

# CEMA - *gram*

SPECIAL EDITION

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## Special Edition of CEMAGram on Names

### The Issues

Has the nature of school libraries in the 21<sup>st</sup> century changed enough that we need to:

- change the name of CEMA?
- change our certification title to reflect new roles?
- partner with other organizations?

### Introduction

#### Change the name of CEMA

State organizations are changing their name to eliminate "Educational Media". 29 state organizations and the national organization use School Librarians or School Libraries in their name. New Jersey and Massachusetts have effected recent changes in their names from Media to School Libraries. 21 State Organizations have Instructional Media or Educational Media in their name including Connecticut.

#### Change the Certification Title

Our current certification title, School Library Media Specialist, is viewed as confusing by some people who think of a media specialist as a specialist in the TV and Film industries. Some states are considering a certification title such as teacher-librarian or information specialist-school librarian to reflect our role as teachers of information literacy using the resources of a school library, which include print and electronic formats.

#### Partnering with other organizations

Subject teachers (reading, basic skills, English, social studies, science, world language, etc) and technology teachers are also concerned with helping students to become effective users and producers of ideas and information often utilizing technology. CEMA's mission encompasses the mission of other professional organizations. For example: "CECA is a nonprofit organization composed of educators and business leaders who believe in the integration of technology. We educate school personnel in the use of technology and disseminate information about its value in the education of today's youth." (<http://www.ceca-ct.org>) Certainly, both CEMA and the Connecticut Reading Association want to foster literacy. By partnering with other professional associations, CEMA will attract the people who manage technology hardware because we want them to understand our hardware and software needs as we teach our curriculum of information literacy and technology literacy. CEMA is partnering with CECA for the Fall conference, but CEMA should also invite members of other professional organizations to attend conference and other programs. CEMA will attract reading teachers because we encourage free voluntary reading. CEMA should try to include other professional associations in their programming: Reading, Science, English, World Language, CEA and so forth since the members of these associations share aspects of our mission.

## A Little History

By Janet Roche, President of CEMA

- We have a long history, almost a century, of being affiliated with AASL as our national professional association.

**In 1914** ALA created a School Library Section. **In 1935** the School Library Section merged with the School Libraries Committee of NEA as the beginning of AASL

- In the 1970's, school libraries contained print materials and AV materials. Library programs were viewed as support programs and assessed by input data such as the number of books, number of staff and square footage of the facility. In 1975, the Connecticut School Library Association (CSLA) merged with the Connecticut Audiovisual Education Association (CAVEA) to form CEMA.

**1970's:** I was certified as a "**School Librarian**" in the early 70's in Massachusetts. A School Librarian was in charge of AV and print media and provided traditional library services. AV included overhead projectors, filmstrip projectors, 16 mm projectors, slide projectors, record players, reel-to-reel audiotape player/recorders, reel-to-reel video player/recorders, microfilm and microfiche readers and the media that went with these machines. These machines and their media were circulated to teachers and used primarily in the classroom to supplement instruction. Concerning research, the School Librarian's job was to guide students and teachers to the best sources. The American Library Association published guidelines for school library media programs that featured input guidelines about school library programs such as the number of books per student, the number of staff, the square footage of the library and so forth. In 1975: Connecticut School Library Association (CSLA) merged with Connecticut Audiovisual Education Association (CAVEA) to form CEMA—the Connecticut Educational Media Association. "As the nature of school libraries became school library media centers the seeds for merger of the strictly library association, Connecticut School Library Association, and the strictly audiovisual association, Connecticut Audiovisual Education Association, were sown." (The History of CEMA, under About CEMA on the CEMA web site <http://www.ctcema.org>)

- In the 1980's some digital resources, such as personal desktop computers and Internet access, were introduced, but the library collection of AV equipment, AV media and print materials was still used primarily to support the curriculum.

**1980's:** The certification title in Massachusetts was changed to "**Unified Media Specialist**" and the CT certification was **Library Media Specialist**. The reel-to-reel audiotape player/recorders and reel-to-reel video player/recorders were replaced with cassette player/recorders and Beta videotapes were replaced with VHS cassettes. School libraries acquired some personal desktop computers with drill and practice software. A Library Media Specialist was expected to

- Teach AV production including photography, create transparencies with special film and a 3M thermal machine or making slides out of broken filmstrips
- Teach video production using a camcorder (the really lucky ones had a TV studio)
- Manage the print sources
- Manage AV equipment and AV media
- Teach research skills and promote reading

- In the 1990's the advent of the digital world began to change the job of the library media specialist and continues to transform our job. The professional literature emphasizes our role in helping students achieve standards in both information literacy and technology literacy.

**1990's:** At first, library media specialists began to provide instruction in using computer software. . The library may have started with one computer with an Internet connection, but gradually grew to have a networked computer lab. *Information Power: Building Partnerships for Learning*: featured both input and output standards and placed an emphasis on the role the school library media specialist plays in student learning and in developing a student-centered library programs. *Connecticut's Common Core of Learning (CCL)* had a section called "Learning Resources and Information Technology" that reflects the cross-disciplinary skills and competencies for all learning. *The Connecticut Framework: K-12 Curricular Goals and Standards* provides an expanded picture of what all students should know and be able to do in a range of content areas, including Learning Resources and Information Technology. *National Educational Technology Standards for Students: Connecting Curriculum and Technology*. (ISTE) contained standards for students concerning operations and concepts about student use of technology tools.

- The professional literature at the beginning of the 21<sup>st</sup> century promotes the library media specialist collaborating with the subject area teacher to provide students the opportunities to meet standards in information literacy and technology literacy. School library programs are assessed by both input measures and output measures.

**21<sup>st</sup> century:** *A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21<sup>st</sup> Century* and *The Information-Powered School* provide rubrics and a plan for collaboration with library media specialists and teachers concerning inquiry-based student learning using library resources. *A National Education Technology Plan: The Future Is Now* shows the interrelated nature of technology literacy and technology literacy. The introduction to the *Information and Technology Literacy Framework* states that it is

**A planned, systematic, ongoing and integrated curriculum for information and technology literacy represents a major paradigm shift from the way information and technology literacy programs are currently being delivered. The following chart illustrates the change in perspective that will lead to the type of program that must be in place to ensure that all students have the opportunity to learn and practice information and technology skills and competencies.**

Networked computers and their peripherals are replacing audiovisual equipment and audiovisual media and the Internet and databases with remote access are changing teaching and learning. Some futurists question the need for print resources and even the need for a facility.

- Digital overhead projectors connected to a presentation station that contains a document camera, DVD player/VHS player, computer and Smart Board are replacing overhead projectors that use transparencies, filmstrip projectors, 16mm projectors, slide projectors, record players, microfilm and microfiche readers are being replaced with board.
- DVD is replacing videotapes.
- CD-RW is replacing cassette tape.
- Digital cameras and digital camcorders replace cameras with film and VHS camcorders
- ICONN and subscription databases containing electronic reproductions of books and periodicals often mean fewer new print resources on library shelves.
- Computers in library media centers are networked, contain Microsoft Office software and other educational software and have Internet access

**What do we know about the nature of school libraries in the beginning of the 21<sup>st</sup> century? We know:**

- Our collections contain more than print resources. We are more than a computer lab even though computers and their peripherals are replacing traditional audiovisual media.
- Our services are collaborative as well as supportive. We collaborate with teachers in other content areas to ensure that students are effective and efficient users and creators of ideas and information by teaching the new Connecticut *Information and Technology Literacy Framework*.
- We assess our programs by the impact on student achievement of national and state standards in information literacy and technology literacy as well as by input guidelines concerning quantity of resources and staff.

The history of our profession shows that:

- Our certification title has changed to reflect the changing nature of school libraries and our role.
- The role of the library media specialist has moved from managing print and AV resources to include digital resources. Digital resources continue to transform our job.
- Before the publication of *Information Power*, library programs were measured by input criteria: number of books, number of staff, and size of the facility, number of equipment and so forth. After the publication of *Information Power* library programs were assessed by both input and output standards. Output standards were stated as learner outcomes and the focus became student achievement of state and national standards.
- Our role has been expanded from providing support services such as creating a collection to support curriculum and buying equipment for use in the classroom to include collaborating with teachers to deliver an information literacy curriculum using technology.
- In 2006, the State Department of Education recognized a curriculum content area of Learning Resources-Information Technology –Library Media and stated in our new Frameworks, that we need to make a paradigm shift

<b>FROM:</b>	<b>TO:</b>
A stand alone library curriculum	A curriculum integrated into content areas
A local curriculum	A curriculum integrated into content areas
Cooperating with teachers and delivering instruction as requested	Collaboration with teachers in all phases of instruction
A personality-driven program	A curriculum-driven program
Occasionally assessing a few lessons	Regularly assessing student competencies in assured experiences
Little definition of what students need to know and be able to do	Grade level benchmarks of knowledge and skills

## Against a Name Change

Is the Connecticut Educational Media Association about to become a relic looking in the wrong direction, although for the right reason?

By Charlie White

*Past President of CEMA, NEEMA, and AECT, and 20 year DOE consultant for Vocational School Librarians in Connecticut (State level M.L.S. degree who served national boards as recognized school library leader).*

**Certification:** In each of the states where a change has occurred, there have been several discrete media and technology certificate endorsements in addition to the teacher librarian. The former School Librarian endorsement is a term that is viewed as the relic in the view of current parents teachers and administrators; the impression is that this individual was the less qualified by their educational training to deal with the new information field which the 21st Century Skills of searching and technology were requiring of today's students.

The American Association of School Librarians in defining their role with the Specialty Board of NCATE asked that all other specialty certification endorsements allow for their singular use of "school librarian". The implied impact was to move librarian competencies from a role working with ISTE, AECT and ACTE with educational technology and communications from the national standards publication Information Power (copyright ALA and AECT).

**Educational Preparation:** Lets look ahead to the new school librarian and their professional skills training. There are only three universities in New England with Library and Information Science graduate programs resulting in a MLS: Simmons, URI, and SCSU. Other School of Education educational technology programs add numerous additional training for teacher librarian preparation, in addition to distance learning programs. If teacher training is a state requirement for hiring and preparation, I suspect an undergraduate student with liberal arts or business education, with a Masters in Information, Communications, and Library Science will not prepare the new School Librarian for the position in schools as current administrators, parents, and students expect. That was one reason why the state initiated the Alternate Route program in Connecticut for school media specialist certification.

**Name:** Seeking to merge our title into the parent organizations of ALA or CLA will not provide us any impact in the educational or funding initiatives in the federal or state legislatures for school technology, as Maine's Laptop initiative can attest. If not for the initiative of the State School Media Specialist Consultant, school librarians would have been decades behind as the corporate and state legislature partners looked at "classroom teachers" using information technology tools and programs in research, and the librarian was not viewed in the initial instructional role. We need not review the other states where school library titles have excluded state, federal, and even local educational funding from the information centers and library classrooms and where school library consultants are no longer found to champion our professional role. I believe the recent name changes in Massachusetts, California, Colorado, Maine, New Jersey will not result in the positive impact or linkages to education improvement, but were returns to where there were strong former divisions of the state library association. This would not be my desire for our members. Several Southern states never changed to Educational Media Associations, or Instructional Media programs in the universities, and the result in funding and positions was evident as I visited these school libraries.

**Role:** In looking at the Connecticut State University paper on the programs and links for training in the state, I note that "Communications" is an additional term to identify the mission of the "information teacher".

QUOTE: The M.L.S. degree is available from Southern's School of Communications, Information, and Library Science. The program integrates library science, information science, and instructional technology.

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I think these are my strongest points against changing the name and direction of our state association. We have worked hard over three decades to identify for our administrators (conference administrator breakfast program) the new role of our professional identity. I am not about to suggest that we need to be renamed the Connecticut School Distance Learning Association as a more appropriate look "Back to the Future" approach to our 21st Century identity.

The School Librarian is a teacher today; is a communications leader in the school; is a technology media resource person using available teaching technology tools. Do we not have data projection, DVD, video monitors and PBS instructional tools found in all homes, along with the computer search and database tools of our school media information centers? What amounts are we getting for our traditional print materials in the current budgets? How well identified are the libraries in town to our students? Do the students and parents support our school library materials and staff at town meetings, as strongly as they support local public libraries. I remember when the schools in Fairfield County were supported and linked to the public libraries with students spending more research and reading time in the public libraries on weekends, while I worked in Greenwich, Stamford, and Norwalk public libraries as a young adult. Are we moving back or ahead with this suggested change in a title of our professional organization?

Are we about to look at the online databases as a primary extension of our school libraries and not include technology communications into the title? I think it would be interesting to see what the few M.L.S. graduates of SCSU in the past 6 years think of the NEW school library or communications positions they have found in this 21st century as to this name change, and the student skills they are teaching.

I am just a retired and still active professional who looks forward to my conference meetings with ALA (life member), AECT (life member), Pratt (Phi Beta Mu life member), and ISTE memberships.

Will look forward to your other replies as I continue to learn online with my sister (school librarian) and my daughter's distance education classes.

~Charlie White

*PS. My recent class teaching was last fall at Univ. Delaware School Library program with a class, sharing site discussions for school online technology and research instruction skills. Read also the recent AASL Forum discussions relating to [AASLFORUM:3550] RE: What do you DO all day? Teaching role 75% and library management 25% of the day's work and determine the image CEMA has built in looking ahead.*

## From a Media Specialist

By Peter Salesses

When last we considered a name change, we Board members spent many hours discussing the pros and cons of that change. Our consensus was that we would align ourselves with our certification title: Library Media Specialist. I continue to use various types of media daily to insure that students continue to learn. VHS tapes and DVDs, a Apple 1990 vintage computer and Dell laptops, cables and wireless technology, 35 mm slides and Scala broadcast software, TVs and data projectors are all tools that I use.

I don't work in a school library, I work in a facility that provides a variety of resources not just books. When others refer to us, they refer to the Library Media Center because it provides a variety of media not just books and other print materials. We have talking books, computers, a copier, scanners, printers and everything that we know our clients need to assist them in their goals. We, like other information centers, are for the most part property tax-based. We must compete in a variety of roles. As a teacher, most students know that I am here to help them, teach them and assist them, not shush them. They know that they can come to me for a new monitor, if the one they are working on has just died or a new ID if they lost their old one.

If, they pull up five or six chairs to a table I want them to know it is not our policy to do that and that fortunately we have a number of other places in our library media center where they can sit together and work. If I had a library, the way most administrators refer to them, I would have a seating area and row upon rows of stacks, no staff, and demands that I stay later and do more, because everybody knows that all librarians do is sit around and read books all day.

- Connecticut has never changed to be like other states, CT has always been at the forefront of change, when it was necessary.
- Books continue to be both a relic of older days and an incentive of the future. Concerns of the past that books would disappear when the e-book arrived don't appear to be valid. It appears to me that CEMA has kept a wide view in its appearance as a library and technology committed organization. Even ALA's publication has maintained that belief in their publication, "Library Technology Reports."
- Nothing is so simple that it will cause the alienation of those who work in this field.
- Why is it that CECA, the organization that we are committed to convene with at next year's conference, has a membership that triples that of ours? Is it because we don't publicize our activities? Is it that we don't offer incentives that cause library media specialists to join, attend our conferences, or even be members? Why don't we merge with CECA and become a much larger organization rather than a few dedicated "librarians" who do it all. (I use the quotes around librarians, because not all of us are ALA accredited Librarians—no disrespect intended).
- We are not primarily a public library organization like CLA and ALA but more like AASL, a group that despite all the changes in technology has never changed it's title to meet the demands of those demanding change for the sake of change.
- I have never encountered anyone who mistook CEMA for anything other than the school organization that it is. Going back to the Connecticut School Library Association or CASL may only alienate those whose life's work has been effectively diminished by a "simple name change". What about all the Library Media Centers throughout Connecticut? Will they now have to change to something that sounds like CAS? Talk about confusion. At least with CEMA, those in education in Connecticut (and parts of New England) know that CEMA means quality education, provided by Library Media Teachers and paraprofessionals.
- CASL sounds like a castle surrounded by a moat that says "Keep Out". Suggesting that others outside our profession will not refer to us by our acronym may be naive.
- CILT sounds like silt. Something else we certainly don't want to be referred to and it doesn't include the word "school". And who knows what Information Literacy is all about except those who work in schools?
- I don't want to be a total "naysayer", so perhaps you might consider these names  
CT School Library Media Teachers Association or School Library Media Teachers of Connecticut. They're not catchy acronyms, but they tell it like it is.

When we think of all the other important issues in our profession, a name change may rank low on our list of priorities.

## For a Name Change

### The Massachusetts School Library Association (MSLA)

The Massachusetts School Library Association (MSLA) recently changed its name for these reasons:

- The word "Media" is our current name is a relic from the days when audiovisual materials and equipment, and later computers, were first introduced into school libraries. It is an out-of-date, confusing term that does not effectively communicate who we are.
- To achieve a "21st Century" image that goes along with our teaching of "21st Century Skills", we are redesigning the Association's logo and web page, so this is a logical time to update our name and make it an integral part of our new image.
- This is a simple change that will lead to minimal confusion.
- MSLA parallels other professional library organizations like ALA, PLA, and MLA.
- The new name was chosen specifically because it describes the place we where all work - the school library - but does not include any of our disputed job titles (Library Teacher, School Library Media Specialist, Media Specialist, Librarian, or School Librarian).
- It is important to keep the word "school" in our name to be clear about what kind of librarians we are.
- Nonmembers and school administrators will know what the organization is and what it provides because the name includes school and library. (This information was posted on the MSLA website, but it has been removed. <http://www.mslma.org/>).

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### **My suggestion is: CT Assoc. of School Library and Information Specialists (CASLT) By Jean Alvarez-Calderon**

When I graduated with MLA as a Media Specialist (Michigan) I transferred to a state (CT) that was “old fashioned” and still referred to the position I assumed here as “Library Teacher”. Some years later I actually had to pay a fee to the state to change my title to the newly adopted designator “media specialist” (which I found ridiculous, since I had always been a media specialist and had fought long and hard in Granby to get teachers, students and administrators to understand that my role was not just books! (Librarian).

Now, it seems even stranger to me that we would go back to using just librarian. Obviously, in public and academic libraries, the term librarian continues to describe the role, no matter what information sources and technologies have been added to their domain!

In reality, the word “media” has always been confusing to library users (some people here at my school—including the principal, refer to me as the Media Center Specialist—but, I do not regard myself as a specialist in Media Centers! In fact, the word “media” was probably selected originally to describe all those “new” sources of information—but it never did a good job of it!

In many university programs, the “library science” schools are now referred to as schools of “library and information science.” That is, I believe, because our training prepares us to assist users in locating information—from whatever sources are currently available. I believe the word information must be included in our new name.

"Connecticut Association of School Libraries (CASL) describes the place where we all work—the school library—but does not include any of our disputed job titles"

- - My two cents by LuAnn Cogliser

I approve of a name change. The reason for a name change is to achieve recognition by a broader community, (who are confused by 'media'—whatever THAT is! That makes us sound more like we are radio or TV broadcasters even as we know it also means print...) As far as our 'image' goes, if we, as librarians, fulfill our roles, our image will be that of educators and technology leaders NO MATTER what we are called.

School libraries are where we ALL work, whether there is technology (media) connected with our workspace or we are in a school where large computer labs and video centers are separated from the 'book room'. Connecticut Association of School Libraries (CASL) describes the place where we all work—the school library—but does not include any of our various job titles (Library Teacher, School Library Media Specialist, Media Specialist, Librarian, or School Librarian).

I also like CSLA (using Library or Libraries NOT librarians; I think we should address the whole gamut of what is under the "libraries" umbrella, not just the personnel; if there is a move toward just recognizing persons, I'd love to see us called Library Teachers or Teacher Librarians: CT Organization of Library Teachers (COLT) or CT Organization of School Librarians (COSL).

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### **When I first got an invitation to join CEMA, I didn't know what the organization stood for!**

**By Nicole Kuca**

I strongly approve of a name change! When I first got an invitation to join CEMA, I couldn't even figure out what the organization was for.

I also strongly support the addition of the word "library" to the name. I believe that it is time to reclaim the word "librarian" and use it with pride. As for the fear that "librarian" does not adequately encompass our technology role, I say that those fears are based on an outdated perception of what a librarian is and does. *Of course* librarians are media specialists: media literacy is an essential part of our training, our philosophy, and our library programs. Rather than abandon the term, we should educate those we serve and explain that the word "librarian" *implies* and *encompasses* "media specialist." We need to let our students, our administrators, and the public know that information technology is an intrinsic part of what *librarians* do.

That being said, I would support either Connecticut Association of School Libraries (CASL) or Connecticut School Library Association (CSLA). These names accurately and clearly represent who we are and have the added advantage of mimicking the patterns set by AASL and CLA, respectively.

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## **Suggestions for the new name of CEMA**

### **People**

Connecticut Association of School Librarians (CASL)

Connecticut School Librarians' Association (CSLA)

Assoc of CT Teacher-Librarians (ACTL)

Connecticut Association of School Librarians: Information Technology & Literacy (CASLITL)

CT Organization of Library Teachers (COLT)

CT Teachers of Information and Technology Literacy Education (TITLE or CTITLE)

CT Information and Technology Educators (CITE)

Connecticut School Library Media Specialist Association (CSLMSA)

CT Assoc of Library Media Specialists (CALMS)

CT School Library Media Assoc (CSLMA)

CT Assoc of School Library Media Specialists (CASLMS)

CT School Library Media Teachers Assoc (CSLMTA)

CT Assoc of School Library Information Specialists (CASLIS)

## Places

Connecticut Association of School Libraries (CASL)  
Connecticut School Library Association (CSLA)  
Connecticut School Libraries Association (CSLA)  
CT School Library and Technology Assoc (CSLTA)  
CT School Library and Information Literacy Assoc (CSLIA)  
CT School Library and Information Technology Assoc (CSLITA)  
CT Organization of School Libraries (COCL)  
CT Assoc of School Library /Information Technology Centers (CASLITC)

## Role

CT Information Literacy and Technology Association (CILTA)  
CT School Library and Information Literacy Association (CSLILA)  
CT Educational Technology & Information Lit Assoc (CETILA)  
CT Info Lit, Library and Tech Assoc (CILLTA)  
CT Assoc of Schools for Literacy, Information and Technology (CAS-LIT)

## Beware of the acronym

Joke: CT Information Specialists Using Computers

Joke: CT Information Association (CIA)

Joke: During stressful weeks we might enjoy the acronym CALMS—CT Assoc of Library Media Specialists.

## Observations:

I like SCLA CT School Library Association because

- It allows us to encourage our library clerks, assistants, and volunteers to join and participate
- We might start a strand of training for clerks and assistants at conferences: ICONN training, reQuest training, book repair, etc
- Volunteers would be interested in authors and reading programs
- We could encourage administrators to join. Perhaps we could each enroll our principals as members to receive the CEMAGram. It's a great PR vehicle.
- The monogram aligns with CLA and gives us equivalency to the CT Library Association.

*Dianne Kimball, Past President, CEMA*

CT Assoc of School Librarians

“We represent people not places.”

*Jean Lowery, CEMA Board*

“I like CT School Librarian’s Association. Since we are an organization of educators who share and network I would like to retain the Librarian in the name. By calling it an association of school libraries we sound like a state agency or a bureaucratic organization.” *Meg Scata*

“The name should parallel the national name AASL (librarians) for easy recognition, just as CLA matches up with ALA.”

“I like CEMA because we teach students to work with all types of information and media seems to encompass it all.” *David St. Germain*

“I like the Wisconsin change, ( ...from WEMA to Wisconsin Information Literacy and Technology Association...) although it might be too long., yet it encompasses the reality of the school library media profession. At one point, there was a discussion about changing the name of AASL, but the Board dropped that. It might also be revisited someday.” *Harriet Selverstone* (former CEMA President and former AASL President).