes that center has not been established for a given examination date.

Dec.	Jan.	Mar.	May	Aug.		Dec.	Jan.	Mar.	May	Aug.	
•	•	•	•	•	ALABAMA		•	•			California, <i>Cont.</i>
	•	•			307 Birmingham			•			848 Ukiah
	•	•	•		378 Mobile			•			850 Whittier
					379 Montgomery						COLORADO
					ARIZONA	•	•	•	•	•	905 Colorado Springs
	•	•	•	•	904 Flagstaff		•	•			906 Denver
•	•	•	•	•	900 Phoenix			•			982 Glenwood Springs
•	•	•	•	•	902 Tucson			•			908 Grand Junction
					ARKANSAS			•			912 Leadville
			•		175 El Dorado						CONNECTICUT
	•	•	•		183 Fort Smith		•	•	•		533 Bridgeport
					202 Little Rock		•	•			863 Bristol
	•	•	•	•	CALIFORNIA		•	•	•		832 Cheshire
	•	•	•	•	800 Bakersfield		•	•	•		560 Danbury
		•	•		801 Berkeley		•	•	•		833 Fairfield
		•	•		805 Carpinteria		•	•	•		834 Farmington
		•	•		808 China Lake		•	•	•		Greenwich
		•	•		804 Claremont		•	•	•		821 Greenwich High
		•	•		807 Deep Springs		•	•	•		School
		•	•		809 El Centro		•	•	•		589 Rosemary Hall
		•	•		810 Eureka	•	•	•	•	•	Hartford
		•	•		811 Fresno		•	•	•		595 Hartford Public
		•	•		812 Idyllwild		•	•	•		H. S.
		•	•		813 Long Beach		•	•	•		580 Weaver H. S.
		•	•		Los Angeles		•	•	•		610 Kent
	•	•	•		816 Occidental College		•	•	•		614 Lakeville
	•	•	•		817 Univ. of California		•	•	•		641 Middletown
•	•	•	•	•	818 Univ. of Southern		•	•	•		862 Milford
					California						864 New Britain
					822 North Hollywood		•	•	•		New Haven
					825 Ojai		•	•	•		663 James Hillhouse
					826 Palm Springs		•	•	•	•	H. S.
					827 Pasadena		•	•	•		664 Yale University
					828 Pomona		•	•	•		665 New London
					829 Red Bluff		•	•	•		666 New Milford
•	•	•	•	•	831 Redlands		•	•	•		686 Norwich
					833 Rolling Hills			•			714 Pomfret
					851 Ross						743 Salisbury
	•	•	•	•	834 Sacramento			•	•		Simsbury
	•	•	•	•	835 Salinas						751 Ethel Walker
	•	•	•	•	836 San Bernardino						School
•	•	•	•	•	837 San Diego			•	•		763 Westminster
	•	•	•	•	838 San Francisco			•	•		School
	•	•	•	•	839 San Luis Obispo		•	•	•		753 South Kent
	•	•	•	•	840 San Rafael		•	•	•		755 Stamford
	•	•	•	•	841 Santa Ana		•	•	•		774 Wallingford
	•	•	•	•	842 Santa Barbara		•	•	•		776 Washington
	•	•	•	•	843 Santa Clara		•	•	•		784 Waterbury
•	•	•	•	•	845 Stanford		•	•	•		812 West Hartford
	•	•	•	•	846 Stockton		•	•	•		813 Westport
											802 Windsor

† Men only

* Women only

Dec.	Jan.	Mar.	May	Aug.		Dec.	Jan.	Mar.	May	Aug.		Dec.	Jan.	Mar.	May	Aug.		Dec.	Jan.	Mar.	May	Aug.	
					DELAWARE						Illinois, Cont.												Massachusetts, Cont.
					Wilmington						459 Northwestern												624 Lynn
					800 Pierre S. duPont						University												631 Marion
					H. S.						337 Galesburg												Medford
					801 Tower Hill School						Lake Forest												634 Medford H. S.
											367 Lake Forest												633 Tufts College
					DISTRICT OF						Academy												635 Melrose
					COLUMBIA						363 Lake Forest												644 Milton
					Washington						College												568 Mount Hermon
					777 Catholic Univ. of						385 Oak Park												654 Natick
					America						391 Peoria												658 New Bedford
					778 George Washing-						394 Quincy												669 Newtonville
					ton University						397 Rockford												685 Northampton
					839 Gonzaga College						403 Springfield												653 North Andover
					H. S.						410 Urbana												710 Pittsfield
					780 Holton-Arms						414 Winnetka												750 Sheffield
					School																		752 Southborough
					781 National Cathed-						INDIANA												754 Springfield
					ral School						419 Bloomington												765 Taunton
					782 St. Albans School						326 Culver												786 Watertown
											335 Evansville												791 Wellesley
					FLORIDA						336 Fort Wayne												875 Wellesley Hills
					375 Coral Gables						351 Indianapolis												797 Wilbraham
					355 Jacksonville						362 Lafayette												806 Worcester
					358 Key West						402 South Bend												
					386 Ocala						IOWA												MASSACHUSETTS
					387 Orlando						281 Cedar Falls												Andover
					389 Palm Beach						163 Cedar Rapids												604 Merrimack College
					388 Panama City						169 Davenport												513 Punchard H. S.
					390 Pensacola						170 Des Moines												507 Arlington
					405 Tallahassee						173 Dubuque												509 Ashburnham
					406 Tampa						182 Fort Dodge												521 Belmont
					416 Winter Park						206 Mason City												Boston
											227 Sioux City												529 Boston Latin
					GEORGIA						KANSAS												School
					433 Albany						223 Salina												527 Boston Univ.
					303 Atlanta						234 Topeka												528 Girls' Latin School
					304 Augusta						240 Wichita												530 Simmons College
					323 Columbus						KENTUCKY												532 Braintree
					368 Macon						365 Lexington												534 Brockton
					398 Rome						366 Louisville												836 Brookline
					401 Savannah						373 Mayfield												Cambridge
					IDAHO						LOUISIANA												546 Harvard Univ.
					915 Boise						252 Alexandria												547 Massachusetts
					919 Moscow						158 Baton Rouge												Institute of
					917 Pocatello						200 Lake Charles												Technology
					918 Twin Falls						275 Leesville												565 Chestnut Hill
					ILLINOIS						211 New Orleans												Concord
					Chicago						226 Shreveport												819 Concord Academy
					315 Faulkner School						MAINE												556 Concord H. S.
					316 Francis W. Parker						511 Augusta												874 Danvers
					School						517 Bangor												561 Dedham
					317 Northwestern						522 Bethel												562 Deerfield
					University						576 Fryeburg												835 Dorchester
					Evanston						598 Hebron												837 Easthampton
					334 Evanston Twp.																		870 East Northfield
					H. S.																		577 Fall River
																							590 Groton
																							597 Haverhill
																							603 Hyannis
																							621 Lowell

† Men only
* Women only

† Men only
* Women only

Dec.	Jan.	Mar.	May	Aug.	
•	•	•	•		MISSOURI
					165 Columbia
	•				251 Joplin
					197 Kansas City
					246 Nevada
•	•	•	•		St. Louis
				•	220 Clayton H. S.
			•		221 John Burroughs School
					229 Springfield
					MONTANA
	•	•	•	•	920 Billings
		•	•		927 Bozeman
		•	•		921 Butte
		•	•		922 Great Falls
		•	•		926 Missoula
					NEBRASKA
•	•	•	•	•	187 Grand Island
	•				214 Omaha
					274 Scottsbluff
					NEVADA
		•			930 Elko
		•			924 Ely
	•	•	•	•	931 Las Vegas
					932 Reno
					NEW HAMPSHIRE
•				•	Concord
	•	•	•		557 Concord H. S.
		•	•		871 St. Paul's School
	•	•	•		574 Exeter
	•	•	•		593 Hanover
	•	•	•		620 Littleton
	•	•	•		627 Manchester
	•	•	•		638 Meriden
			•		661 New Hampton
•					713 Plymouth
					803 Wolfeboro
					NEW JERSEY
•	•	•	•	•	508 Asbury Park
	•	•	•		510 Atlantic City
	•	•	•		823 Bayonne
					Blairstown
	•	•	•		525 Blair Academy
	•	•	•		809 Blairstown H. S.
	•	•	•		824 Bloomfield
					825 Caldwell
					Camden
	•	•	•		548 Camden H. S.
					545 Rutgers Univ.
					Elizabeth
	•	•	•		876 Pingry School
					570 Thomas Jefferson
					H. S.
•	•	•	•		572 Englewood
	•	•	•		826 Haddonfield

† Men only

Dec.	Jan.	Mar.	May	Aug.	
					New Jersey, <i>Cont.</i>
					600 Hightstown
					608 Jersey City
					616 Lawrenceville
					830 Linden
.				.	626 Madison
					630 Maplewood
					828 Millburn
					646 Montclair
					648 Moorestown
					649 Morristown
					Newark
.				.	655 Barringer H. S.
		†			652 Newark Academy
					867 St. Benedict's
					Preparatory
					School
					656 Weequahic H. S.
					657 West Side H. S.
					New Brunswick
.				.	659 New Jersey Col-
					lege for Women
					660 Rutgers Univ.
					696 Passaic
.				.	697 Paterson
					829 Perth Amboy
					706 Pine Beach
.				.	711 Plainfield
					723 Princeton
					733 Ridgewood
					738 Rutherford
					760 Summit
					769 Teaneck
					767 Trenton
					822 Union
					792 Westfield
.				.	793 West Long Branch
					831 West Orange
					NEW MEXICO
				.	935 Albuquerque
					983 Las Cruces
					934 Las Vegas
					936 Roswell
					NEW YORK
					Albany
				.	501 Albany Academy
					512 Albany H. S.
.				.	500 State Teachers
					College
					842 Baldwin
					518 Bay Shore
					519 Bayside
					843 Bellmore
					523 Binghamton
.				.	845 Bronxville
					Brooklyn
				.	535 Adelphi Academy

† Men only
* Women only

Dec.	Jan.	Mar.	May	Aug.		Dec.	Jan.	Mar.	May	Aug.	
					New York, Cont.						New York, Cont.
					856 Brooklyn Technical H. S.	•†	•†	•†	•†	•†	672 Columbia Univ.
					853 Erasmus Hall H. S.						673 DeWitt Clinton H. S.
					536 James Madison H. S.						674 Fieldston School
					855 Midwood H. S.	•†	•†	•†	•†	•	688 Fordham Univ.
					537 Packer Collegiate Institute	•*	•*	•*	•*		675 Horace Mann School for Boys
					538 Polytechnic Preparatory Country Day School						676 Hunter College
					815 St. Joseph's College for Women						625 Hunter College H. S.
					Buffalo						694 Julia Richman H. S.
					540 Buffalo Seminary	•	•	•	•		689 Manhattan College
					541 Nichols School						678 New York Univ. (Univ. Heights)
					543 Univ. of Buffalo						679 New York Univ. (Washington Square College)
					549 Cazenovia						680 Riverdale Country School
					558 Cooperstown						681 Stuyvesant H. S.
					868 Cornwall-on-Hudson						682 Washington Irving H. S.
					563 Dobbs Ferry						683 Niagara Falls
					882 Elmira						687 Nyack
					846 Far Rockaway						690 Ogdensburg
					578 Flushing						692 Olean
					579 Forest Hills						693 Owego
					Garden City						698 Pawling
					581 Cathedral School of St. Mary						699 Peekskill
					848 Garden City H. S.						851 Pelham
					582 St. Paul's School						712 Plattsburg
					591 Geneva						852 Port Washington
					584 Glens Falls						720 Poughkeepsie
					585 Gloversville						734 Riverhead
					586 Great Neck						Rochester
					599 Hempstead						844 Brighton H. S.
					601 Hornell						736 East H. S.
					605 Ithaca						737 Univ. of Rochester
					606 Jamaica						878 Rockville Centre
					607 Jamestown						746 Saranac Lake
					611 Kingston						770 Scarsdale
					849 Lawrence						Schenectady
					613 Locust Valley						879 Nott Terrace H. S.
					622 Lynbrook						748 Union College & University
					814 Malone						740 Schoharie
					850 Mamaroneck						756 Staten Island
					628 Manhasset						758 Stony Brook
					642 Middletown						Syracuse
					651 Millbrook						762 Central H. S.
					645 Mineola						761 Syracuse Univ.
					647 Monticello						764 Tarrytown
					650 Mount Vernon						Troy
					662 New Hartford						768 Emma Willard School
					668 New Rochelle						880 LaSalle Institute
					New York City						772 Utica
					670 Barnard College						818 Valley Stream
					841 Bronx H. S. of Science						
					671 College of Mount St. Vincent						

† Men only
* Women only

† Men only
* Women only

Dec.	Jan.	Mar.	May	Aug.		Dec.	Jan.	Mar.	May	Aug.	
		•			WYOMING			•			092 HONG KONG, B.C.C.
		•			970 Casper			•			INDIA
		•			971 Cheyenne						050 Mussoorie
		•			972 Rock Springs						IRAN
		•			975 Sheridan						096 Tehran
											ISRAEL
	•	•	•	•	ALASKA						080 Tel Aviv
		•			892 Anchorage						ITALY
		•			893 College						069 Rome
		•			894 Juneau						JAMAICA, B.W.I. ^
					ARGENTINA						037 Kingston
					014 Buenos Aires						JAPAN
					BRAZIL						883 Tokyo
					067 Rio de Janeiro						KOREA
					075 Sao Paulo						110 Seoul
					CANADA						LEBANON
					870 Calgary						010 Beirut
					048 Montreal						MEXICO
					081 Toronto						899 Mexico City
					CANAL ZONE						NETHERLANDS WEST INDIES
					008 Balboa Heights						003 Aruba
					CUBA						OKINAWA
					027 Guantanamo Bay						863 Kubasaki
					032 Havana						PHILIPPINES
					ENGLAND						897 Manila
					043 London						PUERTO RICO
					FRANCE						047 Mayaguez
					060 Paris						061 Ponce
					GERMANY						068 Rio Piedras
					033 Heidelberg						SWITZERLAND
					049 Munich						025 Geneva
					055 Nuremberg						088 St. Gall
					GREECE						VENEZUELA
					004 Athens						018 Caracas
					GUAM						VIRGIN ISLANDS
					865 Agana						021 Christiansted, St. Croix
					GUATEMALA						
					028 Guatemala City						
					HAWAII						
					891 Hilo						
					890 Honolulu						
					888 Lihue						
					884 Wailuku						
					880 Waimea						

2. Sample Questions

Description of the tests

With the exception of the General Composition Test, which is an essay test, and the English Composition Test, which may include questions of both the objective and essay types, all the tests given by the College Entrance Examination Board will be entirely of the objective variety. For each question several answers will be suggested from which you will be asked to select the correct one and mark the space beneath its number or letter on the separate answer sheet. The objective tests are used because they permit in a relatively short space of time a wide sampling of the student's ability or attainment and because they can be scored with greater accuracy, consistency, and speed than can any other type of test.

The questions in each of the afternoon Achievement Tests lay special emphasis on knowledge of subject matter and the ability to apply basic principles in new situations. A score on one of these tests is not only a measure of past achievement but also a predictor of future performance with similar material in college courses. Except for the two-hour General Composition Test, each afternoon test takes one hour.

Specific descriptions of the tests, together with sample questions, are provided on the following pages. Sample questions are included to show some of the various types of questions which may be used in the examinations and to give candidates an opportunity to practice answering the objective type of question. Since the number of questions must be limited, the relative emphases placed on various areas within any particular field cannot be illustrated nor can the range of the difficulty of the questions be shown. As the types of questions used from year to year vary, no attempt has been made to give samples of all possible types.

Candidates should study and attempt to answer the sample questions given in the description of the tests they are interested in. Responses to the sample questions should be checked against the list of correct answers given on page 67.

Scholastic Aptitude Test

Committee of Aptitude Examiners: Professor Paul S. Burnham, Yale University, *Chairman*; Professor Anne Anastasi, Fordham University; Professor John B. Carroll, Harvard University; Professor E. F. Lindquist, State University of Iowa; Professor Irving Lorge, Columbia University.

The three-hour Scholastic Aptitude Test consists of a verbal section and a mathematics section. Occasionally, some questions are included which are experimental in nature and different students may receive tests that include different experimental questions. Since these questions will not be counted in the final scoring, the candidate should not worry if he later finds that another student's test book contained certain questions that his did not.

VERBAL SECTION

The verbal section is designed to measure the candidate's ability to read with understanding and discrimination, his comprehension of words, and his skill in dealing with word and thought relationships. Since validity studies have indicated that the ability to read with understanding is one of the most important factors in academic success, the examinations of recent years have placed more emphasis on reading ability than have those of previous years. A wide background of reading which has broadened the student's vocabulary and increased his reading skill will be an asset in this examination, but no outside information in the field of literature or in any other specialized field of knowledge is required. The candidate's score on this test depends largely on his ability to reason logically, his vocabulary, and his ability to combine ideas and to draw correct inferences.

Directions: In this subtest each passage is followed by questions based upon its content. After reading a passage, answer each of the questions following it and blacken the space beneath the number of your answer on the answer sheet.

The questions following a passage are to be answered on the basis of what is *stated* or *implied* in that passage.

Verbal material is the vehicle by which the mind thinks. Visual images of phenomena, it is true, may sometimes be of help in clarifying abstract concepts in such fields as physics and geometry, but these images are never completely self-sufficient.

- (5) The truth is that after the beginning of adolescence words must constitute a large part, and an increasingly large part as life advances, of what the human being has to learn. This brings up the issue of verbal memorizing. The more accurately words are learned, the better, if only the teacher makes sure that what they *signify* is also understood. It is the failure
- (10) of this latter condition in so much old-fashioned recitation that has caused that reaction against parrot-like reproduction which we are so familiar with today. A friend of mine, visiting a school, was asked to examine a young class in geography. Glancing at the book, she said, "Suppose you should

- dig a hole in the ground, hundreds of feet deep, how would you find it at the bottom, warmer or colder than on top?" None of the class replying, the teacher said, "I'm sure they know, but I think you don't ask the question quite rightly." So, taking the book, she asked, "In what condition is the interior of the globe?" and received the immediate answer: "The interior of the globe is in a condition of igneous fusion." Better exclusive object-teaching than such verbal recitations as that; and yet verbal reproduction, intelligently handled, can surely play a leading part in education.

1. The author believes that the thinking process cannot
 - 1 — function without the use of words
 - 2 — function without visual images
 - 3 — be injured by poor teaching methods
 - 4 — change noticeably after adolescence
 - 5 — be swayed by outside influences
2. The geography class in the illustration
 - 1 — did not know anything about geography
 - 2 — did not like the wording of the first question
 - 3 — did not really understand what "igneous fusion" meant
 - 4 — understood the basic principle involved in the question
 - 5 — did not answer the first question because it was not related to what they had been studying
3. By "this latter condition" (line 10) the author means
 - 1 — satisfactory recitation procedures
 - 2 — training in verbal memorizing
 - 3 — training in understanding words
 - 4 — adequate training in scientific vocabulary
 - 5 — increased use of words
4. Which one of the following would the author of this passage LEAST recommend that children learn in school?
 - 1 — If a person is held under water for ten minutes without air, he will drown.
 - 2 — The upper half of a room is generally warmer than the lower half because warm air rises.
 - 3 — If water is kept at the boiling temperature, it becomes steam.
 - 4 — Aluminum is suitable for use in airplanes because it is one of the lightest metals.
 - 5 — Pure iron is a silver-white metallic element which is malleable and ductile.

Directions: Each of the questions in this part consists of two words which have a certain relationship to each other, followed by five numbered pairs of related words. Select the numbered pair of words which are related to each other in the *same* way as the original pair of words are related to each other. Then, on the answer sheet, blacken the space beneath the number corresponding to the number of the pair you have selected.

Example:

HORSE : HOOF :: 1 — kitten : purr 2 — chipmunk : hole
3 — cat : paw 4 — chicken : egg 5 — robin : wing

5. EGG : BIRD :: 1 — cell : muscle 2 — acorn : oak
3 — implication : crime 4 — motion : flight 5 — earth : vegetable
6. CAMPAIGN : OBJECTIVE :: 1 — motivation : goal
2 — misdeed : consequence 3 — victory : triumph
4 — talent : success 5 — voyage : destination
7. CLUB : SWORD :: 1 — pound : pierce 2 — thrust : pierce
3 — cut : break 4 — break : crack 5 — cut : parry
8. POSSESS : LOSE :: 1 — hesitate : advance 2 — cease : recur
3 — undertake : perform 4 — continue : desist
5 — produce : supply

Directions: Each question in this part consists of a word printed in capital letters, followed by five words numbered 1 to 5. Choose the numbered word which is most nearly *opposite* in meaning to the word in capital letters and blacken the space beneath the corresponding number on the answer sheet.

9. STRANGE: 1 — difficult 2 — variable 3 — familiar
4 — bold 5 — uniform
10. EXPANSION: 1 — dearth 2 — contraction 3 — soundness
4 — portion 5 — arrangement
11. MITIGATE: 1 — balance 2 — intensify 3 — forfeit
4 — imitate 5 — implore
12. REPREHENSIBLE: 1 — insolvent 2 — elusive
3 — praiseworthy 4 — irresponsible 5 — concrete

Directions: Each of the sentences in this part has one or more blank spaces, each blank indicating that a word has been omitted. Beneath the sentence are five numbered words or sets of words. You are to choose the one word or set of words which, when inserted in the sentence, best fits in with the meaning of the sentence as a whole. Then blacken the space beneath the corresponding number on the answer sheet.

13. is as clear and definite as any of our urges; we wonder what is in a sealed letter or what is being said in a telephone booth.
1 — Envy 2 — Curiosity 3 — Knowledge
4 — Communication 5 — Ambition

14. Poets are observing and thinking while others are robbing and fighting, and they accomplish their ends by rather than power.

1 — scholarly . . literary 2 — obvious . . subtle
3 — intellectual—physical 4 — active . . passive
5 — bodily . . mental

15. It is a rarely philosophic soul who can make a and then cast the other alternative forever into the limbo of forgotten things.
1 — mistake 2 — wish 3 — change 4 — choice 5 — plan

16. The characteristic statesman of that day was a conscientious crushed under the weight of responsibilities to which he felt himself
1 — intellectual . . opposed 2 — imbecile . . adequate
3 — figurehead . . immune 4 — plodder . . unequal
5 — worker . . superior

MATHEMATICS SECTION

The mathematics section is designed to measure aptitude for handling quantitative concepts rather than achievement in the field of mathematics. It is assumed that the candidate has had the mathematics usually covered in the first eight grades of grammar school and that he is familiar with the use of algebraic symbols, the handling of simple linear equations, and the elements of geometry (including the measurement of lengths and areas in the circle, the triangle, and the rectangle). The test is intended, however, to identify the student who can apply basic knowledge in reasoning out solutions to new problems rather than the student who has simply memorized formulas and processes. Enough difficult questions are included to measure the aptitude of superior students, regardless of the extent of their preparation in formal mathematics.

Directions: In the mathematics section, five choices lettered (A) through (E) are given immediately following each problem. Solve each problem, using the blank space at the right of the page for scratchwork. Then, on the answer sheet, blacken the space under the letter of the answer you have chosen. All scratchwork *must* be done in the test book. Ample space for figuring will be allowed in the test book.

The following formulas are for your reference:

Circle:

$$\text{area} = \pi r^2$$

$$\text{circumference} = 2\pi r$$

$$\text{circle} = 360^\circ$$

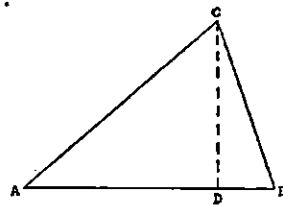
Triangle (where CD is perpendicular to AB):

$$\text{area} = \frac{CD \times AB}{2}$$

$$\overline{AC}^2 = \overline{AD}^2 + \overline{DC}^2$$

sum of the angles of a triangle = 180°

Straight angle = 180°



Note: Figures accompanying problems in geometry in the regular test are not necessarily drawn to scale.

- If 5 post cards cost y cents, how many cents will 15 post cards cost?
(A) $3y$ (B) $15 + y$ (C) $5y$ (D) 75 (E) $16y$
- If 1 pound of oranges contains 2 to 4 oranges, what is the least possible weight (in pounds) of 3 dozen oranges?
(A) 6 (B) 9 (C) 12 (D) 16 (E) 18
- A cylindrical can t inches high has a circular base 7 inches in diameter. How many cubic inches of liquid will it hold?
(A) $7\pi t$ (B) $\frac{49\pi}{4t}$ (C) $\frac{49\pi t}{4}$ (D) $\frac{7\pi t^2}{2}$ (E) $49\pi t$
- If $m = 1$, $p = 2$, and $t = 3$, then $pt + \frac{mp^2}{2} = (?)$
(A) 4 (B) 5 (C) 7.5 (D) 8 (E) 9

- The relationship between the American dollar and the British pound at one period is represented by the graph in Figure 1. How many pounds were equivalent to 4 dollars at that time?

(A) $\frac{3}{4}$ (B) $\frac{4}{5}$ (C) $\frac{9}{10}$ (D) 1 (E) $3\frac{1}{2}$

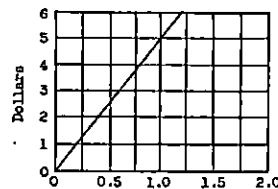


Figure 1

Sample Answer Sheet — for your practice in marking an answer sheet

MATHEMATICS SECTION

- | | | | | | |
|---|---|---|---|---|---|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |

- | | | | | | |
|---|---|---|---|---|---|
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |

- How many ounces of nickel must be added to 56 ounces of silver to make a composition 70% silver by weight?
(A) 16.8 (B) 24 (C) 30 (D) 55.2 (E) 80
- Two successive steps in a manufacturing process require $\frac{1}{6}$ of a minute and $\frac{1}{3}$ of a minute, respectively. What part of a minute is the average time per step?
(A) $\frac{1}{18}$ (B) $\frac{1}{9}$ (C) $\frac{2}{9}$ (D) $\frac{1}{4}$ (E) $\frac{1}{2}$

English Composition Test

Committee of Examiners: Professor Edward S. Noyes, Yale University, *Chairman*; Mr. William H. Brown, Phillips Academy, Andover, Mass.; Professor Harold C. Martin, Harvard University; Mr. R. Stanley Peterson, New Trier Township High School, Winnetka, Ill.; Professor Priscilla Tyler, Western Reserve University.

The English Composition Test is designed to measure the candidate's ability to organize ideas coherently and to express them clearly and well. This ability, normally developed in schools both by practice in writing and by the study of literature, will be tested by a variety of means. The examples below will give a fair indication of the kinds of questions which may be used in the test; they do not, however, represent all the types of questions that may appear.

PART I

The type of exercise which follows tests the student's ability to arrange materials in logical and coherent order, an ability he must use whenever he writes.

Directions: The sentences in each of the following groups are presented in scrambled order. Read each of the groups and decide what would be the *best order* in which to put the sentences so as to form a well-organized paragraph. Each sentence has a place in the paragraph; there are no extra sentences.

In answering the questions, consider "O" to mean that nothing follows. Thus, if you have arranged a group of sentences in the order c a b and are asked which sentence you put after b, your answer will be "O," i.e., "No sentence."

It will help you in answering the questions to jot down the correct order of the sentences in the margin of the test book; you will receive credit, however, *only* for answers marked on the answer sheet.

The first group of sentences is a sample, and the questions following it are answered on the sample answer sheet.

Sample paragraph

- (a) Since his day it has undergone change.
- (b) President James Monroe announced it in 1823.
- (c) Its primary purpose, security for the Republic, has, however, remained the same.
- (d) The Monroe Doctrine, one of the most famous statements of American foreign policy, has been in effect for more than a century.

Sample questions

- i. Which sentence did you put first?
- ii. Which sentence did you put after (a)?
- iii. Which sentence did you put after (b)?
- iv. Which sentence did you put after (c)?
- v. Which sentence did you put after (d)?

Sample answer sheet

	a	b	c	d	O
i.				■	
ii.			■		
iii.	■				
iv.					■
v.		■			

Note: The correct order of the sentences in this paragraph is d b a c, so that the paragraph would read as follows:

The Monroe Doctrine, one of the most famous statements of American foreign policy, has been in effect for more than a century. President James Monroe announced it in 1823. Since his day it has undergone change. Its primary purpose, security for the Republic, has, however, remained the same.

The directions for this kind of exercise at first glance seem needlessly complex. It should be noted, however, that this form of the exercise gives credit to a student who has understood some, though not all, of the sentence relationships involved. In a simpler form of the exercise, in which the student is asked which sentence he put first, second, third, etc., an error in the placing of any sentence will automatically cause errors in the placing of the sentences following the misplaced one. For example, the student who thinks that the correct order of the sentences in the above paragraph on the Monroe Doctrine is b a c d, whereas the correct order as shown above is d b a c, will receive credit for understanding the relationship b a c according to the system here employed; according to the first, second, third, etc., system, he would receive no credit at all.

A

- (a) The Eighteenth Amendment was the subject of wider popular discussion than any other public measure of half a century.
- (b) Instead of being convinced by these arguments, each side grew more strongly confirmed in its own opinion by its opponent's reasoning, which it characterized as specious and unfounded.
- (c) The defenders of prohibition, on the other hand, pointed to statistics to show the enormous decrease in the amount of liquor consumed and the many benefits resulting from this decrease.
- (d) Objectors maintained that it was an intolerable invasion of private rights.

- | | |
|--|--|
| 1. Which sentence did you put first? | 4. Which sentence did you put after (c)? |
| 2. Which sentence did you put after (a)? | 5. Which sentence did you put after (d)? |
| 3. Which sentence did you put after (b)? | |

PART II

Another type of exercise used on the English Composition Test asks the student to improve a poorly written passage. This exercise closely approximates the common school situation in which a student must revise the first draft of his composition before handing it in, or the classroom situation in which the teacher presents portions of a student essay to a class for their suggested improvements.

Directions: Reprinted below is a poorly written passage. You are to treat it as though it were the final draft of a composition of your own, and revise it so that it conforms with standard formal English. Wide spaces have been left between the lines so that you may write in the necessary improvements. Do not omit any ideas and do not add any ideas not now present. You may, however, change any word which you think is expressing an idea inaccurately; and you may omit words, phrases, or sentences that are unnecessary.

You are not expected to rewrite the whole passage. Trying to do so will not only waste your time but will also cause you to miss many of the specific errors you are expected to correct. Much of the passage is satisfactory as it stands. Leave such parts alone and concentrate on finding weak places that need changing.

If you wish to change a word or a phrase, blacken it out with heavy lines and write your own version above it. If you wish to change the position of words, either draw a circle around them with an arrow pointing to the new position or, if it is more convenient, cross them out where they

stand and write them in wherever they should go, indicating their position by means of a caret (^).

If you wish to omit a mark of punctuation, draw a circle around it. If you wish to change it, draw a circle around it and write the new mark above it.

Dissatisfied with life in Massachusetts, James made several trips to Europe, and in 1876 the resolution of establishing his residence abroad was made. An aristocrat by temperament, American life seemed thin and crude to him. He craved intellectual society more than anything, and he only seemed to find that kind of society in Europe. His books of this period dealt most with self-exiled Americans and how they conducted themselves in the situation of finding oneself in an older society which was more sophisticated. This was the beginning of the International Novel.

PART III

A third kind of exercise tests the student's appreciation of style, tone, rhythm, and meaning in short passages of poetry. The ability to deal in a discriminating manner with such materials is closely related to abilities which the student must use in his own reading and writing.

Directions: In each of the passages of poetry in this part there is a blank space indicating that a line has been omitted. Beneath each passage are four suggested lines which might be inserted in the blank space. One of the lines is appropriate, one of the lines is inappropriate in rhythm or meter, one of the lines is inappropriate in style or tone, and one of the lines is inappropriate in meaning. You are to determine the proper category for each line.

On the answer sheet mark answer space

- (a) if the line is appropriate,
- (b) if the line is inappropriate in rhythm or meter,
- (c) if the line is inappropriate in style or tone,
- (d) if the line is inappropriate in meaning.

Silence in love suggests more woe
Than words, though ne'er so witty:
A beggar that is dumb, you know,
.....

- 6. Will ne'er win love or pity.
- 7. Gets, God knows, lots of pity.
- 8. May demand of us extra pity.
- 9. May challenge double pity.

The General Composition Test

Committee of Examiners: Mr. Hugh K. Wright, The Lawrenceville School, *Chairman*; Miss Alicia H. Andrews, Mamaroneck Senior High School, Mamaroneck, N. Y.; Professor John Ashmead Jr., Haverford College; Professor Earle G. Eley, University of Chicago; Professor Lucyle Hook, Barnard College.

The General Composition Test is a two-hour test of writing ability, which will be offered only at the May series. Candidates taking this test may take only one other achievement test at this series.

The essay topic for this test is a general problem of wide interest. The student is given reading materials for background on the topic presented. After reading the background materials, the student is asked to prepare an outline for his essay, to write the essay, and to summarize its theme briefly.

Two problems which have been used as topics are: "Should women be given the same educational and professional opportunities as men?" and "Is there a conflict between science and human values?"

The preliminary instructions to the student follow:

Directions: Today you will be given a problem stated in general terms and a set of reading materials dealing with one case in which this problem has come up. After you have read the materials carefully, you will be asked to write an essay stating as well as you can what you think about the problem.

Your essay will be judged impartially by qualified readers according to five different qualities. These five qualities are:

1. *Mechanics.* Your ability to use correct forms of grammar, to punctuate and to spell correctly.
2. *Style.* Your ability to state your ideas clearly and effectively in language which is appropriate to your essay.
3. *Organization.* Your ability to arrange the parts of your essay in such a way as to make your ideas and purpose clear to your readers.
4. *Reasoning.* Your ability to support your conclusions with evidence and to reason in such a way as to convince your readers of the soundness of your conclusions.
5. *Content.* Your ability to supplement the reading materials given with material drawn from your general reading, your school studies, and your own life.

You have two hours for the complete examination. Be sure to read all the material and all parts of the writing assignment before you begin to write. It is suggested that you spend about twenty minutes reading the materials. In the hour and forty minutes remaining you should plan and write your essay.

Science Tests

Separate tests are offered in each of three fields: biology, chemistry, and physics. Standard secondary-school courses in these fields, including both classroom and laboratory work, should constitute adequate preparation for the tests.

Biology

Committee of Examiners: Dr. Charles Tanzer, Seward Park High School, New York, N. Y., *Chairman*; Professor John H. Welsh, Harvard University; Professor Rhoda Garrison, Wellesley College; Professor Herbert C. Knutson, Kansas State College; Mr. Frank W. Trevor, Millbrook School.

PART I

Directions: Each set of lettered headings below is followed by a list of words or phrases. For each word or phrase blacken the space on the answer sheet under

- (A) if the word or phrase is associated with (A) *only*,
- (B) if the word or phrase is associated with (B) *only*,
- (C) if the word or phrase is associated with *both* (A) and (B),
- (D) if the word or phrase is associated with *neither* (A) nor (B).

Questions 1-4

- (A) Thyroid gland
- (B) Pituitary gland
- (C) Both
- (D) Neither

1. Low blood calcium
2. Cretinism
3. Tetany
4. Short stature

PART II

Directions: There are two responses to be made to each of the following questions. In the left-hand list are three lettered categories. Four of the five numbered items in the right-hand list are related in some way to one of these categories. (1) On the appropriate line of the answer sheet blacken the space under the letter of the category in which these four items belong. (2) Then blacken the space under the number of the item in the right-hand list which does *not* belong in the same category with the other four.

Example:

- | | |
|---------------|-------------|
| (A) Mammalia | (1) Cat |
| (B) Reptilia | (2) Rat |
| (C) Carnivora | (3) Monkey |
| | (4) Horse |
| | (5) Sparrow |

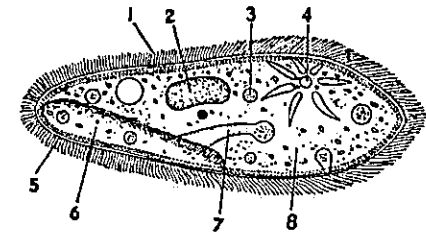
A	B	C	1	2	3	4	5
☒	☐	☐	☐	☐	☐	☐	☐

- | | |
|--------------|-------------------------------|
| 5. (A) Stems | (1) Conduct water to leaves |
| (B) Roots | (2) Conduct food to roots |
| (C) Leaves | (3) Absorb mineral salts |
| | (4) Support foliage |
| | (5) Expose leaves to sunlight |
| 6. (A) Bone | (1) Stimulus |
| (B) Tendon | (2) Response |
| (C) Nerve | (3) Axon |
| | (4) Reflex |
| | (5) Femur |

PART III

Directions: This part of the test consists of diagrams with certain parts indicated by numbers. Each diagram is accompanied by a series of descriptive words or phrases. Match each word or phrase in the list with the correct numbered part. Then on the appropriate line of the answer sheet blacken the space under the number of that part. More than one word or phrase from the list may be matched with any one numbered part.

7. Locomotion
8. Excretion of metabolic wastes
9. Food vacuole
10. Active in conjugation
11. Cell membrane



PART IV

Directions: Each of the following incomplete statements is followed by five suggested completions. Select the one completion which is best in each case and indicate your selection on the appropriate line of the answer sheet by blackening the space under the letter of your choice.

12. An element present in proteins but NOT in sugars is
(A) oxygen (B) carbon (C) hydrogen (D) water (E) nitrogen
13. Several years ago a nail was driven into the trunk of a maple tree 5 feet above the surface of the ground. At that time the tree was approximately 15 feet tall, but now it is approximately 30 feet tall. The distance, in feet, of the nail above the surface of the ground is now about
(A) 5 (B) 7 (C) 8 (D) 10 (E) 15

PART V

Directions: Each of the following pairs of statements describes two entities which are to be compared in a quantitative sense. On the appropriate line of the answer sheet blacken the space under

- A if (A) is greater than (B),
B if (B) is greater than (A),
C if the two are equal or very nearly equal.

14. (A) The number of eggs produced during one year by a cat
(B) The number of eggs produced during one year by a codfish
15. (A) The number of legs possessed by a beetle
(B) The number of legs possessed by a grasshopper
16. (A) The length of the small intestine in a dog
(B) The length of the large intestine in a dog

PART VI

Directions: This part of the test consists of several passages, each followed by a series of statements. Read the passage and then classify each of the statements under one of the following categories:

- (A) The statement is warranted by information given in the passage.
(B) The statement is true but not warranted by information given in the passage.
(C) The statement is contradicted by information given in the passage.
(D) The statement is contradicted by established evidence but not by information given in the passage.

Indicate your answer on the appropriate line of the answer sheet by blackening the space under the letter of the category you have chosen.

The science of genetics has in recent decades demonstrated that evolutionary changes are due to mutations. These may produce effects of some magnitude, but most cause only minor modifications: a mutation in a fruit fly may, for example, have no greater visible result than the splitting of a single bristle. Of the causes of mutations we still know little, although it is known that X rays readily induce mutations, and other physical or chemical influences acting on the cell may be important. As for evolutionary theories, however, two things stand out clearly: (1) There is no evidence of "design" or "direction" in mutations. They appear to be quite random, rather than tending in any one direction. Some may well be advantageous; most, however, are obviously harmful, and many are lethal. (2) There is not the slightest evidence that mutations have any relation whatever to use or disuse of body organs; acquired characteristics have no specific effect on the genes in the sex cells and do not appear to be transmitted to the offspring.

17. Seedless oranges resulted from a mutation.
18. Mutations occur in order to make the organism better adapted to his environment.
19. Mutations occur among organisms in nature.
20. Genes are found only in the germ cells.
21. Natural selection causes mutation.

Chemistry

Committee of Examiners: Professor Ina M. Granara, Simmons College, *Chairman*; Professor Nelson F. Beeler, Potsdam State Teachers College; Professor Frank Fornoff, Kansas State College; Mr. Robert W. Neathery, Jr., The Episcopal Academy; Mr. Warren T. Warnecke, Mamaroneck Senior High School, Mamaroneck, N. Y.

PART I

Directions: Each of the following incomplete sentences is followed by five suggested completions. Select the one completion which is best in each case and indicate your selection on the appropriate line of the answer sheet by blackening the space under the letter of your choice.

1. In the laboratory preparation of hydrogen from zinc and dilute sulfuric acid,
(A) manganese dioxide is used as a catalyst
(B) the gas is collected by the displacement of water
(C) the resulting solution is green
(D) the gas is denser than air
(E) the mixture is heated to the boiling point

2. The Law of Multiple Proportions applies to
 - (A) mixtures of variable composition
 - (B) hydrogen sulfide and sulfur dioxide
 - (C) water and deuterium oxide
 - (D) water and hydrogen peroxide
 - (E) the isotopes of chlorine
3. The two most abundant elements in the earth's crust are
 - (A) oxygen and silicon
 - (B) iron and aluminum
 - (C) nitrogen and oxygen
 - (D) hydrogen and oxygen
 - (E) carbon and iron
4. Avogadro's theory states that equal volumes of all gases under the same conditions of temperature and pressure
 - (A) contain the same number of atoms
 - (B) contain the same number of molecules
 - (C) have the same weight
 - (D) are produced in chemical reactions
 - (E) react with each other quantitatively
5. The number of grams of KOH required to prepare 11.9 grams of KBr by the reaction $6\text{KOH} + 3\text{Br}_2 \rightarrow 5\text{KBr} + \text{KBrO}_3 + 3\text{H}_2\text{O}$ is
 - (A) 5.6
 - (B) 6.72
 - (C) 56.0
 - (D) 67.2
 - (E) 336.0

(Formula weights: KOH = 56; KBr = 119.)

PART II

Directions: Each group of questions in this part consists of five lettered headings followed by a list of numbered phrases. For each numbered phrase select the one lettered heading which is most closely related to it. Indicate your selection on the appropriate line of the answer sheet by blackening the space under the letter of your choice.

- (A) Hydrogen
- (B) Helium
- (C) Oxygen
- (D) Argon
- (E) Nitrogen

6. Comprises 76% of air, by weight
7. Lightest known gas
8. Atomic weight of approximately 40
9. Ingredient of air vital to human life
10. Chiefly used in the manufacture of ammonia
11. Obtained by heating potassium chlorate
12. Most abundant of the gases of group O of the periodic table
13. Most plentiful element in the earth's crust
14. Formula weight of approximately 2
15. Discovered with the aid of the spectroscope

PART III

Directions: This part of the test consists of the description of an experiment followed by a series of statements. Study the description and then classify each of the statements under one of the following categories:

- (A) The statement is true and is an expected observation.
- (B) The statement is true and is a justified conclusion.
- (C) The statement is true but is *not* related to the experiment.
- (D) The statement is contradicted by established facts or principles.

Indicate your answer on the appropriate line of the answer sheet by blackening the space under the letter of the category you have chosen.

A 5-gram sample of potassium chlorate is heated in a hard glass tube until reaction ceases. Similarly, a mixture of 5 grams of potassium chlorate with 1 gram of manganese dioxide is heated until reaction ceases.

16. When heated, potassium chlorate and manganese dioxide react to form potassium permanganate and chlorine.
17. Heating a mixture of potassium chlorate and carbon may cause an explosion.
18. Any compound containing oxygen is decomposed when heated in a hard glass tube.
19. Decomposition occurs at a lower temperature in the mixture than in the potassium chlorate alone.
20. The manganese dioxide used in the second reaction acted as a catalyst.

PART IV

Directions: Each question below consists of an *assertion* (statement) in the left-hand column and a *reason* in the right-hand column. On the appropriate line of the answer sheet blacken the space under

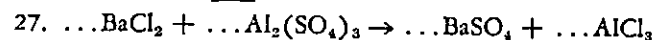
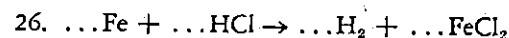
- | Directions Summarized | |
|--|------------------------------------|
| (A) if both assertion and reason are true statements and <i>are related</i> as cause and effect, | (A) True True Cause and effect |
| (B) if both assertion and reason are true statements but are <i>NOT related</i> as cause and effect, | (B) True True NOT cause and effect |
| (C) if the assertion is true but the reason is a false statement, | (C) True False |
| (D) if the assertion is false but the reason is a true statement, | (D) False True |
| (E) if both assertion and reason are false statements, | (E) False False |

- | Assertion | Reason |
|---|---|
| 21. The reaction of zinc and sulfur is one of oxidation-reduction | BECAUSE this reaction involves the loss of electrons from each atom of zinc and the addition of electrons to each atom of sulfur. |
| 22. Silver is a metal | BECAUSE it has a low atomic weight. |
| 23. When an atom of lithium ionizes, it gains one electron | BECAUSE lithium has a valence of -1. |
| 24. A catalyst changes the rate of reaction | BECAUSE it does not decompose. |
| 25. Hydrogen peroxide is an isotope of water | BECAUSE isotopes possess different atomic weights. |

PART V

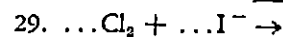
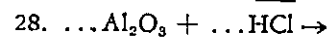
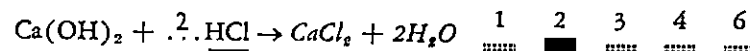
A. Directions: Balance each of the following equations. On the appropriate line of the answer sheet blacken the space between the dotted lines under the coefficient of the underlined formula. Make sure that all coefficients are reduced to lowest terms.

Example:



B. Directions: Complete and balance each of the following equations. On the appropriate line on the answer sheet blacken the space between the dotted lines under the coefficient of the underlined formula. Make sure that all coefficients are reduced to lowest terms.

Example:



Physics

Committee of Examiners: Professor Clement L. Henshaw, Colgate University, *Chairman*; Professor Ira M. Freeman, Rutgers University; Professor W. C. H. McQuarrie, Lafayette College; Mr. L. M. Roupp, Summit High School, Summit, N. J.; Mr. Paul Juliff, The Choate School.

PART I

Directions: Each group of questions in this part consists of five lettered headings followed by a list of numbered phrases. For each numbered phrase select the one lettered heading which is most closely related to it. Indicate your selection on the appropriate line of the answer sheet by blackening the space under the letter of your choice.

- (A) Work
- (B) Power
- (C) Kinetic energy
- (D) Momentum
- (E) None of the above

1. force $\times$ distance
2. $\frac{1}{2}$ mass $\times$ velocity
3. velocity $\times$ time
4. $\frac{\text{work}}{\text{time}}$
5. $\frac{\text{mass}}{2} \times \left(\frac{\text{distance}}{\text{time}} \right)^2$
6. mass $\times$ velocity

PART II

Directions: Each question in this part consists of an incomplete statement followed by several numbered completions. If a numbered completion is correct, blacken the space under the "T" on the appropriate line of the answer sheet; if it is incorrect, blacken the space under the "F."

A virtual image is obtained if an object is placed

7. in front of a convex mirror
8. at twice the focal length from a concave mirror
9. at a point between a convex lens and its principal focus
10. in front of a plane mirror
11. at twice the focal length from a convex lens

PART III

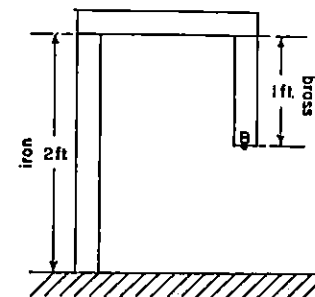
Directions: Each problem in this part is followed by five suggested answers lettered (A) through (E). For each problem select the ONE answer which is best and blacken the space under its letter on the appropriate line of the answer sheet.

12. An object thrown vertically downward with an initial velocity of 10 feet per second will, at the end of the fifth second, have a velocity, in feet per second, of
(A) 80 (B) 90 (C) 160 (D) 170 (E) 1600
13. An example of resonance is the
(A) reverberation of an empty auditorium
(B) beats produced by two tuning forks sounded at the same time
(C) sounding of a single piano string in response to some suitable outside noise
(D) sound produced by a siren
(E) focusing of sound by a concave mirror

14. When the temperature changes from 0°C to 20°C , point B in the diagram will

- (A) not move
- (B) rise .00012 ft.
- (C) rise .00024 ft.
- (D) rise .00036 ft.
- (E) rise .00048 ft.

(Coefficients of linear expansion per degree centigrade: brass, .000018; iron, .000012.)



15. An electric heater is rated 480 watts for use on a 120-volt line. If 2 such heaters were connected in series to a 120-volt line, the *total* heat evolved by the 2 heaters in 1 minute, as compared with the heat evolved when only 1 heater is connected to the line, would be about

- (A) $\frac{1}{4}$ as great (B) $\frac{1}{2}$ as great (C) the same
- (D) twice as great (E) 4 times as great

PART IV

Directions: This part of the test consists of several passages, each followed by a series of statements. Read the passage and then classify each of the statements under one of the following categories:

- (A) The statement is warranted by information given in the passage.
- (B) The statement is true but not warranted by information given in the passage.
- (C) The statement is contradicted by information given in the passage.
- (D) The statement is contradicted by established evidence but not by information given in the passage.

Indicate your answer on the appropriate line of the answer sheet by blackening the space under the letter of the category you have chosen.

One way in which energy can pass from one place to another is in the form of radiation. This radiation is an electromagnetic wave motion which can travel in a vacuum and in many other media. It can be emitted by one body and, after traveling some distance, can be absorbed by another body. In fact, all bodies at a temperature above absolute zero are radiating, and the higher the temperature is, the greater the amount of radiation from them is likely to be. These bodies do not necessarily have a net loss of

energy for they may be receiving as much radiation from surrounding bodies as they are emitting. For example, the furniture in a house may remain at constant temperature although constantly emitting and absorbing radiation.

16. All bodies at temperatures above absolute zero send out electromagnetic waves.
17. A black teakettle radiates more energy per square centimeter than does a bright one at the same temperature.
18. The earth sends out no radiation.
19. Radiation cannot pass through a vacuum.
20. A vacuum flask is usually silvered to increase its absorption of radiation.

PART V

Directions: Each question below consists of an *assertion* (statement) in the left-hand column and a *reason* in the right-hand column. On the appropriate line of the answer sheet blacken the space under

- (A) if both assertion and reason are true statements and are related as cause and effect,
- (B) if both assertion and reason are true statements but are NOT related as cause and effect,
- (C) if the assertion is true but the reason is a false statement,
- (D) if the assertion is false but the reason is a true statement,
- (E) if both assertion and reason are false statements.

Directions Summarized

- (A) True True Cause and effect
- (B) True True NOT cause and effect
- (C) True False
- (D) False True
- (E) False False

Assertion

Reason

21. A burn from steam is likely to be more serious than a burn from boiling water BECAUSE at a given pressure steam contains more heat gram for gram.
22. A steel needle can be made to float on water BECAUSE Archimedes' principle applies to solids floating in a liquid.
23. The rotor of a generator becomes harder to turn when the external circuit is closed BECAUSE heat is produced in the armature coils by the current that flows in them.
24. A clock whose time is regulated by an all-brass pendulum runs faster in hot weather than in cold weather BECAUSE brass expands with a rise in temperature.
25. Warships that have been torpedoed do not sink to the bottom of the ocean at points where the water is several miles deep BECAUSE part-way down the water pressure is great enough to support their weight.

Mathematics Tests

Committee of Examiners: Mr. Edwin C. Douglas, Taft School, *Chairman*; Professor Robert T. Dilworth, California Institute of Technology; Professor Cletus O. Oakley, Haverford College; Professor Maurice L. Hartung, University of Chicago; Mr. Paul J. Smith, East High School, Rochester, New York.

Intermediate Mathematics Test

The Intermediate Mathematics Test is an achievement examination in which emphasis is placed on a candidate's ability to use what he has learned rather than on the mere repetition of formulas and processes. A student who has had one year of plane geometry and one and a half to two years of algebra should be adequately prepared.

The core of the examination is indicated by the following topics:

Elementary and Intermediate Algebra through quadratics and systems of equations.

Graphical representation of the relationship between two variables, and the equation which describes it.

Plane Geometry, including elementary loci.

Directions: You are to indicate your answers to all problems on the separate answer sheet which is enclosed in the test book. Give only one answer to each problem; no credit will be given for multiple answers.

All scratchwork *must* be done in the test book. Ample space for figuring will be allowed in the test book.

Note: Figures accompanying problems in geometry are not necessarily drawn to scale.

1. If $x\sqrt{0.25} = 1$, $x = (?)$

- (A) $\frac{1}{5}$ (B) $\frac{1}{2}$ (C) 2 (D) 4 (E) 5

2. In $\triangle NRS$ in Figure 1, $NR = 8$, $RS = 4$, and $\angle RSN = 90^\circ$. What is the area of $\triangle NRS$?

- (A) $8\sqrt{2}$ (B) 12 (C) $8\sqrt{3}$
(D) 16 (E) $16\sqrt{3}$

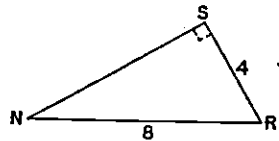


Figure 1

3. If $y^2x^{-3} = y^{-8}x^5$, $x = (?)$

- (A) $y^{\frac{3}{20}}$ (B) $y^{\frac{5}{4}}$ (C) $y^{\frac{11}{12}}$ (D) y^2 (E) y^3

4. In rectangle $GHJK$ in Figure 2, $HJ = 2$ and $HK = 2\sqrt{10}$. How long is the side of a square whose area is equal to the area of $GHJK$?

- (A) $2\sqrt{2}$ (B) $\sqrt{10}$ (C) $2\sqrt{3}$
(D) $2\sqrt{10}$ (E) 12

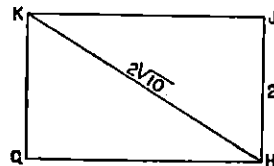


Figure 2

5. If $x - 2\sqrt{2x} + 2 = 0$, $x = (?)$

- (A) -2 (B) $\frac{1}{2}$ (C) $\sqrt{2}$ (D) 2
(E) $3 \pm \sqrt{5}$

6. In the graph in Figure 3, what is the equation of the line PP' ?

- (A) $y = -2x + 1$ (B) $y = \frac{x}{2} - \frac{1}{2}$
(C) $y = \frac{5}{2}x - 1$ (D) $y = \frac{x}{2} + 1$
(E) $y = 2x + 1$

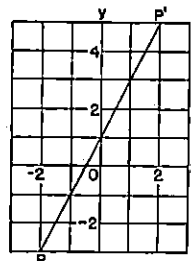


Figure 3

7. When simplified, $\frac{2 - \frac{1-2x}{x-2}}{x^2 + 4x + 4} = (?)$

- (A) $-\frac{5}{x+2}$ (B) $\frac{4x-5}{x+2}$ (C) $\frac{4x-3}{x+2}$
(D) $\frac{(x-2)(4x-5)}{x+2}$ (E) $\frac{2x+1}{x+2}$

8. In the circle in Figure 4, diameters VR and TS intersect at an angle of 20° . Point P on the circumference moves from V to T , and chord PR intersects TS at Q . What, and only what, value(s) may $\angle SQR$ have?

- (A) Always 10°
(B) From 20° to 10°
(C) Always 20°
(D) From 40° to 20°
(E) From 80° to 40°

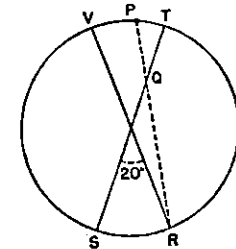


Figure 4

9. If the equation $x^2 - mx + k = 2$ has equal roots, what is k in terms of m ?

- (A) $\frac{m^2}{4} - 2$ (B) $\frac{m^2}{4}$ (C) $\frac{m}{2} + 4$ (D) $\frac{m^2}{4} + 2$ (E) $m^2 + 2$

10. If a flagpole is 16 feet from a hedge, how many trees can be planted 20 feet from the flagpole and 4 feet from the hedge?

- (A) 1 (B) 2 (C) 3 (D) 4 (E) None

11. A car travels from N to P at the rate of v miles per hour and returns from P to N at the rate of w miles per hour. What is the rate (in miles per hour) for the whole trip?

- (A) $\frac{v+w}{2vw}$ (B) $\frac{2}{v+w}$ (C) $\frac{v+w}{2}$ (D) $v+w$ (E) $\frac{2vw}{v+w}$

Advanced Mathematics Test

The purpose of the Advanced Mathematics Test is to measure the adequacy of the candidate's basic preparation for advanced mathematics courses and for study in the physical sciences in college. The test is designed to appraise the candidate's ability to use what he has learned rather than his ability merely to repeat formulas and operations.

The major part of the examination consists of the following topics:

Algebra, including exponents, theory and applications of logarithms, progressions, the binomial theorem, inequalities, complex numbers, and applications of graphical representation.

Trigonometry, including radian measure, simple trigonometric equations, multiple- and half-angle formulas, identities, inverse functions, and the laws of sines and cosines.

Solid geometry, including relationships of lines and planes; loci; measurement of lengths, areas, and volumes of solid figures such as the sphere, cone, pyramid, prism, and cylinder.

The examination will also contain a few questions on the elementary concepts of analytic geometry, limits, or other topics frequently introduced in fourth-year mathematics.

Directions: You are to indicate your answers to all problems on the separate answer sheet which is enclosed in the test book. Give only one answer to each problem; no credit will be given for multiple answers.

All scratchwork *must* be done in the test book. Ample space for figuring will be allowed in the test book.

Note: Figures accompanying problems in solid geometry and trigonometry are not necessarily drawn to scale.

1. A cardboard container, which is in the form of a rectangular parallelepiped and has a cover, measures 8 inches long, 2 inches wide, and 3 inches deep. How many square inches of cardboard will be saved if the volume and the depth remain unchanged and the other two measurements are made equal?

(A) 0 (B) 6 (C) 12 (D) 36 (E) 48

2. When reduced to the form $a + bi$ (where $i = \sqrt{-1}$), $\frac{i+2}{i} = (?)$

(A) $-1 + 2i$ (B) $1 - 2i$ (C) $2 - i$ (D) $1 + 2i$ (E) $2 + i$

3. What are the coordinates of the intersections of the curves whose equations are $x^2 - y = 3$ and $2x^2 - 3y = 4$?

(A) $(-\sqrt{5}, -2)$ and $(\sqrt{5}, -2)$ (B) $(-2, -1)$ and $(2, -1)$

(C) $(-\sqrt{5}, 2)$ and $(\sqrt{5}, 2)$ (D) $(-2, 1)$ and $(2, 1)$

(E) $(-1, 2)$ and $(1, 2)$

4. Which of the lettered points on the graph in Figure 1 will also lie on the graph of the equation $4y = x^3$?

(A) Only R (B) Only P and T

(C) Only Q and S (D) P, R, and T

(E) Q, R, and S

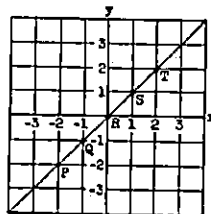


Figure 1

5. If $\log_3 k^5 = 15$, $k = (?)$

(A) 1 (B) $5^{\frac{1}{5}}$ (C) $15^{\frac{1}{5}}$ (D) 9 (E) 27

6. Without the use of tables, find the value of $\tan 75^\circ$.

(A) $\sqrt{3} - 2$ (B) $2 - \sqrt{3}$ (C) 3 (D) $2 + \sqrt{3}$ (E) $5 + 2\sqrt{6}$

7. What is the volume (in cubic inches) of the *smaller* right circular cone which has a base 10 inches in diameter and is inscribed in a sphere whose diameter is 26 inches?

(A) $\frac{25\pi}{3}$ (B) $\frac{100\pi}{3}$ (C) $\frac{325\pi}{3}$ (D) $\frac{625\pi}{3}$ (E) $\frac{650\pi}{3}$

8. Solve the equation $2 \sin^2 x + \cos x - 2 = 0$ for all values of x between 0° and 360° .

(A) 60° and 300° (B) 90° and 270° (C) 120° and 240°

(D) $60^\circ, 90^\circ, 270^\circ$, and 300° (E) $90^\circ, 120^\circ, 240^\circ$, and 270°

9. Express $\frac{2 \sin 2P}{1 + \cos 2P}$ in terms of $\tan P$.

(A) $\frac{-2}{(1 + \tan P)^2}$ (B) $\frac{\tan P}{4}$ (C) $\tan P$ (D) $2 \tan P$ (E) $4 \tan P$

10. Two towns are 5 miles and 9 miles, respectively, from a certain junction. If the two straight roads which connect the towns with the junction are at an angle of 47° with each other, what is the shortest distance (to the nearest tenth of a mile) between the two towns?

($\sin 47^\circ = 0.7314$; $\cos 47^\circ = 0.6820$; $\tan 47^\circ = 1.0724$)

(A) 5.4 (B) 6.3 (C) 6.6 (D) 6.7 (E) 8.7

11. If each of an infinite sequence of time intervals is $\frac{1}{3}$ of the preceding interval and the first interval is 9 minutes, what is the sum (in minutes) of all these intervals?

(A) $7\frac{3}{4}$ (B) $13\frac{13}{27}$ (C) $13\frac{1}{2}$ (D) $13\frac{5}{9}$ (E) $13\frac{2}{3}$

12. Two lines, k and t , lie in plane M . If line p intersects lines k and t and is perpendicular to both of them, which of the following must be true?

I. If k and t are parallel, p lies in a plane parallel to M .

II. If k and t are parallel, p lies in plane M .

III. If k and t are not parallel, p lies in a plane perpendicular to M .

(A) Only I (B) Only II (C) Only III (D) I and III (E) II and III

Social Studies Test

Committee of Examiners: Professor Harry D. Berg, Michigan State College, *Chairman*; Professor Paul A. Fullam, Colby College; Mr. Stillman Hobbs, Great Neck High School, Great Neck, N. Y.; Dr. Walter H. Mohr, George School; Professor Kenneth O. Walker, Goucher College.

Since the primary purpose of the Social Studies Test is to assist the admissions offices of colleges in selecting students, the questions are designed to give evidence of a student's knowledge of social studies and of his ability to use this knowledge.

A one-year course in American history, taken in one of the last two years of secondary school, is the only course necessary for success in the Social Studies Test. The test will include questions on American history from the Colonial period to the present time. Many of the facts and concepts tested, however, will be found to cut across subject-matter lines. The student may become familiar with them in secondary-school courses in ancient, medieval, or modern world history and in courses in American history and problems of democracy.

While the core of the informational requirement for the test is found in American history, there will be questions on other fields of history (ancient, medieval, and modern world history), but these questions will require knowledge principally of basic facts and long-term trends. Throughout the test the student's ability to handle thought questions and to see broad relationships will be emphasized.

In some parts of the test the student will be given the necessary information and the questions will require him to integrate and interpret the materials presented. Such materials may include historical selections, maps, charts, graphs, or statistical tables. A course in American history and the student's general reading should provide sufficient background for the types of interpretation required. Related courses such as civics, problems of democracy, sociology, and economics should also contribute to this background.

No candidate is expected to have studied all the topics covered in the examination. March candidates who have not completed their American history course should not be at a disadvantage even though a few questions may deal with topics they have not studied in class.

PART I

Directions: Each incomplete statement in this part is followed by five possible completions. Select the correct completion for each statement and blacken the space beneath the corresponding number on the answer sheet.

1. Diplomatic immunity is
 - (1) the condition of a country well protected by buffer states
 - (2) a strong, unassailable alliance between states
 - (3) police protection granted to the embassies of foreign countries
 - (4) privileges granted by a country to its diplomatic staff because of the nature of their work
 - (5) the freedom from arrest and taxation accorded to the diplomatic staffs of foreign countries
2. The growth of suburban areas since 1920 is mainly attributable to
 - (1) a "back to the land" movement in America
 - (2) housing shortages in large cities
 - (3) the location of large industries in rural areas
 - (4) low-cost housing made available by the Federal government
 - (5) improved means of transit, chiefly the automobile

PART II

Directions: Opposite each person (or group) named in Column A there is listed in Column B a political or social issue with which that person (or group) was concerned. In each case you are to indicate A's position in regard to the issue in question; mark your response on the answer sheet by blackening the space beneath the

- "1" — if A wished to preserve B,
 "2" — if A wished to bring about B,
 "3" — if A wished to get rid of B,
 "4" — if A wished to prevent B from occurring or coming into existence.

Mark only *one* number in answer to each question.

Column A	Column B
3. Andrew Jackson	Bank of the United States
4. United States cattle ranchers of the 1870's	Settlement of small farmers in the Great Plains
5. Franklin D. Roosevelt in 1933	Direct federal aid to farm owners
6. First Continental Congress	A boycott of British goods

PART III

Directions: The passage below is followed by a number of questions. In answering the questions, you are expected to use your knowledge of history as well as the information given to you here. For each question choose the answer you think best and blacken the space beneath its number on the answer sheet.

"What choices, then, are left us in the realm of foreign policy? I see only two: imperialistic adventuring and the active promotion of world peace, and which of these alternatives is likely to supply the more favorable conditions for the continuance of constitutional democracy among us is hardly open to reasonable doubt. Even wars fought for the most generous ends can still spell disaster for that complex set of values which our Constitution aims to uphold and promote."

7. These words most nearly reflect the sentiments of

- (1) George Washington
- (2) Abraham Lincoln
- (3) Woodrow Wilson
- (4) Theodore Roosevelt
- (5) Thomas Jefferson

8. This passage implies that

- (1) foreign affairs are unrelated to domestic matters
- (2) imperialism and constitutional democracy go hand in hand
- (3) as a result of war the legislative branch of the government is likely to overshadow the executive
- (4) world peace is conducive to the maintenance of constitutional democracy
- (5) the preservation of our institutions depends upon the issues involved in wars in which we engage

9. We may infer that the author of these words probably

- (1) was a pacifist
- (2) believed in Manifest Destiny
- (3) had no strong opinions on foreign policy matters
- (4) believed in a world organization of nations
- (5) was an advocate of the Roosevelt corollary to the Monroe Doctrine

10. Which of the following statements best describes the author's argument?

- (1) He gives facts to support his case.
- (2) He resorts to demagoguery.
- (3) He regards his conclusion as self-evident.
- (4) His argument is self-contradictory.
- (5) He assumes that rival nations also want peace.

PART IV

Directions: Each item in this group is a statement about *one* of the five options (lettered A to E) listed below. Select the one to which each statement best applies and blacken the space beneath the corresponding letter on the answer sheet.

- (A) Henry Clay
- (B) Stephen A. Douglas
- (C) John C. Calhoun
- (D) James Madison
- (E) Daniel Webster

- 11. Was one of the framers of the Constitution
- 12. Preached the right of a state to nullify a federal law which it considered unconstitutional
- 13. Attempted to find a solution for the question of slavery in the Territories by leaving it up to the inhabitants
- 14. Represented the interests of New England
- 15. Was three times a defeated candidate for the presidency
- 16. Was adept at finding temporary solutions for controversial questions by piloting compromise legislation through Congress
- 17. Proved his ability as a diplomat by arranging the settlement of a border controversy with Great Britain

PART V

Directions: Each incomplete statement in this part is followed by two or more numbered sets of completions. ONE of the 3 completions in each set is FALSE. Find the *false completion* in each set and blacken the space beneath its number on the answer sheet.

However they disagreed on many details, the men who drew up the Constitution of the United States at Philadelphia in 1787 were agreed on certain essentials. The majority wished to create a central government which could

- 18. (1) support an army strong enough to suppress domestic disorder
(2) make commercial treaties with foreign nations
(3) give financial assistance to private debtors
- 19. (1) pay off its financial obligations
(2) collect and enforce interstate tariffs
(3) be less directly subject to popular control than were the state governments

Although the ancient Greek states never united, there were certain influences toward unity. Among these influences were the following:

- 20. (1) the geographical features of the Greek peninsula
(2) the common language, even though there were different dialects
(3) the feeling that non-Greek peoples were inferior
- 21. (1) the belief in a common ancestry
(2) their cooperation in administering certain religious festivals open to all Greeks
(3) the institution known as the city-state

Foreign Language Tests

Examinations in French, German, Spanish, Italian, Latin, and Greek are offered. Each foreign language test contains questions which can be answered by candidates who have studied the language for two or three years, as well as questions appropriate for candidates with four years' preparation. *In interpreting the candidate's score, the college takes into consideration his level of preparation.*

The questions test the candidate's knowledge of vocabulary, his understanding of syntax, and, most important, his ability to read and comprehend passages written in the language. A primary aim in the construction of these tests is to include material that requires the practical application of principles of grammar and a discriminating knowledge of words and phrases, especially as they are affected by their context.

French Reading Test

Committee of Examiners: Professor H. Linn Edsall, Wayne University, *Chairman*; Mr. René N. Bourquin, Middlesex School; Professor Henry Dupont, Hunter College; Miss Esther M. Eaton, Garden City High School, Garden City, N. Y.; Professor Laurence W. Wylie, Haverford College.

PART I

Directions: In each of the following questions a statement suggests a certain situation. This is followed by five remarks, only one of which would apply in the situation that is suggested. Choose the one remark that the person or persons in the given situation would be most likely to make and blacken the space under its number on the answer sheet.

1. Un voisin dont la maison a pris feu entre chez moi en criant:
(1) Un peu à droite! Un peu à droite! (2) Aidez-moi, je vous prie!
(3) On n'est pas en retard? (4) Soyez le bienvenu.
(5) Ce n'est rien, ça passera.
2. La jeune fille s'approche timidement du guichet et demande:
(1) Quel âge avez-vous? (2) A quelle heure peut-on déjeuner?
(3) Est-ce que j'ai fait beaucoup de fautes? (4) Est-ce ici où l'on prend les billets? (5) Quelle est la leçon de demain?

PART II

Directions: Each of the sentences in this part has a blank space indicating that a word or phrase has been omitted. From the five numbered choices select the one expression which, when inserted in the sentence, best fits in with the meaning of the sentence as a whole. Then blacken the space under its number on the answer sheet.

3. S'il n'a pas . . . son but, c'était pour des raisons extraordinaires.
(1) attendu (2) vidé (3) atteint (4) attendri (5) attelé
4. La malle s'ouvre . . . d'une grosse clef.
(1) au moyen (2) au moins (3) au moine (4) au moindre
(5) à la moyenne

PART III

Directions: This part consists of a number of French words, each followed by five French definitions. For each word select the best definition and blacken the space under its number on the answer sheet.

5. *doigt* (1) ce qui n'est pas courbe (2) somme due à quelqu'un
(3) qualité d'un corps pesant (4) qui a de l'adresse
(5) partie de la main
6. *davantage* (1) encore plus (2) partie antérieure de quelque chose
(3) ce qui est utile ou profitable (4) prédiction de ce qui va avoir lieu
(5) changement de direction

PART IV

Directions: Each English sentence in this part is followed by an incomplete translation into French. Five numbered French words or phrases follow each translation. Select the one French expression that correctly completes the translation of the English sentence and blacken the space under its number on the answer sheet.

7. What did he strike it with?
Avec . . . l'a-t-il frappé?
(1) que (2) qui (3) quel (4) lequel (5) quoi
8. Almost all the books she read interested her.
Presque tous les livres qu'elle . . . l'ont intéressée.
(1) lit (2) lut (3) a lus (4) a lu (5) a lues
9. I don't think they have finished their work.
Je ne pense pas qu'ils . . . leur travail.
(1) aient fini (2) ont fini (3) finissent (4) finissaient
(5) eussent fini

PART V*

Directions: Read the following passage carefully for comprehension. Some words or phrases are italicized; these words are repeated at the end of the passage, followed by five English words or phrases. Select the one English word or phrase which is the best and most appropriate translation, considering the context in which it appears, and blacken the space under its number on the answer sheet.

* The passages included in the examination are generally longer and accompanied by more questions than the sample here given.

A number of incomplete statements, followed by five suggested completions, are also given after the passage. You are to select the one completion which is best according to the passage and blacken the space under its number on the answer sheet.

Le père Chaufour, vétéran des guerres de la Révolution et de l'Empire, n'est plus qu'une ruine d'homme. A la place d'un de ses bras pend une *manche* repliée, la jambe gauche sort de chez le tourneur, et la droite se traîne péniblement; mais, *au-dessus* de ce débris, se dresse un visage calme et jovial.

—Eh, c'est vous, voisin! dit-il. Entrez donc! Je ne vous croyais pas si matinal. Asseyez-vous là, sans vous commander. . . . Seulement, prenez garde au tabouret, il n'a que trois pieds; il faut que la bonne volonté tienne lieu du quatrième.

10. *manche* (1) hand (2) glove (3) sleeve (4) hook (5) cuff
11. *au-dessus de* (1) below (2) above (3) through (4) by means of (5) in spite of
12. Le père Chaufour
(1) a perdu deux bras (2) a été aveuglé (3) a perdu deux jambes
(4) est très mutilé (5) n'a jamais fait la guerre
13. Le vieux conseille à son voisin
(1) de ne rien commander (2) d'approcher le tabouret
(3) de réparer le tabouret (4) de s'asseoir sur le plancher
(5) de faire attention en s'asseyant

German Reading Test

Committee of Examiners: Dr. Maxim Newmark, Brooklyn Technical High School, *Chairman*; Mr. Richard Delano, Lake Forest Academy; Professor Martha M. Diez, Bryn Mawr College; Professor C. R. Goedsche, Northwestern University; Professor W. G. Hollman, Princeton University.

PART I

Directions: Four English words or phrases are given with each of the following German words or phrases. Select the one English word or phrase which is the correct translation of the German and blacken the space under its number on the answer sheet.

1. *Brücke*
(1) brick (2) fraction (3) bridge (4) breadth
2. *merkwürdig*
(1) remarkable (2) dignified (3) worth while (4) aware

PART II

Directions: Each sentence in this part is followed by four numbered German words or phrases. Select the one German expression which is the correct translation of the English word or words in parentheses and blacken the space under its number on the answer sheet.

3. Leider (*I know*) nur wenige deutsche Schriftsteller.
(1) ich weiss (2) kenne ich (3) ich erkenne (4) kann ich
4. (*About what*) sprechen Sie denn?
(1) Über wen (2) Darüber (3) Worum (4) Wovon
5. Er sagte ihnen, (*to come early*).
(1) früh zu kommen (3) dass sie früh kämen (3) komme früh
(4) dass sie früh kommen sollten

PART III

Directions: Each question in this part consists of a German phrase or sentence describing a situation, followed by four remarks in German. Select the one remark which a person would be most likely to make in that situation and blacken the space under its number on the answer sheet.

6. Hans trifft zufällig einen alten Freund, den er seit 10 Jahren nicht gesehen hat.
(1) Auf Wiedersehen! (2) Ich bin ganz deiner Meinung!
(3) Du hast dich fast gar nicht verändert! (4) Ich warte seit einer Stunde auf dich!
7. Sie haben ihre Uhr verloren.
(1) Wieviel Stunden dauert das? (2) Ich hätte vorsichtiger sein sollen. (3) Ich muss sie zum Uhrmacher bringen. (4) Wie befinden Sie sich?

PART IV

Directions: Each of the questions in this part consists of an incomplete statement followed by four suggested completions. Select the one which completes the statement most reasonably and blacken the space under its number on the answer sheet.

8. Ein Seufzer ist ein Ausdruck
(1) der Traurigkeit (2) der Treue (3) der Heiterkeit (4) des Zornes
9. Ein Mensch ist in Verzweiflung, wenn er
(1) alle Hoffnung verloren hat (2) für etwas begeistert ist
(3) sehr beliebt ist (4) viele verschiedene Interessen hat

PART V

Directions: Each of the sentences in this part has a blank space indicating that a word or phrase has been omitted. From the four numbered choices select the one expression which, when inserted in the sentence, best fits in with the meaning of the sentence as a whole. Then blacken the space under its number on the answer sheet.

10. Mein Vater muss sich noch ein wenig, denn er hat eine schwere Krankheit überstanden.
(1) bedauern (2) schonen (3) bedanken (4) kränken
11. Du warst immer ein guter Schüler; ich zweifle nicht, dass du die Prüfung bestehen wirst.
(1) im allgemeinen (2) vor allem (3) im geringsten (4) mit Bestimmtheit

PART VI*

Directions: Read the following passage carefully for comprehension. Some words or phrases are italicized; these words are repeated at the end of the passage, followed by four English words or phrases. Select the one English word or phrase which is the best and most appropriate translation, considering the context in which it appears, and blacken the space under its number on the answer sheet.

A number of incomplete statements, followed by four suggested completions, are also given after the passage. You are to select the one completion which is best according to the passage and blacken the space under its number on the answer sheet.

In dem geräumigen Wohnzimmer meiner Eltern hing ein Madonnenbild, das den mittleren Teil der Hauptwand fast bis zur Decke füllte. Es war dies eine Kopie eines berühmten Raphael-Gemäldes, die mein Vater unlängst vollendet und der Mutter geschenkt hatte. Diese Kopie wurde damals dem Original gleichgestellt. Grosse Summen waren schon vor der Vollendung dafür geboten worden, *allein* mein Vater wollte sich nicht davon trennen; es sollte das Prunkstück seines Hauses werden, und unter dem himmelreinen Auge dieser Mutter Gottes *sollten seine Kinder heranwachsen*.

12. *allein*
(1) alone (2) however (3) merely (4) because
13. *sollten seine Kinder heranwachsen*
(1) his children were expected to live up to (2) as his children would mature (3) his children were said to be thriving (4) his children were to grow up.

* The passages included in the examination are generally longer and accompanied by more questions than the sample here given.

14. In diesen Zeilen deutet der Verfasser an, dass sein Vater
(1) ein ehrgeiziger und geldgieriger Mann war (2) ein ausgezeichnete Maler und Familienvater war (3) sich für einen grösseren Künstler als Raphael hielt (4) sich um die Erziehung der Kinder nicht kümmerte
15. Der Vater wollte das Gemälde nicht verkaufen, weil
(1) es nicht vollendet war (2) ihm nicht genug Geld dafür geboten wurde (3) es einen guten Einfluss auf seine Kinder ausüben sollte (4) seine Frau sich nicht davon trennen wollte

Spanish Reading Test

Committee of Examiners: Professor Frederick B. Agard, Cornell University, *Chairman*; Professor L. L. Barrett, Washington and Lee University; Mr. John W. Gartner, Lawrenceville School; Professor Rose E. Martin, Middlebury College; Mrs. Naomi W. Zieber, Philadelphia High School for Girls.

PART I

Directions: Each of the following questions consists of an incomplete statement followed by five suggested completions. Select the one which completes the statement most reasonably and blacken the space under its number on the answer sheet.

1. Para salir bien en los exámenes, hay que
(1) repasar con cuidado la materia (2) faltar a todas las clases
(3) saber lo menos posible (4) pasar por alto al profesor
(5) ser muy necio
2. Como el autor era cortés, cuando le decían que escribía bien, siempre respondía:—
(1) Estoy de acuerdo. (2) Es favor que me hace. (3) ¡ Ya lo creo!
(4) ¡ Por quién me toma usted? (5) ¡ Buen provecho!

PART II

Directions: Each sentence in this part is followed by four numbered Spanish words or phrases. Select the one Spanish expression which is the correct translation of the English word or words in parentheses and blacken the space under its number on the answer sheet.

3. Estaba aquí pero no he oído (*anybody*).
(1) alguno (2) alguien (3) a nadie (4) a alguien
4. Entró el bandido sin (*our knowing it*).
(1) nuestro saber (2) sabiéndolo (3) que lo sepamos
(4) que lo supiésemos
5. ¡ (*Do*) lo que quieras!
(1) Haga (2) Hagas (3) Haz (4) Hace

PART III

Directions: This part consists of a number of Spanish words, each followed by five definitions in Spanish. For each word select the best definition and blacken the space under its number on the answer sheet.

6. *esposo* (1) tipo o clase de cosa (2) distancia entre dos puntos
(3) clase de árbol (4) anuncio de periódico (5) hombre casado
7. *borrar* (1) pedir prestado (2) quitar lo escrito (3) fatigar mentalmente (4) hacer agujeros (5) beber demasiado licor

PART IV*

Directions: Read the following passage carefully for comprehension. Some words or phrases are italicized; these words are repeated at the end of the passage, followed by five English words or phrases. Select the one English word or phrase which is the best and most appropriate translation, considering the context in which it appears, and blacken the space between the dotted lines under its number on the answer sheet.

A number of incomplete statements, followed by five suggested completions, are also given after the passage. You are to select the one completion which is best according to the passage and blacken the space under its number on the answer sheet.

Echado sobre el pasto del prado, Juanito estira acompasadamente los brazos y las piernas simulando gestos natatorios. Desde la orilla imaginaria del lago, Pepe lanza hacia él dos o tres veces un cáñamo *sin lograr alcanzarlo*.—Ya no lanzo más el anzuelo—dice—, ahora *me toca a mí* hacer de pescador y a ti de pescador.

El supuesto pescado se pone de pie rabioso y toma el anzuelo.

—Ya verás que sé pescar mejor que tú.

8. *sin lograr alcanzarlo* (1) without succeeding in reaching him
(2) without being able to come near it (3) without coming near the place (4) just managing to reach it (5) without tiring him
9. *me toca a mí* (1) I am struck (2) it touches me (3) he taps me
(4) it's my turn (5) it is ringing for me
10. Los dos niños estaban (1) nadando (2) paseando en un lago
(3) divirtiéndose con un juego infantil (4) buscando la comida
(5) riendo
11. Pepe (1) tiene una lanza (2) quiere hacer de pescador (3) se enfada (4) huye de Juanito (5) quiere pegar a Juanito

* The passages included in the examination are generally longer and accompanied by more questions than the sample here given.

Italian Reading Test

Committee of Examiners: Professor Maria Piccirilli, Vassar College, *Chairman*; Mr. Francis Baccari, South Philadelphia High School for Boys; Professor Salvatore J. Castiglione, Georgetown University; Professor Joseph F. De Simone, Brooklyn College; Dr. Emilio L. Guerra, George W. Wingate High School, Brooklyn, N. Y.

Questions in this test are similar in form to those in the other modern language tests.

Note that the Italian test is offered at the March series only.

Latin Reading Test

Committee of Examiners: Professor John W. Spaeth, Jr., Wesleyan University, *Chairman*; Professor William C. McDermott, University of Pennsylvania; Professor Dorothy M. Robathan, Wellesley College; Dr. William J. Roche, Boston Public Latin School; Mr. J. Appleton Thayer, St. Paul's School.

PART I

Directions: Four English words are given with each of the following Latin words. Select the one that is the best translation of the Latin and blacken the space under its number on the answer sheet.

1. *audeo*
(1) listen (2) increase (3) depart (4) dare
2. *pelagus*
(1) ocean (2) cattle (3) dust (4) blow

PART II

Directions: Four Latin words or phrases are given with each of the following English words or phrases. Select the one Latin word or phrase which is the best translation of the English and blacken the space under its number on the answer sheet.

3. *far smaller* (1) multo parvus (2) multum minimus (3) minus
(4) multo minor
4. *as for me* (1) quasi ego (2) ut ego (3) ego equidem
(4) quam me
5. *depending on prestige* (1) pecunia illata (2) potestate fretus
(3) auctoritate confisus (4) nomine eximius

PART III*

Directions: Read the following passage carefully for comprehension. Certain words or phrases are italicized and repeated at the end of the passage, followed by four English words or phrases. Select the one English expression that is the best and most appropriate translation of the Latin, considering the context in which it appears, and blacken the space under its number on the answer sheet.

Several incomplete statements, each followed by four suggested completions, are also given after the passage. Select the one completion that is correct in each case and blacken the space under its number on the answer sheet.

L. Lucullus, cum *animadvertisset* Macedonios equites, quos in auxilio haberet, subito consensu ad hostes transfugere, signa dari iussit et suos *qui eos sequerentur* praemisit. Hostes committi proelium arbitrati transfugientes telis *exceperunt*. Macedonii, qui viderent neque accipi se ab hostibus et premi ab his quos deserebant, necessario ad proelium conversi hostes aggressi sunt.

6. *animadvertisset*

- (1) he had warned (2) he had observed (3) he had planned
(4) he had punished

7. *qui eos sequerentur*

- (1) who were pursuing them (2) whom they would pursue
(3) to pursue them (4) who came after them

8. *exceperunt*

- (1) captured (2) undertook (3) removed (4) met

9. Macedonii

- (1) Luculli socii fuerant (2) omnes occisi erant (3) Luculli hostes fuerant (4) domum abierant

10. Macedonii constituerunt

- (1) Lucullum deserere (2) Lucullum interficere (3) Lucullum convertere (4) Lucullo parere

11. The position of the Macedonians was particularly bad because they

- (1) attacked before reinforcements arrived (2) were caught between two fires (3) had surrendered their arms to the enemy
(4) had been deserted by Lucullus

12. In the end the Macedonians

- (1) fled from the scene of battle (2) fought on the side of the enemy (3) fought on the side of Lucullus (4) persuaded the aggressors to turn back

13. All of the following English words are related by derivation to certain of the words in lines 1 and 2 of the passage EXCEPT

- (1) reverse (2) equity (3) sentiment (4) fugitive

*The passages included in the examination are generally longer and accompanied by more questions than the sample here given. Note that both poetry and prose selections are included in every Latin test.

Greek Reading Test

Committee of Examiners: Professor Malcolm MacLaren, Syracuse University, *Chairman*; Professor Peter Elder, Harvard University; Mr. Van-Cortlandt Elliott, Roxbury Latin School, West Roxbury, Mass.; Mr. Allan S. Hoey, Hotchkiss School; Professor James A. Notopoulos, Trinity College.

The questions in this test are similar in form to those in the other language tests. The examination is designed, however, for students who have had only two or three (rather than four) years of preparation. Both prose and poetry selections are included and both Attic and Homeric are represented.

Note that the Greek test is offered at the March series only.

Spatial Relations Test

Note: The Committee of Aptitude Examiners, listed on page 26, has responsibility for the Spatial Relations Test.

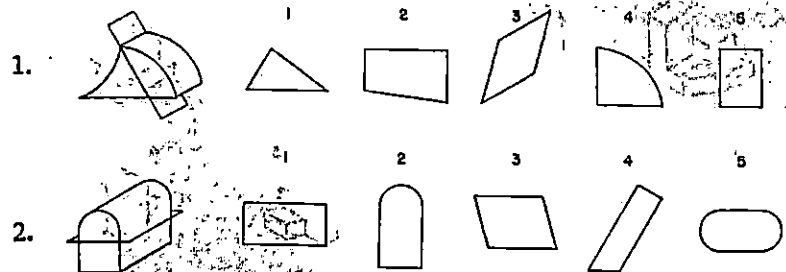
The Spatial Relations Test is intended primarily for candidates planning to pursue a scientific or an engineering course. No advance preparation by the candidate is necessary.

This test should be chosen by candidates only upon the advice or recommendation of their prospective colleges, since a college requiring achievement tests for admission may not accept the Spatial Relations Test as one of the permissible options.

The sample problems below illustrate the kind of reasoning required, although the types of questions vary from year to year.

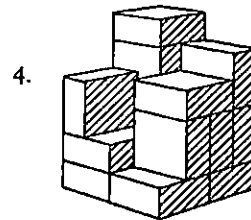
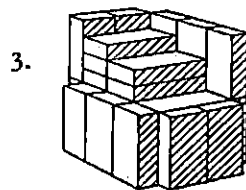
PART I

Directions: The first figure in each problem of this part is a drawing of a solid figure cut by a plane. The plane may cut the solid horizontally, vertically, or at an angle. At the right of each solid are five plane figures. You are to identify the ONE figure which correctly represents the shape on the plane of the intersection between the plane and the solid. On the answer sheet blacken the space under the number which corresponds to that of the correct plane figure. If none of the figures are right, blacken the space beneath the 0 on the answer sheet.



PART II

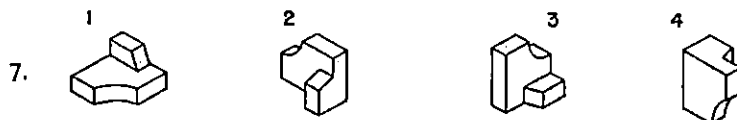
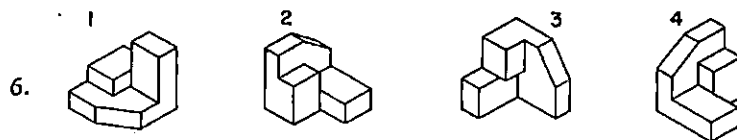
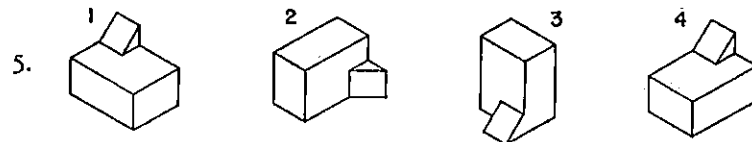
Directions: In this part you are to count the total number of blocks in each pile. Several different types of blocks are used, but only one type of block is used in any one pile. The hidden blocks necessary to hold up the structure, as well as those showing, must be counted. On the answer sheet blacken the space beneath the number which corresponds to the number of blocks in the pile.



PART III

Directions: Each problem in this part contains four drawings, two of which are different views of the same solid figure. The other two drawings are of different figures. You are to identify the two drawings of the same solid figure and on the answer sheet blacken the space under the numbers of those two drawings (i.e., under 1-2, 1-3, 1-4, 2-3, 2-4, or 3-4).

Notice that in practice problem 5, figures 1 and 2 are not views of the same solid, since if figure 1 were moved into the position of figure 2 the small prism-shaped block would not match that in figure 2. Similarly, blocks 1 and 3, 1 and 4, 2 and 3, and 2 and 4 are obviously different. Block 3, however, is actually another view of the block in figure 4. Hence the answer to problem 5 is 3-4.



Scholastic Aptitude Test Verbal Section

- | | |
|------|-------|
| 1. 1 | 9. 3 |
| 2. 3 | 10. 2 |
| 3. 3 | 11. 2 |
| 4. 5 | 12. 3 |
| 5. 2 | 13. 2 |
| 6. 5 | 14. 3 |
| 7. 1 | 15. 4 |
| 8. 4 | 16. 4 |

Scholastic Aptitude Test Mathematics Section

- | | |
|------|------|
| 1. A | 4. D |
| 2. B | 5. B |
| 3. C | 6. B |
| | 7. D |

English Composition

- | | |
|------|------|
| 1. a | 6. d |
| 2. d | 7. c |
| 3. o | 8. b |
| 4. b | 9. a |
| 5. c | |

Chemistry

- | | |
|-------|-------|
| 1. B | 16. D |
| 2. D | 17. C |
| 3. A | 18. D |
| 4. B | 19. A |
| 5. B | 20. B |
| 6. E | 21. A |
| 7. A | 22. C |
| 8. D | 23. E |
| 9. C | 24. B |
| 10. E | 25. D |
| 11. C | 26. 2 |
| 12. D | 27. 3 |
| 13. C | 28. 6 |
| 14. A | 29. 2 |
| 15. B | |

Answer Key

Biology

- | | |
|--------|-------|
| 1. D | 12. E |
| 2. A | 13. A |
| 3. D | 14. B |
| 4. C | 15. C |
| 5. A-3 | 16. A |
| 6. C-5 | 17. B |
| 7. 1 | 18. C |
| 8. 4 | 19. A |
| 9. 3 | 20. D |
| 10. 2 | 21. D |
| 11. 5 | |

Physics

- | | |
|-------|-------|
| 1. A | 14. B |
| 2. E | 15. B |
| 3. E | 16. A |
| 4. B | 17. B |
| 5. C | 18. C |
| 6. D | 19. C |
| 7. T | 20. D |
| 8. F | 21. A |
| 9. T | 22. B |
| 10. T | 23. B |
| 11. F | 24. D |
| 12. D | 25. E |
| 13. C | |

Intermediate Mathematics Test

- | | |
|------|-------|
| 1. C | 6. E |
| 2. C | 7. B |
| 3. B | 8. B |
| 4. C | 9. D |
| 5. D | 10. C |
| | 11. E |

German

- | | |
|------|-------|
| 1. 3 | 9. 1 |
| 2. 1 | 10. 2 |
| 3. 2 | 11. 3 |
| 4. 4 | 12. 2 |
| 5. 4 | 13. 4 |
| 6. 3 | 14. 2 |
| 7. 2 | 15. 3 |
| 8. 1 | |

Spanish

- | | |
|------|-------|
| 1. 1 | 7. 2 |
| 2. 2 | 8. 1 |
| 3. 3 | 9. 4 |
| 4. 4 | 10. 3 |
| 5. 3 | 11. 2 |
| 6. 5 | |

Latin

- | | |
|------|-------|
| 1. 4 | 8. 4 |
| 2. 1 | 9. 1 |
| 3. 4 | 10. 1 |
| 4. 3 | 11. 2 |
| 5. 3 | 12. 3 |
| 6. 2 | 13. 2 |
| 7. 3 | |

Spatial Relations

- | | |
|-------|--------|
| 1. 5 | 5. 3-4 |
| 2. 1 | 6. 1-4 |
| 3. 32 | 7. 2-4 |
| 4. 16 | |

French

- | | |
|------|-------|
| 1. 2 | 8. 3 |
| 2. 4 | 9. 1 |
| 3. 3 | 10. 3 |
| 4. 1 | 11. 2 |
| 5. 5 | 12. 4 |
| 6. 1 | 13. 5 |
| 7. 5 | |

CORRECTIONS

page 13, line 4—change reference to page 17 to read page 8.

page 14, line 2—address of West Coast College Board office has
been changed to Box 27896, Los Angeles 27,
Calif.

page 19, line 3—change Part II to read Part III.

page 19, line 8—change Box 27986 to read Box 27896.

SUPPLEMENT TO BULLETIN OF YALE UNIVERSITY

Series 50, Number 18, 15 September 1954

Expenses and
Financial Assistance
at Yale



SEPTEMBER 1954

EXPENSES AND FINANCIAL ASSISTANCE
AT YALE

SECTION I

GENERAL INFORMATION

NO properly qualified student who wishes to attend Yale University should feel that limited personal funds will necessarily prevent him from doing so. In the breadth and nature of self-support opportunities, and the respect accorded to men who are "working their way," Yale is outstanding. Hence candidates of superior ability are encouraged to consider the possibilities of a Yale education, regardless of their financial means.

Competition for scholarships is, of course, quite keen. It has never been possible to make awards to all those applicants whose needs and qualifications make them appear desirable candidates. Nevertheless, many undergraduates are awarded scholarships, currently totalling more than \$650,000 a year.

Recipients of scholarship or loan aid are normally expected to engage in a moderate program of employment during the academic year and to earn as much as they reasonably can during vacation periods. Such endeavor should be considered by a student requiring aid as a first step in meeting the expenses of his college course. By working, he not only earns a significant sum but also gives clear indication of his financial need and willingness to reduce this through his own efforts. Moreover, in the Yale plan of student employment, much of the work undertaken offers valuable experience.

A prospective self-supporting student may question the advisability of adding part-time employment to his academic load, particularly if he intends to participate in extra-curricular activities. He does indeed face a heavy burden in the assumption of this trio of responsibilities—study, work, and other endeavors. The successful completion of such a program will require not only physical stamina and the mental capacity to carry it through, but also industry and careful management of one's time and energy. Yet hundreds of Yale men in each undergraduate class successfully meet those combined demands.

The student contemplating a program of work, study, and extra-curricular effort should appreciate the University's sincere desire to make his college experience as full and attractive as that of men in easier financial circumstances. One of the most significant ways in which this has been effected is through ex-

tensive efforts to lessen the degree of conflict between part-time employment and the normal pursuits of college life. Since the services he renders are part of his educational aid, class and work schedules are coordinated so as to provide the maximum of time for study and other activities. Most significantly, in the Bursary Program described on pages 19-20, numerous jobs are available which complement rather than compete with academic or personal interests.

But beyond this, every effort is made to allow the self-supporting student to enjoy fully the advantages of a well-balanced educational experience. He is encouraged to take part in undergraduate activities—athletic, social, and other—and scholarship grants are adjusted to a reasonable undergraduate budget rather than a minimal or bare subsistence figure. This budget makes allowance for such items as organization dues, recreation, moderate entertainment, and other normal activities. The purpose of the entire program of financial aid is not so much to assist as many students as possible, but rather to assist *adequately* those who seem best adapted to the opportunities Yale affords.

Throughout his course, the self-supporting student is expected to exercise good judgment in the planning of his program, management of his personal expenses, and general conduct. Mature judgment in such matters may be reasonably expected from candidates of high character and intelligence, and failure to display this on the part of a financial-aid recipient will reflect adversely upon him. Likewise, unsatisfactory performance in either studies or employment will mean discontinuance of further aid. Conversely, no student should assume that he will *automatically* receive assistance from the University by simply maintaining average grades and satisfactory employment ratings.

Young men interested in obtaining financial assistance at Yale should keep these important considerations clearly in mind:

1. Financial aid is granted only to those students who give clear evidence of real need.
2. The extent of such aid is determined, within the limits of existing funds, by the applicant's degree of need and demonstrated qualifications, not only as a scholar but also as a well-rounded individual.

Candidates for financial aid should understand clearly what is implied by this latter statement. It means that no student is chosen for a scholarship *solely* because of high grades; rather because he is a good student, *in addition to having displayed evidence of high character and real promise of future leadership.*

SECTION II EXPENSES

YALE charges each undergraduate student \$1,600 a year. This single, inclusive charge covers room, board, tuition and all fees (for gymnasium, infirmary, health services, accident insurance, laboratory and graduation). Non-resident students are charged at the rate of \$800 per year, which includes tuition and all fees noted above, but *not* room or board.

The University provides for each student in a University dormitory a desk or study table, desk chair, bedroom chair and bed with mattress but without pillow. Each bedroom is also supplied with a dresser. The occupants supply all other furniture including upholstered pieces, lamps, bookcases, rugs, pictures, linens, blankets, towels, etc.

The cost of textbooks necessarily varies somewhat according to the individual's course of study. A reasonable allowance may be set at \$50 for the Freshman Year. The Loring M. Andrews Memorial Loan Library supplies accredited scholarship recipients with some of their standard textbooks but, even though several thousand volumes are loaned each year, the supply of texts thus available is not sufficient to meet all demands. Prospective engineers or other students who will require drafting (Mechanical Drawing) equipment must meet the added cost of its initial purchase from personal funds.

Health and Accident Insurance, provided for in the single University charge, is adequate to cover the expenses of ordinary illness, routine examinations, and treatment of minor ailments. In addition, it provides for fourteen days' costs in the University Infirmary, or assistance at the rate of ten dollars per day for fourteen days at any accredited New Haven hospital. In certain cases, where the cost of prolonged illness or hospitalization exceeds the benefits provided by this insurance, partial remission of further charges to scholarship students is made possible by the Student Appointment Bureau from special Medical Remission Funds.

Laundry service at Yale, offered through the Student Laundry Agency and a number of local companies, costs about \$60 for the college year. Some undergraduates mail or express their laundry home.

In addition to the expenses described above, students will need a certain amount for recreation, personal necessities, and incidentals. The average annual expenditure among scholarship recipients for the various items not included in the University charges

is about \$400 per year. Therefore, all things considered, a Yale Freshman may with reasonable economy keep his budget for the academic year within \$2,000. That amount should make adequate provision for all expenses except major clothing and travel. A differential in the amount of scholarship stipends, based upon distance of the student's home from New Haven, is extended to offset the cost of travel in large measure.

SECTION III

FINANCIAL AID IN THE FRESHMAN YEAR

Scholarships are awarded, as gifts, for the Freshman Year, to those applicants for financial aid whom the Scholarship Committee deems most promising in terms of outstanding character, qualities of leadership, and intellectual ability. Since these are designed to make possible the advantages of a Yale education for students who otherwise could not afford it, they are granted only when clear evidence of financial need is presented. Careful attention is given to the recommendations submitted by school authorities and the personal interview reports of University or Alumni representatives.

Awards vary in amount over a wide range, reflecting the Committee's estimate of each candidate's financial need and personal merits. As already noted, every scholarship recipient is expected to assist himself through term-time and summer employment. Previous savings should be judiciously distributed over the undergraduate years. Furthermore, Yale expects that the family of each recipient will provide as much help as possible toward his college expenses.

While awards sufficient to cover all, or nearly all, of the full cost already discussed are available in truly exceptional cases, the number of these major grants is necessarily limited. Except for students living at home in New Haven or the immediate "commuting" vicinity, the majority of outright scholarships in Freshman Year range between \$800 (tuition and fees) and \$1,200, plus employment equivalent to approximately \$400. Taking as a base the budget of \$2,000 with no allowance for travel, this leaves \$800 to be provided by the applicant from his family and his own resources, if he receives a scholarship of \$800; and \$400 to be provided even if he receives as large a stipend as \$1,200 (plus employment in either case). The maximum University Regional Scholarship for residents of states farthest distant from New Haven is \$1,800 which, together with employment, makes

\$2,200 in total aid. This should suffice to cover full costs for the year at Yale, plus a reasonable allowance for transportation at minimum rates.

Term-time employment with the University assigned to each scholarship holder ordinarily entails 12 hours of service per week, yielding a credit of \$400 toward his yearly educational charges. Some positions are credited with \$300, for fewer hours. Since all such appointments are part of the general scholarship and student aid program, no assigned job may, without jeopardy to further grants, be relinquished except on recommendation of the Dean of Freshmen for scholastic reasons or the Director of the Department of University Health because of physical disability. Under certain circumstances, where employment unavoidably conflicts for a short period with recognized extra-curricular competition, scholarship recipients may be temporarily relieved at their own expense of work obligations, upon arrangement for a substitute through the Student Appointment Bureau.

METHODS OF APPLICATION BY PROSPECTIVE FRESHMEN

A candidate for admission to the Freshman Class who wishes to apply for financial aid must (1) fill out both parts of the admission application blank, have it signed by his parent or guardian, and return it to the Office of Admissions and Freshman Scholarships prior to February 15; (2) have his parents file with the College Scholarship Service prior to February 15 a Financial Aid Statement in support of his application. Forms may be obtained on request to Box 176, Princeton, N.J., or Box 27986, Los Angeles, Calif.

FRESHMAN SCHOLARSHIPS

1. University Regional Scholarships

Regional Scholarships are awarded, as gifts, to carefully selected applicants, who for the preceding three years have resided and attended school in one of the areas indicated on the map on pages 12 and 13 [map] and also listed on pages 11 through 15. *Scholarships so designated* are renewable on a gift basis after Freshman Year to students who maintain an honor stand, whose total records of performance (e.g., including employment responsibility) are superior, and who continue to demonstrate their need for financial assistance. As in the case of other Yale scholarships, University Regional stipends are not uniform, but are proportionate to the recipient's individual resources. They may vary from \$50 as an Honorary Regional Prize to as

much as \$2,000 or \$2,200 for the academic year (according to locality and including employment). Candidates for financial aid residing in a Regional area but attending school elsewhere are not eligible for Regional Scholarships. They will, however, be considered for general University Scholarships.

Throughout the seven Regional areas all told, 150 or more scholarships of one sort or another are usually granted each year to entering freshmen. Of this number, about 25 are those specifically designated as *University Regional*; the great majority consist of University General, Yale Alumni and various other locally restricted awards.

2. General University Scholarships

In addition to the major grants specifically designated as University Regional Scholarships, other General University Scholarships are also available to residents of the various Regions, and to those of six states—Connecticut, Massachusetts, New York, New Jersey, Pennsylvania, and Rhode Island—outside the seven more distant Regional areas. In other words, General University Scholarships are awarded, also as gifts for the Freshman Year, to: (a) applicants from states in the Regional Areas who are not specifically designated as Regional Scholars; and (b) applicants from other states. The criteria of selection are the same as those previously mentioned: superior academic ability, outstanding general promise, and evidence of financial need. The total value of General University Scholarships ranges from \$100 to \$1,600 (including employment) for the Freshman Year. Renewals thereafter, on a gift, or part-gift, part-loan, basis, are conditioned by the student's academic and general record.

3. Yale Preparatory Scholarships and Matriculation Prizes

A number of special grants are made each year to matriculants from eastern Preparatory Schools, who are not eligible for University Regional Scholarships. These provide stipends, in accordance with the recipient's individual need, comparable to those of the Regional Scholarships but without additional provision for travel expenses. Yale Preparatory Scholarships are awarded, after nomination by the Principal or Headmaster, on the basis of an outstanding school record both in studies and in personal leadership. They will be renewed on a gift basis throughout the college course, provided the recipient maintains an honor rank and continues to need the assistance. For these as for any other scholarships, a Financial Aid Application must be filed with the University.

Honorary Matriculation Prizes, providing a stipend of \$50 for the Freshman Year only, are also awarded, upon nomination by the Principal or Headmaster, to selected entrants from these schools with a record of outstanding achievement on the College Entrance Examination Board Tests. Since these prizes are granted without respect to financial need, no application for them is required, nor will any name be considered for this distinction except upon official recommendation by the school authorities. The following is a list of schools at which Yale Preparatory Scholarships and Honorary Matriculation Prizes are currently offered.

Brooks School	North Andover, Mass.
The Choate School	Wallingford, Conn.
Deerfield Academy	Deerfield, Mass.
The Episcopal Academy	Overbrook, Pa.
Episcopal High School	Alexandria, Va.
Groton School	Groton, Mass.
The Gunnery	Washington, Conn.
The Haverford School	Haverford, Pa.
The Hill School	Pottstown, Pa.
The Hotchkiss School	Lakeville, Conn.
The Kent School	Kent, Conn.
The Lawrenceville School	Lawrenceville, N.J.
The Loomis School	Windsor, Conn.
Mercersburg Academy	Mercersburg, Pa.
Middlesex School	Concord, Mass.
Milton Academy	Milton, Mass.
Mount Hermon School	Mount Hermon, Mass.
Phillips Academy	Andover, Mass.
Phillips Exeter Academy	Exeter, N.H.
Pomfret School	Pomfret, Conn.
St. George's School	Newport, R.I.
St. Mark's School	Southborough, Mass.
St. Paul's School	Concord, N.H.
The Taft School	Watertown, Conn.
Westminster School	Simsbury, Conn.
William Penn Charter School	Germantown, Pa.
Williston Academy	Easthampton, Mass.

4. City of New Haven and

Connecticut High School Scholarships

In each entering class, scholarships are offered to ten or more students who: (a) have been residents of the City of New Haven, within its corporate limits, for a period of at least five years prior to the date of application; or (b) have graduated from either the Wilbur L. Cross or James L. Hillhouse High Schools in that city. Stipends vary according to individual

need but may not exceed \$800, the cost of tuition and fees. These scholarships are awarded by a special Committee representing the City Officials, Superintendent and Principals of the two High Schools, and the University. They are renewable throughout the undergraduate course to students ranking in the top half of their respective classes.

In addition, scholarships are awarded to fifteen or more students in each Freshman class who are matriculating directly from Connecticut High Schools; one student from each County, two from the City of New Haven, one each from the Cities of Bridgeport, Waterbury, Hartford, and New Britain, and one from the State at large. Stipends are adjusted to meet individual needs. They are normally renewed on a gift basis after Freshman Year to recipients who maintain an honors stand, continue to need the assistance and whose record in other respects (including self-support employment) is satisfactory.

5. Alumni Association Scholarships

In a number of localities throughout the United States, Alumni Associations have established scholarships which are available to students living within their respective areas. Some of these areas comprise an entire state or large sections of the state; others, one or more counties or large cities. Altogether, Alumni Associations provide approximately \$100,000 in scholarships and loans to supplement University funds. Applications for such awards should be made directly to officers of the particular Association concerned, *as well as to the University*. Students eligible for an Alumni Scholarship also become eligible for supplementary aid from the University by filing duplicate applications. In many instances, the total amount of aid granted is shared between the local Association and the University itself. Recipients of Alumni Scholarships are also eligible for term-time employment.

Both initial awards and subsequent renewal of Alumni Scholarships must be approved by the University Scholarship Committee and must conform to the uniform scholastic criteria, *viz.*: academic rank not below the middle third of a recipient's class for any gift awards and not below the third quarter for long-term loan assistance.

The areas served by these various Associations are listed, together with other locally restricted scholarships, on pp. 11 through 15.

6. Local Class and Family Scholarships

A considerable number of additional scholarships have been established for the benefit of residents in certain localities, members of certain families, or descendants of certain Yale Classes. Those which are geographically restricted are listed on pp. 11-15, along with Alumni and other Regional Scholarships. The roster of Family or Yale Class Scholarships follows.

FAMILY SCHOLARSHIPS

William Savage Burns, '87, Scholarship: Preference to (1) descendants of Andrew Burns; (2) descendants of Charles C. Clarke, uncle of the donor; (3) residents of Bath or Steuben County, New York, who are also graduates of Haverling High School.

David C. DeForest Scholarship: Preference to (1) direct descendants of Mehitable Lockwood, mother of David C. DeForest; (2) nearest of kin in other lines.

Seward Henry Fields No. 1 Scholarship: Preference to any relative of Seward Henry Fields, B.A. 1883.

Elias W. Leavenworth Scholarship: For students bearing the surname of Leavenworth.

Samuel Hodgkinson Scholarship: Preference to direct descendants of Harold D. Hodgkinson (Ph.B. 1912) or his wife, Laura Cabot Hodgkinson, or applicants designated by them.

DeForest Manice Scholarship: For students who bear the surname of Manice and who are lineal descendants of the donor, DeForest Manice.

Joseph Eliot Scholarship: Preference to (1) a student in Yale College who is a descendant of The Reverend Joseph Eliot, Apostle to the Indians, who bears the name of Eliot; (2) a student in Yale College who is a descendant of Joseph Eliot but who bears another name; (3) a resident of Guilford.

CLASS SCHOLARSHIPS

Yale Classes whose descendants are eligible for preferential scholarship or loan aid from funds established as Class or Individual Memorials include: 1874, William O. Henderson Scholarship; 1884; 1888 S.; 1892 S.; 1896, Frank M. Patterson Memorial Scholarship; 1899, Murray Dodge Scholarship; 1911, John Marshall Holcombe, Jr., Memorial Scholarship; 1914 S.; 1921; 1925, Walter G. Preston, Jr., Memorial

Scholarship; 1926; 1927; 1928; 1929; 1930; 1931; 1932; 1933; 1935; 1939; 1940.

Any candidate who considers himself eligible for preferential consideration in connection with one of the foregoing Family or Class Scholarships, or for locally restricted scholarships subsequently listed, should write the Secretary of the Committee on Scholarships, setting forth in detail the basis of his claim for such an award.

7. Ministerial Scholarships

Ministerial Scholarships are available to a limited number of students who state their intention of entering the Christian Ministry or Missions. Any assistance so advanced becomes due as a loan five years after graduation, if the recipient by that time has not carried out his earlier announced purpose. Specific application must be made for assistance from these funds.

GEOGRAPHICALLY DISTRIBUTED SCHOLARSHIPS

THE following is a list of areas for which Regional or more locally restricted scholarships have been established. Among the latter, those designated by name are memorials.

NORTHERN NEW ENGLAND

University Regional

Maine

New Hampshire—Francis J. Woodman, Jr.

Vermont (and Northern New England)—Edward W. Gosselin

NORTHERN ATLANTIC STATES

Connecticut—Charles H. Clark, N. D. Clark

Ansonia, Torrington—Charles F. Brooker, Charles H. Pine

Bridgeport—Leon W. Beardsley, Frank Miller

Bristol—Alumni Association

Danbury—Starr Hoyt Nichols

Darien—Alumni Association

Eastern Fairfield County—Alumni Association

Easton—Easton

Greenwich—Alumni Association, Julian Wheeler Curtiss

Guilford—Joseph Eliot

Hartford—Francis A. Pratt, Alumni Association

Madison—Alumni Association

Milford—Milford-Gunn

Naugatuck—Winfield Scott Witherwax

New Britain—Alumni Association

New Canaan—Alumni Association

New Haven and vicinity—Samuel and Meyer Borwinik,

City of New Haven (See pp. 7-8), Stanley Fishman,

Azubah G. Kingman, Charles L. Kirschner, Frederic H.

Ketterer, Alumni Association, Charles Seymour

Northwestern Connecticut—Alumni Association

Plainfield—David Gallup, Plainfield

Stamford—Mortimer L. Doolittle

Waterbury and vicinity—Samuel Holmes

Winsted—Jane A. Nisbet

Woodbury—William G. Reynolds

Massachusetts

Boston and vicinity—Yale Scholarship Trust

Bourne—Jonathan Bourne

Northbridge—Harry Shaw

Springfield and vicinity—Connecticut Valley Yale Club

New Jersey

Bergen County—Alumni Association

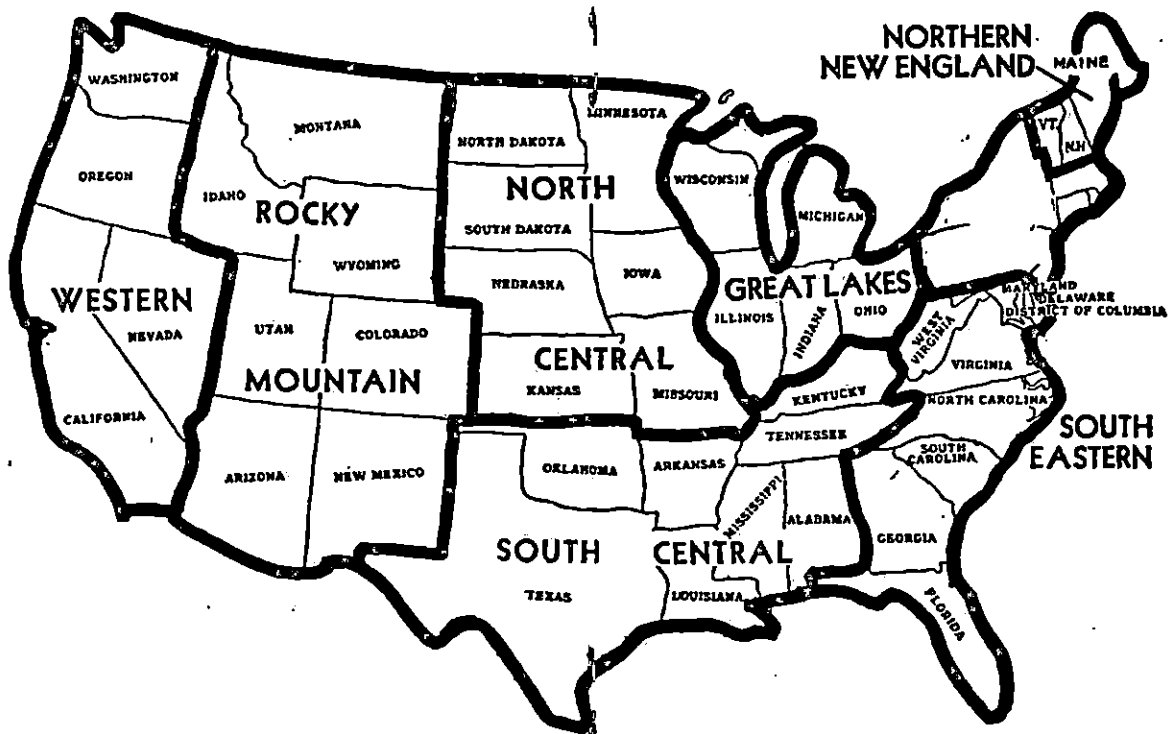
Camden, Gloucester, Salem, Cumberland, and Cape May counties—Harry H. Loudenslager

Essex County—Alumni Association

Montclair and vicinity—Alumni Association, Alan M. Hirsh

Plainfield and vicinity—Alumni Association

Regional Scholarships



The Western Region includes Hawaii and Alaska; the South Central Region includes the Canal Zone.

New York
 Bath, Steuben County—William S. Burns
 Brooklyn—Dwight Hadley Bennett
 Buffalo and vicinity—Western New York Association
 Cooperstown, Otsego County, or Albany—James Fenimore-Cooper, Jr.
 Mid-Hudson Valley—Alumni Association
 Newburgh—Henry Pierson Johnes
 Northeastern—Alumni Association
 Rochester—Alumni Association
 Syracuse—Central New York Alumni Association
 Westchester County—Alumni Association, Julian Wheeler Curtiss
 Pennsylvania
 Allegheny County—Kennedy T. Friend
 Central Pennsylvania—Alumni Association
 Harrisburg—Telegraph Press
 Lebanon County—Lebanon Steel Foundry
 Norristown—Aaron Levan Dettra
 Philadelphia and vicinity—Alumni Association, Graham Roberts
 Pittsburgh and vicinity—Alumni Association, Durbin Horne

SOUTHERN ATLANTIC STATES

University Regional
 Delaware—Delaware
 Florida
 Georgia
 Maryland
 Baltimore—Alumni Association
 North Carolina
 South Carolina
 Southern States—Calliopean
 Virginia—James C. Greenway, Alumni Association
 Washington, D.C.—Alumni Association
 West Virginia

GREAT LAKES

University Regional
 Illinois—Yale Scholarship Trust of Illinois, Edward W. Gosselin
 Indiana
 Evansville—John Speed Murphy
 Fort Wayne (and adjoining counties)—Jack Merillat Griffin
 Henry County—Leroy G. Peed
 Seymour (or Indiana)—E. Blish Thompson
 Michigan—Alumni Association, Steuart L. Pittman
 Detroit (or Michigan)—George Bulkley Perry
 Ohio
 Cincinnati and vicinity—Alumni Association, James V. Dale, Howard C. Hollister, Eugene F. Rowe, Jerome Clark
 Cleveland and vicinity—Alumni Association, Charles W. Bingham, Alva S. Chisholm, Richard F. Cobb,

Arthur T. Hadley, Herbert McBride, Walter E. Newcomb, Jr., Roger C. Newberry
 Massillon—Frank L. Baldwin
 Southwestern Ohio—George Mead, Jr.
 Wisconsin—Alumni Association, Clifford F. Messinger

NORTH CENTRAL

University Regional
 Iowa
 Kansas
 Topeka—James Stewart McDermott
 Minnesota
 Missouri
 Kansas City—Charles Buford Fennell, Victor Wilson
 St. Louis—Alumni Association
 Nebraska
 North Dakota
 Northwest (Minnesota, North and South Dakota, and Montana)—Alumni Association, Henry Hall Christian, Charles L. Spencer
 South Dakota

SOUTH CENTRAL

University Regional
 Alabama
 Arkansas
 Kentucky—Alumni Association
 Louisiana—Alumni Association
 Mississippi
 Oklahoma
 Southeastern Texas—Alumni Association
 Tennessee
 Texas—Brevard Mays Connor, Watson S. Wise
 Canal Zone

ROCKY MOUNTAIN

University Regional
 Arizona—Alumni Association, Robert T. Wilson, Jr.
 Colorado—Alumni Association
 Idaho
 Montana
 New Mexico
 Utah
 Wyoming

WESTERN

University Regional
 California (or west of Mississippi)—Alexander
 Northern California—Alumni Association, Blair S. Shuman
 Southern California—Alumni Association, Lamar Trotti
 Nevada
 Oregon and Washington—Pacific Northwest Memorial
 Oregon—David McGregor Mersereau
 Western Washington—Alumni Association
 Alaska
 Hawaii—Alumni Association

SECTION IV
SCHOLARSHIPS AND LOANS
AFTER FRESHMAN YEAR

IT should be clearly understood that selection for a Scholarship grant in the Freshman Year is but one successful step in a competition which continues throughout the applicant's course at Yale. While all Freshman grants are on a gift basis, a considerable portion of aid in upperclass years takes the form of long-term loans, payable five years after graduation. Among several hundred initial Freshman Scholarship holders, a very small number fail to qualify for renewal of financial aid in some form; but only about sixty per cent receive grants entirely on a gift basis, without obligation of repayment, for their full needs (supplemented by employment) in the upperclass years. Many Alumni, as well as University, awards after Freshman Year are divided between gift and long-term loan grants.

In addition to scholarship recipients holding definite commitments for renewal of their aid as gifts in the categories mentioned above, those who receive *full gift* awards for the Sophomore and succeeding years are the men who have made outstanding records as leaders in the classroom or otherwise.

Except for certain family or local funds, the *minimum* standard for renewal of any scholarship on a gift basis normally is rank not below the middle third of a student's respective class; and for long-term loans, rank not below the third quarter. The Scholarship Committee's decision as to whether or not a student will continue to receive financial assistance after Freshman Year on a full gift basis, as part-gift and part-loan, as a loan only, or not at all, will depend on his relative total record (scholastically, in employment, and in other respects) among all applicants for aid.

For applicants having at least a "quality credit" (70) average the University will generally endeavor to provide aid of some kind which will make it possible for them to continue in college, with the hope that they may qualify in a succeeding year for additional and more generous assistance.

The long-term loans referred to above (ordinarily not in excess of \$600 per year, or a total of \$2,000 for the undergraduate course) are payable five years after graduation. An interest rate of 2% per annum is charged during this five year period, and 6% after the due date. When necessary, an extension of the due date on these part-tuition loans may be obtained,

upon application to the Bursar if the borrower: (a) continues with advanced graduate or professional studies at Yale or elsewhere; or (b) enters the Armed Forces of the United States.

SUMMARY OF SCHOLARSHIP RENEWAL POLICIES

Subject to reappraisal of the student's need and to his maintenance of the scholastic record required, renewal after Freshman Year of outright scholarships is granted to original recipients of all "four-year commitment" awards. These include: University Regional; Yale-Preparatory; Connecticut High School; City of New Haven; and certain other locally restricted scholarships. For the first three categories listed above, a scholastic average of 80 or higher (Honors rank) is stipulated for full renewal on a gift basis; for the latter two categories (City of New Haven and other locally restricted scholarships) scholastic rank within at least the top half of each recipient's class is expected, in order to insure renewal.

In recognition of outstanding scholarship, financial aid either on a gift, or a part-gift part-loan basis, to meet their respective needs may also be assured to applicants who, in their preceding year at Yale, have ranked approximately in the upper tenth of their respective classes, and whose general record and promise in other respects remain satisfactory.

Awards to those students who in the preceding year have made academic records which satisfy the minimum requirement but who do not qualify for consideration as outstanding scholars (top ten percent of their class), are based upon evaluation of the applicant's total performance and recognition as a leader among his fellows, rather than by relative rank within this range. A substantial proportion of awards to students in this category is made on a part-gift, part-loan basis, the loan portion payable within five years of the recipient's graduation.

SECTION V

TERM-TIME EMPLOYMENT

UNDERGRADUATES at Yale collectively receive well over half a million dollars yearly toward their own college expenses, from term-time employment provided by the University. As already indicated, a scholarship recipient is normally expected to earn through such remunerative employment a part of the total aid granted him. During Freshman Year, the great majority of scholarship students are assigned to work with the University Dining Halls—i.e., either in the Freshman Commons or in one of the smaller, residential units. This service consists largely of setting up, and later clearing away tables, checking, etc. It does not involve washing of dishes or silver, which is performed mechanically. A Dining Hall job regularly requires 12 hours' service per week, for which the student receives a credit of \$400 toward his comprehensive educational charges.

The Associated Student Agencies offer to students opportunities of a quite different sort which, for those most successful in their respective competitions, lead to well-paid managerial responsibilities in the upperclass years. These agencies are really small business concerns operated by undergraduates under University supervision and control. To the men who prove best suited for such work, they offer excellent business training and generous remuneration. Each of these agencies serves some need of the University community, such as suit pressing or cleaning service, laundry, tutoring and typing, refreshment concessions, newspaper delivery and a number of other conveniences or supplies.

Also available to a few students during the Freshman Year are assignments within various departments of the University, under the category of "work-scholarships." These are adjuncts of the Bursary Plan, a feature of Yale's student employment system which will be described further on succeeding pages. This offers to entering students who have developed special skills, an opportunity to utilize them through employment with various University laboratories or offices.

These chief media of self-support during the Freshman Year—assignments to the University Dining Halls or within the Bursary program—are all definitely restricted to scholarship recipients or other applicants for financial aid who, *before matriculation*, have been assured by the Freshman Scholarship Committee of assistance in one form or another. Prior

commitment to the students thus selected exhausts virtually all of the chief self-support opportunities open to Freshmen.

A limited number of "odd jobs" are available to students who may wish to supplement their resources by small additional earnings. These represent such work as mowing lawns, shoveling snow, baby sitting, clerical service, selling, etc., and are obtainable through the Student Appointment Bureau. The latter acts as a general clearing house for all student employment, including that in the major categories described above.

The high costs which current economic conditions have forced upon privately endowed colleges make it almost impossible today for certain students to meet them without financial aid, either from the institutions they wish to attend, or from other philanthropic sources, plus their own self-support efforts. Yale University is eager to assist as many students of limited financial means as it can; but the proportion so aided, by *all* forms of support (through University or Alumni grants, outside funds and employment facilities) can not be stretched to include more than forty per cent of the undergraduate body. As a consequence no assurance, or even encouragement, can be offered to applicants for financial aid who have *not* been selected in advance to receive it.

OPPORTUNITIES FOR EMPLOYMENT AFTER THE FRESHMAN YEAR

An important feature of the residential Colleges, which Yale undergraduates enter following their Freshman Year, is the Bursary Plan for those needing to earn a part of their expenses. This represents a somewhat unique and certainly significant development in the long history of student self-support.

In Yale's Bursary Program work is assigned which, so far as possible, is appropriate to the respective diversified interests and abilities of several hundred individuals. A student may pursue his intellectual interests as a research assistant or indulge a hobby such as photography, printing, or painting; he may work as an assistant in University administrative offices, as a laboratory technician, or serve as aide within his residential College. In any one of numerous ways he thus may, through Bursary employment, further his intellectual and total growth while obtaining valuable experience. A student who takes advantage of all the Bursary Program offers should find ample scope therein to demonstrate his abilities. Moreover,

as he grows in experience and skill, he will be advanced to progressively enhanced responsibilities at an appropriately increased rate of remuneration. Key positions in this program are recognized generally by undergraduates as important extra-curricular honors.

OTHER EMPLOYMENT OPPORTUNITIES

The Student Appointment Bureau acts as the central agency for the distribution of employment opportunities and, in addition to the above media, can offer other means of assistance in reducing college expenses. It maintains a placement service for various occasional jobs as mentioned above, and also for summer vacation work. The latter encompasses employment with camps, clubs, private families seeking tutor-companions for their children, and various industries. A limited amount of work is also available during the Christmas and Spring holidays.

The Student Appointment Bureau also undertakes to counsel those who seek information or assistance on financial matters. Undergraduates are urged to take advantage of this service, by calling in person at 123 Wall Street. (Note: This is *not* a mail address.)

A further important service offered by the Bureau is that of occupational guidance and placement. All Yale students are thus offered assistance in the determination of their occupational goals; and each Senior is particularly invited to register with the counseling and placement office. Interviews with representatives of leading industrial and business concerns, and other prospective employers, are arranged for interested Seniors prior to their graduation. Extensive information is available to them concerning the nature of employment opportunities, and the facilities for graduate or professional study at Yale and other universities.

SECTION VI SUMMARY

THE total expense of an education at Yale, or at many other privately endowed Universities, is relatively high as compared with that prevailing in publicly supported institutions. Yet it must be borne in mind that where *every* student eligible for state or municipal benefits receives a "scholarship" as a result of low-cost tuition, opportunities for *additional* aid toward his living expenses are usually quite limited. Consequently the scholarship applicant who wins a major award from Yale or several other leading Universities should find his *net* costs no higher than they would be at a local institution.

In fact—unless he expects to live at home and attend some college in that immediate vicinity—his actual expenses there may be more than, with a scholarship, he would have to meet at Yale. Furthermore, it should also be recognized that half of these expenses, i.e., the cost of room, board, and personal necessities, would have to be earned or otherwise provided wherever he is. Therefore any student who feels that he has a good chance of qualifying for aid in strenuous national competition is again urged to submit his application for a scholarship at Yale.

There are no "athletic scholarships" or special subsidies of any kind set aside to support athletes at Yale. A large proportion of all the teams engaged in either inter-collegiate or intra-mural athletics are scholarship or bursary men. In granting scholarships, Yale favors, as earlier emphasized, well-rounded candidates with broad extra-curricular interests as well as high scholastic potential, and regards participation in sports and other normal student activities as an important factor in any individual's total development. Athletes enjoy the same opportunities for financial assistance as do other students whose interests and abilities have been demonstrated in other directions. As an illustration of this principle the following statement by the President of Yale University may be cited: "Scholarship awards made either by Alumni Associations or directly from the University Funds should, in every possible way, maintain a single standard for the common benefit of students who happen to be athletes and students who happen not to be, and with discrimination for or against neither."

. . . This booklet, should be *retained* by every recipient of financial aid, for his future reference and guidance. *It is assumed by the Scholarship Committee and the Student Appointment Bureau that every such recipient is familiar with the instructions so published and will follow them.*

Applicants are again reminded that all scholarships at Yale are awarded on a year to year basis, and that renewal is not automatic, simply because the student achieves a stipulated quality of academic standing. This provision applies even in the case of special awards which normally provide for continuation of certain scholarships, renewable upon continued evidence of financial need and the necessary degree of scholastic rank. Regardless of the type of financial aid received during Freshman Year, prospective scholarship recipients must file with the Student Appointment Bureau *before February 1st of each successive year*, an application for renewal if they wish to be considered for its continuance.

Further information concerning financial aid in Freshman Year may be obtained by writing to:

DIRECTOR OF ADMISSIONS AND
FRESHMAN SCHOLARSHIPS
YALE UNIVERSITY
NEW HAVEN, CONNECTICUT

PERSONAL INTERVIEW RECORD AND RATING SHEET

NAME
ADDRESSPLEASE TYPE OR WRITE
WITH BLACK INK ON
ONE SIDE ONLY OF
THIS SHEET

SCHOOL

CHECK LIST OF INTERESTS AND ACTIVITIES
(T—TEAM S—SQUAD I—INFORMAL)

_____ ART	_____ HONOR SOCIETY	_____ BASEBALL	_____ SWIMMING
_____ BAND—ORCHESTRA	_____ RELIGIOUS WORK	_____ BASKETBALL	_____ TENNIS
_____ CLASS OFFICER	_____ STUDENT GOVERNMENT	_____ FOOTBALL	_____ TRACK
_____ DEBATING	_____ OTHER ACTIVITIES	_____ GOLF	_____ OTHER SPORTS
_____ GLEE CLUB—CHOIR	_____	_____ HOCKEY	_____
_____ NEWSPAPER—YEAR BOOK	_____	_____ SOCCER	HEIGHT _____ WEIGHT _____

RATING

PLEASE CIRCLE ON THE RATING SCALE BELOW THE NUMBER WHICH, IN YOUR OPINION, BEST RATES THE CANDIDATE AS TO HIS ACCEPTABILITY as a person FOR ADMISSION TO YALE.

OUTSTANDING	SUPERIOR	AVERAGE	BELOW AVERAGE	NOT ACCEPTABLE
1 2	3 4	5 6	7 8	9

FINANCIAL INFORMATION

IN YOUR OPINION, DOES CANDIDATE NEED FINANCIAL AID IN ORDER TO ATTEND YALE? _____

BASED ON A BUDGET OF \$2,000 FOR THE COLLEGE YEAR, HOW MUCH AID DO YOU THINK HE NEEDS? _____

INTERVIEW RECORD

FACTUAL INFORMATION CONCERNING THE APPLICANT IS ON FILE. USE THIS SPACE TO PAINT A WORD PICTURE OF HIM AS HE HAS IMPRESSED YOU DURING THE INTERVIEW. IS HE THE KIND OF A PERSON YOU WOULD LIKE TO SEE AT YALE? IS HE ONE WHO COULD READILY ADJUST HIMSELF TO THE YALE SCENE SO AS TO CONTRIBUTE TO THE LIFE OF THE COLLEGE AS WELL AS TO HIS OWN DEVELOPMENT?

DATE OF INTERVIEW _____

INTERVIEWER _____

MAIL TO: COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS, 703A YALE STATION, NEW HAVEN, CONN.

COMMITTEE ON ENROLLMENT AND SCHOLARSHIPS:

Would you kindly send me the following supplies in the quantity indicated:

_____ Preliminary Registration Cards
_____ Terms of Admission
_____ Expenses and Financial Assistance at Yale
_____ Introduction to Yale*

Name _____

Address _____

*Will not be available until December 1st.

George Bush Presidential Library Transfer Sheet

COLLECTION:

George Bush Personal Papers
Zapata Oil File

ACCESSION NUMBER:

1993.0005

FOIA/SYSTEMATIC
PROCESSING CASE
NUMBER (if app.):

☐ Transferred During Accessioning

☒ Transferred During Processing

2000-0022-S

The following material was transferred to:

☐ Audiovisual Collection

☐ Book Collection

☒ Museum Collection

☐ Other

Other (Specify):

DESCRIPTION:

Two "Bush-Overby Oil Development Co." pencils

When
transferring
material to the
museum
collection,
complete the
following.

Donor:

Donor Org.:

Address:

Telephone:

Book Location:

Row:

Section:

Shelf:

Position:

Map Case Location:**Series:**

Zapata Oil File, Personal Alphabetical Files

Box Number:**Folder Title:**

Bush - Personal: [Schools] Yale Scholarship and Enrollment

OA/ID Number:**Transferred by:**

John Laster

Date of Transfer:

10/20/99

Received by:

Amy Day

Date Received:

10/20/99

Go to Database
Navigator

Go to Accession
Register

Go to Withdrawal
Sheet

Print Record