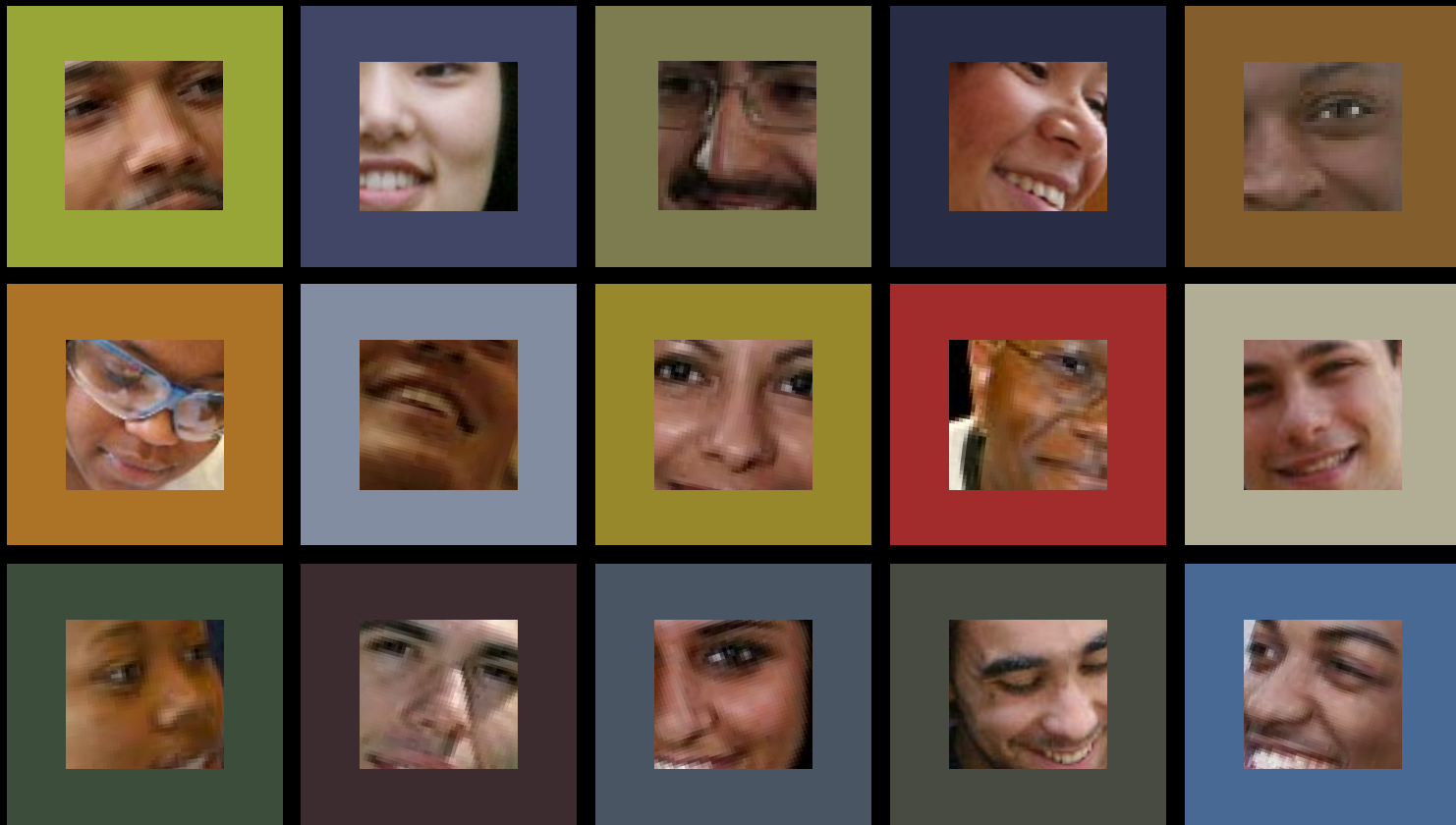


# Princeton

DEFINING DIVERSITY





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# Take a

# look at P

**The town of Princeton has a diverse population of approximately 30,000 residents. Princeton is situated between New York City and Philadelphia, with rail service to both cities.**

Princeton University is a community of learning that is enriched by a wide variety of experiences and perspectives of its students, faculty, and staff. The University is committed to building a diverse campus community to ensure that students explore their interests, discover new academic and extracurricular pursuits, and learn from each other. More than ever, Princeton is making its distinctive education accessible to students from a broad range of cultural, ethnic, and economic backgrounds.

This publication offers many expressions of diversity at Princeton, while outlining the academic and social opportunities that help students get



# closer

# Princeton

the most out of their undergraduate years at the University.

*Defining Diversity* focuses on just 15 of the many exceptional students at Princeton, who come from a vast range of backgrounds. Their first-person accounts relate what it is like to express one's identity while also being a member of a university community, and what it means to explore differences while sharing much in common.

Or, as Cindy Romero '04, one of the students profiled here, said: "At Princeton, one quickly realizes that diversity can encompass many meanings, and every individual is a world of experiences and perspectives once they open up to others."

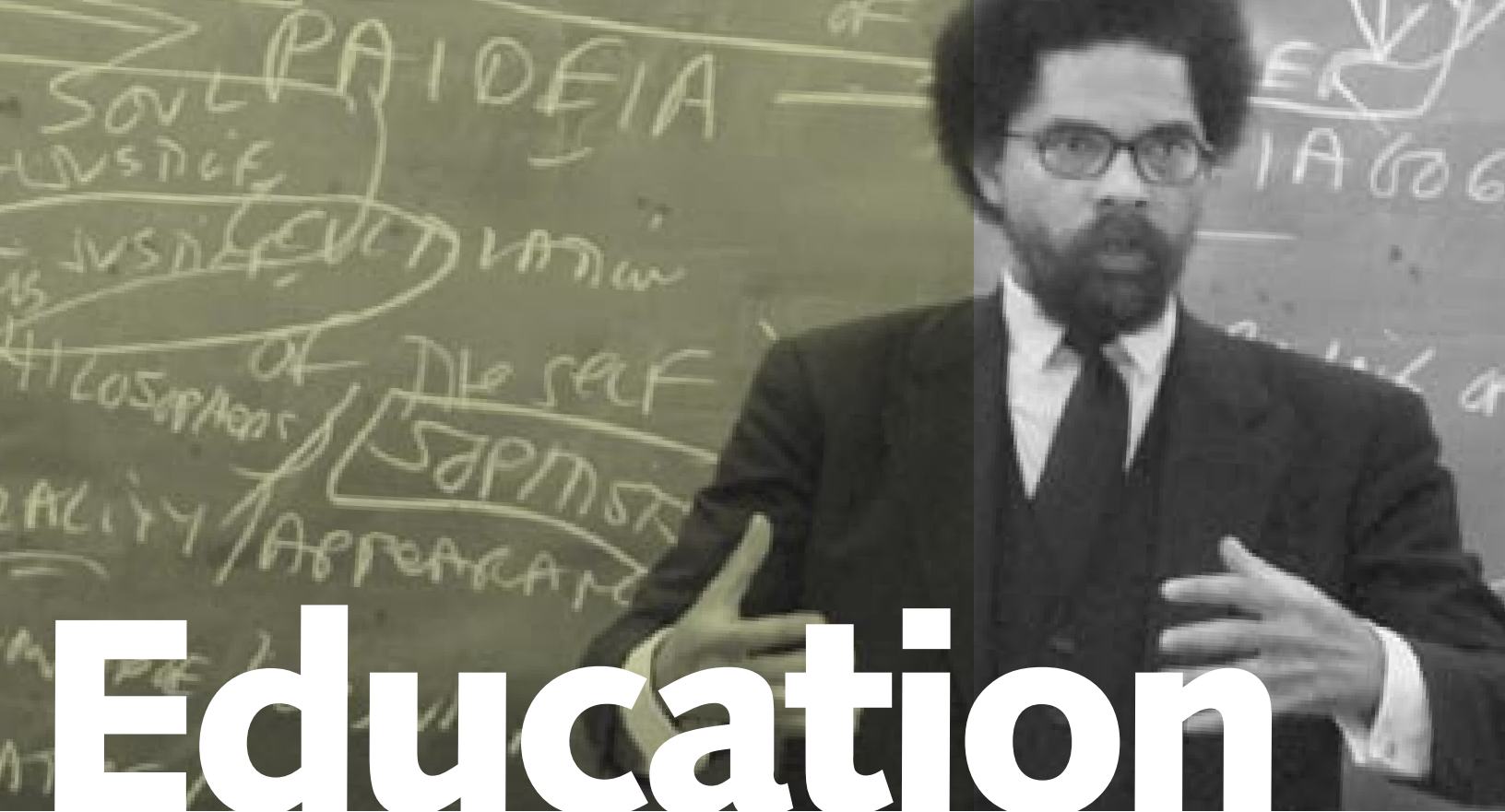
**To learn more about Princeton, refer to the admission information viewbook and the University Web site, [www.princeton.edu](http://www.princeton.edu).**



# A Distinctive

“My role as a professor is first and foremost to read and teach, to unsettle and challenge young minds and hearts and souls.”

Cornel West,  
Class of 1943 University Professor of Religion  
(*Princeton Alumni Weekly*)



# Education

Chartered in 1746, Princeton is renowned for its commitment to undergraduate teaching. The University provides its students with academic opportunities that help them achieve at the highest levels and prepare them for positions of leadership in any field they choose.

Princeton's 4,700 undergraduate students have direct access to many of the best minds in the world, including Nobel laureates, Pulitzer Prize winners, and MacArthur fellows. Princeton's 700 professors do more than teach; they are also advisers who help students plan their academic programs throughout the undergraduate years.

## PRINCETON ENSURES THAT STUDENTS WHO ARE ADMITTED CAN ATTEND REGARDLESS OF FINANCIAL NEED.

**The University has a groundbreaking financial aid program that provides grants and campus jobs to meet the full demonstrated financial need of all students. It does not require students to take out loans.**

Princeton students benefit from one-on-one advising with professors, particularly while doing independent work such as the senior thesis. Small class sizes and the availability of faculty during office hours and at campus events encourage discussion and help students form close working relationships with professors.

Just as the work of Princeton faculty crosses academic disciplines, so does the work of Princeton students. Interdisciplinary study is encouraged, providing unparalleled opportunities for students to do research in innovative fields. The learning experience is supported by a wealth of resources, such as an extensive library system, high-tech laboratories, and a range of programs offered by academic departments and campus centers.

## Academic Choice

The academic options at Princeton give students a great deal of flexibility in shaping their intellectual interests. Students work toward either the A.B. (bachelor of arts) degree in any of 29 departments in the humanities, social sciences, and natural sciences; or the B.S.E. (bachelor of science in engineering) degree in any of six departments. Students also may choose among more than 30 interdisciplinary programs, creating special combinations of academic interests. For example, a student might major in history while also earning a certificate in musical performance; or major in astrophysics while earning a certificate in African-American studies.

There are many features that define a Princeton education, but what is most distinctive is the emphasis on providing students with ample opportunity to explore and then deepen their academic interests. It is not uncommon to hear students talk about “finding their passion” as a Princeton student—and this passion later informs choices about what to do after graduation.

## CLASS OF 2005

### HOMETOWN:

Baton Rouge, Louisiana

### ACADEMIC FOCUS:

French, certificate in contemporary European politics and society

### EXTRACURRICULAR

#### ACTIVITIES:

Student adviser in Mathey College

Member of the Black Student Union

Member of the Princeton Association of Black Women

Singer in the University Chapel Choir

Vice president of the Class of 2005

Student worker in the office of research and project administration and a call collector with public safety

Mentor to two high school students

Member of the Hallelujah Worship Committee



# Antoinette (Toni) Seaberry

## MAIN REASONS FOR CHOOSING PRINCETON:

"I felt that Princeton's academic program could really allow me to think outside the box, while at the same time, the networking capabilities would give me the opportunity to launch my career. Another major factor was my financial aid package, which has been absolutely extraordinary."

## ON BEING A STUDENT ADVISER:

"We are close confidants for students, so many of the experiences I have as a residential college adviser are for day-to-day affairs. The role is about giving people avenues to experience difference and question the status quo. Also, I think that just being a student of color in a well-respected position sends the message that greatness comes in all sorts of individuals."

## A MAJOR HIGHLIGHT:

"A trip to New York to a minority poetry slam. Afterward, I received the greatest feedback from students. One student said, 'The realities of struggle were alive tonight. Sometimes I just don't understand what people are dealing with. But, tonight, it brought their struggle to my heart. '"

## SOME THOUGHTS FOR PROSPECTIVE STUDENTS:

"Princeton is an exceptional university that lets all students, regardless of color, express themselves in all possible outlets. Come see the campus, come meet the students, but, most important, come to a decision based on what you want for your experience. Think of it this way: College is your opportunity to write an interesting four-year story. And in my personal opinion, if you want creative freedom, Princeton is the place for you."



**The Black Student Union Leadership and Mentoring Program (LAMP) assists first-year students in their transition to campus life. LAMP matches each participant with a student mentor, who offers information about an array of resources and how to get involved at Princeton.**

### **A.B. Departments**

Anthropology, Architecture, Art and Archaeology, Astrophysical Sciences, Chemistry, Classics, Comparative Literature, Computer Science, East Asian Studies, Ecology and Evolutionary Biology, Economics, English, French and Italian, Geosciences, German, History, Mathematics, Molecular Biology, Music, Near Eastern Studies, Philosophy, Physics, Politics, Psychology, Religion, Slavic Languages and Literatures, Spanish and Portuguese Languages and Cultures, Sociology, Woodrow Wilson School of Public and International Affairs

### **B.S.E. Departments**

Chemical Engineering, Civil and Environmental Engineering, Computer Science, Electrical Engineering, Mechanical and Aerospace Engineering, Operations Research and Financial Engineering

### **Certificate Programs**

African Studies, African-American Studies, American Studies, Applications of Computing, Applied and Computational Mathematics, Architecture and Engineering, Biophysics, Creative Writing, East Asian Studies, Engineering and Management Systems, Engineering Biology, Engineering Physics, Environmental Studies, European Cultural Studies, European Politics and Society, Finance, Geological Engineering, Hellenic Studies, Judaic Studies, Language and Culture, Latin American Studies, Linguistics, Materials Science and Engineering, Medieval Studies, Musical Performance, Near Eastern Studies, Robotics and Intelligent Systems, Russian and Eurasian Studies, Teacher Preparation, Theater and Dance, Visual Arts, Study of Women and Gender, Woodrow Wilson School of Public and International Affairs



“The specific components of a Princeton education have evolved over time, but our central aim has remained the same: to instill in each graduate those qualities of mind and character necessary for good citizenship and wise leadership.”

President Shirley M. Tilghman

## Advising

With support from academic advisers along the way, students build the knowledge and confidence to take on personally engaging intellectual challenges as they progress from classroom learning to independent research. While many entering students are concerned that they may have trouble meeting Princeton's rigorous standards, the University is committed to helping all of its students succeed.

Particularly rewarding learning experiences for Princeton students include:

- the freshman seminar, which offers first-year students an opportunity to work with a professor and a small group of classmates on a topic of particular interest;
- independent work, particularly during the junior and senior years, which enables students to pursue in-depth study of a special topic, with the guidance of a faculty adviser;
- study abroad, which connects students to unique academic opportunities in more than 30 countries. Students also can pursue overseas work through Princeton's International Internship Program.

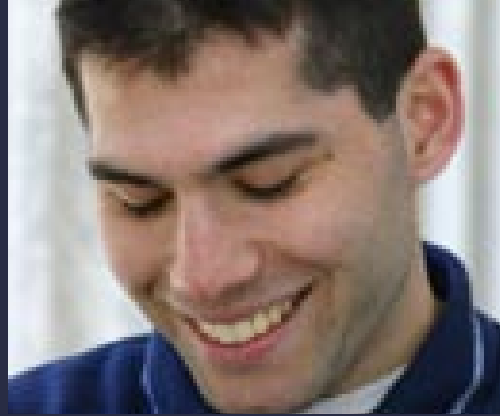
Faculty and staff advisers at the residential colleges and campus offices help students shape their academic program. Students also are supported by numerous other programs and



Professor of Music Kofi Agawu demonstrates complex rhythms to students in his “Music of Africa” class through song and dance. He also teaches courses in classical music. “Whether a West African children’s play song or a Beethoven sonata, I am trying to figure out how the music works and what it means. That is the heart of my interest and what I try to convey to my students,” said Agawu.

resources, such as study halls, group review sessions, and individual tutoring. The McGraw Center for Teaching and Learning helps students successfully make the transition from high school to college, and the Writing Center provides services to strengthen students' writing skills.

# Marcos Gonzales



## MAIN REASON FOR CHOOSING PRINCETON:

"I came to campus for the first time during a visit to the area for a soccer tournament as a freshman in high school. I fell in love with the campus the moment I saw it."

## GETTING INVOLVED:

"I came to Princeton with dreams of playing soccer and am leaving with dreams of dancing salsa and working in Latin America. While I maintained a regular presence on the soccer field, I also got involved with all of the Latino groups on campus. There is no shortage of activities for students to develop their curiosities into interests, their interests into passions."

## MAKING CONNECTIONS:

"I was a rather shy freshman and unsure about my mixed ethnicity—half Peruvian, half white. I had hidden my Latino half in high school, but at Princeton I felt

comfortable exposing myself to the slow and sometimes painful process of self-discovery. I now have white friends, black friends, and friends of every shade in between. My process of self-exploration has made me empathetic and sensitive to similar quests for self-understanding, and I've become an active straight ally for LGBT issues.

"There is a lot of diversity at Princeton; everything from political to cultural, athletic to artistic, ethnic to religious, and a mélange of just about everything in between. It's up to individual students to try on as many hats as possible, maybe even to personalize one and make it a perfect fit."

## WHAT'S NEXT:

Working with a nongovernmental organization involving small businesses in Lima, Peru. "Princeton is actually funding me to do this work through a fellowship from the Princeton in Latin America program."

## CLASS OF 2004

### HOMETOWN:

Somers, New York

### ACADEMIC FOCUS:

Economics, certificate in Latin American studies

Study abroad and internship programs in Spain, Peru, and Bolivia

### EXTRACURRICULAR

#### ACTIVITIES:

Board member of Acción Puertorriqueña y Amigos

Board member of the Princeton Chicano Caucus

Coordinator of Princeton's Latino Heritage Month program

Mentor with the Underprivileged High School Youth Mentoring Program

Singer with the Music Outreach Group

Member of the Sustained Dialogue group

Peer educator with the Lesbian, Gay, Bisexual, and Transgender Student Alliance (LGBT)

Member of the junior varsity and club soccer teams

At any time while at Princeton, students are encouraged to ask for guidance from the Office of Career Services regarding full-time employment, internships, resume preparation, and vocational testing. The office coordinates a network of more than 4,500 alumni volunteers who provide career insights and job-hunting assistance.

## Academic and Cultural Resources

### The University Library

Princeton undergraduates have access to 15 libraries and more than 6 million printed volumes, 3 million microforms, thousands of online journals, as well as resources from Egyptian papyrus to geospatial information. Library staff includes reference and subject specialists who assist students in researching their interests. Firestone Library is the largest library on campus and houses many of the humanities and social sciences collections.

Resources of special interest include:

#### African Studies

The Web site [www.princeton.edu/~pressman/africa.html](http://www.princeton.edu/~pressman/africa.html) lists

**Annual ethnic and community celebrations held at Princeton include Black History Month, the Asian Pacific Heritage celebration, Latino Heritage Month, the International Festival, the town-and-gown event Communiversi, and a community-wide celebration on Martin Luther King Jr. Day.**

and provides links to catalogs, journals, databases, and other resources on African studies at Princeton and other institutions as well as online.

#### African-American Studies

The resources for African-American studies at Princeton reflect its interdisciplinary nature. Of particular note is the collection of primary materials on microfilm, which includes the papers of many prominent individuals, such as Claude Barnett, John and Eugenia Hope, and Paul Robeson. The papers of major civil rights organizations, including the NAACP, the Congress of Racial Equality, and the Student Non-Violent Coordinating Committee, are also part of this collection.

#### East Asian Library

The library houses an extensive range of materials in Chinese, Japanese, and Korean, particularly works on literature and history. Related Western-language

## The first ethnic minority student to matriculate at Princeton was Jacob Wooley, a Delaware Indian, and a member of the Class of 1762.

materials are also shelved at Firestone Library and other campus libraries, such as the Marquand Library of Art. The Western Americana collection in the Department of Rare Books and Special Collections contains materials documenting Asian American communities in the American West.

### Latin American Studies

The Web site [firestone.princeton.edu/latinam](http://firestone.princeton.edu/latinam) lists and provides links to catalogs, journals, databases, and other resources on Latin America at Princeton and other institutions as well as online. Firestone Library and its satellites house an extensive collection of books and other materials relating to Spain and Latin America, emphasizing cultural, political, economic, and historical topics. The collection is particularly strong in materials from the 18th century to the present for Argentina, Brazil, Chile, Cuba, Mexico, and Spain.

### Near East Collection

The collection, one of the finest in the United States, contains some 170,000 books and manuscripts in Arabic, Hebrew, Persian, and Turkish. All areas of classical Islamic civilization are well

represented, with an emphasis on literary, historical, legal, and religious texts.

### Rare Books and Special Collections

The department includes historic and original items, including manuscripts, graphic arts, Western Americana, and the Cotsen Children's Library. It also has the largest collection of Islamic manuscripts in the Western hemisphere. The Mudd Library is the principal repository for the Public Policy Papers, which include important collections representing individuals and organizations in the areas of 20th-century American foreign policy, jurisprudence, journalism, public policy formation, and international development. It also houses a large collection of Native American materials, including photographs from the mid-19th century.

### The Art Museum

The University Art Museum is a cultural and educational resource for the entire University community with collections of more than 60,000 works of art from around the world that range from the ancient to the contemporary. The museum also is a center for learning, with exhibitions inspired by diverse disciplines.

# Alan Liu

## CLASS OF 2006

HOMETOWN:  
Cupertino, California

ACADEMIC FOCUS:  
Molecular biology,  
certificate in finance

EXTRACURRICULAR  
ACTIVITIES:  
Events chair of the  
Pre-Business Society

Peer tutor in  
macroeconomics and  
multivariable calculus

Sprint football  
Rock climbing

#### AN ACADEMIC HIGHLIGHT:

"Professor Semmelhack's 'Organic Chemistry' lectures—he transforms what many consider a rather dry and difficult subject into stimulatingly lucid discussions through his relaxed manner and illuminating explanations."

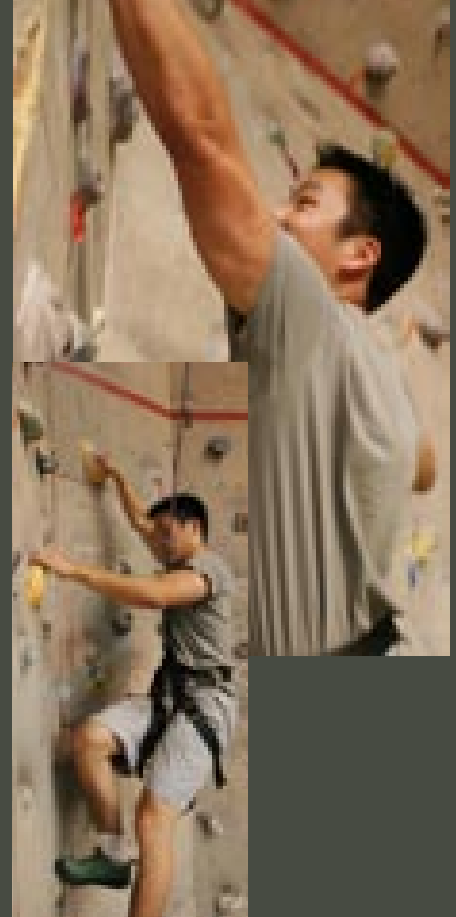
#### THE BEST THING ABOUT PRINCETON:

"The single most valuable aspect of being a Princeton student is being exposed to an amazingly diverse group of individuals. And by diverse I mean much more than racial or geographic differences—I've had the wonderful opportunity to meet truly fascinating people running the entire spectrum of interests, knowledge, beliefs, and experiences. For example, this past summer my roommates were each either working for the municipal government in Germany, professionally singing and dancing in an ice cream shop on the Jersey shore, interning as a management consultant in Boston, or digging for archaeological remains in Kenya."

"From adamant libertarians to die-hard environmentalists, from aspiring politicians to aspiring tap dancers, from harp-playing anthropologists to varsity wrestling aerospace engineers, this school has an eye-opening, mind-blowing, jaw-dropping mix of incredible individuals."

#### PLANS FOR THE FUTURE:

"Applying my studies to work in finance as it relates to biotechnology."



Princeton's art museum houses:

- a gallery of African art that showcases works from across the continent, including objects of prestige and daily use, royal regalia, and symbols of secret societies and sculptures that mark rites of passage;
- galleries for Asian art that include important collections from China, Japan, Korea, Southeast and Central Asia, and India dating from Neolithic to present times;
- a collection of pre-Columbian art, with examples of the art of the Maya, as well as Colonial and 20th-century Latin American art;

**The Residential Education Program offers a variety of events in the residential colleges that address issues of community interest, such as "Reflections on Diversity," which is presented during orientation week. Other events are scheduled throughout the year, and programs targeted to address specific needs and concerns can be selected by residential college advisers. Students are encouraged to tell their advisers about issues they would like to discuss.**

- arts of the ancient world, including more than 5,000 Egyptian, Greek, Roman, and Etruscan objects;
- Western paintings including Impressionist and post-Impressionist masterpieces by Claude Monet and Vincent van Gogh to contemporary works by Andy Warhol;
- a photography collection of more than 20,000 works by some 900 artists, forming a comprehensive history of the medium from its origins in the 1840s to the present;
- art from the Middle Ages with examples of architectural sculpture, stained glass windows, Limoges enamels, and ivories from the Byzantine Empire and the West;
- the Department of Prints and Drawings, which holds more than 8,000 prints and 7,000 drawings by European and American artists ranging from French 14th-century illuminated manuscripts to prints by contemporary Latin American artists.

#### CLASS OF 2006

##### HOMETOWN:

London, England;  
originally from Kuwait

##### ACADEMIC FOCUS:

International and public affairs; key interests are art, history, and politics

##### EXTRACURRICULAR ACTIVITIES:

Co-founder of the Muslim Jewish Dialogue group

Member of the Sustained Dialogue group

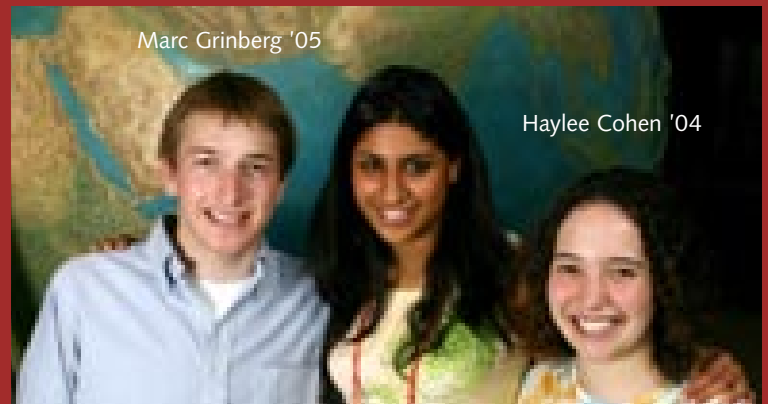
Co-cultural chair for the Consortium of International Student Organizations

Events coordinator of SALAAM, Princeton's Arab society, which organizes educational, social, and cultural activities



# Rasha Al-Duwaisan

**ON FOUNDING THE MUSLIM JEWISH DIALOGUE GROUP:**  
"Working with Marc Grinberg '05 and Haylee Cohen '04, we established the group to promote more social and cultural interaction between Muslims and Jews on campus. We feel that the Muslim and Jewish relationship so often is politicized, that in many cases it instills tensions that hinder discourse. The group's emphasis is on creating an open and comfortable environment for the exchange of ideas and opinions. Activities we've organized include study breaks, a dinner discussion on dietary customs of our respective faiths, and seeing movies."



## **AN INTERNATIONAL PERSPECTIVE:**

"Working with the Consortium of International Student Organizations, I help organize events that reflect the diversity of the University's international community through music and dance shows and the annual International Festival."

## **MAIN REASONS FOR CHOOSING PRINCETON:**

"I was attracted to Princeton's quality of teaching and the focus on undergraduate students. I also found the opportunities for extracurricular activities appealing. The student body, facilities, and resources at Princeton, as well as the relatively small campus, were an immediate draw."



# Multiple

“You cannot have a complete, wide, deep life of the mind if it only travels one path or if you get your information from people who only have one kind of life experience.”

Toni Morrison, Robert F. Goheen Professor in the Humanities,  
Nobel Prize winner in literature



# Voices

Princeton provides an academic and social setting where students quickly can make friends and become active members of the campus community. Princeton is a residential campus, where students live in an environment that emphasizes shared experience. Princeton

students are encouraged to organize programs and take a hands-on approach to shaping their University experience. The participation of all students in campus activities helps to project the multiple voices of the Princeton community.

## ADMISSION FACTS

The most recent entering class included:

**Number of applicants:**

**16,511**

**Applicants admitted:**

**10.9 percent**

**Number of enrolled students:**

**1,234**

**Students of color:**

**35.2 percent**

**Students receiving financial aid:**

**54.6 percent**

**International students:**

**8.9 percent**

## Social Opportunities

Just as Princeton's academic experience can be tailored to best suit the interests of each student, so too can students select from a wide range of social options.

Princeton attempts to provide opportunities so that all students will feel welcomed, engaged, and able to connect with activities most meaningful to them. Princeton's social scenes tend to focus around the residential colleges, where freshmen and sophomores live; centers, such as the busy hub of Frist Campus Center; and the upperclass eating clubs, which are run independently of the University. Fraternities and sororities are not recognized as official student organizations on campus.

In an effort to increase social options, many administrators, including the vice

president for campus life and the dean of undergraduate students, actively support new initiatives for individual students and student organizations to expand and enhance the range of activities available to all students.

## Residential Life

Princeton's residential colleges offer students a close-knit and dynamic living situation. The colleges offer opportunities to build a social community through activities including dances, films, panel discussions (such as the series "Do the Right Thing," in which President Tilghman served as a guest ethicist), and performances as well as many off-campus subsidized trips to cultural and athletic events in New York City and the surrounding area.

The residential college community includes freshmen and sophomores as well as some upperclass students and a staff of professional and student advisers to whom students can turn with questions or concerns. The residential college advisers are undergraduates in their junior or senior year who work as teams, advising students and organizing programming on social topics such as multiculturalism and health. The advisers help new students adjust to Princeton and connect with campus resources.

# Khalil

CLASS OF 2004

HOMETOWN:

New Carrollton, Maryland

ACADEMIC FOCUS:

English, certificate in theater and dance

EXTRACURRICULAR  
ACTIVITIES:

Theater—lots of it—as an actor, playwright, and stage manager

Student worker at the computer help desk at Princeton's Office of Information Technology

Member of the Glee Club

Member of the Hallelujah Worship Committee

Khalil Sullivan with fellow student playwrights Maura Cody '04 and David Brundige '04



# Sullivan

## MAIN REASON FOR CHOOSING PRINCETON:

"Princeton's financial aid package was a cut above the rest. And while that seems a bit money-centered, I was impressed that Princeton recognized the difficulties lower-income families face."

## A MAJOR HIGHLIGHT:

Writing and staging a play about notions of identity for my senior thesis, asking "Do individuals, especially minority figures in our society, feel compelled to mask a true identity?"

## A MAJOR INSPIRATION:

Learning from Nobel laureate Toni Morrison in her Atelier class. "She used her prestige to bring artists to campus who wanted to not only continue making their art but who also wanted to teach students. I was blown away by that."

## HOW TO GET THE MOST OUT OF YOUR PRINCETON EXPERIENCE:

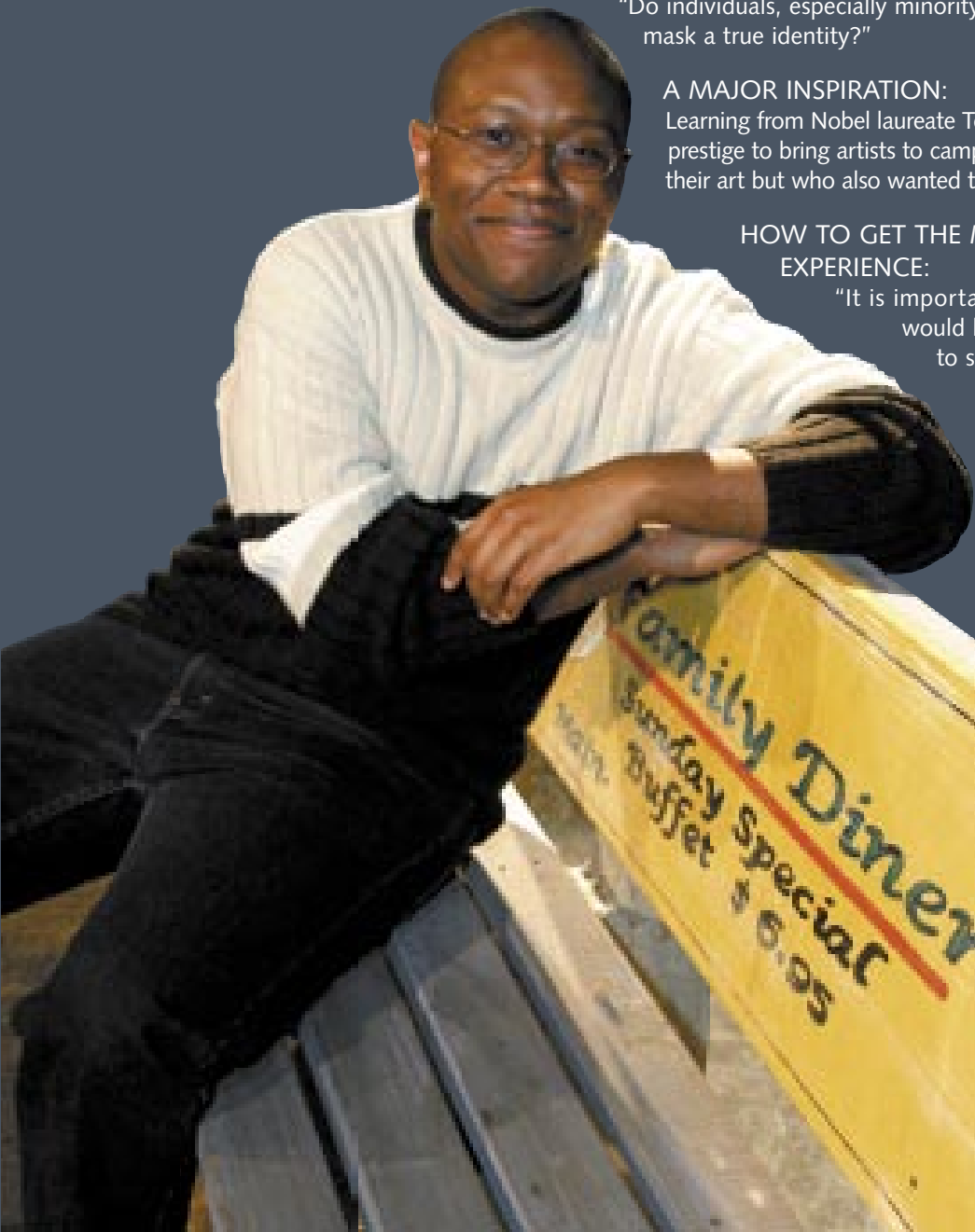
"It is important to find your passion—that thing you would love to do all the time. So when you have to start pulling all-nighters to finish papers or problem sets—or even spend insane amounts of time in the library or buried under a stack of books—you will do it out of glee—out of sheer wonder and awe—because you're living your passion. Princeton will show you how best to live a passionate and meaningful life."

## SOME THOUGHTS FOR PROSPECTIVE STUDENTS:

"In respect to building a diverse student body, Princeton is making changes in the right direction, and quite quickly. That change will continue by pushing and expanding Princeton so that everyone can experience its rich tapestry of resources. So immediately start digging in, finding your niche. Help to shape Princeton into an even better university."

## WHAT'S NEXT:

Moving to New York City and writing more plays.



Most upperclass students live in dormitories and choose from a variety of dining options. Many juniors and seniors take their meals at one of the 11 historic eating clubs, which are operated independently of the University. Upperclass students also may choose not to buy a meal contract at a University facility or an eating club. Under this option students (known as “independents”) make their own dining arrangements, which might include using kitchens in Spelman Hall or joining a campus food co-op. Beginning in 2007–08, upperclass students will also have the option of living in four-year residential colleges.

## Campus Centers

Princeton's campus centers are community hubs that feature social, cultural, and academic programs. Students are invited to take an active role in organizing programs, whether for the overall student body or for more targeted identity groups.

### Frist Campus Center

Frist is a place where students, faculty and staff, alumni, and visitors meet and interact informally. Live music and dances, lectures, student performances, art shows, film series, and late-night events are all part of the busy life of the center, which is open 20 hours a day (24 hours a day during exam weeks), 7 days a week. The center also offers a food court, café, and Healthy Eating Lab.

### The Fields Center

The Carl A. Fields Center for Equality and Cultural Understanding focuses on exploring issues of diversity, equity, and cultural pluralism. The center includes a student governing board that works with the director to organize lectures, concerts, art exhibitions, movies, poetry festivals, dialogue groups, and more. The head of this board convenes a monthly Cultural Leaders Summit, which brings together leaders of student groups to focus collectively on issues of diversity. The leaders plan programs and target funding to expand the campus discourse on multiculturalism. These students also contact newly admitted minority students to welcome them to Princeton and offer insights.

### The International Center

Located in Frist, the International Center provides a setting in which international students are introduced to American life and where they share their diverse perspectives with the Princeton community. The center sponsors many cultural and social events throughout the year, including the spring-time International Festival.

### The Center for Jewish Life

The Center for Jewish Life provides cultural, social, religious, and informal educational activities of

## CLASS OF 2006

### HOMETOWN:

Fairview Heights, Illinois

### ACADEMIC FOCUS:

Chemical engineering, certificates in engineering biology and materials science and engineering

### EXTRACURRICULAR

#### ACTIVITIES:

Mentor for middle school students through Community House

Tutor of English as a Second Language

Student adviser in Wilson College

Karate

Rugby

# Stephanie Malone

## MAIN REASON FOR CHOOSING PRINCETON:

"I was actually a die-hard MIT girl when I came to visit Princeton. But what can I say, the visit won me over completely. I'd just done a lot of college visits, and it was the only place where people approached me, smiling, and asked if I needed help when I was wandering around, hopelessly lost. I liked that I always saw people smiling."

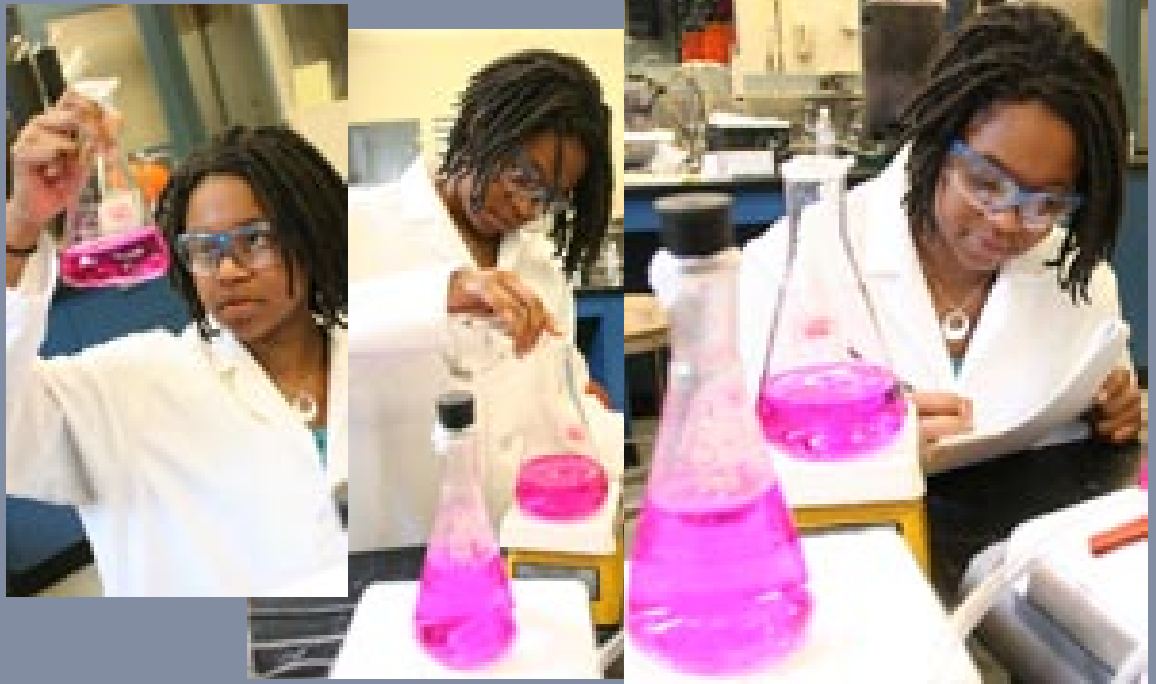
## AN ACADEMIC HIGHLIGHT:

"The class 'Introduction to Bioengineering and Medical Devices,' because it combines a lot of different disciplines—such as materials science and biology—into one class. We've done extensive study of artificial hips; I'm fascinated by getting to apply some of the theories I've learned to the human body."

## SOME THOUGHTS FOR PROSPECTIVE STUDENTS:

"I'd tell a high school student about the friends you can make at Princeton. I've never met so many different types of people from different backgrounds and places in my life."

"Also, think about trying new things. It's good to get out of your comfort zone. I never would have thought I'd end up playing rugby! I never thought I'd do karate either, but both have been amazing. You never know what you're going to do until you come!"



# Cynthia (Cindy) Romero

## MAIN REASON FOR CHOOSING PRINCETON:

"What really drew me to Princeton was the emphasis given to undergraduates; faculty dedicate a tremendous amount of their time and top professors even teach introductory courses."

## STUDYING ABROAD:

"I became fascinated with the post-communist region, so in the summer after sophomore year I took an internship at a nongovernmental organization (NGO) in Bacau, Romania, which was organized through Princeton's International Internship Program. At the NGO I worked to educate disadvantaged Romany children—so-called 'gypsies'—who were otherwise not attending school. It was unforgettable; the children stole my heart. I was inspired to write my senior thesis on this poorly understood ethnic group."

"I also spent a semester abroad at Central European University in Budapest, Hungary, where I took classes with students from all over the region. I also have gone abroad to Cuba and to Greece for two courses."

## A MAJOR BENEFIT OF A PRINCETON EDUCATION:

"Being inspired to learn more about the world and to understand the different realities that people across the globe experience as their daily lives."

## SOME THOUGHTS FOR PROSPECTIVE STUDENTS:

"See your diverse background as an asset. Pursue new activities and interact with people with whom you may think you have nothing in common. At Princeton, one quickly realizes that diversity can encompass many meanings, and every individual is a world of experiences and perspectives."

## WHAT'S NEXT:

Pursuing an M.A. in comparative ethnic conflict at Queen's University in Belfast, Northern Ireland.



## CLASS OF 2004

### HOMETOWN:

North Brunswick,  
New Jersey;  
born in Puerto Rico

### ACADEMIC FOCUS:

Woodrow Wilson School  
of Public and International  
Affairs, certificates in  
contemporary European  
politics and society, Italian,  
and Hellenic studies

### EXTRACURRICULAR ACTIVITIES:

President of Acción  
Puertorriqueña y Amigos

Organizer of Latino  
Heritage Month

Mentor with the Princeton  
University Preparatory  
Program—helping gifted  
high school students from  
low-income families prepare  
for college

Intern with the Project on  
Ethnic Relations

Contributor to the student-  
run journal *American  
Foreign Policy*

Sub-captain for Princeton's  
2004 Annual Giving  
campaign

interest to Jewish students and the overall University community. The center is home base for several Jewish student groups and sponsors speakers, films, off-campus trips, and study breaks. It also serves Kosher meals.

### The Women's Center

A resource for all members of the University community, the Women's Center is a place for the exploration of and activism about issues relating to women and gender. It sponsors programming and outreach activities on eating concerns, relationships, sexual harassment, gender issues, religious faith, politics, and women's physical, mental, and sexual health. The center hosts regular events such as a monthly lunch

for women of color, as well as forums on topics such as athletics, homophobia, and feminism at Princeton.

### The Lesbian, Gay, Bisexual, and Transgender Center

Princeton's Lesbian, Gay, Bisexual, and Transgender (LGBT) Center works to create a safe and supportive environment by providing educational opportunities and advocating for the needs and concerns of LGBT students. The goal is to enhance the University community and ensure the advancement of students' academic pursuits by creating an open and affirming environment void of homophobia, heterosexism, and gender bias. The center provides programming, student advising, and training and consultation for the entire campus community.



Rubén Gallo, an assistant professor in the Department of Spanish and Portuguese Languages and Cultures, created the course “Contemporary Writers in Mexico City,” which brought six internationally known Mexican writers to Princeton to discuss their work and their perspectives on Mexico City's literary scene.



# Getting

“No student should leave Princeton without having his or her assumptions changed about how the world works or how it should work, and what his or her role is in that process.”

Miguel Centeno, professor of sociology,  
director of the Princeton Institute for International and Regional Studies



# Involved

For many freshmen, the Princeton experience starts with pre-orientation week, when students get to know some of their classmates during a wilderness trip through Outdoor Action or working on social service projects through Community Action. From that time on, students find many

ways to get involved in campus life and build an unforgettable time at Princeton. By interacting with their peers in class, various social settings, and clubs and organizations, students learn from a wealth of different perspectives while building what are often lasting friendships.



The work of Daphne Brooks, an assistant professor of English, focuses on the evolution of African-American culture and its influence on generations of writers, musicians, and performers, both black and white. Brooks teaches courses on African-American literature and culture, performance studies, critical gender studies, and popular music.

## Student Organizations

More than 200 student organizations make it easy for Princeton students to pursue existing interests and explore new ones. The organizations are created and run by students with support from the University. For a complete listing of organizations, see [www.princeton.edu/odus/student\\_organizations](http://www.princeton.edu/odus/student_organizations).

A sample list of student organizations:

### Academic and Career

- Minority Business Association
- National Society of Black Engineers
- Paideia
- Pre-Med Society
- Society of Women Engineers

### Multicultural

- Acción Puertorriqueña y Amigos
- Akwaaba
- Arab Society of Princeton
- Asian Pacific American Heritage Council
- Asian American Students Association
- Black Student Union
- Black History Month Planning Committee
- Chicano Caucus
- Chinese Students Association

## CLASS OF 2006

**HOMETOWN:**  
Forest Hills, New York

**ACADEMIC FOCUS:**  
Religion, certificates in Judaic studies and European cultural studies

**EXTRACURRICULAR ACTIVITIES:**  
Founder and chair of the Princeton Committee on Prejudice

Programming assistant at the Center for Jewish Life  
Baritone saxophone player with the marching band

Clarinetist

## ON BUILDING BRIDGES:

"I founded the Princeton Committee on Prejudice to serve two roles: to keep tabs on bigoted and/or offensive rhetoric on campus and to lead appropriate responses when necessary; and to create a campus-wide dialogue on issues of prejudice so as to promote understanding among all racial, ethnic, and religious groups."

Tatz, a graduate of Stuyvesant High School in New York, spearheaded an effort at Princeton to organize a week-long conference on African-American and Jewish American relations that attracted distinguished scholars and hundreds of participants. In 2005, he was honored with the University's first Martin Luther King Day Journey Award for Special Achievement in recognition of his commitment to interracial and intercultural understanding.

## THE BEST THING ABOUT PRINCETON:

"As much as I love the brilliant student body and the professors who routinely invite students over for dinner, I'd like to single out how the administration spoils us. When I came to college, I had never set foot outside the United States, and since then Princeton has generously provided me with the means to travel to Athens, Bordeaux, and Warsaw. Also, when organizing events, every administrator I've worked with has bent over backwards to guide me through any obstacle.

"My biggest fear about going away to college—the fear of being treated like a number rather than an individual—was never realized in any respect."

# Dylan Tatz





Novelist Chang-rae Lee (*Native Speaker*, *Aloft*), whose writings explore the themes of identity and belonging, teaches in the creative writing program.

- Filipino Association of Princeton
- Hawaii Club of Princeton
- Hellenic Students Association
- Hillel (Center for Jewish Life)
- Hong Kong Students Association
- International Students Association
- Ismaili Students Association
- Japan Club, Princeton
- Korean American Students Association
- Latino Heritage Month Committee
- Multi-Ethnic Student Alliance

- National Council of Negro Women
- Native Americans at Princeton
- Organizacion Latino America
- Persian Society of Princeton
- Polish Club
- Russian Club
- Singapore Society
- South Asian Students Association
- Southeast Asia Society
- Taiwanese American Students Association
- Thai American Student Organization
- Turkish Students Association
- Vietnamese Students Association

#### Service and Special Interest

- Bioethics Forum
- Black Men's Awareness Group
- Brother's Keeper
- Ghana Education Project
- Humanity Project
- Independent Student Union
- Medicine for All People
- Mock Trial
- National Society of Collegiate Scholars
- Organization of Women Leaders
- Oxfam America
- Pride Alliance for LGBT students

# Lauren

## CLASS OF 2004

### HOMETOWN:

St. Louis, Missouri

### ACADEMIC FOCUS:

Anthropology,  
certificate in African-  
American studies

### EXTRACURRICULAR

#### ACTIVITIES:

Moderator with  
Sustained Dialogue

Student adviser at  
Butler College

Member of the search  
committee for a new  
admission dean

Secretary for the Minority  
Business Organization



# Phillips

## ON BEING A STUDENT ADVISER:

"My responsibility is to help freshmen and sophomores feel comfortable at Princeton. I ask both minority and non-minority students to take active roles in promoting diversity by encouraging them to join Sustained Dialogue and attend events planned by advisers in the residential colleges as well as multicultural student groups."

## ON STRENGTHENING CAMPUS DIALOGUE:

"I became involved with the Sustained Dialogue program during my sophomore year. Princeton seemed so much more diverse than my high school, but there was little understanding between racial groups of each other's perspectives. Thinking about race was and is very much a part of me, and I wanted to share my emotions with people from different backgrounds. Sustained Dialogue provided a safe space for me to do this by emphasizing building trust and listening over a long period of time."

## SENIOR THESIS TOPIC:

"My senior thesis was a study of Gullah culture in the South Carolina Sea Islands. Gullahs are the descendents of slaves who remained on the islands after emancipation and were able to retain a lot of their West African Creole language and other traditions due to their geographical isolation. But, beginning in the 1950s, developers forced black families off their land, putting an end to many Gullah traditions. My thesis critiques the representation of this social change."

## SOME THOUGHTS FOR PROSPECTIVE STUDENTS:

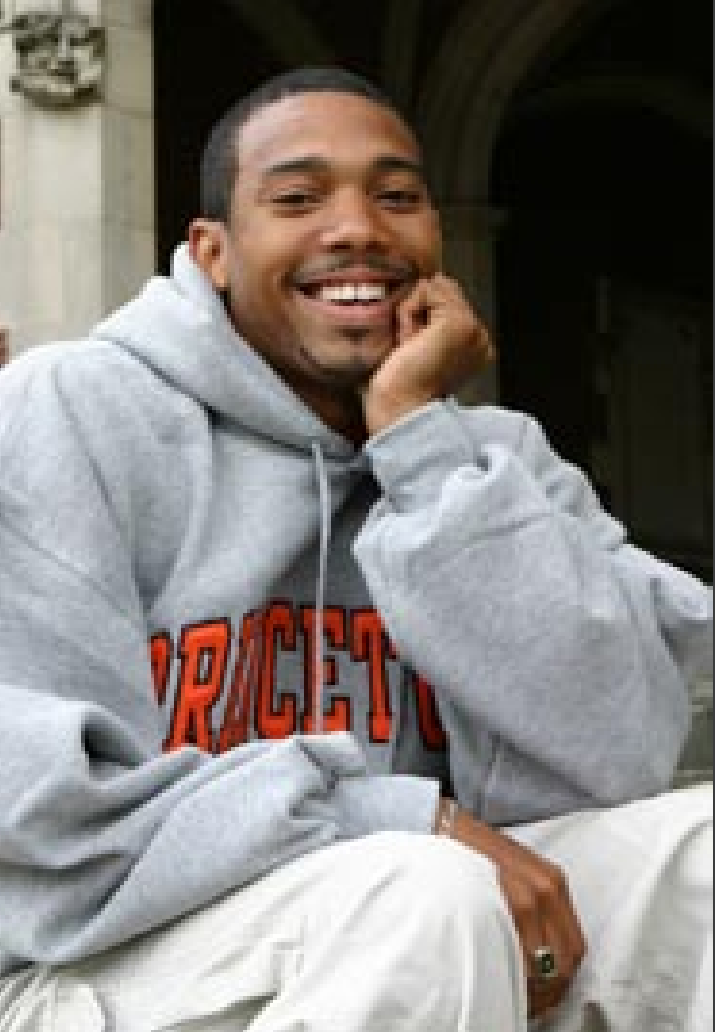
"I encourage you to make Princeton your own. Members of the Princeton community are committed to creating an environment that is adaptable to the needs of different students, so you can be confident that your unique voice will be valued."

## WHAT'S NEXT:

Working in public interest legal aid for a year and then law school.



Lauren Phillips '04 with Alexis Okeowo '06



# Justin Reed

CLASS OF 2005

**HOMETOWN:**

Lawrenceville, New Jersey

**ACADEMIC FOCUS:**

Woodrow Wilson School of Public and  
International Affairs

"Princeton's distinguished faculty foster  
the critical thinking that I feel is  
necessary to reach the forefront of the  
public, national, and international  
problem-solving arenas."

**EXTRACURRICULAR ACTIVITIES:**

Student adviser at Wilson College

Member of the Black Student Union

President of Campus Club, one of 11  
historic and independent eating clubs

Sprinter on the varsity track and field  
team—favorite event is the 400m dash

**MAIN REASON FOR CHOOSING PRINCETON:**

"This was not a tough decision. I grew up and  
attended public schools within five miles of the  
campus so I was well aware of Princeton's academic  
tradition. There is nothing quite like knowing you  
might be sitting in the classroom with the next Bill  
Bradley '65, Steve Forbes '70, or Meg Whitman '77."

**SOME THOUGHTS ON SOCIAL LIFE AND  
EATING CLUBS:**

"Princeton has allowed me to express myself through  
various organizations. Being president of Campus  
Club is much like being president of a small company;  
I'm involved in recruiting members, planning social  
events, meeting with graduate boards, and more. I

also am committed to the Alcohol Initiative, which  
supports alcohol-free social events and educational  
efforts regarding alcohol use."

**ON BEING A PRINCETON TIGER:**

"Wearing the 'orange and black' and winning  
creates an experience—an emotional high—that is  
incredible."

**SOME THOUGHTS FOR PROSPECTIVE  
STUDENTS:**

"At Princeton, you have the chance to learn from  
the likes of Cornel West and Toni Morrison. Take  
advantage and seek these fabulous opportunities."



- Princeton Amnesty International
- Princeton Committee on Prejudice
- Princeton University Mentor Program
- Princeton University Pre-Law Society
- Random Acts of Kindness
- Student Volunteers Council

**The Princeton Prize in Race Relations is given annually to high school students who have done outstanding work in their schools or communities to advance the cause of race relations. In its first year in 2003–04, prizes were awarded to students in Boston and Washington, D.C. In its second year, the program expanded to include Atlanta, Houston, and St. Louis, and will expand further to include Chicago, Los Angeles, Philadelphia, and San Francisco.**

- Students Providing Aid, Relief, and Kind Services (SPARKS)
- Sustained Dialogue on Race
- Water Watch

## Religious Organizations

Princeton University is nonsectarian, but it honors and embraces many religious traditions. There are numerous student-run religious organizations on campus, many of which are supported through the Office of the Dean of Undergraduate Students. The religious interests of members of the University community are supported by the Office of the Dean of Religious Life, working together with campus ministers who serve the students, faculty, and staff of particular faiths. The office's Religious Life Council promotes interfaith understanding, as well as a weekly worship service in the African-American tradition.

Campus ministries include:

- Agape Christian Fellowship
- Aquinas Institute (Roman Catholic)
- Christian Leadership Ministries
- Center for Jewish Life/Hillel Foundation
- Episcopal Church at Princeton
- Lutheran Campus Ministry
- Manna Christian Fellowship
- Orthodox Christian Fellowship
- Princeton Evangelical Fellowship
- Princeton Presbyterians

The Fields Center for Equality and Cultural Understanding hosts social, political, and educational events that bring together a variety of people so that they can learn from one another. Dominique Reese '06 said,

“The Fields Center is a space where people from many backgrounds gather to create and enjoy a special energy. At the center, I’ve participated in movie nights, social mixers, dinners, and seminars. I have even seen its banquet hall transformed into an African marketplace.”

- Unitarian Universalist Campus Community
- United Church of Christ-American Baptist
- University Chapel
- Wesley Foundation (Methodist)

Additional faith-based groups on campus include:

- Athletes in Action
- Baha'i Club
- Baptist Student Fellowship
- Buddhist Student Group
- Christian Science Organization
- Hindu Students Council
- IMPACT
- Jehovah's Witnesses
- Latter-Day Saints
- Muslim Students' Association
- Seventh-Day Adventists
- Yavneh House

## Serving the Community

Strengthening the community at the University and beyond is a key part of the undergraduate experience for many students. Several programs, resources, as well as various fellowship and internship opportunities support the work of student leaders. Options for student involvement include:

- the Undergraduate Student Government, which plays a substantial role within the

## CLASS OF 2006

### HOMETOWN:

Los Angeles, California

### ACADEMIC FOCUS:

Politics, certificates in political economy and African-American studies

### EXTRACURRICULAR

#### ACTIVITIES:

President of the Chicano Caucus

Member of the Ballet Folklorico de Princeton—a traditional Mexican dance group

Peer educator with the Lesbian, Gay, Bisexual, and Transgender Student Alliance (LGBT)

Member of the Latino Heritage Month planning committee

Student captain for the Butler/Wilson dining hall

# Juan González



Juan González with  
history professor  
Sarah-Jane Mathieu

## MAIN REASONS FOR CHOOSING PRINCETON:

"Being from a neighborhood in California exposed to mostly people of African-American, Asian American, and Mexican American descent, my decision to come to Princeton was based on gaining access to an entirely different group or groups of people. I wanted to challenge myself and be in an environment far from home and far from what I was used to on a socioeconomic and cultural level. All the Ivy League schools presented this opportunity, but Princeton offered something more, such as the senior thesis. (If I could write a thesis, I thought, I could do anything!) It also offered a smaller campus environment (but not too small), a strong campus feel, and the chance to make lasting and powerful friendships."

## A MAJOR HIGHLIGHT:

"My interaction with professors has been a major highlight. Many casual meetings with professors in precept, or in their office regarding improving a paper, have turned into hour-long

conversations about my experiences on campus, background, and academic and career interests. Many professors have been sensitive to my concerns as a person of color and have challenged me to go beyond simplistic analysis of social and political phenomena to really inspire me intellectually."

## SOME THOUGHTS FOR PROSPECTIVE STUDENTS:

"I suggest to students to not only be open to people of diverse cultures and backgrounds, but to be open to a diversity of experiences from people of similar cultural and ethnic backgrounds. Not all minorities share your views, and there is a lot more to learn about your own culture and community."

"There is so much to do here that it is easy to get overwhelmed! Students should choose some extracurricular activity they are really passionate about, and work hard at that, which will allow for a nice balance of academics, culture, and involvement in the Princeton community."

Noliwe Rooks, associate director of the Program in African-American Studies, researches class and gender in African-American communities during the late 19th and early 20th centuries. Her most recent book, *Ladies' Pages: African-American Women's Magazines and the Culture That Made Them*, examines the content and impact of eight African-American women's magazines that addressed topics such as gender politics and socioeconomic issues long before the civil rights and feminist movements.



University community through work on academic, social, and service issues;

- community service activities sponsored by campus organizations such as the Pace Center, the Student Volunteers Council, and Community House;
- the Community-Based Learning Initiative, which enables students to engage with social issues from an academic perspective;
- programs that focus on building dialogue to help foster an open and welcoming campus environment by encouraging discussions about diversity among students, faculty, and staff.

## Arts and Media

Princeton students have many opportunities to deepen their involvement in the arts, whether through academic programs or student groups.

Academic options include the Department of Music, the Program in Musical Performance, the Program in Creative Writing, the Program in Theater and Dance, and the Program in Visual Arts. Also, the Princeton Atelier Program provides an exceptional opportunity for students to collaborate with practicing artists on in-process creative projects.

Outside of the classroom, students enjoy numerous outlets and resources for expressing their creativity through theater, music, dance, and the media. These groups include:

### Theater

- Mime Company
- Princeton Shakespeare Company
- Princeton South Asian Theatrics
- Princeton Triangle Club
- Princeton University Players
- Quipfire!
- Theatre Intime

### Music and Dance

- A cappella and other vocal groups
- Ballet Folklórico de Princeton
- Black Arts Company
- Chapel Choir
- Gospel Ensemble
- Jazz ensembles
- Princeton University Glee Club
- Princeton University Opera Theatre
- Princeton University Orchestra
- Princeton University Wind Ensemble
- Triple 8 Asian American Dance Troupe
- University Band

### Media

- *Bric-a-Brac* (undergraduate yearbook)
- *Business Today* (nationally circulated magazine)

- The *Daily Princetonian* (newspaper)
- *Green Light* (cultural magazine)
- *Kruller* (literary magazine)
- The *Nassau Herald* (senior class yearbook)
- The *Princeton Journal of Foreign Affairs*
- The *Nassau Literary Review*
- The *Nassau Weekly* (humor magazine)
- The *Princeton Journal of Foreign Affairs*
- The *Princeton Tiger* (humor magazine)

Symph, Princeton's student urban arts performance group, was founded in 1999 as a breakdancing crew. Symph has since evolved into an eclectic group of dancers, disc jockeys, and MCs who blend b-boy, hip-hop, house, and rave dance styles with martial arts, gymnastics, and circus acrobatics.



- Tigervision (film production)
- University Press Club
- WPRB (radio station)

## Athletics

Princeton is an NCAA Division I school. The University offers 38 varsity sports and nearly 40 club teams. Each year more than 1,000 students participate in intercollegiate varsity and junior varsity sports. Women's varsity sports include basketball, crew, cross country, diving, fencing, field hockey, golf, ice hockey, lacrosse, soccer, softball, squash, swimming, tennis, track and field, volleyball, and water polo. Men compete in baseball, basketball, crew, cross country, diving, fencing, football, sprint football, golf, ice hockey, lacrosse, soccer, squash, swimming, tennis, track and field, volleyball, water polo, and wrestling.

In any given year, more than half of Princeton's varsity athletic teams compete in national championships. Princeton teams and individuals have won national titles in recent years in sports such as lacrosse, rowing, fencing, track and field, and squash.

Participants in a recent Civil Rights Awareness Trip, which was sponsored by the Pace Center and Dialogue@Princeton, visited many key locations of the civil rights movement of the 1940s through 1960s. The group also met with people involved in the struggle. Blair Moorhead '07 said,

“We were able to hear presentations from people who were involved in marches, sit-ins, and desegregating schools. . . . It was amazing to see how much faith and courage these individuals expressed both in the time of the civil rights movement and today.”

“When a person is challenged by different ideas in a setting that encourages contemplation and discussion—such as a university—he or she naturally examines his or her own opinions in a new way. Why do I think this way? Is my

view better or just different? Black, white, brown, foreign, urban, rural, suburban, straight, gay, rich, poor, and others all help to advance the conversation.”

Rajiv Vinnakota '93, president and chair of the board of the Schools for Educational Evolution and Development (SEED) Foundation; trustee of Princeton University

## Chris Lloyd

### CLASS OF 2006

### HOMETOWN:

Silver Spring, Maryland

### ACADEMIC FOCUS:

History, certificate in Spanish language

### EXTRACURRICULAR ACTIVITIES:

President, Class of 2006

Chair, Honor Committee

Store manager for  
Princetonclassgear.com

Program adviser in Wilson  
College

Co-captain of the Family Rights  
Project

### LEAVING A LEGACY:

“Being class president is, in my opinion, one of the most rewarding things someone can do because you are constantly working to build a class community and a way for your class to leave a lasting legacy on this campus.”

### SUPPORTING A STUDENT TRADITION:

“Knowing that more than 100 years ago students created the Honor System is incredible to me, and I feel a duty to ensure that it will be maintained for at least another 100 years.”

## Student Leaders



“I hope that you will find your niche, then leave it. Leave it to explore, make new connections, face challenges, and make exciting discoveries along the way.”

Janet Smith Dickerson,  
vice president for campus life



Chris Lloyd



Leslie-Bernard Joseph



## Leslie-Bernard Joseph

### CLASS OF 2006

**HOMETOWN:**  
New York, New York

**ACADEMIC FOCUS:**  
Politics, certificate in African-American studies

**EXTRACURRICULAR ACTIVITIES:**  
President, Undergraduate Student Government

Former president, Black Student Union

Wilson College Residential Community Adviser

Black Men's Awareness Group

Princeton Justice Project

Black Arts Company Drama

Symphon Urban Arts Crew

Wilson College intramural basketball team

### PURSUING OPPORTUNITIES AND SHAPING A COMMUNITY:

“When I arrived at Princeton, I never imagined I would go from breakdancing to student government, from being a politics major to finding mentors in the religion department. But I've consistently found support and encouragement from my peers that has pushed me to explore and become the most I can be. With so many different backgrounds, cultures, talents, and intellects to learn from, the people and sense of community are definitely what make Princeton a special place.

“Here, diversity means taking advantage of all the different experiences and ideas we have to offer each other. It's the most important ingredient of our campus community.”

# Inhwa Song

## MAIN REASONS FOR CHOOSING PRINCETON:

"I was drawn to Princeton's residential campus and its proximity to New York City. I also found the atmosphere appealing—students like to challenge themselves without the cut-throat competition and this motivates me to challenge myself as well."

## A MAJOR INSPIRATION:

"I started out thinking that I'd major in science, but my freshman writing seminar changed that. The topic was 'Inventing the American Metropolis,' and we learned about the different development of various cities. I loved the discussions and doing analysis with historical documents. I've been a history major ever since."

## A FOCUS AS AN ASIAN AMERICAN STUDENT:

"As the co-president of the Asian American Students Organization, which is the umbrella group for all ethnic Asian groups on campus, I work to connect these groups and promote communication about activities. We also engage with the larger campus community by working with groups such as the Black Student Union and the Undergraduate Student Government."

## FINDING A WAY TO CONNECT FACULTY AND STUDENTS:

"What works well are dinner discussions at the residential colleges with small groups of Asian American students and faculty. The discussions are supposed to center around the faculty member's work, but they often turn to issues about the experience of being an Asian American student at Princeton. The intimate dinners are a great opportunity to share perspectives."



## CLASS OF 2005

### HOMETOWN:

Wayne, New Jersey

### ACADEMIC FOCUS:

History, certificate in  
American studies

### EXTRACURRICULAR ACTIVITIES:

Co-president of the  
Asian American  
Students Organization

Vice president of the  
Korean American  
Students Organization

Co-captain of the  
varsity fencing team

## Alumni Associations

Alumni associations organized specifically for ethnic groups include:

- the Association of Black Princeton Alumni, which strengthens the relationships among African Americans and people of color within the University community through networking, mentoring, and fostering a sense of community and mutual support;
- the Asian American Alumni Association of Princeton, which serves the needs of Asian American and Asian alumni and students and the broader Princeton community by bringing greater focus to topics related to Asian American and Asian affairs;
- the Latino Alumni Association of Princeton, which supports and enhances the role and presence of Latinos at all levels of the University community and builds an effective Latino alumni network.

“My involvement with the group Native Americans at Princeton began my sophomore year. I was attracted by the friendliness of this small, but enthusiastic, group. I believe that Princeton can offer Native students an extremely rewarding intellectual experience and generous financial aid incentives. But I also believe that what sets Princeton apart from other schools is the freedom for incoming students to create and sustain a Native community on campus of their own, without the constraints of what is already here, leading to the the inevitable creation of life-long friends.”

Jacqueline de Armas '05



# Admission Financial

“We want to reach out to students from every background. What we value are their personal qualities, achievements, and intellectual successes.”

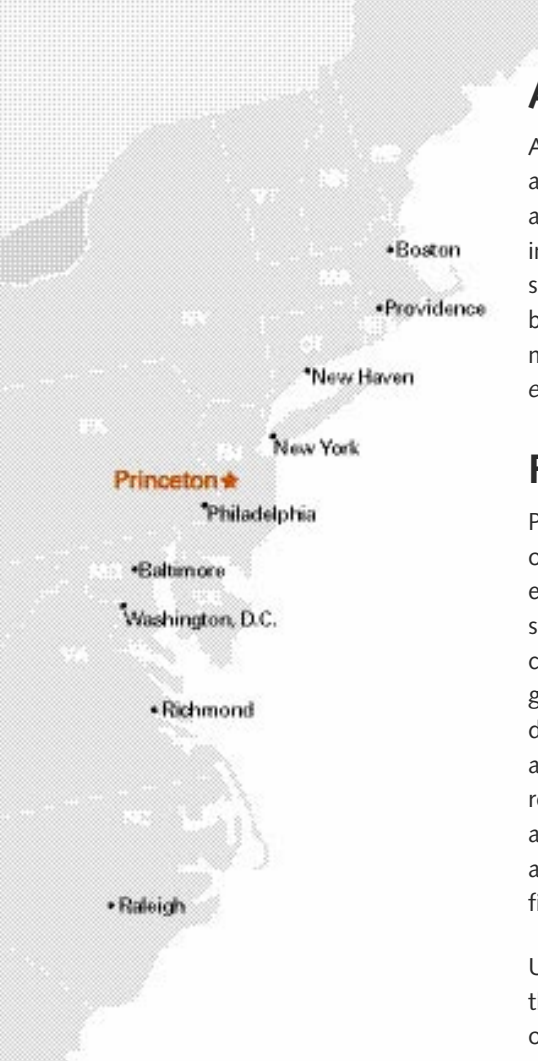
Janet Lavin Rapelye,  
dean of admission



# and Aid

Princeton enrolls a freshman class of about 1,220 students. Over the next few years, the size of the undergraduate population will increase gradually to reach a projected level of 5,200 students.

These students come from a wide range of ethnic, economic, and religious backgrounds to build a diverse student body that helps to shape the University in new ways.



## Admission

Application materials for admission and financial aid are updated annually and sent to students who are seniors in high school. Students should request such materials beginning in the summer before they enter their senior year. For more information, visit [www.princeton.edu/admissions](http://www.princeton.edu/admissions).

## Financial Aid

Princeton's financial aid program is one of the best in the country. Committed to equality of opportunity, Princeton admits students without regard to their financial circumstances and provides student grants and campus jobs to meet the full demonstrated need of all students offered admission. Princeton students are not required to take out loans. This policy applies to both domestic and international applicants. For more information about financial aid, visit [www.princeton.edu/aid](http://www.princeton.edu/aid).

Undergraduates who want to work during the academic year will find a wide variety of opportunities, both on and off campus. The Student Employment Office maintains listings of opportunities. Also, Student Agencies, which are student-operated enterprises, employ more than 250 students every year.

## COME VISIT PRINCETON

Students are encouraged to visit the Princeton campus and attend information sessions organized by the admission staff. A good way to start exploring Princeton is through an Orange Key Tour conducted year-round by student guides. For more information about visiting Princeton, please go to [www.princeton.edu/main/visiting](http://www.princeton.edu/main/visiting); or contact the Admission Office at 609-258-3060.

## CLASS OF 2007

HOMETOWN:  
Sao Joao Da Madeira,  
Portugal

ACADEMIC FOCUS:  
Anthropology and the  
Woodrow Wilson  
School of Public and  
International Affairs

EXTRACURRICULAR  
ACTIVITIES:  
Spending time with  
friends at Rocky  
(Rockefeller College)

Working with hunger  
services in Trenton  
during Community Action

Theatre Intime

Princeton Stand-Up  
Comedy Club

International  
Relations Council

Karate

Guitar

# Andre



#### MAIN REASONS FOR CHOOSING PRINCETON:

"Princeton's reputation and financial aid are certainly great. Also, a friend of mine told me about the range of resources and opportunities available to undergraduates for traveling and doing all sorts of projects and studies. She also said the faculty are really accessible—they answer e-mails and invite your class to dinner and are generally interested in knowing about you and your interests, academic and otherwise, and they're great fun to talk to. That's all true."

#### ACADEMIC HIGHLIGHTS:

"Taking a seminar on social movements with the anthropologist João Biehl and one on 'The American Dream and the Public Schools' with Professor Nathan Scovronick from the Woodrow Wilson School."

#### SOME THOUGHTS FOR PROSPECTIVE STUDENTS:

"It's often hard to find one's niche in college, but there are many awesome people here, so try to meet as many people as you can. From day one, research the resources available to students for things such as internships and summer projects. For example, I am researching funding to study Arabic in Egypt or Morocco over the summer."

#### PLANS FOR NEXT YEAR:

Explore New York and the areas around campus and become a Big Brother.



# Veiga

## Nondiscrimination Statement

In compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Princeton University does not discriminate on the basis of age, race, color, sex, sexual orientation, religion, national or ethnic origin, disability, or status as a disabled or Vietnam-era veteran in any phase of its employment process, in any phase of its admission or financial aid programs, or other aspects of its educational programs or activities. The associate provost for institutional equity is the individual designated by the University to coordinate its efforts to comply with Title IX, Section 504 and other equal opportunity and affirmative action regulations and laws. Questions or concerns regarding Title IX, Section 504 or other aspects of Princeton's equal opportunity or affirmative action programs should be directed to the Office of the Associate Provost for Institutional Equity, Princeton University, 321 Nassau Hall, Princeton, NJ 08544 or 609-258-6110.

## Credits

Publication coordinated by the Office of Communications,  
22 Chambers Street, Suite 201, Princeton, NJ 08542

Edited by Karin Dienst, Office of Communications;  
Keith Light, Admission Office

Designed by Micole Sharlin and Maggie Westergaard,  
Office of Communications

Photographs by Denise Applewhite, John Jameson, and  
Ruth Stevens, Office of Communications

Printed by Toppan Printing, Somerset, New Jersey  
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**Princeton**University



Admission Office  
Box 430  
Princeton, NJ 08544-0430