

Message from the Secretary General

Dear all,

As a result of recent correspondence a simple and welcoming association has been arranged with the UK Universities Council for the Education of Teachers (UCET) by setting up a reciprocal website link with ISTE. Such links will enable us to obtain contacts and information from other countries as well as advertise our own seminars and respond to inquiries. Alex Fung has indicated that it is easy to add such links with other national and international associations to our mutual benefit.

I am therefore asking members to see if their own local, national or regional groups associated with teacher education and societies would like reciprocal website links. Don't forget these could also be groups related to educational research, curriculum development and policies e.g., AERA; NZER, ICET.

Let me know the contact details of the relevant President or Secretary of the association and I will send a formal request from ISTE.

In the meantime, best wishes for a healthy and happy 2006 and I look forward to meeting up with you in Stellenbosch.

Janet Powney

janet.powney@virgin.net

ISTE 2006 Election for Secretary General

NOTE: This is only for ISTE members who will **NOT** be attending the meeting in South Africa in April. Candidate presentations and voting in person for those attending the Seminar will be done at that time.

Statements by the four candidates are attached to this Newsletter. A ballot paper is also attached.

The candidates for election are:

Johan Borup, Denmark

Vic Cicci, Canada

Forest Crawford, U.S.A.

Lotte Rahbek Schou, Denmark

LeOra Cordis Memorial Trust hg

Message from Bob O'Brien, Chair of the Trust

In the last newsletter changes in some policies of the LeOra Cordis Memorial Trust were foreshadowed in the expectation that the 2006 Seminar at Stellenbosch will attract a number of new members and maybe some former members from that continent. The trustees are hoping that by offering modest subsidies of seminar registration costs a revitalisation of the Society may follow.

Enquiries about making applications for grants from the Trust Fund should be made through the Seminar Convenors (see below).

Donations to the Trust's endowment fund are always welcome. Channel these to ISTE Treasurer, Johan Borup ina@nhv.se.

ACTION POINTS FROM ISTE 2005

Professional teaching standards

Several groups raised the possibility for the development of universal standards for effective teaching. The Globalisation discussions promoted the concept of international certification based on shared professional standards. Can we establish common standards for beginning teachers? An ISTE task group is being set up to discuss how these various ideas might be forwarded.

Global educators

Could there also be an ISTE Global Teacher? Is it possible for ISTE to recognise an outstanding global educator who would be funded to attend an ISTE seminar to receive formal recognition. This would also be within the remit of the above standards task group.

Mentoring young professionals

ISTE members can play an important role in mentoring inexperienced professionals in their practices, in publications and in general intellectual support. This is already happening to some extent but ISTE should be able to find ways to promote this internationally.

Equity

ISTE should move to a new level of international importance by becoming an authority on issues of equality in teacher education. Forrest Crawford and Janet Powney will start this off with a position paper on equity and social justice in relation to teacher education.

Curriculum

There is a need in teacher education to consider the three fundamental forces of curriculum- the needs and natures of learners, the needs of the society and the subject matter needed in order to help learners understand their local and broader communities. ISTE members can use education to incorporate broader social issues. ISTE members can: initiate and sustain dialogue in their faculties; and work to include this paradigm into initial teacher education. ISTE members could (and do) encourage school based curriculum development and empowerment of teachers.

International visits and exchanges

Teachers and teacher educators are pragmatic and willing to learn from each other. ISTE can promote intercultural academic exchanges and could encourage teacher exchanges and visits for the mutual benefit of teachers and learners of the countries and cultures involved. Educators and learners involved in these kinds of activities are enterprising and it would be interesting and even useful to identify the key characteristics of enterprising teachers and teacher educators.

FUTURE ISTE SEMINARS

ISTE 2006, SOUTH AFRICA at Stellenbosch, April 22 – 28

Don't miss this exciting opportunity! The ISTE Seminar held at Kruger National Park, South Africa in 1998 attracted the largest number of participants to any ISTE annual seminar. The 2006 seminar will be held in the beautiful university city of Stellenbosch near Cape Town. Further information and online registration are available on the website:

www.unisa.ac.za/iste2006. Abstracts should be submitted by email to vzilmj@unisa.ac.za or fax: +27 12 429 4900 by January 15, 2006.

The seminar conveners are your hosts, Fanie Petorius pretosg@unisa.ac.za and Anna Hugo hugoaj@unisa.ac.za

Members from developing countries who cannot attend may wish to submit a paper through the Distance Paper Group. If so, please send your abstract to Warren Halloway whallowa@une.edu.au by January 15, 2006.

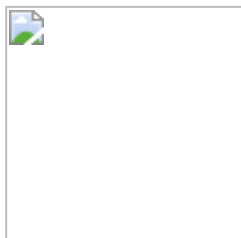
ISTE 2007, SCOTLAND at Sterling, June 2 – 9

This will be the first time ISTE has met in Scotland and, as Robbie Burns would say "Ooch mahn and aboot time". Our Conveners are Peter Cope and Joanna McPake from the Institute of Education at the University of Sterling working in collaboration with our Secretary General Janet Powney and the Educational Institute of Scotland.

Full information and registration details will be available after the Annual Seminar in South Africa next April, 2006. In the meantime you may consult the website: www.ioe.stir.uk or Janet at her email above.

ISTE 2008, AUSTRALIA at Armidale, April 20 - 26

The ISTE Seminar in 2008 will be held at Armidale, Australia at the University of New England. The Conveners will be John Maurer and Warren Holloway. The provisional dates are April 20 - 26. The seminar will be sponsored by the School of Education and the Centre for Research in Education in Context (CREC) both at UNE. More information will be available in 2006.



JOURNAL OF THE INTERNATIONAL SOCIETY FOR TEACHER EDUCATION

Editor's Report

Dear friends and colleagues,

I hope you have received Vol 9 No.2 by now from the US. This newsletter will probably be my last as I am not standing for re-election to the position of JISTE Editor for 2006, due to workload and family commitments. However, I will organise the publication of JISTE Vol 10 Issues 1 and 2 next year before handing over the reins to the new editor. The review process is proceeding well with many reviews returned. I hope to inform successful authors of the requirements for publication in JISTE Vol 10 No 1 within the next month or so, and produce a 'glossy' covered JISTE early next year. If you have a paper you would like considered for publication in Vol 10 No. 2 please submit it to me at c.sinclair@uws.edu.au by January 15th 2006 (see below for submission and publication requirements).

I have truly enjoyed my time as Editor over the last few years, and hopefully I have helped some colleagues get their ideas 'into print' I have certainly learnt much about a wide variety of topics. I would encourage you to consider standing for JISTE Editor at next year's conference in South Africa. It is an honour to assist others in sharing their ideas and research with the wider teacher education community.

Thank you to my Associate Editor, Joyce Castle; my editorial assistant, Frank Thomson, appointed after the last conference and invaluable; George Churukian, our original editor and present publisher; the Editorial Board; all the reviewers; all the authors who submitted proposed articles; and of course Janet Powney, Secretary General and mentor. Without the efforts of all these people, it would not be possible to publish JISTE at all. I continue to look forward to reading future JISTEs and wish all of you the best with your work.

Regards,
Catherine Sinclair, Editor

Submission requirements

Non-thematic Submissions:

Members of ISTE may contribute manuscripts related to any important topic in Teacher

Education.

Book Review Submissions

Members of ISTE may submit reviews of books written by ISTE members. Reviews may be no longer than 500 words or one journal page. Reviews are subject to editing by the editors.

Recent Publications Submissions

Members of ISTE who have authored or edited a book published within the past three years may submit an annotated reference of no longer than fifty words. Annotations are subject to editing by the editors.

Letters to the Editors Submissions

Members of ISTE may send letters to the editors of their comments to an article printed in a previous issue of JISTE. The letter(s) received will be forwarded to the author(s) of the article for a response. Both letters will be published in JISTE. A letter should be no longer than 500 words. Letters are subject to editing by the editors.

Publication Requirements

Articles submitted to JISTE must be written in English, following manuscript guidelines (see below) and will be anonymously reviewed by referees. Each article must pass the review process to be accepted for publication. The editors will notify the senior author of the manuscript if it does not meet submission requirements. Articles are judged for (a) significance to the field of teacher education from a global perspective, (b) comprehensiveness of the literature review, (c) clarity of presentation, and (d) adequacy of evidence for conclusions. Research manuscripts are also evaluated for adequacy of the rationale and appropriateness of the design and analysis. Scholarly relevance is crucial. Be sure to evaluate your information.

Articles pertaining to a particular country or world area should be authored by a teacher educator from that country or world area. If English is the author's second or third language, manuscripts accepted for publication will be edited to improve clarity, to conform to style, to correct grammar, and to fit available space. Submission of the article is considered permission to edit the article.

Published manuscripts become the property of the **Society**. Permission to reproduce articles must be requested from the editors. The submission and subsequent acceptance of a manuscript for publication serves as the copyright waiver from the author(s).

Manuscript Guidelines

- Manuscript length, including all references, tables, charts or figures should be 1,000 to 3,000 words. Manuscripts longer than 4,000 will be returned to the author for reduction prior to being sent out for blind review.
- All text should be double-spaced, with margins 1 inch all around (2.5 cm), left justified only.
- Paragraphs should be indented five spaces and separated by a space.
- Tables, Figures, and Charts should be kept to a minimum, sized to fit on a page 8.5 x 5.5 inches (20 x 14 cm).
- Abstract should be limited to 100 - 150 words.
- The cover page shall include the following information: Title of the manuscript; name of author or authors, institution, complete mailing address, business and home phone numbers, FAX number, and e-mail address; Brief biographical sketch, background and areas of specialization not to exceed 30 words per author.

- Starting with Volume 7 of JISTE, writing and editorial style shall follow directions in the **Publication Manual of the American Psychological Association** (2001, 5th ed.). References MUST follow the APA style. Information on the use of APA style may be obtained through the ISTE web site at <http://teachernet.hkbu.edu.hk>

Submission Requirements

It is preferred that articles be submitted by email directly to the editor, Dr Catherine Sinclair (c.sinclair@uws.edu.au). To submit an article by email, send it as an attachment and fax a copy of the manuscript to +61 2 9772 6738. To submit an article by mail, send the manuscript and a computer disk to Catherine Sinclair, Editor JISTE, SEECS, University of Western Sydney, Locked Bag 1797, Penrith South DC NSW 1797 Australia. Due to the high postage rates, manuscripts and computer disks will not be returned.

Regards

Catherine Sinclair (Editor JISTE)

ISTE SEEKS NEW EDITOR/S FOR NEWSLETTER

Your present Newsletter editors have indicated to the Secretary General that they are looking for enthusiastic ISTE member/s to take their place. After 20 editions of the Newsletter the SG agrees that they deserve a quieter life. There are two editions each year, one soon after the annual seminar and the second a couple of months before the next. We have wonderful ISTE officers who assist the editors by regularly sending copy and more than half the members now receive their Newsletters by email. Is this the opportunity you have been looking for? If so please indicate your interest to our Secretary General Janet Powney (email above).

TEACHER EDUCATION IN THE MEDIA AROUND THE WORLD

The Bologna Process

Further to our report in the last issue of the Newsletter, Johan Borup has provided some more details of this move to promote European co-operation in higher education. In line with this move the Swedish government has agreed to implement the following prior to autumn 2007:

Swedish Higher Education should have three levels:

- Bachelor degree level
- Advanced level
- Research level

A new two-year Master Degree should be introduced at the advanced level, and the current "Magisterexamen" changed to a one-year degree. A special exam will be introduced for liberal arts in order to receive the doctorate degree and four years of full-time study will be required.

However the student can do some of the course work while at the advanced level. The Swedish government expects that 8 years of study will be the maximum for graduation with a Ph.D. Admission to the Ph.D. program will require 160 ECTS points of which 40 must be from a master's program.

Commercializing Education in Europe from Lotte Rahbek Schou, Denmark. lrs@dpu.dk

Not many proposals of directives adopted by the EU Commission have created such commotion as the European directive on achieving an Internal Market in services by removing legal and administrative barriers to the development of service activities between Member States. Major parts of the political spectrum and a wealth of interest groups criticize that the basic principle of the Directive on Services is an attempt to provide commercialism and privatization in the public sector. In education we will see an increasing cross-border trade of

education between the Member States as an effect of the directive. The boggy is the US: An open market for service activities in education as liberalization proceeds will result in companies - like in the US - specializing in offering alternatives to public education.

Will the changes be in some countries' favour or will privatization of the field threaten the conditions of existence of public education and as such considerations of the common good as claimed by the critics?

It is likely that the directive will pass during 2006 and hold many of the elements that have been criticized.

- The directive is one of the latest manifestations of a strong neoliberal tendency in EU, corresponding with the meaning of the EU Treaty as clarified by well-established jurisprudence of the Court of Justice.

A New Program of Learning Representatives in UK

From Janet Powney, UK. janet.powney@virgin.net

The Educational Institute of Scotland (EIS, the largest teachers' union) has set up a network of Learning Representatives to give information, advice and support to teachers/lecturers on quality CPD opportunities.

The EIS has two levels of Learning Representatives who work at multi-establishment and establishment level:

- Multi-establishment Learning Representatives who have responsibilities across several institutions undertake a postgraduate module at masters level.
- Learning Representatives established in schools or further education colleges undertake an undergraduate course.

Both courses are provided on-line through the University of Paisley in partnership with the EIS.

Successful completion of the course can count towards Chartered Teacher status and be accredited towards a higher degree. Once accredited, Learning Representatives working in schools, further education colleges and at multi-establishment level give advice to their colleagues about the range of quality CPD opportunities available to assist them in constructing a feasible programme of learning to support their future career. Learning Representatives are thus independent advisers for teachers to pursue their learning and enhance their professional skills.

Australian Deans of Teacher Education Comment

From Warren Halloway, Australia. whallowa@une.edu.au

Teacher education is likely to remain in the public spotlight as the Australian Parliamentary 'Inquiry into Teacher Education' continues during 2006. The Australian Council of Deans of Education (ACDE) has argued that Australian teacher education is already of a high quality and cites substantial evidence to support this claim, including: high student performances in OECD relative world assessments, substantial research output in kind and quality, the fostering of quality teaching in universities, and close ties with the profession and workplaces.

ACDE advocates a holistic approach to reform in education to promote a culture of lifelong learning among teachers and teacher educators with more research, particularly in new pedagogies, better salaries, conditions and visible and attractive career paths.

Election for ISTE Secretary General

Statements by Candidates for the 2006 Election of ISTE Secretary General

Johan Borup, Denmark

Taking an overview at the map of the world we still have a long way to go to fulfil the purpose

in the ISTE constitution: "to stimulate improvements in the education of professional educators in all societies of the world". I perceive ISTE as a "communicating door" which opens up to the educational needs of the global society.

ISTE has about 250 members from approximately 30 countries that stimulate improvements within the global society. The intensive work at the ISTE seminars in the paper groups is of great importance. Many papers are published every year in international journals and some in JISTE. But do the important pre-discussions continue between the seminars across countries, or does the network established between "old" members and friends; when they have met regularly at seminars, have a special focus on new members? ISTE must not become a selective club for the selected, but follow ISTE objectives to promote, to establish and to foster educational development.

The word society is an ancient Greek expression that defines a small group of people living in a common cultural and social context. I understand ISTE society in that way. The cultural context is teacher education on every level as life long learning. The social context is the seminars and the networking there and after. ISTE need more members 250 is not enough - it is too small a group. A goal for the next five years could be 200 new members from more countries to fulfil the purpose and vision of ISTE. The important question for the Secretary General and the Steering Committee is how big ISTE can be within its present constitution without changing to an organisation?

The solid foundation of ISTE depends totally on its paying members. In the future the ISTE Steering Committee (SC) should discuss sponsorships for example, for the printing of JISTE and advertisements in JISTE; different forms of membership for universities or organisations; electronic membership paying; network building between universities represented in ISTE; a policy regarding exchange students as well as a group of educational experts whom the international press can contact concerning global educational issues.

To let you know who I am regarding the nomination for ISTE Secretary General. (SG) I am 57 years old married to Ina, living in Copenhagen, Denmark, Gothenburg, Sweden and Greece. I speak five languages.

I started my career as primary/secondary school teacher; special education teacher in an intensive burn department on a University Hospital; assistant professor at the Royal School of EducatStudies and the Danish Pedagogical University; associated professor at University College for Further Education, South. During the last 6 years I have been responsible for educational planning, development and administration as well as educational research.

I have been a member of ISTE since 1995. Together with associated professor Lotte Rahbeck Schou I was convener for the Danish ISTE-Seminar 2002. In 2004 I was elected as treasurer for ISTE.

Qualifications and competences, flexibility and output management are three central areas of great importance for the creation of changes in ISTE. Qualifications and competences of ISTE must reflect:

Clear targets/statements to be set and renewed each year at the seminar to give ISTE an effective international voice; to make the society known.

The seminar programmes and headlines must match the ever-increasing demands in public and private educational policy.

Flexibility open-minded attitudes must be taken for granted in relation to the needs of ISTE as well as individual members.

ISTE's communication language is English. ISTE is international and as such aware of the need of language flexibility. ISTE's IT-network system must be flexible in order to give easily access to information for every individual member.

ISTE output management concerns the responsibility of the steering committee (SC) and the SG.

Research and new ideas must be incorporated into JISTE in a new layout to secure economical growth and development.

ISTE must develop a better framework to get members from all parts of the world,

specifically from developing countries.

Special folders/ brochures should be made and distributed as well as announcements must be on the website as well as advise on trends on valid research.

This increased action may influence the financial decisions made by SG and SC and decisions have to be made concerning the financial year.

Sponsoring and fundraising may be relevant for bigger ISTE projects and for JISTE. A marketing group as discussed by the SC in Minneapolis seems to me as an effective suggestion.

SG and SC must support further development of the financial management system to a greater extent to promote the objectives of ISTE and get a more diverse audience. Contribution on development of valid educational research will still have the highest priority.

SG and SC must strengthen ISTE's three faces to the world - the homepage - the seminars and the journal with an active strategy.

Yours sincerely
Johan R. Borup

Forest Crawford, U.S.A.

I am humbled by the confidence you have extended to me as a member of ISTE to stand with equally qualified colleagues as you consider the next Secretary General. I am prepared to lead if selected, to follow if your conscience guides you otherwise. I have been an active and proud member of the society since 1997 and few associations I've worked with nationally and internationally have given me the combined attributes of meaningful discourse, collegial networking and an organizational shared sense of transformative activism. For this, I am grateful and will do my best to represent the earned dignity of this society.

Qualities: During my time in this society, highlighted by the opportunity to keynote ISTE 2005 (Taipei, Taiwan), I have been active in the general governance of meetings, have peer reviewed colleagues papers in prep for JSTE, have contributed to the Cordis Memorial Trust and consistently evaluated colleagues' research as part of our Distance Paper Group (DPG) program. My work beyond ISTE involves keynoting the International Conference on Ethnicity and Governance in the Third World, the International Association of Employment Securities and the International Symposium on Human Rights. I am frequently asked to serve in committee leadership post or ad-hoc projects in a variety of organizations.

Beliefs: ISTE should not be viewed as a thriving 'side-show' to the teaching profession. To that end, I believe we should not only be consumers of the multitude of theories and practices but we should also be producers, i.e. recognized as a credible organization that makes meaningful contributions to the current trends, innovations and bodies of knowledge that enlighten humanity. Furthermore, ISTE should stand as a catalyst for inviting and informing practice across disciplines in mutual partnership outreach forums and dialogues. At the center of this belief should be the execution of equity and justice at all levels.

Vision: In order for these and other challenges to achieve full fruition, I offer my work in the following areas:

Affirming a sound infrastructure that would allow for clear, efficient and quality service delivery for current and new members.

Encourage an interdisciplinary recruitment and retention model that honors other scholars/leaders beyond teacher education.

Build on our current outreach model in a more deliberate manner that subsequently improves wider participation from scholar/leaders from developing nations.

Explore innovative marketing approaches that expose ISTE to a wider diversity of scholars.

Increase membership and fiscal solvency.

Thank you for this opportunity.

Vic Cicci, Canada

I have been involved in teacher education since 1965 when I joined the Faculty of Education Brock University. In my tenure at Brock I was an instructor in Math Education, supervised student teachers, organized and directed the Centre for Continuing Education (in-service program for teachers) and was Acting Dean of the Faculty of Education prior to my retirement in 1998. Since my retirement I have continued my association with the Faculty of Education Brock University in the administration of various teacher education programs.

My association with ISTE began in Holland in 1994 where I attended my first ISTE seminar. Over the years as an educator I have participated in a number of conferences and seminars and I must admit the format of ISTE has been the most satisfying.

In 1997 I had the opportunity to co-convene (with my colleague Sybil Wilson) an ISTE Seminar at Brock University. It was a tremendous experience.

I feel ISTE has great potential especially in assisting in the development of Teacher Education in all corners of the globe. The sharing of research and experiences in an informal seminar setting is extremely rewarding for its participants. If elected as your Secretary General I will endeavour to continue the strong leadership and diligent work undertaken by past Secretary Generals.

Thank you for the opportunity to run for the position of Secretary General of ISTE.

Lotte Rahbek Schou, Denmark

Why run for Secretary General?

ISTE is very unique compared to most professional societies. It was established in 1980 as an alternative to conventional educational conferences that usually did not offer acceptable ways to participate and to share ideas. The ISTE seminars where everyone attending makes an active contribution both through presentation of their own ideas and in constructive criticism of colleagues' work has a format that has demonstrated its strength through twenty five years. The very fact that for many of us the ISTE seminars throughout the globe have become a springboard for partnerships, collaborations, consultations and student/staff exchanges all over the world gives ground for promoting ISTE to become the key factor within international teacher education in all settings and within comparative educational research activities.

Education faces major challenges in the next few years. The current situation is characterized by supranational organizations like UNESCO, OECD, the World Bank and EU getting increasing influence on the development of the national policy of education in most countries. This development has been established through formalized international collaboration between the national governments and the supranational organizations. The collaboration has been forced by the development of technology, the increasing competition between the countries and globalisation, an ongoing development beyond the nation states. In the global and international context comparative education will be of vital importance. Within this field political, cultural, social and especially scientific boundaries are exceeded and ISTE involving comparative and international content might contribute considerably in understanding the educational environment and the rapidly global changing context of the 21st century by encouraging constructive dialogue and critical analysis and by becoming knowledge producing and practice creating on these contemporary issues.

Challenges

As a Secretary General for our organisation I will commit myself to consolidate the previous hard work of all the members of the society which implies that I will:

Continue the special format of our annual seminars to encourage constructive dialogue and critical analysis on contemporary and future issues in teacher education and comparative

education.

Develop clear and well-founded explanations for creative solutions taken in collaboration with the Secretary General Elect, the Treasurer, officers and members of the Steering Committee following traditional democratic rules for decision-making to improve our international forum and the dialogue among teacher educators and their institutions on important policy matters related to education.

Ensure that our society becomes a membership organization with a professional infrastructure (including management, accounts, and other administrative but essential aspects) necessary for a society that strives to improve the educational process.

Draw the attention of funding authorities and research councils to areas in which ISTE members' educational research is needed.

Start collaborating with other educational associations within all continents.

Change the journal JISTE into an open access peer-reviewed scholarly journal published on the internet in striving to make the scientific research known and accessible to a wider audience.

Support communication between educational researchers by creating an international network structure where researchers can meet around common special interests

Qualifications

I have worked as an active researcher at The Danish University of Education in Copenhagen, Denmark, since 1988. As a member of the research program "Ethics and Political Education" my writings have mainly been themes related to ethics, justification of education, and Bildung theory. During the fall semester 2005 I have been a visiting scholar at Arizona State University.

I have published many scholarly articles and book chapters in national and international publications, edited and co-edited several books, and served as an editor through more than 15 years at a Danish and a Nordic journal of education, and been a member of both national and international boards.

I have been an ISTE member since 1995, convenor of the ISTE seminar in Denmark in 2002, member of the Steering Committee as a regional representative of Europe. I have attended many national and international conferences.

From my experience as an editor of journals on education, my long experience of educational research and teaching, my contacts with colleagues at universities in several countries, and my knowledge on ISTE, I feel prepared for taken over the role as ISTE Secretary General.

Please send any news items to the Newsletter Editors: Bill Driscoll, 17 Reginald Avenue, Armidale NSW, 2350, Australia, Ph/Fax +61 2 6772 1349, Email: bdriscoll@ozemail.com.au OR Warren Halloway, School of Education, University of New England, Armidale, NSW, 2351, Australia, Ph: +61 2 6773 3874, Fax: +61 2 6773 3284, Email: whallowa@une.edu.au

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Election for ISTE Secretary General

Ballot Paper

INSTRUCTIONS: Indicate your vote preferences by **marking a number next to each candidate's name**. The numeral 1 indicates your **first choice**, 2 your **second choice**, 3 your **third choice**, and 4 your **fourth choice**. Please indicate your order of preference by placing a numeral next to each name.

- Johan Borup, Denmark

- Vic Cicci, Canada
- Forest Crawford, U.S.A.
- Lotte Rahbek Schou, Denmark

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