Entrepreneurial Internships Spur Small Business Spirit

Harvesting His Future

For the past six summers, Brooks Levering has worked on a 100-acre fruit farm in Virginia where his family has harvested "Levering Fruits" since the turn of the century. In his daily management of the orchard's operations, he has begun to learn the ins and outs of operating a small business, and he thinks he may make it his career.

A senior economics major, Levering is one of several students who elected to study at a liberal arts college, but who is equally attracted to the world of business. Two years ago, a summer internship program was established to provide students like Levering the chance to work side-by-side with entrepreneurs or small business owners, many of whom are former Haverford students themselves. Endowed anonymously by a Haverford alumnus, the internship fund was established in honor of Emeritus Board Member John C. Whitehead '43, a former co-chairman of Goldman Sachs & Co. who later served as Deputy Secretary of State under President Reagan.

Since 1992 the program has supported the entrepreneurial experiences of nearly 25 students in for-profit and non-profit organizations both here and abroad.

In lieu of returning to his family's business for another summer, Levering immersed himself in the operations of a company providing consulting services to emerging small businesses in the Philadelphia area. Under the direction of David Thornburgh '83, he took on a number of research assignments including the cataloguing of eight years of market analyses, venture feasibility studies and business plans previously prepared for or by their clients. He also learned the fundraising side of the organization, specifically how to write grant proposals, a task he enjoyed enough to continue beyond the internship period as a volunteer.

"By exposing me to the variety of challenges small businesses face, last summer's internship has complemented my economics major nicely and bolstered my own entrepreneurial ambitions," Levering says. "I highly recommend the experience to other students."

In His Father's Footsteps

James Driscoll loves the outdoors. As a child, he spent countless hours exploring the boundaries of his home in Camden, Maine. By the age of 12, he had taught himself how to fly-fish.

Driscoll also grew up observing what it was like for his father, an independent publisher, to run a small business. When it came time to think about his own career, it was not surprising, therefore, that the senior English major gravitated toward a small publishing company.

As one of last summer's Whitehead interns, Driscoll worked alongside the 15-member staff of Fly Rod & Reel in Camden, Maine, not far from where he learned the sport of fly-fishing. He wrote a number of short articles on industry news and current products and created a computer index for the bi-monthly magazine, its sister publication, Shooting Sportsman, and a smaller trade publication, Fly Tackle Dealer.

As part of the magazine's series ranking various manufacturers' fishing rods, Driscoll and three experts compared 19 brands of saltwater and freshwater rods in a number of categories related to overall quality. Admitting that he didn't have a firm idea about his post-graduation plans before the internship, Driscoll did learn his preferences for a future career in magazine publishing.

"The thing I learned is that my love for the outdoors and the pursuit of a professional career do not have to compete with each other," Driscoll says. "In Maine I saw that I could merge writing with my passion for fly-fishing into a career that I really love."
Two Haverford Faculty Selected for Awards

TWO PROFESSORS AT HAVERFORD were honored this fall for their teaching and area of research. Physicist Jerry Gollub was one of six scientists from around the world selected for a 1994 Science for Art Vinci of Excellence Award for his work in the field of "chaos" and its potential for artistic applications to craftsmanship or industry.

This year's award honored scientists who have made important contributions to understanding chaos, which accounts for the unpredictable behavior that occurs in fluid motion, earthquakes and irregular cardiac cycles, among other examples. Gollub, the author of a well-known textbook on chaotic dynamics, is one of the discoverers of chaotic motion in fluids, a phenomenon related to turbulence and the unpredictability of the weather.

The area of chaos was chosen for this year's program because of the remarkable beauty of the fractal patterns produced by graphs of chaotic systems. "Recognition through the Science for Art award is especially gratifying, since I am strongly motivated by the beauty of natural phenomena, as well as by a desire to understand them," states Gollub. The awards program is endowed by the French company LVMH - Louis Vuitton Moët Hennessy.

Gollub has been a member of the Haverford faculty since 1970. In recent years, he has taught courses in solid state physics, quantum and classical mechanics and predictability in science.

Associate professor of religion David Dawson was named the 1994 Pennsylvania Professor of the Year by the Carnegie Foundation for the Advancement of Teaching as part of the U.S. Professors of the Year program. A member of Haverford's faculty since 1987, Dawson was selected from among 494 professors representing 372 institutions from around the country nominated to the state programs.

Through the Professors of the Year program, the Carnegie Foundation seeks to honor individuals who bring respect and admiration to the scholarship of teaching and to highlight recognition of the value of instructional excellence in higher education. Dawson's nomination to the program was supported by letters from faculty, administrators, and current and former students, all of whom praised the effectiveness of his teaching style.

"When I teach, I try to enable the students to become independent and original thinkers," explains Dawson. "Whatever success my own teaching enjoys is finally rooted in a mutual, ongoing trust between me and my students."

Internship continued from Page 1

Global Interests

HAVING LIVED OVERSEAS FOR several years where she became fluent in a second language, Shelby Ottensmeyer imagined herself working for a large, possibly multinational corporation after her graduation in May. This past summer her Whitehead internship reinforced her career interests in marketing and public relations, but not necessarily in the context of a large organization.

In June, the senior Comparative Literature major traveled to Switzerland to intern for 3D Limited, a small, highly specialized company managed by a 1977 Haverford alumnus, Erik Merger. Headquartered in Unterägeri, Switzerland, 3D Limited is one of only a few hologram production companies in the world. Created by laser technology, holograms are two-dimensional images which can simulate movement. Those that are made by 3D Ltd. are used as adornments on wrapping paper, sports trading cards, concert tickets or magazine covers and as part of tamper-resistant packaging, for example.

Ottensmeyer's assignments included production of sample books of the more than 300 patterns created by 3D for its customers, a client directory and several short articles for an upcoming worldwide marketing information package. "I learned a number of things about marketing a product like 3D's holograms," says Ottensmeyer. "I suspect that in a larger business I wouldn't have been privy to as much information as I was in this situation. I really appreciated the immediate feedback and the feeling of involvement I got from working so closely with all the staff."

Homeward Bound

FROM SHANGHAI TO NEW JERSEY to Haverford may seem like a long way to travel for a bachelor's degree, but that's exactly the route senior Ray Lei-He has taken. Lei-He, who left Shanghai at the age of 18 to attend college in the states, matriculated as an engineering student at Camden County College with the intention of transferring credits to the University of Pennsylvania. While in New Jersey, Lei-He answered an advertisement for a part-time job in Haverford's Magill Library. As an employee of the college, he had the opportunity to take one class; it was that experience which led him to realize that a small college, with small classes, was more attractive to him.

Last summer, Lei-He was one of the ten students who participated in the Whitehead internship program when he traveled back to Shanghai as a business analyst for AT&T. A start-up operation, AT&T's China office is less than five years old and has about 30 employees.

Lei-He, who is fluent in both Chinese and English, met with great success during the internship. He helped establish a distribution system to increase sales of AT&T products and even developed a new distributor which resulted in a $300,000 sales contract for the company.

One of only three staff members in his unit, Lei-He also helped introduce marketing strategies for AT&T telecommunications products competing in China, from fiber cables to telephone systems to rechargeable equipment.

Realizing that countries like China are the future markets of the telecommunications industry, Lei-He plans to return to his homeland someday. He is very appreciative of the opportunities he has been presented as both a student and employee of Haverford. "Although I came to this country for a technical education, I have come to realize that transferable knowledge is as valuable as a technical background," says Lei-He. "Haverford has really been my whole education, providing not just academic training but also social growth and work experience."
VIRGINIA LEWIS, THE DIRECTOR of Haverford College's new language facility, remembers her own college experience studying a second language. That's why she discourages others from using the term "language lab" in reference to Haverford's state-of-the-art language learning center.

"When I was in school," recalls Lewis, "the university's language lab was like most language facilities. It was an isolated place—usually in a basement, a room without windows or both—where students listened to very monotonous reel-to-reel tapes.

"Haverford's facility is really a new experience," she says.

What makes it new is not just the result of its move from the basement of Magill Library to the first floor of Hilles. Computers and a whole host of related technologies make the center one of the most up-to-date language instructional facilities in the country.

Using the very latest in "sound labs"—a Tandberg IS-to-multimedia console—faculty can communicate with individual students, selected groups or the entire class. They can speak to the class directly, or transmit audio or video tapes or both to the room's 25 stations. Each station is equipped with a Power Mac AV computer connected to a 15" multi-scan monitor, which makes it possible for video programs to be shown full-, half- or quarter-screen.

Video programs can be sent from the Tandberg console to individual stations via a multidimensional VCR, which accommodates European formats, a laserdisk player or CD-ROM. Faculty can also display text and three-dimensional objects onto students' screens using a Canon visualizer installed with the console.

Each station has built-in CD-ROM. Ten stations have individual VCR's for independent study, and two stations have independent laserdisk players which can be used interactively. Students can access Spellchecker programs and Thesaurus for Spanish, French, German and Italian, an online dictionary and grammar review for Russian, a Japanese language kit and dedicated word processor (NISUS) and an online Japanese dictionary. A Chinese language kit is being added by the spring semester.

The most widely used program in the center is the Daedalus Interchange which allows students to converse on a real-time basis with one another in a writing assignment. While such an arrangement would seem to isolate students, Lewis says recent research suggests otherwise. "Today's college students have been brought up with computers, so they are much more receptive to this type of interaction."

This theory is borne out by Spanish chair, Israel Burchurin, who designed a lesson using the Daedalus for his second-year students. He asked the class to think about books they wished they had written and to explain why. In another class they wrote a murder mystery together. "When I introduced the question about their favorite books, they got into a real banter back and forth. At one point," he says, "there were at least ten conversations coming across the screen.

Use of the audio facilities in the language center can also be highly effective in correcting pronunciation. One of the college's instructors in Japanese, Yoko Koike, asked her third-year students to pre-record a tape in Japanese. They were to assume the role of courting someone for a position with a Japanese company, describing themselves, their skills and what made them unique for the job.

The advantage of such a lesson in the learning center, according to Koike, is that students can review their recordings for grammar and pronunciation before the class meets, or following a lesson in consultation with the professor. "If necessary, the student and I can listen to the tape repeatedly to discuss the points," says Koike.

The ability to create a lesson which reflects what students might encounter overseas is enhanced by the college's connection to the Internet. Access to Mosaic, Gopher, Newswatcher and other "information superhighway" capabilities can bring the culture and language of a country together for students. "At this point, I don't know how the Mosaic program will easily be incorporated into the Japanese curriculum," observes Yoko Koike, "but I know that it has piqued their interest and curiosity beyond learning the language to understanding something about the society as well. And that's very exciting."

**Study Shows Shift in Food Aid Policies of 1970's & 1980's**

DESPITE THE COLD WAR Rhetoric of the Reagan years, food aid from America throughout the 1980s was channeled where it was needed the most, not necessarily where the U.S. had strong political or economic interests.

Just the opposite was true in the 1970s, however, when the federal government allocated food aid to those countries it considered economically and strategically important.

In his study of two decades of U.S. food aid to Africa, Haverford College economist Richard Ball used a pooled time series and cross section data set to "estimate the relationship between a country's annual receipt of PL480 aid and a variety of explanatory variables." These explanatory variables included measures of the recipient country's economic, strategic or geo-political significance to the U.S., as well as measures of that country's food deficit or level of humanitarian need.

Ball chose to analyze the value of U.S. and Soviet arms transfers to each African nation receiving aid, determining that country's strategic importance. He also examined the percentage of a country's votes in the U.N. General Assembly that coincided with the vote of the United States. Ball measured GNP per capita, along with the per capita agricultural production and the infant mortality rate to assess a country's humanitarian needs.

Overall, he found that the United States government was most influenced by political and economic considerations in its allocation of food aid. Humanitarian concerns influenced policy makers, but not as strongly as strategic ones.

When comparing the policy in the 1970s to that of the 1980s, a stark contrast in motivations emerged. Ball found that in the 1970s, "the most striking feature of the results is the strong influence of all the political variables and of the surplus disposal variable with a virtual absence of any effect of the humanitarian factors."

Professor Ball goes on to state, "Particularly notable in the 1970s is that even in the Title II regression, which we expect most heavily influenced by humanitarian concerns, food aid receipts are not significantly related to infant mortality."

In the 1980s, the reverse was true. Ball discovered that in none of the three regressions for that decade do any of the three political proxies turn out to be significant. Humanitarian motivations were of greater significance in the 1980s than in either the 1970s or in the 20-year sample as a whole.
Senior Shines for Women's Basketball Team

TWO-SPORT ATHLETES ARE FAIRLY common at Haverford; the opportunity to play multiple sports is part of what attracts many student-athletes to the college. Thus, it should come as no surprise that over the years there have been some athletes who not only play, but also excel in more than one sport. It has been a few years, though, since any two-sport athlete has put together a weekend like the one senior Koren Miller enjoyed this past November.

On November 19th the women’s basketball team opened the season by hosting a Tip-Off Tourney. In the first round contest, Haverford quickly pulled ahead of an overmatched team from Chestnut Hill College and was cruising on its way to an easy victory when disaster struck. Within minutes of each other, junior forward Claudette Pirwitz and senior point guard Jen Omafia suffered potentially season-ending injuries. Haverford continued on to post a 71-22 victory, with Miller contributing 17 points and 19 rebounds.

The next day, playing without the two injured starters, Haverford faced Albright College in the championship game of the tourney. In one of the most inspired team performances in Haverford basketball history, the women fought off a late Albright challenge and claimed a 65-63 victory. The entire team rose to the occasion, led by Miller. Scoring from inside and out, Miller poured in 29 points, breaking the previous college record that she had set a year earlier.

She also pulled down 23 rebounds, one shy of a second school record, before fouling out with just over two minutes to play. The record-setting point total was also enough to put Miller over the 500 point barrier for her career, a feat that she accomplished in just over two full seasons.

Winter 1995

Haverford

NEWSLETTER

Published by the Office of Public Relations
Haverford College, Haverford, PA 19041-1392

Address Correction Requested

A look at Haverford's language learning center
See page 3.