ALL ABOUT

MENTORING

A Publication of the Empire State College Mentoring Institute

EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK

Issue 11 • Summer 1997

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From the Editors

Xenia Coulter and Alan Mandell

This issue of *All About Mentoring* is the first one published by a somewhat reorganized Mentoring Institute. Instead of temporary co-chairs, the Institute will now be chaired by a permanent director (as of July 1, a member of the faculty on part-time release). Other faculty members who have particular college-wide faculty development projects they wish to pursue or who are simply interested in working for the Institute in various capacities will be encouraged to do so. Should any of you have such interests, please contact Alan Mandell, who is the new Mentoring Institute director. [From one editor to the other: Welcome, Alan!]

We feel that this reorganization will strengthen the Institute by allowing it to undertake longer term and in some cases more ambitious projects. Up until now, it has been difficult for the Institute to sustain its activities from chair to chair and to pursue projects that required weekly (or even daily) attention when the chairs were still maintaining a full-time mentoring obligation. With a permanent director, it is our hope that the Institute will be able to find ways of bringing the concept of mentoring to a wider audience within the world of higher education and to keep our own conversation within Empire State College alive and provocative. Perhaps we can create a consulting service in which we can show institutions of higher learning (particularly those which cannot afford to build large physical plants or create expensive technologies of education) how one-to-one mentoring relationships alone can offer the very best in higher education. Certainly, the dismay expressed by the general public about the high costs of a very impersonal and not particularly effective educational experience makes it appear that our message may be one whose time has come!

Of course, we cannot spread the word if we aren't known. It has always been the desire of the editors that *All About Mentoring* might strengthen the mentoring culture of the College, increase appreciation of the truly scholarly nature of our work, and stimulate us to share what we do, more often and more widely. What might be a small kernel of an idea presented more informally in this publication might blossom into a publishable article in an outside refereed journal or might provide food for thought for someone else's article to be shared around the College. Now that we have somewhat greater resources, we would like to more intentionally promote these outcomes, particularly your willingness to write seriously about mentoring for outside audiences. Toward that end, we have hopes that the Mentoring Institute can now provide at least two new services for the College community: 1) The maintenance of a list of journals, and prototypes of typical articles for each one, that welcome articles about higher education, adult learning and/or mentoring; and 2) The coordination of editorial advice, suggestions for, and reviews of articles-in-progress by members of the College community for anyone who wishes such assistance when preparing manuscripts for possible publication.

At the heart of the Mentoring Institute is the hope that its activities will support our work as mentors. We see the possible development of consulting services and the stimulation of more outside publications as consistent with that fundamental goal. Besides being a means of spreading our philosophy to others, consultation and writing are also ways of stimulating conversations within our community that can promote our own growth and development. We also recognize that there are many other activities that have absolutely nothing to do with outside audiences which are important in supporting and sustaining the concept of mentoring. The Institute certainly remains fully committed to coordinating explicit faculty development opportunities. We expect to promote training for new mentors, to create new mentoring information packets,

and to encourage regular discussions, workshops, retreats and conferences on the kinds of topics, issues, and questions that stimulate scholarship and are crucial to the high quality of support and guidance we offer our students as mentors. As always, *All About Mentoring* will remain the vehicle that describes and promulgates all of these activities as well as those individual projects in which many of you are already deeply involved. And again as always, we are delighted with your willingness to provide material for this newsletter. We look forward to an ever-increasing number of submissions, and we thank you for your wonderful cooperation and help.

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Paulo Freire, 1921-1997

Dino Pacio-Lindin, Metropolitan Center

The 1960s was a pivotal decade in the life of Paulo Freire. In 1960, he was made full professor at the University of Pernambuco, and a new social democratic government was stressing the need to start a massive literacy campaign among the peasants and workers of Brazil.

In Pernambuco, Freire developed a radically new approach to adult literacy that he called the "syllabic-generative method," based on his new theory of "education for critical consciousness." It was implemented throughout the poor Northeast with success, and his "cultural circles" quickly became nationally known.

Just when plans were being made to extend the new approach to the whole country, a violent military coup d'etat took place on 31 March 1964. Freire was thrown into prison, and several months later he was forced into exile in Chile. His method would never again be practiced in Brazil.

In Chile, he wrote his two most influential books: *Education as the Practice of Freedom*, and *Pedagogy of the Oppressed*. During these years he also became familiar with many authors he had not read in Brazil: Hegel, Marx, Kosik, Dewey, Husserl, Lukacs, Sartre, Marcuse, Althusser and Fanon. Since his books could not be published in Brazil, they were first available in Spanish (in 1967-68) at the same time that *One Hundred Years of Solitude* was published and *Open Veins of Latin America* was being readied for publication.

In 1969, Freire was invited to Harvard as a visiting professor. After one year, his English was deemed insufficient, and he accepted a position in Geneva as a consultant working with UNESCO and The World Council of Churches. Since his books had already been translated into English, he had become known as a world educator. His approach was used for adult education in the Caribbean, Central America, South America, Africa and Australia. Many educators in the Scandinavian countries and in Spain also made a successful effort to implement his work in primary school education.

His most serious challenge took place in Guinea-Bissau during the '70s. One million people spoke nearly 100 dialects and were all illiterate. Portuguese was the language of the elites. A literacy campaign in Portuguese could not succeed. It did not.

In 1980, Freire was able to return to Brazil. He became a University Professor in Sao Paolo, and for three years (in the late '80s), The general superintendent of the Sao Paolo school system. During these years he visited many universities in the United States, and his approach has been central to community-based adult centers and in some elementary schools in this country, especially in the San Francisco area. His latest books in English are: *Pedagogy of Hope* and *Letters to Cristina*.

Paulo Freire was going to teach a semester course at Harvard starting in September. His English was finally deemed adequate.

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Creating a Mentoring Culture

Lois Zachary, Leadership Development Services

Lois J. Zachary, a specialist in adult development and learning, is the principal of Leadership Development Services, a consulting firm that offers leadership education and training for corporate and not-for-profit organizations across the continent.

Her workshops, lectures, consultations and retreats integrate adult development and learning theory with proven methods to improve and enhance board functioning and development, leadership development and organizational effectiveness. Her work also includes assisting educational institutions in the development of learner-focused programs.

Zachary received her doctorate in adult and continuing education from Columbia University. She holds a master of arts degree from Columbia University and a master of science degree in education from Southern Illinois University. She is a national lecturer at Nova Southeastern University. Zachary is also a Trustee Educator, certified to deliver Trustee Leadership Development and Trustee Education for Individuals, programs created by the Lilly Endowment Inc. to serve not-for-profit organizations, their boards and leaders.

Her publications include articles, monographs and books about adult development and learning, mentoring, leadership and board development, staff development, and the basics of establishing and maintaining a consulting practice.

Mentoring and the Learning Organization

Mentoring is potentially one of the most powerful influences in a person's life. Whether it emerges out of an intimate relationship (grandparent, parent, sibling, spouse or life-partner), or a professional role (teacher, manager/supervisor, co-worker), it is likely that most people have been, or will be, a protégé, a mentor or both at sometime during their lives.

Mentoring not only fosters individual learning but also creates learning organizations. "Mentoring" and the "learning organization" are both hot topics of the decade (Senge, 1990). However, Malcolm Knowles (1980) presciently claimed "...an organization is not simply an instrumentality for providing organized learning activities to adults; it also provides an environment that either facilitates or inhibits learning." Creating a learning organization is the "way of being" among most successful organizations today, profit or nonprofit, and mentoring is one of the most effective vehicles for promoting individual and collective learning that goes on within them.

The New Mentoring Paradigm

Many mentoring relationships today are rooted in the "old paradigm" of power, prestige and hierarchy, based on the assumption that one learned something from a mentor (more often than not passively) and eventually separated from that mentor. Although this "transactional learning" is still operative in some institutional and organizational settings, it is no longer the prevailing paradigm.

The new mentoring paradigm is a partnership based on mutuality of learning, growth and satisfaction. Both partners actively engage in preparing, building and sustaining the relationship. Through active engagement the needs of both partners are met. "Wisdom is not passed from an authoritarian teacher to a supplicant student, but is discovered in a learning relationship in which both stand to gain a greater understanding of the workplace and the world" (Aubrey & Cohen, 1995, p. 161).

Mentoring is serious business with potential for significant returns on investment: opening lines of communication, identifying and developing organizational leadership, sculpting a learning organization (Watkins & Marsick, 1993), fostering self-directed learning and supporting organizational growth.

In my experience as an adult educator and leadership consultant, I have worked with a variety of organizations. I have observed situations in which mentoring facilitates a climb up the learning curve for orienting new employees and acclimates new group members to an organization's culture.

The examples below, drawn from a global and diverse corporation, a mentoring institute (sponsored by a regional consortium) and a large community-based non-profit organization, illustrate how three organizations realized their goals by systematically developing a mentoring program and building an infrastructure to support the process. The scope, magnitude, forms and degree of the mentoring within these organizations varied.

Creating a Corporate Mentoring Culture

Kentucky-based Brown-Forman, founded in 1870, is a diversified producer and marketer of fine quality consumer products, including spirits, wine, luggage, china and crystal. Brown-Forman has approximately 7,400 employees worldwide. Its leadership believes that planful mentoring can develop leadership, increase communication; foster understanding of the new learning paradigm; and help employees function more effectively, productively and competitively in an increasingly global workforce.

The need for formalized mentoring at Brown-Forman Corporation was first identified by Brown-Forman's Leadership Development Council (a dozen senior executives from across the corporation) as a means to support leadership growth across the organization. In 1995, Brown-Forman embarked upon a global mentoring initiative. Its goals were: (1) to develop a process involving self-initiated pairings between employees from all levels and divisions of the company, regardless of corporate, division or subsidiary affiliation, (2) to foster partnerships evolving from trust, communication and mutual understanding of each other's roles and responsibilities, and (3) to have voluntary learning relationships based on specific and mutually agreed upon goals and outcomes.

In order to solicit broad input and support, an advisory team made up of members from across the corporation was created. The Mentoring Advisory Team (MAT), facilitated by a Human Resources Mentoring Coordinator, was established to develop protocols, policies and procedures to guide the building of a mentoring culture. The MAT realized, early on, that in order to create a corporate culture of mentoring it would need visible support from the highest levels of the organization. Brown-Forman's chairman and CEO, Owsley Brown II, articulated and voiced his commitment this way: Mentoring is important work. I've done it over the years as both a provider and recipient of advice. I've found that it works best when the program has structure, but is carried out in a natural comfortable environment. Development programs such as these should remind us to be conscious of learning and exposure opportunities at all times.

Critical success components were identified by the MAT before it rolled out "Mentoring at Brown Forman": support and involvement from the highest levels of the organization, starting with small numbers and growing slowly, ongoing support to those involved in the mentoring process, continuous improvement, and data collection at each and every phase.

An initial letter was sent to all group operating executives introducing the mentoring concept and goals. Each executive was asked to identify one person as on-site point person. Each point person became a "mentoring facilitator" and coordinated at least one informational briefing within his/her organization. Group executives volunteered to be mentors.

Interest in the program has grown steadily since it began two years ago. There are 100 mentoring pairs and two mentoring groups (one of which recently ended after a year of successful programming). Fifty one-hour mentoring briefings have

been held in most departments throughout the company to orient employees about the mentoring process. These briefings, presented by members of the MAT, describe available opportunities and resources and provide a forum to ask questions about the mentoring process. The briefings cover generic information about what mentoring is, why mentoring is important in today's business world and to Brown-Forman, how the mentoring program was developed, and how to get involved. In addition, a seven-minute video program is shown, featuring Brown-Forman employees at all levels talking about their views on mentoring.

The emerging mentoring culture today is characterized by regular intra-corporate bulletins featuring success stories about mentoring, updates on the program, information about workshops, opportunities or face-to-face counsel, and a growing infrastructure.

Currently there are 24 mentoring facilitators representing all divisions and 13 Mentoring Resource Centers located at multiple sites. Each site has materials and information about mentoring available in plastic file folders attached to walls in public thoroughfares and is updated regularly.

The role of the mentoring coordinator, as corporate point person, is critical. The mentoring coordinator is available for counsel and information referral. Workshops and training for mentoring participants are held periodically to help employees develop new skills and enhance the quality of their relationships. The content of the workshops is based on feedback derived from the continuous evaluation process. Individual mentoring pairs are encouraged to engage in continuous evaluation throughout their relationship and are given tools to help make their experience a positive one. The words of this protégé are typical: Mentoring has been a very challenging step in developing my future. It has helped me gain more confidence. I have rediscovered myself and my goals.

This value-added dimension is two way. Mentors say they truly enjoy providing guidance and support and the opportunity to learn about another person's perspective of the company:

I can provide my protégé with some guidance. But I've also gotten a lot out of it. It makes you look at your own life and what you've done. It makes you feel better about your life when you can provide guidance to people.

Key features of mentoring at Brown-Forman are visible and continuous support from senior management, ongoing communication, emphasis on the global nature of the business, built in support resources (human, informational and process), ongoing evaluation by partners and the system, training, and integration and alignment corporate-wide.

The role of everyone involved in the program is defined, including the MAT, the mentoring coordinator, supervisor, mentor and protégé In each definition the notion of a collaborative learning partnership is emphasized. The responsibility for selecting and recruiting a mentor lies with the protégé (although assistance is available from the mentoring coordinator, upon request). It is learner-driven. Each protégé is encouraged to identify his or her goals early on in the relationship.

Mentors and protégé are engaged as active learners. For some protégé the learning has resulted in the acquisition of corporate knowledge - the "how to's" around specific issues and problems as well as the achievement of targeted employees development objectives. They state they are making steady progress in meeting their goals and are becoming learning leaders. Among the learnings for mentors is the gaining of yet other kinds of corporate knowledge: the value-added awareness that comes from seeing the company from another perspective, self-knowledge from being in a new role and honing one's skills.

Creating a Regional Mentoring Culture

"Adult learning is best understood when the context is considered with the same attention as the teaching and learning interactions occurring within it" (Merriam & Cafferella. 1991, p. 306). Context, in this instance, has to do with the variability of the culture, the environment, the resources (human and financial) and the individuals within a specific organization or site. This philosophy of contextualized learning led the Central New York's Staff Development Consortium to bring together project managers and staff from a range of adult education practice contexts to learn how to establish mentoring processes within their own institutional frameworks. The consortium (one of ten established by the

New York State Education Department which serves primarily practitioners, teachers, job developers and administrators) offered a mentoring institute (called "Building a Mentoring Process") in the winter of 1996.

The purposes of the mentoring institute were to guide diverse organizational teams in developing and implementing on-going, site-specific mentoring processes and to create a learning and mentoring resource network among educational practitioners throughout Central New York. The assumptions informing the six month, three session program were: (1) fertile ground to grow a mentoring program must exist, (2) at least several (ideally a team of) individuals within the organization should attend to assure the likelihood that the process is integrated into the organizational framework, and (3) gathering site-specific information is critical to building an effective customized mentoring process.

Desired outcomes varied among participant teams. Some project managers were looking for ways to orient their new hires. Others wanted to assist experienced practitioners and students in integrating learning into practice. Several had mentoring pairs already in place, some more successful than others. Thus, as the institutional contexts varied so did the goals and purposes which drove them.

Seven teams (many of which were school-based partnerships) participated in the mentoring institute. The registration form asked each team to define its goals for the program and to list specific questions it wanted answered. Participants were informed that in between the three sessions (which spanned a six month period), they were expected to gather data from which to build a plan. Enrolling meant they were willing to meet this commitment.

Prior to the first session the participants received reading materials and specific questions to help focus their reading. The first session included a presentation of generic frameworks, examples of best mentoring practice, and commonly held assumptions about mentoring. Participants explored roles and characteristics of mentors, expectations and potential benefits to their organizations and developed familiarity with a variety of data gathering techniques.

Participants became acutely aware of the contextual nature of mentoring. The key lesson learned from that session was the importance of understanding the "ground" (organizational culture or climate) in which a mentoring program takes root.

Prior to the second session, each team collected site specific data regarding organizational learning needs. The "charge" was to identify who within their organiza-tions) needs to know something that can best be learned other than in a traditional classroom situation. They were also asked to consider how these learning needs could best be met and to define the gaps between need and knowing. In some organizations, skill learning was identified as the priority where those at the supervisory level needed to make sure that their employees were up to speed on specific skills. In other organizations the focus was on developing veteran staff where group mentoring was the desired mode of learning. In another, the priority was expedient face-to-face orientation of new hires. In yet another the need was to orient corporate employees in their roles as mentors in the public schools.

Session two included the stages and phases of the mentoring partnership, adult development and learning theory, and application of knowledge about adult development and learning to the mentoring process. Considerable time was spent examining and processing institutional data and then applying principles of adult learning accordingly. Variation among adult learners was emphasized. In order to help the teams synthesize their learnings, each team explored answers to specific questions about their organizational context. The answers helped identify the essential elements for preparing the relationship, selection of the mentoring pool, and the establishment of critical success factors.

Celebration, commitment and community were the focus of the third, and final, session. The entire mentoring partnership cycle was revisited with special emphasis on commitment, implementation, evaluation and training. Participants developed specific customized tools after familiarizing themselves with techniques and strategies, such as using job descriptions to outline specific roles, responsibilities and relationships. A "mentoring marketplace" was created to encourage communal sharing and provide feedback on how to market programs. Each team drafted site-specific action plans and received feedback from colleagues. Emphasis was placed on celebration and its importance in building morale and supporting continuous learning.

At the close of each session participants were asked to journal and complete a session evaluation. The session evaluations were used to inform the following session. The evaluation following the third session revealed the following process

outcomes had been achieved: Participants (1) realize the importance of checking out assumptions prior to mounting a mentoring initiation, (2) recognize the importance of training as a successful outcome and the need for constant vigilance through continuous evaluation, and (3) realize that there must be shared understanding of the mentoring concept before it can be embedded in a context and that building a mentoring process takes structure, planning and good organization. Several participants commented:

I thought I knew what mentoring was until I came to the workshop. I found myself constantly comparing 'mentor' with counselor and advisor. More specifically, I found myself becoming more analytical in terms of what I understand about the mentoring process.

I'm now aware of the importance of communication during all the phases - from setting up the program to implementation and participation.

The most important thing I learned is that there is a vast difference between the general conception of being a mentor and what an organization would view as a mentoring process.

Organizational self-study and an understanding of the individual learners within it were foundational for building a mentoring process and promoting organizational learning. Creating common ground through mutual understanding and conscientious communication and continuous learning were (and are) the bedrock.

Creating a Board Mentoring Culture

Mentoring is an effective way to orient new trustees, hasten organizational learning and transmit organizational norms. The Loretto Board of Trustees is an example of how one not-for-profit organization of busy, committed volunteers facing tough decisions in a rapidly changing health care environment, chose to better prepare and engage new trustees, shorten the learning curve, maximize precious human resources and increase board member satisfaction.

Loretto, founded in 1926, is the largest provider of care for older adults in Central New York, and currently operates 25 local facilities and programs. Its various programs are intended to meet the diverse health, social and housing needs of older adults. Loretto serves over 3,000 clients and employs more than 2,000 senior-care professionals. It has expanded to include the management of other nursing homes in New York State.

Increasing the capacity of its trustees to make well-informed and timely decisions rests on trustee intelligence: becoming more fully conversant with an array of issues as quickly as possible, before relevant information becomes obsolete. Loretto trustees are sophisticated, high prestige community leaders. They include a former state senator, a state supreme court justice, a dean of nursing, a bank president, physicians, attorneys and health care providers. These individuals are used to sifting through reams of data to make quick educated decisions, and yet in the role of individual trustees, "...what trustees have to understand about regulations... is an amazing amount of material. It is like getting a graduate degree."

There is much to learn about the structure and operation at Loretto. Previous experience has taught us that it takes at least a year to get up to speed. Given the complexity of our growing organization and the fast pace of change, we recognize that learning the Loretto system is a daunting task.

No matter how much material is sent, it is still difficult to grasp the full complexity of our operation without a personal interaction with individuals more familiar and experienced with the system.

In response to the expressed needs of its trustees to grasp the full complexity of Loretto's operation, the Board Development Committee (BDC) wanted to provide personal interaction and meet its trustees' burgeoning information needs. Recognizing the already extended responsibilities of the board, the BDC requested that Loretto staff mentor its new trustees.

Job descriptions detailing the roles and responsibilities were developed by the BDC in collaboration with staff. The primary role of the staff mentor was to provide learning opportunities and support for new trustees as they familiarized themselves and became oriented to the challenges inherent in their roles. Staff committed to seek out their trustee mentee

at board meetings or call them after board meetings to see if they had questions.

Staff members were oriented to their roles by the external consultant. They agreed to periodically review progress and assess the needs of their mentees as part of the regular senior management team agenda.

A welcome letter is sent out under the signature of the board chair to all new trustees. Each staff member follows that contact with a personal letter introducing him or herself to their mentee. The BDC (as well as staff) regularly monitors the process by seeking feedback from new trustees.

We appreciate the fact that each of us has different information needs and learning styles. At the same time, everyone has their own time frame for assimilation of new information. Questions often surface during the learning process. Frequently needs for more concrete information become apparent.

As trustees process information, they often find that curiosity piqued about a specific area of the operation of one of the corporate entities.

It's been a learning process. It's not just policy making and decision-making, but really a lot of learning.

Mentoring is value-added for Loretto trustees and for the organization they serve. From their first experience, trustees feel an integral part of the learning organization at Loretto. The board reinforces this value by constantly engaging itself in continuous learning and assuring its new members are well-prepared to serve.

The New Mentoring Culture

The old paradigm of mentoring as transactional learning no longer serves individuals or their organizations particularly well. More than new skill development, information exchange and feedback are required for today's learning leaders. Mentoring must be rooted in partnership; based on mutual understanding and agreement of goals, roles and responsibilities, and outcomes. Clear and honest communication is essential. Both parties must derive satisfaction from it.

A mentoring culture - be it a corporation, a regional consortium, or a board of trustees - must be embedded in an organizational culture which "walks the talk" and values learning, not just for what it might become but what it is today.

The proliferation of newspaper articles, monthly magazine articles, both trade and professional and intra-corporate newsletters, is testimony that mentoring enhances personal and professional learning and development.

Mentors are persons who leave us stronger, more confident, clearer thinking and better able to cope after they have met with us. They help us grow in wisdom, not so much by inviting us to adopt their wisdom as by the way they ask questions which move us to deeper places of insight and perspective... some how we end up feeling more powerful ourselves (Broholm and Johnson, 1994, p.8).

These three organizational examples demonstrate that creating a mentoring culture is not for the faintheartedIt takes careful preparation. It takes commitment, introspection, patience and understanding the process of relationship building on an organizational and personal basis. Organizations, too, can become stronger and clearer thinking. They can also move to deeper places of insight and perspective, empowered because they have empowered their people.

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(Editors' Note: We thank Lee Herman for his help in arranging for and preparing this contribution to All About Mentoring.*)*

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Mentoring's Last Hurrah? The 25th Anniversary Conference at Rochester

Wayne Willis, Genesee Valley Center

In March, 1997 the Genesee Valley Center celebrated Empire State College's 25th anniversary by sponsoring a conference in Rochester on the theme of "Educating Adults for the 21st Century." The program began with a keynote address by Robert Kegan of the Harvard University Graduate School of Education, based upon his book *In Over Our Heads: The Mental Demands of Modern Life* (Harvard University Press, 1994). A series of panels then examined education in relation to the future of work and civic life, the changing mission of higher education, and whether mentoring can provide a "universal model" for colleges and universities in the 21st century.

Presenters from Empire State College included Xenia Coulter, Nancy Gadbow, Hugh Hammett, Irene Rivera de Royston, Tom Rocco, Chris Rounds and Wayne Willis. They were joined by two authorities on management training, John Burns and John Clendenin; Dan Drmacich, the principal of Rochester's High School Without Walls, and Walter Cooper, a member of the New York State Board of Regents, who has been a leader in many education programs and projects at the state and national levels. Our audience, drawn largely from Empire State College and other educational and cultural institutions in the region, numbered around 140.

For those of us who spend most of our time in the ramshackle manse on Prince Street awaiting the return of the Addams family, it was a giddy pleasure to use the auditorium, lounges, bathrooms and hallways of the Strong Museum, a place where the lights light, the heat warms, the toilets flush without protest, and the phones don't ring every ten minutes to inform you of your next obligation. Lord, how we need these little outings!

Of more enduring (or at least more seemly) interest to my readers may be the way that this conference situated our work as mentors within a larger process of social and intellectual transformation. Our subject was not really "adult education," but education for adulthood - equipping people to lead adult lives that will extend well into the next century. Here Robert Kegan's ideas provided a helpful framework and served as reference points for our discussions throughout the day. I won't try to summarize Kegan's talk (itself a precis of his book), except for its main theme.

Kegan argues that our contemporary culture increasingly presents us with a host of interrelated "mental demands" that affect us in our public roles as workers, citizens and learners, and in the privacy of our "parenting and partnering." Taken together, these demands amount to a claim upon our minds to develop an "order of consciousness" that enables us to think and act as "self-authoring" persons. Self-authoring people are self-directed as learners, regard themselves as the "inventor or owner" of their work even when employed within huge institutions, have a "clearly defined sense of self" that makes them "psychologically independent" of their intimate partners, and are able to evaluate critically their culture's values and beliefs, rather than being "captive" to them. By becoming such a self-authoring person, one is able to function more autonomously and effectively within a modern culture that is "pluralistic, privatistic, individualistic, and secular." (All quotations are from *In Over Our Heads*.)

The striking irony in all of this is that, unlike Emerson's 19th century vision of the "self-reliant" individual who heroically resists the culture's demands for intellectual conformity, Kegan's self-authoring person is actually meeting the dominant

culture's expectations. This does not appear to bother Kegan, perhaps because he assumes that modern culture has caught up with Emerson. To become the captain of your soul, maybe you no longer need to rebel against society's disappearing constraints. Instead, as Kegan shows, you have the weight of much expert opinion on your side, from management gurus to psychotherapists to adult learning theorists. Like many of these writers, Kegan cautions us not to confuse self-authorship with selfishness. Self-authoring individuals may make strong commitments to the welfare of others, and may choose to live within religious and cultural traditions that are anti-modernist and anti-individualist, but they take these actions from a different mental position than do less psychologically independent people.

What our society has not yet done, Kegan says, is to follow through on its call for self-authoring people with an approach to education that effectively supports learners in their movement toward this stage of psychological development. As a result, the majority never reach this order of consciousness, remaining stuck at a level that is necessary for the socialization of adolescents but that needs to be transcended to fulfill their potential as modern adults. The possible political and economic reasons for this gap between the demands for higher consciousness and the support that is currently offered to achieve it seem to lie mostly beyond the scope of Kegan's analysis.

Most panelists at the conference agreed that education at all levels, from elementary school to post-collegiate programs for managers and professionals, needs to change if it is to pursue the transformational objectives that Kegan outlines. Higher education, Kegan says, can be of special value for adults "in creating the order of consciousness the modern world demands. Here is a mission for adult education that will not lack for people to serve." In their presentation on mentoring in individualized education, Xenia Coulter and Irene Rivera de Royston brought Empire State College to the fore by showing how powerfully our model promotes transformational learning, particularly when it is used with a sensitivity to these possibilities. However, their proposal that mentoring be explored as a "universal model for higher education in the 21st century," was countered by remarks from the floor by Jim Chen, Empire State College vice president for academic affairs. Jim said that mentoring is very expensive, which limits the feasibility of its application throughout higher education and challenges us to find ways to enable it to survive in our own College.

Looking back now, I find myself hoping that this conference was not mentoring's last hurrah at Empire State College. History sometimes flows in contradictory directions. As Kegan's book, our conference, and much of the literature on current educational reform all show, there is increasing support for the concept of individualized, student-centered, developmentally oriented education. Actual educational practice at the elementary and secondary levels is reflecting these ideas, spurred by organizations such as Theordore Sizer's Coalition for Essential Schools, which has over 1,000 member institutions, including Rochester's public School Without Walls. My own ten year old goes to a small private school that is profoundly committed to child-centered learning, and it's not the only school of its type here. Some parents in the home schooling movement also share these ideals. Significant portions of what was once "alternative" educational practice have entered mainstream public and Catholic schools. At the same time, those who urge "efficiency," as measured by low costs and high performance on standardized tests, are also very powerful. At Empire State College we seem to be caught between the voices in the broader intellectual environment saying that what American education needs is what our mentors do, and the voices of fiscal realism that are skeptical about how much of it we should continue to do.

In a lovelier world, Empire State College would be focused upon what we can learn about how to help students grow, seeking insights from our quarter century of mentoring experience and enriching our understanding of our possibilities through close study of the history, philosophy, sociology and psychology of education (and of anything else that will serve our purpose). We would invite Bob Kegan back more often and question him more carefully. We would certainly be looking at how new technologies can best be used to assist students' growth, and only secondly at how they affect our competitive position in the educational marketplace. Instead, like our students, we have to struggle along, trying to do our best. There were moments at the Rochester conference when I was reminded of what the best might truly be.

ALL ABOUT MENTORING
A Publication of Empire State College

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Two Poems by Wislawa Szymborska
translated by Regina Grol, Niagara Frontier Center

Niektorzy lubia poezje

Niektorzy -
czyli nie wszyscy.
Nawet nie wiekszosc wszyztkich ale mniejszosc.
Nie liczac szkol gdzie sie musi,
i samych poetow,
bedzie tychosob chyba dwie na tysiac.

Lubia -
ale lubi sie takze rosolz makaronem,
lubi sie komplementy i kolor niebieski
lubi sie stary szalik
lubi sie stawiac na swoim,
lubi sie glaskac psa.

Poezje -
tylko co to takiego poezja.
Niejedna chwiejna odpowiedz
na to pytasnie juz padla.
A ja nie wiem i nie wiem i trzymam sie tego
jak zbvawiennej poreczy.

Some Like Poetry

Some -
thus not all. Not even the majority of all but the minority.
Not counting schools, where one has to,
and the poets themselves,
there might be two people per thousand.

Like -
but one also likes chicken soup with noodles,
one likes compliments and the color blue,
one likes an old scarf,
one likes having an upper hand,
one likes stroking a dog.

Poetry -
but what is poetry.
Many shaky answers
have been given to this question.
But I don't know and don't know and hold on to it
like to a sustaining railing.

Tortures

Nothing has changed.
The body feels pain,
must eat and breathe air and sleep,
has a thin skin and blood just underneath it,
has a hefty supply of teeth and fingernails,
its bones are brittle, its joints extendable.
In tortures all this is taken into account.

Nothing has changed.
The body shivers as it used to
before Rome was founded and since,
in the twentieth century before and after Christ.
Tortures are here as they used to, only the earth grew smaller
and whatever happens seems to happen next door.

Nothing has changed.
Only the population has grown,
beside old transgressions, new ones have appeared,
real, imaginary, temporary, none,
but the scream was, is, and will always be the scream of innocence
according to an eternal scale and tonality.

Nothing has changed.
Perhaps only manners, ceremonies, dances.
The movement of the hands shielding the head remains the same:
the body contorts, jerks and wrenches away,
stricken off its feet, it falls, gathers up knees,
gets bruised, swollen, slobbers and bleeds.

Nothing has changed.
Except for frontiers,
border lines of forests, coasts, deserts and glaciers.
Among these landscapes the soul keeps strolling,
disappears, returns, draws near, goes away,
elusive, a stranger to itself,
now certain, now uncertain of its existence -
while the body is and is and is
and has no place to go.

Tortury

Nie sie nie zmienilo.
Cialo jest bolesne,

jesc musi i oddychac powietrzem i spac,
ma cienka skore a tuz pod nia krew,
ma spory zasob zebow i paznokci,
kosci jego lamliwe, stawy rozciagliwe.
W torturach jest to wszystko brane pod uwage.

Nie sie nie zmienilo.
Cialo drzy jak drzalo,
przed zalozeniem Rzymu i po zalozeniu,
w dwudziestym wieko przed i po Chrystusie.
Tortury sa jak byly, zmalala tylko ziemia
i cokolwiek sie dzieje, to tak jak za sciana.

Nie sie nie zmienilo.
Przybylo tylko ludzi,
obok starych przewinien zjawily sie nowe,
rzeczywiste, wmowione, chwilowe i zadne,
ale krzyk, jakim cialo za nie odpowiada,
byl, jest i zawsze bedzie krzykiem niewinnosci
podlug odwiecznej skali i tonaeji.

Nie sie nie zmienilo.
Chyba tylko maniery, ceremonie, tance.
Ruch rak oslaniajacych glowe pozostal jednak ten sam:
cialo sie wije, szarpie i wyrywa,
sciete znog pada, podkurcza kolana,
sinieje, puchnie, slini sie i broczy.

Nie sie nie zmienilo.
Poza biegiem granic,
linia lasow, wybrzezy, pustyn i lodowcow.
Wsrod tych pejzazy dusza sie przechadza,
znika, powraca, zbilza sie oddala,
sama dla siebie ibca, nieuchwytna,
raz pewna, raz niepewna swojego istnienia -
podczas gdy cialo jest i jest i jest
i nie ma sie gdzie podziac.

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Two Sabbatical Reports

Bernard C. Flynn, Metropolitan Center
Wayne Ouderkirk, Northeast Center

Bernard Flynn

My sabbatical year was from February, 1996 to February, 1997. During this period I spent eight months in Europe, for the most part in Paris. There, I worked on my major project which was (and is) to write a book length study on the political philosophy of a contemporary French thinker, Claude Lefort. The last chapter of my book, *Political Philosophy at the Closure of Metaphysics*, is devoted to Lefort's recent work. I am now expanding this chapter into a book.

During my year leave, I completed about one half of this study. To be sure, it was the most difficult part of the project for me, as it deals with Lefort's early works with which I had not been terribly familiar. In 1972, he published a 900-page book with the most untranslatable title, *Le Travail de L'Oeuvre: Machiavelli*. (In English this would be something like: *Work of the Work: Machiavelli*.) My writing on this text involved a considerable study of Renaissance philosophy, as well as social and political history, which had not been one of my areas of specialization. The second half of my book will deal with aspects of Lefort's work and dimensions of political philosophy with which I am much more conversant. (I am sure that it will move more quickly.) Importantly, being in Paris afforded me the opportunity to consult with Professor Lefort himself. He was quite generous with his time.

One piece of writing that I did complete while on leave is a lecture that I have been invited to give next October at the annual meeting of the Society for Phenomenology and Existential Philosophy in Lexington, Kentucky. It is titled: "Lefort as Reader of Machiavelli." It is a summary of my work on Lefort's highly idiosyncratic interpretation of Machiavelli's *The Prince.*

While in Europe I was invited to give three lectures. One was at the Philosophical Forum in Copenhagen where I spoke on "The Concept of Metaphysics after Nietzsche." At the Departments of Philosophy at the University of Stockholm and the University of Helsinki, I gave a lecture on "The Philosophical Position of Skepticism According to Merleau-Ponty." At the Collegium Phoenominologicum in Peruzia, Italy, I gave a three- meeting course on Kant's *Critique of Judgment*.

I will not suppress the fact that we did take two vacation trips, one to Ireland (where I had never been), and a three week trip to Venice, Florence and Rome, which I know quite well and which I have loved more with each visit.

Wayne Ouderkirk

I accomplished a great deal during my sabbatical. I managed to read not only in the area of environmental philosophy, which I had planned to do, but also in some other philosophical areas which I had not explored for many years.

Within environmental philosophy, I explored several themes related to my plan: First, I read extensively in the recent debate about the concept of wilderness, which is undergoing radical scrutiny among environmental thinkers. Cronon,

Oelschlaeger, Callicott and Rothenberg all have written and/or published anthologies on this theme, and I was able to study them all, as well as examine works they refer to.

Another theme I explored, related to the first, is the idea of nature, which is usually thought of as opposed to culture. I had originally planned to write on that perceived dichotomy, but I quickly found that the relevant literature, including recent works, is so extensive that I could easily spend more than a six-month sabbatical reading just a fraction of it! I did make a small beginning with works by Evernden and Soper, and the words on wilderness are certainly relevant here as well. Incidentally, I wrote a review of Soper's book, *What Is Nature?*; it will appear in an upcoming issue of the journal, *Environmental Ethics*.In exploring those two themes, I found that one of the important aspects of the contemporary literature is the postmodernist critique of traditional realist epistemology and metaphysics, emphasizing instead the social construction of concepts like "nature" and "wilderness." It was that which led me into a substantial reading of discussions of realism and its problems. Most of that reading was in the works of Richard Rorty, who sees his work as a continuation of classical American pragmatism (especially of John Dewey) and as directly connected to the postmodernists (e.g., Derrida). In many ways this was a return to some of my philosophical roots, since I had a strong dose of contemporary pragmatism in graduate school. I found, however, that my many years of coordinating an Empire State College unit had affected my memory, and my reading became both a review and new learning. In addition to Rorty, I also began my education in postmodernism, learning a little about Derrida and Foucault.

I have completed a draft of an essay using Rorty's ideas on knowledge and belief to respond to some of the applications of postmodernism to environmental concepts like nature and wilderness.

Another essay I wrote during the sabbatical, this one completed except for final revisions, focused on Holmes Rolston III's account of disvalue in nature. Rolston is one of the most prominent environmental philosophers, known especially for his theory of objective value in nature. Nothing has been written about his account of disvalue; I had done a presentation on it at a conference a year ago, but had not converted it into a scholarly paper. My sabbatical gave me time to complete that project ("Can Nature Be Evil? Rolston, Disvalue and Theodicy"); and I will submit it for publication in the near future.

Other projects begun during the sabbatical:

1) Research for a bibliographical essay on environmental philosophy, which *Choice* requested that I write. The research continues, but I will be writing the essay during March.

2) Research and coordination for an anthology of critical works on the environmental philosophy of J. Baird Callicott. I am co-editing this with Professor Jim Hill of Valdosta State University in Georgia. Callicott, another prominent environmental philosopher, has given us his blessing and cooperation and will write a response to the essays we collect.

Finally, I continued some of my regular scholarly activities: I completed three book reviews for *Choice*, peer-reviewed two articles for *Environmental Ethics*, and served (three times) as an examiner for Regents College.

I greatly appreciate the time and opportunities for professional development this sabbatical afforded me, and I know the learning I acquired will enable me to do much better work in environmental philosophy and will inform my teaching and work with students for a long time to come. I anticipate improving my standard learning contract on environmental ethics, and I look forward to developing other contracts and group studies based on this recent work.

"To stretch one's mind, to better adjust to new demands in one's private life, to advance in one's job or career, to change jobs or reenter the workforce after one's children are grown or one's marriage has ended, adults go to school. And when they do, many find that... they are asked to 'leave home.' They are asked to leave the mental homes they have furnished and made familiar. Whether those who design their schools and teach in their classrooms fully understand it or not, what they are asking these adult students to do is to go out of their minds."

-from *In Over Our Heads: The Mental Demands of Modern Life* (p. 272)
Robert Kegan (1994)

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The New Biotechnology - Innovations, Issues and Risks

Isaac Rabino, Metropolitan Center

Being a biologist today is an exciting and difficult task. Exciting because the social and cultural challenge is on no less a scale than the striking advances the discipline has made. Difficult because, between the siren song, the "Durkheimian" fear of the moralists and the demands of scientific rigor, biologists do not always know what attitude to adopt.

- The Gene Civilization
FranHois Gros
former head of the Pasteur Institute
and Nobel Prize Laureate

Introduction

A few days ago, just before my study group on The Genetic Revolution began, a student came by and said, "Genetics is very dangerous." It seems that any discussion of genetics is not neutral for many people. During this century, genetics played a crucial role in many powerful movements. It began with eugenics in the United States in the early part of the century, moved to Germany under the Nazi regime and was used as a rationale for its genocidal policy, and then in the Soviet Union, the repudiation of Mendelian genetic theories cost the Soviets enormous setbacks in farm production for many decades.

Biotechnology has existed for thousands of years and has been used in producing wine, beer, bread and many kinds of cheese and other milk products without any social or political implications. The development of genetic engineering research and the mapping of human genes is of relatively recent development and has raised many fears and concerns.

The European Union has invested much effort in an educational campaign to promote biotechnology in Europe. To reach consensus, the Europeans continue to monitor public attitudes by an ongoing survey of attitudes (Eurobarometer), creating educational material designed to target the various cultures in Europe and encouraging the public to participate in public debate. No parallel effort exists in the United States, probably because of different cultural and economic values.

It is very important that we educate ourselves as to the real meaning of the issues and products arising from genetic engineering research. It is also important that the scientific community builds trust in its relations with the public.

Historical Perspectives on the Development of Biotechnology

A recent cover page of *Business Week* announced "The Biotech Century," noting that thanks to fundamental advances in genetics, biology will define scientific progress in the 21st century. Expectations are that biology will replace physics as the dominant discipline.

Biotechnology is usually defined as the use of plant and animal cells and microbes and their products to develop substances that are useful to mankind. Although the term "biotechnology" is new, the subject it describes has an ancient

history. Cereals have been used to make beverages: corn has been used for this purpose in America, sorghum in Africa, rice and millet in China. Malting and fermentation existed in 4000 BC in Mesopotamia, and wine has been traced back to China during the Shang Dynasty in 1300 B.C.

In 1675, with a homemade microscope, the Dutch scientist Antonie van Leeuwenhoek discovered bacteria, and it was Louis Pasteur (1861) who designed fermentation experiments to prove the essential role of yeast in this process. In fact, Pasteur was summoned by the French Academy of Sciences to investigate why French beer was so inferior to German beer, which led to a detailed investigation of fermentation. Many scientists followed Pasteur's lead in the study of fermentation.

Another important early scientist was Father Gregor Mendel (1884) who discovered hereditary factors using pea plants. Mendel, who died without scientific acclaim, declared on his deathbed: "My time will come." And it did come, although it took 30 years before a full appreciation of his work was realized.

Biotechnology moved forward, but in 1953, one of the most significant discoveries of the double helix of DNA - its structure and function - was made by James Watson, Francis Crick, Maurice Wilkins and Rosaline Franklin. Rosaline Franklin died in 1958; her coworkers received a Nobel Prize (December 1962) for their work in uncovering the double helix structure of DNA. It was Francis Crick, Sydney Brenner and others who established the main features of a genetic code which determines the connecting sequence of amino acids in protein. Conversely, they found that a mutation of DNA will lead to a nonfunctional or partially functional protein.

The modern era of biotechnology began in the early 1970s when Stanley Cohen at Stanford and Herbert Boyer of the University of California at San Francisco successfully recombined ends of bacterial DNA after splicing a toad gene in between. They called their product Arecombinant DNA, "but the media usually terms it Agenetic engineering." Bacteria such as E. Coli include chromosomal DNA as well as plasmids, which are circular DNA. These plasmids are the principal tool used to insert genetic information into microorganisms or plants. Restriction enzymes are used to cut open the plasmid and allow its recombination with a gene from another organism (plant, animal or human cell). The plasmid now carries the genetic instruction of a new protein. If the plasmid is inserted into a bacterium, the bacterium will then produce this new protein.

The first commercial application of this technology was the production of genetically engineered insulin by The Eli Lilly Company in 1982. It was now possible to produce insulin in unlimited quantity at a reasonable price, and the genetically engineered insulin did not cause allergic reaction, which was a problem before. Earlier production of non-genetically engineered insulin depended on pancreatic cells derived from pigs and cows. While genetically engineered insulin was widely accepted, Germany would not allow German companies to manufacture the product because it was genetically engineered, but allowed its import from the United States and Denmark (Novo). Other products using a similar procedure quickly followed, including a human growth hormone to treat dwarfism caused by a hormone deficiency in the pituitary gland. If the hormone deficiency was diagnosed early enough, treatment was very effective. Unfortunately, there were cases of abuse when parents wanted their children (usually sons) to be taller. A more controversial product was the genetically engineered Bovine somatotropin (BST). The earlier version was the non-genetically engineered hormone used in the diary industry, which was manufactured naturally from the pituitary glands of cows. BST can increase milk production in cows up to 40 percent. However, this increased productivity may lead to mastitis, an inflammation of the udder, which in turn forces the farmer to treat the cows with more and more antibiotics. It is presumed that this will lead to higher quantities of breakdown products of antibiotics which can reach the milk.

The FDA contends that such contaminated milk will be destroyed on the farm, but consumer advocacy groups see it differently and want milk cartons to be labeled. The FDA is only willing to allow labels to state that BST was not used to produce this milk, but consumers should be aware that this kind of label does not exclude the use of the non-genetic engineered bovine growth hormone. A more significant concern is the socio-economic factor that use of BST will hasten the disappearance of small family farm by increasing the supply of milk in a country like the U.S. which already overproduces milk.

Also, it would be difficult for consumers to trace the origin of milk used in production of milk products. Finally, it should be added that the use of BST is under a moratorium in Canada and Europe, primarily because of social and economic

considerations.

Recombination and Transgenic Research

As mentioned earlier, recombination of plasmid and a foreign gene is critical to the development of recombinant DNA. How do scientists verify that recombination is successful? One common way is the early insertion into the plasmid of an antibiotic-resistance gene (i.e., ampicillin, kanamycin). In successful recombination, the antibiotic-resistance gene protects the recombination from the antibiotic when the antibiotic is added to the culture. Scientists verified that the recombination was successful in the genetically engineered tomato, Flavor Savr, which was developed to increase shelf life. It also has an antibiotic resistant gene to kanamycin.

In the U.K. concerns were voiced regarding the possibility that the antibiotic resistant gene will transfer to naturally occurring bacteria in the human gut upon the digestion of the tomato. The FDA believes that even if this unlikely scenario occurs, the bacteria could easily be eliminated by using conventional antibiotics (penicillin, streptomycin). Furthermore, no labeling is required by U.S. regulatory agencies for genetically engineered fruits and vegetables.

Two of the most innovative transgenic plants are already in use in the U.S. In the first case, a transgenic plant was created for insect resistance in cotton, potato and corn. This is achieved by allowing the plant to produce a protein that is effective against pests: the gene that produces the toxin from a bacterium, Baccillus thuringiensis (B.t.) is transferred to the plant genome. When the insect takes a bite, the toxic protein interacts with the insect stomach environment and kills it. By similar mechanisms virus resistant plants were created to protect potatoes, tomatoes, cucumbers and squash.

Still another product is the herbicide tolerant plant. Crops such as soybean, cotton and canola were genetically engineered to tolerate high exposure to herbicides. The rationale: spraying the fields with herbicides kills only the weeds, while domestic genetically engineered plants survive. In the long run, it is hoped that this procedure may decrease the amount of herbicides applied to a field.

Other crop improvements include: improved taste or nutrient content of produce; crops that can grow under marginal conditions; crops that are able to fix nitrogen, and thus are self-sufficient and require less fertilizer; and crop plants that produce pharmaceuticals and other special chemicals. Genetically engineered products have a high acceptance in the United States and a low acceptance in Germany and Austria. Europe continues to be quite apprehensive of two very important U.S. products: genetically engineered corn seeds and genetically engineered soybean seeds. Both were genetically engineered to protect them from pests. Some exporters in the U.S. see this conflict in terms of a trade war; others believe that the Europeans were simply surprised by a product they were not prepared to accept.

In 1982 at the University of Pennsylvania, scientists developed a recombinant mouse for research purposes. Using a human growth promoting gene, they developed a mouse that was twice the size of its siblings (the Super Mouse). In 1996 at the University of Minnesota, scientists developed a genetically engineered Alzheimer mouse to allow for the study of medication which might lead to the alleviation of symptoms of this disease. Recently, a genetically engineered Down's Syndrome mouse was developed also to allow for a better understanding of this disorder.

Another important use of this new technology is in the area of immunology. An innovation allowed for the production of monoclonal antibodies, which are identical antibody molecules that recognize only a single invader (bacterium, virus or any other messenger, such as a synthetic chemical).

In 1975, George Kohler and Cesar Milstein of the British Medical Research Council Lab at Cambridge, U.K., showed that antibody producing lymphocytes could fuse with malignant, rapidly proliferating myeloma cells and the hybrid-myeloma cells (or hybridomas) could express lymphocyte-specific antibodies and undergo rapid proliferation. Such pure antibodies have a wide range of application as precise, sensitive analytical agents contributing to screening procedures for the early detection of disease. Monoclonal antibodies were used to create a diagnostic kit to detect accurately the hormone which appears in the urine of a pregnant woman. In the war against cancer, monoclonal antibodies are at the experimental stage in creating a magic bullet to target and eliminate tumor cells by loading the tumor specific monoclonal antibody with the anti-cancer killer drug.

One of the first vaccines developed by new methods included the production of hepatitis B vaccine, one of several anti-viral vaccines. New elegant methods allow us to purify the gene for a tiny portion of the surface of the virus, recombine it with yeast DNA and allow the yeast DNA to produce large quantities of surface virus antigen which is then used as a vaccine.

Earlier, much larger portions of the virus were injected as a vaccine, thus substantially increasing the side effect of such a vaccine.

The New Biotechnology

More recent advances in biotechnology include drugs to treat multiple sclerosis, Gaucher's disease, AIDs-related Kaposi's sarcoma, renal cancer, cystic fibrosis, and reactions to transplantation and chemotherapy, to mention a few.

Relatively recently, other innovative ideas were successful in producing protein-based medicines using transgenic livestock such as pigs, sheep, goats or cows. The technique involves preparation of a DNA fragment containing a copy of the human gene of interest and a promoter. The latter assures that the human gene will be active only in the animal mammary gland. The engineered DNA is added to the male pronucleus which will fertilize the egg. The transgenic embryo is then planted in a surrogate mother and upon birth is separated from its destination to produce milk which includes the human gene product of interest. This product, for example, could be helpful to hemophiliacs who lack blood proteins called Factor VIII and Factor IX. Those people with inborn deficiency require extra protein C, which acts to control clotting, to supplement their body needs. People who undergo joint replacement surgery can benefit from this protein as well. These compounds are purified from the animals' milk.

Many recent attempts include using the products of animal body parts which are needed in organ transplants. The advantage in using the animal parts is that these animal organs upon tranplantation to humans will not induce negative immune responses. Cloning of animals is seen by scientists as offering dramatic possibilities. The cloning of transgenic animals which could produce an important protein or allow body parts to be used for organ transplants.

In the environmental arena, genetically modified bacteria will be used to convert organic wastes from municipalities into useful products including sugar, alcohol and methane. Such compounds may act as alternative fuel sources, easing our dependence on petroleum. Other environmental products will include genetically modified bacteria that can remove heavy metals from the environment. These bacteria will enhance the degradation of chemicals which are difficult to convert with conventional waste-treatment technology.

Regulation and the Market

In 1973, as word of the exciting new technology of recombinant DNA spread, prominent scientists, including Philip Handler, President of the National Academy of Sciences, called for a moratorium on research in order to debate issues relating to risk.

In February 1975 the International Conference on Recombinant DNA met in Asilomar Conference Center, California. This conference led to the first "Guidelines for Research Involving Recombinant DNA Molecules,@ issued by the NIH in 1976. This event was highly significant because scientists who conducted the research were the ones who sponsored and wrote the document which led to the framework for regulating the field. It is fair to assume that public trust of this new innovative industry got its boost from this initiative of scientists who were seeking to regulate themselves. These scientists could not, however, predict that the assignment to regulate would fall not on the NIH but on the FDA, USDA and EPA, three agencies that were often not coordinated, leaving scientists wishing that the overall effort for regulation should be in the hands of one central agency.

Another area of disagreement was created when the merit of patenting transgenic animals, plants or bacteria was debated. This debate carried ramifications in the ethical arena as well, and questions were raised on how to protect U.S. interests vis-a-vis its competitors from the Pacific Rim, especially Japan.

The U.S. targeted biotechnology for top priority national interest because it was felt that the U.S. had lost its international lead in the production of automobiles, electronics and computers, especially to Japan. In fact, Japan was targeted in the 1980s by the National Academy of Sciences as the country most threatening to the U.S. Japan, with its outstanding success in the fermentation industry combined with highly innovative mechanized instrumentation, did pose a threat. Its rate of investment in technology transfer and basic research is indeed outstanding, leading one to wonder why the U.S. is including a significant reduction in its budget for basic research in the near future. Furthermore, Japan has a tradition of making long-range investments and does not get frustrated when the results take years to achieve. Also, the cultural, political and economic discomfort between industry and academe in the U.S. does not exist in Japan. In Japan there is a heightened synergy between government, industry and academe, which indeed generated significant success in biotechnology.

The Human Genome Project

The entire complement of genetic material in the set of chromosomes of a particular organism is defined as its genome. Human DNA is packaged into physically separate units called chromosomes. Humans are diploid organisms, containing two sets of genetic information, one set inherited from the mother and one from the father. Thus, each somatic cell has 22 pairs of chromosomes called autosomes (one member of each pair from each parent) and two sex chromosomes (an X and a Y chromosome in males and two X chromosomes in females).

The diploid human genome is thus composed of 46 DNA molecules of 24 distinct types. Because human chromosomes exist in pairs that are almost identical, only 3 billion nucleotide pairs (the haploid genome) need to be sequenced to gain complete information concerning a representative human genome. The human genome is thus said to contain 3 billion nucleotide pairs, even though most human cells contain 6 billion nucleotide pairs.

Sequencing the entire human genome will be completed probably by 2002, assuming that the rate of financial support by federal agencies will continue. The number of human genes are estimated to be 60,000 - 150,000, and the number of genes which are associated with serious genetic disorders are estimated at 4,000-15,000.

Numerous genes for diseases were identified, including Huntington's, cystic fibrosis, retinoblastoma, breast cancer, colon cancer, prostate cancer, hemophilia A and B, Duchenne muscular dystrophy, Adenosine immune deficiency, sickle cell anemia, Lesch-Nyhan syndrome, and Alzheimer's. One result was widespread accurate diagnostic kits manufactured by pharmaceutical industries.

Debate continues as to the relative merit of the diagnostic power especially when there are (1) no remedies for the disease identified, (2) basic questions about the outcome (i.e., predisposition which may not necessarily lead to a complete expression of the disease), (3) questions relating to sufficient genetic counseling, and (4) privacy issues vis-a-vis employers or the insurance industry.

The federal government is addressing issues of genetic discrimination as well as the creation of guidelines on a state level to prepare us for the day when each one of us will carry the complete genetic profile on a card the size of a credit card.

A different issue that has surfaced in the last few years is behavioral characteristics attributed to genes. The most provocative event occurred some time ago when the University of Maryland, with a grant from NIH, wanted to sponsor a colloquium on the merit of assigning a genetic component to violence. An outcry erupted in many sectors of the American public, which eventually led to cancellation of the meeting. Periodically, attribution of behavior to genes is raised by biologists or social scientists. The book *The Bell Curve* written by a social scientist theorized that intelligence was genetically based and inherited. Biologists have yet to discover a gene for intelligence. In the same manner, social scientists wanted to link violence to an inheritable gene, but this, too, has not been proven. Biologists are looking for correlations between genes and alcoholism, homosexuality, homelessness, creativity, risk taking, and adultery and government funding has supported some of these studies. More helpful will be studies of mood disorders set up in the hope of discovering a gene for manic depression (bipolar) disease. It should be noted that behavioral genes are often multiple genes which interact with many environmental factors, and solid evidence for a genetic component is difficult to prove.

Human Gene Therapy

The candidate for the first human gene therapy trial was the inherited immune disorder adenosine deaminase (ADA) deficiency. The children with this genetic disease lack the enzyme that normally helps the body to break down toxic chemicals building up in certain types of white blood cells, the T-lymphocytes. The defect destroys the body's immune system and the children have no defense against infection. They succumb quickly unless kept in a sterile environment. (David, the "Bubble Boy," suffered from ADA deficiency and died from it at age 12.) In July 1990, for the first time in history, a federal advisory board approved proposals to treat volunteers with genetically altered cells.

On September 14, 1990, at the National Institutes of Health, a four-year old girl received an injection of her own white blood cells which contained normal ADA genes. The cells had first been removed from her bloodstream and the normal genes put into them by harmless virus vectors. By the time the sixth treatment had been administered in April 1991, the child's immune system significantly improved.

There are several reasons ADA was targeted for gene therapy. The disease is caused by a single defective gene that makes a well-defined protein product. Also, the normal gene for ADA has been cloned. Most important perhaps is the fact that the gene can be easily inserted into white blood cells removed from the bone marrow of the affected person. The cells are then returned after transfection to the same person with the hope that the cells will produce the necessary enzyme.

Unlike somatic cell therapy, germ line therapy is not permitted in the U.S. Germ line therapy is the repair or replacement of a defective gene within the gamete-forming tissues (egg or sperm cells) which produce a heritable change in the organism's genetic constitution. Some who question this moratorium say that with germ line therapy available, all genetic disorders could be wiped out, but others are concerned about the possible abuse as well as the ethical issues involved.

Final Thoughts

The new techniques in genetics and the implementation of these techniques to modern biotechnology will have profound effects on us. New innovations are producing new drugs, vaccines, diagnostic tests, environmental biotechnology products and biotechnology foods, revolutionizing the farm industry, and contributing new sophistication to forensic medicine.

While the U.S. consumer continues to accept genetically engineered products, there is some skepticism about genetically engineered food as well as questions raised about labeling.

Concerns were also expressed by environmentalists about transgenic plants in the environment. Can we always assume that the newly introduced herbicide-resistant gene will not escape and join harmful weeds? While U.S. world domination continues, concerns were voiced regarding the ability to sustain this edge. The Pacific Rim (in particular, Japan) and West Europe continue to pose a profound competitive threat which must be addressed by public policy planners. In the area of human genetics, the Human Genome project will require new ethical and legal guidelines regarding privacy. New and exciting innovations in human gene therapy are on the horizon. Society will have to debate if this therapy should remain the domain of somatic cell therapy rather than germ line therapy.

Given the public apprehension about the new genetics, it becomes important for regulatory agencies, scientists and the public to engage in a dialogue that will build a consensus which would benefit all of us.

Editors' Note: This essay is a version of the lecture presented by Isaac Rabino, recipient of the 1996 Empire State College Foundation Award for Excellence in Scholarship, at the 1997 All College Conference.

ALL ABOUT MENTORING
A Publication of Empire State College

Issue 11, Summer 1997

Book Review
Frances Mercer, Central New York Center

Teluskin, J. (1996). *Words that Hurt, Words that Heal: How to Choose Words Wisely and Well*. New York: William Morrow & Co.

Did you know that on July 17, 1995, a resolution to designate May 16, 1996 and May 14, 1997 as "National Speak No Evil Days" was submitted to the first session of the 104th Congress of the United States? Neither did I until I read *Words that Hurt, Words that Heal*. Do I care or should you care that such a resolution was submitted? No and yes. While I think a "Speak No Evil Day" is probably a silly idea, I was moved by Telushkin's argument that we are damaged personally and as a society by words used unethically and carelessly. I found Telushkin's discussion of the harm done by unethical words (telling lies, passing on information which we do not know to be true as if it were true, presenting "truths" in such a way as to encourage erroneous conclusions or malevolent interpretations, plagiarizing) insightful, but not particularly startling. However, I was more disturbed by his argument that careless words can create, or fail to heal, impasses or ruptures in interpersonal relationships.

I believe that most people strive to avoid unethical words and appreciate their potential for harm. However, I am not sure that we are all as conscious of the potential for damage from careless words - using gossip to entertain or gain status, interjecting irrelevant negative truths into an issue, using humiliating and unnecessarily harsh and sarcastic words, using our clever, biting wit in asides which mock or minimize others, providing "constructive, for your own good" feedback with little real concern for the individual, or "shooting from the hip" because of time constraints or task expediencies. At ESC we have many opportunities for such careless words, not only face-to-face, but also through telephone and e-mail interactions.

In an academic environment, there is a real temptation to presume precision and thoughtfulness in our words because "after all isn't that the essence of an academic life." Reading Teluskin's book was humbling. I was especially struck by the potential for speaking/e-mailing words that "hurt" rather than "heal" to students, colleagues, professional or support staff, administrators. Reading Teluskin's book sensitized me to how little attention I sometimes give to my words and their potential for miscommunication or misinterpretation, or the ways in which they are shaped by my own not fully self-acknowledged hidden agendas. I was convinced by Teluskin of the profound importance of the words we speak or write about in our daily environs. Teluskin offers a set of sound principles for attending more consistently to ethical and caring communication in everyday life.

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On The Way To The Forum- "The Fall And Rise of New York: 1971-1996"

James Wunsch, NYNEX Corporate/College Program

Ten years ago, trucking magnate Arthur E. Imperatore established an Empire State College fund which each year grants a mentor two months release time and funding to produce one or more public forums dealing with a subject of community interest. To those alarmed or cheered by the prospect that the College may one day decamp to cyber-space, this award stands as a reminder that we are still firmly rooted in the towns, cities and suburbs of New York State.

Last year's winner, Roy Speckhard of the Northeast Center, held forums in Albany and Syracuse, bringing together scholars, private citizens and government officials to explore and evaluate the current state of civic education. A second award was granted in '96, and I was the fortunate recipient. Now I must profess that civic concerns and scholarly zeal were not the sole motivations for my having sought this award; I also wished to escape my Bronx office for the better part of the summer, something academics in traditional colleges seem to take as their due.

In the end, my Imperatore work extended through many months and I never did manage - even with the help of a summer replacement mentor - to escape my office. Still, producing a forum proved so gratifying that I would encourage others to do so, especially those whose scholarly inclinations intersect with community concerns.

The proposed forum, honoring the College on its 25th anniversary, was called,"The Fall and Rise of New York City: 1971-96 " and the story behind it went something like this: When Metro and Labor had been established in New York in 1971, the city (coincidentally, I trust) immediately went into a precipitous decline. During the '70s, arson and abandonment cost the city a hundred thousand housing units; factories and Fortune 500 companies alike fled as population fell by 800,000. Nothing like that had ever happened before. What for 150 years had been the mightiest port in the hemisphere now lost most of its shipping to modern containerports in New Jersey. Subway service became chaotic, crime soared and graffiti seemed to cover every inch of public space. By 1975, facing bankruptcy, the city sought federal assistance only to be rebuffed by President Gerald Ford. Remember? "Ford To City: Drop Dead." With the eighties came AIDS and homelessness, but thanks to a bull market and real estate boom, the city began to revive and prosper. Now, a quarter of a century after the darkest days, the Imperatore Forum seemed like a good way to take stock of the city and assess what had happened and why.

The public and press would be invited to a panel discussion among urban experts, but the forum was also designed with Empire State College students in mind. The younger ones, particularly those at my Corporate/College Program had no memory of the ancient 1970s when designer jeans had just begun to replace dungarees and when AIDS was unknown and roller blades were still roller skates. More importantly, here was an opportunity to show young and old alike that while involved in their private lives, they had also passed through and could now bear witness to an extraordinary moment in city history.

To take pedagogical advantage I decided to build around the forum some study groups and a residency on the city's recent past. This was in no way required by the terms of the Imperatore grant but it was not difficult to put together an anthology of readings drawn from brilliant contemporary urban scholarship and journalism as well as a two-credit contract surveying

the city's past quarter century. Students were also given opportunities to pursue additional credit through specialized studies. My Corporate/College colleague Jim Hickey came forward with a splendid contract and session on the city in film while Irene Rivera de Royston from Rochester did the same for the critical topic of immigration. I managed to recruit tutors who dealt with the economic and political aspects of the city's decline, AIDS, and ways to write about the city in fact and fiction. About 60 students, mostly from the metropolitan area signed up.

Something however was missing. Good as it is to read, write and talk about a city there is nothing like seeing it. Happily, Arthur E. Imperatore, Jr. son of our benefactor was in the process of building his career not in trucking, but in revived ferry service across the Hudson. He offered us one of his splendid craft for a first-hand tour of the changing NYC waterfront. Now, everything was set for the residency - except the forum itself.

For the historically minded, *the* place to hold a public meeting in the city is the Great Hall at Cooper Union. Here Mark Twain and Henry Ward Beecher dazzled audiences and Lincoln delivered the celebrated address which had brought his 1860 presidential campaign to life. Inspired by these great ghosts and a fair rental fee from Cooper Union, I decided to pursue a major political figure such as a former mayor Edward Koch or David Dinkins or even the incumbent, Rudolph Giuliani. The ebullient Koch said no, and after much delay so did the now Columbia professor, Dinkins. But from out of the blue, the mayor's office called to express interest - "we'll let you know in the fall." Meanwhile, I began to get uneasy. Spring had turned to summer, and I had promised to hold the forum in the fall. To buy time, I pushed the forum date all the way back to the weekend of November 16, now risking an awfully nasty day for a boat trip. Then I turned to what I should have been doing from the outset - finding a panel of top-flight NYC experts. With a bit of luck and dozens of phone calls, I won enthusiastic commitments from Walter Stafford, a public policy analyst at NYU; Fred Siegel, urban historian and political pundit from Cooper Union; and Jan Rosenberg, the LIU urban sociologist. *Village Voice* editor Wayne Barrett and former deputy mayor and former Bronx Congressman Herman Badillo rounded out the group.

All the panelists were sophisticated analysts representing a fairly broad range of outlooks, but Metro's Mel Rosenthal could offer something else which I thought was critical - a personal and passionate photo chronicle of his childhood neighborhood, almost been wiped out by fire and despair. Mel signed on and the forum seemed complete. Then Mayor Giuliani's office called - "yes, he would be happy to attend for wasn't the Mayor largely responsible for the city's rise?" The program was tight, but one does not turn away a mayor.

Saturday, November 16 dawned bright and beautiful. Students, faculty, alumnae and a considerable number of ordinary New Yorkers streamed-in; not a sell-out at the Great Hall, but it was comfortably filled. Mel Rosenthal appeared, heroically returning from surgery in Canada to deliver his moving chronicle of the destruction of a Bronx neighborhood. There followed an intense panel discussion attempting to explain what had gone wrong with the city. Fred Siegel pointed his finger at former mayor Lindsay who in the late '60s had treated the flight of business with indifference. Walter Stafford countered that Lindsay had helped bring record numbers of blacks and Hispanics into city government. *Voice* Editor Barrett angrily suggested that it was not Lindsay, but officials later on who in the name of "planned shrinkage" had cut back on city services to the troubled minority neighborhoods which needed it the most. Jan Rosenberg tried to broaden the debate, shifting from personalities to the loss neighborhood stores which had done so much to provide entry-level jobs.

Oh yes, the mayor. At the last minute there came word he could not attend, obliged to attend the funeral of a sanitation worker killed in a horrible work-related accident. Congressman Badillo, with close ties to the administration, read the mayoral resolution celebrating Empire's 25 years in New York.

The forum had gone well, but I had made the mistake of every beginning teacher - fearing not having enough material, I had too much. My vibrant panelists were just reaching their stride when I had to call them up short... we had a boat to catch! Still, I believe that students and others had come to appreciate that they had lived through a major historic period. The experts agreed on what had happened, but not as to why. Welcome to the ambiguities of history! (*The Amsterdam News* [11/26], the city's leading African-American paper, nicely covered the debate.) Now if the mayor had shown up to deliver that half-hour speech on how he saved the city - we would have missed the boat.

As it was, the voyage went very well. Andy Meyers, our guide from Columbia University showed a once bustling industrial waterfront being transformed by housing, recreation and other service activities. And on this crisp afternoon,

with plenty of food, drink and jazz interludes drawn from Art Symes' splendid CD collection, a very good time was had.

I breathed a sigh of relief. The Sunday sessions would go well because the students were in the hands of first-rate tutors who had taken trouble to craft thoughtful contracts. And what had I learned? Stay away from political celebrities and if in doubt - better luck than brains: that will get you a fine day in November and the blessings of an absent mayor.

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One Poem by Francesco Petrarch
translated by Marc Cirigliano,Genesee Valley Center

Solo et Pensoso

Solo et pensoso i piú desert campi
vo mesurando a passi tardi et lenti,
et gli occhi porto per fuggire intenti
ove vestigio human l'arena stampi.

Altro schermo non trovo che mi scampi
dal manifesto accorger de le genti,
perché negli atti d'alegrezza spenti
di fuor si legge com'io dentro avampi:

Sì ch'io mi credo omai che monti et piagge
et fiumi et selve sappian di che tempre
sia la mia vita, che'é celata altrui.

Ma pu sí aspre vie né sí selvagge
cercar non so ch' Amor non venga sempre
ragionando con meco, et io co'llui.

Alone and Pensive

...alone and pensive I measure the most
deserted fields with slow, hesitant steps,
keeping my eyes alert to avoid
any human trace in the sand...

I find no other shield to protect me
from people openly knowing
since you can read in my appearance
extinguished acts of happiness burning my insides -

...so by now I believe that mountains and shores
and rivers and woods know what temper
my life has, something hidden from others...

but I still don't know how to find paths
so harsh or savage
that Love does not always come
to talk with me and I with him...

Translator's Note: Although not frequently read today, the poetry of Francesco Petrarch exercised inestimable influence on Western poetry from its creation in the 14th century through the 19th century. Because of a personal, revelatory tone cloaked in vivid imagery and a polished, sophisticated style, Petrarch (1304-74) was, for many, the first modern poet. Nowhere is his thought and passion more originally expressed than in his sonnet "Solo et pensoso," which stands as both a poetic manifesto and a decree of personal liberation. On the one hand, Petrarch talks of his poetic need to go beyond what other poets had accomplished, to go to new, as-of-yet unexplored aesthetic realms. On the other hand, Petrarch reveals his own alienation from the mores of established society by stating his need for solitude, for time to be himself. Both meanings reinforce each other, sharing a quest for self-identity that goes to heart of any modern reader.

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Recipe for a Good Book Review Essay

James Robinson, Long Island Center

The organization of a book review is straightforward. It consists of three basic portions which are the following: (1) a summary of the book read, (2) an interpretation by the reviewer of the author's arguments, and (3) a conclusion by the reviewer concerning the significance or meaning of this argument for a wider audience. You should think of your review as divided into these three basic portions, and even consider arbitrarily dividing your paper into three equal parts to include them. For a six-page review, this would mean two pages for each portion.

The summary of your paper ought to capture the main features of the book stated as neutrally and clearly as possible. At this point in your review, you do not take sides. You are simply presenting to the reader of your essay the facts, events, ideas and outcome of the book being discussed. You may choose in your description to focus on one aspect of the book as more important than the others. For example, the plot of main characters may be more interesting than the setting. But stick to conveying the main issues and point of the book. This is all the background your reader will have to use in following your later arguments about the book.

The interpretive portion of your paper ought to begin to analyze how and why the author has put his/her book together in the way he/she has. What are the relationships between the facts, ideas, characters and events in the book? How did you react to this combination, and why? Did something the author say anger or please you? How was this effect achieved? Once you begin to figure these things out and present them to your reader, you will find you have a "slant" or an "angle" on the book which is yours alone. It is this interpretation that you are after in this section.

Finally, you will write a conclusion that in a sense brings together the first two portions of your essay. In your conclusion you are trying to compare carefully what the author had to say (your summary) with your own reaction (interpretations). You are doing this in order to be able to generalize about the meaning of this book for people other than yourself. You have had your own reaction, and now you want to step back and say, "Yes, but is that really all there is to it?" You are reflecting on the meaning of your own reaction at this point. This is what you could call the "so what?" section of your essay, for it asks you to tell your reader what the relevance or validity of the book is for them. Relevance means the meaning it will have for persons concerned with other or similar problems; validity means its objectivity or accuracy.

This set of directions is a recipe. Like any other recipe, it will produce the best results when followed carefully. Once you have the format in hand, however, like any good cook you will begin to experiment. The best cooks also rely on their own imaginations.

Editors' Note: This essay, written for students, was one of many submitted for the Mentoring Institute's What Works *project.*

"Two and four-year colleges and universities serve as communities of inquiry and imagination on behalf of society. They are charged with teaching critical reflection and practicing research that informs knowledge and inspires vision. They

steward intellectual and material resources vital to the life of the commons.

At their best, colleges provide space and stimulus for a process of transformation through which students move from modes of understanding that are relatively dependent upon conventional assumptions to more critical, systemic thinking that can take many perspectives into account, make discernments among them, and envision new possibilities. The deep purpose of higher education is to steward this transformation so that students and faculty together continually move from naivete through skepticism to commitment rather than becoming trapped in mere relativism and cynicism. This movement toward a mature capacity to hold firm convictions in a world which is both legitimately tentative and irreducibly interdependent is vitally important to the formation of citizens in a complex and changing world.... (p.223)"

- from *Common Fire: Lives of Commitment in a Complex World*
by Laurent A. Parks Daloz, Cheryl Keen, James P. Keen and Sharon Daloz Parks
(Boston, Beacon Press, 1996)

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Research and Study Circle: Adult Development and Learning

Judith Gerardi, Metropolitan Center

Drawn together by scholarly work in adult development and learning, interest in theory-practice links as they affect our work with students, dissatisfaction with Empire State College's place in the world of scholarship on adult development and learning, and a commitment to countering the isolation that we experience in our work, several of us have formed a research and study circle.

We have seen the group as an organizing point for faculty pursuing research in adult development and learning. Specifically, we have seen ourselves as creating a collaborative community, both working in research groups of two or more and providing opportunities for ongoing discussion of our own research or of current theoretical models. Concerning the latter, for example, we have read and been discussing the work of current theorists: Robert Kegan (*In Over Our Heads: The Mental Demands of Modern Life*) and Stephen Brookfield (*Becoming a Critically Reflective Teacher*). We have looked at our students' experience at the College in terms of these models. So, we have read and talked about what we've read, focusing on theory-practice links.

We have been engaged in several areas of research. Examples:

1) Dave Du Bois and other mentors and students at Genesee Valley have been participating in an outside firm's validation of the new Dunn and Rundle learning styles inventories; they have been discussing how to use the results to modify individual learning situations so that they are more consonant with student learning styles;
2) Irene Rivera de Royston and Xenia Coulter have been working together, presented their work, and have had a paper accepted for publication on "Mentoring: A Universal Model for Higher Education in the 21st Century?";
3) Dave Du Bois and Mary Klinger have been writing an article about adult students with disabilities, and we will read a draft and comment in an effort to provide encouragement, support and help;
4) Tom Hodgson has been exploring Kegan's model by examining the relationship between on-line teaching or advising and fostering adult student development;
5) Irene Rivera de Royston and Judy Gerardi have been researching an aspect of multicultural education: the influences of culture on cognition and learning, focusing on personal and cultural knowledge as a bridge to school based academic knowledge.

In short, we are seeking to both promote scholarship in adult development and learning and also to counter faculty isolation. We are still working out the best ways to accomplish these goals. We are finding that setting specific tasks for ourselves and each other is helpful. We also find it helpful to set a time to talk with each other, either for work in pairs or a few people or all of us. Members work on their common research using email, telephone, FAX, and face-to-face meetings. Group discussions occur face-to-face or in a conference call.

Several group members addressed the following: What this group means to me.

These are their responses:

Dan Eastmond wrote:

I always enjoyed reading about various adult development theories during my graduate work; the models of Levinson, Kohlberg and Erikson were most intriguing. I joined the Circle affinity group in hopes of renewing that interest and bringing myself up to date on the theoretical side of our College practices. I've enjoyed reading and discussing Robert Kegan's work with the group and look forward to a similar experience with Stephen Brookfield's work. Several distance education scholars (Kember, Marton, Saljo) have been researching student progress, particularly the positive effect of taking a "deep" approach to learning. I'm hoping to find reasons that adults take "deep" approaches to meet developmental needs and ways to facilitate this through my continued study with the Circle.

Rae Rohfeld wrote:

I am excited about belonging to the Circle as a way of staying connected to scholarship. In a world where time is consumed with portfolios and documentation and problem-solving, the Circle helps me focus on the learning and scholarship that are the *reasons* for these institutional tasks. It provides a group of people with whom to share resources and engage in stimulating dialogue. It offers readers who can provide constructive feedback on writing, who can suggest sources for information, and who can identify outlets for publication. The Circle provides me with the push and the encouragement to keep my work current and fresh.

Xenia Coulter wrote:

I have never been much of a collaborator, preferring pretty much to work and learn on my own. It's not that I am not sociable; I am just not in the habit of expecting to work with or learn from colleagues. The Circle has provided me with a great opportunity for exchange with fellow mentors for the express purpose of talking together about substantive matters related to our scholarly interests and research. And, surprisingly, I have come to recognize what a rich source of knowledge my colleagues are and to appreciate how stimulating it can be to share our learning experiences. Thus, being involved with the Circle has turned out to be, for me, a real opportunity for learning something new not just about adult development in the abstract but in very practical ways for myself.

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MI News

Institute Activities

The Mentoring Institute Board met at the All College Conference in April (1997), along with other interested members of the College community. At the meeting a number of items were discussed: the new organization of the Institute, the now outdated bylaws, the relation of the Board to the new director, and various projects of importance to those present at the meeting. It was observed that mentors look to the Institute to help them improve their practice and to provide support for their scholarly activities. Members of the College community who might be interested in helping to edit *All About Mentoring* and/or developing projects that meet the varied needs of mentors and/or scholars were urged to contact Alan Mandell at the Metro Center.

Since that meeting, current (and outgoing) co-chair Xenia Coulter and the new director have focused their energies on creating an interim revision of an updated *Mentoring Handbook*. As of this date, they have completed the first draft, which was critiqued by a small "focus" group of "old" and new mentors: Sharon Kopyc, Rhoda Miller, Susan Oaks, Frank Rader and Julie Strempel, and they are now in the process of producing a second draft following the suggestions of this very dedicated and hard-working focus group. The hope is that the new (and now annually updatable) version of the handbook will be available to the College by September.

Scholarly Note

The Woodrow Wilson International Center for Scholars has announced the appointment of new Fellows for the academic year 1997-98 and has also begun accepting applications for the 1998-99 year. The center awards approximately 35 residential fellowships annually to individuals with project proposals that are broadly representative of scholarship in the humanities and social sciences. Among the topics that new Fellows will explore this year will be: "Toward Human Development: Gender and the Global Economy," "An Intellectual and Social History of 19th Century Architecture," "Intervention and State-Building in Post-Cold War Europe," "Globalization and the Future of Local Knowledge Systems," "The Rise and Fall of Childrearing Experts in 20th Century America," and "Surveillance and Society in an Age of High Technology." Further information about the center and application materials can be obtained from: The Fellowship Office, Woodrow Wilson Center 1000 Jefferson Drive, SW Washington, DC 20560 PHONE: 202/357-2841 FAX: 202/357-4439 e-mail: wcfellow@sivm.si.edu

The deadline for application submission is October 1, 1997.

Submissions to *All About Mentoring*

If you have read a book that interested you, if you attended a stimulating scholarly conference, if you have a difficult, surprising or wonderful student you would be willing to describe, if you have an idea or reaction or comment on this (or other) issues relevant to our mentoring community, please consider writing about them for *All About Mentoring*. If you have an existing and interesting learning contract, if you have a developed written materials for you students that may be

of interest to others, if you have a scholarly paper-in-progress or a paper you presented at a conference, if you have written a sabbatical or professional reassignment report, or if you have a short story, poem, drawing or photograph, please consider submitting them as well. And don't restrict yourself to the above list! Send your submissions to Alan Mandell (ESC, 225 Varick Street, NYC 10014-4382) and note that it is most convenient for the development of the issue if your submissions are sent by e-mail or on a disk. We look forward to your contributions. Many thanks!

Also Note

The APLPC Faculty Development Retreat on Critical Thinking and Writing Skills will be held in Latham, New York, on September 25 and 26.

Mel Rosenthal's photography exhibit, "Refuge, the Newest New Yorkers," remains on view at the New York State Museum in Albany through October 3.

The next issue of *All About Mentoring* will be published mid-fall, 1997. Please send your contributions to Alan Mandell by October 1.
