

H A V E R F O R D

N E W S L E T T E R

The Science Behind Medical Technology

H AVERFORD STUDENTS ARE GETTING a firsthand look at the science behind medical technologies at the forefront of the national healthcare debate. They are also gaining working knowledge of modern high tech imaging devices and surgical tools that should serve them well as they make decisions about their own medical care.

The avenue for this information is a course entitled "The Physics of Medical Technology." Suzanne Amador, assistant professor of physics, has developed this offering as part of Haverford's Howard Hughes biomedical education program. Intended for students not majoring in the natural sciences, this course aims to teach the basic ideas of physics by studying their applications in medicine. Amador has written the course's textbook, *Inner Vision: The Science of Medical Technology*, as a popular science book accessible to the general public, as well as students in the course.

Using medical physics as an organizing principle, Amador focuses primarily on the topics most people find interesting about physics. "People are genuinely curious about the science of light, sound and the atom," she explains. "The trick is to teach them using a vehicle of equally great interest—such as how light can be harnessed as a tool for eye surgery without incisions, or how endoscopes can act as flexible telescopes, allowing doctors to screen for colon cancer."

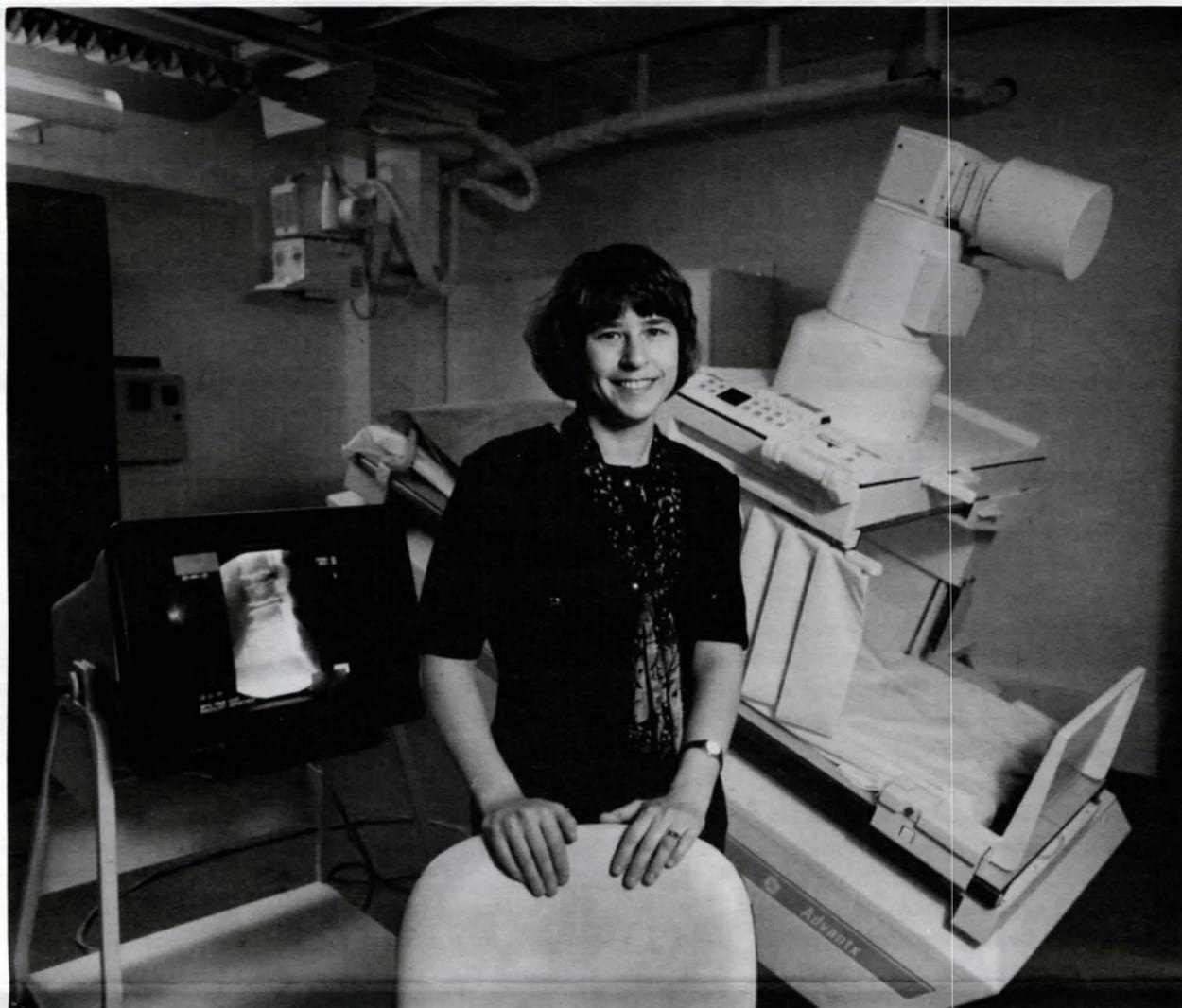
In both the book and her course, Amador integrates the study of basic physical principles with such topics as medical lasers, ultrasound imaging, diagnostic x-rays, computed tomography (CT) scanners, laparoscopic surgery, radiation therapy and magnetic resonance imaging (MRI).

"You can really see physical principles at work in this course," Amador explains. "To study radiation therapy, we proceed from understanding the different forms of radiation and how they interact with molecules in the body, to discussing elementary genetics, and finally to talking about

how you can use these ideas to kill tumor cells. We use our understanding of nuclear physics again in explaining how PET scanners can image which parts of the brain are active during mental tasks. It's a lot more interesting than teaching physics using inclined planes."

tute, as well as seeing fetal ultrasound in action.

Because the course is offered with no prerequisites, Amador thinks many students enroll to fulfill their science requirement, then are surprised by what they discover. "I find students in the courses are



Suzanne Amador in the fluoroscopy lab at Bryn Mawr Hospital.

Developed through grants from the Howard Hughes Medical Institute and the National Science Foundation, the course is part of a larger effort at Haverford to integrate biology, chemistry and physics, while broadening the appeal of biomedical education. This interdisciplinary approach recognizes that problems in biomedical research draw on skills from all the natural sciences.

Haverford alumni have been a helpful resource for Amador. Dr. David Rose '73 has visited the class to discuss his use of laparoscopic surgery at Bryn Mawr Hospital, and Michael Cannon '76 of Interspec Corporation demonstrated cardiac ultrasound imaging while discussing the medical devices industry. In a special version of the course taught at the University of Pennsylvania last summer, Haverford and Penn Hughes Scholars spent several afternoons in the operating rooms of Penn's medical school and the Scheie Eye Insti-

likely to go on and take another science course," says Amador. "Many come back and tell me they've started reading the *New York Times* Science section. One common comment on evaluations is 'I was afraid of science, but now I realize I didn't need to be so intimidated.'"

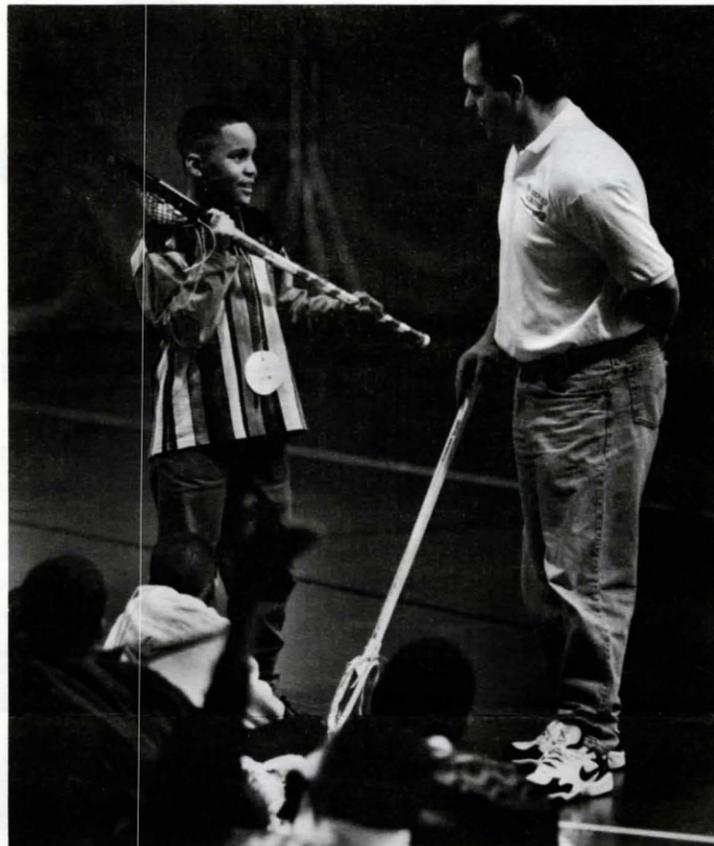
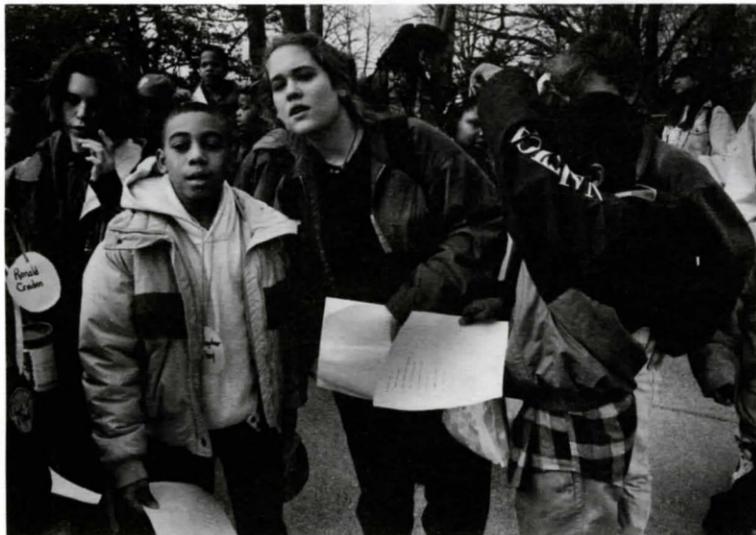
A 1982 graduate of MIT, Amador earned her Ph.D. at Harvard in 1989. She came to Haverford four years ago, after serving as a postdoctoral research associate at the University of Pennsylvania.

She's not the only one who thinks modern medicine is an excellent tool for teaching students age-old principles of physics. Since she wrote an article for *Biophysical Journal* outlining the material covered in her course, Amador has received dozens of requests from faculty at other colleges and universities interested in using these ideas in their own courses.

Haverford's applicant pool for the Class of 1999 is the largest ever in College history, totalling 2,618 applications from high school seniors. This number exceeds last year's applicants by 100, though the Office of Admissions expects this fall's matriculants to number around 300, a stable figure for the last few years.

Over 450 accepted students and their families came to "Open Campus Day" on April 23rd, also more than ever before. Haverford students hosted 150 overnight guests. The program included a Faculty Fair where families could learn more about prospective majors and classes.

Mentors Reach out to West Philadelphia's Heston School



Each week, Haverford students travel to West Philadelphia where they serve as mentors in the Edward Heston Public School. Ninety at-risk elementary students benefit from visits with their "buddies," who come with time to talk, tutor, play games, or shoot some hoops. In March, the Heston School came to Haverford. At top left, freshman mentor Rebekah Cook-Mack shows students the sights while, below left, Greg Benedis '95 and Adrienne Riofrio '97 lead a campus tour. At right, men's lacrosse coach Greg Zecca shows fifth-grader Maurice Williams a few tricks with the lacrosse stick.

Haverford's weekly Collection, a time for the college community to share thoughts on selected topics, will be moving to Monday at 6:30 p.m. Traditionally, no classes have been scheduled while Collection has taken place each Tuesday at 10 a.m., nor during the corresponding hour each Thursday.

The schedule change is expected to bolster attendance with a more accessible timeslot and will allow classes and meetings to be scheduled during the former Collection period.

Service-Learning Bonds Students to Community

By Kristen Nesbitt '95

FOR A GROWING NUMBER OF Haverford students, doing homework involves much more than a trip to Magill Library. Often it takes them outside of the Haverford community and into organizations and neighborhoods in need of volunteers. Increasingly, professors are integrating public service into course curricula, and sending students to experience first hand the social and cultural issues they read about and discuss in class.

These service-learning courses encourage or require each student to participate in an internship, volunteer work, or public service project that relates to the concepts the course addresses. For instance, as a component of her class work for "Disease and Discrimination," a Haverford class in biology and comparative literature, senior Jodie Sampson volunteered for Prevention Point, a Philadelphia agency that sponsors needle exchanges for IV drug users in hopes of impeding the spread of HIV among this high-risk group.

Kaye Edwards, associate professor in Biology and General Programs, and Julia Epstein, the Barbara Riley Levin Professor of Comparative Literature and English, team teach the class. Each cite the importance of incorporating service into class curricula. "I am struck by the similarities between service-learning courses and lecture/laboratory courses in the natural sciences," says Edwards. "In both cases, students can see how theory informs practice and how practice informs theory. However, service-learning courses are more than just labs; their scholarly endeavors are grounded in Haverford's Quaker tradition, which emphasizes service and community.

'Disease and Discrimination' allows students to work with one of a selected

group of AIDS organizations and to analyze how effectively that agency deals with discrimination against people with AIDS." Such public service work gives students "a better understanding of how the issues presented in class are actually lived by the people they affect," says Epstein. In considering her work at Prevention Point, Sampson echoes her professors, "Volunteering there really brought up what we were studying in class up to now. The idea for my final paper for the course was based on my service experience."

Political science professors Sara Shumer and Jesse Borges placed public service as a key element in the conceptual framework of their 300-level political science class, "Difference and Discrimination: The Politics of Race, Gender and Sexual Orientation." Twenty-five to 30 hours of community service in an assigned internship or project was required to complete the course. Shumer and Borges arranged for students' placement in organizations that seek to "promote diversity and challenge discrimination and disadvantage," according to the course description, so that students could see the theories discussed in class at work in the larger community.

Third-year student Chris Ogiba worked for a prison agency, where he handled a case involving the family of an imprisoned man. "I had always heard about the problems that occur in prisons," said Ogiba, "but through my work I discovered how the families of people in prison have issues too, which is something I hadn't thought about. There are terrible racial tensions in prisons, which related a lot to what we learned about in the course."

Ogiba's experience reflected the professors' aims in requiring service as a part of the curriculum. "It exposed the students to people and problems they had not had contact with before, and made concrete some of the more abstract theories about discrimination that were central to the course," said Professor Shumer.

As a part of Shumer and Borges's class Senior Mariya Strauss volunteered for Congreso de Latinos Unidos, a Philadelphia AIDS Education organization that serves the Latino community. Continuing a service-learning project she had begun the previous semester at Bryn Mawr involving AIDS, Strauss observed and participated in presentations made in clinics, doctors' offices, and welfare offices to mostly Spanish-speaking clients. "The Latino community is the hardest hit. Everyone knows someone or has a family member who has the virus," said Strauss. "It is also one of the least targeted groups for education. Congreso picks up most of the slack for the public health system.

"I learned a lot about the structure of community-based organizations and the public health system," Strauss continued. "Discrimination is really the subtext of any discussion about health issues in marginalized communities. It informs the reality of life in that community tremendously."

The benefits students reap through their hard work at community organizations broaden the scope of what they learn in the classroom. Haverford is currently exploring the possibility of incorporating service into the curricula of other courses, so that more students have the opportunity to learn in neighboring communities as well as on campus.

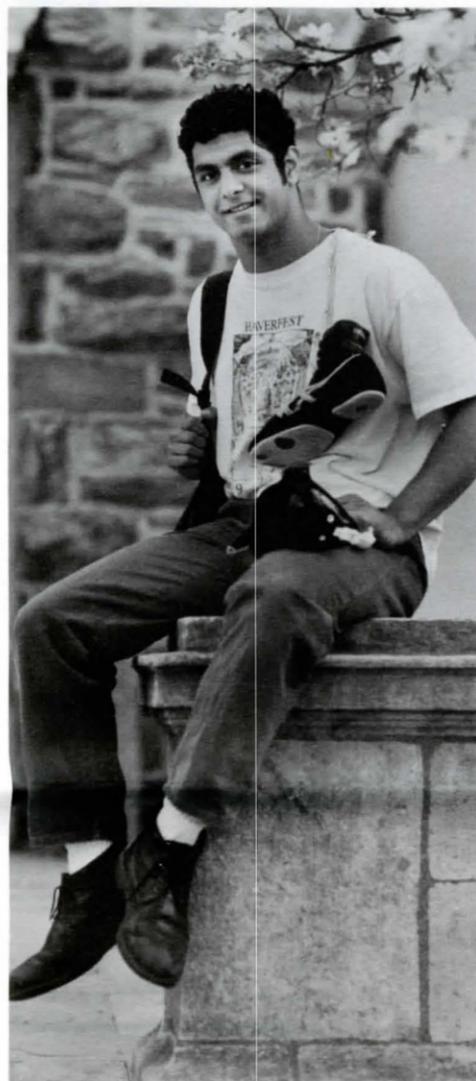
Diversity Workshops: Building Understanding

A NEW INITIATIVE ON CAMPUS this Spring has many members of the Haverford community examining their feelings about cultural diversity and tolerance. In a series of workshops, facilitators are trying to promote understanding and build positive working coalitions among various members of the College community.

The workshops represent the second phase of a \$100,000 grant from Philip Morris Companies Inc., designed to raise sensitivity and celebrate diversity on college campuses.

"By extending this training to staff and faculty as well as students, Haverford is doing what all institutions need to be doing," says Dean of the College Randy Mildren. "These changes must happen at every level, and we know we will deepen the conversations that have been started by these workshops. It's a very exciting prospect."

The focus this year has been on introductory sessions for various staff groups. Associate Dean and co-director of the Office of Multicultural Affairs Pat Darrah explains that several approaches are used,



Asim Rehman '97

ranging from a workshop called "Welcoming Diversity" run by the National Coalition Building Institute to an interactive improvisational theater group from Temple University. "We've found that the staff has been very receptive," Darrah says. "We're providing a forum where people feel safe in talking about issues in which they feel vulnerable in our general society. We feel great hope because people have indicated they're interested in really working through these issues."

Two conferences have been held so far for members of the dining center staff, for example. Director of Dining Services John Francone points out that he oversees a



Associate Dean and Co-Director of the Office of Multicultural Affairs, Pat Darrah.

large, diverse staff that must work closely together. "I've seen more communication since the seminar," Francone says. "It's the beginning of a long process, but if we keep discussing these issues, people will learn that they can seek a way to resolve conflicts without anger and frustration."

Associate Dean Darrah says several workshops have been held for faculty as well. In one instance, author Paul Robeson Jr., who has written a book on multiculturalism, came to talk with faculty about diversity issues in education. An all-day retreat for faculty was set for May 9 to discuss issues of diversity in classroom pedagogy and discourse. In addition, three Haverford faculty representatives will attend the National Conference on Race and Ethnicity in American Higher Education in June, and will hold workshops next year on issues discussed at the conference.

The grant also has allowed the College to coordinate and expand its peer education and training programs. Students involved in many peer education programs on campus already were receiving training in understanding and tolerating diversity and in mediation techniques. The grant has now allowed the College to expand the training programs to include the student leaders of various campus organizations in workshops designed to build intergroup communication and student coalitions.

One group attending an introductory session was student athletes. "Haverford doesn't have stereotypical 'jocks' and 'bookworms,' but still there's a feeling that athletes are misunderstood on campus," says Asim Rehman '97, a member of the wrestling team. "The workshop was a good reminder that you have to think twice when you start talking to people. You have to really see the individual before you see anything else."

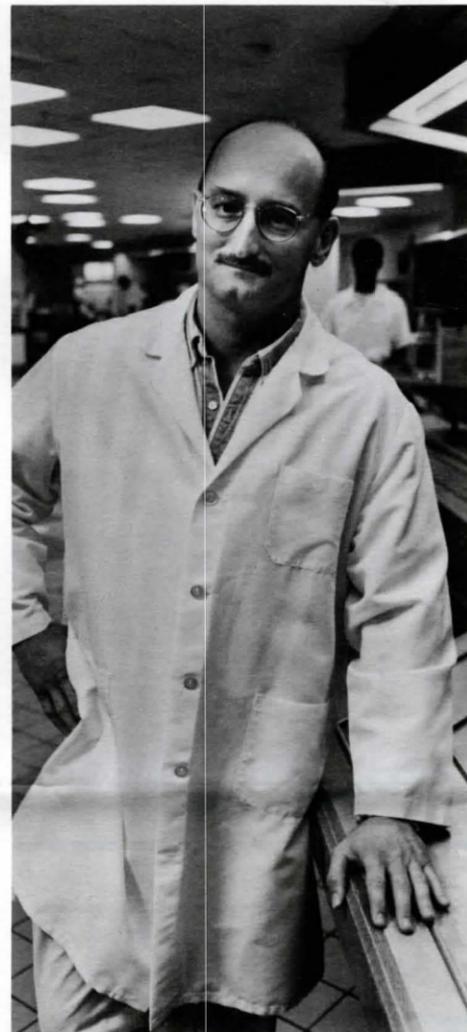
Director of Athletics Greg Kannerstein says the goal is to see that all team captains and leaders have access to diversity training. "We have almost 40 students who are captains of teams, which is a big leadership group within the College," says Kannerstein. "My feeling is that these students

could be providing leadership not only for their teams, but for the entire College community. These workshops are an important first step."

Nate Suter '95, captain of the cross-country and track teams, agrees with Kannerstein. "Leaders of some sports teams do have a kind of power and influence in social situations," Suter says. "If you can reach individuals where they can see one another's humanity, then racism starts to break down on personal levels. That could be expanded all over campus."

Funds from the grant also paid for a student seminar in January on issues of class. "The students explored how class has influenced their own identity as well as how they interact with other people," says Assistant Dean and co-director of the Office of Multicultural Affairs Michael Rodriguez. "It gave us a chance to talk openly about stereotypes of other classes and values that we sometimes associate with other classes."

In funding the three-year grant, Philip Morris said it was looking for programs that would have an immediate impact and would serve as models for other colleges



Director of Dining Services, John Francone.

and universities around the country. Haverford was the only college in the Mid-Atlantic region and one of 11 institutions nationwide included in the company's *Tolerance on Campus: Establishing Common Ground* initiative.

Much of the current training, which involves role-playing, skits, writing, and discussion, is provided by outside consultants. The College is in the process of developing groups of students, faculty and administrators as trainers so that outside experts are no longer necessary. "We're very excited about having next year to move into the final phase of instructing trainers, so that the programs can be fully institutionalized in the long-term," says Dean Mildren.

Greene is First J. McLain King Professor of Mathematics

PROFESSOR CURTIS GREENE HAS been named the first J. McLain King Professor in Mathematics at Haverford, in honor of J. McLain King, a 1928 graduate. An expert in the field of combinatorial analysis, Greene's current research focuses on algebraic combinatorics, which he describes as the study of combinatorial problems arising in or motivated by problems in algebra.

According to Greene, this is the field of mathematics that underlies computer science, in the same way that calculus underlies physics. During the 1980s, Greene was one of the first professors at Haverford to stress the importance of computer science, which has since become a concentration of its own.

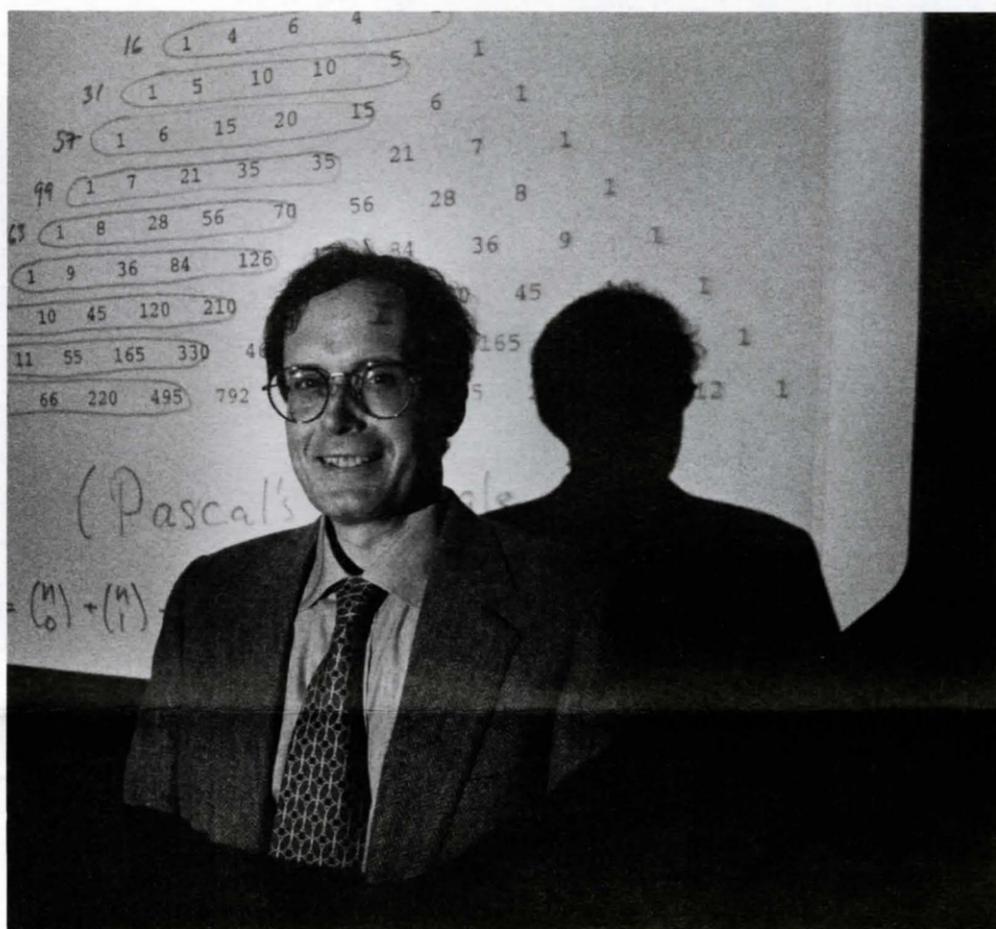
Greene notes a shift in the focus of mathematics students. "Recently many of our majors have become interested in post-graduate training in the mathematical sciences, which now includes areas such as statistics, operations research and computer science, which is where my interest has been for a long time," he explains.

A 1966 Harvard graduate, Greene earned his Ph.D. at the California Institute of Technology. He began his teaching career at the Massachusetts Institute of Technology in 1969, before coming to Haverford in 1978. Widely published in national and international mathematical publications, Greene has been the recipient of numerous grants from the National Science Foundation.

A mathematics major while at Haverford, J. McLain King went on to study at Columbia and earned a master's degree at Princeton. He then taught science and math, first at Chestnut Hill Academy in Philadelphia, then at Woodmere Academy in New York. After serving in the Navy during World War II, he and his

A new advising scheme has been established which significantly reduces the number of first-year students that each Haverford faculty member advises. The number of faculty members serving as advisors increases as well.

Since the early 1970's, participating faculty members have advised groups of 14 to 18 students who also share a live-in upperclass advisor (UCA). Beginning this fall, UCAs will still counsel dorm-mates while each of the 75 regular faculty forms a relationship with a smaller group of three to four students. Says Associate Dean Steve Watter, "This change was motivated by a desire on the part of students and faculty to enhance the potential for meaningful advising relationships."



Curtis Greene, the J. McLain King Professor of Mathematics giving his inaugural lecture, "Some of My Favorite Numbers."

wife settled in Carlisle, Pa., where he started a new business in the food industry. Mr. King and his wife, Mary Wheeler King, died in 1984 and 1992, respectively. In addition to the J. McLain King Professorship, the college has established a scholarship in mathematics in honor of Mrs. King.

"Mac' had a lifelong love of mathematics, which he pursued both in his studies at Haverford and later as a teacher," says Haverford President Tom Kessinger.

"Mary King was also a devoted teacher and remained very involved in education

throughout her life. It is most fitting that we remember both of them in ways that will benefit students for generations to come."

Adds Greene, "I've always been pleased that at Haverford, mathematics is appreciated in its pure form, as one of the main branches of intellectual thought, not just for its service role. It is very rewarding," he adds, "to help students of all different levels develop their potential in mathematics, whatever it is. Haverford has been a great environment to do that in."

Haverford Successfully Completes Five-Year Campaign

THE COLLEGE IS JUSTIFIABLY proud and grateful to its many alumni and friends, whose gifts contributed to the successful completion of its five-year major capital campaign in December. "A Critical Balance: The Campaign for Haverford" raised \$80 million dollars in gifts and pledges, greatly strengthening the resources needed to maintain the College's goal of staying competitive. The campaign title was selected to emphasize the importance of new resources in maintaining the balance of intellectual rigor and moral judgment that marks Haverford's approach to education.

The Campaign was born seven years ago when an outside accreditation team warned that the College's objectives were jeopardized by its endowment size. Haverford did not have the resources to remain competitive with similar institutions in the decades ahead. At that time, the Board of Managers approved a five-year campaign to raise \$75 million: \$60 million for new endowment and \$15 million for operating funds. When the campaign books were closed last December, the goal had been exceeded by \$5 million.

"Haverford heads into the next century a much stronger institution than it was five years ago," said President Tom Kessinger, '63, '65. "Our alumni and other generous contributors have confirmed our belief that Haverford is a valuable resource worth maintaining at the highest level."

More than 61 million dollars were raised during the campaign for the College's endowment, including about 15 million in bequests and life income gifts. At the end of 1994, the value of Haverford's endowment was about \$130 million.

Other highlights of the campaign include \$25 million in unrestricted endowment, \$12 million to endow eight new professorships, nearly \$10 million for need-based scholarships, \$4 million for faculty development, \$4 million to purchase and to maintain scientific equipment, \$1.2 million for library acquisitions, \$1 million for the continuing sustenance of the college's Quaker life and tradition and almost \$1 million to support visits from distinguished scientists, social scientists and humanists.

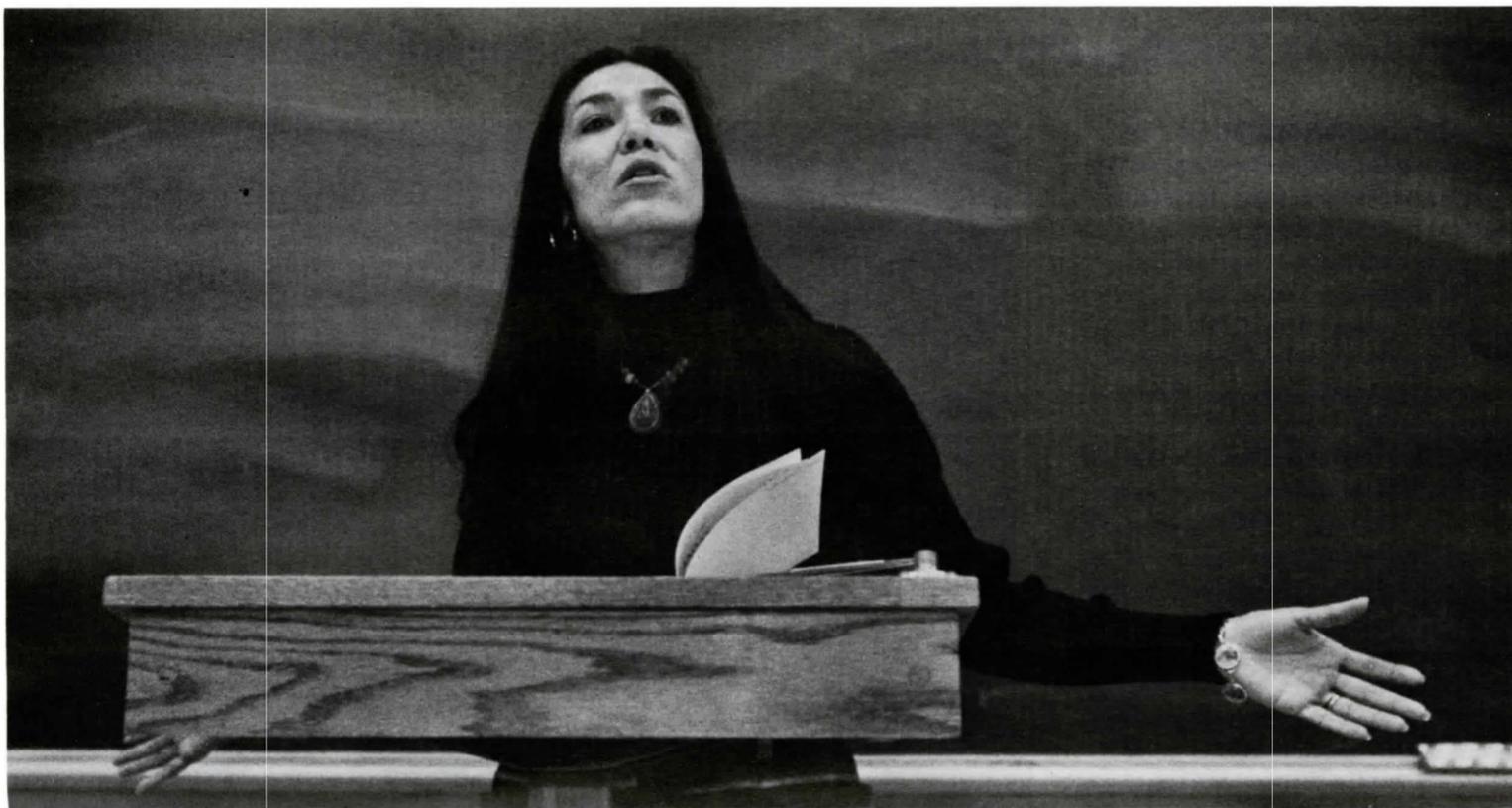
The campaign also raised funds for a state-of-the-art polyurethane 400-meter

track, summer research opportunities and internships for students.

Forty-three percent of the money raised in the Campaign was contributed by members of Haverford's Board of Managers. This includes a \$10 million challenge in the final phase to help put the campaign over the top. "We are especially proud of the wide scope of contributors to the campaign," says G. Holger Hansen, Vice President for Institutional Advancement. "Alumni gifts represented over 62 percent of all funds raised, and over 75 percent of the alumni contributed, an indication of how much Haverford continues to mean to its graduates."

Grants from foundations and corporations represented 16 percent of the total dollars raised; and non-alumni individuals, including parents, contributed over 20 percent of the total.

Special thanks also go to all the alumni, parents and friends who responded generously with their time. Hundreds of volunteers were involved in soliciting gifts for annual giving, class reunion funds, endowment funds, deferred gifts and bequests.



Companeras in an Emerging Landscape

A DAY-LONG SYMPOSIUM ON Latino women writers drew a standing room only crowd to the auditorium in Chase Hall on Saturday, April 8. The symposium, "Companeras in an Emerging Landscape," featured four award-winning Latino writers whose work includes fiction, poetry, essays and journalism. While the authors work in a variety of mediums, there is a strong common thread of cultural displacement that runs through their work.

"Most well-known Latino writers are from other countries, so we wanted to highlight people who live in this country and write about this country. These writers are very much grounded in the American experience," said Michael Rodriguez, assistant dean and co-director of the Multicultural Affairs Office, which co-sponsored the symposium with the Women's Center.

First to speak was Achy Obejas, author of the recently-published collection of stories *We Came All The Way From Cuba So You Could Dress Like This?* Much of Obejas' work addresses the topic of people who have been uprooted in a cultural and geographic sense. Through her fiction and poetry, she looks at the ways in which people both struggle and succeed as a part of American culture.

Next to address the symposium was Maria Hinojosa, a journalist and correspondent for National Public Radio. Hinojosa is the author of *Crews*, a new book based on her detailed and intimate accounts of gang members in New York City. A native of Mexico, Ms. Hinojosa hosts "Visiones," a popular Latino public affairs television show.

After a break for lunch, the group heard from Giannina Braschi, a native of Puerto Rico now living in New York. Braschi is a noted author and critic of Latino writing whose most recent book is *El Imperio de los Suenos (Empire of Dreams)*.

The day's readings concluded with Ana Castillo, a lauded poet, novelist and editor who calls herself a "countryless woman." Castillo's most recent collection of feminist essays, *Massacre of the Dreamers*, will

be published shortly. She is perhaps best-known for her award-winning novel, *The Mixquiahuala Letters*, which was published in 1987. After reading from her work, she spoke of the long and difficult process of battling stereotypes and securing a sense of identity both as a Latina and an American. "Wherever I have traveled in the world, I am whatever the maids are in that country, including in Chicago, where I was born," said Castillo.

Roxanna Lopez '95, a sociology major from Los Angeles who was born in El Sal-



During the closing session of the Latino Women Writers Symposium, Ana Castillo (top) reads from her work. At center, NPR correspondent Maria Hinojosa and Achy Obejas (bottom) join in discussion.

vador, was moved to tears by Castillo's presentation. An organizer of the symposium, Lopez said "the diversity of the writers was great, and I thought they complemented each other very well. I felt like we succeeded in bringing a new voice to Haverford."

The symposium concluded with a roundtable discussion led by Marta Bermudez-Gallegos, a professor at Rutgers University, who noted that this generation of Latino writers would leave a mark on generations of future writers. "We don't only come from traditions, we are forging a tradition too," Bermudez-Gallegos said.

Afterward, several dozen people gathered for an informal discussion with Maria Hinojosa. The group included high school students who had come from North Philadelphia. Hinojosa talked about some of the problems and stereotypes she faces as a Latino journalist, adding that "what motivates me to do what I do is that I was the 'other' for so long and still am in many ways. I want to provide a voice for the 'others'."

The day concluded with a performance Saturday evening by the Latino folk ensemble Sol y Canto.



Senior Athletes Feted at Alumni-Varsity Club Banquet

Head coach of the Haverford women's tennis and volleyball teams, Ann Koger, was honored for her contributions to the development of young athletes by the Montgomery County chapter of the Links, Inc. in a ceremony on May 6. Also honored was Philadelphia '76ers assistant coach and former star guard, Maurice Cheeks. At Haverford since 1981, Koger is a former member of the Virginia Slims Professional Tennis Circuit and was the first woman to officiate an NCAA Division I men's varsity basketball game in 1985. Koger is the College's first volleyball and women's tennis coach, and between the two sports, has accumulated a total of 290 career victories.

ON THE LAST DAY OF APRIL TWO members of the class of 1995 were honored for their athletic achievements at the Haverford Alumni-Varsity Club's annual spring banquet. Senior tennis player Bruce Nisbet was named the recipient of the Alumni Cup, given annually to the outstanding athlete in the senior class, while classmate Kara Daniels received the Steve Cary Award for her efforts in women's athletics.

Nisbet, a native of Edinburgh, Scotland, represented his country in international matches in the teenage ranks during high school, but decided to cross the Atlantic to the United States to attend college. After visiting close to 15 schools up and down the East Coast, Nisbet decided to enroll at Haverford, a decision that was hastened by the strong relationship that quickly developed between Nisbet and long-time men's tennis coach Albert Dillon.

Since arriving at Haverford four years ago, Nisbet and his teammates have combined to help the men's tennis program become a Division III power. By nature, tennis is a largely individual sport, and one that relies heavily on rankings. Nisbet has excelled in this regard. He has been ranked among the top 40 players in the nation since his sophomore year. Paired with junior Justin Annes, Nisbet has also cracked the top ten in doubles rankings this season, a first for a Haverford duo.

As Nisbet has grown and improved over the years, so has the Haverford team. Men's tennis has risen to as high as #23 in the national team rankings during Nisbet's senior season, again one of the highest ever for a Haverford squad. Both Nisbet and Coach Dillon have high hopes of Nisbet being invited to the Division III National Championships in Kalamazoo, Michigan.

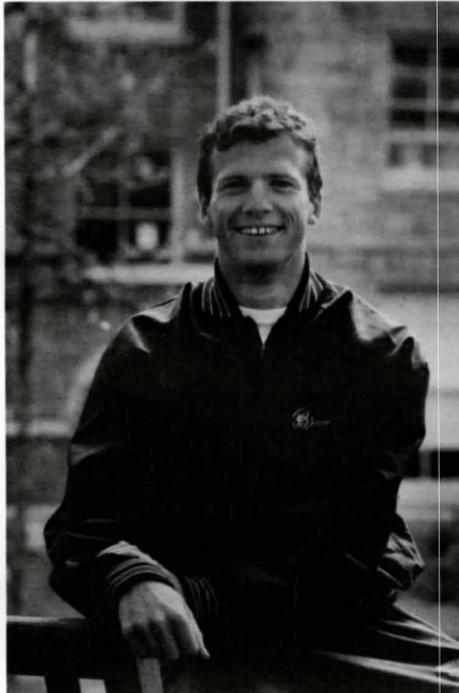
Kara Daniels, the Cary Award winner, didn't have nearly as far to travel to reach Haverford. A Baltimore, Md. native, Daniels was honored for her dedication and achievement in women's athletics. The award, which is named after long-time

Haverford figure and alumnus, Stephen G. Cary, was initiated by the first women transfer students to enroll in Haverford in the late 1970's. Past winners include students, staff and administrators. Even with that legacy, Daniels is surely one of the most widely involved recipients in recent memory. At one time or another over the past four years Daniels has represented the college in soccer, women's lacrosse, and as a delegate to the Centennial Conference student-advisory board. She has also been heavily involved with establishing an eating disorders program specifically focused on the needs and pressures of women athletes.

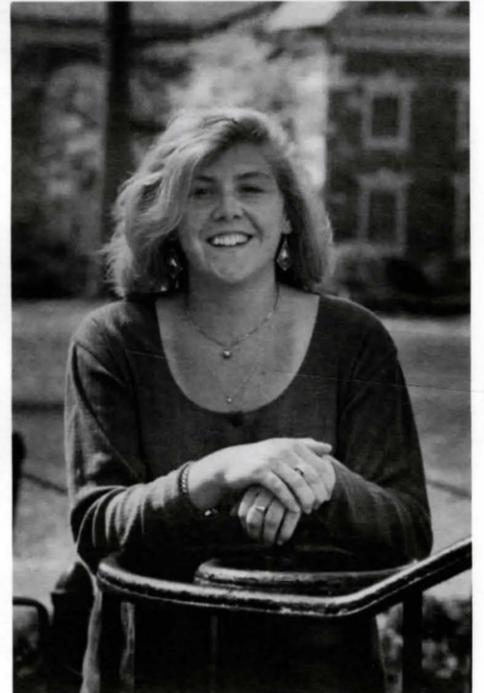
It is in women's basketball, however, where Daniels leaves her most enduring mark. A two-year captain and a consummate team leader, Kara developed into the heart and soul of the women's team, a sport that she did not play competitively before arriving at Haverford. Since her freshmen year, Daniels has worked tirelessly at her own skills, improving her statistics every year. In her senior year, as part of a team

that dressed only seven players for most of the season, Kara posted career highs in points-per-game, field goal percentage, assists, blocks and rebounds, while remaining one of the team's most tenacious defenders. The one statistic that is perhaps most emblematic of Daniel's play, however, is the following one. In four years, Kara never missed a game, playing in 96 consecutive contests, a school record for women.

In the true spirit of the student-athlete, both Nisbet and Daniels have excelled academically as well while at Haverford. Nisbet will graduate with a degree in comparative literature, while Daniels will receive one in history. In addition to her other honors this year, Kara was named a member of the Centennial Conference academic honor roll, a tribute to her achievement both in the classroom and on the court. Thus, it becomes apparent that both Haverford and the class of 1995 is very well-represented, both on and off the playing fields, by the likes of Bruce Nisbet and Kara Daniels.



Alumni Cup recipient Bruce Nisbet '95



Kara Daniels '95, Steve Cary Award winner

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Authors Ana Castillo (center) and Giannina Braschi (right foreground) share a light moment during the Latino Women Writers Symposium. See page 5.

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