

SERIES: Caucus: New Jersey with Steve Adubato
TITLE: Caucus Up Close with David Gilley, PH.D. and Bernadette Tiernan
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Mr. JON S. CORZINE (Governor of New Jersey): In the United States, every three minutes a woman is diagnosed with breast cancer, and every 13 minutes a woman loses her battle with the disease. I'm New Jersey Governor Jon Corzine. Join Susan G. Komen for the Cure in the fight to end breast cancer. Take action now. Logon to ivoteforthecure.org to find out what you can do to create a world without breast cancer.

Announcer: A message from the North Jersey affiliate of Susan G. Komen for the Cure, an underwriter of CAUCUS: NEW JERSEY programming.

STEVE ADUBATO, host:

Hi, I'm Steve Adubato. We are coming to you from the beautiful campus of William Paterson University. We're on location. We are here at the Shea Center for the Performing Arts. On the second half of this special One on One program, we'll be joined by Bernadette Tiernan, who is up here at William Paterson. We'll be talking about niche camps for young people who come here and learn all sorts of wonderful things that they otherwise would not be able to learn here on a college campus.

But in this first segment, we're going to be joined by Dr. David Gilley, who's assistant professor of biology here at William Paterson University. He is one of the only academic bee researchers in the country, the only one in the state of New Jersey right now. The question is, why is he so fascinated with honey bees; but the other question, is what exactly is happening to the honey bees? I saw a "60 Minutes" special. They're gone. We don't even know where they are. And we don't know why it's happening. You don't think it's important? You're wrong. Stay tuned and find out on One on One why. We'll be right back from William Paterson University, right after this.

Announcer: Funding for this edition of CAUCUS: NEW JERSEY has been provided by: QualCare Inc., a local-managed care company covering 600,000 New Jersey residents; New Jersey Natural Gas, proud to support education in our communities; Johnson & Johnson, the worldwide health care products company; and Verizon communications.

ADUBATO: Dr. David Gilley is assistant professor of biology here at William Paterson University, and right now New Jersey's only academic bee researcher.

How you doing?

Dr. DAVID GILLEY (PhD, Assistant Professor of Biology, William Paterson University): Good, thanks.

ADUBATO: I have to get into this right off the bat. I mean, we'll find out what's going on with the bees and what the problem is and how it affects the economy, how it affects the human food chain. But what I'm fascinated by, doctor, is how did you get into honey bees?

Dr. GILLEY: I find honey bees, they're--originally I got into them because of what humans do. Honey bees are a fascinating model for looking at social systems and really dissecting social systems. We find that there are--there

are certain universal rules that all highly social organisms like humans, like honey bees...

ADUBATO: Give us a for instance.

Dr. GILLEY: For instance, one thing that I'm particularly interested in is conflict and cooperation.

ADUBATO: Conflict and cooperation?

Dr. GILLEY: And cooperation. Yes. The bees...

ADUBATO: The bees do it better than we do?

Dr. GILLEY: Bees do it as well as--bees to the cooperation side better than we do, I would say, actually.

ADUBATO: They do?

Dr. GILLEY: They do. Bees are a highly cooperative--a honey bee colony, which is about 50,000 honey bees...

ADUBATO: OK, a honey bee colony. By the way, if you logon to our Web site, I promise you we'll hook you up with our friends at William Paterson. You'll find out everything you've ever wanted to know about honey bees, but didn't know where to ask.

(Graphic on screen)

www.caucusnj.org

ADUBATO: Fifty thousand honey bees equals a colony.

Dr. GILLEY: That's right.

ADUBATO: Go ahead.

Dr. GILLEY: And they cooperate very closely together. Much more closely than humans, in fact, within our society. But we find that there's a--there's a fine balance between cooperation and conflict within every society. Every interaction that two people have, there's some cooperation and maybe a little bit of conflict, too.

ADUBATO: Sure.

Dr. GILLEY: And honey bees are sort of the one extreme end of the cooperation side. They do everything for the good of the group, for the good of the colony, the 50,000.

ADUBATO: They don't fight over it?

Dr. GILLEY: They don't. Hardly ever, at all.

ADUBATO: Do we know why? Or why not?

Dr. GILLEY: One reason--we have several ideas. One reason is that they're very closely genetically related to each other. They're what we call--within

a hive, there's one queen, and the rest of the, I guess, 49,999 bees...

ADUBATO: Right.

Dr. GILLEY: ...are workers.

ADUBATO: How'd she become the queen?

Dr. GILLEY: This is where part of the conflict comes in. Once during the year, a battle...

ADUBATO: Only once.

Dr. GILLEY: Only once during the year...

ADUBATO: Go ahead.

Dr. GILLEY: ...in the springtime, a batch of new queens is created, about 15 queens per colony, and those queens fight to the death for--and the winner becomes the next queen of the colony.

ADUBATO: Time out. You just went over--wait, wait. Doctor, you went through this whole thing, they get along, they cooperate, then they kill each other to find out who the queen bee is.

Dr. GILLEY: This is what I'm saying. Only once during the year does this...

ADUBATO: But it's a pretty big fight.

Dr. GILLEY: It is. This cooperative sort of veneer, if you want to call it, just sort of falls away, and suddenly you have this base conflict that underlies it. This is why I'm so interested in this period is because it really, it shows how much conflict underlies everything and then it sort of pops--it sort of bubbles to the surface only during this one period. And the reason why is this one period is when everything is at stake for a honey bee colony. These queens that are--that are these new young queens.

(Graphic on screen)

www.WPUNJ.edu

ADUBATO: Right.

Dr. GILLEY: Either they live and become the next mother for three or four years, possibly, of every single offspring of that colony, or they die. And they produce no offspring.

ADUBATO: So everything is at stake here.

Dr. GILLEY: Everything is at stake.

ADUBATO: So it's sort of like actually--we're interviewing some of your colleagues here at the University at William Paterson about the presidential campaign.

Dr. GILLEY: Yes.

ADUBATO: It's sort of like a presidential campaign.

Dr. GILLEY: It is. It's very much like a president...

ADUBATO: I'm not being facetious. I'm being serious.

Dr. GILLEY: It's very much like a presidential campaign.

ADUBATO: A lot's at stake.

Dr. GILLEY: Where the losers are executed.

ADUBATO: OK. Who says that people who research honey bees can't be funny? They don't know you.

How about this one? You've got to explain this to me. Honey bees are really important, particularly when it comes to the human food chain and the economy. Explain that.

Dr. GILLEY: Yes. So our food supply, our agriculture, a lot of our food comes from agriculture. That includes not only fruits and vegetables, but also down the chain livestock--or up the chain, I should say.

ADUBATO: Right.

Dr. GILLEY: All of that, all of our agriculture relies on a basis of pollination. We--most--almost everything we need to actually pollinate, and...

ADUBATO: Go back to the pollination. I always thought I knew what it meant.

Dr. GILLEY: Yeah.

ADUBATO: Then I read about it in anticipation of this interview and I thought, 'Oh, that's what pollination is.' Explain.

Dr. GILLEY: That's right. So pollination is sex. Pollination is sex between plants.

ADUBATO: I do understand part of that, but go ahead.

Dr. GILLEY: OK, yeah. So plants, just like people, reproduce sexually.

ADUBATO: Got you.

Dr. GILLEY: And they--so they produce a male gamete and a female gamete. We produce sperm.

ADUBATO: Whoa.

Dr. GILLEY: Sorry. A gamete, we--human male and female gametes are called sperm and eggs.

ADUBATO: OK. Gametes.

Dr. GILLEY: Yeah.

ADUBATO: Spell it.

Dr. GILLEY: G-A-M-E-T.

ADUBATO: That'll be on the glossary of terms regarding bees, but go ahead, on our Web site. Go ahead.

Dr. GILLEY: OK. And so what needs to happen for sex is that male gamete, the sperm in the case of humans.

ADUBATO: Yes.

Dr. GILLEY: Has to get together with the female gamete, the egg in humans.

ADUBATO: Is there--is there courting going on?

Dr. GILLEY: In plants? No. In humans, yes.

ADUBATO: So wait, hold on, but the same principles apply.

Dr. GILLEY: Yes.

ADUBATO: In terms of...

Dr. GILLEY: Of bringing the sperm together with the egg, essentially.

ADUBATO: And then what happens?

Dr. GILLEY: And so in plants, this is--pollen is the male gamete.

ADUBATO: Yeah.

Dr. GILLEY: And it has to get together with a--with a flower. So--but what happens--and certain crops are--I shouldn't even say crops, I should say plants--are pollinated just by the wind. The pollen is released into the wind, and sex just happens in the breeze, essentially

ADUBATO: Right. In the breeze.

Dr. GILLEY: Yeah. But then there are a lot of the--a lot of the plants, and as it happens, a lot of the ones that we use for the human food supply, are not pollinated that way. They're pollinated by what we call a vector. Some kind of...

ADUBATO: A vector.

Dr. GILLEY: A vector. That is, something that brings that pollen directly to the flowers, insects, a lot of cases, but also in some cases things like hummingbirds. Bees, wasps, beetles, butterflies.

ADUBATO: Right.

Dr. GILLEY: Are big insect pollinators.

ADUBATO: OK. And by the way, before we move to the question of the economy and where all these bees are going.

Dr. GILLEY: Yeah.

ADUBATO: Lisa Marie Latino, one of our young, very talented producers who did not have the distinction of being able to come here to William Paterson, just asked the question, 'Do the bees get any satisfaction out of this?'

Dr. GILLEY: On...

ADUBATO: She's serious about it and I have a feeling she's not the only one who wants to know.

Dr. GILLEY: I'm sure they do. And that goes back to another important part of pollination. It's not just the bee doing a free service for the flowers in bringing the pollen to the flower.

ADUBATO: There's something in it for them.

Dr. GILLEY: There's something in it for the bees, definitely. And what they get out of it is nectar, primarily.

ADUBATO: Nectar.

Dr. GILLEY: Is--that's--so nectar is the sweet--at the base of a flower.

ADUBATO: Right.

Dr. GILLEY: There's a little reservoir of essentially sugar water, is what it is.

ADUBATO: Sugar water.

Dr. GILLEY: Sugar water.

ADUBATO: And that's what the honey bee's looking for?

Dr. GILLEY: That's nectar, and that's what the bee--that's what the reward for the pollinator, in the case of bees, for the bee that sits--landed on the flower.

ADUBATO: Right.

Dr. GILLEY: And so that's her motivation, if we're talking about motivation.

ADUBATO: All right.

Dr. GILLEY: What they get out of it, what they--why they like doing it.

ADUBATO: What does this have to do with the economy?

Dr. GILLEY: Good question. So only if a flower is successfully pollinated does it produce a fruit.

ADUBATO: Successfully pollinated.

Dr. GILLEY: That's right. So, in other words, if you stick a whole bunch of apple trees out there with nothing to pollinate them, they're not going to produce apples.

ADUBATO: And therefore...

Dr. GILLEY: And therefore...

ADUBATO: ...the food supply, the food chain is adversely affected.

Dr. GILLEY: That's right.

ADUBATO: Which affects the agricultural economy?

Dr. GILLEY: Sure. This--estimates are about \$15 billion a year are--of crops--are pollinated by honey bees.

ADUBATO: Fifteen billion dollars pollinated by...

Dr. GILLEY: Honey bees.

ADUBATO: OK. So there's the other question. What the heck is going on with the honey bees?

Dr. GILLEY: Right.

ADUBATO: Where are they going? This is--this is what the research says, it's amazing. I've been looking at it, this is what you said to our producers--by the way, it's called a colony collapse disorder, CCD.

Dr. GILLEY: Mm.

ADUBATO: CCD. By the way, logon to our site because that's valuable information as well, CCD. You say, quote, "Although bees have a history with contracting various viruses and bacterial diseases, in this instance they're just disappearing. They don't exhibit telltale symptoms of being diseased. There are no signs of their corpses. The bees are just gone"? I don't get it.

Dr. GILLEY: Yeah. And neither do we, completely. We're still working on this. But this is one of the things that makes it difficult to investigate, is that what happens is the beekeeper goes out to his or her colony, opens it up and normally, for most diseases, you see some tell tale sign of something.

ADUBATO: Right.

Dr. GILLEY: Something has gone wrong. Or they're out of--they're out of food, often that's another reason for a bee colony to die. But in this disease, they're just--the bees are just gone. And so we don't know whether they're dying out in the field. Well, somehow they're dying out in the field.

ADUBATO: Is it a virus?

Dr. GILLEY: We're not sure. But there's some evidence to suggest that it may be a viral.

ADUBATO: How many did we lose?

Dr. GILLEY: Estimates are--it depends on--it varies all over the country. But it could be up to 75 percent of an individual beekeeper's colonies.

ADUBATO: Say that again?

Dr. GILLEY: Seventy-five percent of a beekeeper's--individual beekeeper's colonies could be wiped out by this.

ADUBATO: Seventy-five percent. That could destroy a beekeeper's livelihood, easily.

Dr. GILLEY: Sure, sure. Yes. And so this has--that's a good point. This has economic impact beyond just the consumer angle. There are a lot of people in the business of bees. Beekeepers, but also growers. Almond growers, for example, huge industry in California.

ADUBATO: Dependent upon...

Dr. GILLEY: Dependent upon honey bee pollination, completely.

ADUBATO: So if they're disappearing at that level, that's devastating.

Dr. GILLEY: It is. It is.

ADUBATO: So what are we doing about this?

Dr. GILLEY: So we've got--this is a lot of research has come together. Researchers from the US government. Most people don't know it, but there are four or five taxpayer dollar-funded honey bee research labs set up around the country that are here just for such a thing.

ADUBATO: To try to figure out what's going on?

Dr. GILLEY: For--any case that--anything comes up that threatens the bee pollination supply, these labs are there to help us try to figure out what's going on.

ADUBATO: I have to ask you something. Could this be Australian bees messing around with our bees?

Dr. GILLEY: Yeah. Here's one idea of where this came from. Scientists have taken genetic samples from colonies that were affected by this CCD, this colony collapse disorder.

ADUBATO: Right.

Dr. GILLEY: They've compared them to genetic samples of bees from colonies that were not affected by this.

ADUBATO: Right.

Dr. GILLEY: And they found--what they did was they were looking at all the DNA. They found that there was some DNA in these affected colonies that was not present in the non-affected colonies. Which to us biologists says there's not--there's something that's not bee in that colony. It's some foreign...

ADUBATO: Something that's not bee?

Dr. GILLEY: It's a foreign organism. It's the DNA of a foreign organism, is

what they found. And they were able, because of the biotechnology resources that we have these days, they were able to actually track down where that DNA was coming from. And this is where it was coming from, this Israeli acute paralysis virus, is what it's called.

ADUBATO: Israeli acute...

Dr. GILLEY: Paralysis virus.

ADUBATO: Is that one of the areas--before I let you out here--is that one of the areas that there's heavy focus on, trying to figure out what's going on there and what to do about it?

Dr. GILLEY: Yes, that's right. And this is what's linked to the Australian bees because they also find in Australian bees.

ADUBATO: I have to tell you something about this, doctor. I wasn't sure in preparation for this interview, you know, what we'd get out of it and why it would be valuable. But this is extremely important, and people who think, oh, it's a funny conversation about bees, not at all.

Dr. GILLEY: No.

ADUBATO: This is deadly serious for an entire economy, for our food chain, food supply. And to these people and their lives.

Dr. GILLEY: Yeah.

ADUBATO: And seventy-five percent gone?

Dr. GILLEY: Yeah.

ADUBATO: Not understanding. Doctor, I appreciate you coming on and offering your very valuable perspective.

Folks, we're coming to you from the Shea Center for Performing Arts at William Paterson University. We're meeting academics, scholars, people on staff here that have really important information. Up next, we'll be joined by Bernadette Tiernan, who's going to talk to us about niche--or niche, if you will--camps for kids here at William Paterson. Important stuff. Stay with us. We'll be right back.

Great job.

Announcer: If you would like more information on this program or if you'd like to express an opinion, e-mail us at info@caucusnj.org and visit us online at caucusnj.org.

ADUBATO: You are looking at the beautiful smiling face of Bernadette Tiernan, who is the executive director William Paterson University Center's Continuing and Professional Education.

Good to see you, Bernadette.

Ms. BERNADETTE TIERNAN (Executive Director, Continuing and Professional Education): Oh, thank you for the invitation.

ADUBATO: I've got to tell you something. When I read about these niche camps for children, I'm thinking, 'At William Paterson University? Does it belong? Do these camps belong at a college or on a college campus?' First of all, what are we talking about, these camps, and why are they here?

Ms. TIERNAN: Well, they're here because what better experts to teach a subject in depth than the professors and kinds of experts that we have teaching here. It's a beautiful campus. It's a welcoming atmosphere. And the niche camps help kids get a sense of what it might be like to go to college. In some cases, what it would be like to live in a college campus and even have an opportunity to explore a possible career choice later in life.

ADUBATO: You know what? In that spirit--by the way, folks, I've got the brochure right here. Put up the Web site, folks, as we're doing this. Put up the Web site here at William Paterson, and folks, logon. The Center for Continuing and Professional Education, the 2008 summer youth programs, good stuff. I have three boys, by the way, who are going to be fascinated by this.

Ms. TIERNAN: Oh, yes.

ADUBATO: The ages--the ages that you can start?

Ms. TIERNAN: We start with middle school.

ADUBATO: Start with middle school.

Ms. TIERNAN: So we have to have--your youngest would have to wait a bit.

ADUBATO: Three to five don't get in. Our three- and five-year-olds, but our 15-year-old does.

Ms. TIERNAN: No. Absolutely. Middle school and high school.

ADUBATO: Good. Now, let's go through some of the camps, which I thought, how creative and imaginative, what the demand is. How about Teens on TV. What is that?

Ms. TIERNAN: It's giving them a chance to do the process, which would be the storyboard, putting together a project and then actually executing it.

ADUBATO: So wait a minute.

Ms. TIERNAN: So...

ADUBATO: We're here at William Paterson, at the Shea Center, right?

Ms. TIERNAN: Right.

ADUBATO: For performing arts. We're putting together television.

Ms. TIERNAN: Mm-hmm.

ADUBATO: It's not easy. Now, you've got to be watching behind the scenes. It's not easy, right?

Ms. TIERNAN: That's right. No, no.

ADUBATO: A lot of things no one gets to see.

Ms. TIERNAN: Mm-hmm.

ADUBATO: Because we don't want you to see our mistakes. But the point is, this camp called Teens on TV, this helps them understand how to put it together.

Ms. TIERNAN: Right.

ADUBATO: And you actually produce a TV project, a DVD comes out of it.

Ms. TIERNAN: So they'll have a takeaway.

ADUBATO: What a great tool for a young person going to college.

Ms. TIERNAN: Mm-hmm. Yes. Absolutely.

ADUBATO: 'I produced--I was part of this in a summer camp at William Paterson.'

Ms. TIERNAN: Mm-hmm. Mm-hmm.

ADUBATO: And I'm a part of this production. It's good stuff.

Ms. TIERNAN: That's right. That's exactly what we would like them to have, something that they can put on a resume, on a college application. It tells a story about the person. And it also builds, I think probably one of the reasons these have become so popular, the niche camps...

ADUBATO: Right.

Ms. TIERNAN: ...is that it builds confidence for the kids.

ADUBATO: How so?

Ms. TIERNAN: They're really immersed in a project for a week and they own it. And there's a whole...

ADUBATO: So it's a whole week.

Ms. TIERNAN: Most of them are a week, yes.

ADUBATO: How many hours a day?

Ms. TIERNAN: It depends on the topic. Some of them run from 9 to 4 and some of them, especially the camps for the younger kids, are a half day.

ADUBATO: Who are these kids?

Ms. TIERNAN: They're--last year, one of the camps, the jazz camp, which we've been doing for 15 years, that's for people from all over.

ADUBATO: How about this one, the 15th annual jazz workshop? Is that the jazz camp?

Ms. TIERNAN: Exactly. That's the--jazz workshop or jazz institute is one of

their most long standing.

ADUBATO: You guys have a great, great jazz program up here.

Ms. TIERNAN: Yeah.

ADUBATO: So what happens with that?

Ms. TIERNAN: They are involved just about 24/7. They live and breathe jazz for the entire time they're here. They come in on a Sunday night and they stay here till the following Saturday and they have classes during the day, they have performances in the evening, and it's very, very intense.

ADUBATO: Are they working with some of the jazz masters up here?

Ms. TIERNAN: They are. Billy Taylor has been here every...

ADUBATO: Billy Taylor's been here?

Ms. TIERNAN: He's been here many times. He's an integral part of it, and our own Dr. Dave Demsey...

ADUBATO: Dave's been on with us many times, he's fabulous.

Ms. TIERNAN: He has a passion for this.

ADUBATO: So wait a minute. So if a young person, a 14-, 16-year-old kid says, 'I'm really interested in jazz.' He or she has no idea where to go. They come up here for the week.

Ms. TIERNAN: Mm-hmm.

ADUBATO: They are immersed in the world of jazz, true American musical artform, right?

Ms. TIERNAN: Yes. Yes.

ADUBATO: And they get an experience could not happen anywhere else.

Ms. TIERNAN: That's right. That's right.

ADUBATO: What comes out--OK. What do they get other than a great experience coming out of that?

Ms. TIERNAN: Well, they'll work in groups because they're assigned to an ensemble. There'll be 10 ensembles.

ADUBATO: Yeah.

Ms. TIERNAN: So they have that experience of working with a team. They learn improvisation. So they see every dynamic, and really, if this is a career that they're going to be interested in, it would let them get a sense of whether they could, you know, do it this intensely.

ADUBATO: How expensive?

Ms. TIERNAN: That's one of the more expensive ones. That one, I believe, is

about 700, in the \$700 range.

ADUBATO: By the way, logon...

Ms. TIERNAN: More if you live on the campus.

ADUBATO: You'll get--you can get all the information on the prices and everything else. I want to go through some of these. By the way, are you appealing to, Bernadette, the parents or the kids here? I'm curious about this because the marketing material, is it the parent who usually says, 'I think my child is interested in X, Y or Z,' including, we're going to be talking about advanced robotics in just a minute.

Ms. TIERNAN: Mm-hmm.

ADUBATO: Or is it the kid who says, the child who says to his or her parent, 'Hey, I'm want to go--I want to do that jazz thing up at William Paterson'?

Ms. TIERNAN: We have to appeal to both, and if you look at the differences in the design of this material compared to our standard catalogue for adults, it's very different.

ADUBATO: Right.

Ms. TIERNAN: The adult catalogue is black and white, 8 1/2 by 11.

ADUBATO: This is different.

Ms. TIERNAN: This is color and it has a sense of fun because we want the camps to be relaxing and fun as well as educational.

ADUBATO: So they're informal.

Ms. TIERNAN: For the most part, yes.

ADUBATO: OK.

Ms. TIERNAN: Yeah. It is summer.

ADUBATO: How is the advanced robotics informal? Get this. "Students will build their own robot by using motors, wire, controllers and wheels."

Ms. TIERNAN: They will.

ADUBATO: The student--the student program for the robots is to perform various tasks to keep the robot--they keep the robot at the end of the course? That's got to be a misprint.

Ms. TIERNAN: They don't all keep the--a five foot robot.

ADUBATO: What do they keep?

Ms. TIERNAN: As a group, they put together one giant, you know, a big five-foot.

ADUBATO: Right.

Ms. TIERNAN: But they each take their own home.

ADUBATO: They take the robot home.

Ms. TIERNAN: They take a small one home, that those--that they've done themselves.

ADUBATO: Now, those young people tend to be very interested in engineering, science? What?

Ms. TIERNAN: Science. And may not know what part of science yet, because this involves a lot of following instructions, working in a team, they have to collaborate.

ADUBATO: What do the robots do?

Ms. TIERNAN: They're just moving around. I mean, they're not going to do your housework or...

ADUBATO: I was going to ask you. Let me tell you something, imagine if...

Ms. TIERNAN: No. Maybe that will be in a couple of years from now.

ADUBATO: ...if it could work--could you imagine if you could say, 'We built a robot at William Paterson that'll come and clean your house'?

Ms. TIERNAN: I don't...

ADUBATO: What a marketing tool. But I don't want--no false advertising here.

Ms. TIERNAN: No, no, no. No.

ADUBATO: We're not doing that. OK? This is one that I know--I wish right now I were young enough to do this. New York Through Baseball. Students examine the history of New York, the history of baseball, and make the connections between the two.

Ms. TIERNAN: Mm-hmm.

ADUBATO: All three major stages of the baseball evolution occurred in New York City.

Ms. TIERNAN: Mm-hmm.

ADUBATO: The story of the modern game as presented through New York's four major league teams, and then they're treated to a game at the great Yankee Stadium.

Ms. TIERNAN: And then they go to a game at Yankee Stadium.

ADUBATO: Come on. Play that out for me.

Ms. TIERNAN: This is the first time we're doing this camp, but we try to respond to the things that people are interested in and ask about, and this is something that's a--it's a very popular topic. So we thought, what more fun way to immerse yourself in the games and really find out some of the things that they might not know. And I'm just amazed that the kids who are really

into baseball who can quote statistics from decades ago and they have players memorized and they have--and so this brings the whole picture about.

ADUBATO: Is this a national initiative?

Ms. TIERNAN: The growth in camps is definitely a response to a trend that--I think parents set the tone because I think parents...

ADUBATO: What do you mean they set the tone?

Ms. TIERNAN: Well, we're busy families. Two--dual career families are continuing to increase and very--and keeping very busy schedules. Everybody wants their kids to relax during the summer, but we also want them to stay somewhat active and not--and be supervised. So I think the opportunity for camps, especially full-day camps or residential camps...

ADUBATO: Right. Either or.

Ms. TIERNAN: ...is really important.

ADUBATO: Financial aid for young people who don't have the financial means?

Ms. TIERNAN: We do--we have a nursing camp under that science category, does have some scholarships available, thanks to Johnson & Johnson for Abbot school district students.

ADUBATO: They're one of the sponsors. I have to ask you something--by the way, another one that I find fascinating is the Eat Right To Stay Fit. This is--students all learn about eating healthy and doing the right thing, learning a healthy menu and making responsible decisions.

Ms. TIERNAN: Mm-hmm.

ADUBATO: I think about this with our kids. We talk about that all the time. That's a camp?

Ms. TIERNAN: Mm-hmm. Yes. So's cooking.

ADUBATO: So is cooking?

Ms. TIERNAN: Cooking.

ADUBATO: Is that a popular camp?

Ms. TIERNAN: It's--cooking, we--when we ran it last year--last year was the first time that we ran it and it was very popular because they include--it's not just cooking.

ADUBATO: Go ahead.

Ms. TIERNAN: It's the experience of safety in the kitchen, use of the utensils and slipping in etiquette and...

ADUBATO: Slipping in the etiquette. They don't lead with the etiquette.

Ms. TIERNAN: Etiquette's fun. It's fun. And it's part of what they're doing.

ADUBATO: And setting the table.

Ms. TIERNAN: Setting the table, what utensils to go here. How do you--your good manners. And party planning.

ADUBATO: I like this. I got to ask you something. One minute left. Camps for kids at a college? You say?

Ms. TIERNAN: I say this is the place to really get your feet wet in a field, and of course you can do the serious camps because we have college prep courses and test prep courses and we offer that, too. We have over 50 camps.

ADUBATO: How many?

Ms. TIERNAN: Over 50. So...

ADUBATO: Fifty. So you can come to a camp to prep to take a test to go to college if you want.

Ms. TIERNAN: Yes. We offer all of that, as well as if you want to explore a career in music or business or the arts, performing arts, science.

ADUBATO: So many things you go over.

Ms. TIERNAN: We have a whole...(unintelligible).

ADUBATO: I'm sorry for interrupting you because one of the camps that I'm going to go to is Time Camp, because I'm told I'm out of time. Bernadette, thank you so much.

Ms. TIERNAN: Thank you.

ADUBATO: You were terrific.

Ms. TIERNAN: Thank you.

ADUBATO: And you know what? Your positive attitude makes all the difference.

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