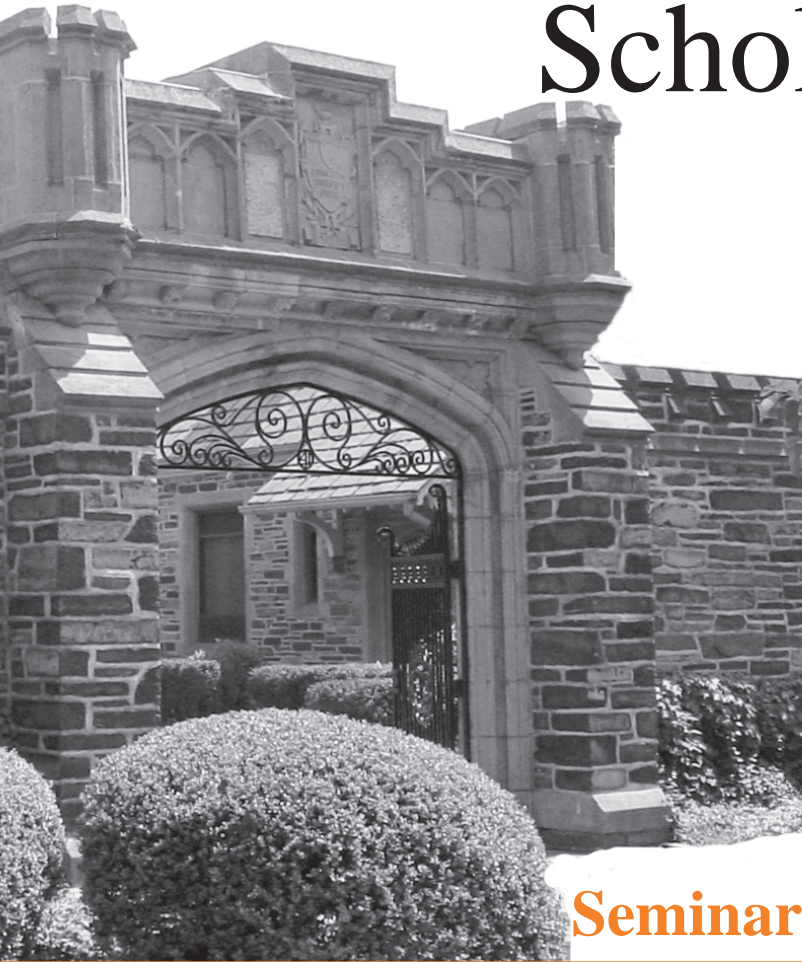




Teachers as Scholars



Seminar Series

2004-2005

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 sixth 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. *Technology in American Life*

October 21, November 11, and December 2

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.

Seminars

#2. *Ancient Egypt and its Hieroglyphs*

October 26, November 9, and November 23

Joshua T. Katz

Department of Classics

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, John Witherspoon Bicentennial Preceptor, 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 in 2003.

Seminars

#3. Why can't the United States get its act together with the international human rights system?

November 16

Stanley N. Katz

Woodrow Wilson School of Public and International Affairs

We will spend the day discussing one of the major dilemmas in modern U.S. history – why the world's first (and some would say best) democracy has been so limited and inconsistent in its support of the international human rights system. The U.S. was, after all, the leading proponent of the establishment of the United Nations, and Eleanor Roosevelt was the first Chair of the U.N. Human Rights Commission. Yet our country has not agreed to many of the major human rights treaties, nor have we yet signed the Covenant on Economic, Social and Cultural Rights. We are currently holding out on the International Criminal Court and CEDAW (the treaty opposing discrimination against women). The normal explanations for U.S. opposition to human rights are, on the one hand, that our own constitutional rights system is better than the international system, and on the other, that we are a mean-spirited, selfish and self-interested nation. I want you to think about the possibility of a third sort of explanation – that the fundamental nature of our historical constitutional tradition renders up dependent upon popular sovereignty (and thus democracy) as the source of basic rights and duties. And therefore that adoption of such rights and norms needs to be done through the amendment process, and not by signing on to international treaties. The current debate over U.S. adherence to the Geneva Conventions on the rules of war is an urgent and poignant reminder of the practical importance of these questions in this country.

The discussion will be based on limited readings, including some of the basic constitutional and international law documents, and a recent essay of my own: "A New American Dilemma?: U.S. Constitutionalism vs. International Human Rights,"⁵⁸ *University of Miami Law Review*, no.1, Oct. 2003, pp. 323-345.

Stan Katz is lecturer with rank of professor and Acting Director, Law and Public Affairs 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.

Seminars

#4. *Fast-Talking Dames*

November 18 and December 9

Maria DiBattista

Department of English

“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.

Seminars

#5. *The Nature and Use of Human Language*

November 22, December 6, and December 20

Marguerite Browning

Program in Linguistics

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.

Marguerite Browning is Associate Professor of the Council of the Humanities and of the Program in Linguistics at Princeton University and an Associate Faculty member in the Department of Psychology at Princeton University. She received her Ph.D. from the MIT Department of Linguistics and Philosophy in 1987 and taught in the Linguistics Department at MIT and the University of Texas/Austin before joining the Princeton faculty in 1990. Her research interests are in the area of syntactic theory, which is broadly concerned with the nature of the knowledge possessed by native speakers of a language concerning how sentences are formed in that language.

Seminars

#6. *Cain and Abel*

November 30, December 14, and January 4

Thomas E. Breidenthal

Dean of Religious Life and of the Chapel

Are human beings essentially violent in their relations to one another? Is religion the source of violence or the way out of it? Can there be justice without violence? Must violence beget violence? The ancient story of Cain and Abel, as told in the book of *Genesis*, raises these and other questions all too relevant to our own time. Is Cain the only villain in this story, or are Abel and God blameworthy, too? How far does my responsibility for others extend? Can the philosophical, ethical, and religious traditions that have shaped us help us find answers to these questions?

In this seminar we will immerse ourselves in the story of Cain and Abel, and in the questions embedded in it. *First*, we will strive to become experts on the text. We will scrutinize each word of the Genesis account, studying different English translations, digging into the Hebrew text, and examining what some ancient Greek and Latin translations have to offer. *Second*, we will examine traditions of interpretations of this story in rabbinical Judaism, early Christianity, and Islam. *Third*, we will explore how some present-day philosophers and theologians have placed Cain and Abel at the center of their own struggle to think clearly and deeply about how (and whether) justice and violence go together.

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.

Seminars

#7. *The Process of Scientific Discovery*

January 5

Russell Hulse

Plasma Physics Laboratory

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 important aspects of Albert Einstein’s theory of relativity. He is a Principal Research Physicist and Distinguished Research Fellow at Princeton’s Plasma Physics Laboratory, and a Visiting Professor of Physics and Science Education at The University of Texas at Dallas. At UTD, he is developing science education collaborations between the University and local science museums, science centers, schools, and libraries.

Seminars

#8. *The Big Bang and The Expanding Universe*

January 14 and January 28

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.

Seminars

#9. Chaucer's *Canterbury Tales*

January 19, February 9, and February 23

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 incompleteness.

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

#10. *Laughing at Love: Shakespeare's Comedies*

January 31, February 14, and February 28

Hank Dobin

Associate Dean of the College

Shakespeare's romantic comedies of love and marriage capture the folly, despair, and promise of young love and provide a much-needed counterpoint to the bleak depiction of doomed relationships in his great tragedies. No other dramatic comedies ever written provide quite the stimulating combination of so much to laugh about and so much to think about. In the seminar, we will study three plays: *The Taming of the Shrew*, *A Midsummer Night's Dream*, and *As You Like It*.

Each week, we will do an intensive examination of one play including close reading of the text, comparisons to other plays or sources, and (occasionally) some additional reading about romance, family life, and the status of women in the Elizabethan period. Because Shakespeare's plays were not intended just for the page, we will consider the performance aspects of these plays by doing our own scene-studies. That, I can guarantee, will be great fun!

*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

#11. *Impressionism in Focus: Claude Monet*

March 2, March 16, and April 6

Caroline Cassells

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. Last year she completed her Ph.D. in nineteenth century painting at the University of Virginia.

Seminars

#12. *Children Grownups, and Wild Things: Classics by Sendak, Kipling, Jarrell, and E. B. White*

March 4, March 18, and April 8

Ulrich Knoepfmacher

Department of English

Children's classics written and illustrated by those ex-children we call "adults" appeal to a dual audience. By frequently dramatizing an interaction between the young and the old, they hold complementary meanings for their juvenile and mature readers. This seminar will look at a series of animal fables whose graphics and verbal texts we shall place in a continuum. At our first meeting ("Alliances and Frictions"), we shall look at WHERE THE WILD THINGS ARE in relation to "Mowgli's Brothers" and "How the Whale Got Its Throat," the opening stories of THE JUNGLE BOOK and JUST SO STORIES. After looking at slides and an animated version of Sendak's classic, we will consider its relation to these two Kipling antecedents. Our second meeting ("Fables of Survival") will link Kipling's verbal and visual art (now represented by two trios of further stories about "wild things") to the collaboration between E. B. White and Garth Williams in CHARLOTTE'S WEB. 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! as offshoots of White's classic. Another slide presentation (on Sendak's picture book DEAR MILI) should bring together some of the strands we explored.

Uli Knoepfmacher, 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

#13. *The Salem Witch Trials*

April 4, April 18, and May 2

John M. Murrin

Department of History

The Salem witch trials of 1692-93 are the most famous event that ever occurred in colonial America. Most people who know nothing else about the period have at least heard of them. In our first meeting we shall discuss witch trials before 1692. After a rash of early executions, both Massachusetts and Connecticut grew skeptical about convicting people of witchcraft. Between 1656 and 1692, Massachusetts hanged only one person for witchcraft. Connecticut's last execution was in 1663. Our second session will examine how and why this pattern of restraint broke down at Salem. Nineteen people were executed for witchcraft. All of them insisted on their innocence. No one who pleaded guilty was hanged, a unique pattern in the history of witch hunts. Our last session will ask why the trials ended. In Europe some witch panics had gone on for years.

John M. Murrin is professor of history emeritus at Princeton. After teaching at Washington University, St. Louis, for ten years, he moved to Princeton in 1973. He taught early American history at both the undergraduate and graduate levels for thirty years, and, usually with James M. McPherson, he co-taught an undergraduate seminar on War and Society in the Modern World. In 1998-99 he served as President of the Society for Historians of the Early American Republic. He has published several essays on the Salem witch crisis.

Seminars

#14. *The Singing*

April 15

Charles K. Williams

Creative Writing Program

The text for the seminar will be my most recent book of poems, “The Singing,” and its program will be to examine the general themes and formal modes of the book, and to look at several of the individual poems in more detail. The poems have a broad thematic range; some have a social or political impetus, some a broader philosophical objective, and some are grounded in more individual, personal experiences. One sequence of poems is an elegy for a painter-friend which attempts to do justice to the dedication of the artistic life. Another, “Of Childhood The Dark,” uses various formal limitations to attempt to recreate the consciousness of a child as a child would experience it if it had available to it the resources of abstract thought, myth and narration. Several of the poems are grounded in contemporary historical events, including the Iraq war, and there will be a discussion of the use and feasibility of such poetry, sometimes characterized as “anti-war.”

C. K. Williams is the author of nine books of poetry, the most recent of which, The Singing, won the National Book Award for 2003. His previous book, Repair, was awarded the 2000 Pulitzer Prize, and his collection Flesh and Blood received the National Book Critics Circle Award. He has published translations of Sophocles' Women of Trachis, Euripides' Bacchae, and poems of Francis Ponge, among others. His book of essays, Poetry and Consciousness, appeared in 1998, and a memoir, Misgivings, in 2000. Among his honors are awards in literature from the American Academy of Arts and Letters, the PEN/Voelcker Career Achievement Award, and fellowships from the Lila Wallace Foundation and the Guggenheim Foundation and the National Endowment of the Arts. He was elected to the American Academy of Arts and Letters in 2003, and teaches in the Writing Program at Princeton University.

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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 **16** of this brochure for the names of district contacts. **Deadline for district registration is September 28, 2004.**
2. Your contact person will select 14 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>**. **Deadline for the University registration is October 11, 2004.**

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 Dr. Helen Martinson hmartin@princeton.edu or 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 28**.

Name _____

School _____

Grade Level/Content Area _____

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

	Seminar Number	Seminar Name
Choice 1	_____	_____
Choice 2	_____	_____
Choice 3	_____	_____

Please duplicate this form as necessary

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, and director of the Princeton Institute for International and Regional Studies. It is administered by the Program in Teacher Preparation, 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.

For more detailed information on Princeton University's Program in Teacher Preparation, you can contact our website at www.princeton.edu/teacher.

Program in Teacher Preparation Staff

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John B. Webb, Director

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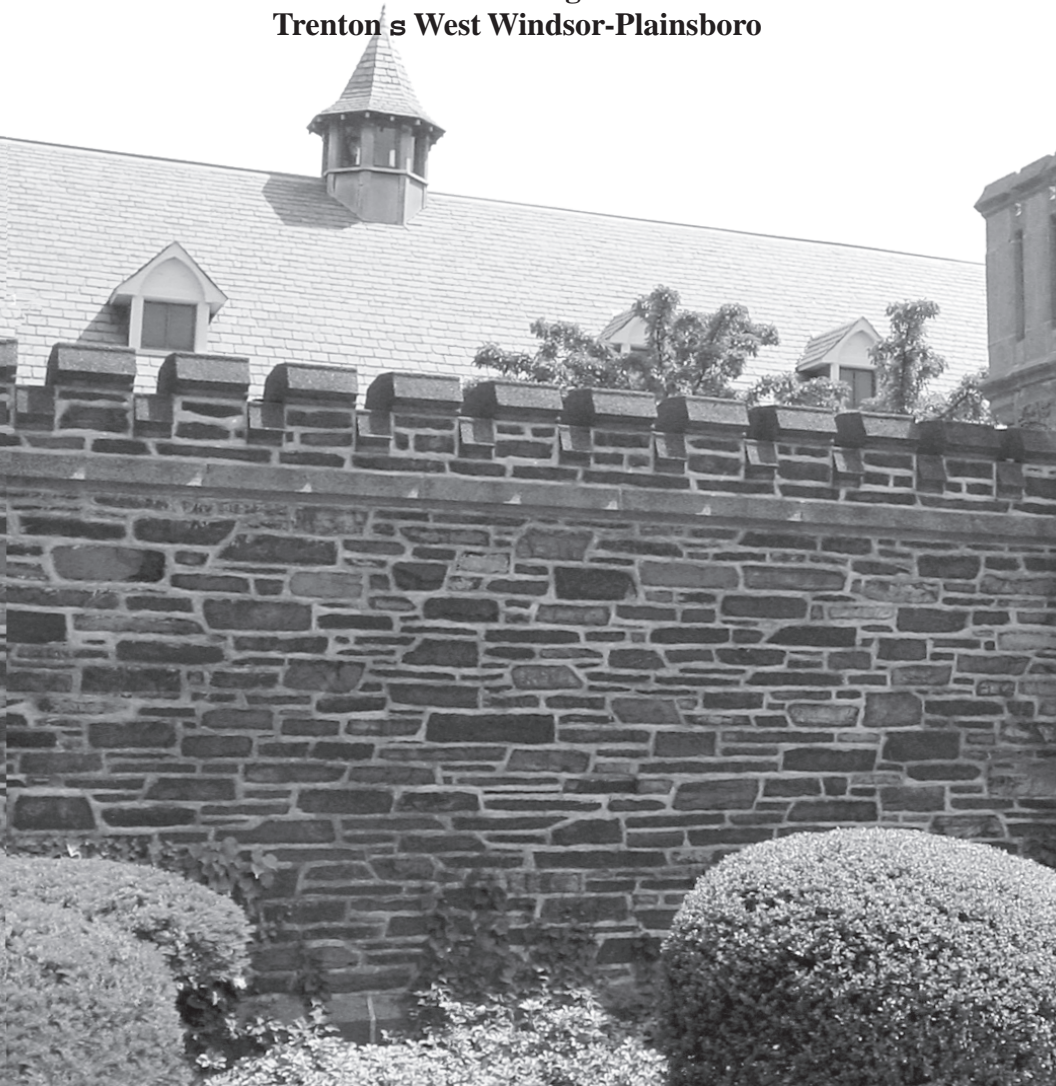
Torey Wilson, Program Administrator

Anne N. Catena, Special Projects Director

**Helen H. Martinson, Program Administrator and
Coordinator, Teachers as Scholars**

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 s East Windsor s Ewing s Hillsborough
Hopewell Valley s Hunterdon Central s Lawrence s Montgomery
North Brunswick s Princeton Regional s South Brunswick
Trenton s 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.