

**SUMMARY OF ACTIVITIES**

**1. Annual Meeting.**

The first Annual Meeting of AATT was held in Boston on November 20, 1986 at 8 p.m. in the Beacon Room during MESA's Annual Conference. There were 26 colleagues in attendance, 17 members and 9 guests. K. Burrill was presiding over the meeting which closely followed the agenda mailed out to the membership beforehand.

*Treasurer's Report.* The Treasurer presented two reports, also mailed out to the membership prior to the meeting, the first of which covered AATT's first budget from March of 1986 through June 30, 1986, the end of the fiscal year. The first year had a total income of \$ 1,387.00 and expenditures of \$ 852.65. We began our second year thus with \$ 534.35. The second report, covering the first quarter of the current fiscal year 1986-1987, showed a total income of 1,559.35 as of October 31, 1986, and estimated expenses of \$ 271.46.

*Report on Incorporation.* After investigating the incorporation procedures at several states (New York, Pennsylvania, Delaware, and New Jersey), the Board decided upon the recommendation of the Treasurer to attempt incorporation in the State of New Jersey which has a very straightforward application procedure for non-profit organizations. The papers have been filed and a decision should be forthcoming in the near future. (Please see #4 below.)

*Report on Home Institution.* The *Center for Turkish Studies* at Columbia has officially accepted to act as the home institution for AATT. Unless specifically addressed to the Secretary at her home address, all correspondence is received at Columbia. Since we do not as yet have our own letterhead, we are using the Center's letterhead to which 'AATT' is added.

*Report on Questionnaire Results.* E. Gilson gave a brief evaluation of the Questionnaire results which pointed to items the membership considers of greatest urgency to the field. In addition, the Questionnaire looked for volunteers who were interested to work on different committees, specifically one dealing with Language Proficiency Guidelines for Turkish, and one with standardization of computer keyboards for Turkish. A detailed description of the results follows below (#2).

There were comments from the floor on computer usage, availability of fonts for Turkish, and the promise of some software outfits to make Turkish available for their wordprocessing program. During the discussion the membership expressed the need to coordinate what is currently known to be available and suggested that a 'Resource Person' be appointed to handle and disseminate information regarding computing in Turkish. Müge Galin volunteered to be the Resource Person.

K. Burrill expressed surprise that the question of 'Guidelines for Optimum Teaching Conditions' was given a low priority, and suggested that perhaps the wording was ambiguous. E. Gilson, concurring, explained that a reassessment of current practices regarding contact hours, resource materials, independent study, e.g., lab, video, 'walkman', etc., is needed in light of the current emphasis on language proficiency. Such an assessment based on students' (graduate and undergraduate) needs would devise an ideal to guide--and support--the teachers in their efforts to improve the teaching of Turkish.

**Report on the Survey Project.** E. Ervin reported that she has had a good response to her survey with 70% of colleagues answering. She suggested that some among those not responding probably were not currently teaching first or second year Turkish. For the teaching of the first year, it was surprising to find that G. Lewis' *Teach Yourself Turkish* was very much in use. There were few surprises otherwise; in addition to Underhill, Sebüktekin, Thomas, the old FSI materials, two books were mentioned which were published in Turkey to teach Turkish to foreigners, Koç and Hengirmen's *Türkçe Öğreniyoruz*, and Kaya Can's *Yabancılar İçin Türkçe Dersleri*. Almost all further reported that they have some tapes available in their language labs. Collecting these materials for evaluation and possible distribution is not taking place as yet.

Although every one reported using supplementary material which they had prepared for instruction, so far none of this material was forwarded to Ellen. This, she suggested, is not so much due to the fact that the authors intend to publish their material, but rather because of 'misplaced modesty' compelling the authors to consider the materials inadequate. Some, e.g., G. Smith, G. Kuruoglu, and M. Galin are ready to publish their books, mainly readers directed for the second year student.

For the second year then, in addition to the Chambers reader, there will be perhaps soon several additional readers available. Galin's book includes stories and poems of the 19th and 20th centuries. It is a graded reader; the material is presented not in chronological order, but according to the level of difficulty.

During the ensuing discussion it was asked whether the material used for the Bogaziçi Program has been looked into. It was also suggested that there should be available readers on non-literary subjects, e.g., newspapers, articles on social science-oriented topic, etc. W. Andrews suggested that there should be a pooling of efforts in this respect to avoid needless duplication; perhaps a task that the Association would be well suited to undertake. The question was also raised as

to a depository for the material being collected. The Institute for Turkish Studies seems an ideal permanent depository, and although the ITS has indicated interest, nothing concrete has been worked out. For the duration of the project, the material is with E. Ervin and the Center for Turkish Studies at Columbia.

G. Smith suggested that it might be too heavy a load for one person to handle this project and that E. Ervin could probably use some help; W. Feldman volunteered to help E. Ervin.

*Report of the Vocabulary Project.* G. Kuruoglu reported that a letter was being mailed to all colleagues asking for their vocabulary list for the first year or indicating what book they use, should they not have a prepared wordlist available. Wordlists received and words culled from books used for first year instruction will then be entered into a computer and sorted according to frequency. Kuruoglu said that she was looking into programs available at her institution for this purpose.

Questions were raised regarding the approach and whether the organizing principle was a sound one. It was pointed out that as no large database exists as yet to compile true frequencies, coming up with a basic *minimum* vocabulary by the selection process as described would serve for the time being to coordinate the first year teaching efforts.

*Fundraising Efforts.* K. Burrill pointed to the fact that membership dues alone cannot meet but only a small portion of the recurring administrative expenses and that the Board recommended appealing to institutions for support. This support can come in form of a

*regular* institutional membership at \$25.00;

*supporting* membership at \$200.00 to \$499.00; and

*sustaining* membership at \$500.00 and above.

K. Burrill announced that the Department of Middle Eastern Languages and Cultures at Columbia had decided on a supporting membership with a contribution of \$225.00. She urged other colleagues to talk to their centers or departments about institutional membership. She asked for names to whom letters of appeal might be addressed; letters of appeal were also available to anyone who wanted to personally forward such a letter to their home institution.

Discussed under New Business:

*Bogaziçi Project.* R. Chambers introduced C. Fleischer who had replaced A. Evin on the Project. They discussed in detail last summer's experience. They felt that the quality of the program had improved and that with stiffer entrance exams, the program overall was getting more selective. They are striving for a truly advanced program for participants who are prepared to take full advantage of such a program. There were only 27 applicants, as compared to a total of 27 *participants* the previous year. The need was stressed for more candid evaluation, both of proficiency and emotional maturity, of applicants. They urged colleagues to talk to their students

who have participated for feedback.

It was also announced that not only students but also faculty in related fields can apply to the program in order to improve their knowledge of Turkish.

At this point W. Andrews suggested whether the annual meeting could be held at some other time rather than immediately following the TSA meeting.

**Proficiency Guidelines Proposal.** Following the outcome of the Questionnaire which clearly indicated that the majority of the members were in favor of the development of guidelines, the Board decided to prepare a proposal for submission to the Department of Education to work on developing proficiency guidelines for Turkish based on ACTFL's generic guidelines. (Please see #2 below for a detailed description).

**New ITS Projects--Suggestions.** There were no new project suggestions from the floor at this time.

**Election of Nominating Committee.** R. Chambers reminded the members that the Executive Board consisted of 4 members serving for 1, 2, and 3 years. Members of the current Board serve as follows:

|         |             |
|---------|-------------|
| 1 year  | R. Chambers |
| 2 years | G. Kuruoglu |
| 3 years | E. Ervin    |
| 3 years | E. Gilson   |

Thus there is a need to nominate two members to make up the Nominating Committee together with the President. The Nominating Committee will submit the names of two candidates to replace R. Chambers and serve on the Board for three years.

Elected to serve on the Nominating Committee were R. Murphey and G. Smith. The Committee was instructed to submit two nominees. Ballots will be mailed to the membership prior to the next annual meeting, at which time results will be announced.

**Membership Drive.** Members are urged to continue to search for new members.

The meeting was adjourned at 9:15 p.m.

## 2. Questionnaire Results.

The following are the results compiled from answers to the 3 questionnaires mailed out in June 1986.

On *LANGUAGE PROFICIENCY GUIDELINES* Project:

|                                   |                            |
|-----------------------------------|----------------------------|
| Volunteers to write proposal      | 2                          |
| Volunteers to work on the project | 5 (with some reservations) |

On *OTTOMAN STUDIES* :

All of those responding have had Ottoman Turkish; and all would welcome additional teaching material for Ottoman Turkish. On the questions regarding Wickerhauser, those who were exposed to Wickerhauser in their own studies and considered themselves very familiar with the book, tended also to have used the book for instruction in their classes. 44% know of Wickerhauser but have never used it. Further, 31% would use the book if it were in English.

On *COMPUTER USAGE* :

Almost 70% of the colleagues responding use computers regularly, mostly as a wordprocessor, and not necessarily for Turkish. The hardware in use most often is IBM, Macintosh, or KayPro PCs; further Zenith, Wang, and Leading Edge were mentioned. Five of the most frequently mentioned software programs were Wordstar, Nota Bene, Perfectwriter, Wordperfect, and MSWord.

Only 6 have Turkish fonts available on their screens, and 5 for their printers. Another 2 take advantage of the optional characters built in for European languages and have thus at least some of the fonts for Turkish available.

Regarding keyboard mapping, 5 of those with Turkish fonts prepared the keyboard according to individual preference, and one based the layout on a Turkish standard.

Four members expressed interest to work on keyboard standardization for Turkish use.

On *PRIORITIES* :

According to *numeric* rank given:

|   |  |    |      |
|---|--|----|------|
| 1 | *Development of Language Proficiency Guidelines                                |    |      |
|   | *Establishment of a Permanent Clearinghouse<br>for existing teaching resources |    |      |
| 2 | *Language proficiency-based teaching   |    |      |
|   | *Language proficiency-based testing  | >> | HIGH |
|   | *Development of Teaching Materials   |    |      |
|   | *Development of Graded Readers   |    |      |
| 3 | *Funding   |    |      |
|   | *Standardization of Computer Keyboards   |    |      |
| 4 | *Teaching Workshops  |    |      |
|   | *Publications  |    |      |
|   | *Literary Data Base  | >> | MID  |
|   | *Guidelines for Optimum Teaching Conditions                                    |    |      |
|   | *Training of Future Teachers   |    |      |
| 5 | *Computer Assisted Instruction   |    |      |
|   | *Propagation and Expansion   | >> | LOW  |
|   | *Contacts with similar association abroad                                      |    |      |

The three categories compiled according to *percentiles* :

|     |                               |    |             |
|-----|-------------------------------|----|-------------|
| 88% | Teaching Material             |    |             |
| 81% | Clearinghouse                 |    |             |
| 75% | Graded Readers                |    |             |
| 63% | Proficiency Guidelines        | >> | HIGH        |
| 56% | Proficiency-based Teaching    |    | (above 50%) |
| 56% | Proficiency-based Testing     |    |             |
| 56% | Funding                       |    |             |
| 56% | Teaching Workshops            |    |             |
|     |                               |    |             |
| 50% | Standardization of Keyboards  |    |             |
| 44% | Training of Future Teachers   |    |             |
| 44% | Publications                  |    |             |
| 38% | Propagation                   | >> | MID         |
| 38% | Literary Data Base            |    |             |
| 38% | Computer Assisted Instruction |    |             |
|     |                               |    |             |
| 31% | Contacts abroad               |    |             |
| 31% | Optimum Teaching Conditions   | >> | LOW         |

### 3. Proficiency Guidelines Proposal to the Department of Education.

AATT has submitted a proposal to the International Research and Studies Program of the Department of Education to develop and define proficiency guidelines for Turkish based on the generic guidelines produced by the American Council on the Teaching of Foreign Languages (ACTFL).

ACTFL since 1981 has been actively involved in projects promoting foreign language teaching concepts built around the combined experiences of the Interagency Language Roundtable and the Educational Testing Service. The Proficiency Guidelines 'describe a graduated sequence of learning stages for students and teachers to mark progress based on actual language proficiency' (Hiple). They are intended to be used for 'global assessment' and are not based on a particular pedagogical method or linguistic theory of language teaching. Although at present oral skills seem to be emphasized, the guidelines of all communicative skills are on an equal footing and will be handled as such in academic circles.

The *objectives* of the proposal are:

- \*Definition and assessment of the learning stages of the ACTFL Guidelines in light of Turkish;
- \*Developing and establishing proficiency guidelines for Turkish.

The *proposed administration* for the project is as follows:

The overall responsibility belongs to the *Full Committee* which consists of a

three-member *Executive Committee* and a five-member *Working Committee*. One of the five members of the Working Committee is at the same time the director of the project.

The Full Committee will be assisted by three consultative groups, each of which brings expertise in matters germane to the project: the three-member *ACTFL Group* is made up of the current ACTFL Project Director and two consultants who have had hands-on experience with proficiency guidelines for other languages. The two-member *FSI-DLI Group* includes one representative each from the two government institutes' Turkish language sections; both are native speakers of Turkish. The third consultative group is the current membership of AATT.

This is an ambitious, year-long undertaking. Members of the Working Committee were chosen from among those indicating interest in the subject in the 1986 Questionnaire. AATT should receive notification in June; the membership will be informed on the status in the summer newsletter.

#### **4. Incorporation of AATT.**

As of January 15, 1987, the Association is incorporated in the State of New Jersey. Thus we are officially *The American Association of Teachers of Turkish, Inc.* With the Certificate of Incorporation now in hand, we can apply to the IRS for a ruling and ask to be recognized as a non-profit organization under the code 501 (c) (3). This next process is also expected to take several months. For the time being, however, we are not affected in any way since our total cash flow has been well below the limit set by the IRS before non-profit organizations have to acquire an official ruling on their status.

#### **5. Business Meeting.**

The Executive Board held a business meeting via a conference call in February. After reporting on the incorporation process and the status of the current projects, the issue of fundraising was discussed and additional sources for funding identified. It was further decided that the *Vocabulary Project* be shifted to the University of Pennsylvania's **Language Analysis Project** which has various sorting programs in place and ready to be utilized (see #6 below).

The main item on the agenda was the discussion and selection of new projects to be submitted to ITS for funding. Although there has been an interest expressed in compiling history, literature, economics, or political science oriented vocabulary lists, the Board felt that such projects, without the availability of a large and appropriately representative database, are premature at this time. It was decided to submit two proposals, a *Feasibility Study for Teacher Training/Skill Maintenance in Turkey* and *Developing Standards for Computing in Turkish*. In addition, the Board has applied for a *Matching Grant* to help cover our expenses and insure further growth. Please see #8 below for more detailed information regarding these proposals.

The Secretary has received some inquiries from abroad regarding membership. Although the Board discussed this issue, it remains unsettled. Keeping the experience in this regard of TSA in mind, it was decided not to seek some new membership category which allows for unfavorable exchange rates. At the same time, it was agreed that it is highly desirable to have active members in Turkey or elsewhere, and that perhaps a 'corresponding member' category could be considered at some time.

Further discussed was the upcoming CALICO conference and its importance to the language teaching profession and teachers' associations such as AATT. In order to keep abreast of technological developments in the field and also to provide visibility for AATT, it was decided that a delegate be sent to the conference to represent AATT. The Board agreed to cover 50% of the expenses.

#### 6. Vocab Project shifts to PENN.

After encountering some programming difficulties at Austin, the Board agreed to transfer the *Vocabulary Project* to Penn's **Language Analysis Project**. The Director of the Project, Dr. John Fought, agreed to cooperate with AATT and provide the necessary software and programming expertise available at the Penn Project.

There are 18 different wordlists which will be used as source material for the preliminary 1000 minimum basic vocabulary list. These wordlists represent material used in first year Turkish instruction according to the responses to G.Kuruoglu's initial request for wordlists from the membership and E. Ervin's Survey Questionnaire regarding texts in use. If wordlist X is used by 3 teachers, the list will be entered in triplicate in order to account for its frequency of use in the profession. The roughly 20 000 words thus obtained will represent the pool from which our list will emerge.

About 1/2 of the words will be entered into the computer via an optical scanner; the rest is not suitable for scanning and is being entered manually. The combined data will then be sorted according to frequency. The first 1000 most frequently occurring words will again be sorted alphabetically and mailed out to the membership for evaluation. After consideration of membership input, the list will constitute AATT's Preliminary Basic Minimum Vocabulary for Turkish and distributed as such.

#### 7. Membership.

The current Membership status is as follows:

|                |    |                 |   |
|----------------|----|-----------------|---|
| Full Members   | 25 | Student Members | 3 |
| (dues \$15.00) |    | (dues \$ 7.00)  |   |



Thus, our membership has increased somewhat (total of 28 vs. last year's 23) but still remains small, as is to be expected. Yet, there are at least another five colleagues working in the field whose membership would be welcome. Any member is still urged to please actively 'recruit' so that AATT could be truly representative of teachers of Turkish in North America.

As of March 30, there are 8 Institutional Members in various categories, as listed below:

Sustaining :        **The Assembly of Turkish American Associations,**  
Washington, D.C.

Supporting:        **University of Chicago, Chicago, IL**  
**Columbia University, New York, NY**  
**Turkish American Physicians Association,**  
New York, NY  
**Turkish Women's League of America,**  
New York, NY

Regular:            **University of Pennsylvania, Philadelphia, PA**  
**University of Michigan, Ann Arbor, MI**  
**American Turkish Association, Washington, D.C.**

It should be stressed again that the Association is very much in need of institutional support as individual membership dues can cover only a small portion of our monetary need. For all our special projects funding is obtained from government and other sources; however, recurring administrative expenses such as telephone, office supplies, copying and printing, postage, meetings and consultations, have to be adequately covered to allow for proper functioning and further development. Any member who has not yet approached his or her center or department is asked to please do so.

#### **8. New ITS Applications.**

As discussed during the Business Meeting, the Board decided on the following proposals to be submitted to the Institute of Turkish Studies for funding:

a) **A Feasibility Study for a Summer Institute for Teachers of Turkish.** The principal investigator will be Grace Martin Smith, University of California at Berkeley, who was one of the originators of the idea of a Summer Institute.

*Purpose.* AATT proposes to carry out a feasibility study of a Summer Institute for teachers of Turkish in Turkey.

*Background.* In order to improve and advance the teaching of Modern Turkish in American institutions of higher learning, we propose to set up a summer institute, of approximately six weeks in length, for teachers of Turkish. The objective of this institute would be to offer

teachers of Turkish an opportunity to

- \* refresh and strengthen their knowledge of Turkish in the Turkish setting;
- \* study and evaluate in light of Turkish new pedagogical approaches to foreign language teaching.

The idea of summer institutes is an old and well-established one among the commonly taught foreign languages such as Spanish, German and French; more recent but also very successful is the summer program for teachers of Arabic in Cairo. We would like to develop a program suited to our needs using all the information we can gather from these established programs such as at Middlebury and a variety of institutes abroad. Towards this goal we would like to set up a feasibility study.

*Approach.* We proposed that Dr. Grace Martin Smith, who originally suggested such an institute, and who has for several years been carrying out informal investigations in Turkey about the possibility of setting up such a program, conduct a formal feasibility study on behalf of AATT. Dr. Smith has been teaching Turkish at the University of California at Berkeley since 1971 and is well qualified to conduct such a study. She has been traveling to Turkey since 1957, on an almost yearly basis since 1971, and has developed important contacts with colleagues in the various universities there.

Regarding administrative questions involving summer programs, we plan to consult with our Board member Dr. Richard Chambers who has extensive experience with organizing and administering language programs in Turkey.

*Goals.* The feasibility study is to provide answers to the following:

- \* most suitable location for Institute; costs;
- \* time, duration of instruction, and kinds of instruction; costs;
- \* class size, living arrangements most conducive to improving language skills; costs;
- \* recommendation for the selection teaching material;
- \* recommendation for the selection of teaching personnel; costs;
- \* recommending selection process for teacher applicants to the institute;
- \* recommending follow-up procedures for evaluation.

b) **Standards for Computing in Turkish.** The members of the Working Committee for this project are Walter Andrews, Gustav Bayerle, Müge Galin, and Erika H. Gilson (chair).

**Purpose.** The Committee proposes to work towards standardizing ASCII (American National Standard Code for Information Interchange) codes and keyboard mappings for Turkish in order to insure efficient use of existing and future computing technology for Turkish.

**Background.** According to the AATT Questionnaire on computer usage among members, 69% of those responding use computers regularly albeit not necessarily for Turkish because most do not have the fonts for Turkish. All of the regular users own their personal computer. Several of these users did say that they were able to produce all or some of the additional characters for Turkish by either using their computer system's built-in optional characters or by creating characters with font-editing software. Keyboard configuration depended solely on the individual's preference, although one member said that a Turkish keyboard model was being used.

As transfer of data between systems, electronically or via disks, becomes commonplace, it is obvious that arbitrarily set up systems for Turkish will make such transfer needlessly difficult if not impossible. ASCII codes determine how a computer stores information; they are therefore critical for the transfer of data. Archives of machine-readable Turkish texts at one institution, here or *abroad*, will come up on another system without the need for additional programming and code translation for fonts *if* (inter alia) the ASCII codes conform.

It is further advisable to agree on keyboard mappings for very practical reasons: use of different equipment will not necessitate acquiring mastery of a new keyboard each time.

The proliferation of Turkish on computer systems, personal or otherwise, is certain to increase dramatically as various fonts as well as software with font-editing capabilities become readily available. It is to the benefit of all in the field of Turkish Studies to agree on some standards for Turkish at this relatively early stage to insure

- \*compatibility

- \*user facility, i.e., familiarity of keyboard.

**Method.** In addition to polling extensively colleagues regarding preferences, the Committee will be in touch with the *American National Standards Institute* (ANSI), the *International Standards Organization* (ISO), the *National Bureau of Standards*, and the corresponding organizations in Turkey, government agencies in the United States which deal with foreign languages, e.g., the Foreign Service Institute, as well as software developers who already have or are in the process of including Turkish in their software programs.

The Committee will be thus guided by existing codes and mappings, but all decisions will ultimately be made based on practicality and ease of use for American users. In addition to Standard Turkish Keyboard configuration for 44- and 47-key machines, the Committee will study the benefits of a learner-oriented keyboard layout based on English sound equivalence for Computer Assisted Language Learning (CALL) purposes. Although for the present project, the Committee will only work on Modern Turkish, the needs for Ottoman Turkish will be kept in mind.

The Committee will consult with Dr. John Fought and Dr. Jack Abercrombie of the University of Pennsylvania, both of whom have great expertise in dealing with hardware- and software-associated problems of ASCII codes and keyboard mapping.

Before the recommendations of the Committee are finalized the suggested 'standards' will be circulated among the AATT membership, TSA members through publication in the TSA Bulletin, as well as the above mentioned organizations for evaluation. The final version will be put on the agenda of the AATT Annual Meeting and the Annual Meeting of TSA in November 1988 for adoption. Once adopted, the standards will be further publicized, urging in particular the computer industry to incorporate such standards when applicable.

**Goals.**

- 1) Standardized ASCII Codes for Turkish;
- 2) Keyboard layouts for Turkish:

Standard Turkish Keyboards  
(for 44- and 47-key keyboards);  
[Student's Turkish Keyboard  
(based on English sound equivalents)]

**c) Matching Grant.**

In the first year of operation of the Association the Executive Board considered it important to raise funds to build as solid a foundation as possible for the further development and growth of AATT. Such funds are at this time earmarked for:

\* *general expenses*, e.g., purchase of equipment and recurring administrative expenses such as telephone, xeroxing, and postage;

\* *travel to meetings and consultations*. The Board feels that in order to plan for AATT's future, it has to keep abreast of developments in language acquisition methods, instructional technology, and problems relating to foreign language teaching in higher institutions of learning in the United States. To this end, delegates will be sent to cover conferences and symposia, e.g., CALICO (Computer Assisted Language Learning and Instruction Consortium) and ADCIS (Association for the Development of Computer-Based Instructional Systems) to assess the state of the art of computer assisted language learning (CALL). Board members have been studying ACTFL proficiency projects, attending seminars, and consulting with other foreign language teachers with experience in proficiency-based foreign language teaching before submitting a proposal to the Department of Education to work on establishing proficiency guidelines for Turkish. Travel expenses of the Secretary- Treasurer to the annual meeting at the MESA conference are also covered.

Further travel costs are incurred because of the need to make the Association better known; in May, for example, a delegate has been invited to attend the annual meeting of the Joint National Committee for Languages in Washington, D.C. at which time AATT membership application to JNCL will be discussed.

9. **Ve Saire.**

A reminder to those who have not yet sent in their dues for the current year (1986-1987) will be included with this mailing; we need your *maddi* as well as *manevi* support. Further, we are still looking for suggestions for a logo or a simple and appropriate letterhead; your ideas would be most welcome. There will be an additional mailing, probably sometime in June, after the results of all current grant applications are received.

April 3, 1987

Erika H. Gilson

Executive Secretary-Treasurer