Program in Teacher Preparation
Princeton University

Teachers as Scholars

Seminar Series
2003-2004
Welcome to Teachers as Scholars!

Teachers as Scholars (TAS) is a partnership between Princeton University and surrounding school districts formed with the objective of providing scholarly and intellectually engaging opportunities for teachers. Teachers as Scholars is administered by the Program in Teacher Preparation at the University, and the Program is registered as a Professional Development Provider for the State of New Jersey. This year Teachers as Scholars will include participation of teachers at all grade levels and subject areas from Bordentown Regional School District, East Windsor Regional Schools, Ewing Township Schools, Hillsborough Township Public Schools, Hopewell Valley Regional Schools, Hunterdon Central Regional Schools, Lawrence Township Public Schools, Montgomery Township Public Schools, North Brunswick Township Schools, Princeton Regional Schools, South Brunswick Township Public Schools, Trenton Public Schools, and West Windsor-Plainsboro Regional Schools.

The program provides seminars for area teachers taught by faculty and staff from Princeton University. The seminars span a wide range of topics and subject areas, and they are intended to promote the idea of life-long learning by teachers at both the elementary and secondary levels. Each seminar is open to any teacher from any grade level or content area who is interested in the topic. Seminars may meet for one day or as many as three days. All seminars meet for a full day, from 9:00 a.m. until 3:00 p.m., unless noted otherwise, and seminars with more than one session usually meet every-other-week. Local school systems generously provide release time and substitutes for the teachers on seminar days. Specific dates and topic descriptions are provided in this brochure.

The Teachers as Scholars program began at Harvard University in 1996 and has grown to include colleges and universities across the country. The TAS program at Princeton University is in its fifth year and is supported by the Program in Teacher Preparation at Princeton University, area school districts, and the Cotsen Children’s Library at Princeton University.
Seminars

#1. Rethinking Adam: The Idea of the Human in Postmodern Theologies

November 17, December 1 and December 15

Thomas E. Breidenthal
Dean of Religious Life and of the Chapel

What is the human race? Enlightenment thinkers viewed it as a collection of separate individuals who are essentially the same, but recent philosophers and theologians are reclaiming an older idea of humanity as a community of individuals. This notion, with roots in the Jewish, Christian and Muslim foundations of the West, downplays individual autonomy while highlighting the claim of the neighbor as the “other” who has a claim on my attention and companionship. Such a reconfiguration of connection and difference has profound implications for the way we approach the growing pluralism of American society. We tend to view difference as something to be overcome, or as an excuse for retreat into our separate communities. But what if our very differences reveal that we belong to one another?

This course will explore this question, paying particular attention to the idea of humanity that underlies it. The first session will focus on the figure of Adam in the Torah and the New Testament, as well as on traditional interpretations of Adam in Judaism and Christianity. Time will also be devoted to an exploration of the figure of Adam in the Q’uran. The next two sessions will explore how some of the themes embedded in these ancient texts and commentaries play out in current Jewish and Christian thought.

Thomas Breidenthal has been the Dean of Religious Life and of the Chapel since January 1, 2002. He came to Princeton University from General Theological Seminary in New York City, where he was Professor of Christian Ethics and Moral Theology. His research and writing have focused on the Christian house-holding, Christian-Jewish relations, and the relation of the religious community to the public realm.
Modern linguistics seeks the answers to three questions: What is knowledge of language? How is this knowledge acquired? How is it put to use? In attempting to answer these questions, linguists study the properties of specific languages to discover the universal properties, which are the foundation of all human language. The first session will introduce the concepts and assumptions of this approach to human language. Central to this inquiry are the very peculiar properties of human language acquisition: in the absence of pathology, children become fluent native speakers of the language to which they are exposed to a surprisingly uniform degree, without explicit teaching, regardless of intelligence, in a relatively short time. The second session will focus on some of the recent research devoted to understanding the way children acquire their native language(s) and how this process differs from second, or non-native, language acquisition. Finally, we explore some of the social aspects of language use and attitudes towards language, focusing on issues related to bilingual education, including the Oakland Ebonics resolution.
Seminars

#3. Technology in American Life

November 18, December 2 and December 16

Michael Mahoney
Department of History and Program in History of Science

From the early years of the republic, Americans have looked to technology to secure the material foundations of their experiment in democratic government, according special honor and encouragement to inventors and entrepreneurs. At the same time, Americans have kept a wary eye on the “machine in the garden”, lest the imperatives of industrial technology undermine the values of personal autonomy and mutual responsibility on which our political system rests. The seminar will examine a series of historical episodes that illustrate this uneasy relation between technology and democracy. Topics will include the experiment in republican technology at Lowell, MA, in the early 19th century, the coming of mass production and the consumer society in the late 19th and early 20th centuries, and the advent of the Computer Age in our own time. In addition to readings from primary and secondary sources, we will look directly at artifacts and systems as the tangible expressions of their inventors’ thinking about their society and of their aspirations for it. An example of this approach may be found on the instructor’s web page (www.princeton.edu/~mike) through the link to “Reading a Machine” (www.princeton.edu/~hos/h398/readmach/modeltfr.html).

Michael Mahoney has taught history and the history of science at Princeton since 1965. He divides his teaching and research between the history of mathematical science from Antiquity to 1700 and the history of technology in the 19th and 20th centuries. Professor Mahoney is also the chair of the Board of Trustees of the National Faculty, an organization dedicated to fostering working relationships between teachers and university faculty.
“Fast Talking Dames” aims to introduce or reacquaint its participants with the witty women of thirties and forties film comedy. Coming of age during the depression, the fast talking dame called things as she saw them. She offered movie audiences, then and now, a modern model of American womanhood – articulate, self-confident, and in control of her destiny. The screen characters of Katherine Hepburn, Rosalind Russell and Barbara Stanwyck out-talked their men, out-smarted their rivals, and spoke as no one had before. The American language seemed to be reinventing itself with every word they spoke and, in many ways, it was.

This seminar will explore the social and cultural revolution envisioned by these fast-talking, resolute women. We will examine in some detail the language they spoke and the manners, both public and private, they created. The first seminar, which will focus on *Bringing up Baby* and *His Girl Friday*, will suggest the broad reach of the fast-talking dame as a social and culture presence. The second will explore her darker personality, which surfaces in the latter half of *The Lady Eve* and then mutates into the femme fatale of *Double Indemnity* (both starring Barbara Stanwyck).

Maria DiBattista is a professor of English and Comparative Literature at Princeton University. In 1994 she received the President’s Distinguished Teaching Award and in 1999 the Howard T. Behrman Award for Distinguished Achievement in the Humanities. Her research interests include modern literature and film. Her most recent book is *Fast Talking Dames*, a study of woman and classic film comedy.
How do scientific discoveries occur? Students are often taught in school that the “scientific method” is a strict procedure involving the pass/fail testing of rigidly defined hypotheses, but this dictum does not fully illuminate the rich variety of ways in which knowledge is really developed. Similarly, while the role of serendipity is anecdotally popular, the old maxim “chance favors a prepared mind” indicates that pure luck is seldom the whole story, either. I will begin the seminar with my personal narrative of the discovery of the first binary pulsar. Each participant will then be expected to give a short presentation which they have prepared for the seminar, discussing the scientific context, motivation, and approach that lead to some important scientific result. We will use these presentations as a springboard to a broad discussion of the various ways that scientific progress occurs. I am counting on strong contributions from the seminar participants to make this a lively and thoughtful discussion. Participants will receive more specific guidelines for preparing their presentations before the seminar. The seminar is limited to 13 participants.

Russell Hulse won the Nobel Prize in Physics in 1993 for his part in the discovery of the first binary pulsar, a twin star system that allowed scientists to test some aspects of Albert Einstein’s theory of relativity. He is a scientist at Princeton’s Plasma Physics Laboratory. In recent years he has been involved in a project, in collaboration with The College of New Jersey’s Elementary and Early Childhood Education Department, to improve the teaching of the sciences in K-12 classrooms. He is also active in “Contact Science,” a series of traveling science center exhibits in public libraries.
Seminars

#6. The Arab-Israeli Conflict

January 9 and January 23

Michael Doran
Department of Near Eastern Studies

For more than a century, Arabs and Jews have been struggling for control of Palestine. What have been the primary causes of the conflict? How have they changed over time? Why has a permanent settlement proved illusive? How have they changed over time? Why has a permanent settlement proved illusive? This two-day seminar will survey the history of the conflict, acquainting participants with the major developments in it, and with the main lines of the academic debate about it. Diplomacy and international relations will receive primary emphasis, but the social, cultural, and religious roots of the conflict will also capture our attention.

The first day will cover the historical background from the late nineteenth century to 1973. The second day will focus on the vicissitudes of the Peace Process, which has produced two peace agreements (with Egypt in 1979 and with Jordan in 1994) but which has yet to solve the conflict. We will pay particularly close attention to the Oslo Agreements, the apparent demise of which we are witnessing today.

Michael Doran is Assistant Professor of Near Eastern Studies at Princeton University. He teaches courses on U.S. – Middle East relations, and the Arab-Israeli conflict. He is the author of Pan-Arabism Before Nasser: Egyptian Power Politics and the Palestine Question (Oxford University Press, 1999) and a contributor to How Did This Happen? Terrorism and the New War (Public Affairs 2001). He received a B.A. from Stanford and an M.A. and Ph.D. from Princeton.
How do you—and how did the Egyptians—read hieroglyphs? If you have ever stood before brightly decorated sarcophagi from millennia-old pyramids, staring in respectful awe at the amazing symbols without ever imagining that you, too, could read and write like an Egyptian, this hands-on seminar will get you started. In our exploration of ancient Egyptian society and its orthographic system we will take both an internal and an external approach: on the one hand we will learn about the gods, mortals, pharaohs, and sphinxes about whom the Egyptians wrote; on the other we will think about the cognitive and artistic similarities and differences between the ways in which we and the Egyptians express ourselves in written form.

On the first day we will become acquainted with Egyptian history, discover the principles that underlie the hieroglyphic writing system, and take a look at the phenomenon of “Egyptomania” from ancient times to the present. The second session will be devoted to learning as much as possible about Egyptian language and writing. In the final meeting we will, among other things, take a field trip to the Princeton University Art Museum, where we will have the opportunity to examine Egyptian artifacts firsthand.

Joshua T. Katz is a linguist by training, a Classicist by profession, and a comparative philologist at heart. He received a B.A. from Yale, an M.Phil. from Oxford, and a Ph.D. from Harvard. At Princeton he is Assistant Professor of Classics and a member of the Program in Linguistics. Broadly interested and published in the languages, literatures, and cultures of the ancient world, he counts among his honors the President’s Distinguished Teaching Award, which he received at Princeton’s Commencement this past year.
Seminars

#8. The Big Bang and The Expanding Universe

January 16 and January 30

Michael Strauss
Department of Astrophysical Sciences

One of the most exciting scientific breakthroughs of the 20th Century was the discovery of the fact that the universe is expanding. This discovery led to our understanding of the size and age of the universe, and directly leads to the Big Bang model for the origin of the universe. In this seminar, we will discuss the observational evidence for these amazing conclusions, and critically examine the reasons that astronomers are confident that the Big Bang model is correct. Along the way, we will discuss the nature of galaxies and how their distance is measured, as well as learn about quasars, among the most energetic and distant known objects in the universe. We will also address the age-old question of the future fate of the universe: will it expand forever, or eventually recollapse? We will put emphasis on a quantitative understanding of these questions, using mathematics no more difficult than high-school algebra.

Michael Strauss is an Associate Professor in the Department of Astrophysical Sciences at Princeton University, having joined the department in 1995. He studies the large-scale distribution of galaxies and quasars. He and his team currently hold the world record for the most distant known quasar.
#9. Chaucer’s Canterbury Tales

February 5, February 19 and March 4

John V. Fleming
Department of English

The seminar will offer an introduction to the study and teaching of Chaucer’s *Canterbury Tales*. I shall operate on the assumption that members of the seminar have no familiarity with earlier forms of the English language. Thus we shall call upon the support of a modern English version even as we approach the text in the original Middle English.

In addition to reading and discussing selected prologues and tales, we will focus on the historical background, Chaucer’s literary education, the idea of pilgrimage, medieval literary conventions and aesthetic assumptions. In our last session, we will look at the range of Chaucerian narrative and consider the problem of the poem’s incompletion.

John V. Fleming is Louis W. Fairchild, ’24, Professor of English and Professor of Comparative Literature at Princeton. He has written extensively on medieval literature and religion, as well as on the relationships between literature and the visual arts in the Middle Ages, and he has lectured on these topics, as well as on the nature and mission of humanistic study. In addition to his teaching at the college level, he has run National Endowment for the Humanities Summer Seminars for both College and Secondary School Teachers.
Seminars


February 6, February 20 and March 5

Ulrich Knoepflmacher
Department of English

Children’s classics written and illustrated by those ex-children we call “adults” inevitably appeal to a dual readership. Not only do such books often dramatize an interaction between the young and the old but they also offer rich complementary readings for their juvenile and grownup audiences. This seminar will examine the dual appeal of a series of texts we will attempt to place in a continuum. At our first meeting (“Alliances and Frictions”), we shall consider the balancing of verbal and pictorial meanings offered by that all-American text, Where the Wild Things Are. After looking at slides and an animated version of the story, we will consider three animal stories from Kipling’s first Jungle Book and four stories about “wild things” from his Just So Stories for Little Children. At our second meeting (“Death and Forgetting”), we shall pair White’s Charlotte’s Web with Jarrell’s The Bat Poet. Lastly, in meeting three (“Cohesion and Separation”), we shall discuss Jarrell’s The Animal Family and Sendak’s “adult” children’s book, Higglety, Pigglety, Pop! The seminar will end with another slide presentation: Sendak’s powerful Dear Mili, a picture book that will bring together some of the strands of the course.

Uli Knoepflmacher, the Paton Foundation Professor of Ancient and Modern Literature, teaches courses in 19thC British literature and Children’s Literature. He joined Princeton’s English department in 1979 and was previously a professor at the University of California at Berkeley. Having recently edited The Complete Fairy Tales of George MacDonald and Burnett’s A little Princess, he is completing a memoir called Oruro: Growing Up Jewish in the Andes.
Seminars

#11. Shakespeare’s Families

February 9, February 23 and March 8

Hank Dobin
Associate Dean of the College

From the banished but loyal Cordelia, to Prince Hal snatching his not-yet-dead father’s crown, to the fantastic family of Prospero, Miranda, Ariel and Caliban, to Hamlet and Ophelia’s deadly duty to their murdered fathers, the plays of Shakespeare enact the drama of the family in mythic, comedic, and tragic ways. This seminar will study three plays that explore powerful issues of intergenerational dynamics and conflict: King Lear, Coriolanus, and The Tempest.

Each week, we will do an intensive examination of one play including close reading of the text, comparisons to other plays, and (occasionally) contemporary retellings such as Jane Smiley’s A Thousand Acres. Because Shakespeare’s plays were not intended just for the page, we will consider the performance aspects of these plays—both viewing tapes of performances and doing our own scene-studies.

Hank Dobin is the Associate Dean of the College at Princeton University with primary responsibility for the undergraduate curriculum. He works with departments and faculty members on new programs and courses, administers the Freshman Seminar Program, leads the Community-Based Learning Initiative, and advises students who do independent concentrations. At Princeton, he has taught courses on Shakespeare and Queen Elizabeth I. Before coming to Princeton as a dean, he was an associate professor of English at the University of Maryland at College Park. He is the author of Merlin’s Disciples: Prophecy, Poetry, and Power in Renaissance England.
Seminars

#12. The United States Constitution and International Human Rights

February 23, March 8 and March 29

Stanley N. Katz
Woodrow Wilson School of Public and International Affairs

The seminar will focus on a dilemma that confronted the United States throughout the twentieth century and confronts us still – we are alone among the major constitutional democracies in our unwillingness formally to participate in the international human rights regime. Why should that be the case in the country which originated the modern idea (and practice) of constitutional democracy? What is there in our constitutional tradition that makes it hard, politically and legally, for the United States to sign international human rights offenses? We have refused, for instance, to agree to the international treaty banning landmines, and we have steadfastly opposed the notion of an international criminal court. We have not signed all of the “standard” human rights treaties and conventions.

To begin to address this series of related questions, we will begin by examining the early history of our constitutional system, especially in relation to foreign powers. We will take this history up through the League of Nations debacle and the formation of the United Nations after World War II. Then we will examine U.S. reaction to the U.N. human rights covenants and to more recent human rights initiatives. Overall, we will try to understand the relationship of the U.S. Constitution to the international law regime in order to understand how/whether the contemporary world’s lone superpower can/will conform to the rule of law.

Stan Katz is lecturer with rank of professor at the Woodrow Wilson School. He is the faculty chair of both the undergraduate program and Center of Arts and Cultural Policy Studies. He is also President Emeritus of the American Council of Learned Societies.
#13. Impressionism in Focus: Claude Monet

February 25, March 10 and March 24

Caroline Cassells  
Curator of Education at the Princeton University Art Museum

Claude Monet’s canvases with their characteristic legible brushstrokes and luminous colors are some of the most recognizable in the history of art. Given his popularity in the twentieth century, it is easy to forget just how innovative and experimental he was an artist. In his work, he systematically challenged every convention of academic drawing and painting practice. These aspects of his techniques will be discussed in-depth with special attention paid to works in the Princeton University Art Museum’s collection.

The course will also examine the painter’s life in detail. The first session will cover his childhood and early lean years in Paris. Particular attention will be paid to the period in 1869 when he was painting with Renoir at a popular boating and bathing spot on the Seine, La Grenouillère. The next session will focus on his time in London during the Franco-Prussian War and his relationships with the other Impressionist painters, especially his participation in the so-called “Impressionist” exhibitions of the 1870s and 1880s. The last session will highlight his final years at Giverny and the development of his other great artistic legacy, his gardens.

Caroline Cassells is Curator of Education at the Princeton University Art Museum. She organizes and administers programs for audiences of all ages, including families, university students, and the Princeton community. Before coming to Princeton, she was Staff Lecturer in Charge of Academic Affairs at the Philadelphia Museum of Art. She has taught art history at the University of the Arts in Philadelphia and the University of Virginia, Charlottesville. She is currently completing her PhD in nineteenth century painting at the University of Virginia.
Districts Contacts

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Todd W. Kent, Associate Director
Richard Carter, Program Administrator
Torey Wilson, Program Administrator
Helen H. Martinson, Program Administrator and Coordinator, Teachers as Scholars
Directions for Application

Teachers wishing to participate in a Teachers as Scholars seminar should do the following:

1. Fill out the District Application form on page 18 of this brochure and return it to your district contact person. See page 15 and 16 of this brochure for the names of district contacts. **Deadline for district registration is September 30, 2003.**

2. Your contact person will select 13 participants from your district, notify the teachers selected, and FAX the list of participants to the Program in Teacher Preparation office at (609) 258-4527.

3. Teachers notified by the contact person that they have been selected to attend a TAS should register electronically with the University on the Teachers as Scholars Web Page at [http://www.princeton.edu/teacher/tas](http://www.princeton.edu/teacher/tas). **Deadline for the University registration is October 13, 2003.**

Each district is guaranteed one place in each seminar. Most seminars will require participants to do readings or other work in preparation for each session. Readings are provided at no cost to the participant and are mailed well in advance of the seminar.

We hope you find your experience with Teachers as Scholars valuable and rewarding, and we greatly look forward to your participation in this program. Questions about the program can be addressed by your district contact person or Helen Martinson at the Program in Teacher Preparation office (609) 258-3336. Information can also be found on the Teachers as Scholars Web Page listed under 3. above.
Application for Teachers as Scholars
For District use only

Please read the directions for application on page 17 of this brochure. This application must be submitted to your district contact person no later than September 30.

Name ______________________________________________________

School ______________________________________________________

Grade Level/Content Area ______________________________________

Please list your first, second and third choices for the seminar you wish to attend.

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About the Program in Teacher Preparation at Princeton University

an interdepartmental course of study

The Program in Teacher Preparation is a uniquely designed interdepartmental course of study that prepares Princeton University students, both undergraduate and graduate, to become certified to teach at the elementary and secondary levels. The Program offers specific courses, special seminars and colloquia, and many exciting opportunities for direct collaboration with area classroom teachers through structured, practical field experiences, including full-time practice teaching. Although the Program in Teacher Preparation is relatively small with approximately 25 students earning certification each year, the students who earn certification are sincerely committed to becoming teachers and bring a level of enthusiasm, dedication, and intellectual excellence that will make them outstanding members of the profession. We are very proud of our long-time collaboration with the teachers and administrators from area schools, and we are grateful for their willingness to share their expertise and their valuable time to help us to prepare our students so superbly. We call this collaboration the “community that builds teachers.”

other important initiatives

In addition to Teachers as Scholars, the Program in Teacher Preparation is responsible for three other important initiatives for students and teachers in area schools. The Princeton University Preparatory Program (PUPP), inaugurated in July 2001, provides high school students from working-class families with an opportunity to develop their skills, knowledge, qualifications, and self-confidence so that they will have the best chance possible to be admitted to and succeed at the nation’s leading universities. Each spring, a group of rising sophomores from Trenton, Ewing, and Princeton High Schools, selected based on grades, test scores, and essays, are invited to spend the next three summers attending classes at Princeton University. The invitation is to them but engages their families as well. At
Princeton, they undertake an intensive and challenging six-week program of courses, tutorials, internships, and guided field trips. PUPP is the brainchild of Miguel Centeno, professor of sociology, master of Wilson College, and director of the Princeton Institute for International and Regional Studies. It is administered by the Program in Teacher Preparation and the PUPP principal, Richard Carter, working in close cooperation with the principals and professional staff of the Trenton, Princeton and Ewing school districts to identify and recruit students and to track their progress.

**QUEST**, a professional development program in science for local upper elementary and middle school teachers, is held for two weeks each July on the Princeton University campus. This summer program, hosted by the Program in Teacher Preparation of Princeton University, offers a unique opportunity for teachers to enhance their personal knowledge of science content by engaging in laboratory experiments and field experiences led by the faculty and staff of the university and scientists from neighboring institutions. The program offers the opportunity for participants to develop the skills they need in applying their science teaching in area schools by helping them increase their enthusiasm, knowledge and confidence in science and science education.

**Scholars in Schools** is an exciting new program in which students seeking advanced degrees from the Princeton University Graduate School go out to area schools to present workshops, seminars, and hands-on classroom experiences on a wide range of topics for both students and faculty. Teachers can be in direct contact with the graduate students to help tailor the presentations to their particular class and curriculum. Teachers who have hosted the graduate students in their classes are unanimous in their praise for this program. If you would like to be on the mailing list to receive a catalogue of next year’s Scholars in Schools Program, please contact the office of the Program in Teacher Preparation at 41 William Street, Princeton, NJ 08540, or call 609-258-3336.

For more detailed information on Princeton University’s Program in Teacher Preparation, you can contact our website at webware.princeton.edu/teacher.
TAS is dedicated to the intellectual growth of teachers through a partnership between Princeton University’s Program in Teacher Preparation and the following school districts:

Bordentown • East Windsor • Ewing • Hillsborough
Hopewell Valley • Hunterdon Central • Lawrence • Montgomery
North Brunswick • Princeton Regional • South Brunswick
Trenton • West Windsor-Plainsboro

Cover picture is the Princeton University Press Building, the location of the Program in Teacher Preparation.

Teachers as Scholars is made possible through the support of the Program in Teacher Preparation, the area school districts, and the Cotsen Children’s Library at Princeton University.