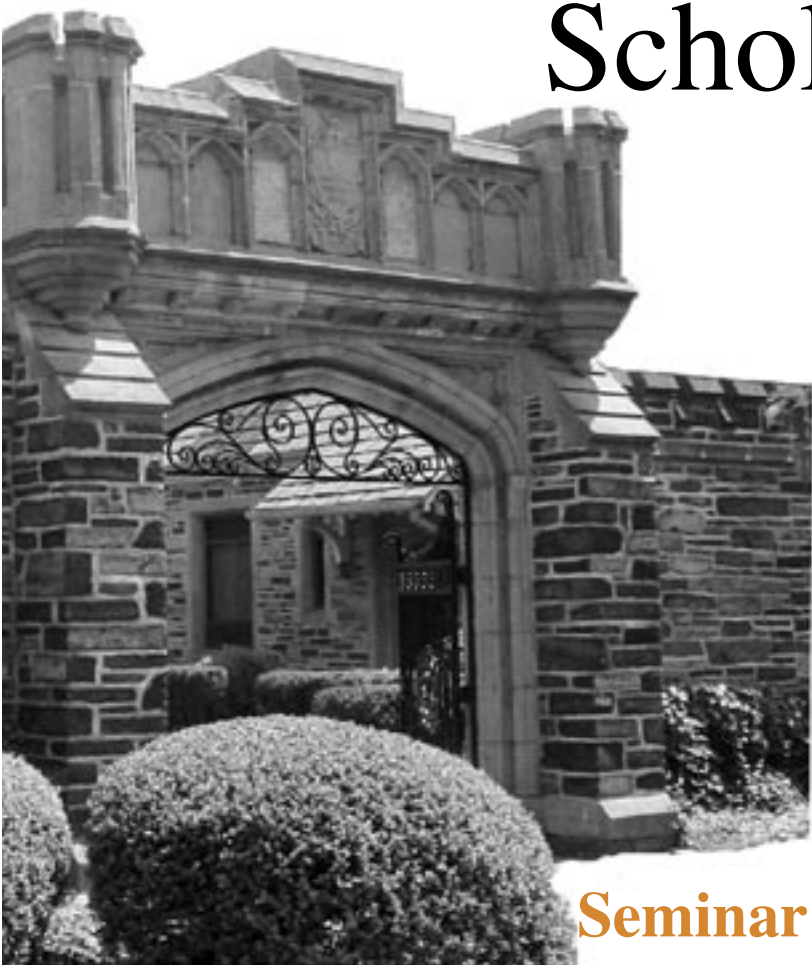




Teachers as Scholars



Seminar Series

2005-2006

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, Flemington-Raritan School District, Hillsborough Township Public Schools, Hopewell Valley Regional Schools, Hunterdon Central Regional School, Lawrence Township Public Schools, Montgomery Township Public Schools, North Brunswick Township Schools, Princeton Regional Schools, South Brunswick Township Public Schools, Washington Township 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 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. Most seminars require participants to complete readings or other work in preparation for each session. Readings are provided at no cost to the participant and will be mailed a month in advance to the seminar. 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. In addition to these academic year seminars, a Summer Institute will be offered in July of 2006. Course offerings will be posted in January, 2006 on our website at www.princeton.edu/teacher/tas.

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

November 14, November 28, and December 12

Stanley N. Katz

Woodrow Wilson School of Public and International Affairs

We will discuss 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 others, 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 us 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 recent 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 original source readings, including some of the basic constitutional and international law documents, 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, and two books: Mary Ann Glendon, *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights* and Paul Gordon Lauren, *The Evolution of International Human Rights*.

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

#2. *Ancient Egypt and its Hieroglyphs*

November 15, November 29, and December 13

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. *The Nature and Use of Human Language*

November 16, November 30, and December 14

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

#4. *The Salem Witch Trials*

November 17, December 1, and December 15

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

#5. *Fast-Talking Dames and Democratic Culture*

November 17 and December 1

Maria DiBattista

Department of English

“Fast Talking Dames” aim 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, Rosiland 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 reinvented itself with every word they spoke and, in many ways, it was.

This seminar will explore the social and cultural revolution spearheaded 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 focus will be on how they responded to the contentious social and political issues of their time—and ours. The first seminar, which will focus on *It Happened One Night*, *My Man Godfrey* and *The Philadelphia Story*, will focus on the heiress, the privileged daughter of American culture, who comes to understand the darker side of American life. The second will focus on the *Meet John Doe* and *His Girl Friday*, which establish the cultural authority of the dame as reporters on the national scene.

Those who took last year’s seminar are eligible to participate in this one as well.

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

#6. *Persuasion and Propaganda*

November 18 and December 2

Joel Cooper

Department of Psychology

Persuasion and propaganda bombard us in our daily lives. Republicans and Democrats spent an unspeakable amount of money this election year to convince us to support their candidates, and they will do it again in upcoming elections. Propaganda from pharmaceutical companies will try to persuade us that acetaminophen can cure our headaches better than ibuprofen and automobile manufacturers will try to convince us to spend our money on Ford rather than Dodge, Acura rather than Lexus. How is this done?

This seminar will examine the science and theory behind persuasion and propaganda. We will look systematically at how attitudes and behaviors are changed as a function of propaganda. Our approach will span a broad spectrum from commercial advertisements to electoral policies to the global propaganda efforts of Goebbels and Hitler in the rise of Nazism.

Joel Cooper has taught psychology at Princeton since 1969, and his research in psychology has been funded by, among others, the National Science Foundation and the National Institute of Mental Health. A lively teacher who has taught as far afield as Australia, Israel, New Zealand and London, he leads his Princeton students through the art and science of persuasion, or how and why we change our minds. He is also interested in the ways in which computers have affected us as individuals and as a society, looking in particular at the gendered differences that emerge when Americans sit down in front of computer screens.

Seminars

#7. *Engineering in the Modern World*

January 4, January 18, and February 1

Michael G. Littman

Department of Mechanical and Aerospace Engineering

Beginning with the industrial revolution in Great Britain, engineering objects and systems have shaped our modern world. Three sessions are offered that examine the most important engineering works in the past 300 years from scientific, social, and symbolic perspectives. Through visual lectures, classroom demonstrations, and simple experiments, participants will learn about important engineering innovations and key innovators in the areas of structures, machines, networks, and processes.

The first session, “Iron, Independence, and Industry,” will focus on the period between 1779 and 1855. (1779 is the date of construction of Iron Bridge, the first metal bridge; 1855 is the date of James Francis’s Lowell Hydraulics Studies concerning the efficiency of water turbines.) This session will explore structures and machines (metal bridges and steam engines) and the development of America’s earliest industries, textile and steamboats.

The second session will be “Connecting Cities and Connecting the Continent,” and will focus on the period between 1830 and 1869. (1830 is the opening date of the Manchester-Liverpool Railroad in England, the first passenger and freight line; 1869 is the date of completion of the US transcontinental railroad.) This session will be about railroads and telegraphs and will examine scientific developments (high-pressure steam, traction, and electromagnetism) and political and social influence of early transportation and information networks.

The third session will be “The Rise of the Great Industries,” and will focus on the period between 1876 and 1939. (1876 is the date of the Philadelphia Exhibition celebrating America’s centennial and 1939 is the date of the New York and San Francisco World’s Fairs.) This session will concern the technical origins and economic and social effects of major industries including telephone, automobile, airplane, oil, steel, radio, and electric power.

Michael G. Littman is Professor of Mechanical and Aerospace Engineering at Princeton University. He joined the Princeton faculty in 1979 after receiving a PhD in physics from MIT in 1977. Prof. Littman teaches in the areas of control systems and microprocessors, and co-teaches with Prof. David Billington about the history and science of engineering. His research interests include tunable lasers and telescope designs applicable to the search of earth-like planets about nearby stars.

Seminars

#8. *Poetry and Simplicity*

January 10, January 24, and February 7

James Richardson

Department of English

Modern poetry, T. S. Eliot famously said, “must be *difficult*.” Well, maybe. On the other hand, history shows that poets periodically cry out for a return to basics: the plain style, the speaking or singing voice, the simple pleasures of sight and sound, the Old Themes. We’ll begin with modern poets like Hardy and Frost who insisted on an anti-modernist simplicity and then move on to examples from our own time, both simple and difficult. Some of our topics and writers: Kay Ryan, Robert Hass, Louis Glück, Billy Collins and *Poetry 180*, the aphoristic/proverbial, formal and free verse, the influence of Eastern poetry, experimental poetics. Probably we’ll end up thinking about the very nature of simplicity and difficulty. Are there different kinds? Are they opposites (i.e. does “simple” necessarily mean “easy”)? How do they mix and work in poems? And since we’ll be a roomful of teachers, naturally we’ll be thinking about such practical questions as “When a poem is so simple it leaves nothing to say...what do you say?”

James Richardson’s most recent book, Interglacial: New and Selected Poems and Aphorisms was a finalist for the National Book Critics Circle Award. His previous books include Vectors: Aphorisms and Ten-Second Essays, How Things Are, A Suite for Lucretians, As If, Second Guesses, Reservations, and two critical studies, Thomas Hardy: The Poetry of Necessity and Vanishing Lives: Style and Self in Tennyson, D. G. Rossetti, Swinburne and Yeats. He has taught at Princeton since 1980.

Seminars

#9. *Chaucer's Canterbury Tales*

January 11, January 25, and February 8

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. *The Search for Life in the Universe*

January 13 and January 27

Michael Strauss

Department of Astrophysical Sciences

Are we alone? Is life as we know it unique to the planet Earth, or has it developed on other planets in other parts of the Universe? Humankind has wondered about this question for thousands of years. We will examine this question in detail in the face of many exciting new developments in astronomy, geology, biology, and other fields. In the last decade, the first unambiguous evidence has been found for the existence of planets around stars other than the Sun. An armada of missions is exploring the geology and past history of Mars in exquisite detail. New insights about the origin of life are coming in from detailed biological, geological, and astronomical experiments.

We will examine these and other recent developments in detail, and learn what they imply about the origins of life on Earth, and the number of planets harboring life in our Galaxy. We will learn about the threats to life on Earth from cosmic catastrophes such as giant asteroids, and we will discuss search strategies for radio signals from extraterrestrial civilizations. We will also discuss some of the sociological aspects of the problem: Why is the general public so fascinated by the idea of UFO's? What would the philosophical implications of the discovery of extraterrestrial life?

Although we will find ourselves drawing on knowledge in a number of fields in this course, the main emphasis will be astronomical. Depending on the interests and background of the teachers, we will carry out some calculations involving the temperatures of planets, the complexity of DNA, and the number of planets in the Milky Way.

Michael Strauss is a 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

#11. *The Process of Scientific Discovery*

January 26

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 10 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.

#12. *Cain and Abel*

February 13, February 27, and March 13

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

#13. *Technology in American Life*

March 2, March 16, and March 30

Michael S. 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 S. 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

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

March 3, March 17, and March 31

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

#15. *Impressionism in Focus: Monet and Pissarro*

March 8, March 22, and April 5

Caroline Cassells

Princeton University Art Museum

This seminar will examine in detail the lives and works of two major figures of Impressionism, Claude Monet and Camille Pissarro. Sessions will cover their early works and friendship in the 1860s and their time together in London during the Franco-Prussian War. Their connections to the larger movement will also be considered, especially their participation in the eight so-called “Impressionist” exhibitions of the 1870s and 1880s. The last sessions will highlight the tensions in their friendship and their struggles with serious eye conditions during their final years.

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 as 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.

Paul Cézanne described Camille Pissarro as “humble and colossal.” This quote might be used to describe his artistic reputation. While Cézanne and Monet—early friends of Pissarro’s—have become figures of legend, Pissarro has not always enjoyed the same acclaim with the general public although artists have always appreciated his genius. He was a crucial figure for many members of the Impressionist group, directly influencing their painting. He was also a great promoter of the next generation of painters, championing the early work of Paul Gauguin and Georges Seurat.

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 holds M.A. and Ph.D. degrees in the history of art from the University of Virginia.

Registration Procedure

Teacher Registration with the School District:

Please fill out the District Application on page 19 of this brochure and submit it to your District Contact Representative listed below by _____.

Your Contact Representative will notify you of your status.

Teacher Registration with the University:

Once you receive confirmation from the District Contact Representative that you have been selected to attend a Teachers as Scholars seminar, you need to register electronically on the Teachers as Scholars Web Page at <http://www.princeton.edu/teacher/tas>. The deadline for registration with the University is **October 12, 2005**.

If you have any questions about Teachers as Scholars, please contact Dr. Helen H. Martinson, Coordinator of Teachers as Scholars, at hmartin@princeton.edu or at (609) 258-3336, or your Contact Representative. Information can also be found on the Teachers as Scholars Web Page listed above. We hope you find your experience with Teachers as Scholars valuable and rewarding, and we look forward to your participation.

School District Contact Representatives

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Application to School District

Please provide the informaton below and submit this form to your District Contact Representative no later than

_____.

Name _____

School _____

Grade Level/Content Area _____

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

	Seminar Number	Seminar Title
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.

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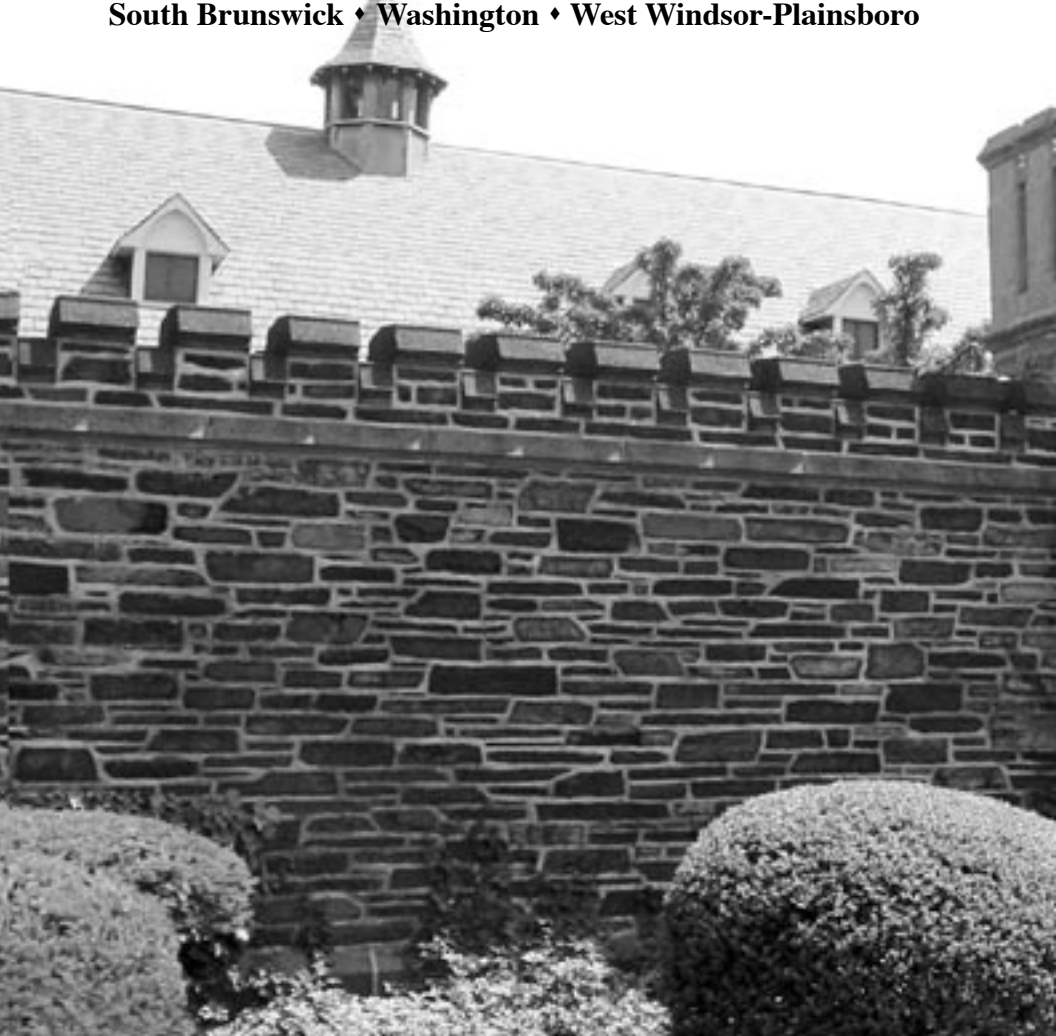
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Teachers as Scholars is dedicated to the intellectual growth of teachers through a partnership between Princeton University's Program in Teacher Preparation and the following school districts:

**Bordentown ♦ East Windsor
Flemington-Raritan ♦ Hillsborough
Hopewell Valley ♦ Hunterdon Central ♦ Lawrence
Montgomery ♦ North Brunswick ♦ Princeton
South Brunswick ♦ Washington ♦ 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.