Despite Rumors of the Bard's Demise, Shakespeare's Popularity Endures

Can You Ever Kill a Ghost?
Not on Haverford's campus, where the spirit of Shakespeare is thriving in the classroom.

This fall, nearly three times the allotted class enrollment signed up to take Kim Benston's course, "Shakespeare: The Tragic and Beyond." The demand was so high, Benston canceled a course he planned to teach this spring so he could offer yet another Shakespeare class to accommodate the overflow. For anyone who read press accounts of the demise of Shakespeare on college campuses last winter, the playwright's popularity at Haverford may seem as confounding as when his very alive and neurotic Hamlet proclaims "I am dead" in the final scene of the play.

In the press, several scholars argued Shakespeare was indeed a dead subject on college campuses since many prestigious colleges - including Haverford - did not require English majors to take a Shakespeare course. The articles were based on a survey by the National Alumni Forum which reported dwindling numbers of colleges and universities that required Shakespeare for their English majors. The report concluded this phenomenon was indicative not only of a lack of interest in William Shakespeare, but a belief on college campuses that Shakespeare was no longer relevant to the study of literature.

"Most English departments are now held so completely hostage to fashionable political and theoretical agendas that it is unlikely Shakespeare can qualify as an appropriate author," said an alarmed Robert Brustein, artistic director of the American Repertory Theater in Cambridge, Massachusetts.

But at Haverford, which has never required its students to take a course on Shakespeare, Benston says the Bard has an allure with students of all majors.

"It's very interesting that in this moment when people claim that Shakespeare is dead, there seems to be a huge demand for Shakespeare in the popular culture," says Benston. "Just look at the number of films that have been made. Shakespeare is quite a consumable good right now. It's ironic that at the very time he is being considered an obliterated white male, the spirit of his ghost is looming quite freely on college campuses."

Benston says there are currently three new editions of Shakespeare's works compiled by scholars whose literary political agendas run the gamut from conservative to radical.

Continued on page 2

After a Decade of Service, Dean Milden Moves On

No students have ever officially called her mom, but on commencement day, when Randy Milden watches some 300 Haverford seniors receive their diplomas, she can't help but look over the parade of caps and gowns with a proud parental eye.

"When you see people go over that stage and see how people here have grown - so much development has happened," Milden says. "Even though we call them men and women when they first come here, some students aren't quite there yet. But to see them mature and really find out who they are and what they want to do - I have a very maternal feeling at that moment. It's very special."

After 10 years as the dean of students at Haverford, managing and mediating student crises ranging from slipping grades to the emotionally combustible issues of hate speech and sexual harassment, Milden has decided to take on a new post in a very different type of institution. In May she will move to Berkeley, California where she will join freshmen Steve Mayer and his two children Adam, 10 and Emily, 6.

Not only has Milden overseen a staff of five assistant and associate deans as well as the offices of the registrar, health services, housing, multicultural affairs, student activities and study abroad, she has acted as the symbolic parent to over 3,500 undergraduates during her 10-year tenure. Her move to California and her new family might ironical-

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W HEN NEW ASSISTANT PROFESSOR of chemistry Charles Miller arrived on campus this fall he brought with him not only a distinguished research background in atmospheric chemistry, but a prestigious Camille and Henry Dreyfus Faculty Start-up Grant for Undergraduate Institutions.

The $12,500 grant is awarded annually to new chemistry faculty who demonstrate not only the potential for significant scientific accomplishments in their field, but also the desire to collaborate with students on research projects that will ultimately advance undergraduate scientific research and chemical education. Only 10 of the Dreyfus awards are made each year.

Miller, who earned a B.S. in chemistry and history at Duke University and a Ph.D. in physical chemistry at the University of California at Berkeley, came to Haverford after working in the Atmospheric Kinetics and Photochemistry Group at Cal-Tech's NASA Jet Propulsion Laboratory in Pasadena, California.

"I've always enjoyed learning and I hope to transfer my enthusiasm to other people by educating them," Miller says, noting he was attracted to Haverford because of the quality of its students and the potential to interact with them in a closely-knit educational community.

"Those interpersonal relationships are much harder to develop at large research institutions," he says.

The start-up grant will be used at Haverford to purchase semiconductor diode lasers - the same type of lasers found in CD players and other household technology. The new equipment will enable Miller and his students to perform high-resolution spectroscopy, an analysis technique that scans the wavelength of lasers to map out the energy levels at which molecules absorb light.

The ultimate goal of this research is to determine relationships between molecular structure and chemical reactivity for molecules important in atmospheric ozone depletion chemistry.

Miller and his student researchers are particularly interested in free radicals - a class of molecules which contain unpaired electrons - and the rapid chemical reactions which they undergo. Although free radicals are sparse in our atmosphere at ground level, Miller explains they are abundant in the stratosphere where temperatures can dip as low as minus 100 degrees centigrade and atmospheric pressure is 100 times lower than at the earth's surface. Such research is vital to environmental studies, Miller says. He notes the 1995 Nobel Prize in Chemistry was awarded for fundamental studies in how the highly reactive nature of free radicals, particularly chlorine and bromine oxides, caused ozone depletion in the earth's upper atmosphere.

This year Miller and his students plan to employ an experimental technique that will allow them to obtain effective absorption path lengths of several miles within a cell only 12 inches long.

"We introduce the laser light into a cell with highly reflective mirrors on either end," Miller explains. "The light becomes 'trapped' in the cell and continually retracts its path back and forth. Since the speed of light is 186,000 miles per second, it takes only a few millionths of a second for it to travel on our tabletop a distance equivalent to that from Haverford to Bryn Mawr or Villanova."

These exceptionally long absorption path lengths enable Miller's research students to detect small concentrations of free radicals. He says those observations could allow fellow scientists to estimate the concentrations and effects of various free radicals in the upper atmosphere, thus providing a better understanding of the destructive chemical reactions taking place in the earth's protective ozone layer.

Shakespeare Endures continued

Gallagher had just attended a lecture with Sister Helen Prejean, the nationally known opponent of the death penalty portrayed in the movie, Dead Man Walking. She remembers how Prejean described the families of murder victims and their varying attitudes toward the perpetrators and their appropriate punishments.

"The whole idea of whether or not to take revenge is a big issue in Hamlet," Gallagher says. "His father's ghost basically tells him, 'leave your mother to God,' but to revenge Claudius in the death of his father. These people are basically dealing with the same issues when it comes to the death penalty."

Although Benston says he can't presume to understand the surge in student interest, he noted that college students encounter Shakespeare more in the popular culture today than they did 20 years ago. With so many Hollywood film versions, Benston thinks Shakespeare may be seen less as an...
Gymnast Kerri Strug's remarkable performance in the 1996 summer Olympics in Atlanta may seem as far removed from the Haverford academic experience as a balance beam in a psychology lab.

But for 1997 graduates Masilo Grant and Deborah Bailin and their faculty advisor Wendy Sternberg, Strug's ability to land a crucial, gold medal-winning vault on an injured ankle is a matter of pure neuroscience.

Under the guidance of Sternberg, an assistant professor of psychology, Masilo and Bailin conducted experiments to prove what scientists and the general public have long suspected. Athletes like Strug under extreme competitive stress respond and experience pain differently than people who happen to stab their toe while leisurely walking down the street.

"We've all seen people in specific pressure situations overcome pain to perform amazing feats. And we've all attributed this ability in athletes to this same phenomenon," explains Sternberg. "But nobody has ever gone right to the athlete and tested them for this during an athletic event."

So last winter and spring Sternberg and her students decided it was time to pay a visit to the men's and women's basketball, fencing and track teams during the heat of competition. Their goal was to assess whether competitive and physical stress during sporting events induces a natural analgesia where hormonal and neurochemical mechanisms inhibit an athlete's ability to feel excessive pain.

Several times during the athletic seasons, the scientists tested the volunteer athletes just minutes after competition as well as two days before and after the same match. They hoped to determine whether during competition the athletes experienced different pain thresholds and different sensory and emotional responses to pain. In each testing session, the experimenters first asked the volunteers to immerse their hand in a tank filled with cold water and to provide ratings for the intensity of the pain and the overall unpleasantness of such an experience. Experimenters then applied a warming heat stick first on the athletes' fingertips, and later on the forearm, and asked them to remove their arm when the sensation first became painful.

Their experiment yielded winning results. Sternberg found the athletes in the midst of intense competition were much more tolerant of the pain caused from cold than when they were at rest. They also discovered that sensitivity to pain from heat decreased on the forearms during competition, however, it actually increased in the fingertips.

"These results are interesting because they demonstrate that pain sensations are, indeed, significantly altered by competition situations, and they provide further evidence that the brain can profoundly modulate incoming pain sensations in response to particular situations," Sternberg wrote in an abstract to the American Society of Neuroscience.

"The research was presented by Bailin, Sternberg and her collaborator Richard Gracely of the National Institutes of Health at the annual meeting of the Society for Neuroscience in New Orleans in October. The group hopes the results will eventually be published. But their research is by no means over.

"We hope to study people in other types of competitive situations such as chess games and video games," explains Sternberg. "That way we can determine if it is really just any type of competition that causes this or whether you really need competition plus physical exertion for this response."
Aspiring Haverford Doctors Find a New Prescription for Medical School Preparation

Does Illness Sound different to a doctor who is just as familiar with listening to a piano as a stethoscope? Can the intense study of Aristotelian thought alter a doctor's decision on how to treat a terminally ill person? Can knowledge of the poems of Pablo Neruda translate the suffering of a patient to a doctor in a new way?

For the answers to these questions, you'll need to track the future careers of aspiring Haverford doctors like Jonathan Armour who, as a music major, spends many hours each week practicing and composing music for piano. Or Sara Greenhill, a Spanish major who spent part of her junior year in Barcelona immersed in Spanish language and culture. Or Sam Floyd, who, as a double major in philosophy and biology, is currently exploring the intricacies of Aristotelian thought in addition to his current research into the effects of anesthetics on cell membranes.

These three Haverford students are part of a small number of undergraduates who have chosen to pursue their dreams of becoming medical doctors not only in undergraduate chemistry and biology labs, but in less traditional places - such as in a college's music and art buildings, in its language lab, and in its English and philosophy classrooms.

While the vast majority of college graduates applying to medical school continue to study a traditional premed curriculum based in the sciences, about 7 percent of these applicants nationwide major in non-scientific disciplines in addition to taking preparatory science courses. At Haverford, that number is relatively higher. Approximately 10 percent of Haverford students applying to medical school fit this non-traditional category, said premedical advisor Jenette Wheeler.

"Haverford has always had a lot of students who have chosen to do this," she says. "You see them in almost every major. Haverford has always tried to encourage this for students who could handle it."

But Wheeler notes this approach is not for everyone. Students must maintain above average grades both in their major and in four required premed courses at Haverford - inorganic and organic chemistry, biology and physics - and also score well on the Medical School Admissions Test (MCAT). Some students also have waited until after their senior year to apply instead of after their junior year to give themselves extra time and courses to demonstrate their proficiency in the sciences. And, she notes, many Haverford students who have done this in the past find they must work a little harder in their first year of medical school than their peers.

"It isn't always the easiest way to get into school and it's not always the most successful," says Wheeler, noting medical schools admission officers say they are looking for more non-traditional students, yet the current admission statistics do not reflect that philosophy.

However Wheeler and the students who are opting for this approach believe the experience will make them unique doctors in the future.

"They're going to bring a more intellectual perspective to medicine and to their patients. They might be more well-rounded and have a different perspective other that the general premed graduate," says Wheeler.

Armour, Greenhill and Floyd hope their broader educations are an asset in the medical school application process, yet all three say their decision to take this approach was anchored in their own intellectual interests.

"I think I have gained as much from music and the arts as I have from the sciences. There are different ways of thinking involved - different methods of approach."

"I have the rest of my life to study medicine and science," explains Greenhill, a senior who has always planned to attend medical school. "I figured I might as well study something different while I had the chance."

She says her Spanish major has demonstrated how a different language can mold culture and beliefs, and she believes she will be better able to treat patients who don't share her culture or background. Both of Greenhill's parents attended medical school, and she says they encouraged her to study something different as an undergraduate. They believed the broader experience would not only make her a better doctor, but help her in the admission process, she explains.

For Armour, majoring in music was a natural choice, despite the fact he had always aced his science courses.

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Students stressing over final exams this December had some fun ways to unleash their pent-up anxiety. In addition to soothing aromatherapy sessions, a pizza party and free shoulder massages, several cats and dogs visited the Dining Center lounge to provide weary scholars with plenty of unconditional love.

Education Program Gains Reaccreditation

The six-year-old Haverford-Bryn Mawr College Education Program gained reaccreditation this fall from the state of Pennsylvania, enabling students from both campuses to continue to earn certification as middle and high school teachers for public schools.

During the reaccreditation process, Pennsylvania education officials reviewed course offerings to determine whether students in the education program received proper preparation in a variety of subject areas.

Despite the fact that both colleges do not offer a formal education major, the reaccreditation allows both colleges to continue to offer teacher certification in 12 subject areas - biology, chemistry, Chinese, English, French, German, Latin, mathematics, physics, Russian, social studies and Spanish.

Students seeking certification must take all of the course requirements for the program in addition to courses for their majors. In most cases, this means students must take a double load of course work as well as fit in one semester of student teaching in their senior year. Marjorie Merklin, program administrator and advisor, says that despite the heavy work load, the number of students receiving certification through the program has more than doubled over the past three years from five to 12. And graduates have gone on to teach in public school systems as diverse as Philadelphia and Beverly Hills, California.

Merklin notes that the education program also provides a concentration in educational studies for Haverford students and a minor in education for Bryn Mawr students. Although these two options do not lead to certification, Merklin says they provide students with a way of learning about education issues and teaching through a coherent set of courses culminating in a field experience.

Hillel Hosts Edgar Bronfman and Richard Joel

Two prominent leaders in the Jewish community came to Haverford in October to espouse a simple creed: "Do Jewish."

Edgar Bronfman, chairman of The Foundation For Jewish Campus Life (Hillel) and The Seagrams Co. Ltd., and Richard Joel, president of Hillel, were the guests of the Haverford-Bryn Mawr chapter of Hillel. Their afternoon visit was part of an ongoing effort by the two men to visit Jewish students in colleges and universities around the country and inspire them to participate in what they described as a "Jewish renaissance."

While at Haverford, Bronfman and Joel met privately with Jewish student leaders and held a public forum in Founders Great Hall where they talked to more than 75 Haverford, Bryn Mawr and Swarthmore students about their experiences with Judaism and the founding of Hillel chapters in the United States and Russia. Bronfman also talked briefly about his work with Swiss banks and European governments to restore Jewish property seized by Nazis and Communists across Europe.

"In many colleges today Jewish students are united in a way that the rest of the Jewish community is not," Joel told his audience. "Our thought has always been that you are a microcosm of the rest of the world and that if Jews are to get along with each other, you can start that process in your school. You are building a Jewish renaissance that people are beginning to notice."

Cheryl Cook, associate director of the Haverford-Bryn Mawr Hillel, says Bronfman and Joel's visit was one of their first to a small liberal arts college.

"They recognize that schools like Haverford are different from universities," Cook explains. "At bigger institutions, often the focus is to create a community of Jewish people. Here there is already a larger community, and what we are trying to do is help people feel comfortable and 'be Jewish' in that community."
Philadelphia's Mayor Visits Campus

Accepting an invitation from associate professor of economics, Linda Bell, Philadelphia Mayor Ed Rendell visited Founders Great Hall in late November to discuss the impact of the welfare reform bill on Philadelphia and other urban centers in America. A vocal critic of the legislation, Rendell pointed to a $12 billion national deficit in funds for job training programs needed to aid recipients who will be taken off welfare under the reform bill. By March 1999, the mayor said Philadelphia will need to find jobs for approximately 63,000 city residents currently on welfare or face penalties in reduced federal aid.

The visit and lecture were part of a new economics course entitled, "The Economics of Public Policy" which brings academics and policy makers to campus to talk with students about applied economic policy making.

"The students were very impressed by Mayor Rendell's passion for the subject and the amount of compassion he showed for the poor people that would be affected by the situation," Bell says of the visit.

Milden Moves On  continued

Nothing attests to that tenacity more than the fact she, fellow administrators and students have revised the college's sexual assault guidelines twice during her tenure. She views that as positive, explaining it is a sign that students and administrators are communicating and debating about differences, rather than avoiding the issues. That, she says, builds a strong community. But she'd like to see even more talk and debate - and the more uncomfortable the better.

"Sometimes there can be a misunderstanding about Quaker practices and values," she says, noting politeness shouldn't be mistaken for respect.

"Even though we provide an arena to talk across differences, our conversations can be muted," she says. "Quakerism and the honor code ought to be challenging. It's not about making people feel comfortable as it is about confronting the issues as they are. And that really can't be comfortable all the time. If you really want to confront social issues and achieve social justice, it's going to be uncomfortable."

As for Milden's future career in California, she plans to take it slow and reflect some on where she wants to go next, be it education or administration or psychology or even political action or writing.

She's not sure if she'll miss the intensity of the job, but she'll certainly miss Haverford. Come May, when she watches her 300 students walk across the stage with their diplomas in hand and their major developmental years behind them, she might also consider a future career in music.

"In this job I'm reminded of a line in a 'Talking Heads' song," she jokes. "'It's always show time here at the edge of the stage.'"
Medical School Preparation continued

"Music has always been an important part of my life. I couldn't see myself studying strictly science for four years of college and four years of medical school. While at Haverford, I wanted to find a balance between music and pre-medicine," he explains. "I think I have gained just as much from music and the arts as I have from the sciences. There are different ways of thinking involved - different methods of approach."

But throughout his career at Haverford, Armour, a senior, has never lost sight of his dream of becoming a doctor, and he has made a point of gathering as much outside medical experience as possible. He has participated in four Haverford externships with alumni where he has shadowed a pediatrician, an otolaryngologist, an obstetrician/gynecologist and a neurologist. For two summers he also worked in an alumni internship with an ear, nose and throat specialist.

Floyd, a third year student who juggles over five courses a semester for his double major in biology and philosophy, says he has wanted to be a doctor for as long as he can remember. He admits to mapping out TV Guides as a kid to find out whenever a medical program was slated for the "Discovery Channel."

But by his sophomore year at Haverford, he realized he wanted to delve into ways of thinking that weren't just based on scientific inquiry.

"Although I think scientifically, I really enjoy the humanities and the arts," Floyd explains. "I realized there was some aspect of science as it applies to medicine that was essentially humanistic, and I wanted to explore that."

Although Floyd says the academic crossovers between his actual biology and philosophy classes are limited, he says they often come together when he thinks about his future medical career.

"In my mind medicine is an art form in the purest sense," Floyd explains. "To me, art is that which takes the ugly or mundane and, from it, crafts beauty or novelty. For humans, illness is the most visceral ugliness, the privation of that which is most precious to us: health. Insofar as medicine is capable of contributing to the process of building or rebuilding health from illness, it is essentially an art form - a process of beautification."

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Athletic Laurels

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<tr>
<th>Men's Cross Country</th>
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<tbody>
<tr>
<td>Aaron Cooper '98</td>
<td>NCAA Division III All-America, NCAA All-Mideast Region, All-Centennial Conference (1st team).</td>
</tr>
<tr>
<td>*Ntobeko Ntusi '98</td>
<td>NCAA All-Mideast Region, Centennial Conference Runner of the Year, All-Centennial Conference (1st team).</td>
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<tr>
<td>*Blake Axelrod '99</td>
<td>NCAA All-Mideast Region, All-Centennial Conference (1st team).</td>
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<tr>
<td>Stephon Petro '00</td>
<td>NCAA All-Mideast Region, All-Centennial Conference (1st team).</td>
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<tr>
<td>*Jim Mangan '98</td>
<td>NCAA All-Mideast Region.</td>
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<th>Women's Cross Country</th>
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<tbody>
<tr>
<td>Rachel Mosher '99</td>
<td>NCAA Division III All-America, NCAA All-Mideast Region, All-Centennial Conference (1st team).</td>
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<tr>
<th>Men's Soccer</th>
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<tbody>
<tr>
<td>Frank Adamson '98</td>
<td>All-Centennial Conference (Haverford's first four-time 1st team All-CC selection), NSCAA All-Mid Atlantic Region (2nd team), set Haverford career goals (49) and points (131) records.</td>
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<tr>
<td>*Rich Billings '00</td>
<td>1997 Archibald MacIntosh Award co-winner.</td>
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<tr>
<th>Women's Soccer</th>
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<tbody>
<tr>
<td>*Amanda Salter '98</td>
<td>NSCAA All-Mid Atlantic Region (3rd team), All-Centennial Conference (1st team), set Haverford career assists record (20).</td>
</tr>
<tr>
<td>*Courtney Nolan '99</td>
<td>NSCAA All-Mid Atlantic Region (3rd team).</td>
</tr>
<tr>
<td>*Rianne Nolan '99</td>
<td>Set Haverford single-season assist record (10).</td>
</tr>
<tr>
<td>*Lindsey Carey '00</td>
<td>1997 Archibald MacIntosh Award co-winner.</td>
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* these athletes, and 25 others were named to the Centennial Conference Academic Honor Roll
Aspiring to the same success in life that "Mac" himself enjoyed, three members of the Class of 2000 - Rich Billings, Lindsey Carey and Ryan Taggart - have been selected from a field of 24 nominees to receive the Archibald Macintosh '22 Award for 1997. Macintosh was a Haverford athlete and coach who later served as director of athletics, director of admissions, professor of psychology, vice-president and acting president at the college. The award has been presented in his name by the Beta Rho Sigma alumni society to the top scholar-athletes in the college's first-year class since 1964.

Billings, who expects to major in economics, scored a Haverford freshman record 18 goals to earn All-Centennial Conference honors in 1996. This season, the graduate of East Greenwich (R.I.) High School upped his career goal total to 35, placing him seventh all-time at Haverford with two seasons to go.

"It really is an incredible honor for me to win this award," says Billings. "The Class of 2000 had a large number of athletes who made significant contributions to their teams during their first year at Haverford. To be selected out of such a talented group is quite an honor for which I am exceptionally grateful."

Carey, a graduate of Towson High School in Maryland who plans to major in mathematics, led the women's lacrosse team last year with 51 goals (including eight in one game at Eastern College) last spring. On the soccer field, the two-year starting defender notched her first collegiate soccer goal on the eve of the Macintosh ceremony.

"At first it was difficult to get used to the college work load and play a varsity sport, but I feel like it has made me more successful in school," Carey says. "When you have less time to study, it makes you use that time more efficiently. I feel like I am more organized and more motivated to do school work when I am in season."

A graduate of West Central High School in Chester, N.J., Taggart studies biology and was the Fords' second-leading men's lacrosse scorer last spring with 25 goals and 18 assists. He was honorable mention All-Centennial Conference and is driven to succeed in all his endeavors.

"I hate to lose on the field and I hate to lose off the field. Getting good grades is just as important to me as winning games or striving for end-of-the-season honors, if not more so," he says.

"It's very unusual for the selection committee to pick three winners for the Macintosh Award, but it would have been impossible to choose between them," notes athletic director Greg Kannensteinn '63, who was a student at Haverford while Macintosh served as vice-president. "Mac would be proud to know Haverford still has such superb students who are also excellent athletes."