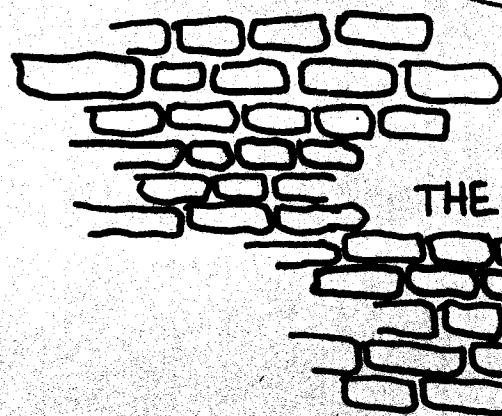


the Proceedings

~~Page 72 thru 79~~



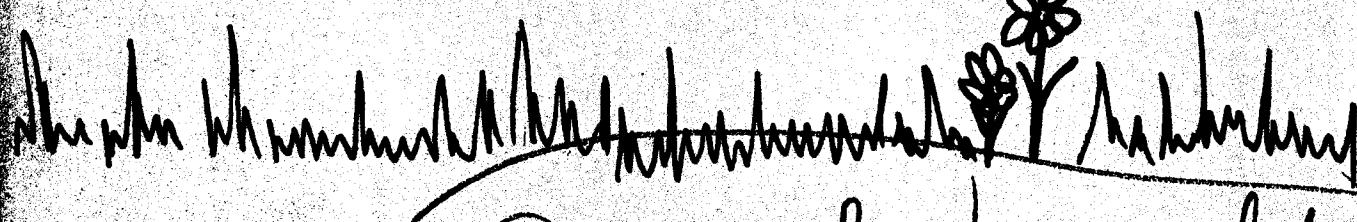
the FIRST Convention of

THE REGISTRY of INTERPRETERS

for the DEAF

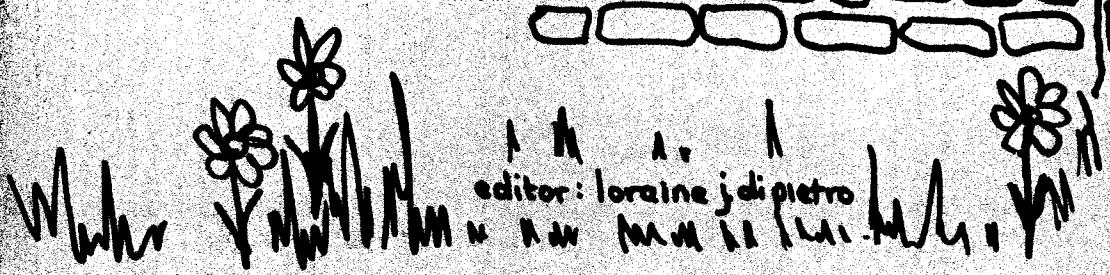
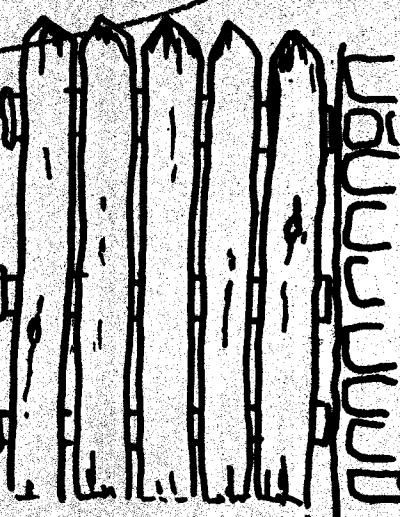
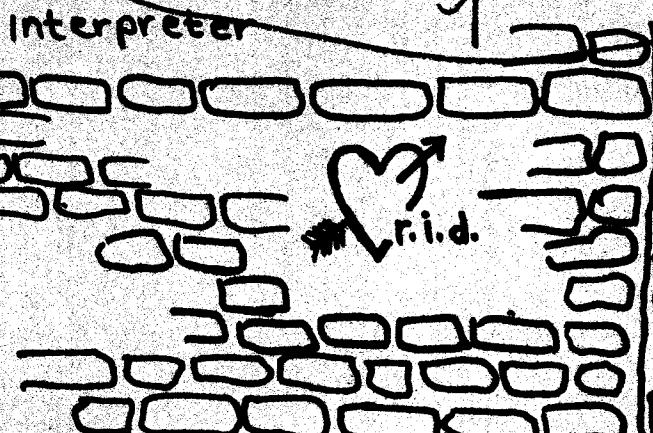
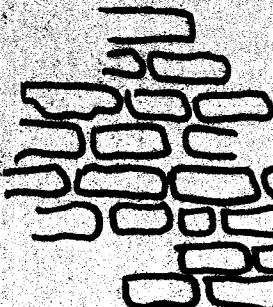
July 21-24, 1970

Wisconsin School for the Deaf
Delavan, Wisconsin



Return when
you are finished,
please??

support your local
interpreter



editor: lorraine j. dipietro



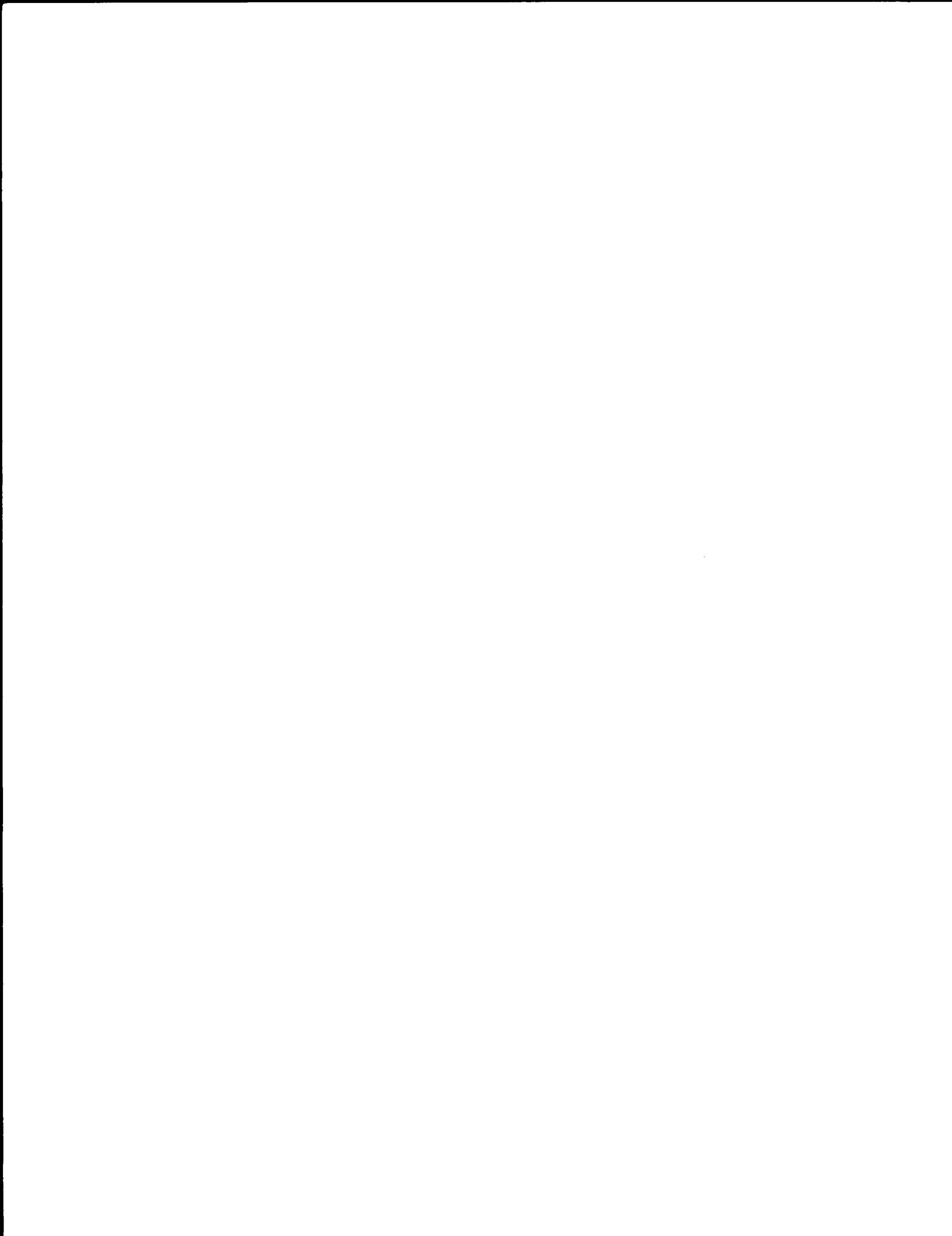
Proceedings

**The First Convention
of
The Registry of Interpreters for the Deaf**

July 21-24, 1970

**Wisconsin School for the Deaf
Delavan, Wisconsin**

**Lorraine J. DiPietro
Editor**



CONVENTION CHAIRMAN: Mrs. Mildred Johnson

LOCAL ARRANGEMENTS:

Kenneth F. Huff, Chairman
Gary W. Blackmer, Host and Displays
Gary F. Collard, Transportation
Mark Carter, Printing
Waldo T. Cordano, Printing
Raymond Du Charme, Meal Tickets
Mrs. Evelyn Gant, Hostess and Meeting Rooms
Mrs. Fay Graff, Registration and Treasurer
Mrs. Hester Jones, Matron-Dietician
Mrs. Lucille Taylor, Banquets
Robert F. Wescott, Host and Housing
Mrs. Beverly Wiedenhoeft, Baby Sitters and Assistant Treasurer

INTERPRETERS:

Mr. Claude Beeman
Melvin Brasel
Miss Betty Bray
Mrs. Marjorie Clere
Mrs. Jonnie Duncan
Mrs. Agnes Foret
Mrs. Mildred Johnson
Mrs. Fannie Lang (oral interpretation)
Mrs. Joyce Smith
Mrs. Faye Wilkie

Miss Elizabeth Benson for Mrs. Stephanie van Reigersberg

RECORDERS :

John Bachman
Melvin Brasel
La Verle Carrington
Joseph J. Caruso
Lee Katz
John Spellman
James Stangarone
Elvin Stoltzfus

EXECUTIVE BOARD OF THE REGISTRY OF INTERPRETERS FOR THE DEAF:

President	Ralph Neesam
Vice President	Mrs. Mildred Johnson
Secretary-Treasurer	Mrs. Fannie H. Lang
Board Member	Thomas J. Dillon
Board Member	Kenneth F. Huff
Executive Director	Albert T. Pimentel

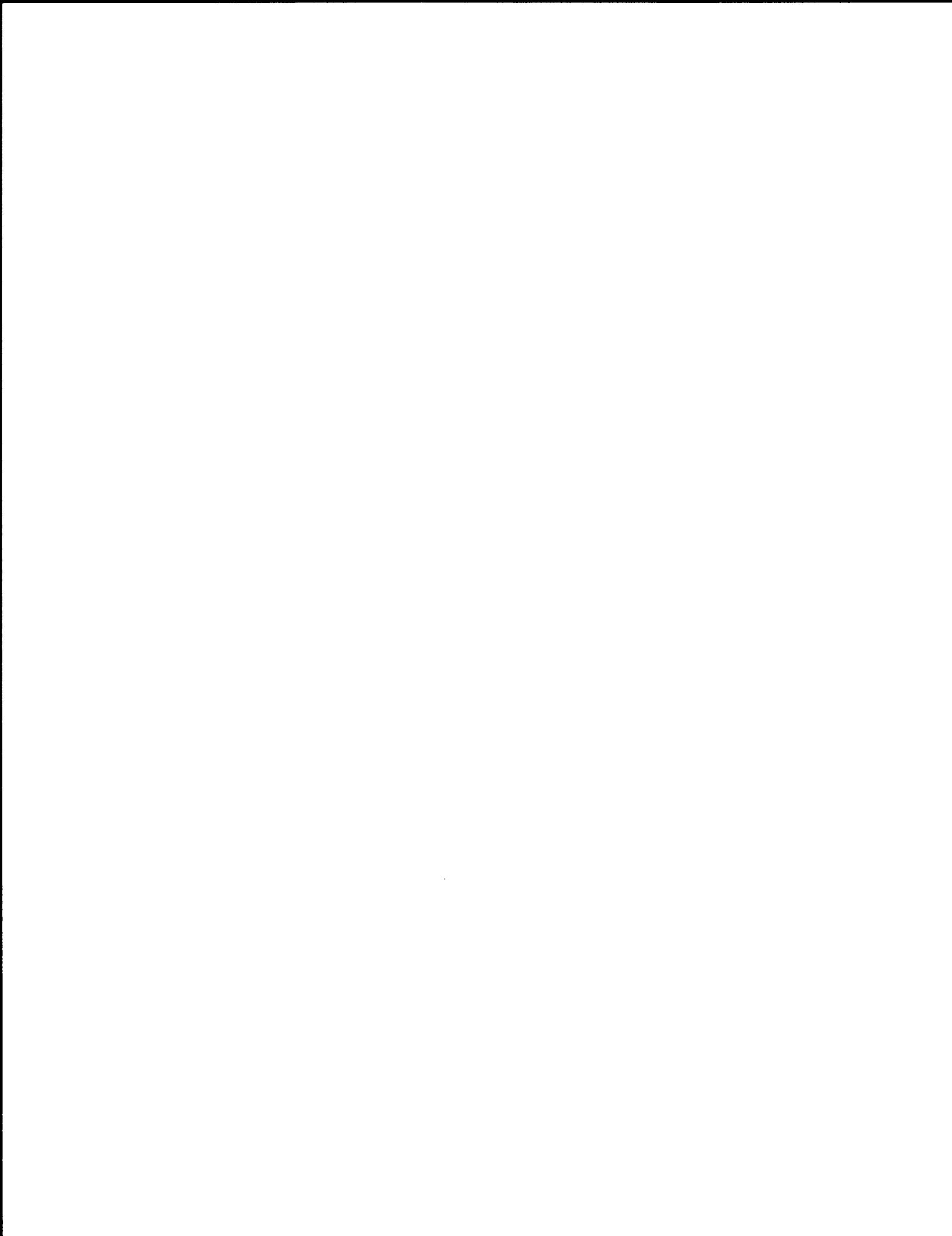


TABLE OF CONTENTS

I.	Foreword	v
II.	Introduction	vii
III.	Stephanie van Reigersberg--"Observations on Foreign Language Interpreting".	3
IV.	Presentations	

Professional Interests

Lottie Riekehof--"New York University Curriculum Project". . .	11
Kenneth Brasel--"Aspects of Legal Interpreting".	13
Baroara Babini--"Professionalization of Interpreting for Deaf People"	17
Lee Katz--"A Demonstration of Telephone Interpreting Situations"	21
Carl Kirchner--"Interpreter Evaluation".	29

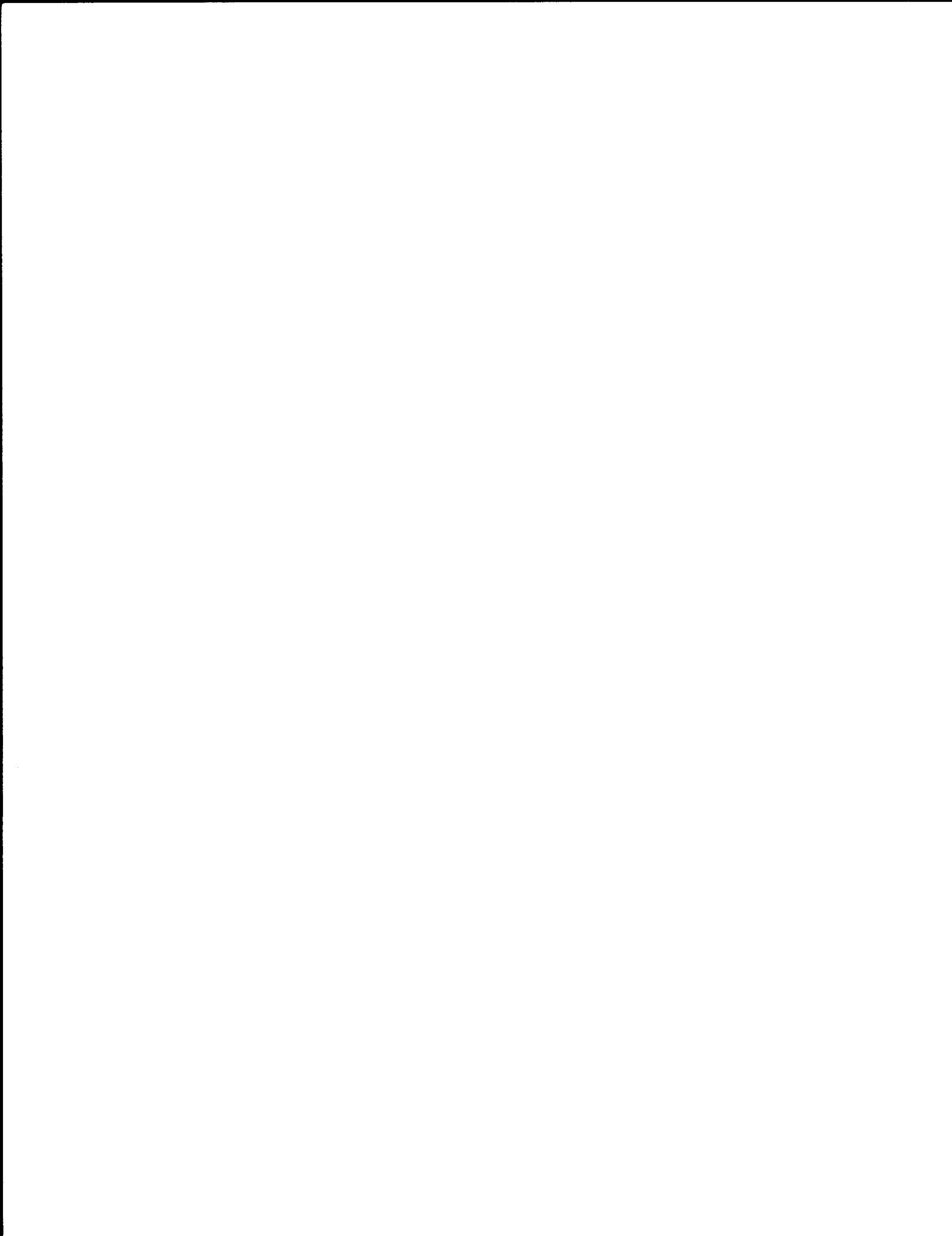
Interpreting in the Education Setting

Mervin T. Garretson: Moderator

Robert Lauritsen--"Cards on the Table"	39
James Stangarone--"Interpreting at the N. T. I. D."	47
Alice Burch--"Interpreting at Seattle Community College"	57
Esther Zawolkow--"Interpreting at the High School Level" . . .	63
Carl Kirchner--"San Fernando Valley State College: Interpreting Services for Deaf Persons" . . .	65

Innovations

Terry Naylor--"The Model Secondary School for the Deaf". . . .	71
Esther Zawolkow--"Seeing Essential English"	72
Van C. Porter--"Cued Speech"	80
Edward C. Carney--"The Reader Pacer: A Demonstration"	84
"The Interpreter's Booth: A Description" . .	85



Chapter Programs

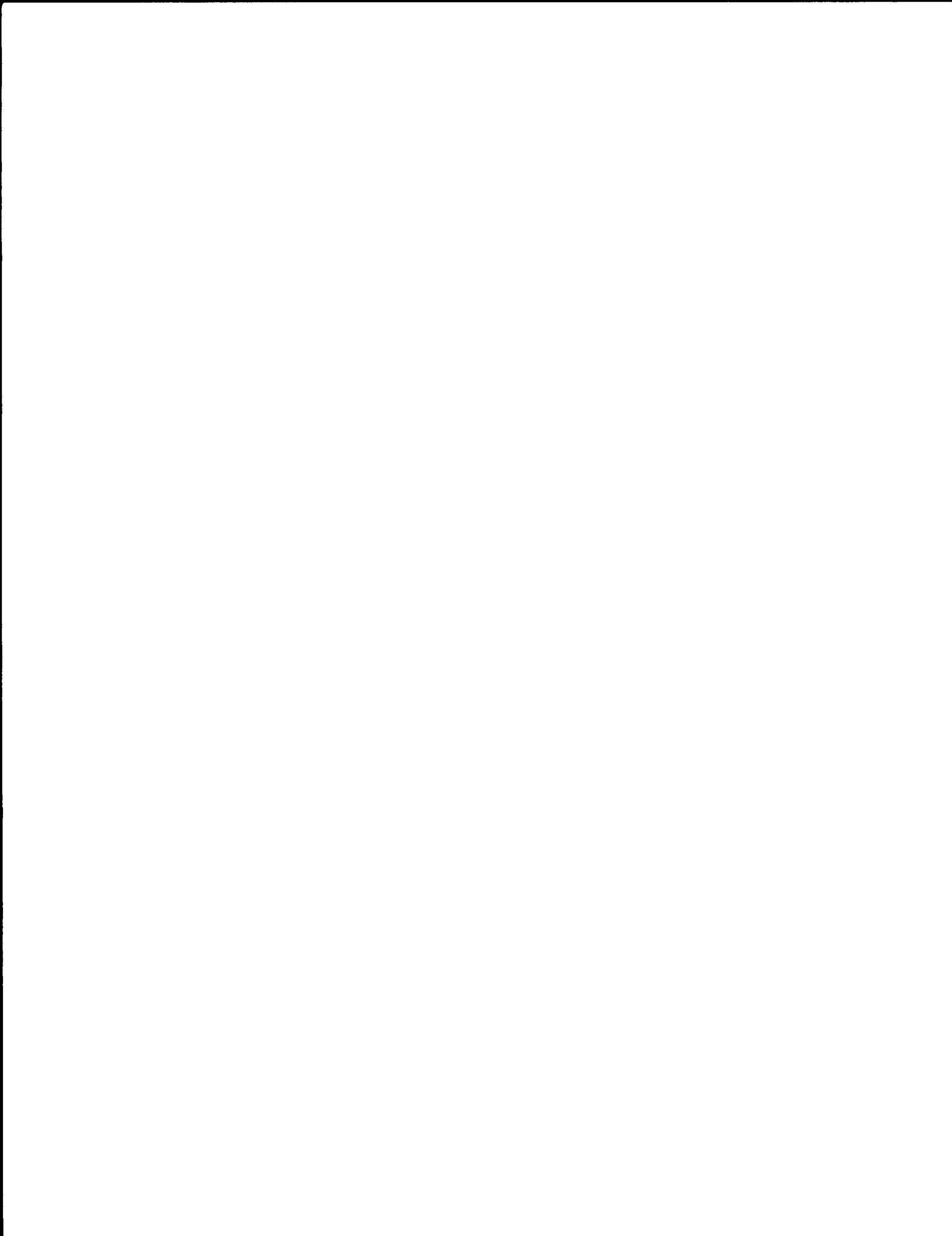
Thomas Dillon: Moderator	89
Alice Burch, Washington State RID	90
Mildred Johnson--Special Report	92
Jonnie Duncan, Texas Society of Interpreters for the Deaf	94
Agnes Foret, Michigan Registry of Interpreters for the Deaf	96
Rosemary Schuetz, Southern California RID	98
Harry Baynes, Alabama RID	101
Ann McBride, Indiana Chapter of Interpreters for the Deaf	103
Albert T. Pimentel	104

V. Business

Report of the Executive Director	107
Business Meetings	115

VI. Appendices

Appendix A: By-Laws of the Registry of Interpreters for the Deaf	121
Appendix B: Suggested Fee Schedule	126
Appendix C: Resolutions	127
Appendix D: Edna H. Baynes--"Interpreters are <u>the</u> Most"	128
Appendix E: Convention Program	130



FOREWORD

This publication, The Proceedings of the First National Convention of the Registry of Interpreters for the Deaf, provides tangible evidence of the progress made by the Registry and its members in several areas concurrently. Demonstrating this progress, the contributions to this volume comprise four main categories: professional interests, interpreting in the educational setting, innovative techniques in visual communication, and state chapter programs.

Members and supporters of the Registry will mark the publication of the Proceedings as an important point in the development of the organization, and will recognize that the volume is a valuable addition to the library of materials now available on interpreting for deaf people.

Further, this volume is a tribute to those individuals who, through their involvement and commitment, have enabled the Registry to grow dynamically in its short seven-year existence.

To the Executive Board for its capable leadership, to Mrs. Mildred Johnson for her untiring efforts as general chairman of the Convention, to all members of her committee for their support, to the Social and Rehabilitation Services and Dr. Boyce Williams for their active encouragement at each stage of development of the RID, to convention participants for the possibility of encounter and exchange, to all members of the Registry for their interest, enthusiasm and support, and especially to Mr. Albert T. Pimentel, Executive Director, for his selfless involvement in the growth of this organization,

a note of thanks.

Lorraine J. DiPietro
Materials Specialist



INTRODUCTION

The Registry of Interpreters for the Deaf has become a viable organization involved in developing and expanding a service that represents a basic need of deaf citizens. New opportunities for deaf people have become available as interpreters with appropriate skills have been identified by agencies and facilities providing a myriad of community services. Evidence is at hand which indicates that the delivery of effective services to deaf people develops only when a competent body of interpreters is available.

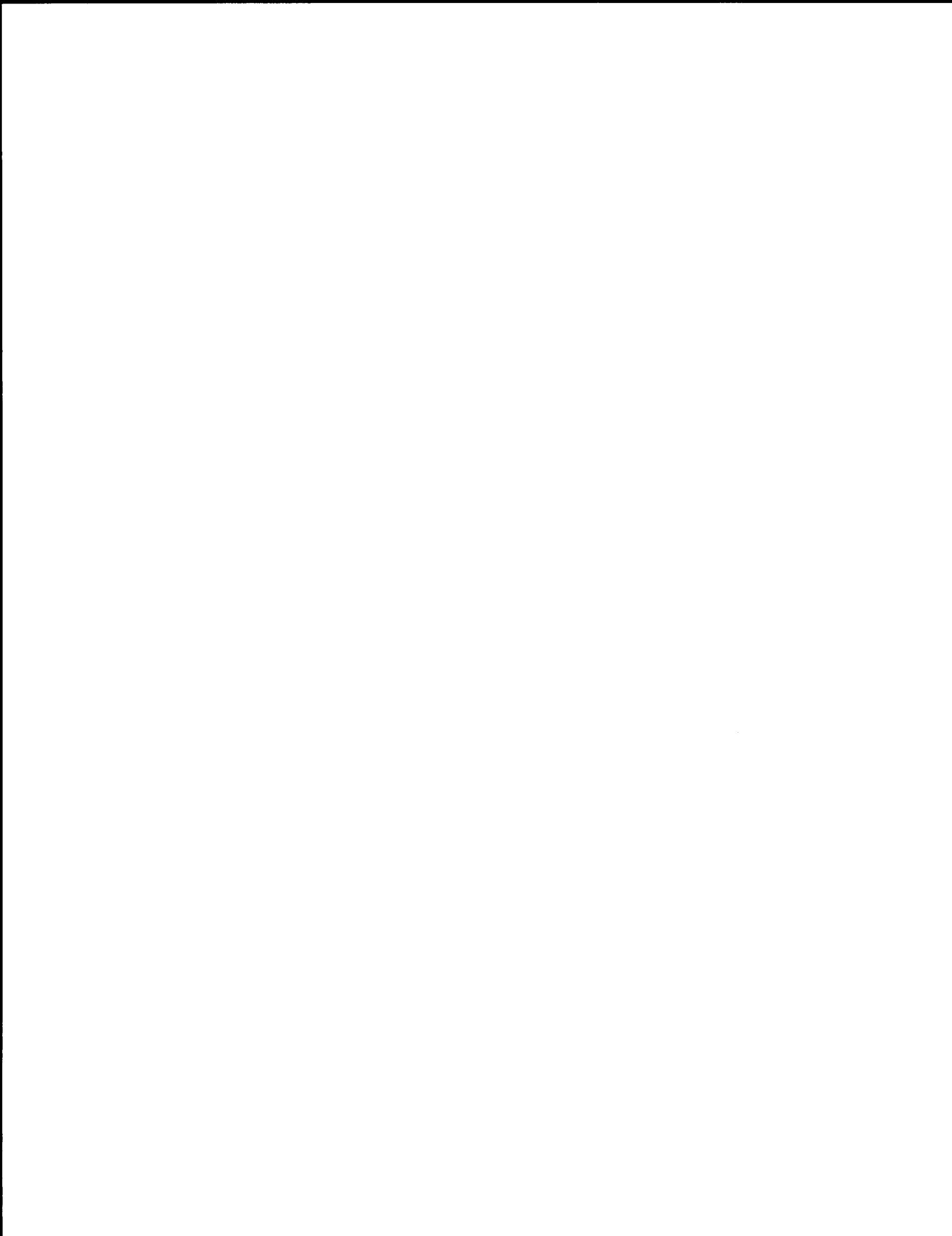
Impressive strides have been made by the RID in identifying personnel capable of meeting acceptable standards of performance in the field of interpreting. From a small nucleus of three hundred members in 1964 when the organization was founded, the direct membership currently exceeds twelve hundred. Another one thousand upcoming interpreters are committed to the field through various classes of membership in the more than thirty chapters of the RID in twenty-seven states. This is a substantial return in service personnel for the investment that the federal Social and Rehabilitation Services has made in this organization.

Dramatic break-throughs have been numerous in the past few years. Today we are able to witness unique experiments such as deaf children learning in integrated public school classrooms with their normally hearing peers serving as interpreters. Public school systems are employing interpreters as members of their professional team, enabling deaf students to integrate at the junior and senior high school levels. More and more deaf people have enrolled as full- and part-time students at many colleges, where they are pursuing degrees, special vocational diplomas, or enrolling in courses for cultural enrichment purposes. By using interpreters, state vocational rehabilitation agencies are beginning to improve the quality and quantity of their services to deaf clients in the form of effective diagnostic services, extended evaluations, and in a variety of new training opportunities for deaf clients.

Professional information pertaining to interpreting is now a routine experience. RID members and agencies regularly receive annual national and regional directories, which list members and provide information on the communication problems of deaf people; newsletters; and brochures for interpreting in specific situations including the mental health, medical, adult education, religious, and legal settings.

RID members have a right to be proud of their important contributions to the development of opportunities for deaf people. Their responsibility is an important one. The extent to which members have responded to this responsibility was amply demonstrated in this First National Convention of the Registry. This document, then, serves as another milestone in a service that will assume even greater importance as deaf people continue to move forward in fulfilling their roles as productive and contributing citizens of society.

Albert T. Pimentel
Executive Director



OBSERVATIONS ON FOREIGN LANGUAGE INTERPRETING

Stephanie Van Reigersberg
Executive Secretary
American Association of Language Specialists
Washington, D. C.

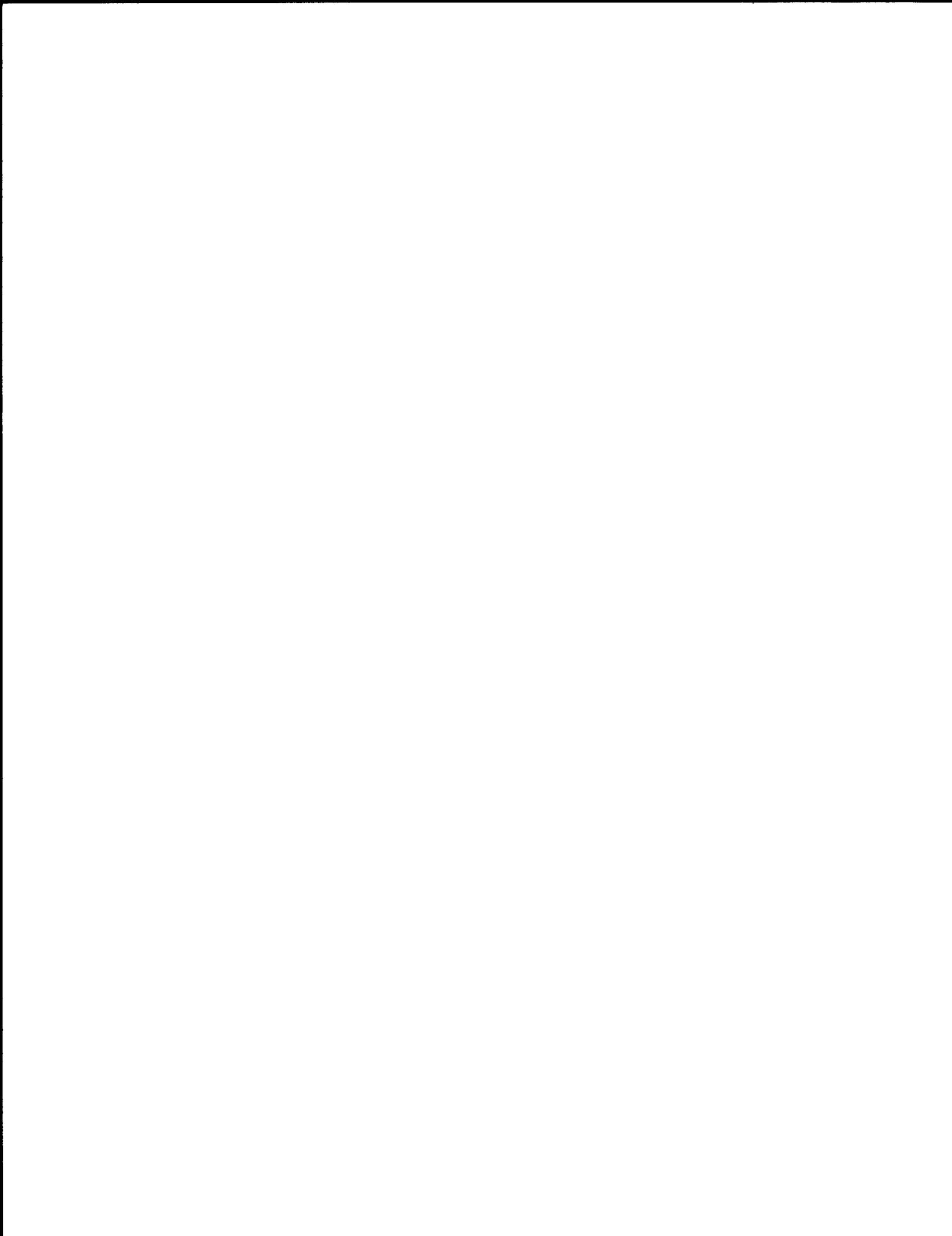
Foreign language interpreting is a very young profession. Although the need for interpreters has been a historical constant, the professional corps was really initiated with the establishment of the League of Nations. Consecutive interpreting was the exclusive mode until the advent of electronic equipment in the 1940's and '50's. At that time, simultaneous interpreting began. It became the prominent type of interpreting, used at the Nuremberg trials after World War II and by the United Nations then and today. Now in addition it is used in some 2000 international meetings of all types every year.

Foreign language interpreters are skilled in three types of interpreting—simultaneous, simplified simultaneous and consecutive. Simultaneous interpreting requires that the interpreter translate into a second language what the speaker at that moment is saying. In simplified simultaneous, there need be no interpreters' booths or "cabins". The interpreter may sit next to the delegate and whisper into his ear what is being said; or, he may use a portable microphone connected by a simple wire to an earphone worn by the delegate. Perhaps most dramatic of all interpreting skills is consecutive interpreting. The interpreter listens to an entire speech, takes notes, and following the completion of the speech, translates into a second language. In this form of interpreting, note-taking becomes an art. The task is to convey concepts rather than words. Since a speech may extend for an hour or more, the interpreter must be adept at taking notes, and, then, from memory, making adequate transitions between topics.

In the profession there are numerous interpreters who have developed quite personalized note-taking systems. For example, at conferences of international organizations the terms developed and underdeveloped countries recur frequently. One of my professional colleagues, taking notes at such a conference, uses the symbols MM and MM. When asked why he uses those symbols, he explains "because Marilyn Monroe was well-developed." I, myself, use a flag to represent one country, and two or more flags to represent many countries.

While it is interesting to note personal quirks and preferences, it is more vital to analyze what makes a good interpreter. David Hogg, former chief of interpreters at the United Nations, discusses in a letter, prerequisites for a qualified interpreter:

The Candidate, besides having a thorough knowledge of at least three languages (one of which he must speak fluently, correctly and clearly) must be a person who either through a college education, or by some other means, has acquired a good general knowledge of the matters that he will be deal-



ing with. Here at the United Nations, for instance, he must understand matters economic, political, diplomatic, legal, colonial, social, cultural and so on. It is not enough for him to know the languages; he must be sufficiently intelligent and educated to grasp and assimilate what delegates and experts of all kinds are talking about.

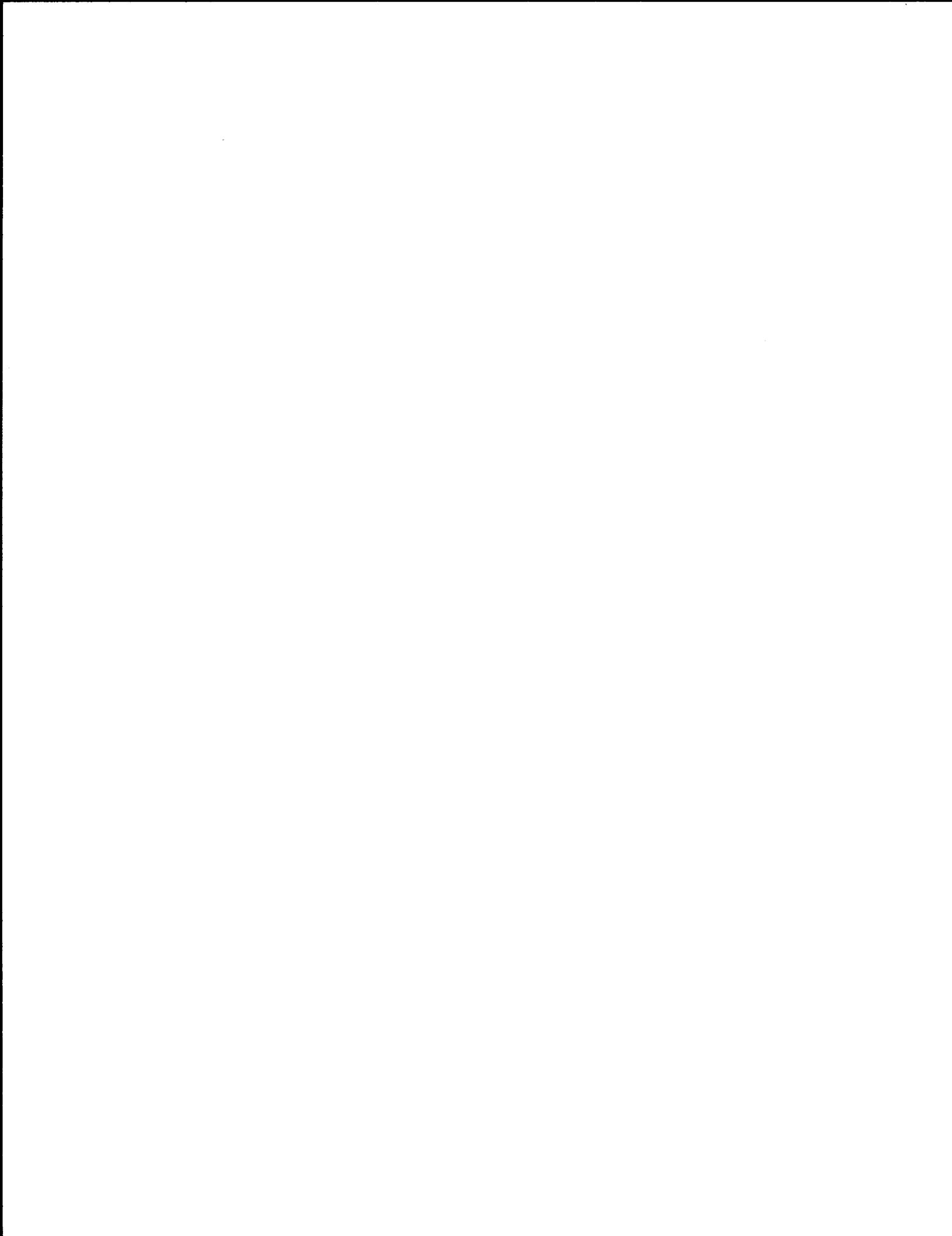
Even a candidate who has the basic linguistic and general knowledge may not make an interpreter. The only way to find whether he will is to try to train him, at least for a few weeks. A good candidate may learn to interpret in a few hours, or may take a few weeks at, say, four hours a day. If a candidate is not performing reasonably well, after about thirty hours training of this kind, he is unlikely ever to succeed. If he is, then it is just a matter of giving him practice, in whatever speciality field he is going to work so that he can develop self-assurance, fluency and versatility.

• • • • •

Finally, regarding conditions of work, it is difficult to be very specific as so much depends on local conditions and the number and nature of meetings to be served. But, in general, it may be said that an interpreter can be expected to interpret for about three-quarters of a working week, say, seven or eight half-day meetings in a five-day working week, provided that the booth that he works in is properly lit and ventilated. Over a long period this may prove rather too much from the health point of view....

Training for the interpreting profession begins after fluent skills in languages have been acquired. Unless the candidate possesses the initial fluency and perhaps "gift", he will not succeed in this specialized field. Such places as Georgetown University in Washington, D. C., offer training; Georgetown's unusual success is due to the fact that its initial selecting-out process is quite rigorous and only those with marked potential are allowed to study there. What that element is, what innate ability it is, that marks a potential interpreter is a subject of long and unresolved debate, but real. The high attrition rate noted in most training schools attests to that. It is estimated that of the approximately 20,000 that enroll in European training programs only about twenty actually enter "the market" every year.

Many organizations, whether private or international use interpreters. Frequently, they have permanent employees and hire freelance interpreters for specific conferences. To name a few, the United Nations, the State Department, the World Bank, the Organization of American States and various international conferences on medicine, engineering and science use the services of both permanent and freelance interpreters. The United Nations has a corps of more than fifty permanent interpreters; the United States Department of State employs



twelve permanent interpreters, six of whom specialize in translation (written interpretation), but who can also undertake oral interpretation.

Free-lance interpreters, who do not have the benefit of permanent employment, can join professional organizations that bargain for their rights. These organizations are also open to permanently employed interpreters. Two organizations currently exist to provide the profession of foreign language interpreting with an international frame of reference and a guarantee of the professional qualifications of their members. They are: TAALS, The American Association of Language Specialists, and her sister organization in Europe, AIIC, the Association Internationale des Interpretes de Conference. Both organizations aim to promote exacting standards of professional quality, and stipulate working conditions and fees. Both organizations publish yearbooks indicating the language qualifications of members, as well as geographical listings. AIIC, with its headquarters in Paris, is more European in outlook, while TAALS, based in Washington, D. C., is oriented to the American context, North and South.

Membership in TAALS and AIIC is optional. However, the standards set by these organizations are almost universally recognized by interpreters and their employees alike.

No interpreter is admitted unless he meets the language requirements and is sponsored by five members in good standing. Each interpreter is listed with A, B, C designations for languages used. A designates the mother-tongue, B fluent use of a second language and C passive use of a language that permits interpreting into the A language. Translators are rated similarly.

Working conditions are specified by the Association and are accepted by contractors. Article 7 of the Professional Code for Conference Interpreters states in part that in the interests of good interpreting, members of the association shall:

- a. Satisfy themselves that they can see and hear properly.
- b. Undertake to do whispered interpreting only under exceptional circumstances and for a maximum of two listeners.
- c. Never work alone. There shall be two interpreters per language booth to share the work load as evenly as possible.

In principle, thirty minutes is as long as an interpreter should work at a stretch, for experience has shown that efficiency and fatigue are directly related to the quality of service an interpreter can give.

Other stipulations regarding the work of conference interpreters relate to travel allowances and fees. Contract agreements,



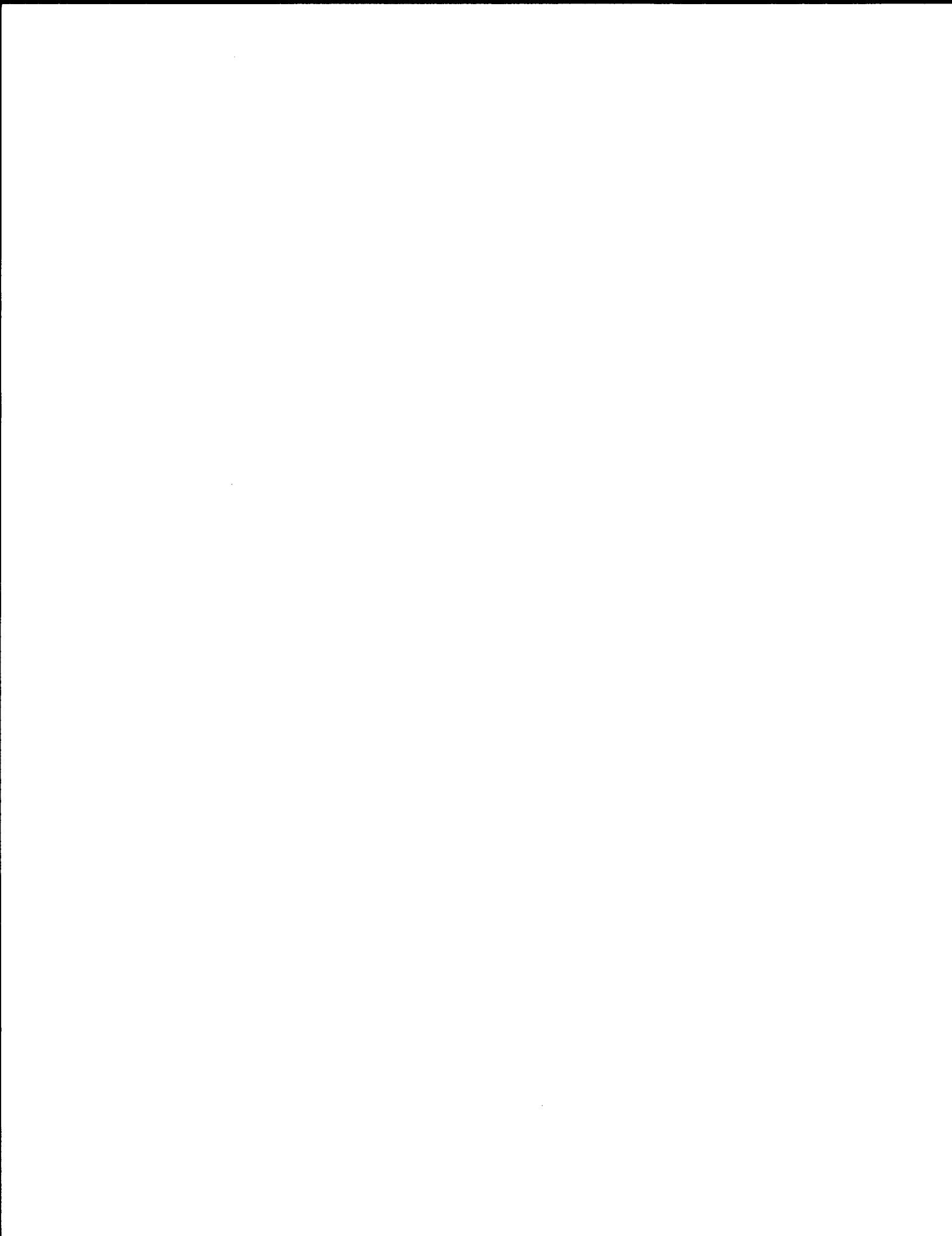
signed by both the contractor and the interpreter, specify that the interpreter:

- a. shall be paid a daily rate;
- b. shall be paid for the all-inclusive period of a conference, including weekends;
- c. shall be paid per diem and travel expenses;
- d. shall have a cancellation agreement for each conference:
i.e., if an agency cancels an engagement more than thirty days preceding the first day of the commitment, it must pay 1/2 the contracted fee. If cancellation is made within a period of thirty days prior to the engagement, the full fee must be paid.
- e. shall be briefed (for one or two days) at full pay in the case of very technical conferences.

TAALS has established a scale of minimum fees as follows. In the United States non-governmental conference interpreters earn \$100 per day; inter-governmental organizations pay from \$82.00 (as at the International Bank for Reconstruction and Development), to \$57.00 (the current rate at the Pan American Health Organization).

There are various problems that face foreign language interpreters. I would now like to highlight some of these for you:

- a. Speed: This is not usually a problem unless the individual's rate is over 200 words per minute, and he uses very dense prose. However, in quoting figures, where precision is mandatory, speed can be a critical problem.
- b. Clarity: A "muddled" speaker is difficult to follow. An interpreter cannot proceed word-for-word, since the result would be incoherent and incomprehensible. In this situation, you must wait for the point and then interpret; if there is no point then the interpreter's ingenuity is taxed to the utmost because he is the one who will be criticized by his listeners, as they will not know the speaker himself is poor.
- c. Texts: If the speaker is reading, a text must be supplied for the interpreter. It takes much skill to hear, read and speak simultaneously, and it is understandable that interpreters prefer to work with extemporaneous speeches. Distributed texts are those given to all conference delegates as provided occasionally at the Security Council of the United Nations, and at medical meetings where slides are shown, and these pose a problem.



Frequently, in such a situation, the interpreter feels that he is unnecessary, because he is reading just what everyone else is. However, he must be constantly ready for a last minute change or departure from the printed text, and therefore, cannot simply read without regard for what the speaker is actually saying.

- d. Proverbs and idiomatic expressions are challenging and often elude translation. An interpreter who attempts to capture that flavor of an idiom in a second language may find himself in political hot water. Take for example the French phrase "Il y a quelque chose qui cloche," which in English is, literally, "something isn't quite right." The slang equivalent would be "something smells fishy." A very literary interpreter at the United Nations Security Council once chose to translate it as "something is rotten in the state of Denmark," a phrase which was misunderstood completely by the Danish ambassador, whose Shakespeare was perhaps not his strong point.

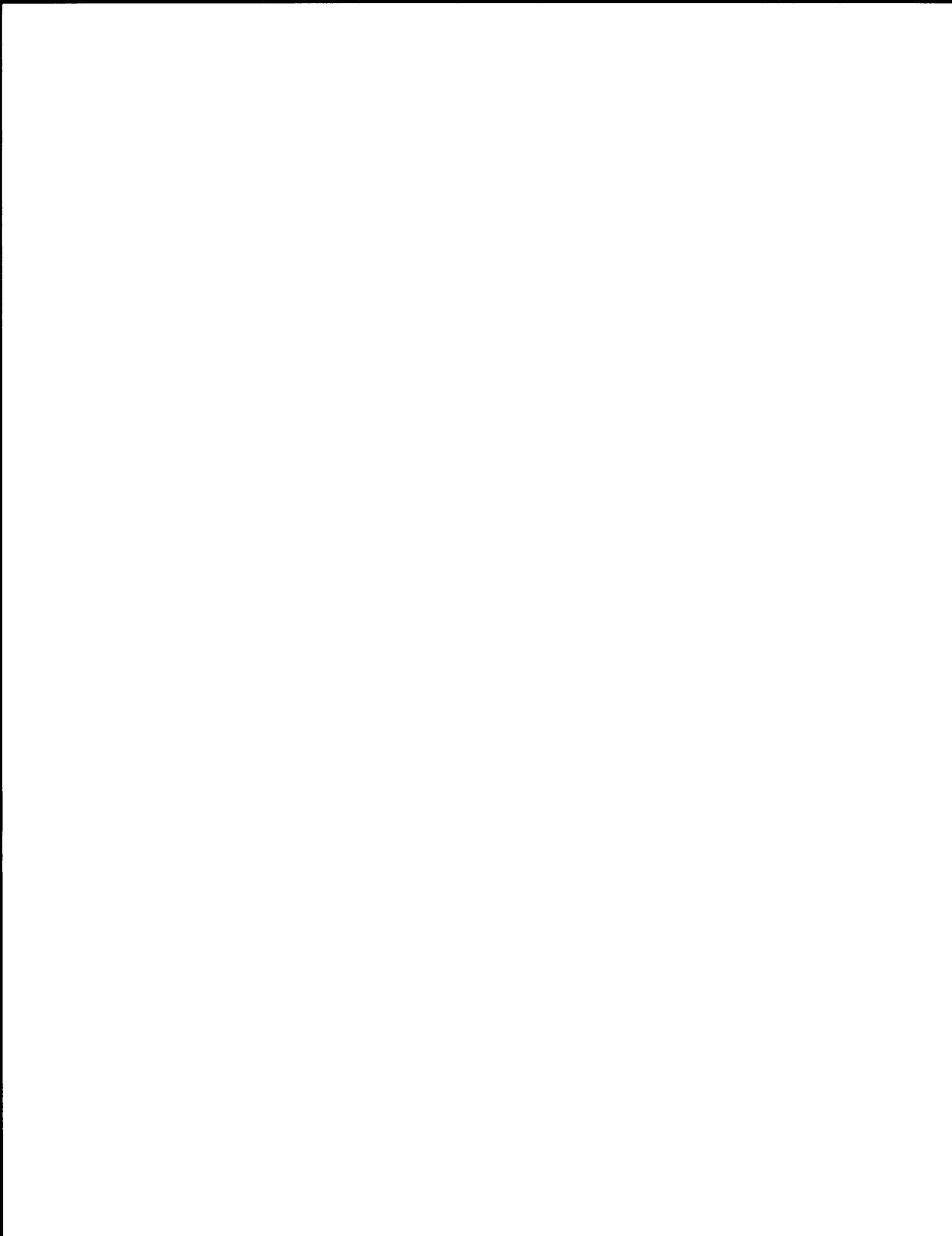
I remember a slip of the tongue of my own that caused a comic interlude at the United Nations Population Commission in 1963. Each delegate having received a number of proposals and counter-proposals, amendments and counter-amendments was burdened with an ample supply of reading material. One delegate, a Frenchman asked for the floor to complain that the situation was getting out of hand, and that he was getting lost in all the papers. I interpreted him thus: "Mr. President, I refuse to continue this discussion unless I am given a new virgin!!" He was, in fact, asking for a new version.

These preceding problems relate specifically to the process of interpreting from one language into another. One final problem relates to working conditions. Since foreign language interpreters work in small soundproofed booths, all equipment must be in proper working order. For reasons of health, the AIIC health committee has specified that booths be designed to accommodate two interpreters comfortably, that they be properly ventilated, and that the temperature be constant and comfortable. Without these minimal health safeguards, interpreters cannot perform at peak ability.

To close--

I hope you have felt, as I have talked, that we in these two different branches of the interpreting profession do have much in common--skills, as well as needs and problems. I hope that this exchange will mark the beginning of a long and fruitful relationship in which we can profit from the accomplishments and innovations made in our individual professions, and made available for exchange and mutual growth.

There is too much to say to each other to attempt to fit it



NEW YORK UNIVERSITY CURRICULUM PROJECT

Lottie L. Riekehof*
Coordinator of Research in Communication Skills

Greetings to the Registry of Interpreters for the Deaf from the staff of New York University's Center for Deafness Research-- Dr. Schein, Dr. Fay, Dr. Schiff, Dr. Naiman, Mr. Friedman, Mr. Sussman, Miss Martin and Mr. Schroedel. All of our staff is vitally interested in the progress being made by the R.I.D., in its objectives and goals.

At the University we have been engaged in a number of endeavors. Among these are research projects on counselling, adult education, interpreting, and experimental studies in various areas related to deafness. Our training program continues to prepare students to work with deaf persons in a variety of disciplines, vocational rehabilitation, counselling, clinical psychology, religious education and educational theater, on both the masters and doctoral levels.

One of the projects of the Center has been the preparation of a curriculum for teachers of interpreting. It is recognized that although many persons know the sign language, and are proficient in its use at various levels, not as many are able to interpret well. Persons who are trained to teach interpreting are even more scarce.

A number of taskforce meetings have been held for the purpose of gathering materials and ideas for use by instructors of interpreters. The participants in these meetings agreed that in order for students to be eligible for admission to specialized courses in interpreting, they must first meet the following course requirements or their equivalents:

- 1) Thorough mastery of manual communication skills
- 2) An introductory course in interpreting for deaf people
(beyond the level of simple manual communication)
- 3) At least one course in a related area, such as, Psychology of Deafness

Also recommended are courses in general psychology, human relations, sensitivity training, and vocabulary building.

Consent of the instructor who evaluates manual skills, general ability, and personal characteristics.

Following this extensive preparation on the part of the student, he will be eligible for one of the following specialized courses:

* Since presenting this report, Miss Riekehof has been appointed Dean of Women at Gallaudet College, Washington, D. C.



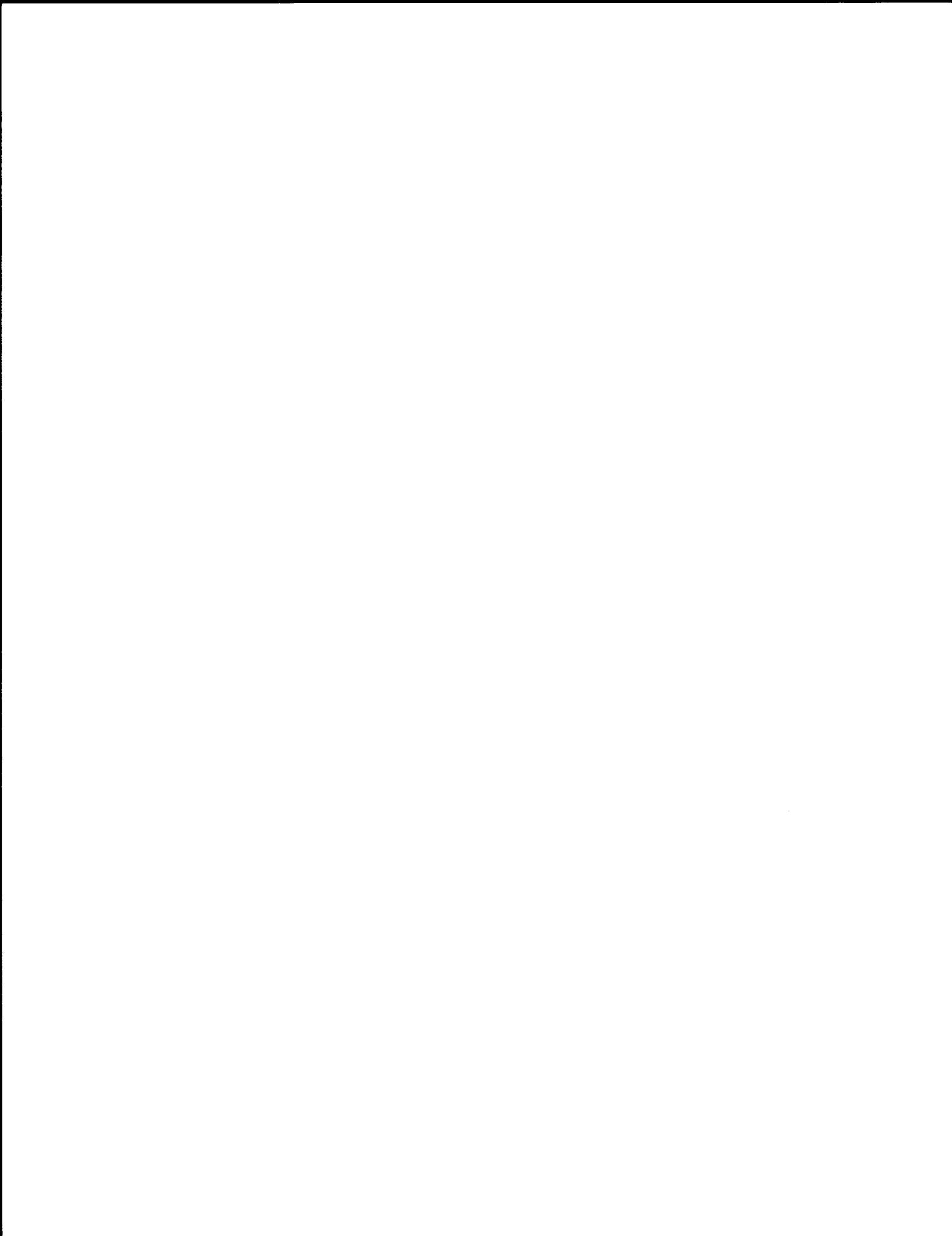
Interpreting in the Education Setting
Interpreting in the Legal Setting
Interpreting in the Rehabilitation Setting
Interpreting in the Religious Setting
Interpreting in the Medical Setting
Interpreting in the Counselling Setting
Interpreting for Psychological Testing
Interpreting in the Mental Health Setting

The length of each course has not been determined and it is expected that course outlines for several of the above will be combined.

Each of these specialized courses will include an overview of the field of deafness, an orientation to the special setting, problems encountered and suggested solutions, roles and relationships, and a bibliography so that the student will become well-versed in the particular area being studied. Included also will be lists of films, filmstrips and any other visual aids which may be available to the instructor. Field trips and field experiences are a vital part of each course.

Instructors who use the course outlines should have broad experience in interpreting so that they can bring to their classes a rich background which will make the classes meaningful. It is expected that the teaching materials will be tested in a college setting and that modifications will be suggested.

It is hoped that interpreter-training programs will be established in a number of locations across the country and that they will be utilized by persons interested in improving present skills as well as by those who have had no experience in interpreting. Such training programs should promote greater recognition of the interpreter as an important, well-trained member of the team that serves deaf people and makes it possible for them to function as equals with hearing people in today's progressive society.



ASPECTS OF LEGAL INTERPRETING

Kenneth Brasel
Instructor, Illinois School for the Deaf*, Jacksonville, Illinois

Good afternoon, fellow R.I.D. members and guests. It is a pleasure and a privilege to be here with you at this first R.I.D. convention, and to share in the results of a dream generated by Dr. Edgar Lowell at the first workshop on interpreting for deaf people in Muncie, Indiana, in 1964. Those of you who were present at that historic meeting where the R.I.D. was born will remember that Dr. Lowell came up with the idea of a registry of all persons who considered themselves interpreters for the deaf. Since that time the Registry has become a reality and developed to such a degree that I have been invited to discuss the COSD Forum--"The Deaf Man and the Law"--and legal aspects of interpreting for deaf persons.

This is a large order, since I am not an expert on jurisprudence and, further, I was interpreting during the COSD Forum. Any experienced interpreter among you knows that the interpreting process does not permit retention of the interpreted material. As a result, I can recall only bits and snatches of information, the general gist of the discussion. For particulars, you must refer to the proceedings of the Forum.

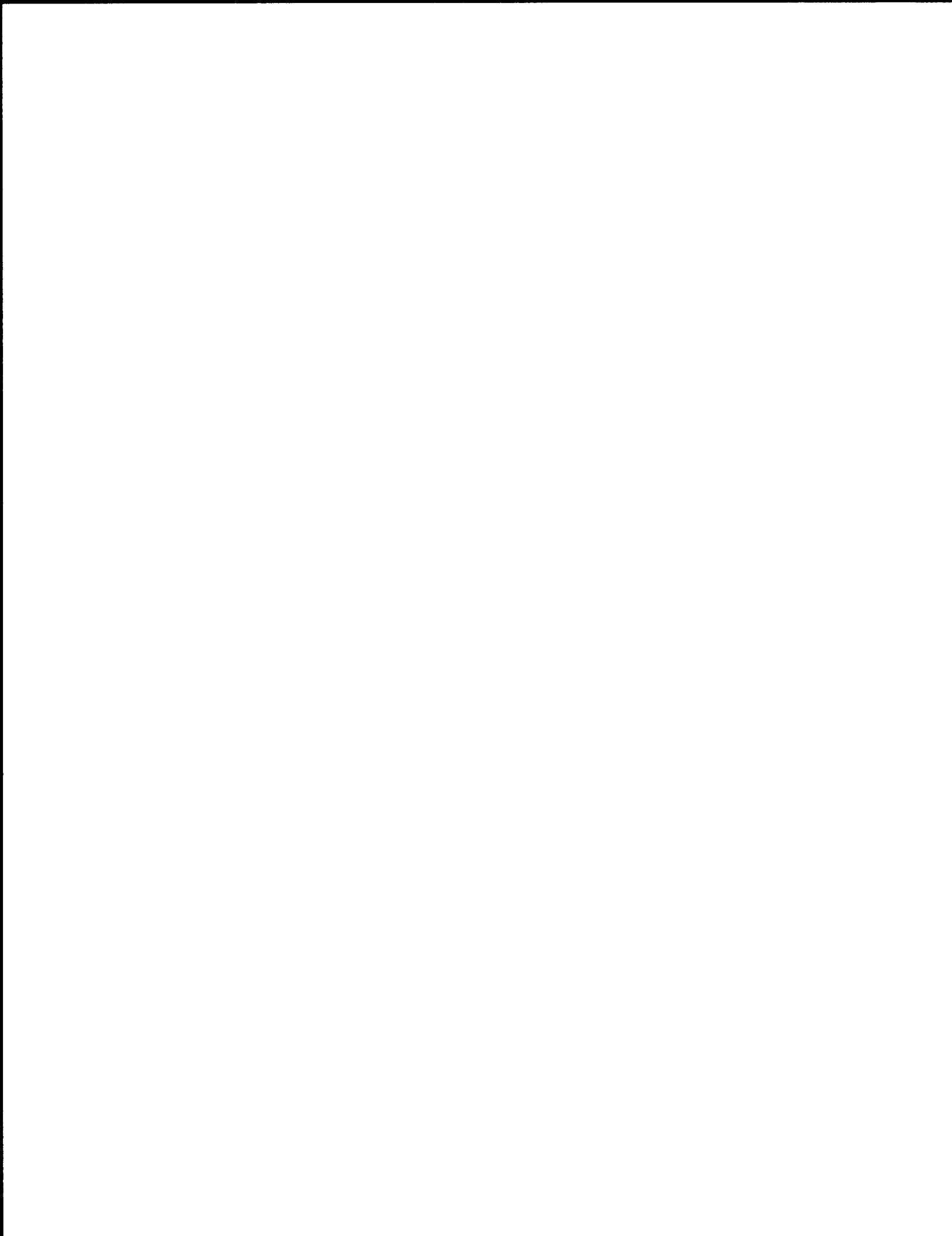
Let me begin by clarifying the concept of "forum". A forum, rather than a meeting for the purpose of making decisions, is a meeting of participating organizations and their representatives for open discussion of what has been done, what is being done, and what, hopefully, will be done. Questions are posed, and possible answers suggested.

The COSD Forum, in keeping with this philosophy, makes no decisions. It does, however, characteristically pose a number of questions. One significant question posed at this forum deserves your consideration:

Which do we want--which do the deaf people of our country want:
(a) Special Laws and/or provisions for deaf citizens with regard to legal situations, or (b) no special laws or provisions that would coincidentally subject deaf citizens to special restrictions. In either case there would be provision for concurrent education of the deaf citizens themselves and the interpreters who serve them in court, as well as legal personnel and the jurists who hear the cases.

It was manifest in the speeches given at the Forum, and in the examples given in the discussion groups, that each approach has its benefits--and its pitfalls. A special law or provision makes no distinction between the deaf person who needs and wants this dispensation--and one who does not, and who simultaneously resents the in-

* Mr. Brasel is now pursuing doctoral studies at the University of Ill.

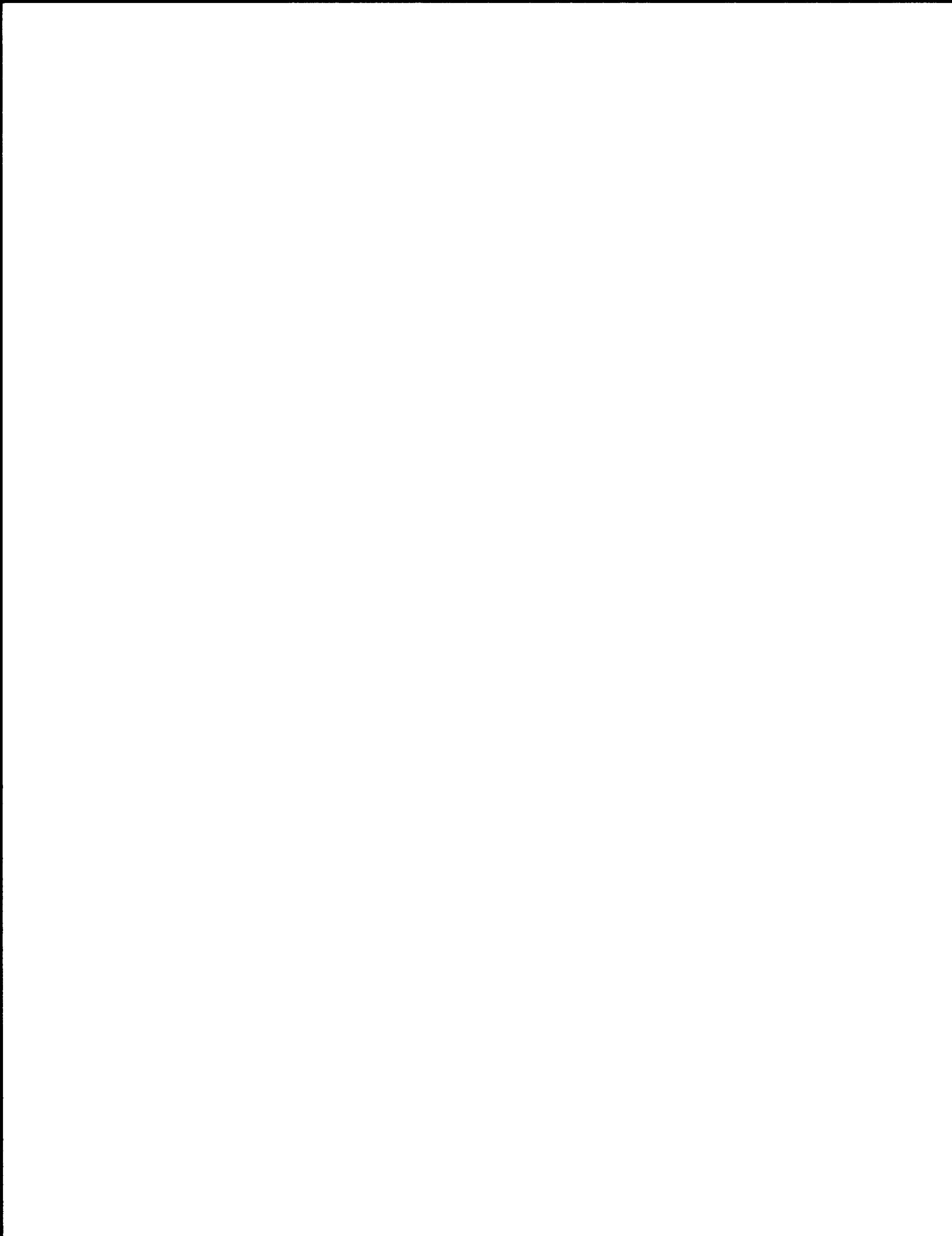


fringement on his personal integrity. With a special law or provision you are faced with the problem of making sure the deaf person understands his rights clearly--and that his interpreter understands both the rights of the deaf person and the limits of his own responsibility.

One of the highlights of the COSD Forum was a mock trial, in which the litigants and jury were acted by Forum participants. The presiding judge and the attorneys representing the plaintiff and defendant were actually practicing professionals. Held in the County Courtroom in Chicago, the mock trial reproduced actual legal proceedings. Six interpreters were employed simultaneously. This situation is highly unlikely in real life, but necessary so that the audience could follow events. There was one interpreter for the plaintiff, one for the defendant, one for the deaf attorney (an oral interpreter), one for the court, one challenging interpreter, and finally, one for the audience. It was rather confusing, but it simultaneously revealed the abilities of the interpreters in question. Since several interpreters were interpreting at one and the same time, the deaf persons present reported that quite often they thought they were watching several different trials at once. The mock trial generated several questions which you should consider. Exactly how many interpreters are needed in a courtroom interpreting situation involving deaf participants? Who has the final authority to decide whether or not the interpretation being rendered is a valid representation of the facts?

Here are a number of other questions raised at the Forum. Should the rules and procedures applied to the acceptance of a juror also apply to interpreters prior to their appointment in a case? There is the question of allowing relatives to interpret in a legal case. If they are not permitted, and no other interpreters are available, then, what next? Should separate interpreters be demanded when a court case involves two deaf parties? Should evaluation procedures include written examinations to test such areas as ethical responsibilities, mental abilities, character, knowledge of professional requirements, etc., as well as the competency factor? Should there be a court-appointed interpreter to act as a judge of the accuracy of interpreters throughout a court proceeding? If so, should this interpreter reverse interpret to the judge what is being interpreted? Another problem faced by interpreters in court cases is the question or requirement of verbatim translation. What is acceptable in interpreting court proceedings and, once determined, how is it implemented? Should laws be passed to require that there be deaf jurors sitting on cases in which at least one of the parties is deaf? Should interpreter laws make it mandatory that an interpreter be appointed irrespective of the preferences of the deaf persons involved? Should the laws be expanded to insure interpreters in situations other than court proceedings, such as arrests, police interrogations, accident investigations, welfare case work, insurance buying, and similar situations?

There are other questions I'd like to ask through which I hope to stimulate some deep thinking. How do we decide whether an in-



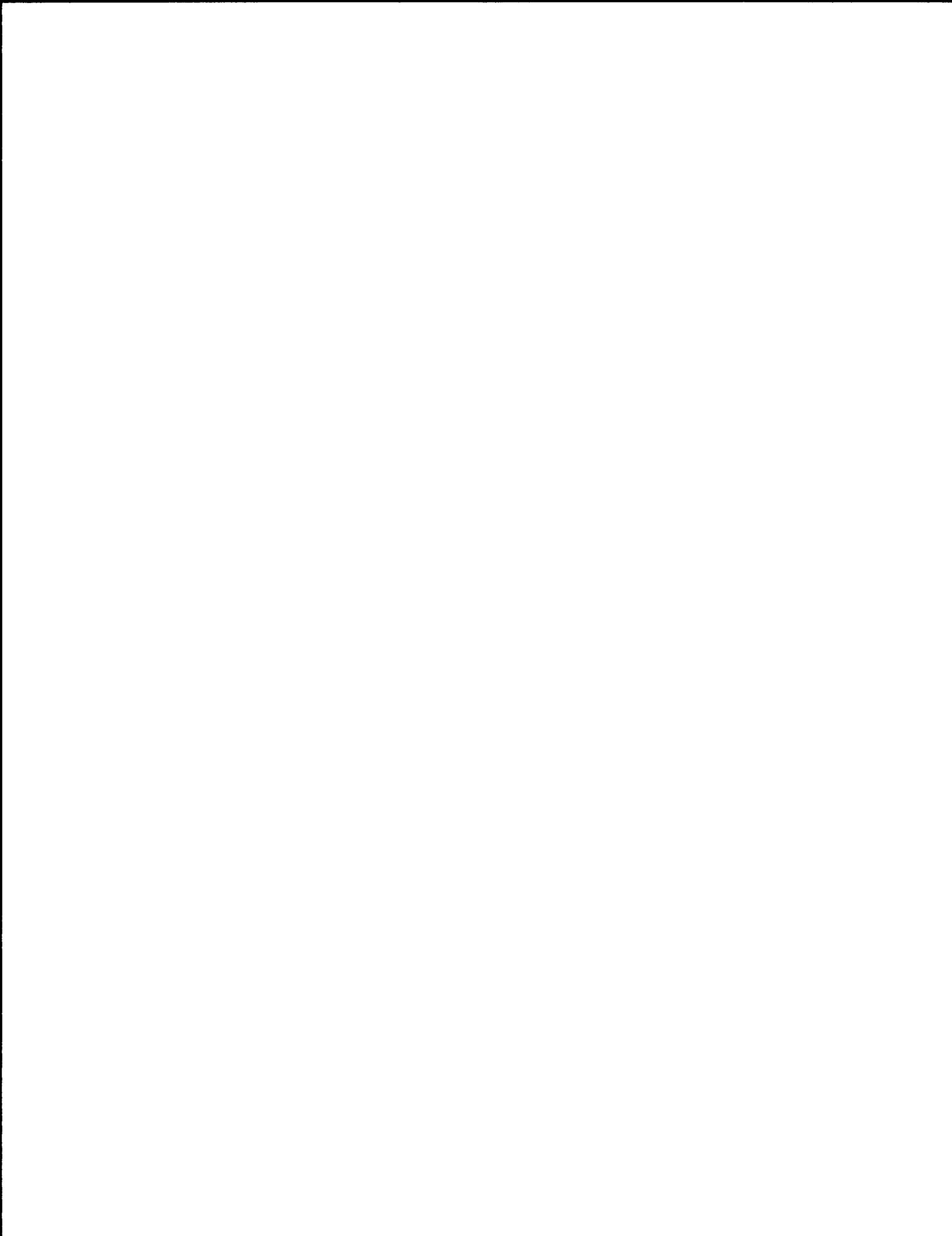
terpreter is professionally qualified or not? What criteria do we use in drawing the line between the professional and the amateur? I think we have reached the point now where we must cease saying to ourselves --"Look at me. I am an interpreter for deaf people. I help the deaf. Aren't I wonderful? Pat me on the back."

We are not missionaries. We are professionals, providing a professional service to people who require such services. The deaf people in our country are just as capable of handling their own affairs, for the most part, as you and I are of ours--they need only to be assisted past the communication barrier that prevents them from exercising the right to guide their own destinies. It is time, I think, that we begin to reassess our skills, our motivations, and to cease regarding our deaf clients as helpless savages who need "redeeming"--as poor, benighted souls who must be saved from themselves, as well as from wicked society. In other words, we have reached the point where we must regard ourselves as professionals--and behave accordingly.

Several states have enacted legislation guaranteeing the right of a deaf person to an interpreter, and it is the responsibility of each of us to do our utmost to see that our state has enacted similar legislation, but once this has been accomplished, we cannot sit back and congratulate ourselves on a job well done. This in itself is not the panacea. It is, in fact, only a beginning. Such laws do not guarantee the quality of the interpretation. The selection of an interpreter is crucial to the welfare of the deaf client and demands further discussion at this point.

There are two types of certifying bodies, (1) professional and (2) political (usually the state). The license or credential issued by the political body has legal status and is generally a legal requirement preliminary to functioning in the capacity defined by the license within the confines of that political entity. Accreditation by an organization does not confer such legal status to the certificate holders. Despite the lack of legal status there are important basic reasons why a professional body should establish criteria and issue certificates. One reason is that the professional body usually is the group best equipped to determine what the basic criteria should be. The second reason is that the professional body is generally in a position to be more flexible and therefore able to continually upgrade its requirements and standards at a faster rate than a political body. Third, a professional body may set standards which are closer to the ideal, while the political body frequently governed by supply and demand, may accept standards which are closer to the minimal. Fourth, a political body can look to the national professional group for a model of criteria from which they may generate or copy their credential requirements, or, they specify that certification by a particular professional body is the requirement for certification within that state.

As you can see, a tremendous responsibility lies with the professional organization. The Model Interpreter's Law, as drafted by

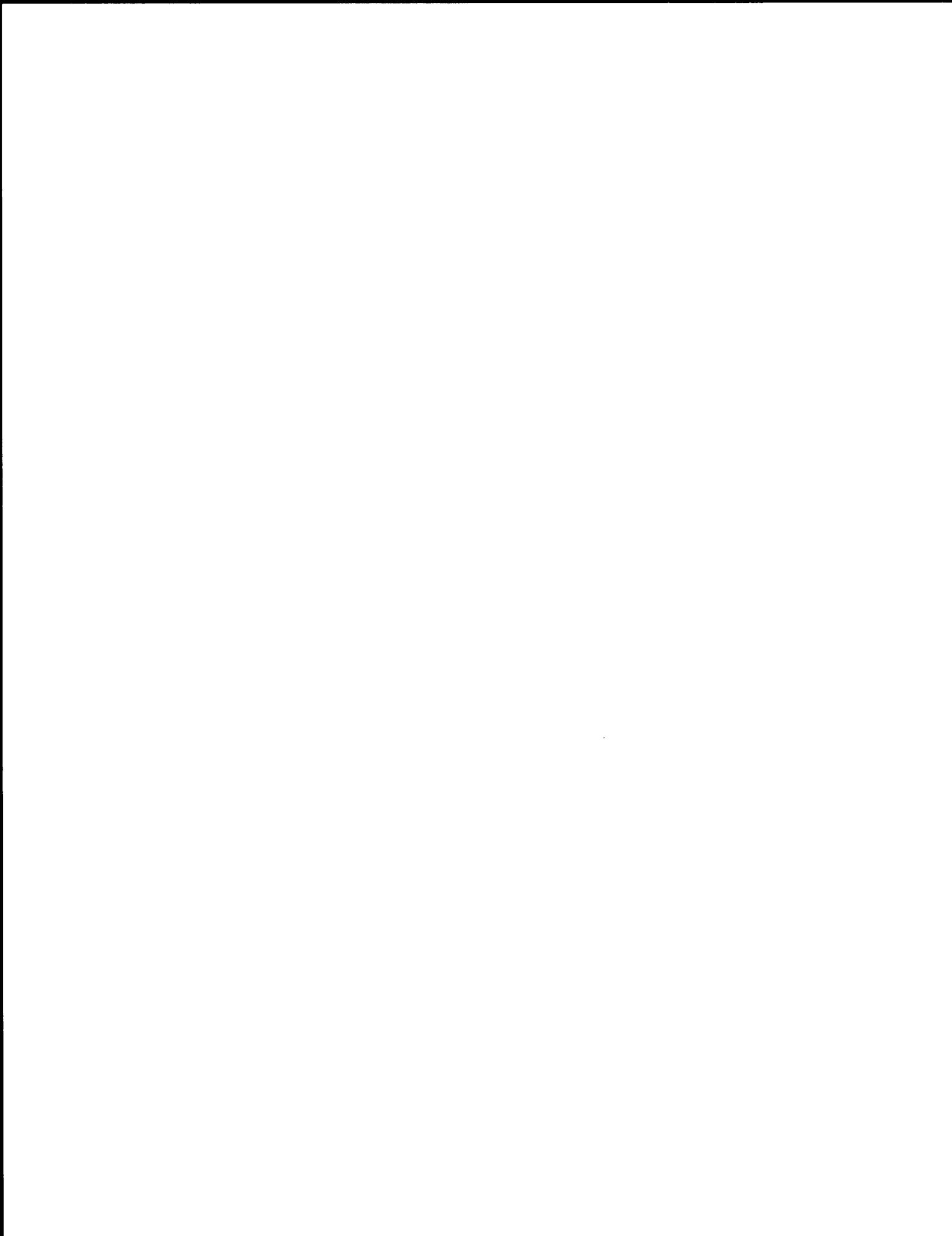


Judge Finesilver, does specify that selection shall be from interpreters registered with the R.I.D. Regardless of state licensing procedures, the activities of our national professional organization will, for the most part, determine the quality of the interpreting, and a guarantee of that quality to the deaf people we serve.

It entails considerable self-evaluation, and submission of our skills to expert scrutiny by experts in our field. In addition, it entails provision for upgrading our skills and the skills of others like us. Above all, it entails honesty--with ourselves, and with others. We must honestly strive to recognize our own limitations as well as our competencies. We've made a start. A big one--and that is the Registry of Interpreters for the Deaf. So let's go on from there. We need to determine our professional qualifications, our specific skills and our limitations. We need to develop some means of evaluating our skills, and classifying areas of competency. Those who have need of our services can thus be assured of obtaining exactly the type of professional assistance they need; and we can be assured of performing in situations to the best of our abilities.

Until such time as we have scientific evaluation procedures at our disposal, we must, on a local level, compile registries (such as that attempted by individuals in Illinois) which will give a rough picture of the skills and areas in which an individual is capable of functioning. Calling for an interpreter should be much the same as calling for a doctor. Surely one would never consider calling an Ear, Nose, & Throat Specialist for a loved one suffering from a heart attack.

Steps are being taken in the direction of scientific evaluation and classification. I understand that Gallaudet is working on some means of classification of interpreters, and Mrs. Barbara Babbini, under the direction of Dr. Stephen P. Quigley at the University of Illinois, is planning a research program which is designed to provide some of the answers to the questions I've posed. But, in the final analysis, it is we--you and I--interpreters for deaf persons who will have the responsibility of implementing the findings of these research programs, and we must be ready and willing--or, I should say eager--to use the findings for self-improvement. It is only in this way that our eventual goal, the complete professionalization of the field of interpreting for deaf people, can be achieved.

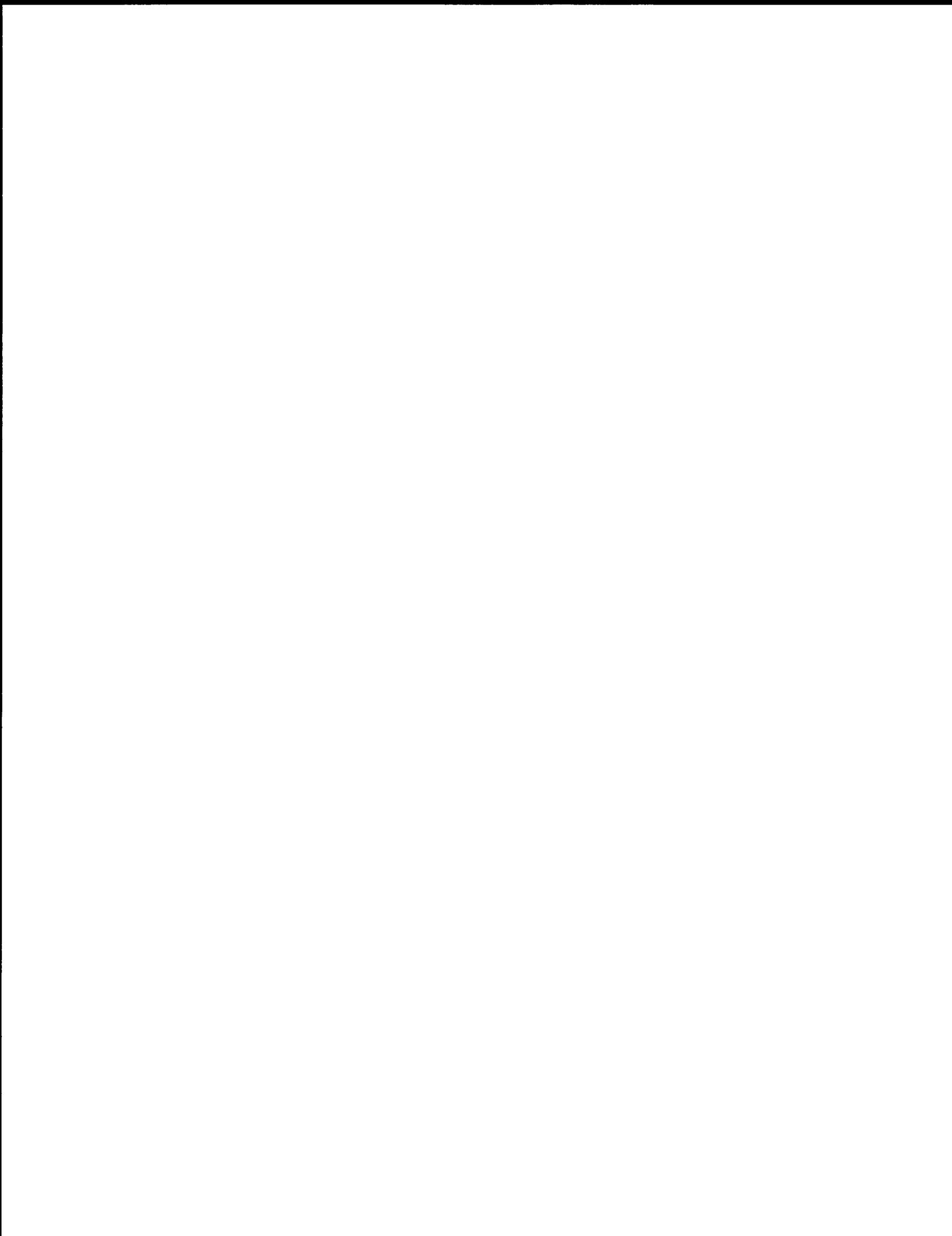


PROFESSIONALIZATION OF INTERPRETING FOR DEAF PEOPLE

Barbara E. Babbini
Institute for Research on Exceptional Children
University of Illinois, Urbana, Illinois

Someone once defined an interpreter for deaf people as a person who takes incomprehensible gibberish and transforms it into comprehensible rubbish for the benefit of the deaf persons present. Very true in many cases, as I can attest, having had many years' experience listening to speakers, many of whose messages were, through no fault of the interpreter, pure rubbish in my opinion. But, I'll defend to my last breath the right of any person to expound his pet theory, rubbish or not, AND the right of deaf persons like myself to hear them out--and decide for ourselves whether they are speaking rubbish, or wisdom. The only way we can do this is by having one of those incomparable, dependable, and vitally necessary individuals--a fully-qualified interpreter for deaf people--present to transform the spoken message into visible language on which we can base our personal evaluations.

I am certain that everyone present is fully aware of the need for fully-qualified interpreters for deaf people. Over the past six years, since the first conference on Interpreting for Deaf People in Muncie, Indiana, in 1964, this has been a topic of continued and increasing interest and concern. More and more interpreters are needed all the time as the deaf people in the country branch out of the traditional areas to which they have been restricted, into the more esoteric areas of communication; attending colleges for those with normal hearing; seeking psychiatric and psychological help; functioning in other fields from which they have in the past been barred by the communication barrier, or which they have entered severely handicapped by their ability to understand only part of what was going on. In addition, better qualified interpreters are also becoming a MUST. As the deaf people of the country begin to flex their economic and intellectual muscles, and become more and more aware of the possibilities opening up to them through the lowering of the communication barrier by the increasing use of interpreters for deaf people, interpreting is leaving the realm of amateur hobbies and assuming the status of a profession. In other words, interpreting for deaf people is no longer a favor conferred by a hearing person who can use manual communication upon a deaf person; no longer a symbiotic, "helping," hobby-type relationship, but a service performed by professionals for potential or actual professionals. And when you step across the line dividing a hobby from a profession, people tend to start expecting of you professional behavior and professional competence. It is no longer enough to be "good enough to help out." It means assuming the responsibility of being professionally qualified to perform the professional services you are expected to deliver when employed as a professional.

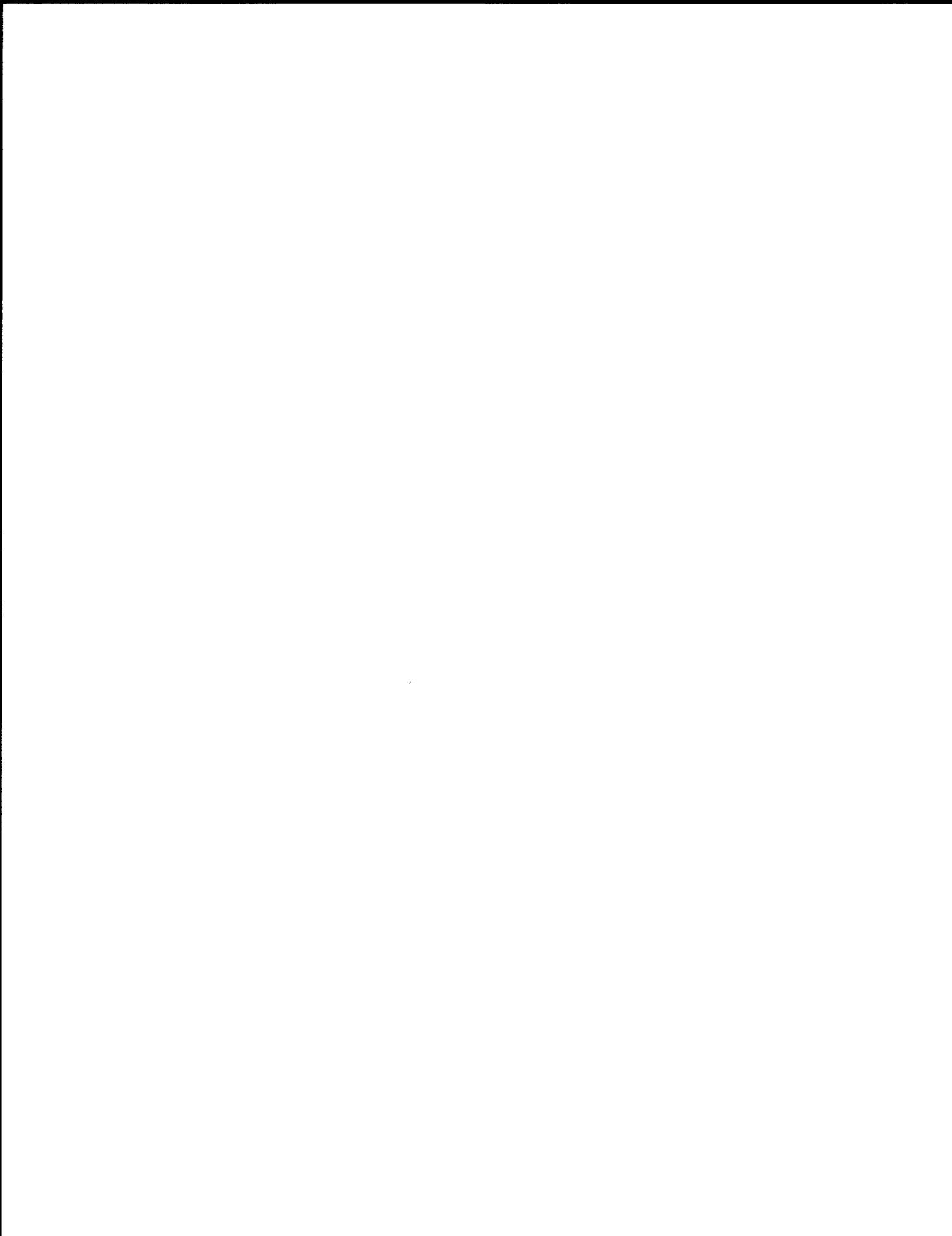


Which gets me into the main track of my speech today--just how do we decide when an interpreter for deaf persons is professionally qualified to interpret in a given situation with a given type of deaf person? What are the standards of performance which distinguish between an interpreter who is professionally qualified to interpret, and one who is not? What are the criteria whereby an interpreter can be classified according to his basic competence, his experience and training, his specific skills--so that he will not be called upon to perform in a situation beyond his range of competence? How do we insure that a judge, needing an interpreter to act as an intermediary between the Court and a low-verbal deaf person, for instance, will get what he needs, and not an interpreter whose sole experience has been with highly literate deaf persons in college-level translating situations? And, finally, just what is it that determines the levels of competency attained by the outstanding interpreter and the mediocre, despite apparently similar backgrounds and experience? Is it a measurable difference in psychomotor abilities? Is it a difference in cognitive functioning? Is it a difference in personality traits or characteristics? Or is it a combination of all three? And, from what types of backgrounds do the currently functioning interpreters for deaf people come?

We, at the University of Illinois, are planning a long-range research program which will be designed to seek the answers to the questions I have just posed. I don't know whether we'll find the answers to all of the questions, but if the proposal is approved, we are certainly going to try.

As many of you know, the University of Illinois has long been interested in the area of interpreting for deaf people. The University sponsored the 3-week Maine workshop in 1965, which resulted in the manual, Interpreting for Deaf People, which has become a bible of sorts in the profession, and has generated a lot of ideas for curricula for training programs for interpreters, among other things. In addition, the interest in Manual Communication has long been evident in the University, since students in the program for training teachers for deaf children are given instruction in the language of signs and fingerspelling as part of their course work. We will be offering two courses in the Fall and Spring semesters of 1970 and 1971--one a beginning course, and the other an advanced course, each of which will offer two semester hours of university credit.

To digress a moment, the University courses in Manual Communication are held in a TV studio, with trained technicians in attendance to televise the classroom lectures, to provide instant replay of individual students' performances, and to provide reviews of the lectures at scheduled times outside of class hours. This has permitted the instructor of the course a means of providing each student with valuable instant feedback on his own performance--and provides other students with important practice in receptive manual communication.



Our current interest in this area began some months ago when we met with several state leaders of various organizations of and for deaf people in Illinois. Among several needs identified at a series of meetings were three which were assigned top priority. These were:

1. The need for a program to train and/or upgrade the potential and current interpreters for deaf people.
2. The need for information on the interpreting population in the State. Some 115 names of self-selected interpreters, mostly in the Chicago area, had been located by an agency in Chicago, the Jewish Vocational Service, but no information was available on the levels of competency among these self-selected interpreters. This problem is not peculiar to Illinois. Can anyone here tell us how many of the current members of the Registry of Interpreters for the deaf are actually qualified interpreters--and how many are well-intentioned, but non-interpreting, supporters of the Registry?
3. The need for methods of evaluating and classifying interpreters according to their levels of competence--which, naturally, meant the development of standards of performance whereby such interpreters could be classified.

I am happy to say that, insofar as we at the University of Illinois have been able to accomplish, the need for a class in interpreting for deaf people will apparently be filled. We have arranged for a course in Beginning Interpreting to be offered under the University Extension Course Program, and it will be taught by Mrs. Lucille Taylor of this city, who will commute between Delavan and the West Chicago suburban high school--Maine Township West--where the classes will be held every Wednesday evening from 7 to 9 p.m. beginning on September 16th. We hope, also, to arrange for a second course to be offered in the Spring Semester--either a continuation of the first course, or a repeat of the first course if too many applicants had to be turned down for the first course. That, however, will be dependent upon the demand for the first course, and Mrs. Taylor's availability to teach the second semester. The course will be held, of course, only if sufficient students sign up for it. That, however, is no longer within our control. It is now up to the organizations and agencies in the Chicago area to insure that sufficient potential students hear about the course and sign up.

We have also conferred with the personnel at the Survey Research Laboratory at the University, and it is likely that we will be able to help with locating and identifying the self-selected interpreters in the State. At this stage, the planning is still very tentative, having mostly to do with methods of locating the people in the state who presumably have some interpreting ability. We are very much open to suggestions on what we might ask these people in a questionnaire once we have them located, which might elicit some information



relevant to their actual ability.

Satisfying the third need, for methods of evaluating and classifying interpreters, will be one of the objectives of a 5-year research program we are now preparing for submission to the SRA for approval. In essence, the project will be a three-pronged attack on the problems of:

1. Methods of evaluation and classification of interpreters for deaf people, which will entail not only the methodology of the evaluative process itself, but also a study of various measures ranging from purely subjective evaluation by panels of judges, through highly objective techniques of analysis of videotapes of interpreters' performances by a variety of methods.
2. A study of the psychomotor abilities and psychological traits of interpreters, and their interpreting and familial histories in an effort to ascertain whether or not there are common characteristics among interpreters for deaf people who display similar levels of competency at their tasks.
3. An exploration of the possibility of developing a predictive test which might permit identification of potentially good interpreters for deaf people early in their careers--perhaps even in beginning classes in Manual Communication--so that these individuals, drafted for accelerated training programs, could become qualified interpreters for deaf people in a drastically shortened period of time.

The University of Illinois has considerable resources we can utilize in this project. Not only do we have experts in testing and test development, trained technicians and statisticians, consultants, and a big IBM Computer to help in analyzing our data, but we also have some expert interpreters, a few of whom just happen to be people who have in the past studied the area of evaluation and classification. Therefore, if it can be done, I think we can do it. And I think it's a start in the right direction, leading to eventual recognition of interpreting for deaf people as a full-fledged professional occupation, with members of the profession ranked and classified according to their current levels of competence, and provisions for upgrading in rank and classification as experience and training warrant. But, research does not take place in a vacuum, so we are open to ideas and suggestions, and would welcome them from you. Especially from you, members of the Registry of Interpreters for the Deaf.



A DEMONSTRATION OF TELEPHONE INTERPRETING SITUATIONS

Lee Katz, Administrative Assistant, COSD¹

Good afternoon. We have come prepared to talk and to engage in a little acting-out of telephone interpreting situations.

What we're focusing on are problems in telephone technique in the office of a deaf person. A very specialized area, to be sure, but a growing one.

Perhaps in Washington, D. C., we are especially conscious of telephone interpreting since our own office, Gallaudet College, The Department of H. E. W., and several home offices of organizations serving the deaf are all located in our metropolitan area. We are exposed to the experience almost daily. We continue to be made aware of more and more secretary-interpreters in cities across the nation and we believe that there is probably a larger demand for them than there are persons available. We view it as an important, new field of specialization and one needing more refinement and technique than it has now.

In the office of the Council of Organizations Serving the Deaf, part of our everyday communication is with our 18 member organizations and those who seek specific information about deafness. But we are also involved with business and industry in certain projects. This means it is not unusual for us to become the place of first encounter with a deaf person, since our executive director is himself deaf. Often that "first encounter" takes place on the phone.

Before we begin our demonstration...and the "first encounter" is an appropriate start....I would like to introduce you to Mr. Mervin Garretson who has been Executive Director of the Council since its inception.²

Along with Mr. Garretson--to assist in this demonstration--I should like you to meet Mr. Edward C. Carney,³ President of the Council of Organizations Serving the Deaf, and Mrs. Agnes Foret of Michigan. We will now try to show you the way we like to see a telephone conversation take place, in an office setting, between the deaf person and a hearing person who has never had this experience before.

(Katz, Garretson, Caller)

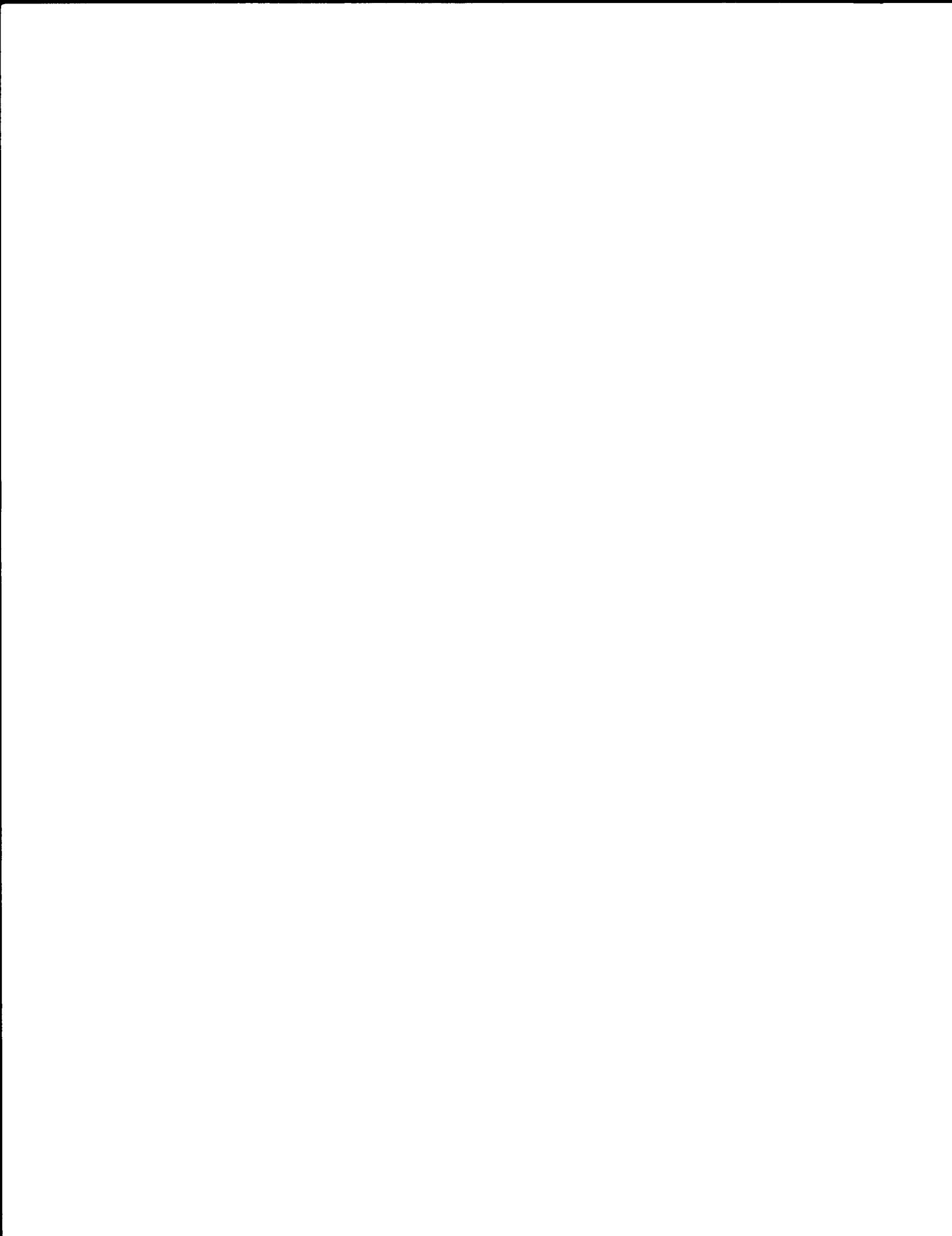
LEE: Good afternoon, Council of Organizations Serving the Deaf.

CALLER: I would like to speak to Mr. Garretson, please.

¹ Now Administrative Assistant to Mr. Garretson at M. S. S. D.

² Now Principal of the Model Secondary School for the Deaf.

³ Now Executive Director of COSD.



LEE: May I ask who is calling?

CALLER: This is Mrs. Hill from New York--the United Nations.

LEE: Just one moment, please.
(Turns and gets Garretson's attention)
Do you know a Mrs. Hill from the United Nations in New York?

GARRETSON: No, I don't recognize that name.

LEE: Mr. Garretson is right here Mrs. Hill, and he does not hear well enough to use the phone. If you will just go ahead and talk as you normally do, I will relay what you say, word for word, and give you Mr. Garretson's response.

CALLER: Oh...I see. Will you tell him that I am with the United Nations Commission on Refugees and that we have letters here concerning 7 deaf people from Poland who want to come to the United States. I have been given your name and that of the Council for assistance in this matter.

LEE: (Signal G to begin) (Use "Mr. Garretson is saying")

GARRETSON: Oh yes Mrs. Hill, I think we have also had some previous correspondence on this. Was one of the people a shoe-maker?

CALLER: That's right, and he is looking for a way to come into the United States and bring his wife.

GARRETSON: If you can hold on a minute, I would like to get my file on this matter.

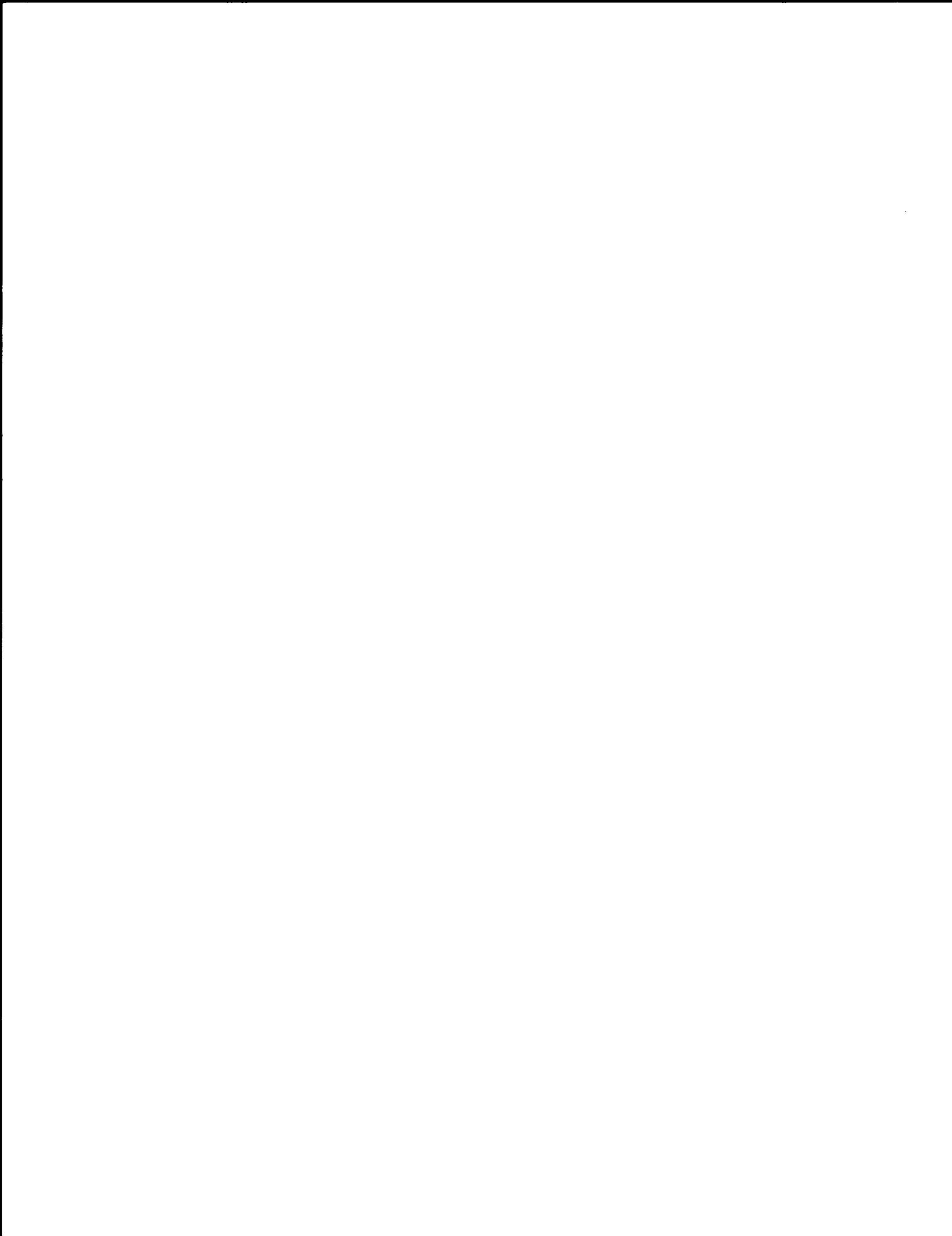
- - - - -

I hope you will agree that this seemed to go fairly smoothly. Making the caller feel comfortable seems to be one of the prime ingredients in setting up a free-flowing conversation on the telephone.

The phrase "May I ask who is calling?" is used not only to determine who it is, but also to determine whether or not it is someone we have spoken with before, or someone we believe does not know he will be conversing with a deaf person.

Giving a hand signal to the deaf person tells him that the caller is waiting for him to speak. This is not always obvious with those people who do not end their sentences.

The phrase "Mr. Garretson is saying" is one I would use at least once to clarify that these are his words and responses, not mine,



because this can be confusing when an interpreter is speaking for the deaf person.

These are really common sense kinds of techniques but let us demonstrate what can and does happen without these aids. We could call it "confusion and discomfort".

(Katz and Caller) (Both do own signing throughout)

LEE: Good afternoon, Council of Organizations Serving the Deaf.

CALLER: Mr. Garretson, please.

LEE: Just one moment, please.

(Take a moment to turn to G, get his attention, and indicate he is wanted on phone.)

He is right here. Do you want to go ahead?

CALLER: Is he on the phone?

LEE: Oh...no...I thought you knew...Mr. Garretson does not hear well enough to use the phone but I am going to interpret for him.

CALLER: Interpret what?

LEE: I will use sign language to tell him what you are saying.

CALLER: You mean he can't hear?

LEE: Yes...He can't hear...But if you will go ahead I will tell him what you are saying.

CALLER: Can he talk?

LEE: I will talk for him.

CALLER: Well look...Maybe I could write him a letter.

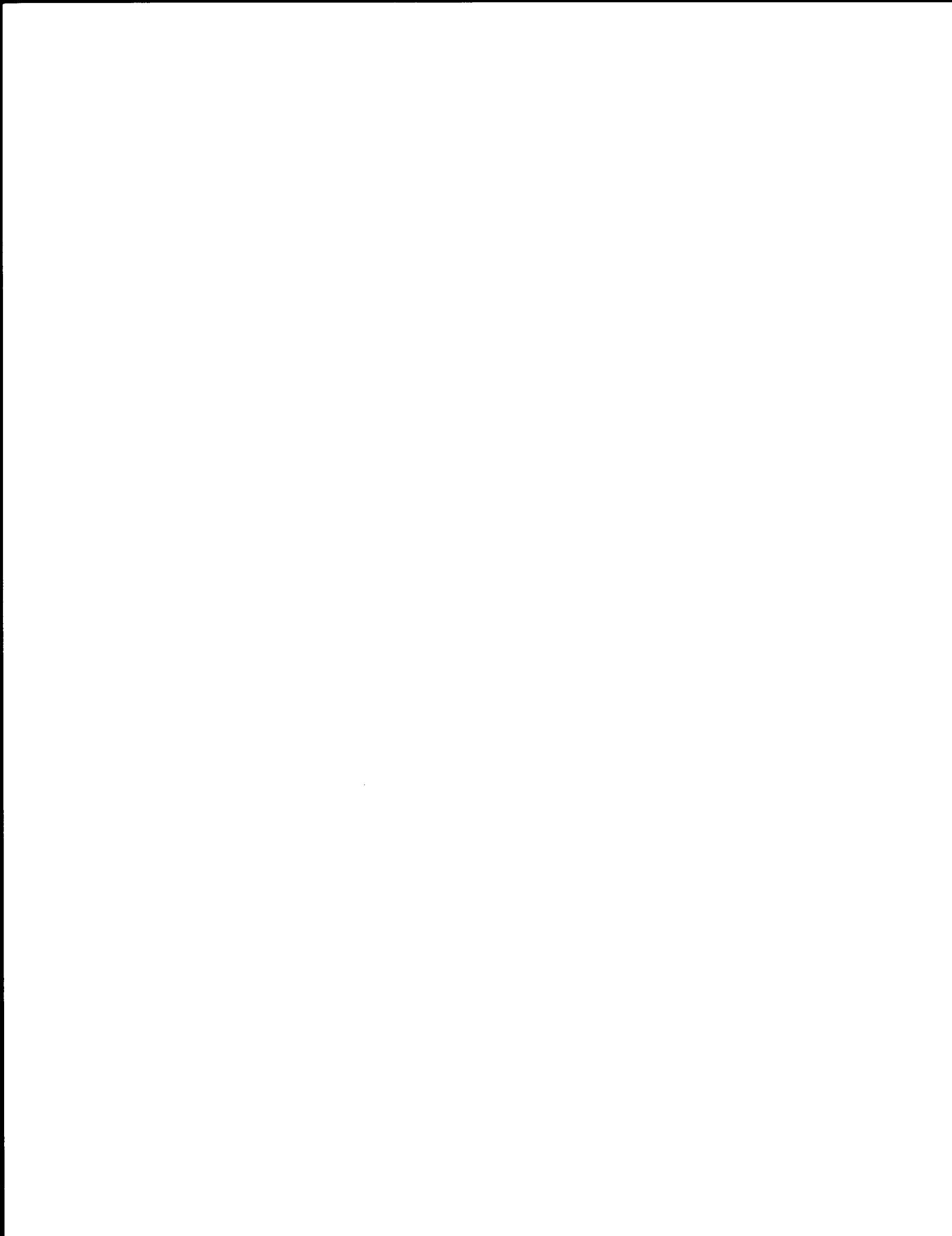
LEE: Really, that is not necessary, if you will just go ahead and talk, I will interpret exactly what you are saying, and tell you exactly what he is saying.

CALLER: Well look...Are you his assistant?

LEE: Yes, I am.

CALLER: Perhaps I had just better talk to you. Do you know anything about deaf refugees?

LEE: No, I'm sorry, I really do not....But Mr. Garretson does. Don't you want to talk to Mr. Garretson?



What you have seen is a caller and an interpreter caught up in a very embarrassing and confusing situation that they do not seem to be able to get out of. It is certainly an inefficient way to conduct business, and only heaven knows the impression left with the caller. We feel that some basic common-sense techniques can overcome this awkwardness and present a more professional interchange.

In our office, we are often involved in telephone conversations with other deaf persons. You have noted that Mr. Garretson prefers not to speak into the phone himself, but this is not so with all deaf persons. We would like now to demonstrate a situation where two deaf persons, one speaking for himself, and one speaking through the interpreter, have some problems because none of them have established ground rules for themselves or their interpreters.

(Katz, Garretson, Foret and Carney)

LEE: Good afternoon, Council of Organizations Serving the Deaf.

SECRETARY: Hi Lee, this is Mary.

LEE: Oh Hi Mary, how are you?

SECRETARY: Okay....But things have been pretty hectic around here. How about you?

LEE: Same here. But Mr. Garretson will be going out of town tomorrow and that will take some of the pressure off.

SECRETARY: Is Mr. Garretson there, now?

LEE: Yes he is. Do you want to speak to him?

SECRETARY: Mr. Carney would like to speak to him.

LEE: Okay....Hold on a minute.

(Gets Garretson's attention and tells him that Carney is calling.)

GARRETSON: Hi Ed....Funny that you called now....I was just thinking about calling you myself.

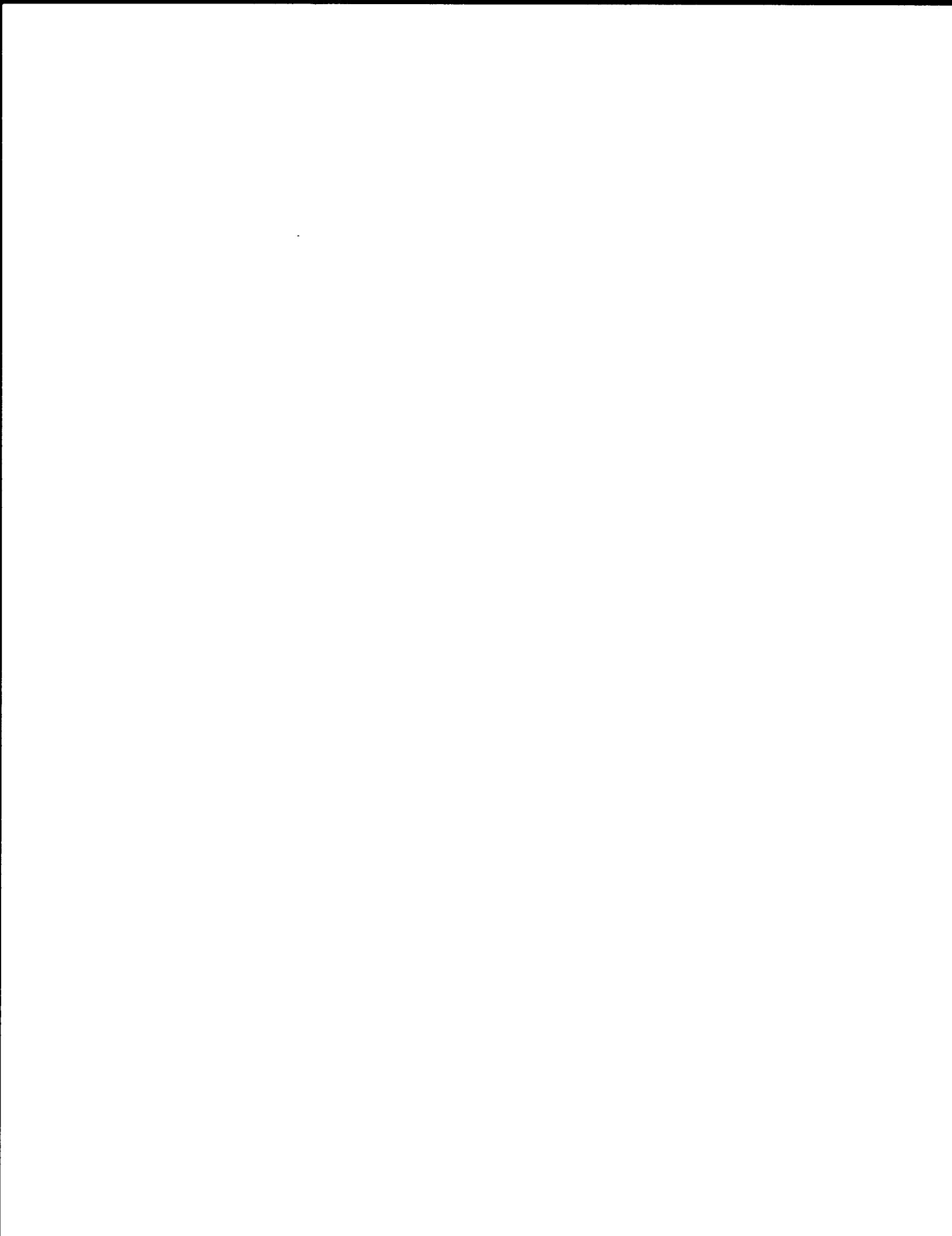
(...no response...Carney is looking away.
wait a little....)

LEE: Mary...Are you there?

SECRETARY: Oh I'm sorry....He was looking the other way. Wait, let me get his attention.

LEE: (Explains this to Garretson.)

SECRETARY: Okay, we're ready now. Let's start.



GARRETSON AND CARNEY SPEAK TOGETHER, ON TOP OF EACH OTHER.

CARNEY: Hi Gary, the reason I am calling is because of this memo I just received.

GARRETSON: Hi Ed, good to hear from you again--I was thinking about calling you a few minutes ago.

SECRETARY AND LEE SPEAK TOGETHER, ON TOP OF EACH OTHER.

SECRETARY: Stop! Let's decide who will go first.

LEE: Wait a minute, everyone is talking on top of each other.
(Lee and Secretary both ask men to stop.)

SECRETARY: Shall I ask Mr. Carney to begin?

LEE: Yes.
(Secretary signals Carney to begin. Lee signals Garretson to wait.)

CARNEY: The reason I am calling concerns the memo I received today about the COSD Board meeting planned for September. Is that definitely to be held in Washington?

GARRETSON: That would be my choice. Financially it would be more costly if we had it in another city so if it is convenient for everyone concerned, I think we should go ahead and have it in Washington.

SECRETARY: Yes....He wants to have it in Washington.

signing
and using
voice

LEE: Hey wait a minute Mary....That's not what he said.

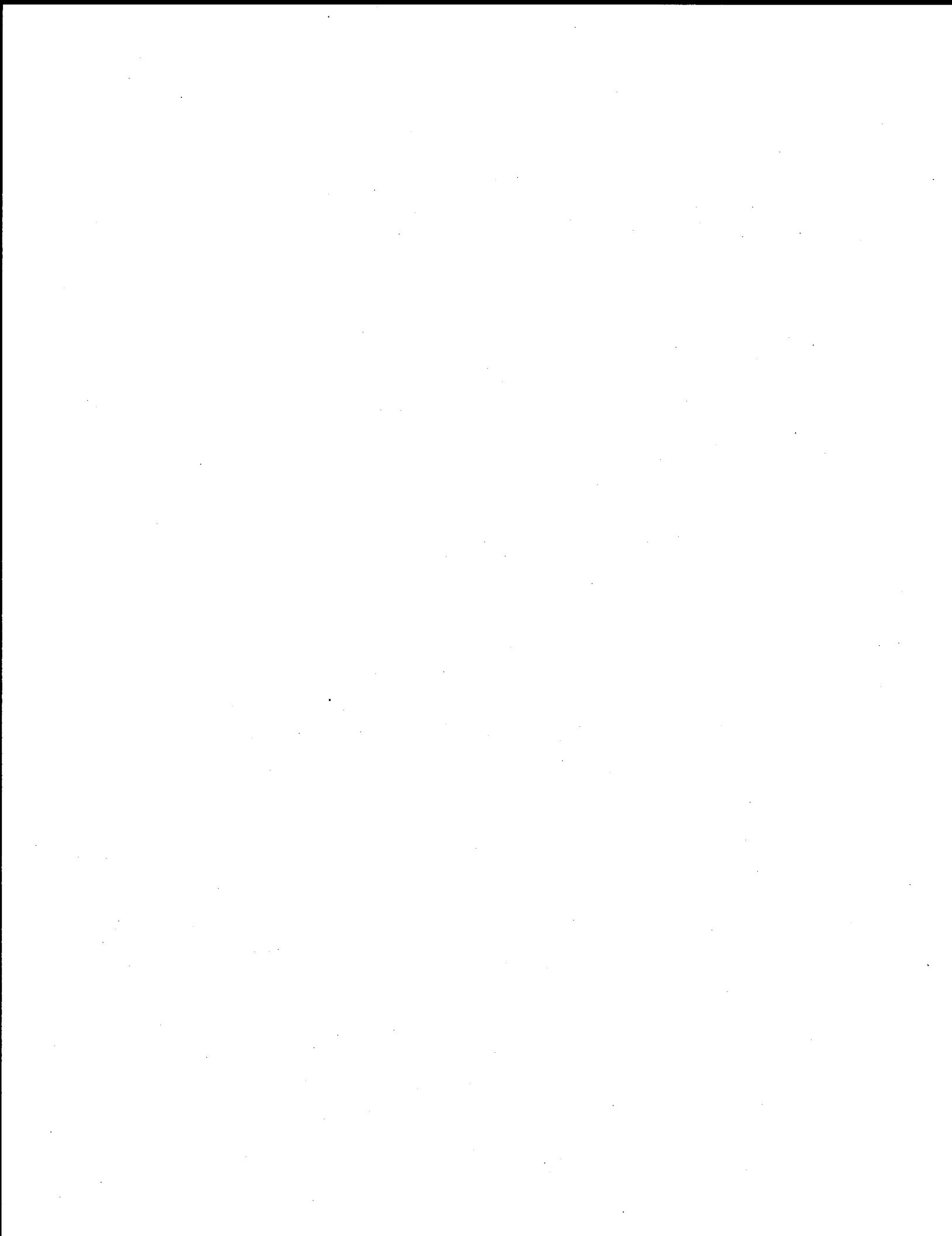
SECRETARY: You mean he wants me to say it word for word?

LEE: He sure does.

SECRETARY: Well Mr. Carney never expects me to do that. But if you insist,...you better let me have it again.

LEE: (Explains to Garretson that it has been condensed and asks that he repeat his last statement.)

GARRETSON: Ed, budgetwise it makes sense to have the board meeting in Washington instead of another city and so long as it is convenient for everyone concerned, I think we should set it up this way.



CARNEY: Okay....That answers my question.
(Carney walks off stage.)

GARRETSON: Fine. Now, while I've got you on the line, there is another matter I want to discuss. Just the other day a young, deaf man dropped by the office....
(Secretary interrupts. Lee signals Garretson to stop.)

SECRETARY: I'm sorry, Mr. Garretson, but Mr. Carney has just left the room.

GARRETSON: He what?

SECRETARY: He thought the conversation was over and he just left the room.

- - - - -

This is a call that deserved to be handled in a professional manner as any office call should be. If you think for a moment that this kind of chaos is being constructed on the stage, just for effect, and does not really happen, I assure you that it does happen. But here again, we believe it could be readily avoided if each of us who are involved, the interpreter and the deaf person, had and used some basic techniques whereby communication can take place in an almost normal manner.

This last bit of acting-out is to portray an entirely different kind of telephone problem that does not effect the caller so much as it does the communication and understanding between the interpreter and the deaf person. It is perhaps the most sensitive problem ...on a telephone...for an interpreter to handle.

(Katz, Caller and Garretson)

LEE: Good afternoon, Council of Organizations Serving the Deaf.

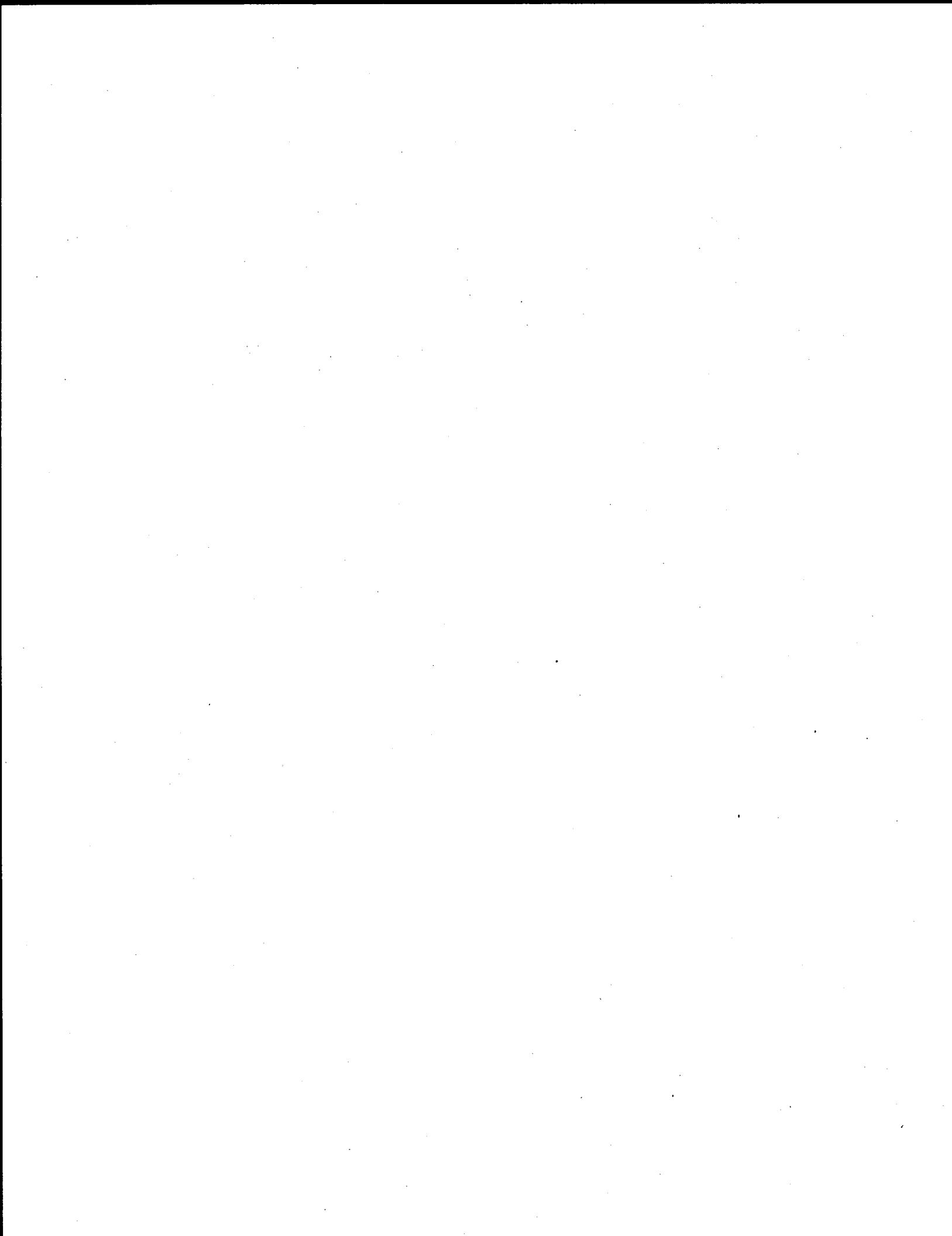
CALLER: Good afternoon. Is this Lee?

LEE: Yes it is.

CALLER: Hi Lee, this is Mary Hill calling from the School for the Deaf in California. How are things going there in the COSD office?

LEE: Just fine Mrs. Hill....It's certainly nice hearing from you again. Would you like to speak to Mr. Garretson?

CALLER: Not just yet. Did you get my letter the other day which explained about our being asked to sponsor some deaf refugees from Poland? It should have reached your office by now.



LEE: Yes I am quite sure I saw that letter. It must have arrived yesterday morning.

CALLER: Well I'm glad you saw it. Actually I have some ideas about helping these people, obtaining some sponsors for them and places of employment and I'd be interested in having your response about it. Let me tell you what I have in mind and you can talk to Mr. Garretson about it later on.... Then call me back and let me know what he thinks.

LEE: Well, all right, if you want to go ahead, I'll take some notes on it and bring it to Mr. Garretson's attention.

(Lee to audience: "This is what can happen after a conversation like this." Lee gets attention of Garretson.)

LEE: Mrs. Hill from California just phoned and wanted to talk about assisting those deaf refugees who want to come to the United States.

GARRETSON: Well why didn't you call me?

LEE: She said she wanted to talk to me and that I could tell you about it.

GARRETSON: Did you tell her I was here?

LEE: Yes I did, but she said she wanted to talk to me.

GARRETSON: Oh....Are you an authority on deaf refugees?

LEE: No, I'm not an authority on deaf refugees, but the woman said she wanted to talk to me!

GARRETSON: Well then....Let's hear how you handled it.

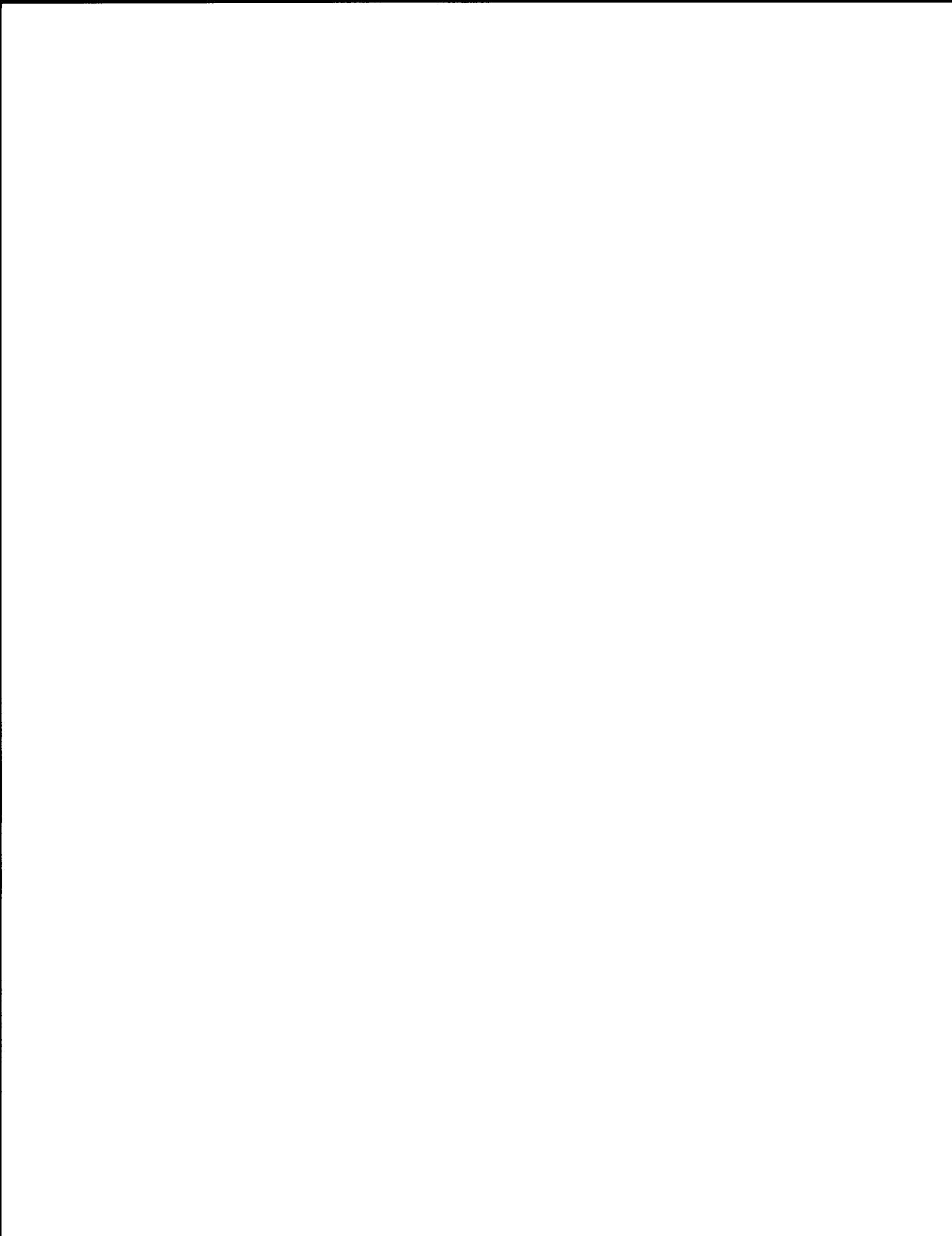
LEE: I didn't try to 'handle it'....I just tried to be polite.

GARRETSON: Then you should have told her politely I was here and that I would handle my own phone calls.

- - - - -

This is a rough one, but even in this kind of situation, we have found the use of some specific phrases to be of help. For example: "Here is Mr. Garretson now. Give me a moment to quickly brief him on what you've said so far." This can set up the desired communication between the caller and deaf person without ruffling anyone's feathers.

I would like to thank Mr. Garretson, Mr. Carney and Mrs.



INTERPRETER EVALUATION

Carl J. Kirchner, President
Southern California Registry of Interpreters for the Deaf

Evaluation of interpreters, as you know, has come into focus as an increasingly critical need. Chapters are attempting to understand the evaluation process and apply techniques in evaluating members to the advantage of the interpreter and the consumer, the deaf adult. Because Southern California Registry of Interpreters for the Deaf (S.C.R.I.D.) has initiated such a program, I have been asked to share some ideas relevant to the process of evaluation with you.

Our first workshop, "Professional or Amateur," gave us the impetus to act. Dr. Lloyd Johns, in his speech at this workshop, stated:

"A certificate or license to practice indicating areas of special training should be a part of the certification process. This certificate should be based on training and demonstrated skill."¹

In addition, Ralph White's comments in the Texas Society of Interpreters for the Deaf Newsletter of March 1970 stated:

"Certification - popular or not - continues to be the raison d'être of the Society. Two attempts at some semblance of certification have proven almost disastrous for its morale and raised serious doubts concerning its effectiveness. Since the Irving Annual Meeting in 1968, certification has become a silent issue. We have paid lip-service to its importance, but avoided any further concrete action on it. If the Society is ever to attain professional status, it must come to grips with this problem. If it does not have the heart nor will to do so, then it no longer has any legitimate reason to exist."

With these challenges, S.C.R.I.D. undertook the task of setting up workable procedures for interpreter evaluation.

The most important function has been that of informing members of developments and encouraging dialogue with them regarding evaluations. This is important so that fears and misunderstandings can be allayed. A committee was picked to establish evaluation procedures. The committee is composed of four hearing persons and four deaf persons. The hearing individuals are children of deaf parents who come from various home backgrounds and are competent interpreters in various settings. The hearing impaired individuals are persons

¹Johns, Lloyd, Ph.D., "Professional or Amateur," Proceedings No. 1, S.C.R.I.D., p.30



with wide varieties of educational backgrounds and philosophies in communication. Thus the eight member committee well represents the organization and the interpreting profession. The committee met often and formulated the following guidelines for the evaluation of interpreters:

The evaluation of each interpreter is solely for his own growth. It is not meant to be a frightening experience nor one that will be derogatory. The evaluation session is to be a positive, helpful situation in which the interpreter will learn of his strengths as well as his weaknesses as he strives to be professional in rendering a service to the hearing-impaired. All records will be kept confidential. Once a person receives a satisfactory score on his evaluation, his name will be placed in a registry showing that this person has basic certification from the organization.

GENERAL INTERPRETING SKILLS (G.I.S.) is the first evaluation for an interpreter. This evaluation is done in six areas and takes approximately one hour. The areas covered in the evaluation are:

Personal Interview
Test of Basic Signs
Fingerspelling Skill
Manual Communication Skills
Reverse Interpreting Skills
1. A signed talk
2. A dialogue among deaf individuals (See addendum A)

If the person gets a satisfactory rating, he will receive his G.I.S. Certificate which states that he has a basic competency in interpreting.

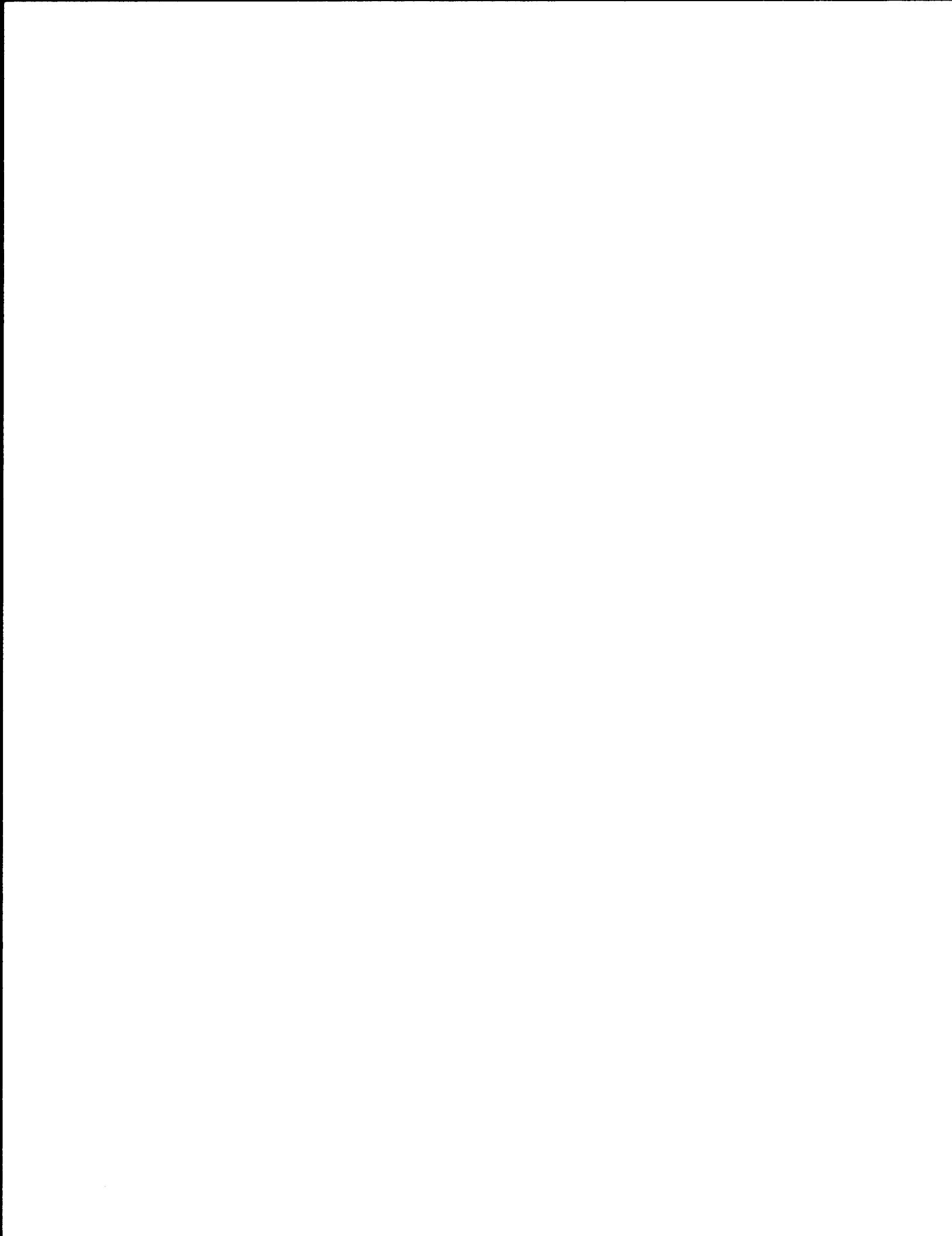
He may then be evaluated for a specific area in which he may wish to work. The specific areas of evaluation are:

Artistic	Oral
Educational	Platform
Juxta (one-to-one)	Religious
Legal	Tactile (Deaf-Blind)

The program for evaluating these specific areas will be devised in this coming year. (See addendum B).

The evaluation for the G.I.S. will be done by an evaluation committee comprised of:

2 hearing-impaired persons
2 hearing persons
1 hearing or hearing-impaired person from outside the S.C.R.I.D. area



The committee members will receive no reimbursement for their services. There will be two committees functioning with a chairman for each. The two committees serve a dual function:

1. To help facilitate the evaluation process
2. To act as an alternate evaluation committee for persons dissatisfied with their first rating

The committee is asked to serve for two years.

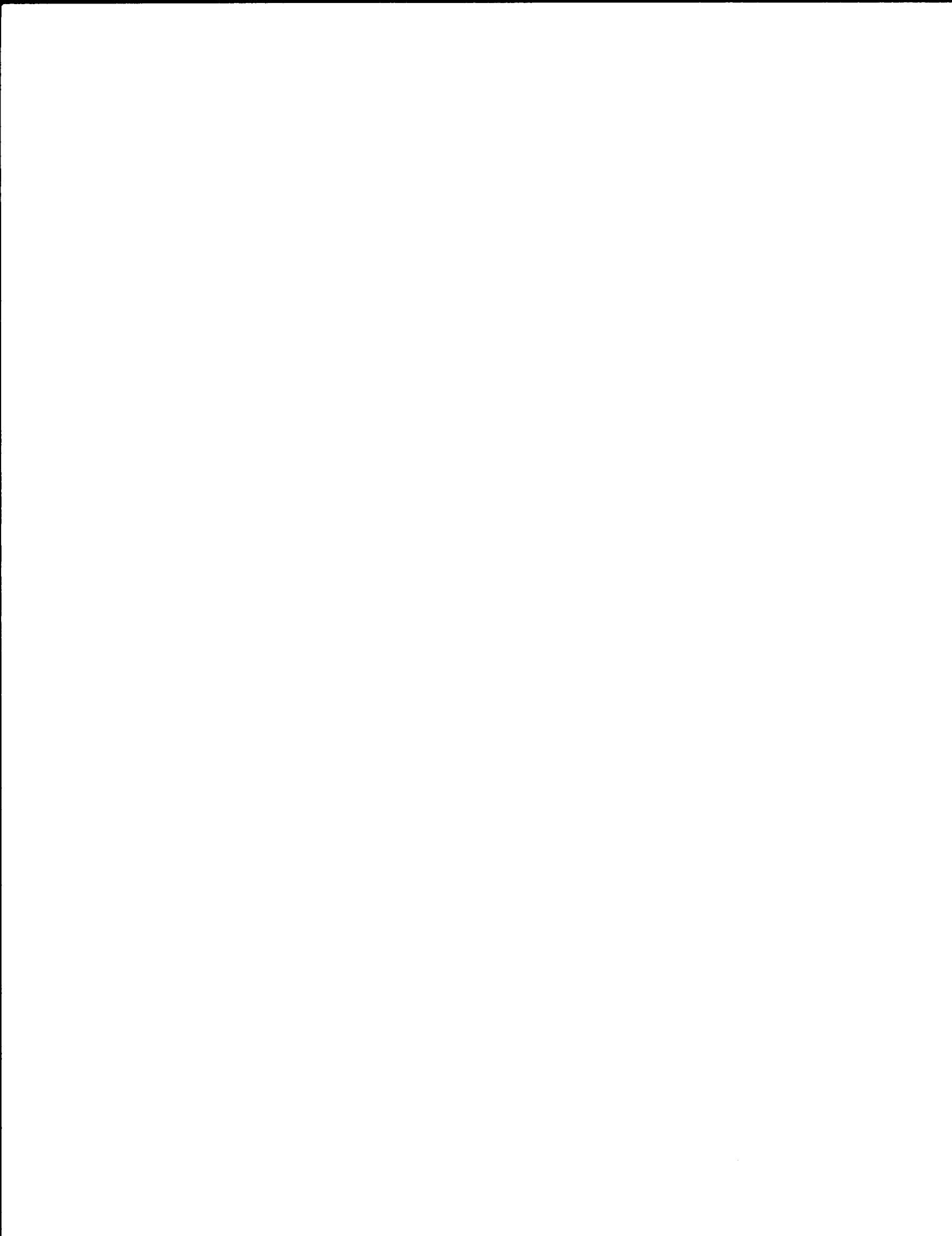
The committee will rate on a 5-4-3-2-1 scale (see addendum C). When completed, the interpreter will receive a composite graph of the ratings which shows his strengths and weaknesses. (See addendum D). This is done to eliminate grades or percentages which are limiting and nondescriptive. The interpreter should then study his graph to determine his competency. Each interpreter will also be asked to give some feedback about the evaluation session which will also be taken into consideration in the graph analysis. In order to receive the G.I.S. Certification, the interpreter must score above the broken line on the graph in the first four areas and show at least one score above the line in the 5th and 6th area.

An interpreter making an unsatisfactory graph analysis score will need to wait six months before reevaluation. During this time, it is hoped that he will improve in the areas of unsatisfactory performance. For his second evaluation, he may choose the original evaluation committee or appear before the alternate one.

The G.I.S. Certificate is good for five years from the date of issuance. It can be renewed by doing one of the following:

1. Attending an Accredited Workshop
2. Taking a course in Manual Communication or Interpreting
3. Interpreting at a National Workshop (25 minimum clock hours)
4. Teaching a class in Sign Language
5. Going through the evaluation again

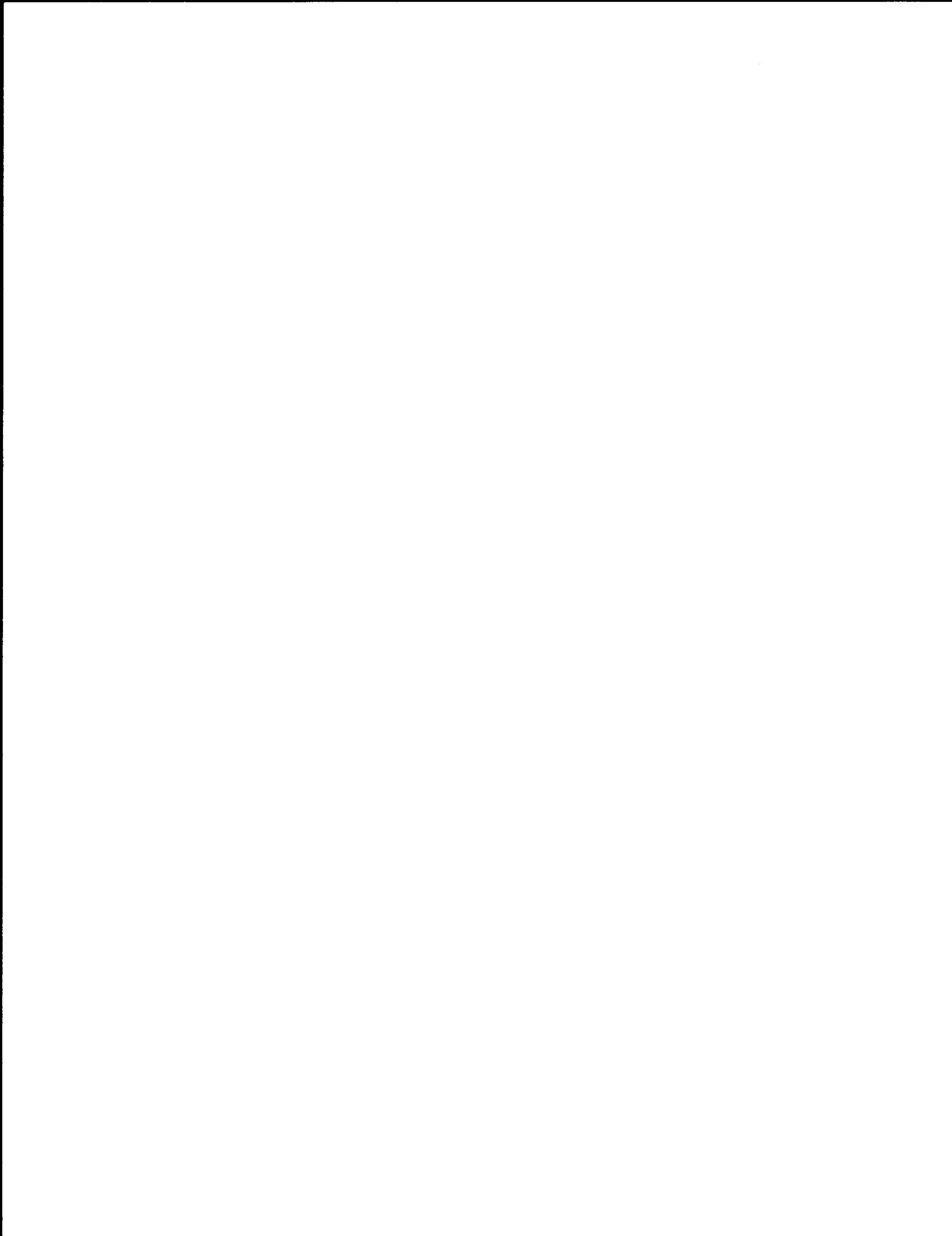
The renewal will be accepted if it is done by the interpreter within the three years before the expiration of his current certificate. The interpreter will be responsible for presenting some verification of his work to the current chairman of the evaluation committee.



There is no charge for this evaluation and certification at the present time. However, it was suggested that a nominal charge be made since all professional organizations charge a certification fee. This is a way of aiding the treasury.

Materials for use in the evaluation process have been produced and S.C.R.I.D. is willing to share them with other groups.

Again, may I repeat, our sole purpose for evaluating interpreters is to aid the interpreter in professional growth so that he can provide the hearing-impaired with the best interpreting services possible.



Format for the General
Interpreting Skills Evaluation

TIME: 1 hour in length

1. 10-15 minute interview

(Interpreter is expected to participate in a dialogue using signs and fingerspelling)

Interpreter to be evaluated on personal background.

- a. Appearance
- b. Knowledge of General Signs
- c. Philosophy--the role of an interpreter

2. 10 minutes

Test of knowledge of basic signs (100 common words to be signed)

3. 5-10 minute taped speech

Persons will be required to fingerspell it. Evaluate:

- a. Clarity and speed
- b. Simultaneous spelling
- c. Position of hands
- d. Rhythymical flow

4. 5-10 minute taped speech

Persons will be required to fingerspell and sign. Evaluate:

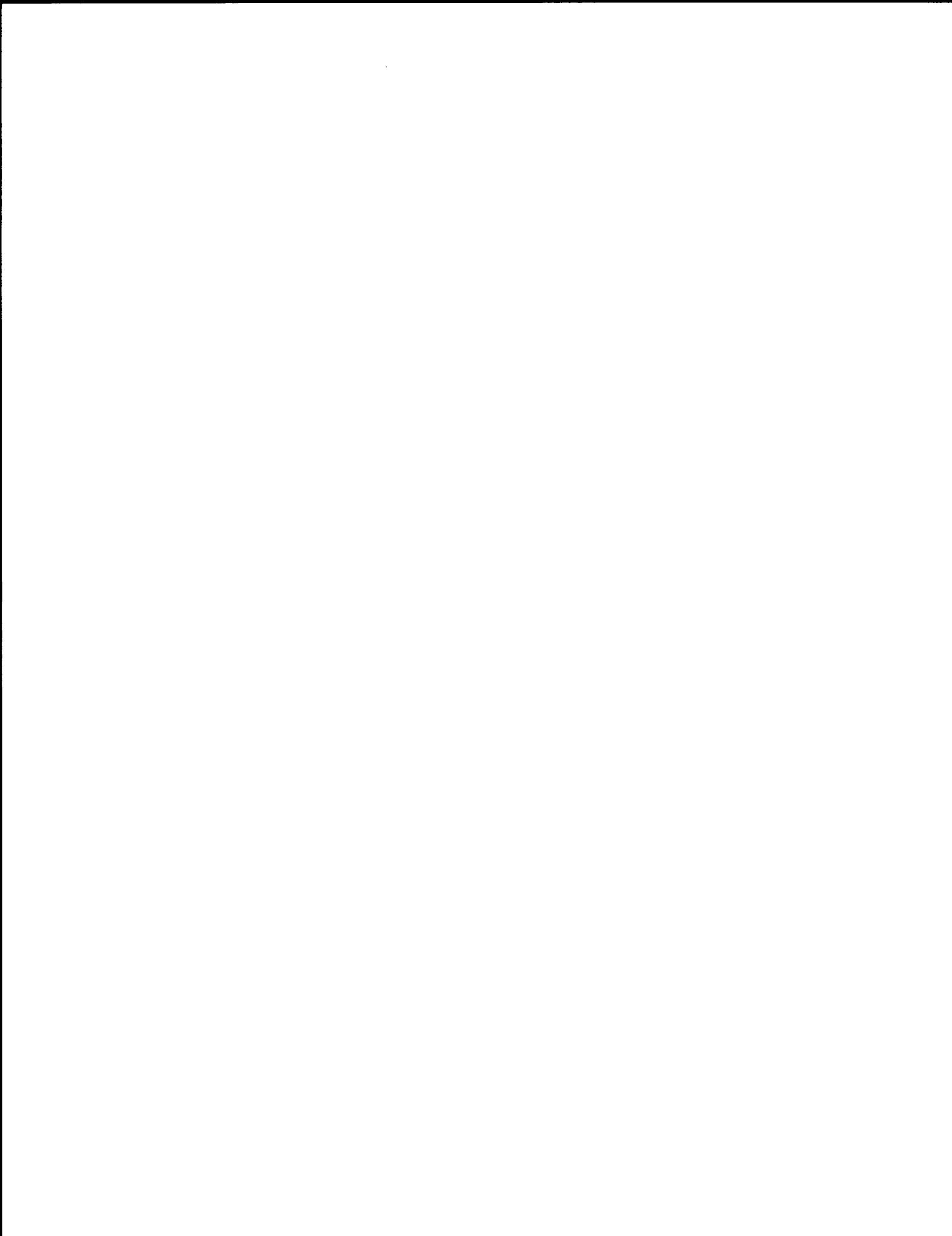
- a. Knowledge of signs
- b. Simultaneous signing
- c. Syntax of signs appropriate to the situation
- d. Clarity of signs
- e. Rhythymical flow

5. 5-10 minute video taped presentation

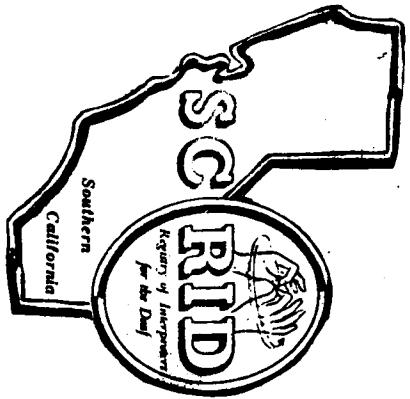
Reverse interpreting for a situation. Interpreter will reverse interpret what is seen on video tape.

6. 5-10 minute video taped dialogue among deaf people

Reverse interpret



SOUTHERN CALIFORNIA REGISTER OF INTERPRETERS FOR THE DEAF



_____ is awarded this _____ certificate of competency in

GENERAL INTERPRETING SKILLS

in recognition of his/her ability to
perform basic interpreting services for
the hearing impaired

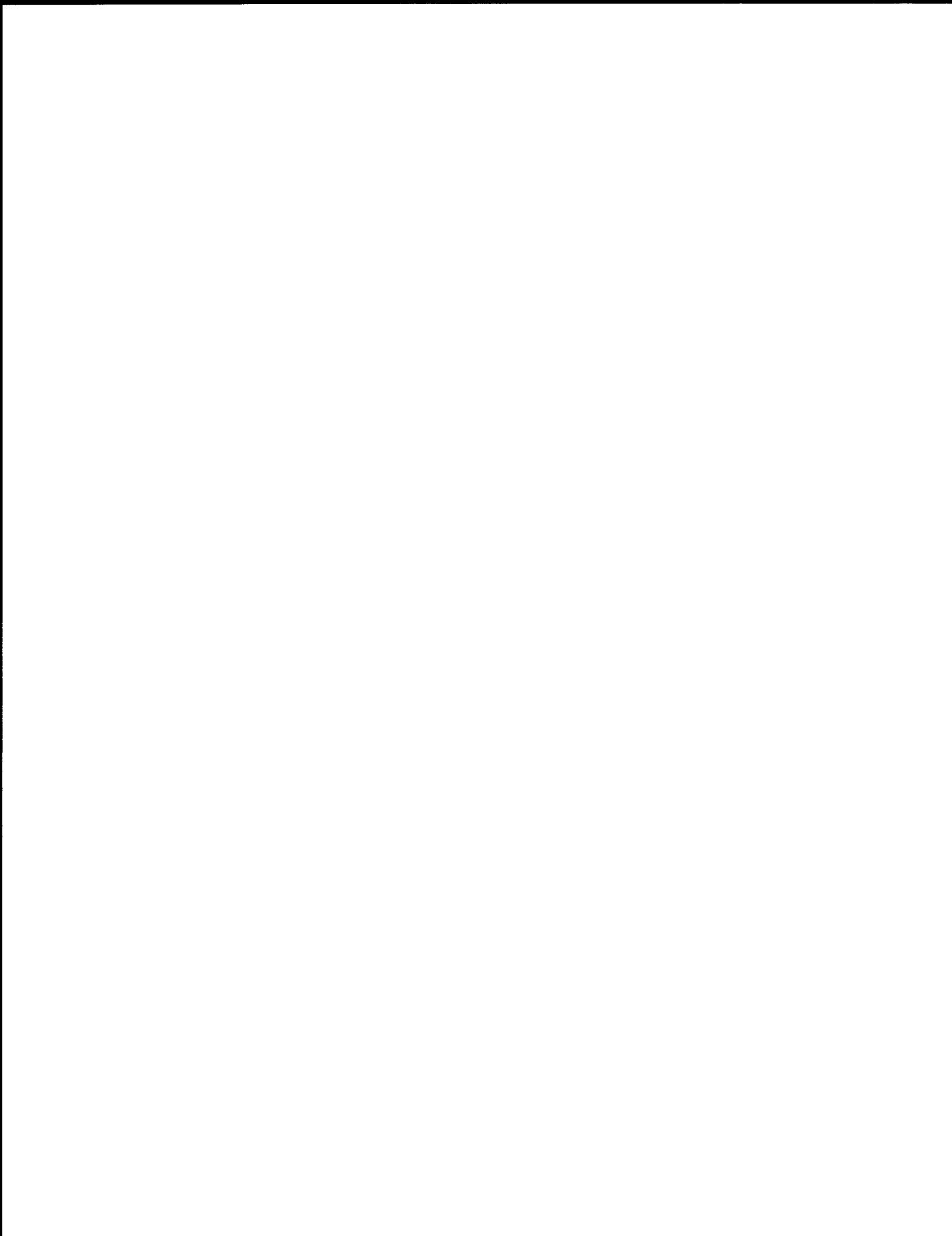
Committee Chairman _____

Date of Issuance _____

President - SCRID _____

Specific Interpreting Skills
Artistic _____
Educational _____
Juxta _____
Legal _____
Oral _____
Platform _____
Religious _____
Tactile _____

(Competency in any of the above areas is indicated
by date of examination and authorized signature.)



ADDENDUM C

**EVALUATION FORM
(For Committee Use Only)**

Date of Evaluation

Interpreter

Committee Member

Please circle the rating you feel the interpreter should receive for his performance in each area. 5 indicates top performance and 1 indicates an extremely poor performance.

I. INTERVIEW

a. appearance	5	4	3	2	1
b. Knowledge and use of signs	5	4	3	2	1
c. Philosophy--The role of the Interpreter	5	4	3	2	1

II. KNOWLEDGE OF BASIC SIGNS

III. FINGERSPELLING

a. Clarity and Speed	5	4	3	2	1
b. Simultaneous spelling	5	4	3	2	1
c. Position of hands	5	4	3	2	1
d. Rhythymical flow	5	4	3	2	1

IV. MANUAL COMMUNICATION

a. Knowledge of signs	5	4	3	2	1
b. Simultaneous signing	5	4	3	2	1
c. Syntax of signs appropriate to the situation	5	4	3	2	1
d. Clarity of signs	5	4	3	2	1
e. Rhythymical flow	5	4	3	2	1

V. REVERSE INTERPRETING--SPEECH

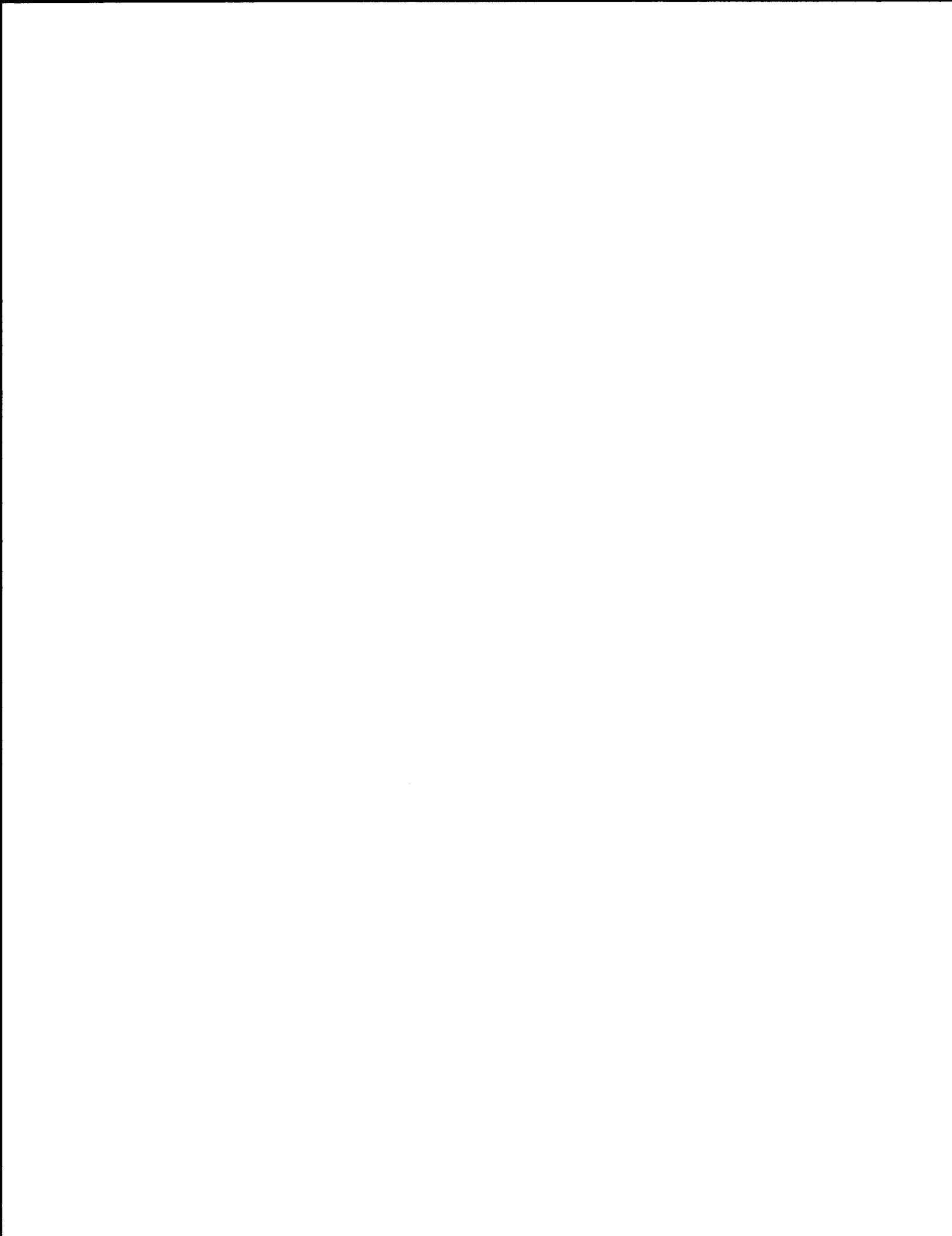
a. General comprehension	5	4	3	2	1
b. Ability to translate into English	5	4	3	2	1

VI. REVERSE INTERPRETING--DIALOGUE

a. General comprehension	5	4	3	2	1
b. Ability to translate into English	5	4	3	2	1

ADDITIONAL COMMENTS:

INTERPRETER'S FEEDBACK:

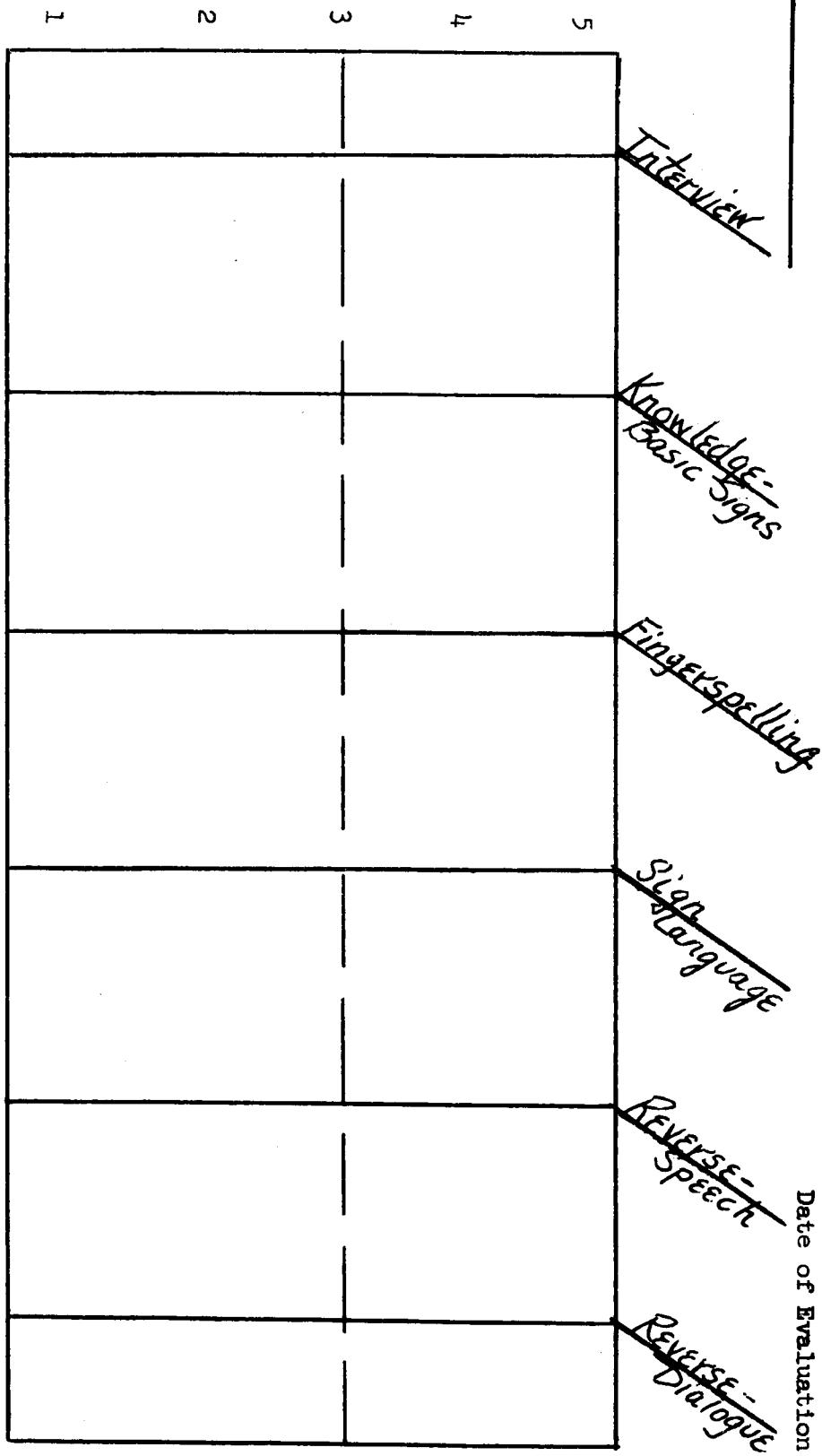


Committee Members

GENERAL INTERPRETING SKILLS
Composite Graph

Interpreter _____

Date of Evaluation _____



Comments: _____



CARDS ON THE TABLE

Robert R. Lauritsen
Coordinator, Technical Vocational Program for Deaf Students
TVI, St. Paul, Minnesota

For the past year the "cards have been on the table" at the St. Paul Technical Vocational Institute (TVI). In our times, when it is important, if not critical, to "tell it like it is," the approach of openness and honesty about deafness, about deaf people, and deaf individuals has paid rich and rewarding dividends at TVI.

In one short year, 69 deaf students from 16 states and Canada have blended (integrated) into the total structure of St. Paul's Technical Vocational Institute educational system. The initial success of educating post-secondary age deaf students into a hearing environment can in large part be attributed to a "cards on the table" approach. The immediate benefactors of this educational venture are not only the initial 69 deaf students, including 10 graduates, but also the 1,800 hearing students in daily attendance at St. Paul TVI, and the regular faculty at St. Paul TVI.

As in any new program, there are certain clearly identifiable patterns of service, which will be enumerated later. There are also intangible, subjective and less identifiable patterns of service. Briefly these could be described in gross categories of 1) staff integration, 2) student integration, 3) general acceptance of students regardless of race, color, creed, or handicapping condition by the total administration, faculty, and support personnel found in the St. Paul School System.

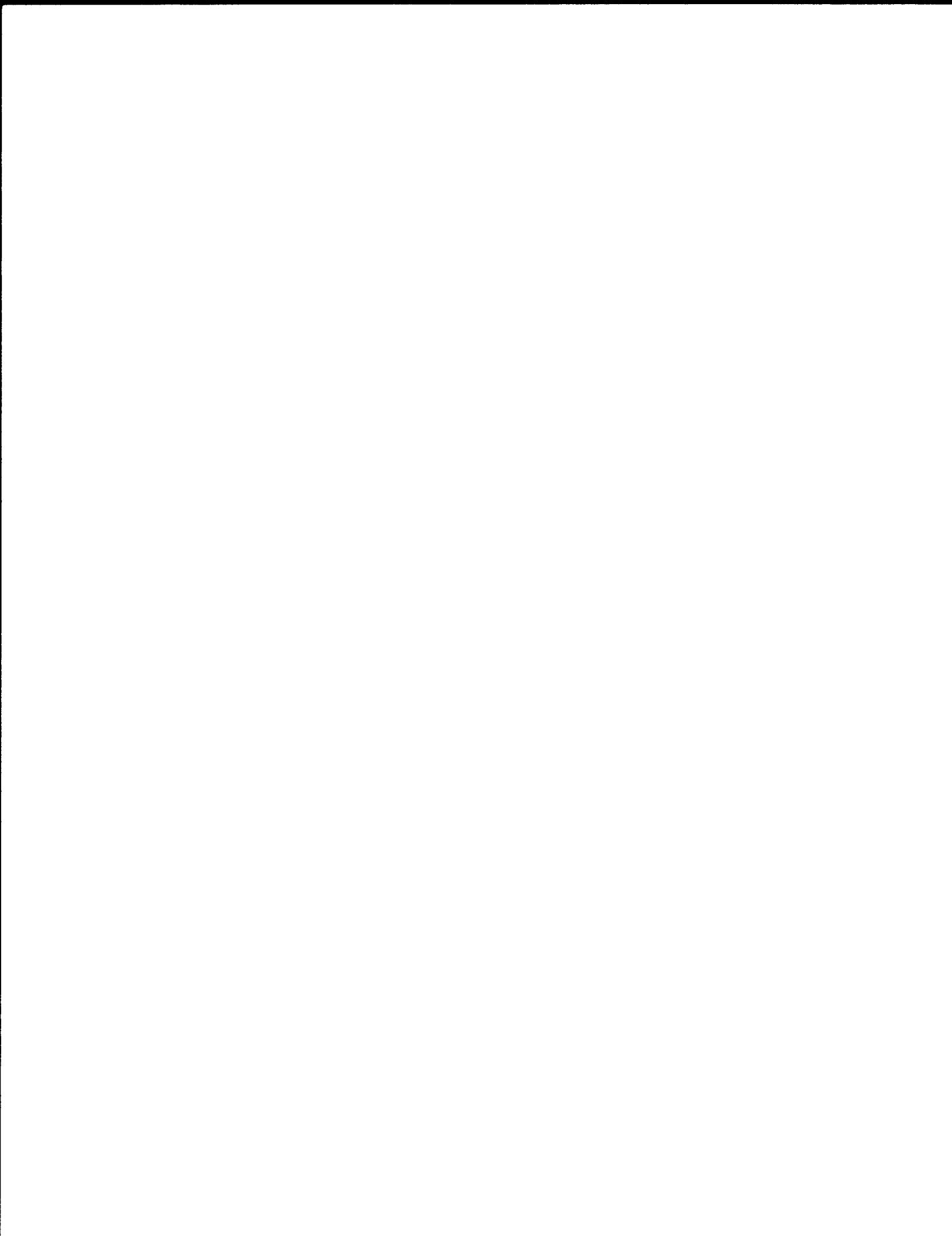
The purpose of this paper is to point out certain operating conditions of one of the vital, and clearly identifiable patterns of service available to deaf students at St. Paul TVI; namely, interpreting.

There are three basic questions regarding the use of interpreters that I have been asked to discuss. The three questions are:

1. How are interpreting services used?
2. How are interpreting services organized?
3. How are interpreting services coordinated?

In order to answer these questions, I would first like to briefly describe the setting that forms the basis for this attempt at answering these questions. Also, during the course of this paper, I will touch on a number of other questions and subjective answers relative to the role of an interpreter in an educational setting.

St. Paul TVI is one of the three federally-funded programs designated to provide post-secondary technical vocational training for



deaf students. We are currently in our second year of a five-year project. These projects are funded jointly by the Social Rehabilitation Services and the Office of Education, both of the Department of Health, Education and Welfare.

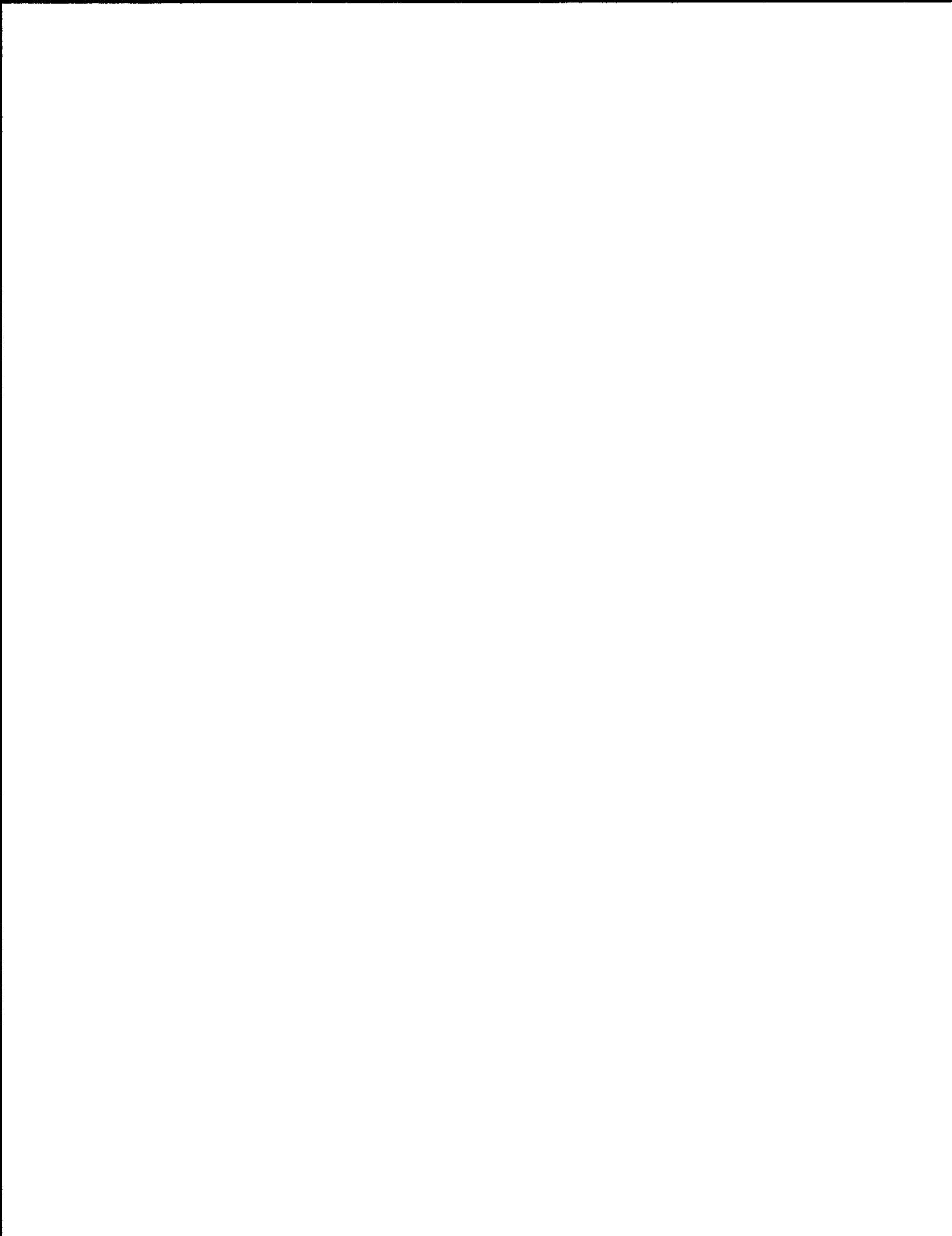
The city of St. Paul has provided technical vocational education for 47 years. In 1966, TVI moved into its present building, a five-story building with 391,600 square feet of space (over 9 acres) on a site of 21 acres. Replacement cost for TVI in 1970 would surpass sixteen million dollars (\$16,000,000) in terms of building and equipment. Daytime enrollment of post-secondary students exceeds 1800 students. An additional 6,500 adults pursue continuing education in the evening school. There are 161 teaching stations with over 100 day faculty and 450 evening faculty. The annual operating budget for TVI exceeds two million dollars (\$2,000,000).

There are four major divisions of training at St. Paul TVI comprising 40-plus areas of training. These four major divisions are The Trade & Industrial Program, The Technical Program, The Business and Administrative Program, and The Health & Service Program.

The Technical Vocational Program for Deaf Students functions as an integral part of the Institute at large. The staff of the Program for Deaf Students consists of a coordinator, assistant coordinator, two counselors, three instructors, six full-time interpreters, four part-time interpreters, plus secretarial and selected tutorial staff. The number of interpreters varies according to student needs.

The majority of deaf students entering TVI for the first time are admitted directly into the Preparatory Program. The Prep Program is self-contained and taught by teachers of the deaf. Students may matriculate one, two, or three quarters in the Preparatory Program. Courses taught in the Preparatory Program include Personal Management, Reading, English, Mathematics, and Vocational Exploration. Additionally, courses are taught in Manual Communications for students lacking adequate oral or manual communication skills. Further training in auditory training and speech therapy is available. Physical Education and specialized tutoring are also an integral part of the Preparatory Program.

Upon completion of the Preparatory Program, deaf students enter one of the 40-plus regular training areas available. From this point on, deaf students matriculate with hearing students for all, or a majority of their class work. The average class size at TVI is 19 students. To date, deaf students have been enrolled in 16 of the major training areas. The number of deaf students in class with hearing students has varied from 1 to 6. Stating this another way, certain classes contain on the average of 1 deaf student and 18 hearing students, 2 deaf students and 17 hearing students and 3 deaf students and 16 hearing students and so forth.



In the simplest of terms, deaf students at TVI are identified by project staff as preparatory students, or regular students. The regular students receive the following identifiable services:

Interpreting
Note-taking
Counseling
Tutoring
Related Class Instruction from Prep Instructors, for credit,
as necessary
Auditory Training, as necessary

Let us move back in time one year, to the summer of 1969. At that time there were no interpreters working at St. Paul TVI, in the city of St. Paul, or for that matter, in the state of Minnesota. Further, there were no specific guide-lines as to:

1. the need for interpreters at TVI
2. job description or criteria
3. qualifications for interpreters
4. recruitment processes
5. salary range

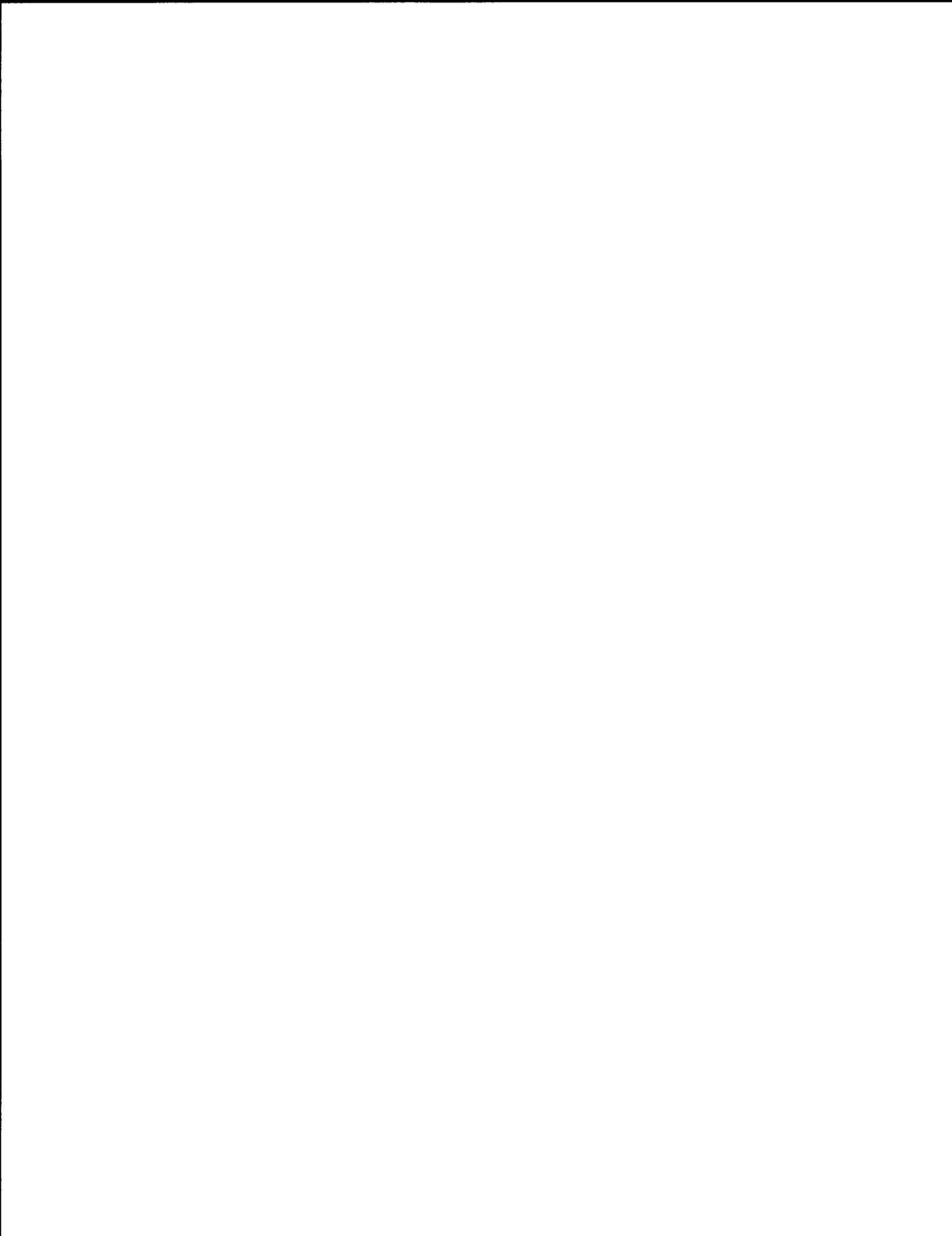
A number of basic decisions surrounding these questions had to be made, and made quickly because 40 deaf students, including 25 preparatory students, and 15 regular students were going to be in residence on September 5th.

The fact of regular deaf students determined that there would be a need for interpreters. Parenthetically, it should be indicated that the rationale for interpreters in an integrated setting had been part of the stated rationale, not only in TVI's application to the Department of Health, Education and Welfare, but also in the original application for the Delgado and Seattle Programs. The number of interpreters at TVI was "guesstimated" according to known daily schedules of the expected number of regular deaf students.

It was necessary to establish a job description, excerpts of which read:

Interpreters change simultaneously, spoken language into finger spelling and sign language, and conversely, change, simultaneously, fingerspelling and sign language into spoken language. Interpreters should be able to perform their tasks with fluency. Interpreters should be members of, or eligible for membership in the Registry of Interpreters for the Deaf.

Project interpreters will have broad and varying responsibilities designed to transmit all oral communications by administrators and faculty to deaf students by means of manual communication. Interpreters will accompany deaf students to classrooms, shop areas, assemblies, and other areas as appropriate. Interpreters



may also be utilized during professional meetings. With selected students, interpreters may act as instructors/tutors in the use of manual communication. Interpreters will also perform additional tasks as required, related to the project and technical-vocational education.

Job descriptions are vital to selection of candidates...once candidates become available.

And how do candidates become available? The grape-vine effect, well known to deaf people, proved, and continues to prove, invaluable in soliciting interpreter candidates. Special thanks are certainly due to the Minnesota Association of the Deaf, its leadership, and its membership in providing candidates. Other methods which have proven successful in soliciting interpreters, are contacting vocational rehabilitation personnel, pastors who work with deaf persons, sign language class rosters, and selected educators in the field.

Once the job description is available and candidates become available, what is the selection process? TVI's format was to select a chief interpreter in addition to a regular interpreting staff. Interpreter qualifications are well known to the membership of R.I.D.

These basic qualifications, because they are well and amply stated in other sources, will not be enumerated here.

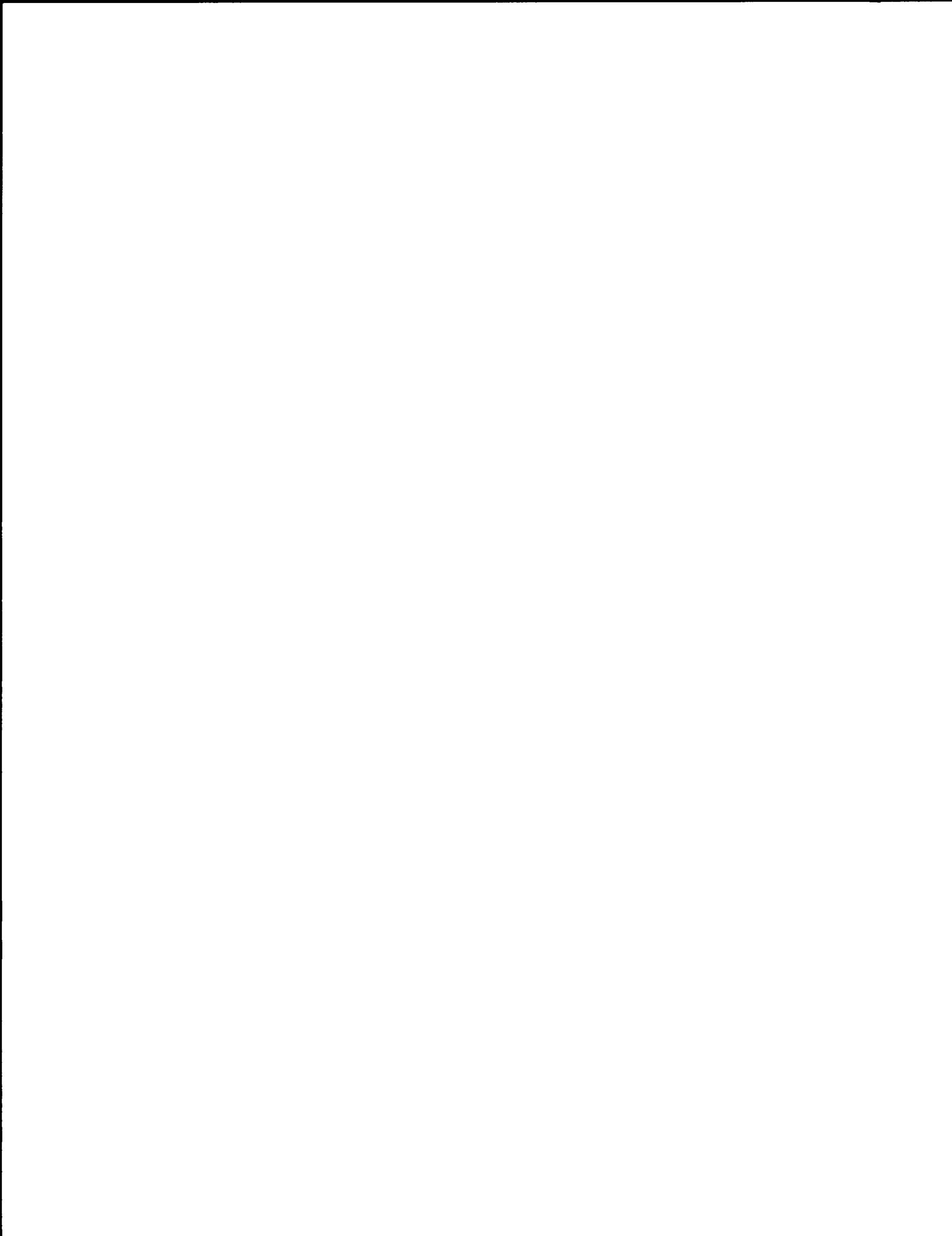
In addition, however, to basic, or advanced knowledge and/or experience in fingerspelling, sign language and interpreting, there are other more subjective criteria of interpreter selection. These additional criteria are certainly equal, if not more important than the basic criteria of skill in interpreting.

Appropriate adjectives to describe these elusive characteristics would include:

1. Maturity
2. Compatibility...compatibility with project staff, regular staff, students
3. Flexibility
4. Objectivity towards the deaf student
5. General sophistication
6. Personality

Application of these criteria, both the formal and objective, together with the informal and subjective, yielded an appropriate number of interpreters on September 5, 1969, and throughout the first year of TVI's Technical Vocational Program for Deaf Students.

Salaries, of course, are always an interesting topic. Since Minnesota had only minimum experience in establishing salary structure for interpreters, it became necessary to establish criteria for salary.



Basically, TVI has three salary scales for interpreters. They are:

1. Contract Interpreters
2. Hourly Interpreters, Adults
3. Hourly Interpreters, Students

NOTE: Basically, there are two types of Student Interpreters. They are:

- a) hearing students (daughters/sons of deaf parents) who possess "natural" interpreting skills, and
- b) hearing students who have excelled in learning manual communication skills as a direct result of the Technical Vocational Program for Deaf Students

The salary structure was devised by:

1. Surveying prevailing Minnesota rates for the occasional Interpreter
2. Surveying institutions regularly using Interpreters
3. Consultation with R.I.D.
4. Examining salary schedules of previous employment, not interpreting, of interpreter candidates

Most candidly, of the four surveys, the most effective was number four, examining salary schedules of interpreter candidates. These pay schedules included legal-secretarial work, self-owned business, data processing employment and a variety of general clerical jobs. Stated very pragmatically, candidates' salaries were increased sufficiently to make it economically feasible to seriously consider interpreting as a steady source of income. To date, TVI has not lost an interpreter because of salary dispute.

The job description, the qualifications, the recruitment process, the salaries and the need for interpreters have, to date, yielded a formula for virtual total availability of interpreters at TVI whenever there has been a need for interpreters. This has been the case for formal, scheduled, or informal, unscheduled interpreter needs. As a point of clarification, it should be noted that the entire Deaf Project Staff has at least a basic knowledge of interpreting needs. Each staff member is attuned to the critical need for total communication of deaf students, regardless of the situation, formal or informal, scheduled or unscheduled.

Before proceeding into actual and specific functions of interpreters at TVI, it seems appropriate to mention several basic operating situations at St. Paul TVI. First, TVI operates on a quarterly basis, with Fall, Winter and Spring Quarters of 12 weeks each. We also offer a Summer Quarter of 8 weeks. TVI at large, as well as the Program for Deaf Students, operates on a rolling admissions procedure, accepting students quarterly, or four times a year.



The basic school day is 7 hours. There are two types of classes in most areas of study. Shop or laboratory classes which meet four hours per day, 5 days per week; and three related classes, which meet one hour per day each, 5 days per week. TVI uses a reversing or "flip-flop" schedule. For example, a graphic arts instructor will have two shop classes, a four-hour morning class, and a four-hour afternoon class. Since we operate a seven-hour day school, this means that the 4th hour of the school day is a common lecture hour, where both the morning and afternoon shops meet as one group. Finally, there are generally four groups of deaf students at TVI during any given quarter:

1. New Preparatory Students. These first quarter students follow a "relatively standard" school schedule.
2. Old Preparatory Students. These second and third quarter preparatory students follow individually planned programs of study. These students move in and out of the preparatory classes, regular related classes, and one or more of the 40 plus areas on an exploratory schedule.
3. Regular students who have completed the Preparatory Program. This classification of students will, in all cases, take all shop and/or lab work with hearing students. Related class-work as integrated students is highly stressed. If success in regular related classes is not possible, deaf students may elect to take, for credit, related classes from the project staff.
4. Regular students who enter directly into one of the 40-plus training areas. These students are exceptions to the rule. These students have the same options as other regular deaf students. Subjectively, the project staff agrees that the Preparatory Program prepares any deaf student to better cope with the competition and stresses of being a regular student at TVI.

This is the situation that faces the interpreter at TVI. Hopefully, the concept of flexibility has been made clear. This concept of flexibility appears to our staff to be vital in meeting the needs of deaf students at the post-secondary level.

The basic function and responsibility of the interpreter is to provide meaningful class-room communication for deaf students in integrated classrooms. This statement carries the implicit meaning that the interpreter must know her student(s), their general ability level, and their language level. The interpreter must interpret or translate accordingly. The situation arises often where students of unequal communication skills matriculate with one interpreter. In such situations, the interpreter must attempt to meet the needs of all students involved. It is a requirement that interpreters mouth as they interpret.



Interpreting and/or translating forms the basis for the interpreters' function. There are also other related functions equally important. They are:

1. Assisting with note-taking procedures, including recruiting of note-takers
2. Development of vocabulary lists, word lists
3. Serving as teacher aides for regular instructors
4. Tutoring, individually and group, under the direction of regular instructors
5. Revision of text and test material for deaf students
6. Assembly interpreting

Recalling several of the basic operating procedures at TVI, it is preferred that interpreters be available five days a week. It is also preferred that interpreters follow the same students throughout complete quarters. Switching of interpreters at any frequency rate is difficult for the interpreter, the deaf student(s), the regular staff and the hearing students.

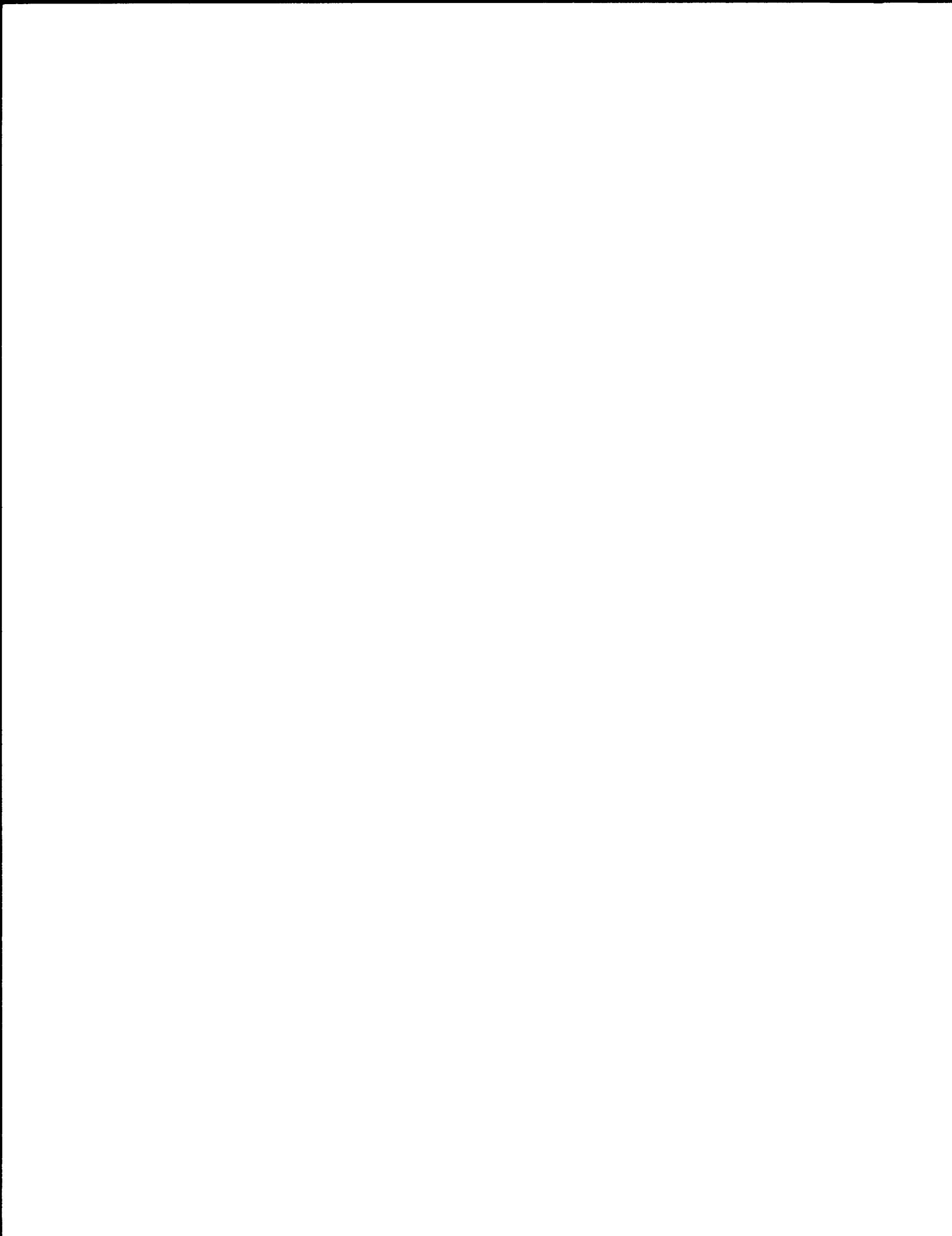
Mention was made of a reversing or flip-flop schedule, and a common lecture hour. During this time period of the day, interpreting needs increase by about 30-40%. In order to meet the needs during this time, student interpreters have been used most effectively.

Incidentally, student interpreters are paid a student rate. Note-takers serve on a voluntary basis.

There are other areas in which interpreters at TVI serve. Some of these areas are:

1. The liaison between the regular instructors and the deaf student(s). Regular instructors, highly skilled in their area of competence, tend to rely on the interpreter as a second instructor, or as a teacher aide.
2. The interpreter tends to serve as the "buffer", the intermediary, and the mediator between the hearing students, the instructor, and the deaf student(s).
3. The interpreter is the main link in providing daily feedback information between the deaf student(s) and the project staff.
4. The interpreter can be the major liaison between the regular instructional staff and the Project staff. The interpreter is called upon regularly to answer a variety of broad-based questions on deaf education and rehabilitation, and specifically, pertinent questions on individual deaf student(s).

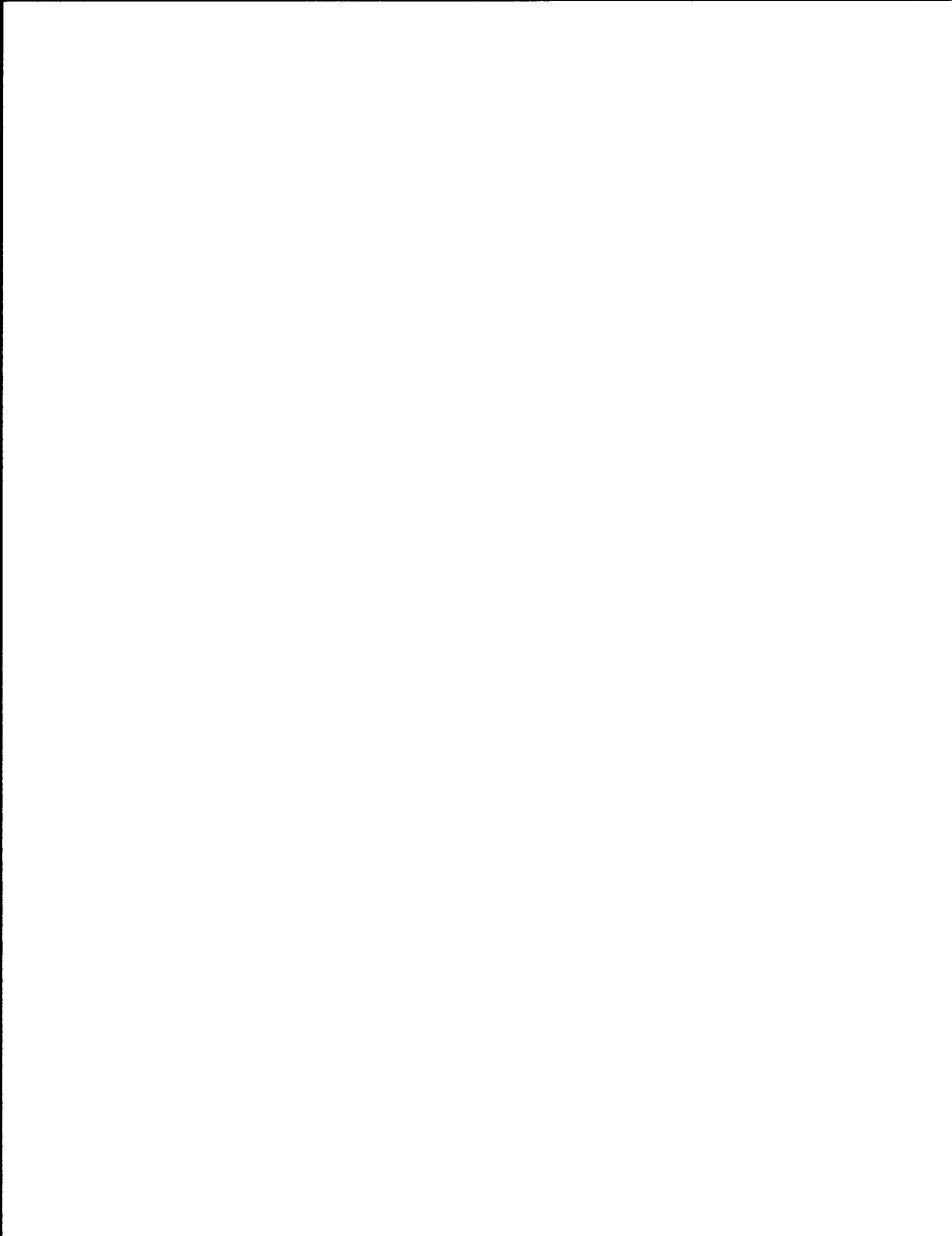
It is suggested to each interpreter that they become members of R.I.D. We welcome the information that R.I.D. makes available, and look forward to receiving additional information that will continue to strengthen the role of the educational interpreter. Not only is writ-



ten information of value, but it is also suggested that workshops involving interpreters in similiar settings be conducted to augment the organized, coordinated in-service interpreter training conducted at TVI.

The major responsibility of the interpreter at St. Paul TVI is to provide meaningful communication for deaf students. Communication is a full-time business encompassing both curricular and extra-curricular activities. Basic communication skills in interpreters are assumed. Additional criteria for interpreters includes maturity, compatibility, flexibility, objectivity, sophistication and other personality characteristics. The importance of the interpreters' function cannot and must not be underemphasized for that function at TVI is an integral part of the total program for deaf students.

The total approach at St. Paul TVI has been one of openness and honesty about deafness...a cards on the table approach. At the post-secondary level of education for deaf people, the interpreter has found a rightful role in utilizing interpreting skills. These skills, together with other appropriate supportive services, are permitting deaf students to compete equally in technical vocational education today.



INTERPRETING AT THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF
ROCHESTER INSTITUTE OF TECHNOLOGY

James E. Stangarone
Coordinator of Interpreting Services

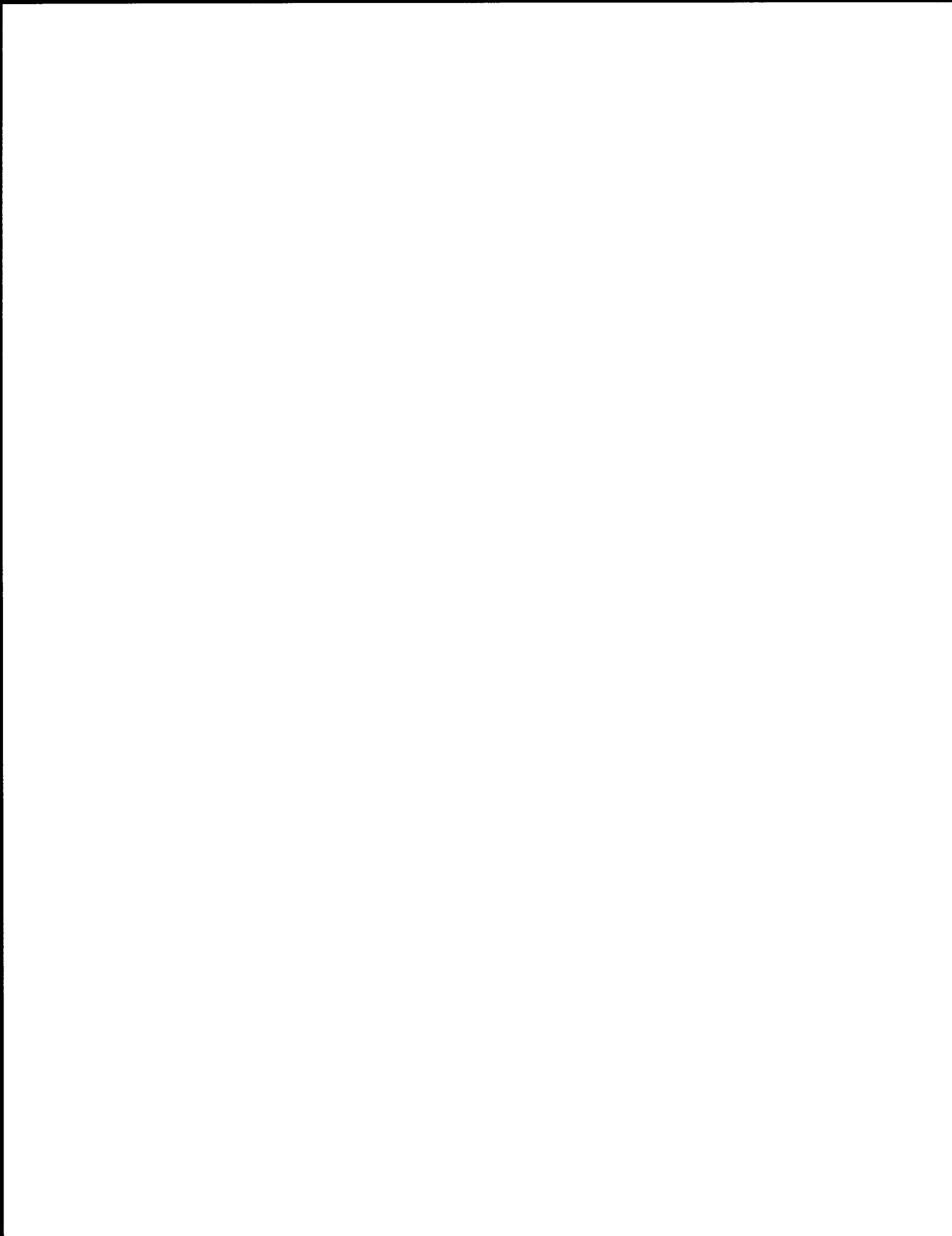
The National Technical Institute for the Deaf has three basic divisions: Instructional Affairs, Student Development and Planning, and Research and Training. Interpreting Services is a part of the Communications Center which is in the Division of Instructional Affairs. Even though we are a part of the Division of Instructional Affairs, our services are utilized by all of the divisions. Our main responsibility is to serve the deaf students within the area of support services. These students are either pursuing a degree at the Rochester Institute of Technology or are cross-registered from a Certificate, Diploma or Vestibule Program.

Within the area of Research and Training, we provide instructors for the Language of Signs classes. These classes are for new NTID staff, new RIT staff that may express an interest in learning to communicate with the deaf, secretaries and RIT hearing students who are engaged in our interpreter training program. During the summer of 1969, we had six hearing students in an intensive six-week training program. Immediately following their training, they began to work in the area of Student Development and Planning. These students would interpret for activities such as club meetings, fraternity-sorority meetings, telephone conversations for deaf students, and resident hall meetings. After one quarter, we evaluated the student interpreters and then selected those who were ready to do some classroom interpreting. This summer we have seventeen student interpreters for a period of eight weeks. We have selected students from the various colleges in RIT. It is felt that these students have the background in their respective areas which should be of help to them in classroom interpreting.

At the present time student interpreters coordinate all of the interpreting that is done in Student Development and Planning. This coming school year we are planning to absorb all of the interpreting done in this area into Instructional Affairs. The reason behind this is to make a more effective utilization of student interpreters in both classroom and outside activities.

We do not provide interpreters for either the Vestibule or CDA Programs. Our instructors in these programs instruct the deaf students using the simultaneous approach.

Each new student is given a series of tests that are administered by the staff of the Communication Center. The results of these tests are put into a communication profile. Some of our interpreters help in administering these tests when the student first arrives at RIT. One test is the manual receptive test which tests only the students' ability to receive the Language of Signs. A second test



is the simultaneous receptive test which tests the students' ability to receive communication through speech, speechreading and the language of signs. These tests consist of twenty-five sentences which contain a total of 160 words. The tests are administered to groups of 15 to 20 students at one time. The scores are on a one to five scale which is also utilized by the audiologists and speech pathologists in their testing.

We are in the process of setting up beginning and intermediate classes in Communication with the Deaf. These courses will carry college credit and be open to RIT students, NTID students and the staff of RIT. At the present time, we are awaiting approval from the Intercollege Curriculum Committee so that we can proceed with the instruction of these courses. We are making these courses available to deaf students because those students who were educated in an oral environment may want to learn the language of signs so that there will be a broader scope of communication with all the deaf students. This also will enable the students to take advantage of our simultaneous interpreters more effectively.

We have completed seven academic quarters at NTID (Addendum A). Our heaviest area of concentration has been in the College of Science. As NTID grows, I am sure that the hours in the other colleges will grow. As we cross-register the deaf student, this will require more interpreting.

At the present time, we have 21 different people employed as interpreters. Three of these people are considered full-time interpreters (Addendum B). The numbers on the left side indicate a particular interpreter. The full-time interpreters, numbers 5, 8 and 17 carry between 25 and 30 hours of interpreting a week. Their actual interpreting hours are limited to 5 hours a day when possible since these full-time interpreters have hours beyond interpreting that must be filled. We have our interpreters do some teaching in the language of signs. Numbers 12, 19 and 20 are student interpreters who had their training last summer. Their hours are kept at 12 or under due to their academic schedules at RIT. Interpreters 3, 4, 7, 9, 10 and 16 tutor as well as interpret. They are assigned to a specific college. Interpreter 21 will do 15 hours of interpreting a week and do research in the area of interpreting. We feel that we need to investigate those areas of interpreting that are difficult and to thoroughly analyze those areas that may not need an interpreter. For example, it might be better to have someone write notes on an overhead projector for the deaf students to read while the professor is lecturing.

When I schedule the interpreters, I try to block time (Addendum C). This particular interpreter is carrying 24 hours a week. A few of these hours are labs which require only 10 or 15 minutes to give directions. I try to place student interpreters in the lab situations and put our more experienced people in classes that require attendance for the entire class period.



The form (Addendum D) is used to request any interpreting outside of the classroom. This is used a great deal for meetings. We have about 10 staff members who are deaf and they often require interpreters for meetings with visitors or the RIT faculty. Whenever I receive a request, I then send an interpreting schedule memo to the interpreter asking that this assignment be added to his schedule (Addendum E).

At the end of the month, each interpreter is responsible for giving me his interpreting hours (Addendum F). When I receive all monthly hours, I then write out a report that is submitted to the Dean of NTID. This kind of information is valuable to us in that it will enable us to "predict" our areas of need for the following academic quarter.

Since we have 21 different people interpreting for us, it is difficult to keep track of absences. When an interpreter does not come to the class the students are to tell the Educational Specialist in that particular college. The Educational Specialist then sends me the following memo (Addendum G). To date, interpreter absences have not been much of a problem with us.

One difficulty we have faced relates to finding part-time interpreters in the Rochester area. Most of the people that we located could only fingerspell, and were therefore not qualified for classroom interpreting. Employment of part-time interpreters eliminates the need to designate additional non-interpreting assignments, since their workload is determined by the hours they can work.



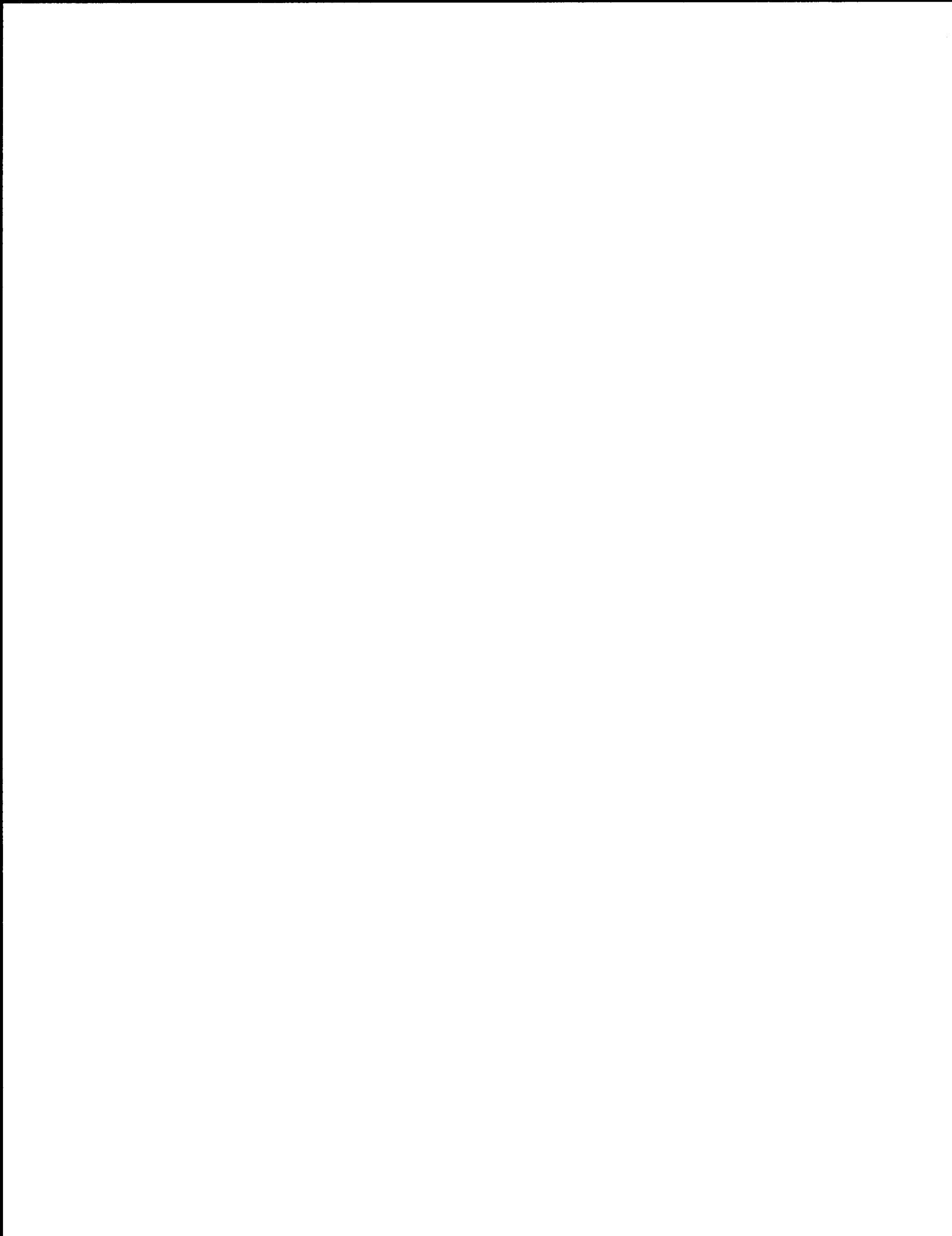
ADDENDUM A

INTERPRETING HOURS COMPLETED
AT THE
NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

TWO YEAR PERIOD - 1968-1970

SEVEN ACADEMIC QUARTERS

GRAPHIC ARTS	1,706 Hours
SCIENCE	2,959 Hours
GENERAL STUDIES	1,729 Hours
FINE AND APPLIED ARTS	634 Hours
APPLIED SCIENCE	828 Hours
BUSINESS	1,272 Hours
MEETINGS	880 Hours
STUDENT DEVELOPMENT	34 Hours
CONTINUING EDUCATION	<u>105</u> Hours
<u>TOTAL INTERPRETING HOURS</u>	<u>10,147</u> Hours



ADDENDUM B

INTERPRETER ASSIGNMENTS

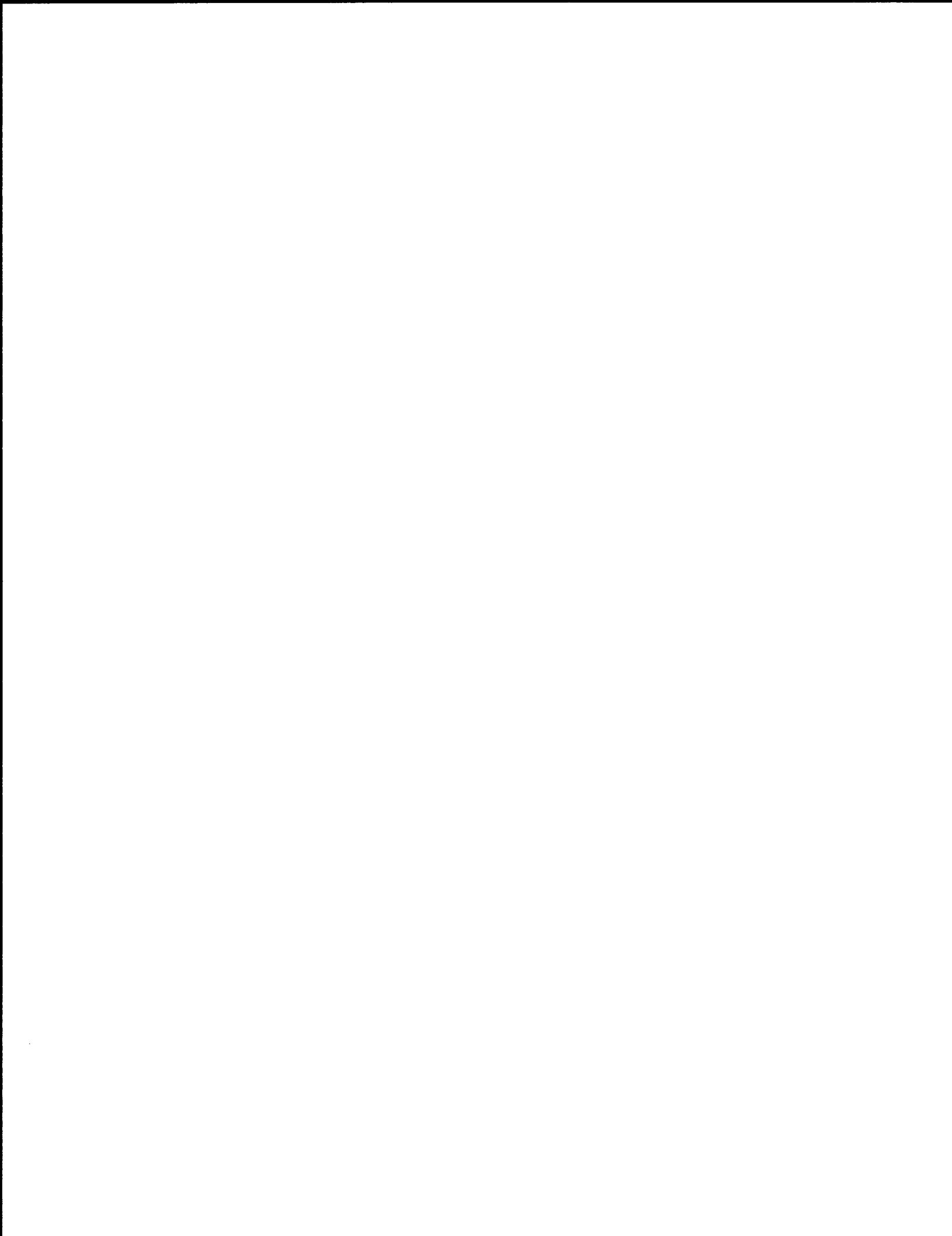
1. Interpreter (15 Hours Per Week) Part-time
2. Interpreter (20 Hours Per Week) Secretary
3. Interpreter (9 Hours Per Week) Asst. to Educational Specialist
4. Interpreter (9 Hours Per Week) Asst. to Educational Specialist
5. Interpreter (25-30 Hrs. Per Week) Instructor in Manual Communications
6. Interpreter (9 Hours Per Week) Educational Specialist
7. Interpreter (15 Hours Per Week) Asst. to Educational Specialist
8. Interpreter (25-30 Hrs. Per Week) Instructor in Manual Communications
9. Interpreter (15 Hours Per Week) Asst. to Educational Specialist
10. Interpreter (15 Hours Per Week) Asst. to Educational Specialist
11. Interpreter (12 Hours Per Week) Part-time Student
12. Interpreter (15 Hours Per Week) Asst. to Coordinator of Interpreting Services
13. Interpreter (12 Hours Per Week) Part-time Student
14. Interpreter (8 Hours Per Week) Educational Specialist
15. Interpreter (12 Hours Per Week) Speech Pathologist
16. Interpreter (15 Hours Per Week) Asst. to Educational Specialist
17. Interpreter (25-30 Hrs. Per Week) Instructor in Manual Communications
18. Interpreter (12 Hours Per Week) Coordinator of Interpreting Services
19. Interpreter (12 Hours Per Week) Part-time Student
20. Interpreter (12 Hours Per Week) Part-time Student
21. Interpreter (15 Hours Per Week) Senior Research Assistant



FALL QUARTER 1969-1970

NAME _____

	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00
M O N	75-201B CALCULUS 08-3178	77-201AD UNIVERSITY PHYSICS 08-2130		21-161 MARKETING 01-3338	21-281C STATISTICS 01-3287		77-105A GENERAL PHYSICS 08-1250		
T U E S	75-201B CALCULUS 08-3178	77-201AD UNIVERSITY PHYSICS 08-1250		77-215AA MODERN PHYSICS 08-1250	21-281C STATISTICS 01-3287		21-221E BANKING 01-3320	71-351A IMMUNO- HEMATOLOGY 08-1174	
W E D	53-365 PERSONAL RELATIONS 07-1420			21-161 MARKETING 01-3338	21-281C STATISTICS 01-3287		77-201AD UNIVERSITY PHYSICS 08-3130		
T H R S	75-201B CALCULUS 08-3178	71-351A IMMUNO- HEMATOLOGY 08-1174		21-161 MARKETING 01-3338	21-281C STATISTICS 01-3287		75-241A FOUNDATIONS OF HIGHER MATHEMATICS 08-1154		
F R I	75-201B CALCULUS 08-3178	77-201AD UNIVERSITY PHYSICS 08-1350		21-161 MARKETING 01-3338	75-111A COLLEGE ALGEBRA & TRIG. 08-2178				



ADDENDUM D

REQUEST FOR INTERPRETING SERVICES

To: Jim Stangarone
Coordinator of Interpreting Services

From: _____

Division: _____

No. of interpreters needed: _____

Kind of interpreter needed: _____ oral or _____ simultaneous

Interpreting situation (check below)

- | | |
|--|-------------------------|
| <input type="checkbox"/> seminar | subject _____ |
| <input type="checkbox"/> film | |
| <input type="checkbox"/> meeting | lecture _____ lab _____ |
| <input type="checkbox"/> debate | |
| <input type="checkbox"/> conference | |
| <input type="checkbox"/> final exam | |
| <input type="checkbox"/> social (evening or weekend) | |
| <input type="checkbox"/> field trip | |
| <input type="checkbox"/> workshop | |
| <input type="checkbox"/> other | |

Dates needed: _____

Time needed: _____

Approximate number of hours interpreter will be needed _____

Approximate number of persons expected to be in attendance _____

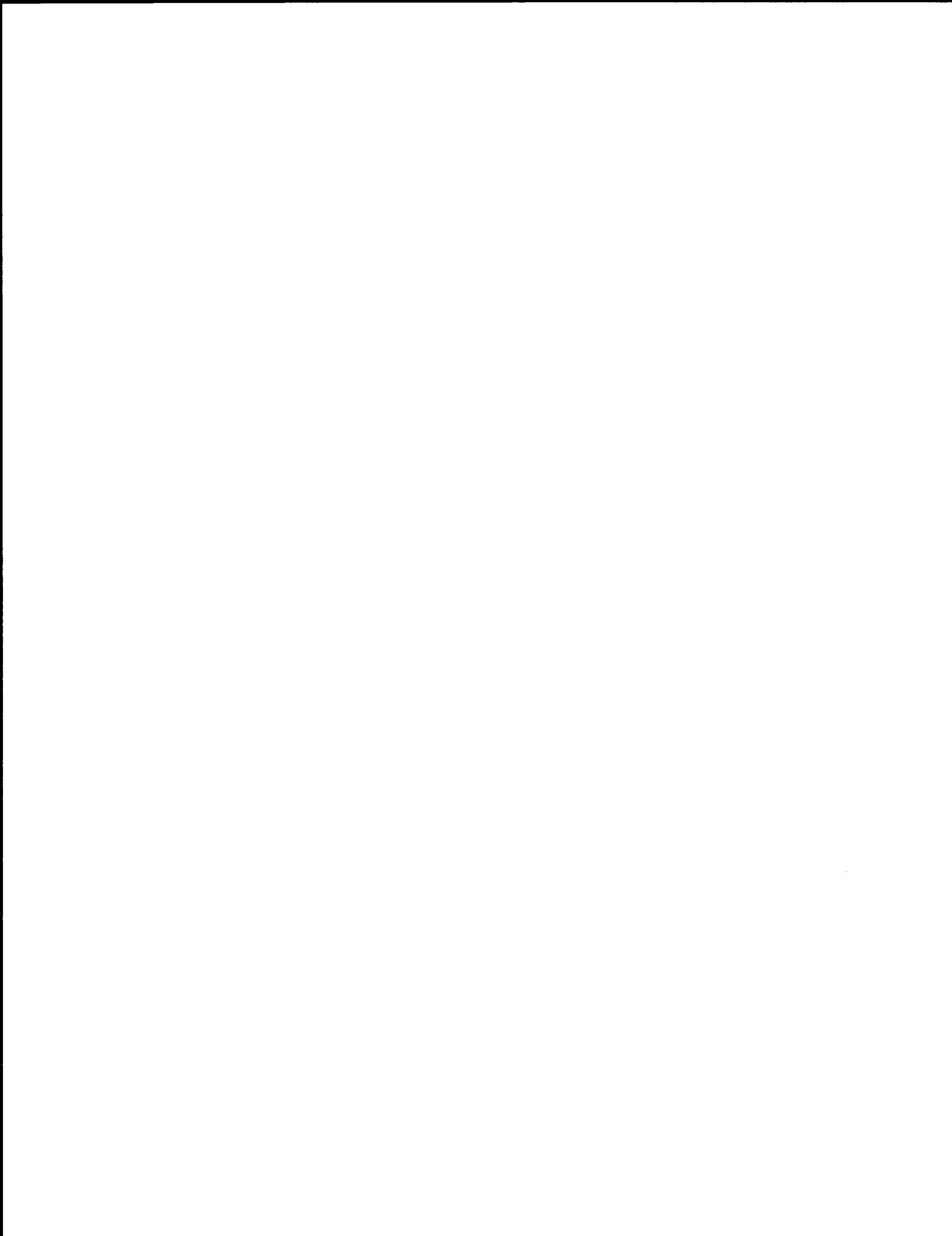
Place: _____

Comments: _____

Requested by: _____

Approved by: _____
(Division Head)

Filled by: _____



ADDENDUM E

MEMO TO:

FROM: J. STANGARONE

DATE:

SUBJECT: ADDITIONS TO INTERPRETING SCHEDULE

In order to account for

- Interpreter illness
- Interpreter vacation or business trip
- Request received

From: _____

For: _____

I am requesting that you cover the following:

PLACE: _____

TIME: _____

DATE: _____

JS/cj

J. Stangarone
Coordinator
Interpreting Services



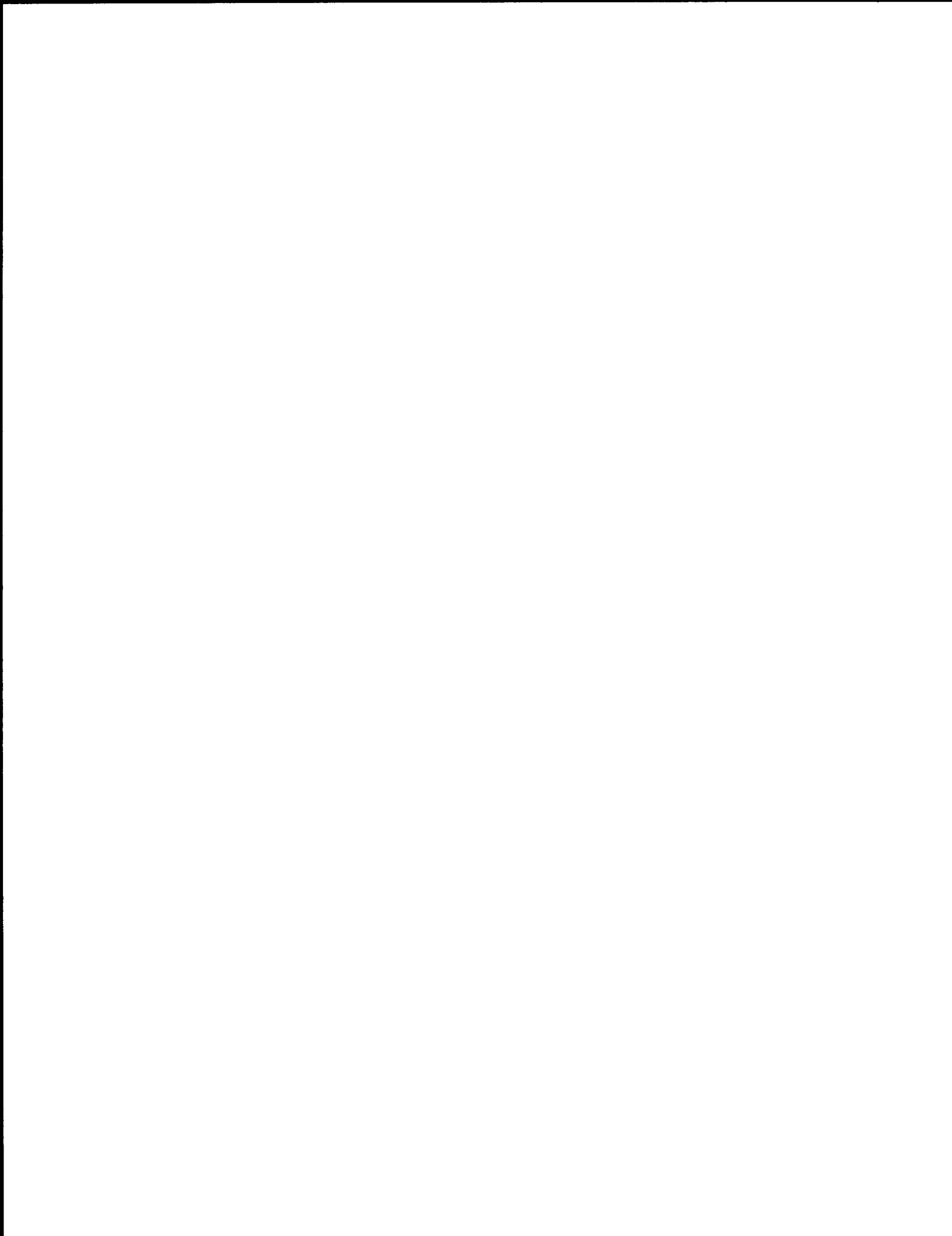
ADDENDUM F

NAME _____

DATE _____

INTERPRETING HOURS

DATE	TIME	COURSE	COLLEGE	TOTAL HOURS
2-2-70	9:00-10	Strength of Materials	Applied Science	1
2-2-70	10:00-11	Gen. Chemistry	Science	1
2-2-70	11:00-12	Abstract Algebra	Science	1
2-2-70	12:00- 1	College Alg. and Trig.	Science	1
2-2-70	1:00- 2	Calculus	Science	1
2-2-70	2:00- 3	Math. of Computing	Science	1
2-2-70	3:00- 4	Electric Circuits II	Applied Science	1
2-3-70	8:00- 9	Graphic Design-Motion Pic.	Fine and Applied Arts	1
2-3-70	9:00-10	Math. of Comp.	Science	1
2-3-70	10:00-11	Layout and Lettering	Graphic Arts and Photo	1
2-3-70	11:00-12	Elec. Circuits II	Applied Science	1
2-4-70	8:00- 9	Design	Fine and Applied Arts	1
2-4-70	9:00-10	Strength of Materials	Applied Science	1
2-4-70	10:00-11	Gen. Chemistry	Science	1
2-4-70	11:00-12	Finance	Business	1
2-4-70	1:00- 2	College Alg. and Trig.	Science	1
2-4-70	2:00- 3	Univ. Physics	Science	1
2-5-70	8:00- 9	Photo Lecture	Graphic Arts and Photo	1
2-5-70	9:00-10	Strength of Mat.	Applied Science	1
			GENERAL STUDIES-----	
			SCIENCE-----	9
			APPLIED SCIENCE-----	5
			BUSINESS-----	1
			GRAPHIC ARTS & PHOTO-----	2
			FINE & APPLIED ARTS-----	2
			STUDENT DEVELOPMENT-----	
			MEETINGS-----	



ADDENDUM G

ROCHESTER INSTITUTE OF TECHNOLOGY

Rochester, New York

OFFICE MEMORANDUM

To: Mr. Jim Stangarone

Date: _____

Subject: No Interpreter in Class

An interpreter did not show up for _____
in Room # _____, on (date) _____.

The number of deaf students affected by this absence was _____.

Would you please check into this absence?

Signed _____

College _____

cc. Dr. W. Castle



INTERPRETING AT SEATTLE COMMUNITY COLLEGE

Alice Burch
Coordinator of Interpreting Services
Seattle Community College

I. PROGRAM FOR THE DEAF

Seattle Community College is one of three schools conducting regional academic and vocational-technical programs for deaf students. The other schools are St. Paul Vocational-Technical Institute and Delgado Junior College.

II. FUNDING

The Program is funded by the United States Office of Education and Social Rehabilitation Services. This is a five-year grant and is projected to enroll 100 students. We expect to have 75 to 80 students in the 1970 fall enrollment.

III. STAFF

Dr. Herbert Barkuloo, Director
Mr. Stan Traxler, Vocational Counselor
Mr. William Davis, Vocational Counselor
Mr. John O'Brien, Teacher-Tutor
Mrs. Sandra Johnston, Teacher-Tutor
Mr. Henry Aoyama, Teacher-Tutor
Mrs. Alice Burch, Coordinator of Interpreting Services.

IV. INTERPRETING SERVICES

We have ten interpreters on the staff who average 17 to 24 hours of interpreting per week. We plan to add at least three more interpreters in the fall term.

We had ten interpreter-trainees attending classes; three of these trainees are now working in the classrooms. Methods of instruction were videotape for self-criticism, and reverse interpreting from videotapes of deaf people using manual communication. As coordinator of Interpreting Services, I must keep abreast of changes in the field. To this end, I will be attending the workshop for advanced interpreting at San Fernando Valley State College this August where I hope to improve my skills and learn new methods for future training of interpreter-trainees.

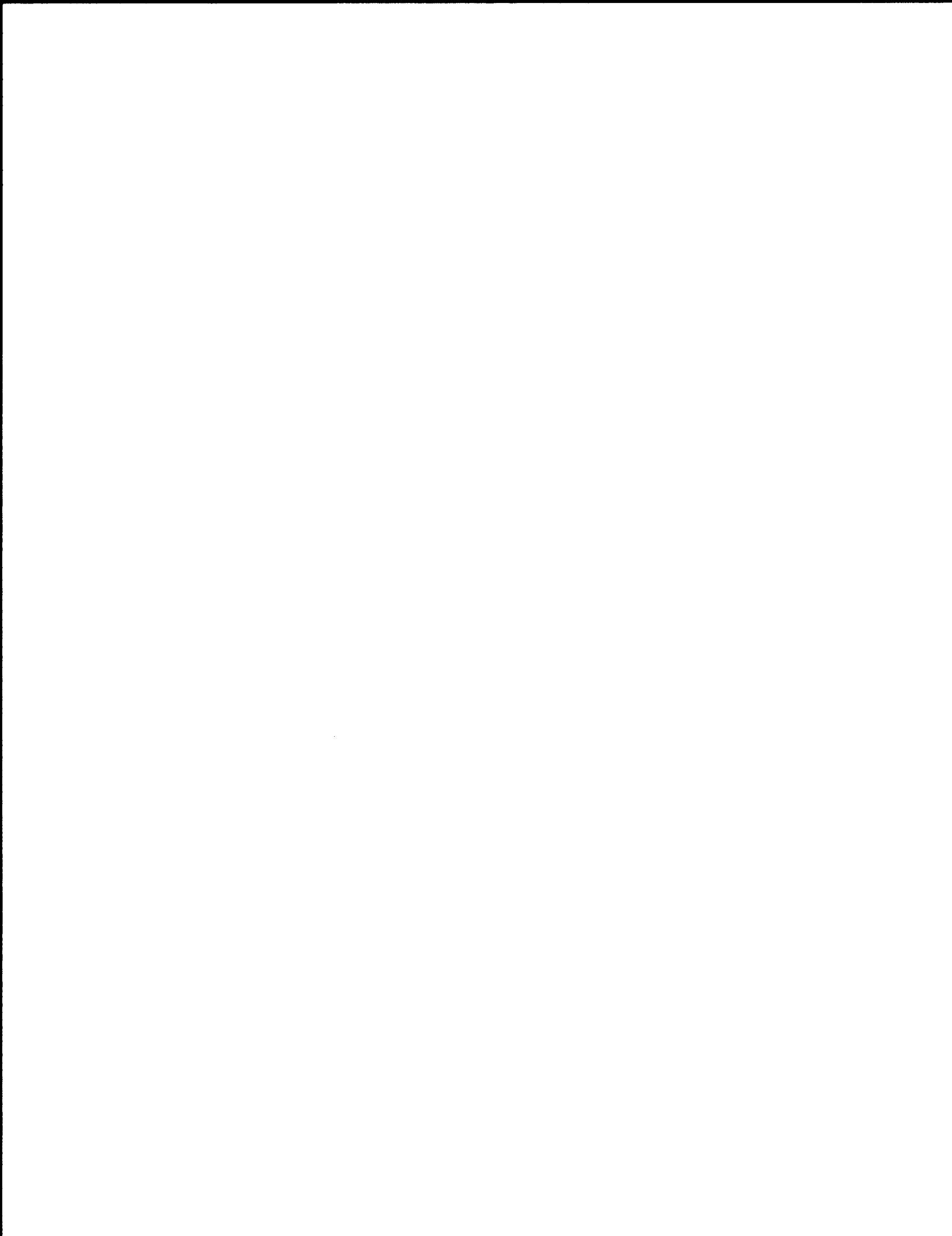
V. IN-SERVICE TRAINING: STUDENTS

At the request of the student body president, a manual communication course for students has been established and is taught by Program staff members. This course is given for college credit in the Institute of Liberal Studies.



VI. IN-SERVICE TRAINING: FACULTY AND STAFF

Seventy instructors, representing 30 per cent of the faculty participated in an in-service training class conducted by Program staff members. The course was designed to give the participants a general orientation to the problems of deafness as well as instruction in sign language. The College allowed credit for the course which could be applied toward salary improvement and the Associate's Degree. Through the efforts of the College, the State of Washington also allowed credit for this course toward the renewal requirements of State Vocational Certification.



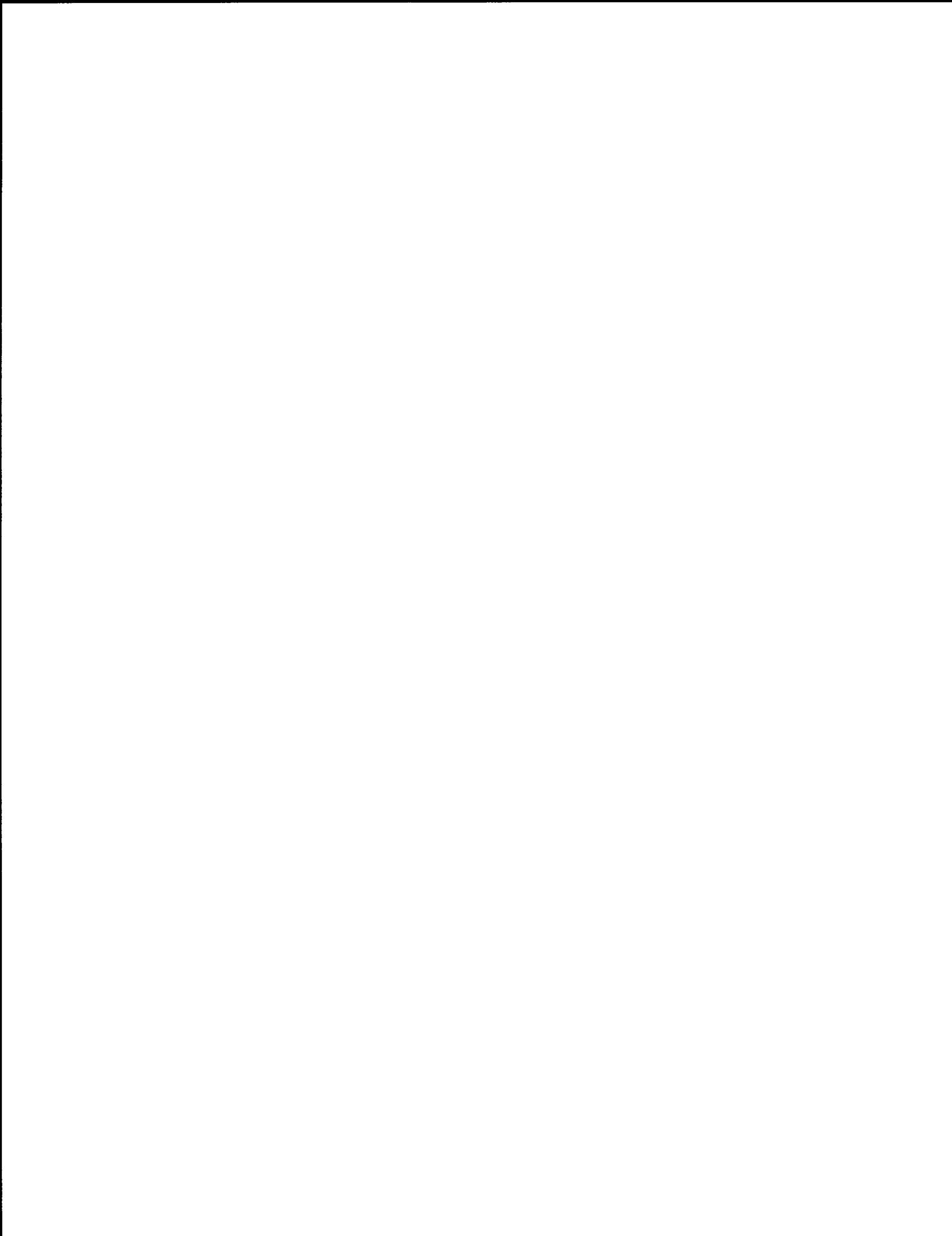
(Among the items brought for exhibit was the handbook published for interpreters at S.C.C. It has been reprinted here in its entirety for those interested in a model, or seeking further information regarding the role of an interpreter in the class room. --ed.)

Welcome to the Program for the Deaf at Seattle Community College.

As you may know, the college is one of three institutions in the country offering a federally-funded educational program for deaf persons. This year the Program will provide services for 24 students from throughout the Northwest. These services include vocational and academic counseling, interpreting, tutoring, remedial instruction, and social and personal adjustment guidance.

The enrollment of deaf students in a hearing school is an important step forward in deaf education. Although each of us on the staff of the Program will play an important role in making the Program a success, one of the most critical areas of responsibility will lie with the interpreters. You will work in close contact with the students on a daily basis and perhaps will have a better opportunity than any other staff members to know the problems of the students. You not only will be aware of the academic situation of each student, but also will be in a unique position to know how the student is progressing socially and emotionally in his new experiences at Seattle Community College.

In this Handbook, we will try to acquaint you with some of your responsibilities as interpreters in this Program, and also with some of the problems you may encounter. Needless to say, I am interested and concerned with any questions, specific problems, or suggestions you may have and I hope you will talk these things over with me whenever you can.



The Physical Aspects of Interpreting

To provide the best possible interpreting services for your students, consider the following characteristics of the classrooms in which you are working: What is the most effective seating arrangement for the student, the interpreter and the instructor (this will vary in each class)? Can the blackboard be viewed easily? Should the window shades be drawn? Avoid contrasting or split backgrounds as they are very confusing to the eye.

The natural signing position area is in front of the interpreter's chest. Signs made at face level are difficult to read. Keep your hands and arms at shoulder level when interpreting.

In general, wear neutral or darker shades of clothing. Keep patterned clothes at a minimum. Do not wear costume jewelry on the fingers; this is quite distracting.

The Interpreter-Instructor Relationship

There should be no first-name relationship between the interpreter and the instructor.

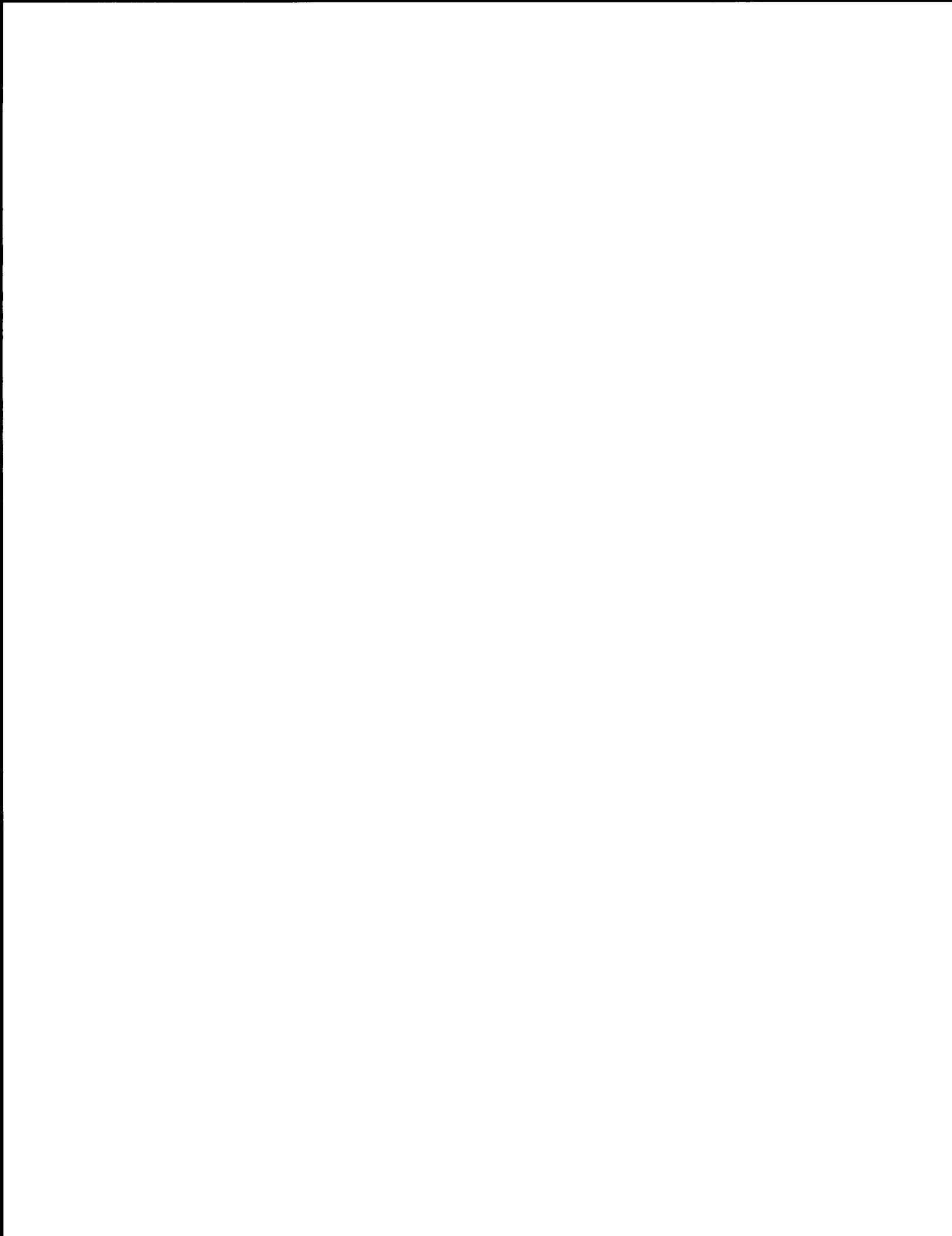
Cooperate with the instructor in finding note-takers among the hearing students. You are responsible for supplying note-taking materials to the note-takers and for getting the notes to the deaf students.

Respect the instructor's time in the classroom. Remember that there are many other students who have equal demand on his time.

Promptness is of special importance when interpreting in the classroom. Be on time for each class, both for the sake of your student's progress and out of courtesy for the instructor and other class members. If the class runs over the allotted time, and you have another student waiting, you must leave. If over-time classes become a problem, inform the Coordinator about the class in question.

Maintain professional attitudes and standards at all times toward the student and the instructor. Do not "mother" or discipline the student; behave in a professional manner around the instructor.

Interpret all material faithfully and to the best of your ability, always conveying the thoughts and intent of the instructor. Maintain an impartial attitude and avoid interjections of your own. If you object to the way an instructor is presenting material or to his attitude in handling the deaf student, you should



report such matters to the Coordinator of Interpreting Services. Do not go directly to the instructor. This does not mean that you should not try to gain the instructor's interest and help with the needs of deaf students.

Some instructors will not know how to work with deaf students. They may yell to get the student's attention, or give him too little time to assimilate interpretation of a question. Some instructors talk to the interpreter rather than to the class, while others misuse or fail to use visual aids. You should be on the look-out for such problems, and discuss them with the Coordinator when they arise.

Skills Required of Interpreters

You must be able to send and receive information to and from the student, and also to reverse interpret to the instructor and/or the class.

In many cases, you will be in a lecture situation. You must keep up with the lecturer, and also attend to the questions of the deaf student. When the student wants to participate in a class discussion, you must speak to the class for him. If the student is reluctant to participate, then you should try to break the ice. One way of doing this is to privately ask the student what he thinks of the point under discussion, and then repeat his answer to the instructor and/or class.

Sign and mouth all information simultaneously.

Use as little finger spelling as possible. It may be helpful for you to get advance information on the vocabulary to be used in a course (the Coordinator can advise you on this possibility) and then develop your own "shorthand" signs. At the same time, however, you must be sure that the student knows the proper use and spelling of technical terms.

Encourage the students to use standard, acceptable signs. The staff member in charge of the Program's course in Communications Skills will give students help in this area, and he should be informed of any special problems your student has with manual communication.



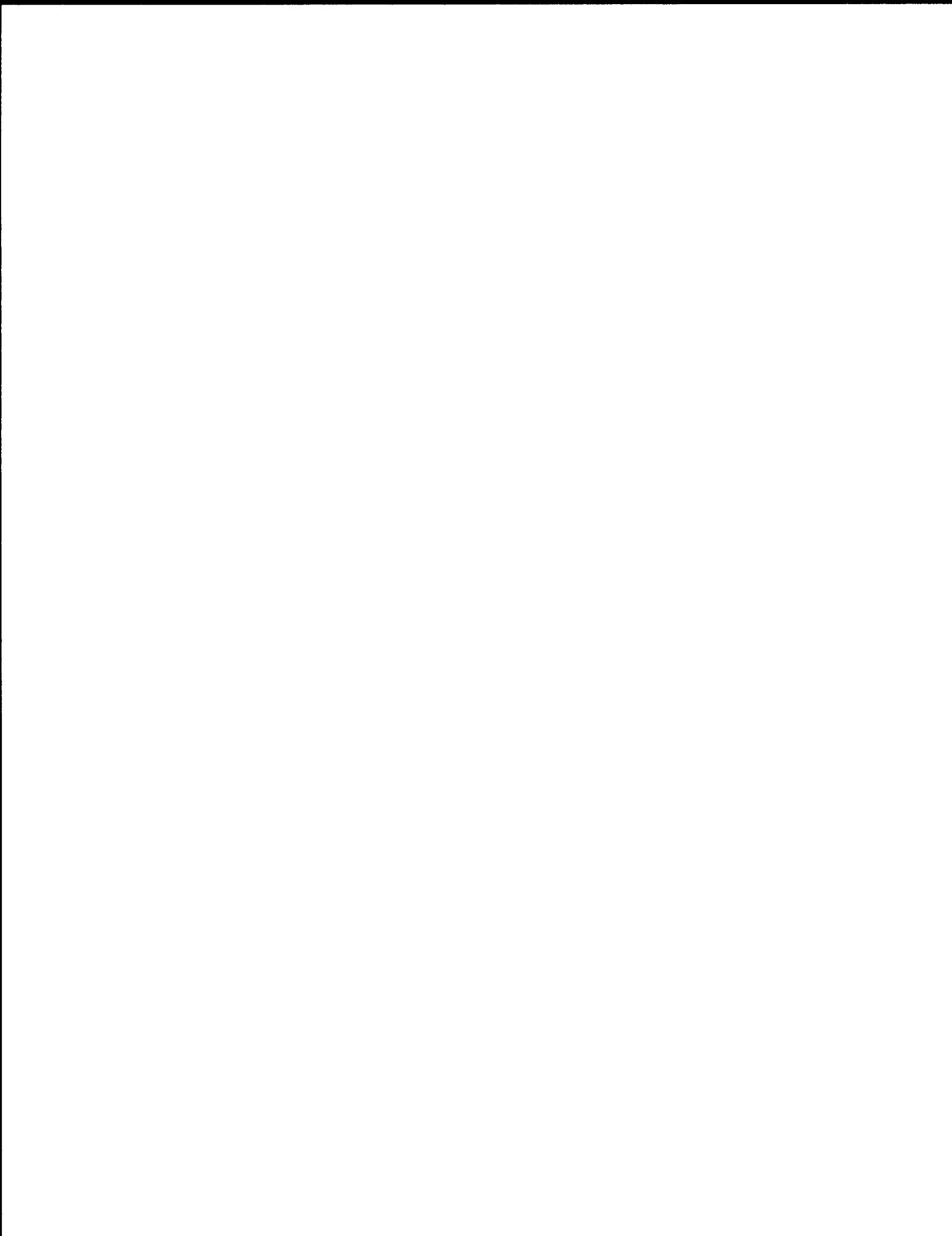
The Place of the Interpreter in the Program for the Deaf

Interpreters are responsible directly to the Coordinator of Interpreting Services, and the Coordinator is responsible to the Program Director.

Interpreters should keep the Coordinator informed of their students' problems and also of any potential problems you see developing. For example, you may notice that a student is consistently not paying attention in class, or is not getting along well with the other students. You may feel that a student needs tutoring in a certain subject, or you may sense that a student is unhappy because of some problem not connected with his school work. Problems of this nature should be brought to the attention of the Coordinator as quickly as possible. Aside from a warm and open interest in the student, you should not become directly involved in his problems. Inform the Coordinator of the problem, and she will know the appropriate staff member to handle it.

One of the most important requirements of interpreters in the Program concerns the ethics of interpreting for the deaf. Any information about the students should be discussed with the utmost discretion. Remember that the deaf community in Seattle and in the Northwest is small and close-knit, and rumors can do great damage to a student and to the Program. Please be cautious in your comments about individual students, and refrain from discussing any problems with persons outside our own staff.

You may be called upon to tutor students, assist in social activities, or help with personal problems. We hope you will approach these additional responsibilities with the same positive attitudes that you have toward your classroom interpreting.



INTERPRETING AT THE HIGH SCHOOL LEVEL

Esther Zawolkow
Interpreter, Los Alamitos High School
Anaheim, California

Anaheim Union High School District is one of the first school districts to have a Program for the Hearing Impaired that hires full-time interpreters. The interpreters are paid by the district and are entitled to all the district benefits. At the present time there are seven interpreters at Brookhurst Junior and Los Alamitos Senior High Schools, and more will be hired next year. This is one of the first public day school programs to use what we call the total approach using the new Essential English sign language and speech. With interpreters the students may take any subject that is offered on campus and become fully integrated with the hearing students in elective classes. Classes in English, Math, and other basic subjects are taught within the Hearing Impaired Program by teachers of the deaf.

We have two elementary school feeder districts. One district uses the same method as we do and the other district is strictly oral. Consequently, interpreting at our level becomes quite a challenge, because of the different capability levels of the students. Some students are very adept at sign language, some are just learning, and others have had no previous experience at all with sign language. Some are operating on an academic level as low as second grade; others range up to the twelfth grade level, depending on language capabilities. This gives you a rough idea of the problems the interpreters face.

With the students that have adequate language background, interpreting is little more than strictly translating. For those that have not acquired language yet, it becomes a matter of "predigesting" the course information and "regurgitating" it into understandable terms.

In our normal activities, we go with the students to their classes and position ourselves according to the number in the class.

If one is in the class, we sit next to the student so in addition to interpreting explanations, we can point out exercises and lessons in the book and work on the papers together. If we are in a class where there may be discussions (as in Mythology, American Poetry, Studies in Comedy), we sit in the discussion group and the deaf student participates with the rest of the students. If our student has limited speech ability, he asks and answers questions through the interpreter. When he has speech capabilities, we encourage him to speak for himself. We interpret the whole discussion so the student knows exactly what everyone is saying. The teacher and other students direct questions to our students and include them readily.

If there is a large group of students in the class, as in Driver's Education, we stand in front of the room with the teacher.



When they are in the auto simulators, we stand by the screen, so they can watch the movie and the interpreter at the same time.

When interpreting for assemblies and pep rallies (yes, that's right, we interpret cheers, songs and what have you), we stand in front of the group.

Next year we are going to try something new. We have requested portable tape recorders for each interpreter. This way we can tape lectures and play them back during our free time in order to write notes or go over points that may not have been clear to the student. Also, when we have a schedule conflict and cannot go with the students to their class, they can tape the lecture themselves and at a convenient time, we can replay and interpret it.

These are some of the courses we have been involved in this year at the high school level:

Architectural Drafting	Metal Shop
Studies in Comedy	Foods
Drivers Education	Ceramics
Mini Vocabulary	Art
Clerical Procedure	Mythology
Accounting Machines	Family Life
Introduction to Films	Composition
Auto Shop	Latin
Wood Shop	Typing
American History	Key Punch

Congress Meetings with our Representative

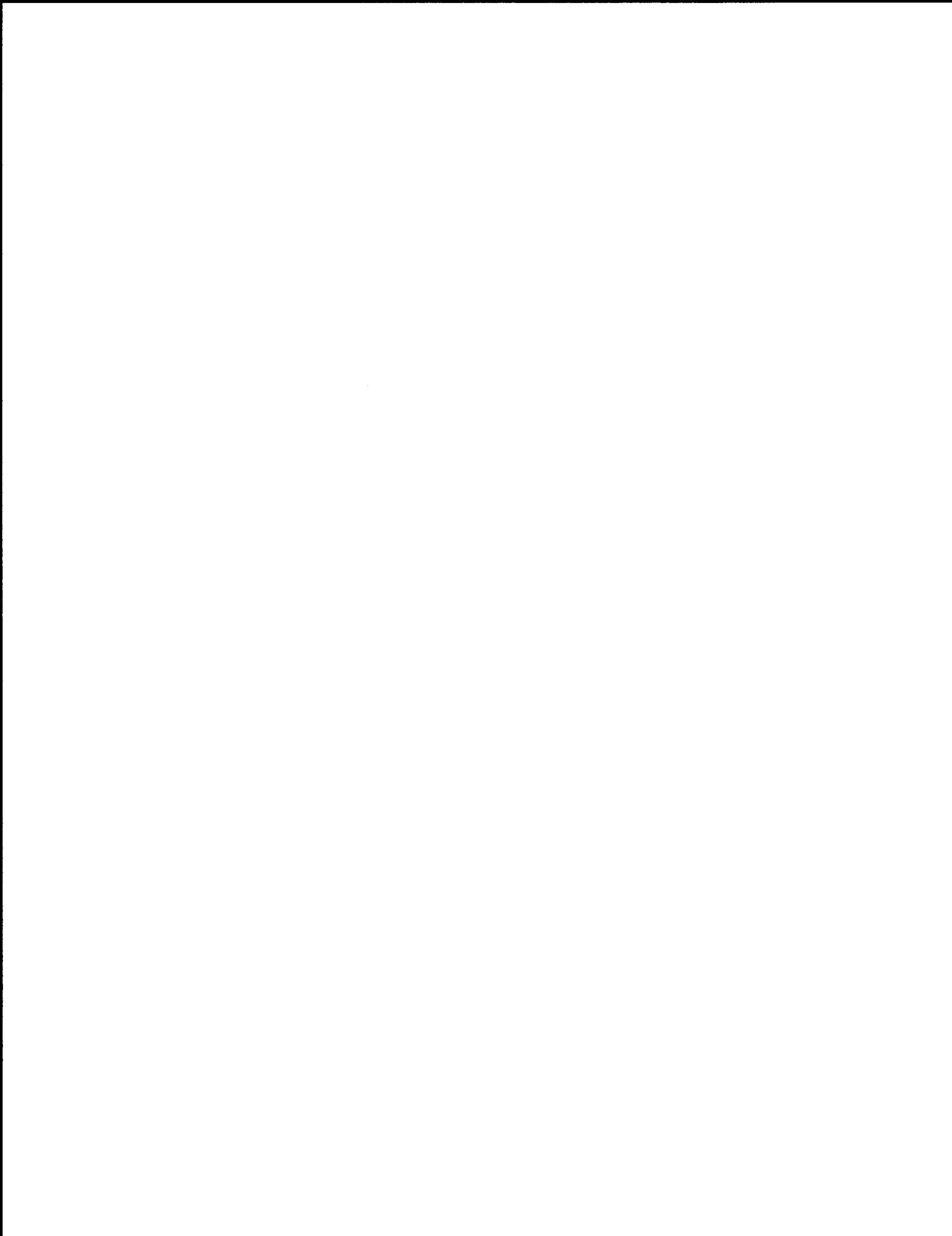
In addition to interpreting in the classroom, we interpret for the following:

1. Faculty meetings for the deaf members of our staff
2. Monthly meetings of the parent organization
3. Graduation ceremonies
4. Field trips
5. Counseling appointments involving the students

We also teach a class in Manual Communication to the teachers of the hearing students.

The AUHSD program is a growing one, and as it grows more interpreters will be needed. The pay scale for interpreters currently begins at \$2.67 an hour for a full day, five days a week, with all benefits, including sick leave and vacation pay.

I think that the interpreters in the educational setting, probably have the most interesting job of all. Where else can you get paid while receiving an education? In what other job could you weld, cook, operate business machines and discuss literature and language all in one day?



SAN FERNANDO VALLEY STATE COLLEGE
INTERPRETING SERVICES FOR DEAF PERSONS

Carl J. Kirchner, Assistant Professor
Special and Rehabilitative Education

Interpreting services for hearing-impaired students at San Fernando Valley State College (SFVSC) began in 1964 when two hearing-impaired persons were admitted as graduate students to the Leadership Training Program in the Area of the Deaf. Mrs. Beth Gesner was employed as the first full-time interpreter. From this beginning, interpreting services at SFVSC have been expanded to cover the needs of undergraduate as well as graduate students.

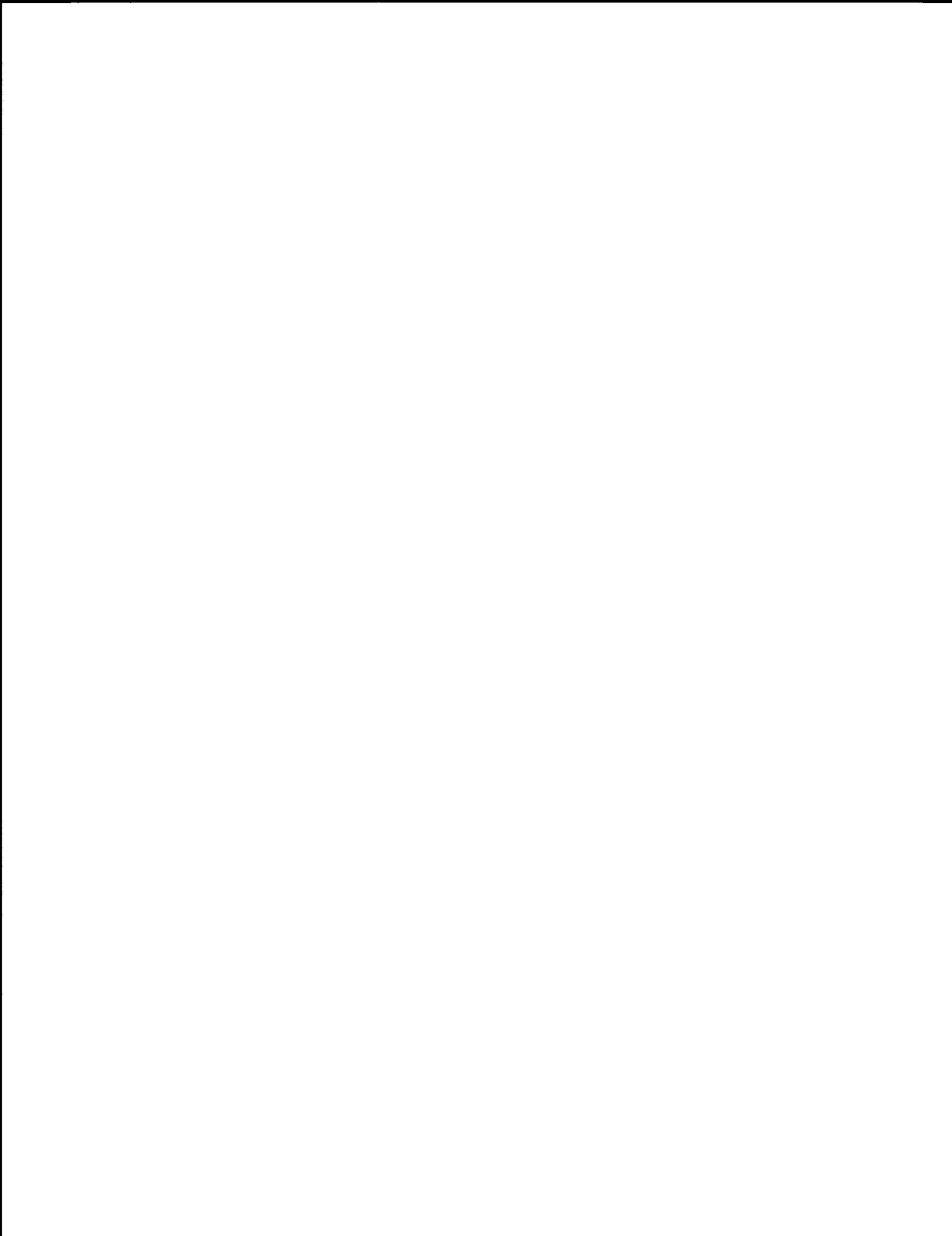
There will be 46 students enrolled in undergraduate and graduate programs during the 1970-71 school year. Under the present set up, maximum enrollment for hearing-impaired students is one hundred. Dr. Thomas Mayes coordinates the services available for these students. Summer Session 1971 will bring approximately 100 hearing-impaired persons on campus in various short term programs.

Funding for the college program for the deaf is from federal, state and college sources. The program provides interpreting and note-taking services daily, and tutorial services when necessary. In addition to the coordinator, there are a secretary, personal adjustment counselor, vocational rehabilitation counselor, and three full-time interpreters.

Three full-time and fifteen part-time interpreters are employed at SFVSC. The full-time interpreters put in a 40-hour-week schedule. Of these 40 hours, 20 to 25 hours are spent interpreting and the remaining hours are devoted to clerical, tutorial, library work, or involvement in preparing audio-visual materials for sign language classes. Thus, the full-time interpreter has a dual role, and his title designates this:

Interpreter-Clerical Assistant
Interpreter-Librarian
Interpreter-Tutor in Manual Communication
Interpreter-Materials Specialist
Interpreter-Coordinator of Interpreting Services

The full-time interpreters receive all the benefits that any staff member is afforded on the campus. This includes accumulative vacation pay, sick pay, privileged parking and use of campus facilities and equipment. The salary scale for a full-time interpreter begins at \$7,200 with yearly increments. The part-time interpreter works anywhere from three to twelve hours a week. The part-time interpreter who functions only as an interpreter and does not receive any benefits accorded to full-time interpreters is, like his full-time colleague, responsible to the Coordinator of the Interpreting Services, Mrs. Virginia Hughes.



Interpreters come to us with varying backgrounds and skills. Employed to "bridge" the communication gap between instructors and deaf students enrolled in regular college classes, the interpreter is expected to give a verbatim translation of classroom lectures and discussion from the spoken word through fingerspelling and the language of signs, with simultaneous voiceless oral rendition. For deaf students with limited speech, interpreters will be expected to "reverse interpret" from the language of signs to the spoken word. They also interpret in student conferences with instructors, counselors or project staff members. Part-time interpreters are not expected to function in other capacities, e.g. tutoring.

In order to provide a just salary schedule to fit the various interpreters, the following pay scale was devised:

Part time interpreters are classified as hourly employees. The salary range is from \$4.50 per hour to a maximum of \$8.50 per hour.

Interpreters without prior classroom interpreting experience will begin at a rate of \$4.50 per hour. After 300 clock hours of interpreting in the college setting, advancement is made to \$5.50 per hour.

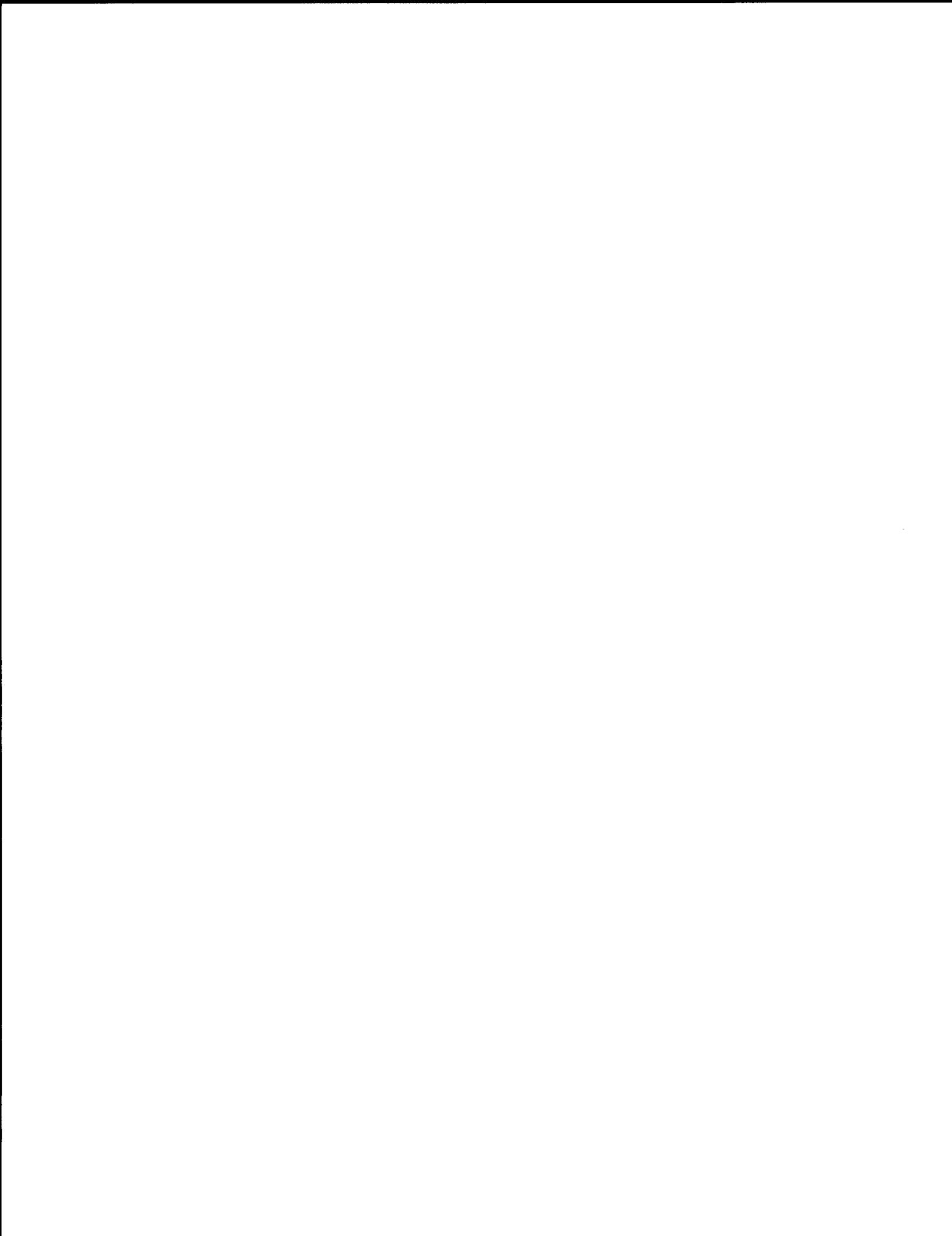
Interpreters with prior classroom interpreting experience in the college setting (at least 300 clock hours) and/or demonstrated ability may be employed at the \$5.50 rate.

Advancement to a rate of \$6.50 per hour would come after successful interpreting experience for at least 300 additional clock hours in the college setting at the \$5.50 rate and the completion of at least one semester of approved formal in-service training course work in Interpreting in the College Setting.

Advancement to a rate of \$7.50 per hour would come after successful interpreting experience for at least two consecutive semesters (one calendar year) at the \$6.50 rate and the successful completion of at least one semester of approved formal in-service training course work in Interpreting in the College Setting.

Advancement to a rate of \$8.50 per hour would come for those who have successfully interpreted for at least two semesters (one calendar year) at the \$7.50 rate, have completed an A.B. degree and whose interpreting assignments are in the area of their academic major or minor fields.

Interpreters with previous classroom interpreting experience and demonstrated ability may be "rated in" at the level appropriate to their experience and ability.



Part-time interpreters may not be employed in excess of 12 hours per week. No full-time California State College employee may serve as a part-time interpreter.

SFVSC offers non-renewable scholarships of \$300 to college students who come from home backgrounds in which there is deafness; e.g., deaf parents, deaf siblings, etc. This is to encourage them to get into the field of deaf education and to provide interpreters for our college program. This is an excellent way to recruit interpreters and future workers with the deaf. The scholarships, available to students anywhere in the United States, have been awarded to four individuals to date.

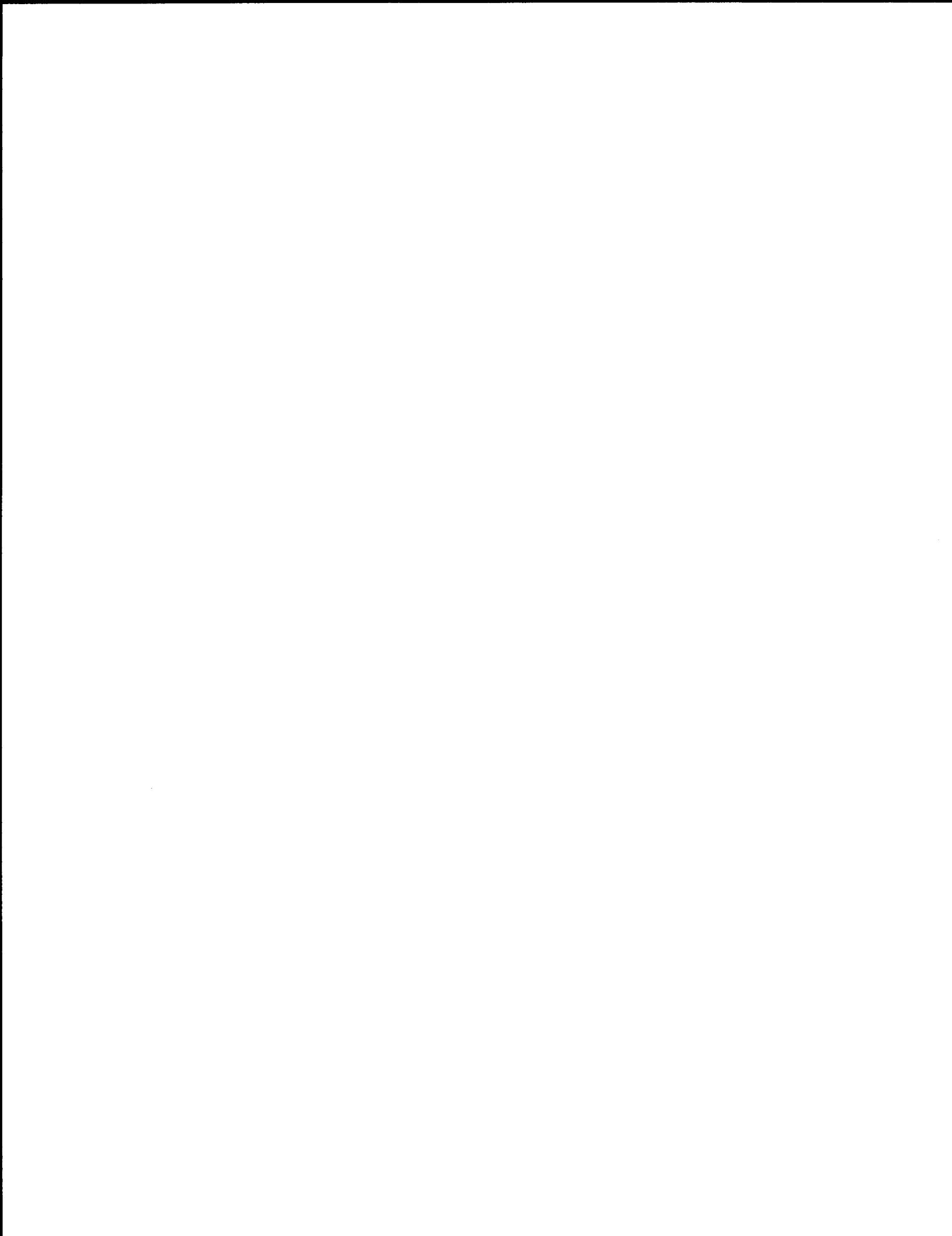
However, we find that there are many challenges facing interpreters and the profession. One is the paucity of educational signs for classroom interpreters. What does the interpreter do in a computer class where the terms are extremely long to fingerspell and the professor jumps from page to page making comments on the style of writing? We have developed some new signs; but, like the staff at the National Technical Institute for the Deaf, are a bit fearful to expand too much. We don't want to confuse deaf people through the development of new signs nor duplicate the efforts of others. That, too, would create chaos. It is our hope that some organization will accept the responsibility to assemble representatives from the different programs employing interpreters to discuss the problems faced, decide on the approach to meeting the need for new signs, agree who would be responsible for these signs and plan on a way to keep the information dispersed among the interested parties. As we heard this morning, a clearing house for sign language might be the answer, because the current sign language vocabulary is inadequate for verbatim classroom translation.

There are additional problems. One of these is scheduling. Most interpreters do not wish to come to the campus for just one hour. They wish to work in three-to-four hour time blocks. If a class goes for only an hour and the interpreter has to wait an hour before his next interpreting assignment, does he get paid for that hour?

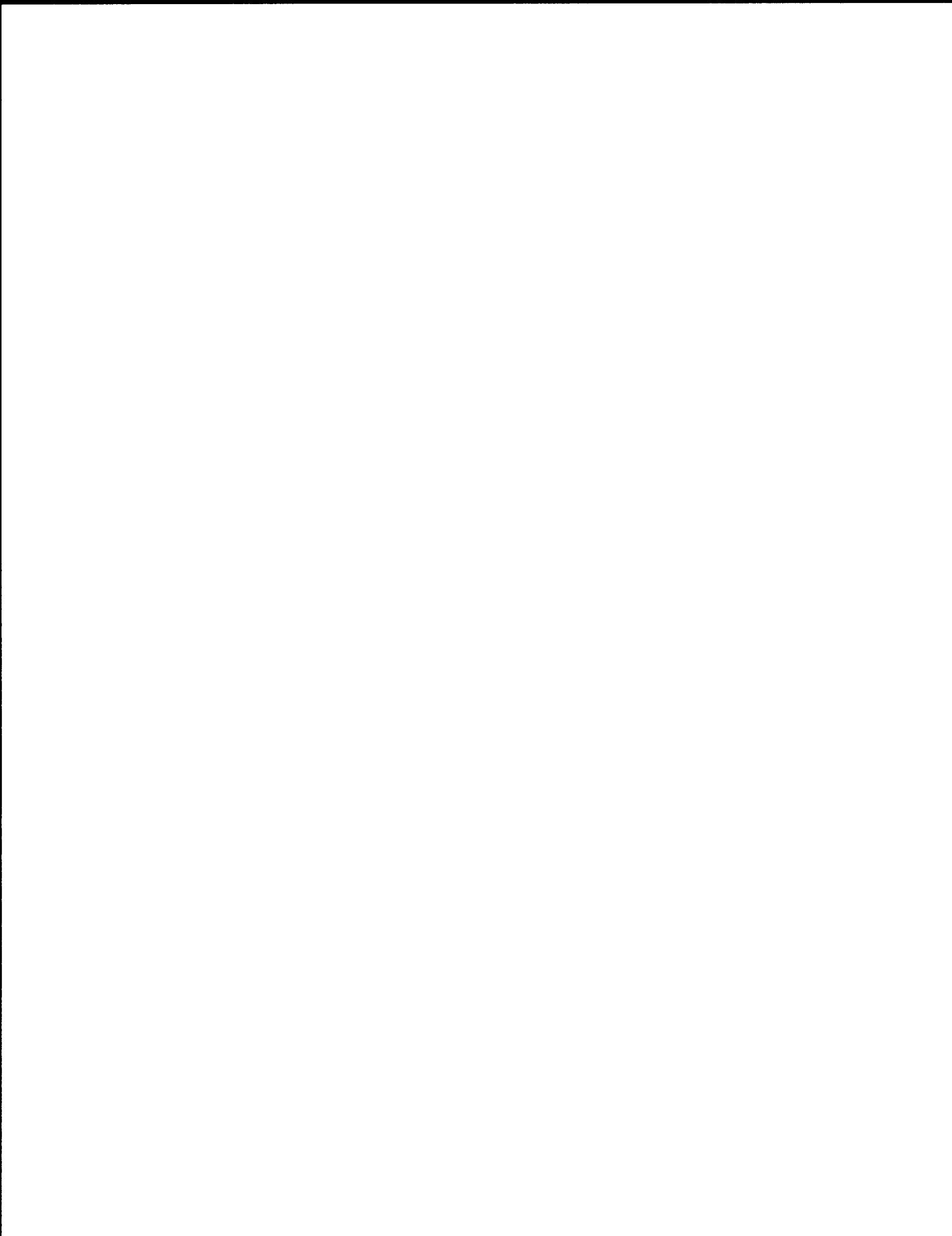
The need for excellent educational interpreters is great. Not every interpreter is cut out for the educational setting. Paternal/Maternal interpreters are a detriment to the hearing-impaired students in a regular college.

Nothing is being done in the area of research in sign language at this time on our campus only because we do not have the staff to do so. However, SFVSC offers a three unit course--"Deaf Adults in Today's World." This course provides a broad introduction to deafness and gives instruction in manual communication. Workshops for interpreters are also offered.

As far as programs go, San Fernando Valley State College is rich in resources for interpreters because of the various programs for the deaf on campus. In addition to the Department of Special Services



for the Deaf, we have the Leadership Training Program, the Secondary Teacher Training Program, Interpreting Workshops and workshops in Adult Education for the Deaf. Also, there is a close relationship with the interpreters' association, Southern California Registry of Interpreters for the Deaf, that provides a very powerful cohesive force as we try to work for the total growth and development of interpreters and the interpreting profession.



Speakers were invited to discuss their innovative approaches in education and interpreting, so that participants could develop a broader understanding of trends and needs in the field. Seeing Essential English and Cued Speech are two distinctly innovative educational approaches. Neither has been researched, so that the value of each approach is as yet untested. The Registry encourages valid experimentation, but cautions interpreters regarding the acceptance of new signs and techniques that are applicable to a small group only. Use of such new signs in the larger community actually frustrates communication.--ed.



MODEL SECONDARY SCHOOL FOR THE DEAF

Mr. Terry Naylor
Media Technician
Model Secondary School for the Deaf

Founded in the hopes of bridging the gaps in education services for the deaf community, MSSD represents the first attempt to establish a genuine secondary school program for deaf persons in the United States. These inadequacies in education have led to the low enrollment of deaf students in colleges (8% as compared to 54% with normal hearing). Robert Finch, former Secretary of HEW, said, "The Model Secondary School for the Deaf is a model partnership between the federal government and a private corporation.... It will be a model for drawing upon key inputs from the broader educational community....We think in computer assisted instruction, the school will also be a model of experimentation on the frontiers of learning theory...for technological innovations we think may someday upgrade all our educational systems in the whole continuum. We think our role in this institution is to be catalysts...brokers for new ideas...working with Congress. So this is really a step forward for richly deserving young Americans who will be directly served by this Model Secondary School for the Deaf. This is a new beginning."

To enhance its innovative approaches, MSSD stresses the use of various media and audio-visual equipment. Students, using instructional packages designed by their teachers, are free to work alone, or with instructors, and may devise their own schedules. The teachers, many of whom have been recruited from public schools, are encouraged to utilize the fresh approach that is notable in public education today.

(Mr. Naylor distributed copies of the new publication, Gallaudet Today. Volume 1, Number 1 is a complimentary issue published in the Summer of 1970 by Gallaudet College. The article devoted to MSSD is worthy of note.--ed.)



SEEING ESSENTIAL ENGLISH*

Esther Zawolkow
Secretary, S.E.E.

S.E.E. (See) SEEING ESSENTIAL ENGLISH. What is it? What does it stand for? How did it start? And Why? It is exactly what it says, seeing essential english. Since people who are deaf cannot learn language through their ears, they must learn language through their eyes. This means they must see language just as a hearing person hears it. Such visual language must include the correct syntax, articles, tenses, prefixes and suffixes.

I work as an interpreter at the first public day school to integrate the deaf students with hearing students using what we call the Total Approach Method--Sign language, fingerspelling and lip movements concurrently. The signs used by the teachers and interpreters are "English-representing." I will try to explain this, but to do so, I must give you some background. My parents are deaf. Having grown up in the deaf club meeting-and-picnic-circuit and being around deafness all my life, I thought I knew everything there was to know about deafness. I knew the sign language before I could speak. I can remember what a fuss people would make over me when my tiny nimble fingers would convey messages to my parents and their friends. When people would ask me about the sign language, I used to tell them that it was similar to shorthand--one sign included many words. Little did I realize what a detriment this was.

When I married and moved to California and received my first letter from my folks, I was surprised that their letter sounded as if a foreigner had written it. Mother and Dad did come from Russia, but they were very young children when they came to America. Surely, this was not the reason.

It was not until I went to work as an interpreter in the Anaheim Union High School District that I realized that deaf students today are writing in exactly the same way as my folks and their friends. Was anything accomplished in the 80 year time span? Both mother and dad finished high school, with mother graduating valedictorian of her class. In their day this was quite a feat for anyone, deaf or not. Most people did not even finish grade school.

* Mrs. Zawolkow presented her speech using the signs developed for Seeing Essential English. Participants will remember some of the signs used. Readers are advised that notations indicated in the text (those words appearing in parentheses) were for purposes of demonstration by Mrs. Zawolkow. For those readers who are unfamiliar with S.E.E., the verb list appended to the speech will provide a point of reference.



Other realizations began to hit. I was using the sign language as I heard the spoken language. I was mentally but not actually putting in the articles, plurals and tenses when I signed. When reverse interpreting, I put them in where they belonged because I knew where they should go.

The man who was head of the Junior High School program in our district is deaf himself and has exceptionally good English. Some time ago, he had to help teach English to mentally retarded deaf persons. The students began to ask how to differentiate between is, am, are or the verb to be since the signs are identical. They also complained when the English word was the same but the sign different as for glass, which could mean, in context, either a window, a drinking utensil, or eyeglasses. They asked why one sign couldn't be used for all three and suggested a combined sign.

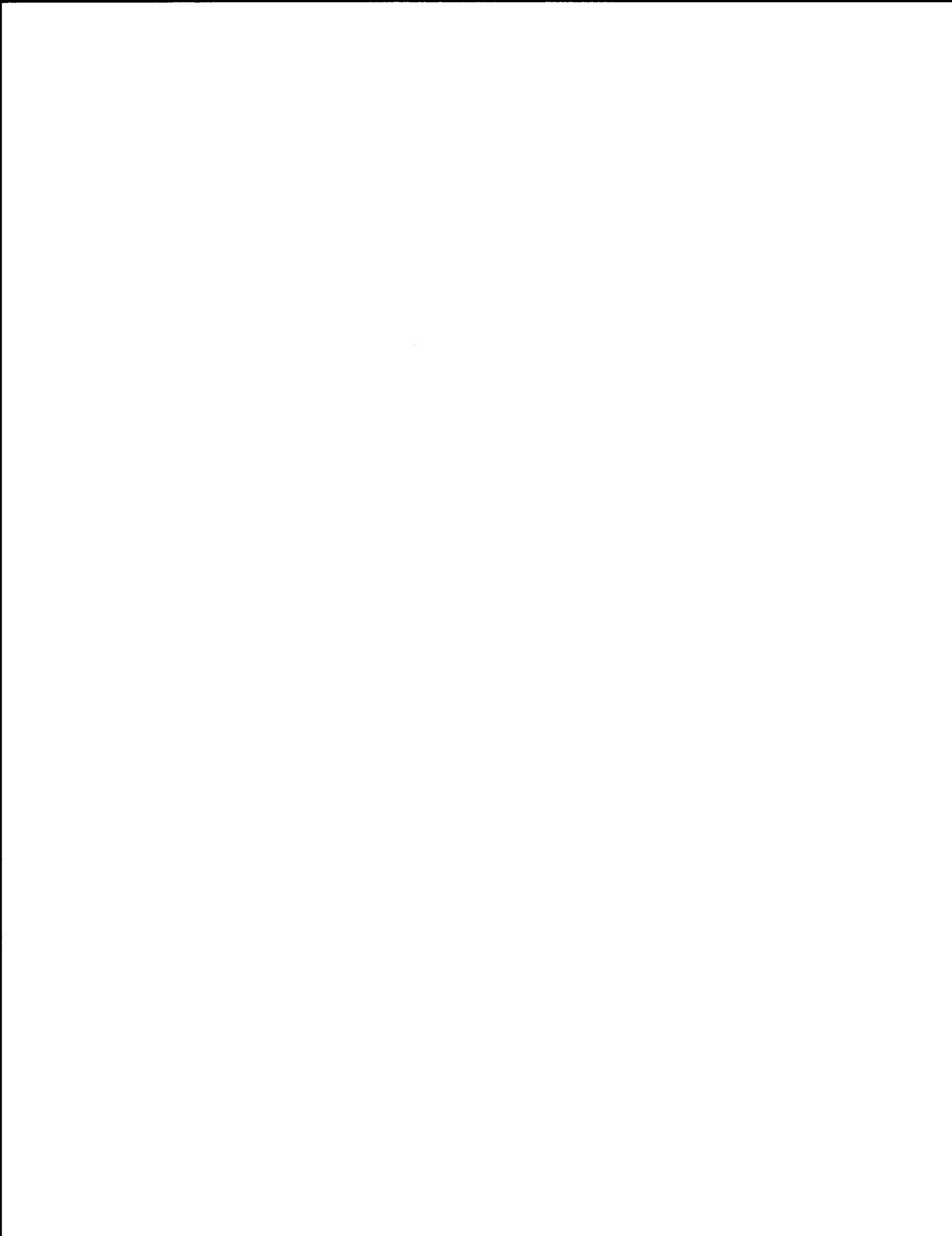
In our school we had another deaf teacher (formerly a teacher of English at Gallaudet) who is now working on her doctorate degree. She also noted that no matter what method the students had been taught, where they went to school, or what their family background had been, the majority of deaf students arriving at Gallaudet have inferior English abilities.

According to the Babbidge report, the average reading level of students entering Gallaudet in 1963 was 8.1. The median grade average of 920 students leaving residential schools in 1963-64 was 6.0. In 1966 an estimate by Furth placed the reading level of the average deaf adult at about the 5th grade level or below. In 1962 Wrightstone found in an investigation of language comprehension of deaf students only 12% of the 16 year olds scored above the 5th grade level.

These are only a few statistics that point out that we obviously need a way to make the mastery of English easier for our deaf students. They have never heard English spoken and so do not learn it as normally hearing children do.

Something must be wrong somewhere, if our prelingually deaf youngsters today still write the same way that prelingually deaf students did 80 years ago in spite of the many advances in the educational field. One of the biggest reasons has to be that we are not presenting English in a clear and unambiguous visual form from a young age even when we use the traditional sign language. For example: when we sign "close the window" (sign it as in traditional sign language) how can we expect the child to understand we mean "close the window" (sign it in the SEE method). The same with "open the window" (sign both ways). Why not sign the full sentence? If they cannot hear the syntax, then they must see it. The same as a hearing child learns from repetition, the deaf child must learn from repetition, but he must do it visually.

The same goes for this sign (old sign language for looking each other over, or eyeing one another). It is very graphic in the



sign language, but ask the average deaf person to write an explanation. It is likely he can't do it. Why not sign: "The boy and girl looked each other up and down." True, it is not as picturesque. But, what is more important--that it look good, or that the person be able to express himself in his native tongue? This is the way they will learn language.

Ask an older deaf person--"Have you been to Arizona?" (sign it the traditional way - Arizona-touch-yet.) Sure, you would know what was meant, but how could you be expected to learn correct English. Why not sign it exactly as the sentence is said. (Sign in SEE method.) In this context it should be noted that children in "culturally deprived" homes, where the parents do not talk to the children, have been shown to have poorer language than normal children and more of a reading problem later. Since the deaf child is even further deprived of aural stimuli, the visual pathway seems to be the most feasible means of exposing him to language. The key seems to be exposure to language.

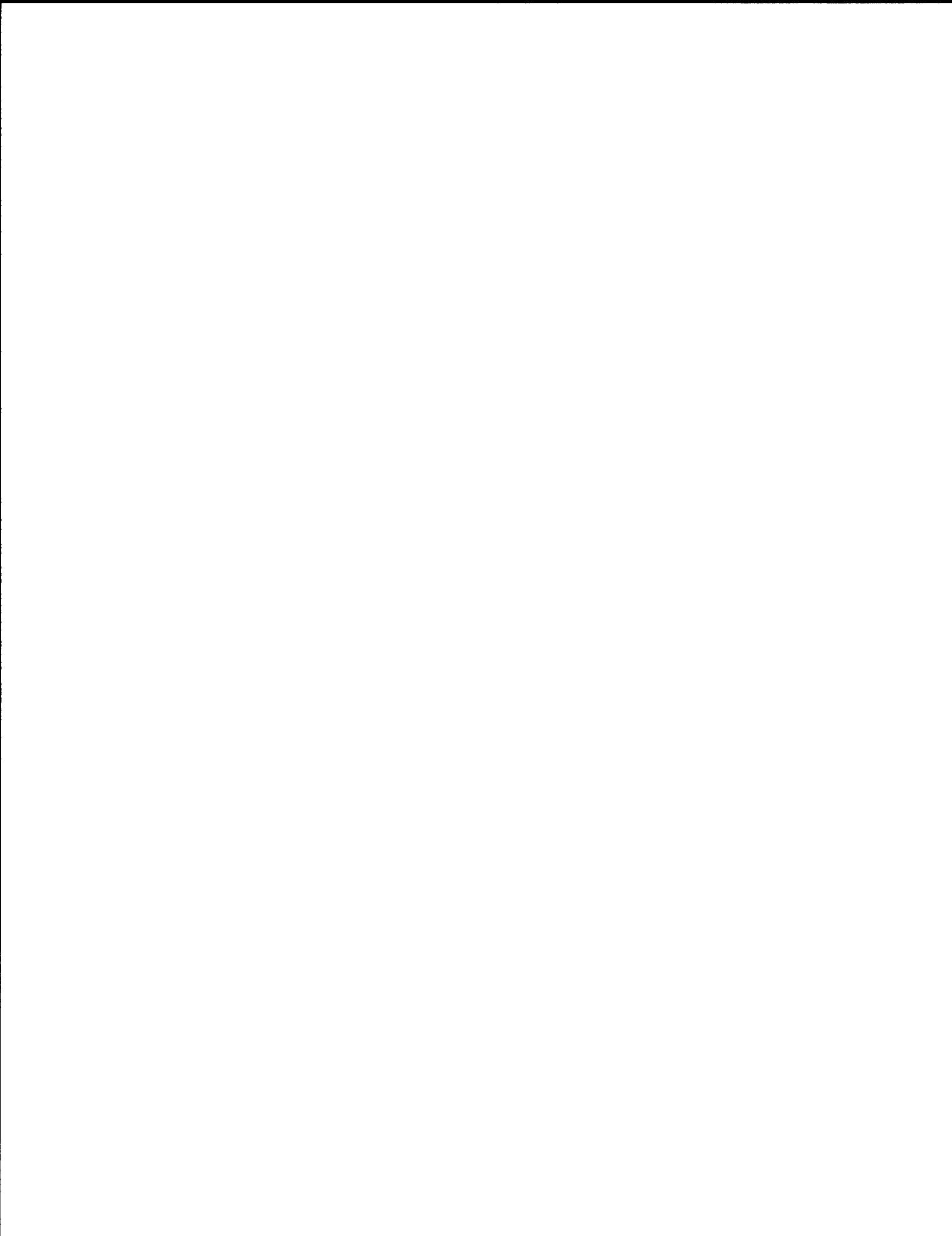
The differences cited so far are gross ones. What about the more subtle differences. Important are parts of words which, standing alone, do not convey a complete thought, but which are vital to meaning. "An interested man" and "An interesting man" convey two different ideas. (Show the ways of signing "-ed" and "-ing.")

Along these lines we had an interesting incident occur at our school. The students learned about England (Use traditional sign.) in their Social Studies class. Later in their English class (Use the same sign.), the teacher told the students to put their name in the upper right hand corner and under their names to put English I. (Use same sign.) The children wrote England I. Why shouldn't they? The sign was the same. Therefore, we now distinguish between the two by changing the endings. English (ish ending - show it) and England (land ending - show it). These endings would also be used for words like--devilish, piggish, overland, Tomorrowland, Disneyland.

Deaf students are notoriously weak in the usage of articles (a, an, the). Not too long ago we were watching the National Theatre of the Deaf on television. In one part they were talking about "a man," but they signed it "one man." Why not "A man"? Even this fine group can benefit markedly from precise language capability.

Tense also makes a difference in meaning: "I have the measles," and "I had the measles" are entirely different. As the number of words in a sentence increases, the complexity of their relationship may increase. Thus the need to be in control of grammar and syntax increases if one is to grasp the thought without misunderstanding. Many deaf students master only simple sentence patterns, and their communication is therefore limited.

When using plurals--we say "cat" for singular, but when we pluralize it we say "many cat": why not just add the "s." (Sign cat plus "s"). This is also true for words like, "thanks," "cars," "boys,"



"girls." We have another interpreter in our program who is the mother of a 5 year old. She only knows the SEE method. She started teaching her daughter at the age of 2-1/2. I wish you could see this child in action. When you place pictures in front of her, and sign a word to her, she is able to distinguish between "tree" and "trees," "flower" and "flowers," and chooses the card that represents the word. She knows the difference between singular and plural. She also can tell the difference between "man" and "men" (sign in SEE method), "foot" and "feet," and "woman" and "women."

When we want to distinguish between the possessive form we merely show the apostrophe: "Boy's," "Girl's." The apostrophe is also used for contractions--"I'll," "I'm," "I've," "you'll," "you've," "don't." This may look awkward to you now. Anything new takes time to get used to. Once you start, though, it comes very naturally and ceases being awkward. Our students have picked this up very readily.

When signing words like teacher, preacher, interpreter in the traditional sign language, we sign teacher + person, preach + person, interpret + person. Why? Why not add the -er ending? What happens when we use words like kinder, slower, faster? Do we still sign slow + person, etc? Why not just the -er ending for all of them? Wouldn't this make more sense to a child learning language?

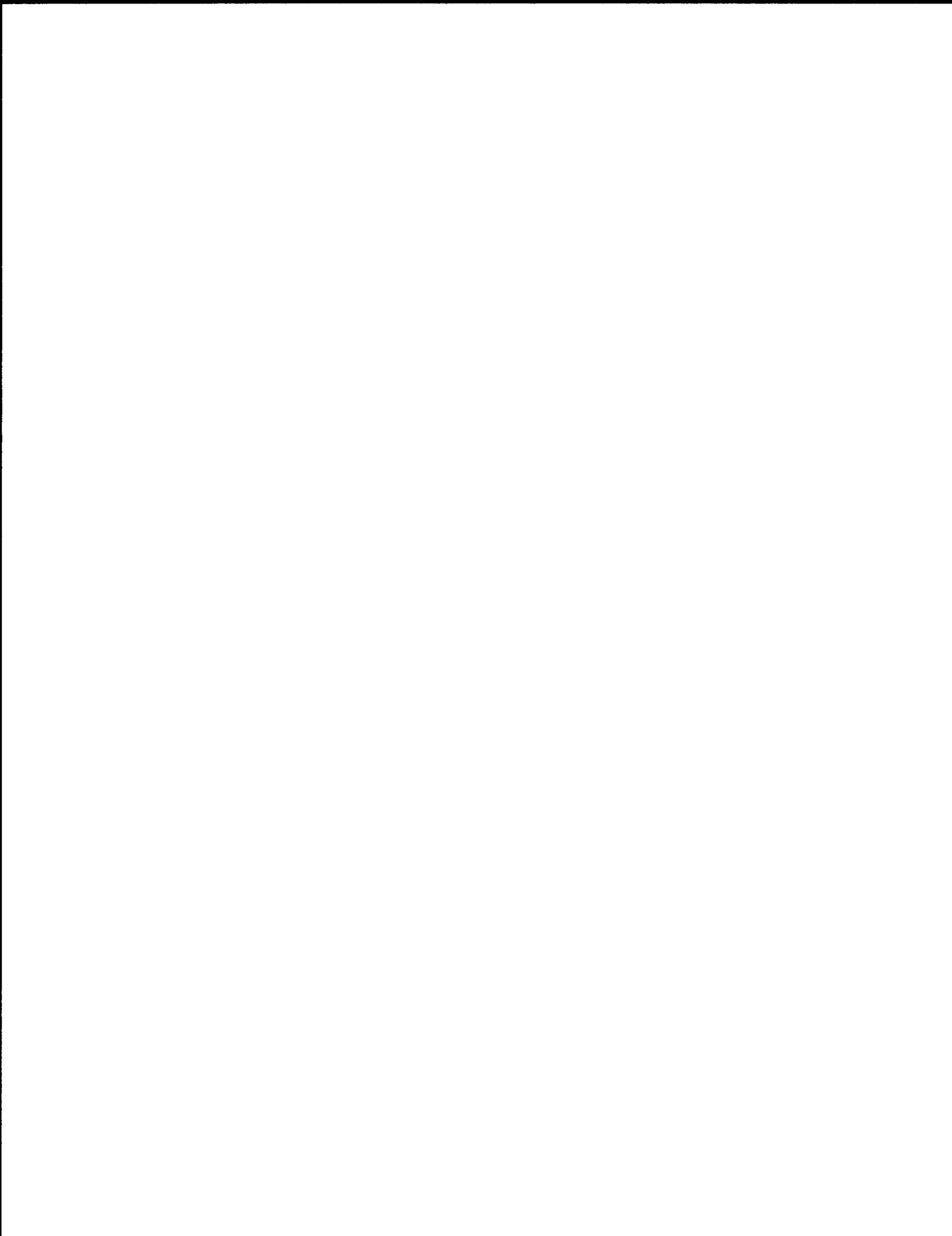
We also go into words that have the same root word, but different endings that change the meaning. Example:

Root word:	Govern
	Govern + ing (Governing)
	Govern + ment (Government)
	Govern + or (Governor)
	Govern + ed (Governed)

Root word:	Beauty
	Beauty + ful (Beautiful)
	Beauty + s (Beauties)

"Cars" (spell), "trucks" (spell), "buses" (spell) and "drive" (spell) are quite different aren't they? Yet we sign them the same. We have signs to show them as being different words. ["Cars" (sign), "trucks" (sign), "buses" (sign), and "drive" (sign).] Some of you may be saying, why not spell it? Do we expect a two year old hearing child to spell. He learns the word CAT not C-A-T. The language patterns of a hearing child are established before he learns to read.

Gross movements are easier to perceive at any age than small ones, and are sooner perceived by young children, especially before the age of 3. The larger the movement, the easier it is to see. All who have ever tried to learn to read fingerspelling should appreciate the difficulty. If, on the other hand, one reads not isolated letters but the configuration of the word, is not this the same as reading an unspelled sign? Cases have been mentioned where children learned to



read a rapidly fingerspelled DOG but when spelling was slowed down to isolate the letters they were unable to recognize the word. Signs are easier to see than fingerspelling and serve the same function--that of providing visual cues for words!

Recognizing that S.E.E. has as its aim the development of "visual English," it is necessary to be concerned with other aspects of language. In the English language we have many words that are spelled the same, pronounced the same but have different meanings.

Example: SIGN: 1. As a billboard sign.
2. To sign a letter.
3. As in sign language.

RIGHT: 1. To turn right.
2. Your answer is right.
3. You have the right to disagree.

The hearing child learns that when he hears or sees this word there are many meanings. He listens or reads the full sentence before he knows which meaning fits. Is it wise then to have three different signs for the word "sign" for the deaf child? He then becomes accustomed to being graphically shown the word. Is there any reason why we couldn't have one sign for all three--the same as the hearing child? Another prime example is the word "run." We sign "run for office," "run for the door," "run in a stocking," a "runny nose," differently. (Sign each one in the traditional sign language.) Why shouldn't we have one sign for the word "run." For the time being let's use this sign (show sign) and sign the above sentences using one sign. As I stated before it may seem strange to you now, because you have been preconditioned. But would this be so with a child just learning the sign language? We find that the students we work with accept this readily. The child I mentioned before sees nothing wrong with signing "hot dog" (Sign S.E.E. method). She also knows that there is a difference between "dirt" and "dirty."

The "kids" learn and understand idioms because we are signing them as they are spoken. They take great joy in using expressions such as "dry up," or "horsing around," or "so what," or "sorry about that"; they recognize that "wet down" is not the counterpart of "dry up." Language has become fun to them.

This is the need we hope S.E.E. can fill. Its beginnings were modest; its results gratifying. We do not pretend to have the answers to everything as yet. But we have made great strides. In addition to the few things I already mentioned, we have signs for pronouns (he, she, her, it, they, etc.), word endings (-ment, -ness, -tion, -y, -ly, -ing, -ity, etc.), prefixes (re-, un-, pro-, etc.). I had no idea of the complexity of the English language until I got involved in trying to make signs fit. Using them will indicate clearly just how complex the English language is.



In the fall of 1968 after using the basic signs with the kids in school and teaching their parents at Adult Education Classes, we found we needed to expand the language more. Help was needed. So we decided to call a meeting of a few people who were interested in the new signs. Besides those of us at school, in attendance were Roy Holcomb, Herb Larson, Larry Newman, David Morgan and a few others.

We all agreed that expanding the sign language was necessary and decided to form an organization to draw up principles and work on signs. Thus, the birth of S.E.E. We have working with us the head of the Linguistics Department from California State College at Fullerton.

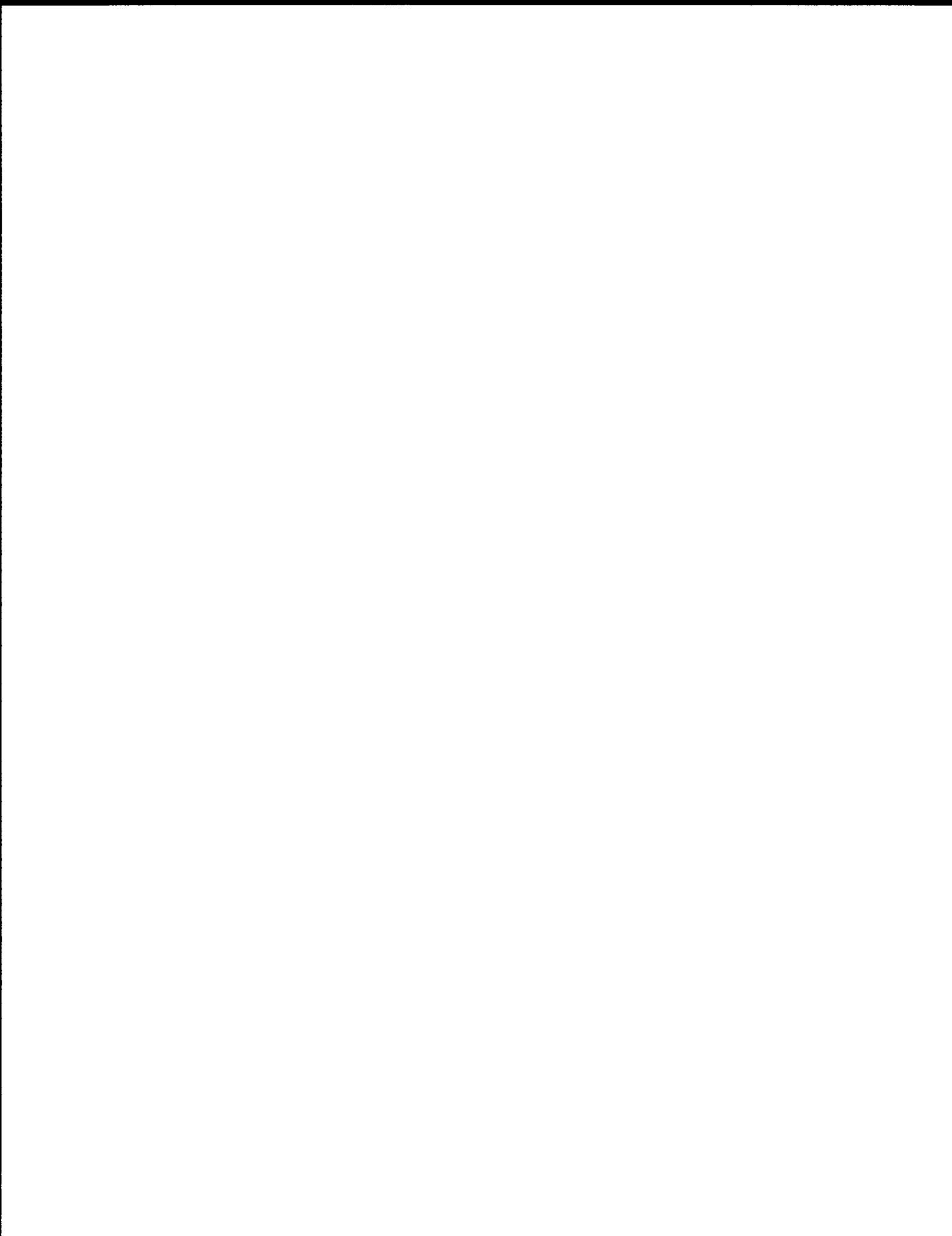
We receive letters from people all over the country wanting to know where they can get a book or something on the new signs. Thus far, we have 40 pages with 10 words on each page. The pages are designed so that they can be cut and pasted on an index card. In this way you can set up your own file.

There is still so much to do. When you are working with already busy people who are volunteering their time, things move slowly. We would like support for a national effort that would have provision for language standardization, adequate testing programs and funds for people to work in these areas. We welcome suggestions and your help.

We think this is potentially one of the most significant steps in the right direction to help language-starved deaf students.

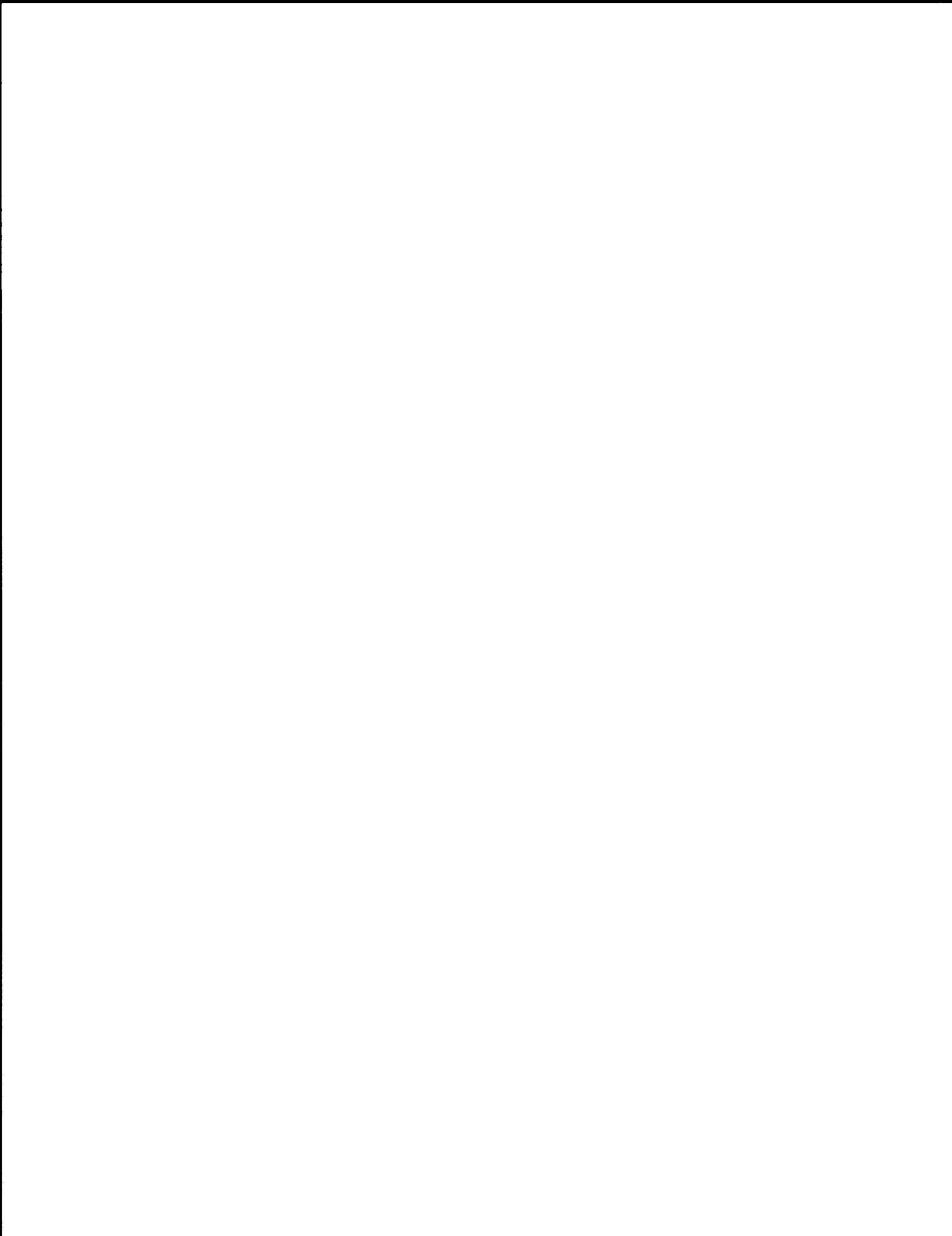
Currently, forty pages of words and descriptions are available. A price of \$2.00 has been set to cover production expenses. To receive these, send the \$2.00 to:

S.E.E.
c/o David A. Zawolkow
3131 Walker Lee Drive
Rossmoor, California 90720



Following is a brief list of words and parts of words illustrating the means by which S.E.E. attempts to provide English language capability for the deaf. With the signs on this list along with others in our catalog it is possible to sign complete grammatical sentences.

- s: make the sign for the letter "s" at the completion of the sign for the verb, e.g. see plus -s would be "sees."
- ed: flip the right hand backward over the right shoulder at the completion of the sign for the verb. This also denotes irregular past tenses (wanted, saw, etc.)
- en: at the completion of the sign for the verb, hold the hands in front of you, facing each other and fingers spread, then drop them slightly, ending palm downwards.
- ing: at the completion of the sign for the verb, sweep the little finger ("i") to the right in a backward J.
- HAS: sign as have plus "s."
- HAD: sign as have plus "ed."
- BE: move the letter "b" outward from the lips (palm facing left).
- IS: move the letter "i" outward from the lips.
- AM: move the letter "a" outward from the lips.
- ARE: move the letter "r" outward from the lips.
- BEEN: be plus -en.
- BEING: be plus -ing.
- WAS: move the letter "w," palm facing you, backwards toward the right shoulder.
- WERE: move the letter "r," palm facing you, backwards toward the right shoulder.
- DO: place the "c" hands facing downwards in front of you and move them first to the right, then to the left.
- DOES: do plus -s.
- DID: do plus -ed.



material covered.

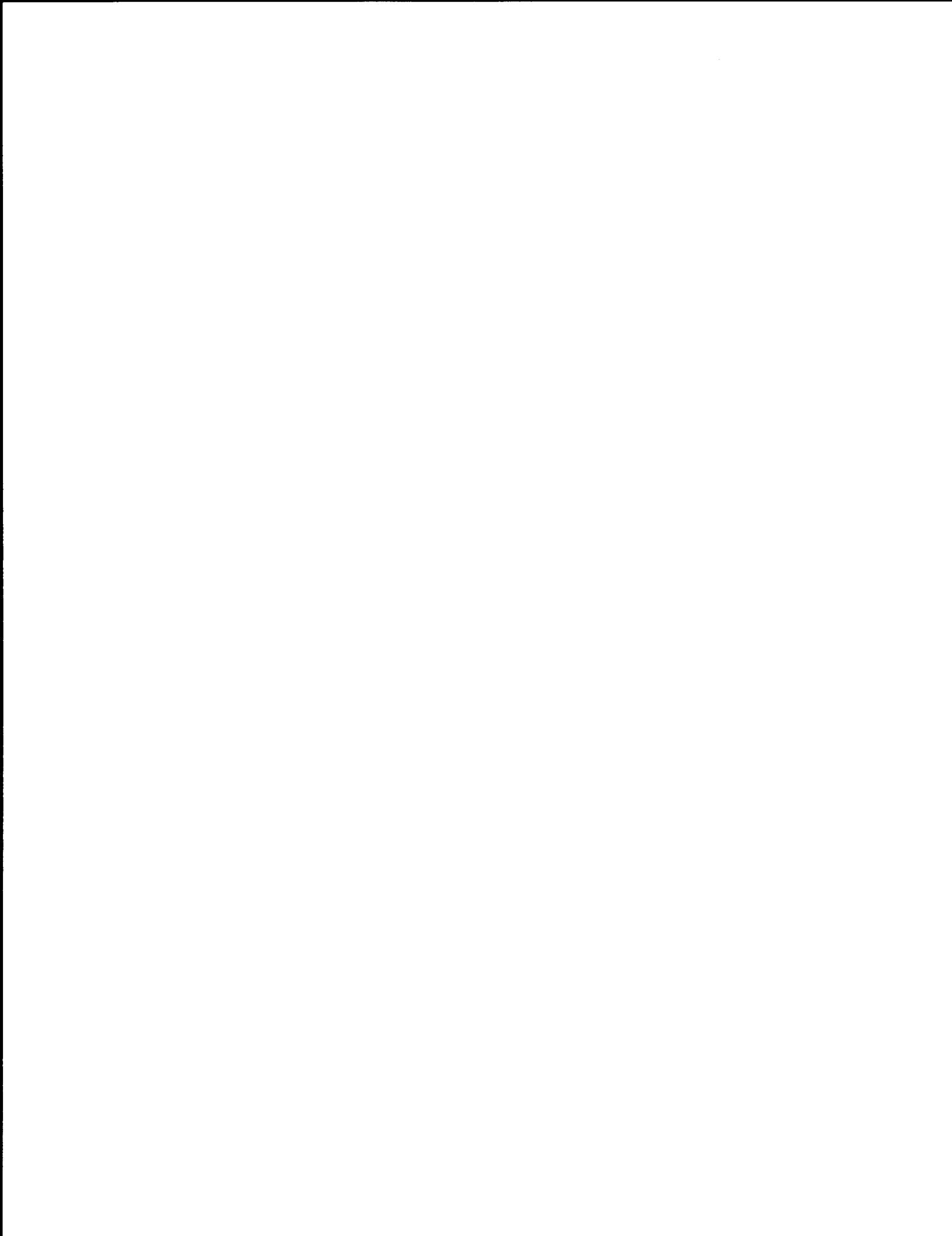
The method I would like to present to you at this time is CUED SPEECH. I do not present it as a compromise of methods because I do not think of it as such. Neither do I feel it is in conflict with any existing method being used. It is a phonetic-based method of cueing what the speaker is saying so that the deaf person not only can read lips more easily and accurately but, he can also recognize words on the lips without first having to know the word being said. When depending upon lipreading alone the deaf person can only recognize those words he already knows. He must separate the homophonous (look-alike) words from the context in which they are used. He cannot, therefore, learn new vocabulary as casually as the hearing person.

The basic idea of Cued Speech is not new. Educators have worked on one or another variation of it since the time of Alexander Graham Bell and perhaps before. I believe most of them failed because they were, intentionally or otherwise, wedded to one of the existing methods of instruction and could therefore not study a new method objectively. Also, they had neither the benefit of computers nor the backlog of studies on the subject which are available to us.

Dr. R. Orin Cornett entered the field of education of the deaf in 1964 when he was appointed Vice President of Gallaudet College in Charge of Long Range Planning. The first thing he noticed was the controversy over methods of instruction. After studying all methods he concluded that no one method was adequate to meet the needs of all hearing-handicapped children. He began working on a cue system which would supply the information not found on the lips of the speaker but which would in no way duplicate or replace that information. Over the next two years Cued Speech was developed.

Cued Speech is comprised of twelve cues--four of hand placement and eight of hand configuration. The vowels are cued by the position of the hand and the consonants by the shape of the hand. The sounds of each cue group are distinctly different from each other and can be easily separated on the lips. The deaf person must watch the lips carefully for lipreading purposes and see the hand cue with his peripheral vision.

First, we will look at the vowel cues. With the hand at the side of the face and the tips of the fingers about five inches from the chin one cues the vowel sounds: -a- (as in father), -u- (as in but), and -o- (as in toe). With the hand at the throat one cues: -a- (as in at), -i- (as in it), and -oo- (as in book). At the chin one cues; -au- (as in caught), -e- (as in bet), and -oo (as in two). There are two cues at the corner of the mouth: -ee- (as in me) and -ur- (as in fur). You will notice that the first sound in each group is formed with the mouth open wide, the second with the lips relaxed, and the third with the lips rounded or pursed. Thus it becomes easy for the deaf person to separate them on the lips of the speaker because the sounds which look alike on the lips, such as the -u-, -i-, -e-, and -ee-, are in different cue groups.



Now let us look at the cues for the consonants. These are divided into eight groups and are cued by the shape of the hand. We will not go through all eight cue groups but will look at several for demonstration purposes. The flat hand is used as a neutral shape to cue only vowels but also to cue the consonants -t-, -m-, and -f-. With the flat hand at the side position one can cue the following twelve sounds: -a-, -u-, and -o-; -ta-, -tu-, and -to-; -ma-, -mu-, and -mo-; -fa-, -fu-, and -fo-. With the flat hand at the four cue positions one can cue forty-four different sounds. One finger, the index finger, is used to designate the sounds of -d-, -p-, and -zh-. With this cue and the four cue positions one can cue thirty-three different sounds. There is of course no need to go through all of the other cues at this time.

The idea of Cued Speech is to make every sound the speaker utters visually different from every other sound. If sounds look the same on the lips they will be cued differently and if they are cued the same they will be distinctly different on the lips. Watch these words on my lips and see if you could separate them: pit, bit, mitt. Now watch them as they are cued and see the difference. Now watch the way these two words are said and cued: mother, father. You will see they are cued the same but are distinctly different on the lips.

If each sound of the English language could be easily recognized on the lips of the speaker there would be no need for a cue system. Because many sounds look alike on the lips and still others do not show at all on the lips, the deaf person needs a cue system to raise the level of accuracy of lipreading.

If you would like to see the impossible task we give the deaf child in a "pure oral" setting then look at the following combination. Use the consonants -p-, -b-, and -m-, which look alike on the lips, and combine them with the vowels -u-, -i-, -e-, and -ee-. You now have twelve homophones which cannot be separated on the lips even by an expert lipreader. Add to these twelve the final consonants -t-, -d-, -n-, and -l-, which also look alike on the lips. You now have forty-eight visually identical homophones and included in this list are thirty-one actual words. The others are parts of words, such as 'mon' in Monday.

I agree with deaf people who have said the deaf person should not be a carbon copy of a hearing person but should function and be recognized as a hearing-handicapped person with the limitations imposed by deafness. We would like for deafness to impose less of a handicap so that the deaf person can function more like the hearing person but do it naturally. We cannot deny the fact the deaf person must live in a hearing world and it is he who will have to do most of the adjusting because the rest of the world is too busy with its own problems of adjustment to be as concerned as it should be with minority groups.

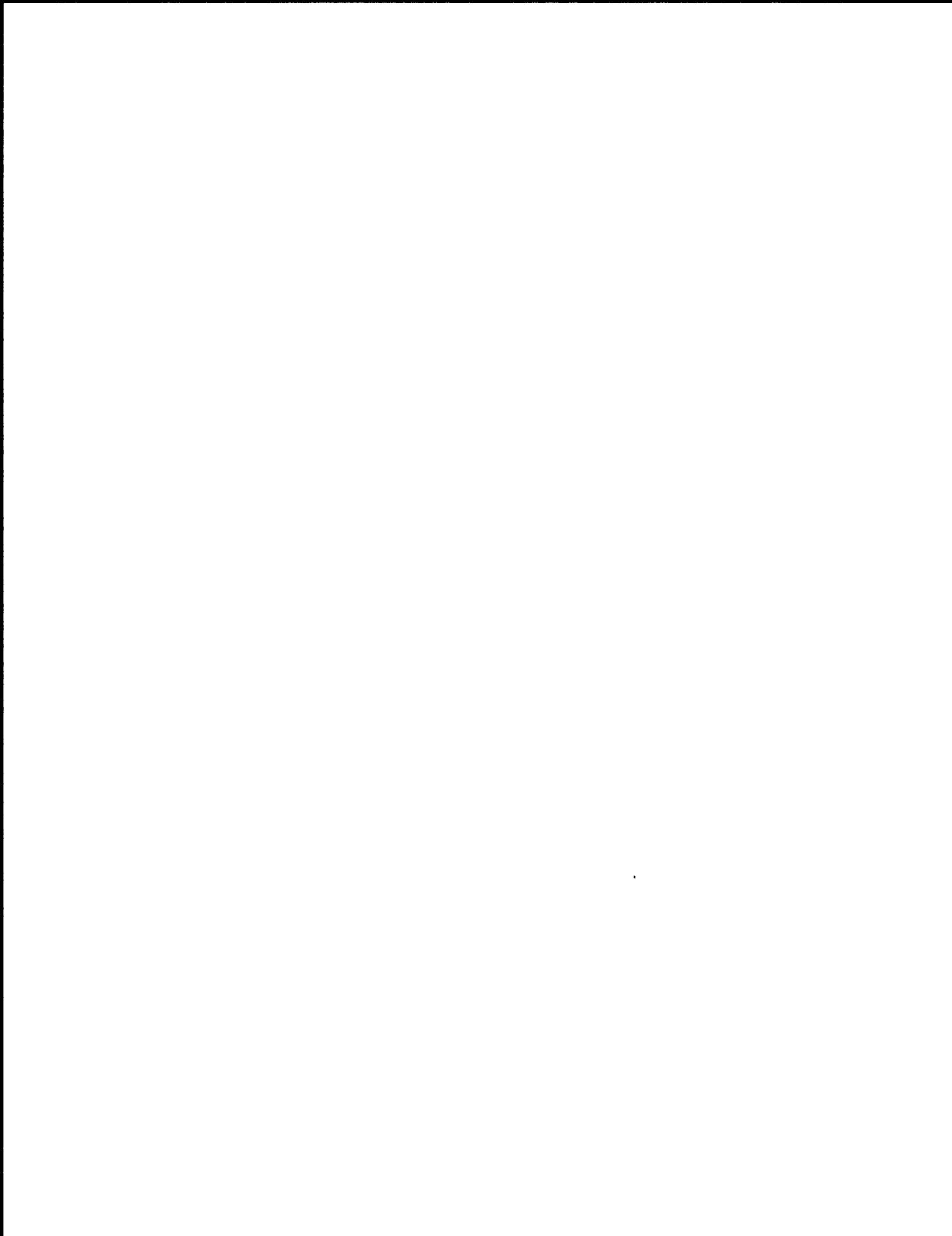
I believe Cued Speech offers the deaf child the opportunity



of developing more like his hearing brothers and sisters. Through this method of communication he can learn from his parents, his brothers and sisters, and his friends. His development of vocabulary and language can approximate that of a hearing child if this communication begins early enough in his life.

We have a plan in South Carolina for educating deaf children in public school classes. I hope this can become a model program. We are working toward having all classes for the hearing-handicapped using Cued Speech this fall. Then we plan to train teachers in regular classes, at least one at every grade level, so that the hearing-handicapped can be referred to these classes for whatever periods per day they can function adequately. As I see it, the only thing that prevents the deaf child from being able to attend a regular class is the lack of communication. If we can have his teachers and his normal hearing classmates use Cued Speech we will have taken a giant step forward in getting the hearing-handicapped back into the "main stream of education".

Cued Speech can be taught in a ten-hour workshop and assistance for this can be requested from the Parent Education Program in Cued Speech at Gallaudet College. If I have helped you to understand Cued Speech today my purpose has been served. All I would ask as an interpreter for deaf people is that we and deaf persons look very seriously at this new method. I believe the possibilities for it are unlimited.



THE READER PACER: A DEMONSTRATION

Edward C. Carney
Specialist, Adult and Vocational Program
Media Services and Captioned Films
U.S. Office of Education

The reader pacer (a Cenco continuous projection reader pacer) designed for use with an overhead projector, uses a prepared text printed on transparent plastic or mylar rolls. It projects on a viewing screen from one to five lines (optional and controllable by the varying position of the light aperture slide) of the identical text of a platform speaker. This device has been used at a number of meetings when some in the audience were deaf and has proven to be very popular.

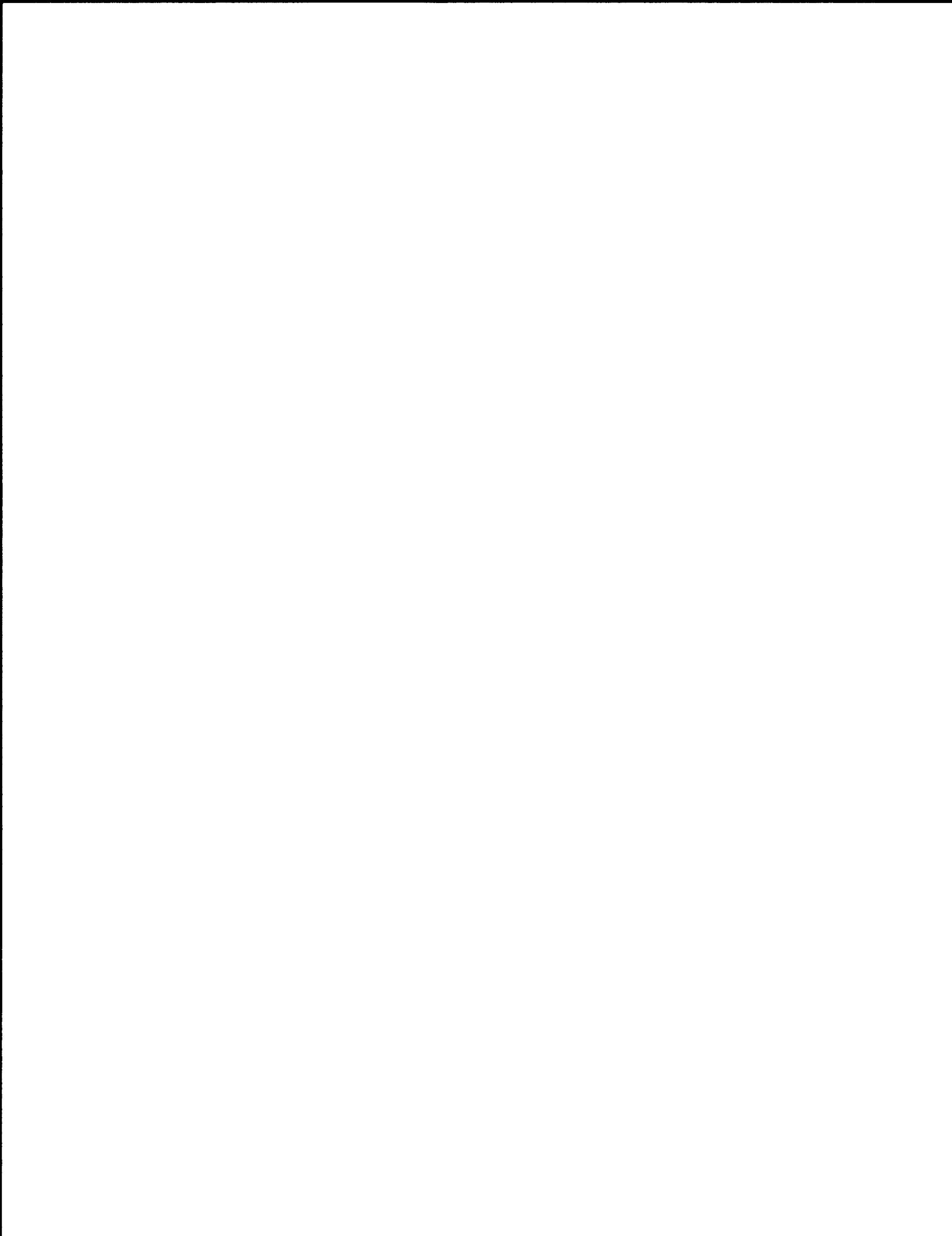
The text moves upward across the area of the screen lighted by the projector. The pacer is spring-wound and its speed may be controlled by adjustment of a calibrated dial to permit reading speeds from 100 to 400 words per minute.

The number of lines of projected print which offer best reading conditions and comprehension varies with the individual viewer. The consensus appears to be that three exposed lines of print are best for the average audience. Fewer lines cause frustration for the faster readers, while maximum exposure tends to overwhelm the slower reader.

Reactions to the pacer have varied. Some deaf persons have become "addicts" and prefer to read the printed text to the exclusion of the services of a manual interpreter. Others have reference to it only when an interpreter either is obscure in sign language translation or when the flow of manual interpretation otherwise is interrupted. Curiously, at least one deaf person has objected to use of the pacer when he was the speaker on grounds that it was a distinct distraction to him.

These machines may be borrowed without charge from any of the four Regional Media Centers for the Deaf, or from the office of the Council or Organizations Serving the Deaf. Instructions for the preparation of the transparency roll are sent with the machine.

*Now Executive Director of COSD.



THE INTERPRETER'S BOOTH: A DESCRIPTION *

This booth was designed and constructed at the Southern Regional Media Center for the Deaf, University of Tennessee. It was sent to the RID convention through the good auspices of Dr. William Jackson, Director of the Southern Regional Media Center for the Deaf.

The booth consists of a framework of lightweight metal pipes covered with black cloth. The interpreter stands inside the booth, facing an opening approximately four feet wide by three feet high at the front. This opening is framed on all four sides with fluorescent light tubes which brilliantly illuminate the booth interior and occupant. The booth may be dismantled rather easily and shipped in specially constructed wooden containers.

Previous evaluation of this booth and its potential usefulness brought out the following negative factors:

1. Because the booth is enclosed on three sides, it is difficult for the interpreter to hear the speaker distinctly;
2. The high wattage of the lighting system makes the booth uncomfortably warm;
3. Use of a fan lowers the temperature and increases ventilation, but further reduces the interpreter's ability to hear the speaker;
4. The interpreter feels too isolated, and is frustrated in not having the accustomed view of the speaker.

Arrangements for loan of the booth may be made by writing to Dr. Jackson, or to either the RID or COSD Executive Director.

* Because limited time precluded actual demonstration, the booth was set up for observation by convention participants.

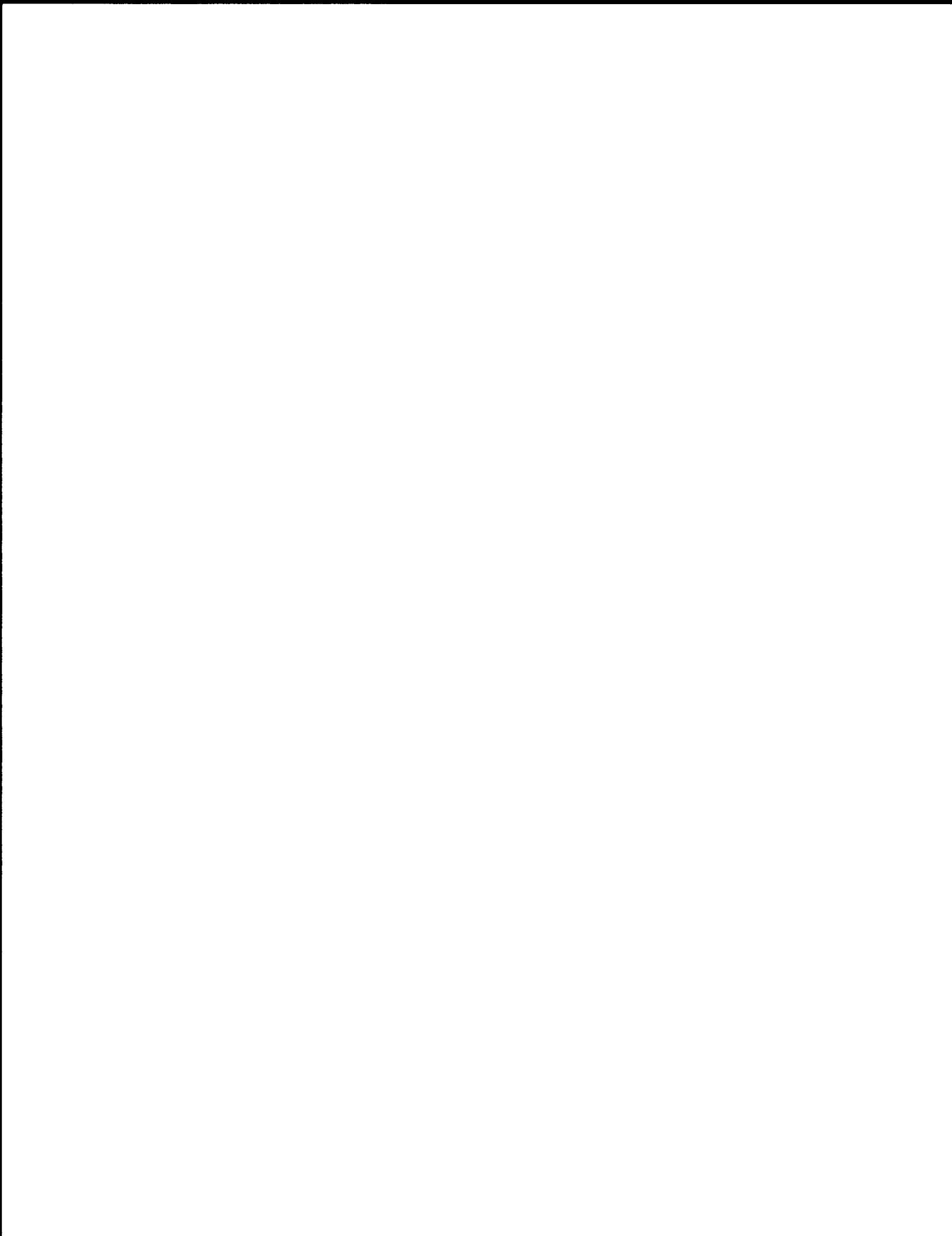
REPORT OF THE EXECUTIVE DIRECTOR

The Registry has been in existence six years as of June 16, 1970. On that date we completed our third year as an organization with a full-time national office. It is, therefore, a real pleasure and a privilege for me to report on the activities of the organization from the point of view of the national office.

There are many important details that could go into a lengthy report at this time. I have attempted to include only the more significant items pertaining to our general activities, our future direction and our needs as an organization.

Membership has just broken through the one thousand mark. To be exact, we are three members over one thousand as this report is being prepared. I do not intend to clutter this report with statistics; however, the following information seems pertinent. California has 147 members in the Registry. The second highest state is New York with 67 members, Illinois is third with 52, Michigan is fourth with 44, Texas fifth with 40, Pennsylvania sixth with 38, Maryland seventh with 35, and Tennessee is eighth with 34. Washington State and Virginia are ninth and tenth with 33 members in each state. We have seven members in Hawaii and one member in Alaska. Of the fifty states, only Nevada, Wyoming and Vermont are unrepresented in our Registry. There are seven RID members in Canada. We also have members in Hong Kong, Korea, West Malaysia, Guam, the Phillipines, West Germany and Mexico. I would estimate that there are approximately another 750 individuals associated with our state chapters who are not yet members of the national Registry.

An important factor that parallels the growth of our membership is the extent to which interpreters are now being utilized. Five years ago we had one interpreter for the deaf working full-time in a professional capacity. Today we have forty individuals working in full-time capacities. These people are employed at the National Technical Institute for the Deaf in New York, at San Fernando Valley State College in California, at Delgado Junior College in Louisiana, at Seattle Community College in Washington, at St. Paul Technical-Vocational Institute in Minnesota, at Lee College in Texas, at St. Petersburg Junior College in Florida, at Riverside Junior College in California and at the Federal Government's Bureau of Education for the Handicapped in the District of Columbia. Beyond this progress in full-time employment, we also have approximately another fifty individuals employed on a regular part-time schedule: these interpreters work in many of the above-named facilities as well as in other locations such as the University of Arizona, American University in the District of Columbia and at several community service programs for the deaf functioning out of hearing and speech agencies. In addition to the utilization of interpreting services by colleges and agencies, we are witnessing a growth in the use of interpreters by deaf individuals. Deaf people are seeking greater participation in professional associations connected with their employment, in labor union meetings, in



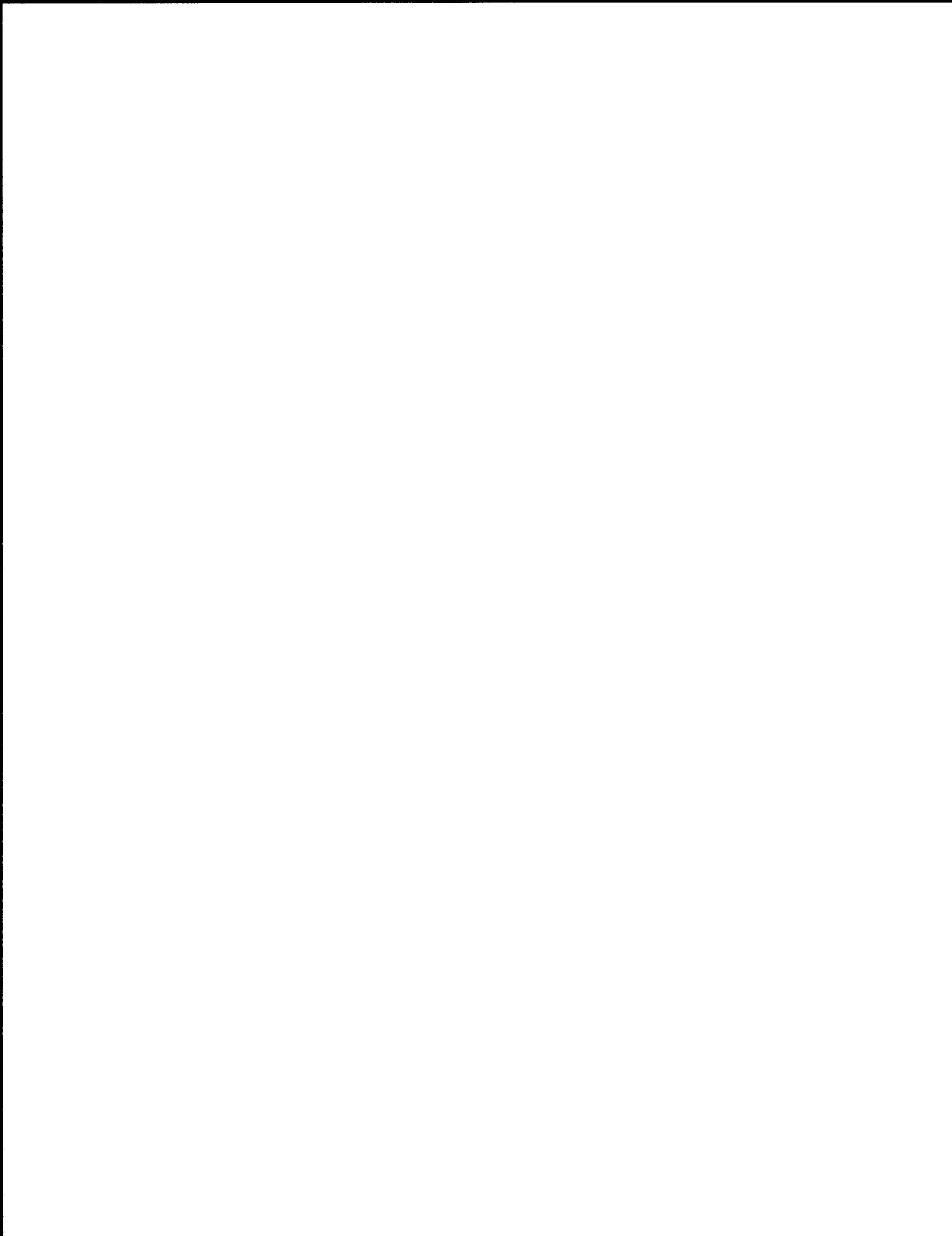
city-wide and regional conferences involving cultural pursuits, and in other matters of involvement with the general public; the demand for interpreter services has grown accordingly. If inquiries received from regional and state vocational rehabilitation agencies are any gauge, we also are in a period of continuously increasing inclusion of interpreting services as an essential case service in the rehabilitation programs of many deaf clients. This utilization of interpreters by vocational rehabilitation agencies was one of the more important provisions included in the Vocational Rehabilitation Act of 1965.

The legal rights of the deaf citizen is another concern of the Registry. Within the last few years we have seen eight more states enact laws making it mandatory for an interpreter to be provided in the courts whenever a deaf defendant is involved. Fourteen states now have such provisions, namely, Colorado, Iowa, Illinois, Louisiana, Tennessee, Oklahoma, Michigan, Texas, Alabama, Rhode Island, Virginia, Maryland, Minnesota, and Wisconsin. Several other states have bills in the planning stages or under consideration by their legislatures at the present time. All states should have this basic legal protection spelled out in their statutes. The Registry is continuing to assist with this important goal.

The Registry's largest activity in terms of both staff time and involvement of interpreters themselves has been in the area of chapter development. Chapters, experience tells us, seem to be the most fruitful means of expanding and improving interpreter services. Twenty-six states, including California with its two functioning chapters, are currently involved in various stages of chapter activities. These states are Alabama, Arizona, Arkansas, (northern and southern) California, Colorado, Florida, Illinois, Indiana, Iowa, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, and Wisconsin. Of these twenty-seven chapter development programs, nineteen have brought together interpreters who have adopted by-laws and have formally organized. Eight of the remaining chapters likely will have completed their initial organizational activities by the end of the 1970 calendar year.

Different chapters have been involved in many and varied projects. Some of their activities will be reported by chapter representatives attending this convention. Among the more important chapter activities, from the point of view of our national office, are printing of state directories, the establishment of informal and formal in-service training programs for members, publication of newsletters, public education programs and classification of members according to their interpreting skills.

It has been an inspiring experience for me and for the individual interpreters involved to see so much enthusiasm and interest generated toward improving skills and services. Chapters are using videotape equipment, bringing in outside professional personnel from their communities, presenting new ideas for development by the nation-

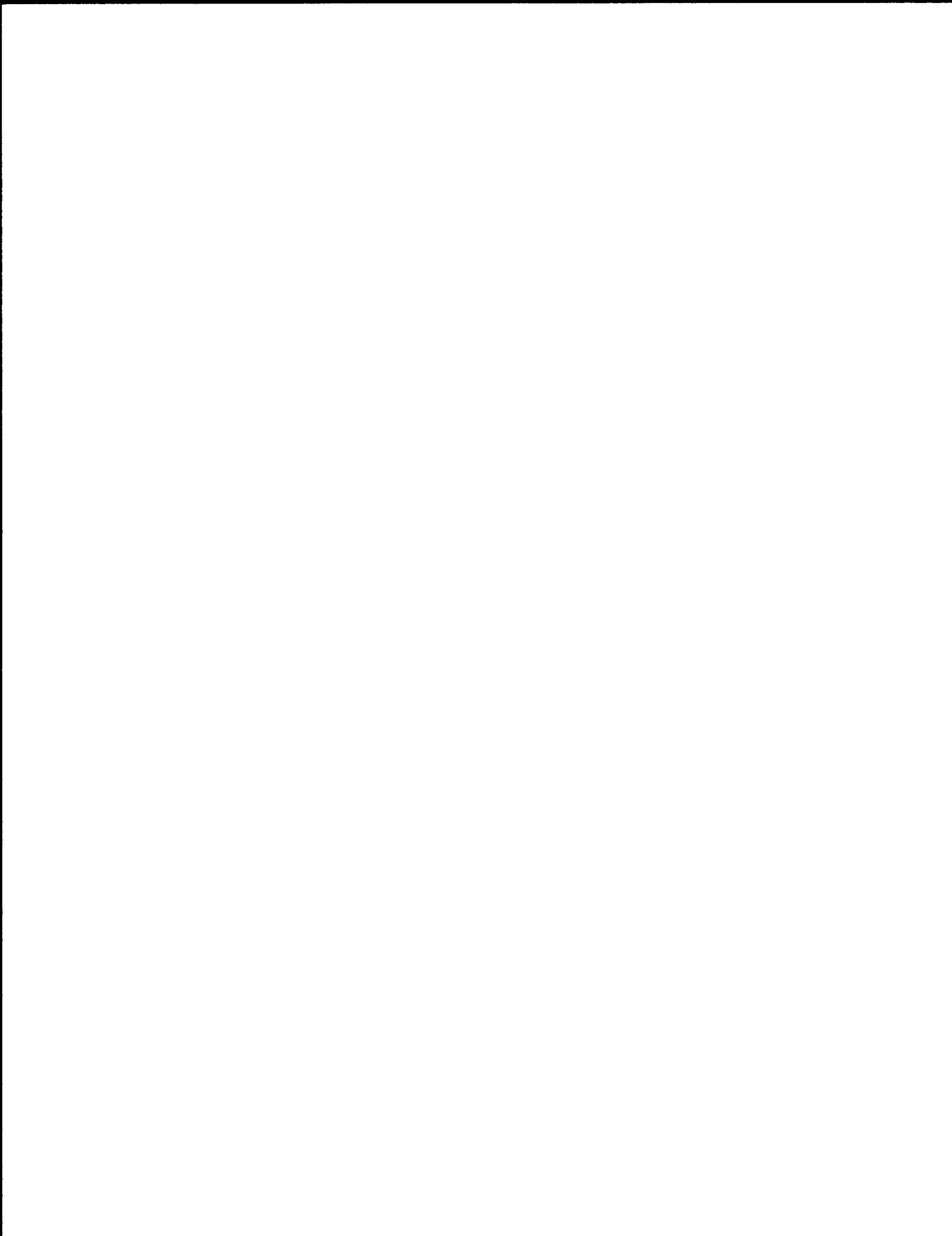


al office, encouraging young adults, who have deaf parents, to utilize their skills, and generally awakening a long dormant potential in the states that few people thought existed. Perhaps the most important reason for a chapter's existence is the concept of having a central source of information in each state for agencies and individuals.

The need for and work on a curriculum for the training of interpreters is another aspect of the Registry's recent activities. A representative from New York University is participating in the convention and will discuss this area in more detail. The guides for teachers of interpreters, which the NYU program will produce, are vital to interpreter training. In this report it is appropriate to call attention to the experience that has been gleaned from the few programs now in existence for training interpreters. The largest amount of experience in courses for interpreters has been at San Fernando Valley State College. Several courses in specific interpreting areas have been taught for credit. California State College at Haywood also has initiated a training course. The University of Illinois has made plans for a training program in Chicago. The National Technical Institute for the Deaf in Rochester, New York, has sponsored a unique program for training interpreters. NTID has a continuous need for interpreters. In one program trainees were selected from normally hearing students who lived on campus. NTID made use of the opportunity to arrange dormitory accommodations so these interpreter-trainees could be placed in a situation of constant exposure to the communication of deaf students. Through on-campus employment, NTID possesses a means of informal, continuous training of individuals. The above unique conditions at NTID made it possible to train students in a concentrated nine-week summer program to the extent that the majority of them are able to do an acceptable job of serving as expressive verbatim interpreters for classroom situations. In many ways the NTID program can be compared to total immersion programs in the teaching of foreign languages. This type of experience and the knowledge gathered is valuable information for our organization.

In the immediate future we anticipate the establishment of a comprehensive interpreter training program at Gallaudet College. While many details remain to be determined, our present plan is for the Gallaudet program to concentrate on the training of teachers of interpreters. This would involve training personnel who would then be qualified to teach interpreters elsewhere. The program at Gallaudet College will be able to commence on a pilot basis as soon as funds become available to initiate such a program. President Merrill of Gallaudet sees this as an important public service, properly within the responsibility of a federal college. Further, he has indicated a willingness to recommend absorbing such a program in the regular budget of the college after two or three years of outside support as a pilot project. This would also serve to determine both the need and feasibility of such a new training concept. The New York University curriculum work will be of invaluable assistance in getting this new program underway.

Training programs directly for individuals who wish to be-



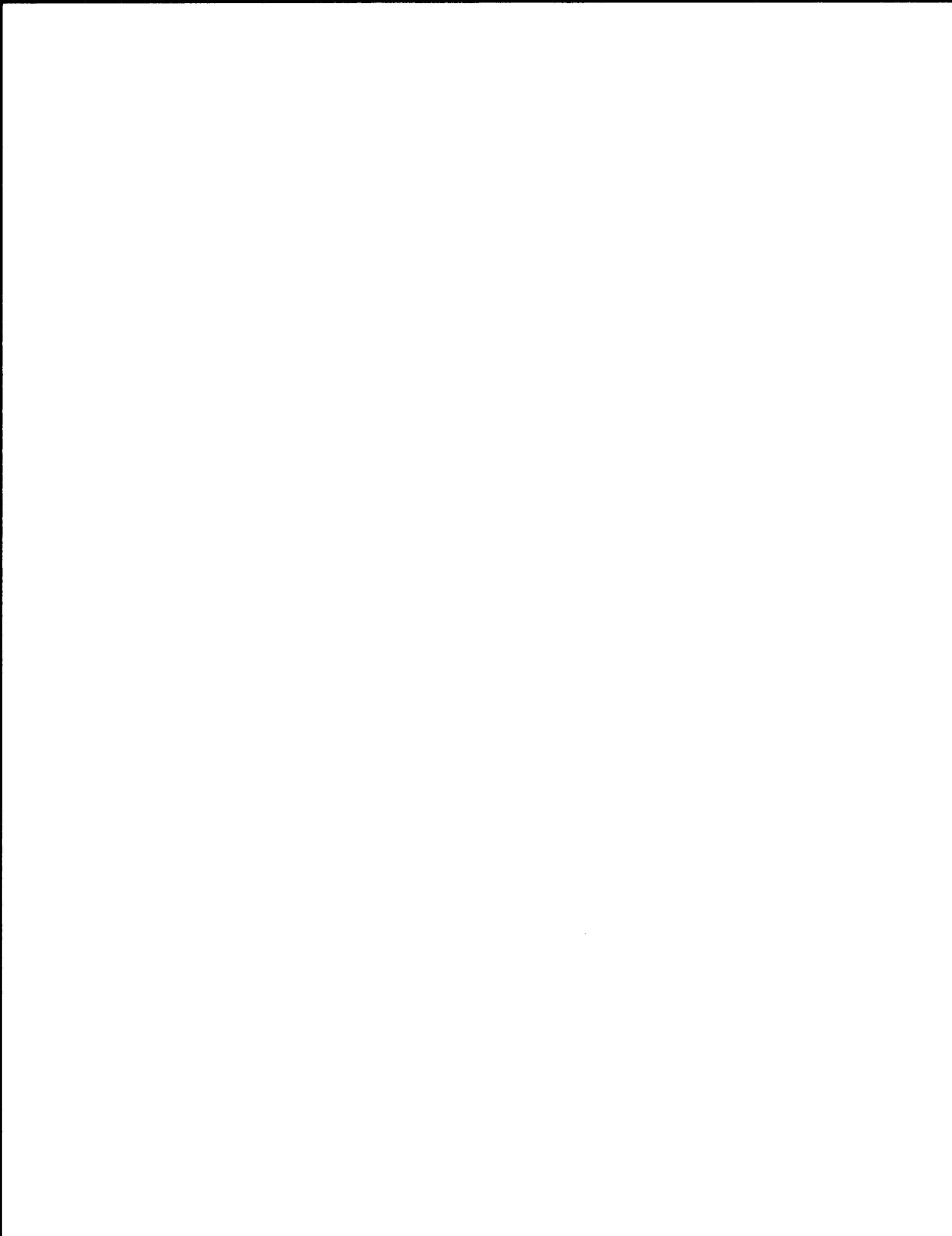
come interpreters, or who wish to improve their skills as interpreters, need to be available in several locations in the country. It will be possible, once standardized, packaged, training materials and teaching personnel become available, to initiate classes in many extension departments of universities and colleges. The Registry has directed inquiries regarding this possibility to several universities. As long as a need and sufficient demand exists for interpreter training programs, no problems are anticipated in achieving sponsorship at least from extension division programs in universities and colleges.

Eventually, this should prove to be a means of upgrading interpreting skills and in broadening the base of knowledge on deafness and deaf people for many interpreters on the local level.

Certification of interpreters is a need in the minds of many individuals. The national Registry office is as cognizant of this need as anyone else. We have investigated certification procedures, patterns and possibilities with other professional organizations, including the American Psychological Association and the American Speech and Hearing Association. We also have the consideration of Dr. William Kendall of the Psychological Corporation, a foremost authority in the area of certification. The first factor that needs to be stated is that certification should not be confused with some subjective means of categorizing or classifying interpreters on some A-B-C levels of skill. Before a professional certification program can be initiated we must have materials available to the membership which provide in-depth and exact information on the knowledge and skill expected of competent interpreters. Hopefully, the teaching guides from New York University will give us a solid basis from which these materials can be developed. Dr. Kendall has outlined the following principles specifically for the Registry's consideration.

An adequate examination for certification:

1. must cover the areas of required knowledge and skill;
2. must be of a level of difficulty such that a passing score will represent, at a minimum, a capable, journeyman knowledge and skill in the field;
3. must be reliable and must sample the required knowledge and skill thoroughly to assure that neither "good luck" or "bad luck" plays a part in determining the score obtained;
4. must be secure so that the person taking it, although forewarned as to the areas covered, can not have had access to the particular questions;
5. must be administered in such a way that each candidate has a fair and equal opportunity to display his knowledge or skill without the help of books or of other persons;



6. must be scored accurately and impartially so that no additional elements of error or chance are introduced;
7. must be efficient, requiring a minimum amount of time and expense for the candidate, be easy to administer and inexpensive to score.

Some members of the Registry consider this type of certification procedure premature for our organization. Other members believe that we should be moving along on the above outlined plan, upgrading requirements for certification as we continue to identify specific skills and generate materials which add to the knowledge of the interpreting field. It may be necessary for the Registry to provide for both less formal categorization of members and for professional certification. I would hope that careful consideration be given in our bylaws to provide for both general and professional members. Ideally, this would permit continued admission of individuals to Registry membership who possess both the interest and at least minimal skills in some area of interpreting, as determined by two endorsers. These individuals would continue to constitute our general membership. Provision for categorization of general members on a non-professional level could be included. To meet additional needs, our bylaws could also provide for general members to be admitted to professional status by examination. To facilitate this development, our bylaws could set forth that examination standards, and procedures for administering such examinations, must be approved by the Executive Board of the Registry. Such new provisions would be a significant professional advance forward. These recommendations would provide the Executive Board and the national office with direction and broad guidance not currently included in our bylaws.

Let us now consider another activity of the Registry. Educating the general public about deafness and deaf people has been a continuing problem for many professional people. The Registry and its membership share this burden. This is especially so in the matter of providing information on interpreting to the general community and to specific public and private agencies where deaf citizens should be obtaining better services. The six new pamphlets currently being distributed on a wide but selective basis should prove helpful in meeting this public education need. Pamphlets have been distributed to colleges of law and medicine, university training programs for teachers, regional and state vocational rehabilitation agencies, courts, state bar associations, hearing and speech agencies, and many other places suggested by our members. In addition our Directory of Members has been distributed to various agencies throughout the United States where it was determined that this information would be helpful. Our resources for designing, printing, and distributing information in quantity are necessarily limited by both funds and staff. Where quantities of pamphlets have been exhausted through available printing funds, it has become necessary to charge individuals and agencies for additional quantities that they may wish to have for continued distribution.



Research for the sake of research is a game in which many individuals and agencies appear to indulge. In contrast, our problem has been one of finding and convincing capable individuals and universities to undertake research into various aspects of interpreting. Dr. William Jackson of the Regional Media Center at the University of Tennessee has experimented with an interpreter's booth which is on display here. Dr. Stephen Quigley of the Institute for Research on Exceptional Children at the University of Illinois is currently drafting an application proposal for a possible research project on the interpreting process. Dr. Marshall Hester of the Regional Media Center of the University of New Mexico has encouraged experimentation with the reading pacer. Dr. Edna Levine of New York University has a research project attempting to identify personal characteristics associated with interpreting ability. Drs. Ross Stuckless and Robert Gates of the National Technical Institute for the Deaf are involved in research yielding new information on the efficiency of various combinations of methods for receiving visual communication. Dr. William Stokoe of Gallaudet College continues to enlarge upon his pioneering descriptive linguistic information of the American Sign Language and other manual communication systems.

There are no means of predicting whether the results of these research efforts will yield meaningful data pertinent to the interpreting field. However, it is essential that we encourage research by competent individuals in all areas of visual communication. There remains a large void of knowledge to fill. We need objective data to confirm or discard concepts that are at present based largely on human speculation. In due course, new knowledge of interpreting can not but help in areas involving the screening of individuals for interpreter training, the development of special techniques for interpreter training, and perfecting means of evaluating personnel.

My concluding item in this report involves a decision which confronts the membership and upon which a decision must soon be reached. This involves the possible merger of the Registry of Interpreters for the Deaf with the Professional Rehabilitation Workers with the Adult Deaf.

The Executive Board likely will formulate some recommendations on this matter for your consideration. My intention here is only to provide information based on current and possible future grant support, as it relates to merger considerations.

Research and demonstration grants are funded on a year to year basis. Demonstration grants are usually of three or four years duration. We are in the final year of our current demonstration project, having already received one extension of this grant to June 30, 1971. The Social and Rehabilitation Services has encouraged us to develop a new application to demonstrate means of coping with other vital aspects of interpreting. A new application will be submitted for review in October of this year. At the same time, due to various changes in the program emphasis at various levels of the Department of Health, Education and Welfare, there is an effort to consolidate pro-

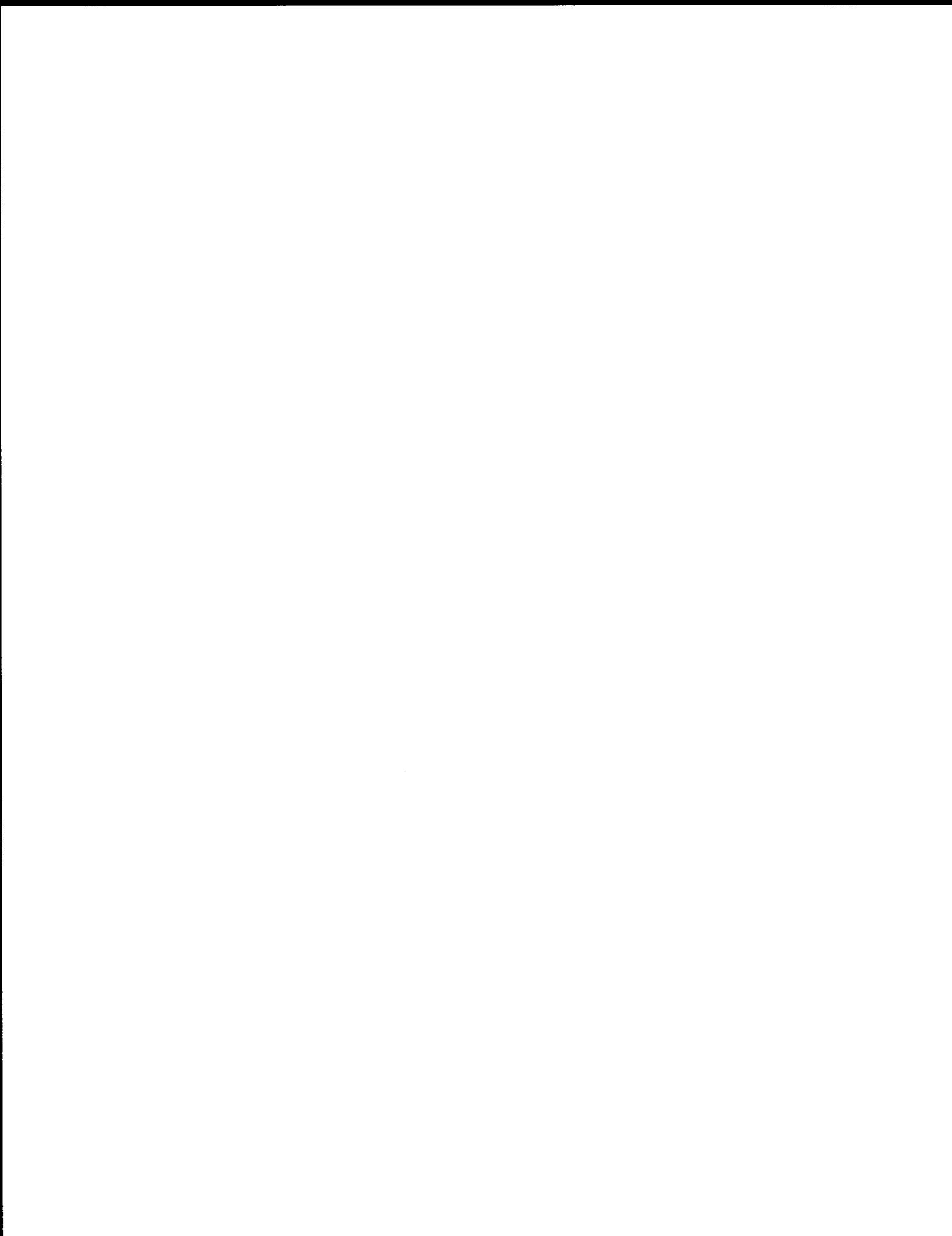


grams and fund projects that have more potential of enduring without indefinite support from federal sources.

Implied in the initial demonstration "To Professionalize the Registry of Interpreters for the Deaf" has been the question of the extent to which an existing and growing membership body would be able to contribute to the organization's support. Our membership growth has been remarkable in terms of potential members available. Yet, in terms of potential financial support of a national organization, our membership size appears insufficient. Further, because of the voluntary nature of interpreting services that many of our individual members render, there is some speculation that membership would be significantly lowered should membership dues be appreciably increased.

The national office believes that substantial professional progress has been achieved by the Registry as an organization and by its members as individuals, that members would be willing to reflect this professional growth through some reasonable increase in membership dues, and that the work of the Registry with its own staff can continue forward as an independent professional section of a larger organization should a merger be effected. It is further our belief that positive consideration of the above possibilities would increase the government's confidence in our important professional work and would assure its continued support.

It has been a pleasure and a source of much professional satisfaction to serve as your Executive Director. I have especially appreciated the confidence and the support that your Executive Board has shown me. The close and very comfortable working relations with the NAD and, most important, the opportunity to work with and have the support of our government through the SRS. I look forward to a period of continued service with the Registry.



RID MEMBERSHIP DISTRIBUTION

<u>I United States</u>		<u>II Outside United States</u>	
Alabama	11	Canada	7
Alaska	1	Others	8
Arizona	18	<u>III Addresses Unknown</u>	<u>14</u>
Arkansas	7	Total	1003
California	147		
Colorado	16		
Connecticut	13		
Delaware	1		
District of Columbia	18		
Florida	28		
Georgia	13		
Hawaii	7		
Idaho	1		
Illinois	52		
Indiana	27		
Iowa	19		
Kansas	14		
Kentucky	13		
Louisiana	17		
Maine	3		
Maryland	35		
Massachusetts	10		
Minnesota	21		
Michigan	44		
Missouri	31		
Mississippi	6		
Montana	3		
Nebraska	4		
New Hampshire	3		
New Jersey	11		
New Mexico	11		
New York	67		
North Carolina	19		
North Dakota	3		
Ohio	31		
Oklahoma	11		
Oregon	14		
Pennsylvania	38		
Rhode Island	1		
South Carolina	5		
South Dakota	3		
Tennessee	34		
Texas	40		
Utah	6		
Virginia	33		
Washington	33		
West Virginia	2		
Wisconsin	29		



BUSINESS MEETINGS

Thursday, July 23, 1970
Delavan, Wisconsin
Ralph Neesam, presiding

BY-LAWS:

Motion was made and carried to accept recommended changes in By-Laws. (cf Appendix for By-Laws.)

MERGER:

A recommendation was made that RID consider a possible merger with PRWAD (Professional Rehabilitation Workers with the Adult Deaf). The majority of convention participants, unfamiliar with PRWAD, were informed of the functions of this professional organization of over 1,000 members who provide varied services to the adult deaf. Such a move might solve the problem of funding, since by combining organizations there would be a larger membership. The term "Affiliation" was suggested as more descriptive of this re-organization.

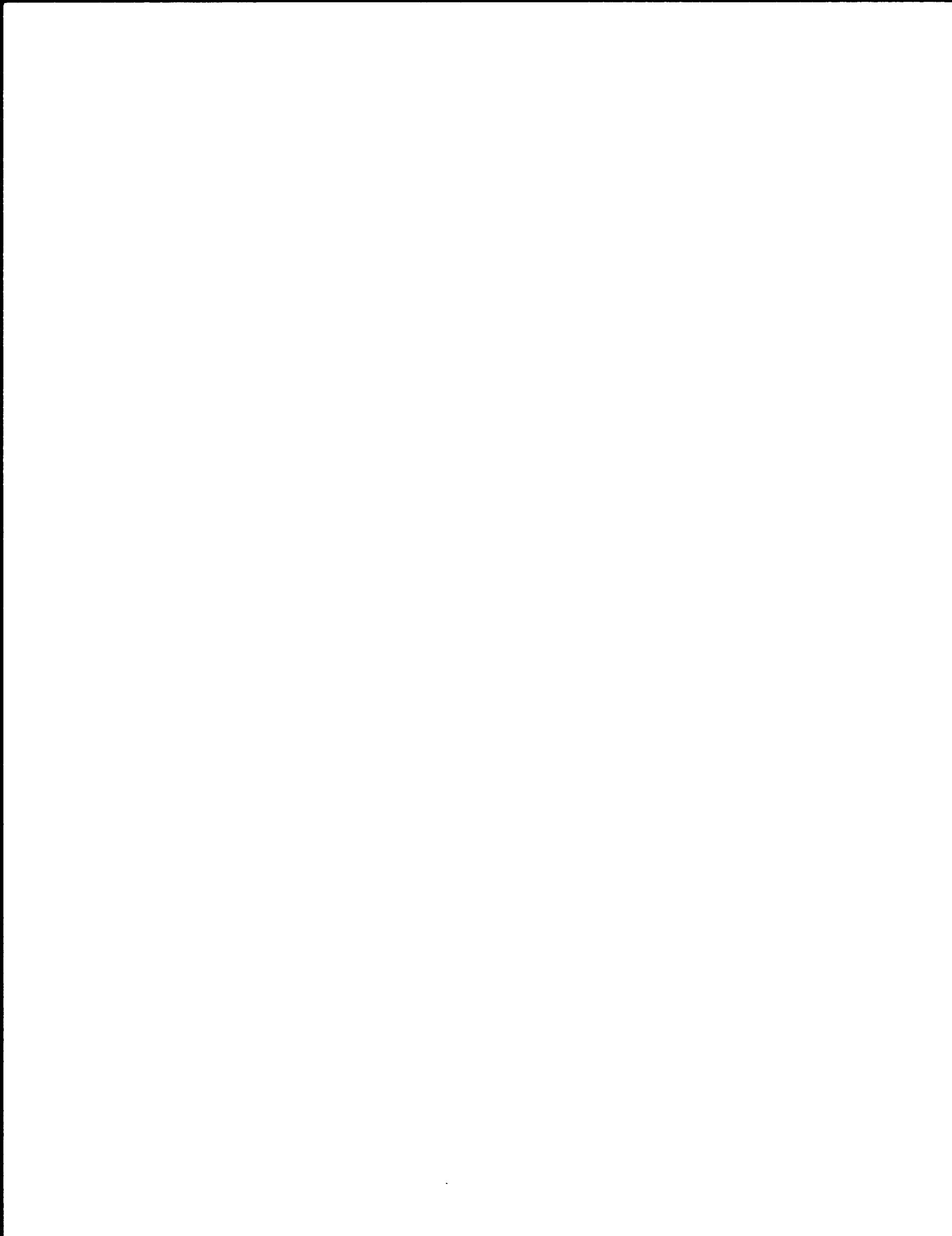
Participants, concerned at the prospect of professional requirements for membership (PRWAD requires college degrees), increased dues, and loss of identity for the Registry, were asked to consider the reorganization of both groups--each maintaining its own identity, revised dues structure, and membership requirements. Motion was made, seconded, and approved to table the discussion until Friday to permit further consideration by the membership.

DUES:

It was moved and approved that dues be increased from \$2.00 per year to \$5.00 per year. Those members already paid through July, 1971, were not affected.

FEES:

Discussion proceeded to the question of fees. It was suggested that the national office publish a fee scale which would be recommended but not demanded. Frequent requests to the national office indicate that agencies want a standardized scale. However, free-lance fees vary in parts of the country, necessitating development of a recommended fee scale. Also of concern is the number of interpreters needed for specific meetings: this varies with regard to the fatigue factor.



A committee was designated to devise a fee scale for consideration by the membership. The members of the committee were: James Stangarone, Faye Wilkie, Barbara Babbini, Kenneth Brasel, and Alice Burch.

The meeting was adjourned.

Friday, July 24, 1970
Delavan, Wisconsin
Ralph Neesam, presiding

FEESCHEDULE:

The suggested fee schedule was presented to the membership for approval. Motion was made, seconded, and approved to accept the fee schedule as written.

(cf Appendix for fee schedule.)

RESOLUTIONS:

The resolutions committee presented its recommendations. The recommendations were approved. There was a motion to amend the resolution recommending re-institution of the manual alphabet in the Boy Scout Handbook to include the Girl Scout Handbook and dictionaries and encyclopedias. The motion was seconded and carried.

(cf Appendix for Resolutions.)

PRWAD:

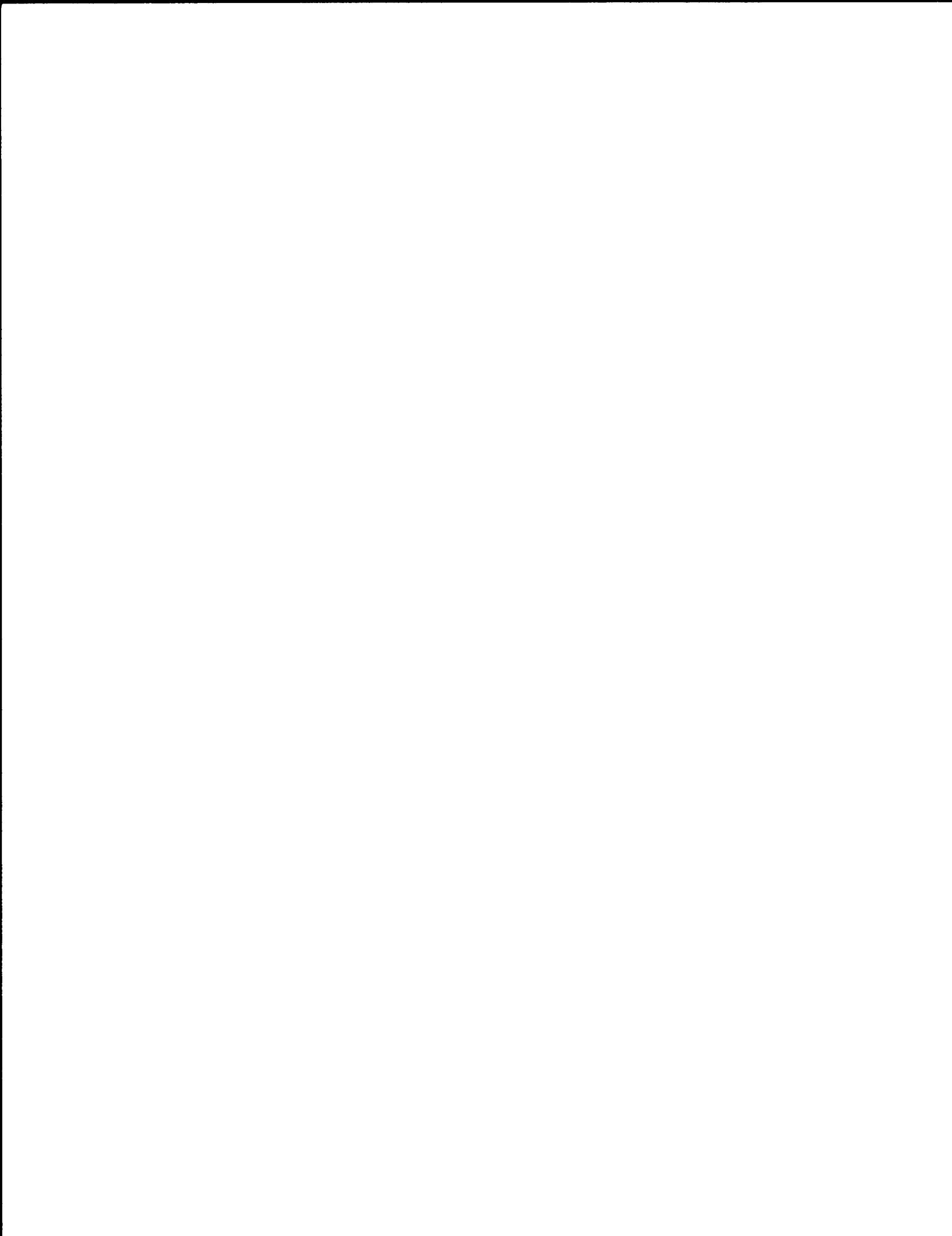
Discussion of affiliation was resumed. There was discussion of the motion that the Executive Board continue a study of the proposed affiliation for consideration by the general membership. The motion was withdrawn.

It was moved that participants take a vote of confidence in the Executive Board to make decisions for the good of the organization.

The motion was seconded and carried.

A vote was taken by ballot to determine whether RID should continue consideration of the affiliation. The final count showed:
33 votes in favor plus 7 with comments
19 not in favor plus 5 with comments
16 uncertain plus 1 uncertain with comments
2 abstained
1 void vote

71 plus 13 equals 84 total votes.





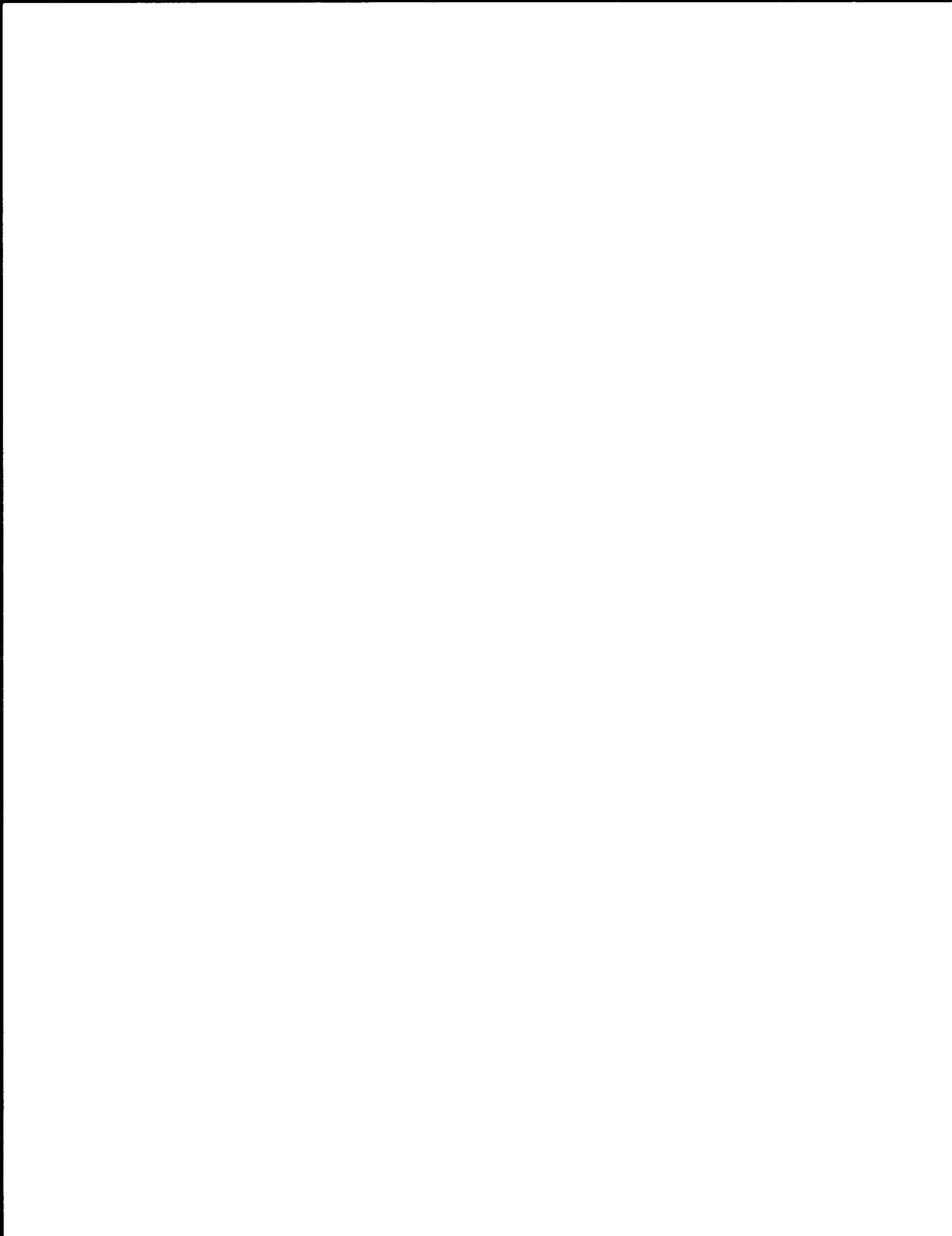
Registry of Interpreters for the Deaf

905 BONIFANT STREET • SILVER SPRING, MARYLAND 20910

ALBERT T. PIMENTEL
Executive Director

FISCAL 1970-1971 SUGGESTED FEE SCHEDULE

1. Occasional interpreting assignments:
 - a. Minimum two hours pay per "call"
 - b. \$7.50 - \$10.00 per hours according to experience/qualifications
 - c. Maximum \$50.00 for "full day" assignments (no more than four hours actual interpreting time)
2. Conference of two or more days' duration (workshops, etc.):
 - a. \$50.00 per day (\$250.00 per 5 day-week) PLUS
 - b. Travel expenses (mileage or public transportation) and per diem at prevailing agency rates
3. Contract interpreting (15 hours or less per week on a regular assignment basis):
 - a. \$7.50 to \$10.00 per hour according to experience/qualifications
4. Full-time interpreting:
 - a. "Full-time"--4 hours daily or twenty hours weekly
 - b. \$200.00 per week and fringe benefits or salary commensurate to that of other professional staff within the agency in question



RESOLUTIONS

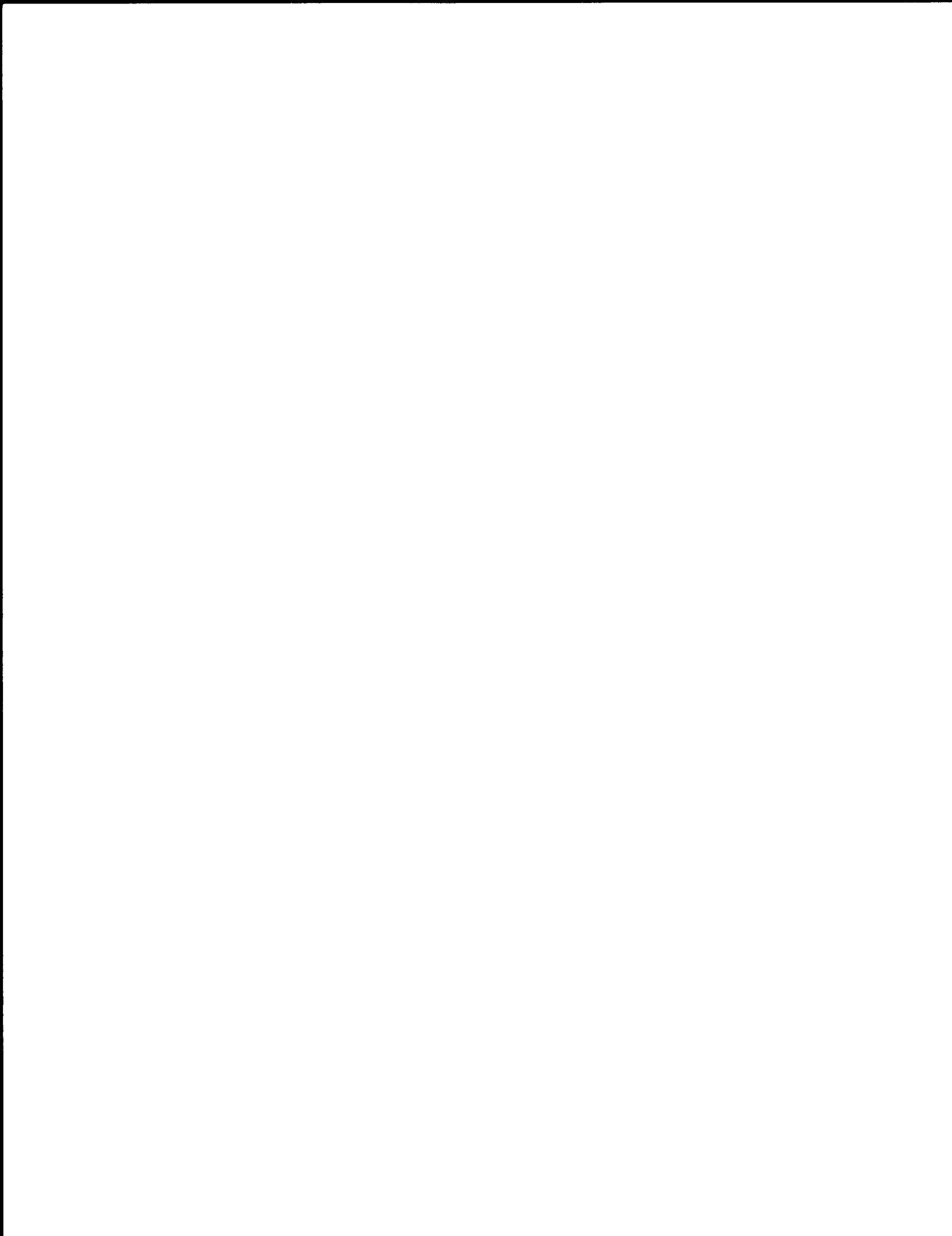
Adopted at the First Convention of the Registry of Interpreters for the Deaf

WHEREAS, the Wisconsin School for the Deaf has hosted the first convention of the Registry of Interpreters for the Deaf; and,
WHEREAS, the accommodations and arrangements for the convention have been exceptionally well-planned; therefore, be it
RESOLVED that the convention membership go on record in expressing its deep appreciation to the Wisconsin School, to Superintendent Huff, to his staff, and to the State Department of Public Instruction for authorizing the use of this facility; and be it further
RESOLVED that copies of this resolution be forwarded to Mr. Samuel Milesky, Supervisor of Schools for the Deaf and Schools for the Visually Handicapped, in the State Department of Public Instruction and Administrator of the Division of Handicapped Children.

WHEREAS, the Boy Scouts of America are in the process of revising their handbook; therefore, be it
RESOLVED that the RID recommend through correspondence with the national office of the Boy Scouts of America that they re-emphasize the importance of the manual alphabet and reinstate it in the Scout Handbook; and that they carefully consider developing a new merit badge award for individuals who successfully learn how to use the manual alphabet and some basic sign language; and be it further
RESOLVED that the RID recommend through correspondence with the national office of the Girl Scouts of America that they include the manual alphabet in their Handbook; and be it further
RESOLVED that the RID direct correspondence to the publishers of dictionaries, encyclopedias, and annual world almanacs to request the inclusion of the manual alphabet in these publications.

WHEREAS, there has been a great upsurge of interest in the use of total communication in the education of deaf children; and
WHEREAS, the language of signs is an essential element in such total communication; and
WHEREAS, there are now being made in this country many divergent efforts to create new signs to supplement and improve existing signs to foster signing in proper English, with the concurrent danger that utter confusion may result; therefore be it
RESOLVED that the RID recognize the need for a central clearinghouse for the language of signs in this country that would act to promote the orderly development and growth of a uniform and accepted language to the benefit of all deaf persons and of all teachers of the deaf using such language.

WHEREAS, since the National Association of the Deaf has extended to the Registry of Interpreters for the Deaf valued assistance and support through the years, the Convention expresses its appreciation and gratefulness to this organization, its officers and members.



CONVENTION PROGRAM

July 21, 1970

July 22, 1970

9:00 a.m.-4:00 p.m. REGISTRATION
9:00-11:45 a.m. MEETINGS

Program Participants Meeting
General Meeting for Instructions
Individual Group Meetings
Committee Meetings

12:00 Noon LUNCH at Colonial Hotel
1:30 p.m. SPECIAL MEETINGS as needed
6:00 p.m. BANQUET at WSD

Toastmaster . . . Kenneth F. Huff
Invocation . . . Rev. Harry Brotzman, Missouri
Welcome . . . Samuel D. Milesky, Wisconsin

REPORTS:

Terrence O'Rourke, Director
Communicative Skills Program

Albert T. Pimentel, Executive Director
Registry of Interpreters for the Deaf

Ralph F. Neesam, President
Registry of Interpreters for the Deaf

Convention Announcements ... Mildred M. Johnson



July 23, 1970

Lottie Riekehof--New York University Curriculum Project

Kenneth Brasel--Legal Interpreting

EDUCATION PANEL

Paul Lauritsen . . . St. Paul Technical-Vocational Institute

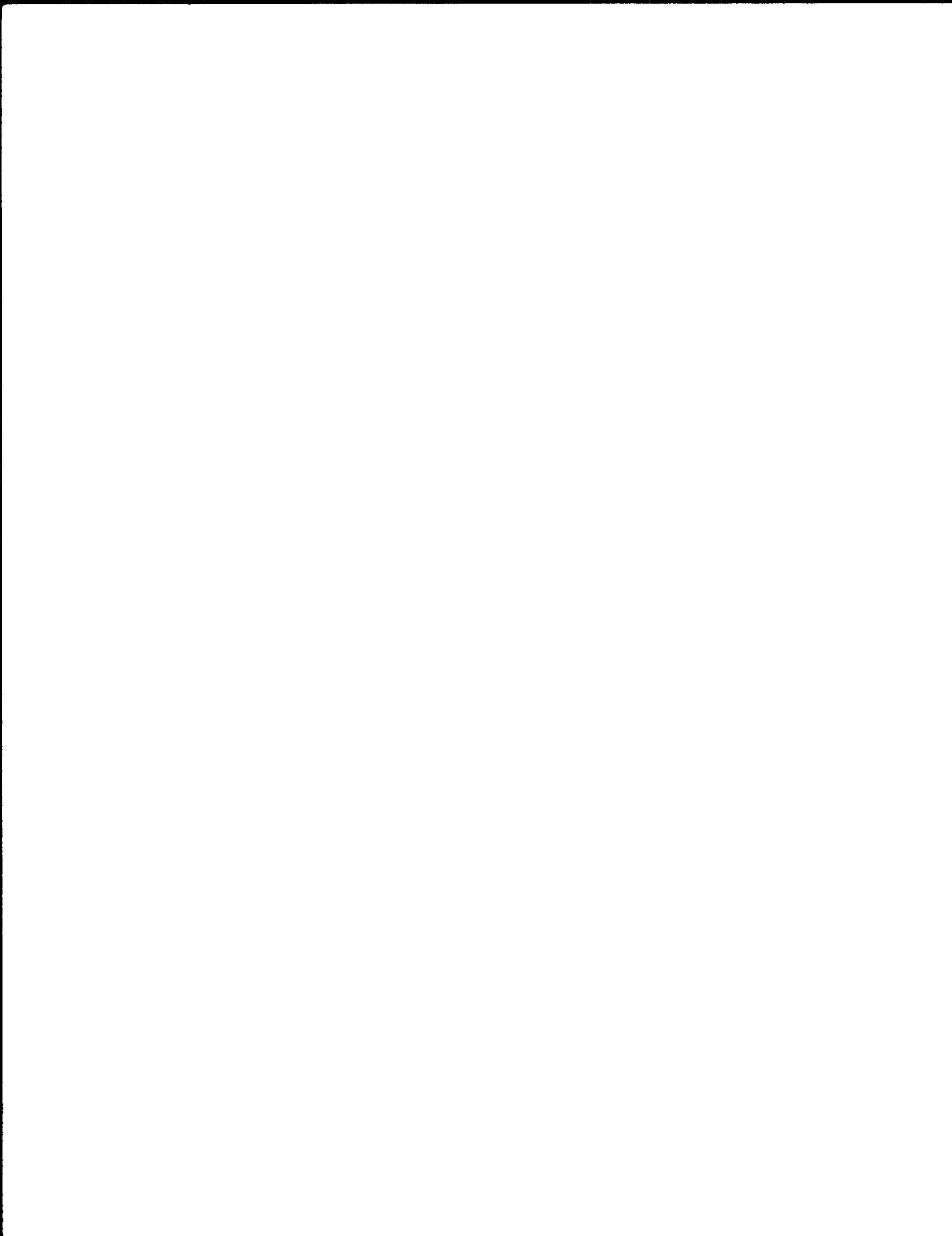
Barbara Babbini . . . University of Illinois

James Stangarone . . Rochester Institute of Technology, NTID

Alice Burch . . . Seattle Community College

Esther Zawolkow. . . Los Alamitos High School, California

Carl Kirchner . . . San Fernando Valley State College



July 24, 1970

8:00 a.m. BREAKFAST at WSD

9:00-11:45 a.m. CHAPTER PROGRAMS

Thomas Dillon, Chairman

Alice Burch Washington State
Jonnie Duncan Texas
Agnes Foret Michigan
Rosemary Schuetz . . . California
Harry Baynes Alabama
Ann McBride Indiana
Ralph Neesam Northern California
Albert T. Pimentel . . Maryland

12:00 Noon LUNCH at WSD

1:15-4:00 p.m. INNOVATIONS

Ralph F. Neesam, Presiding

MSSD:

Model Secondary School for the Deaf. Terry Naylor, Washington, D. C.

SEE: Seeing Essential English . . . Esther Zawolkow, California

CUED SPEECH C. Van Porter, South Carolina

TELEPHONE INTERPRETING Lee Katz, Maryland

INTERPRETER BOOTH and PACER Edward C. Carney, Maryland

6:30-7:30 p.m. SOCIAL HOUR at Lake Lawn Lodge

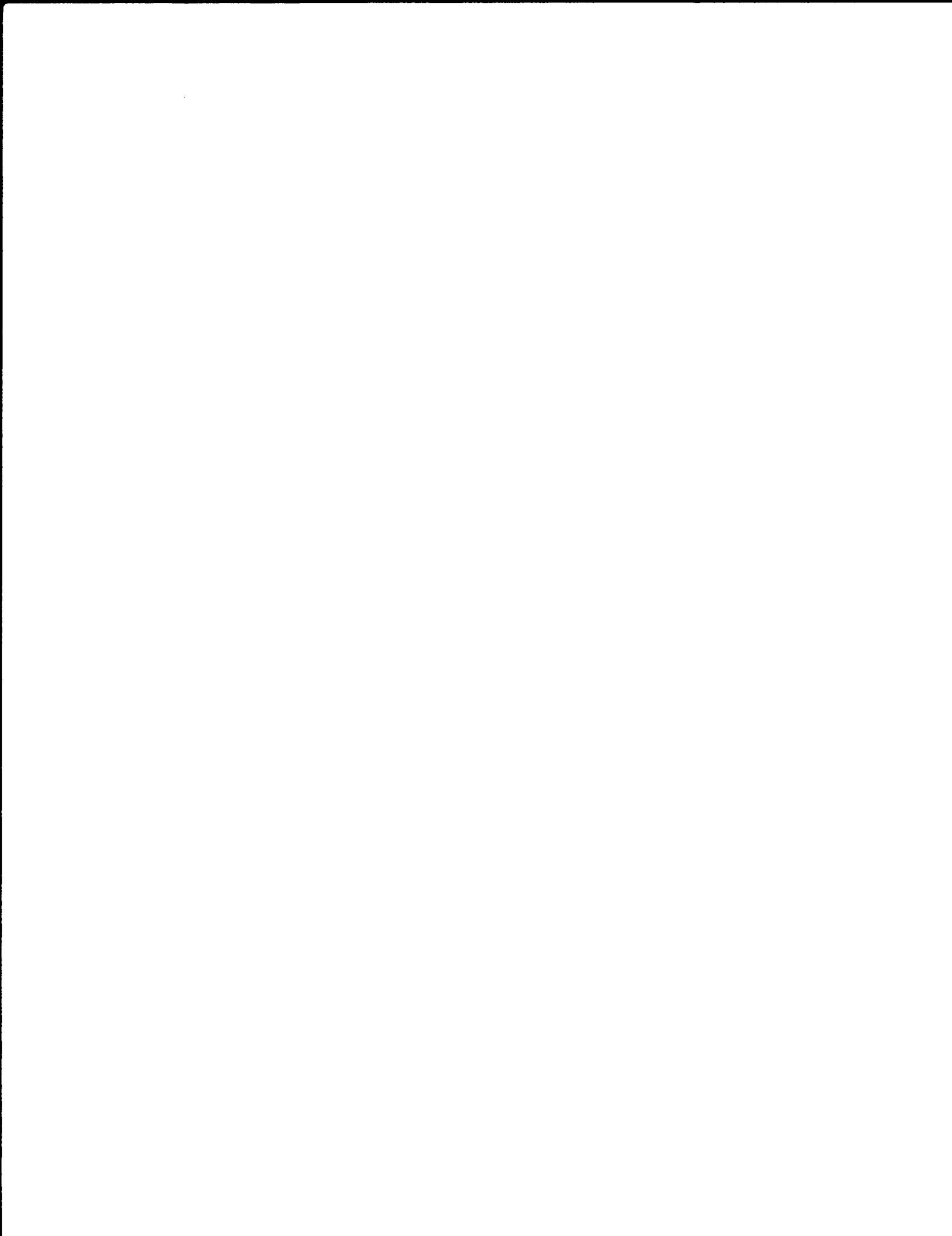
7:30 p.m. BANQUET

Ralph F. Neesam, Toastmaster

FOREIGN LANGUAGE INTERPRETING

Mrs. Stephanie van Reigersberg
Guest Speaker

Executive Secretary
American Association of Language Specialists
Washington, D. C.



PARTICIPANTS

June Allen, Minnesota
Diane Arndt, Iowa
John Bachman, Minnesota
Mr. & Mrs. Harry Baynes, Alabama
Mr. & Mrs. Claude Beeman, Texas
Claude Beeman, Ill., Texas
Janet Belcher, California
Elizabeth Benson, Maryland
Mary Benson, Maryland
Kenneth Brasel, Illinois
Melvin Brasel, Minnesota
Betty Bray, California
Marilyn Brocka, Iowa
Rev. Harry Brotzman, Missouri
Alice Burch, Washington
Edward Carney, Maryland
Mr. & Mrs. La Verle Carrington, Okla.
Mr. & Mrs. Joseph Garuse, Ohio
Mary Clark, Wisconsin
Marjorie Clerc, New York
Eleanor Collins, Wisconsin
Cara Davenport, Tennessee
Vernon Davis, New York
Ione Dibble, Illinois
Mr. & Mrs. Leo Dicker, Wisconsin
Lorraine DiPietro, Maryland
Thomas Dillon, New Mexico
Jonnie Duncan, Texas
Agnes Foret, Michigan
Mervin Garretson, Maryland
Nita Hays, Illinois
Mr. & Mrs. Kenneth Huff, Wisconsin
Karen Jenson, Illinois
Barbara Johnson, Illinois
Mr. & Mrs. Max Johnson, Michigan
Mildred Johnson, Washington
Catherine Jones, Michigan
Edna Jones, Michigan
Mickey Jones, New York
Lee Katz, Maryland
Carl Kirchner, California
Babette Krayeski, Wisconsin
Fanny Lang, Pennsylvania
Mr. & Mrs. Robert O. Lankenau, Ohio
Mr. Robert Lauritzen, Minnesota
Mr. & Mrs. James Lee, Michigan
Norma Letourneau, Wisconsin
Joyce Mather, Indiana
Julia Mayes, Michigan
Ann McBride, Indiana
Lawrence Mothersell, New York
Mary Mulcrone, Illinois
Kathryn Munro, Illinois
Rev. Lawrence Murphy, Wisconsin
Terry Naylor, Washington, D. C.
Sharon Neumann, California
Mr. & Mrs. Terrence O'Rourke, Md.
Lillie Peoples, Maryland
Bettina Perkins, Iowa
John Peterson, Illinois
Mr. & Mrs. Albert T. Pimentel, Md.
Mr. & Mrs. C. Van Porter, S. C.
Mr. & Mrs. Andrew Reynolds, Washington
Lottie Riekshof, Washington, D. C.
Dr. & Mrs. Stan Roth, Kansas
Cecilia Saddler, Illinois
Muriel Sakas, New Jersey
Fred Schreiber, Maryland
Rosemary Schuetz, California
Lillian Skinner, California
Joyce Smith, South Carolina
Mr. & Mrs. Alfred Sonnenstrahl, Mich.
Mr. & Mrs. John Spellman, New Jersey
James Stangarone, New York
Frances Steed, Alabama
Elvin R. Stoltzfus, Pennsylvania
Carlton B. Straill, New York
Mrs. Donald Sullivan, Wisconsin
Lois B. Tollefson, Oregon
Eunice Turner, California
Ethel Untermyer, Illinois
Roslyn Waring, Maryland
Henry Warner, Illinois
Celia Warshawsky, Illinois
Angela Watson, Wisconsin
Mr. & Mrs. David O. Watson, Wisconsin
Nora S. Waynick, Tennessee
Faye O. Wilkie, California
Dr. Boyce Williams, Wash., D. C.
Esther Zawolkow, California
Evelyn Zola, Wisconsin
Rev. Donald W. Zuhn, Colorado

