

MALZ

registry of Interpreters for the deaf



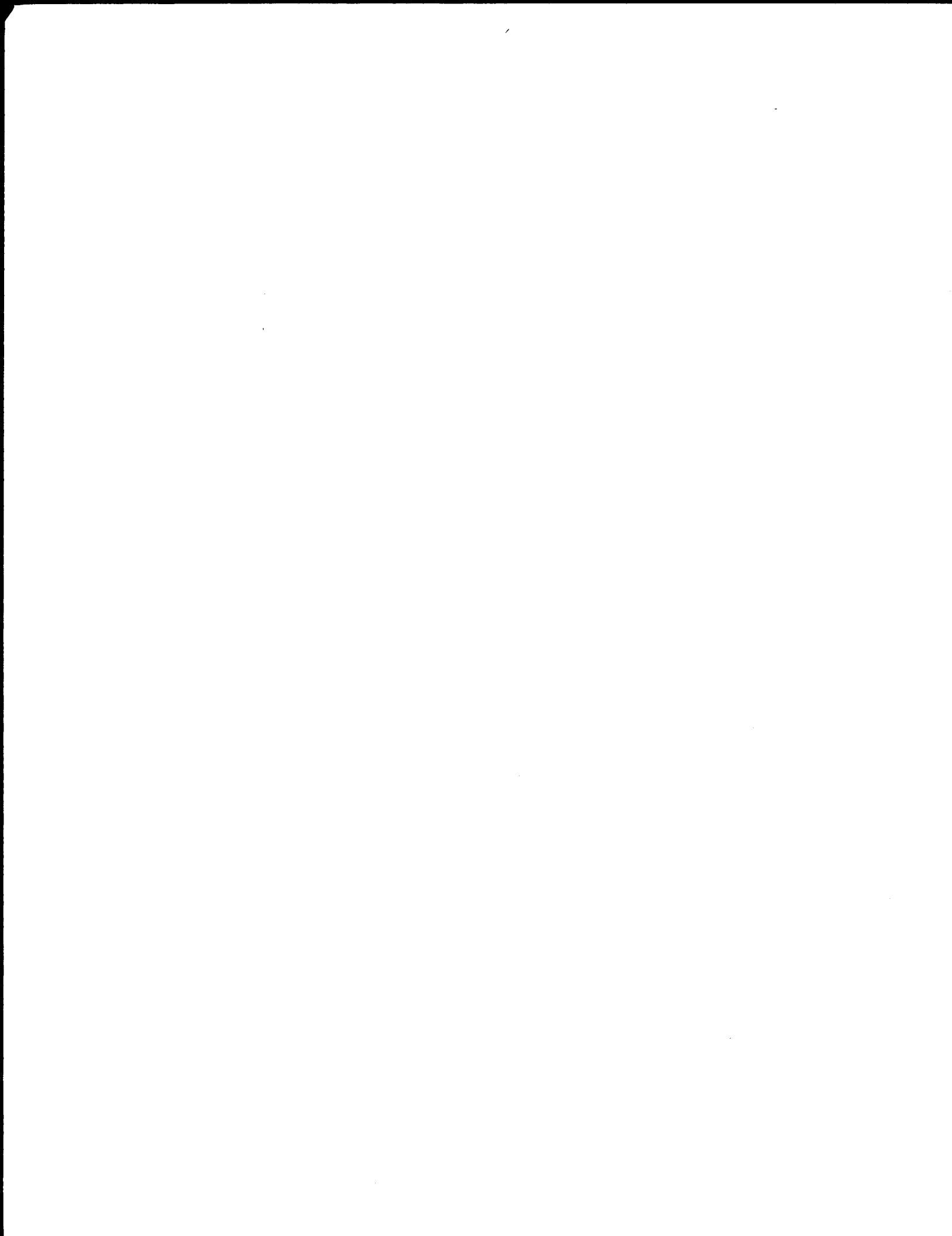
R.I.D.



J

the interpreting scene

JOYCE



... sharing horizons new to us.. watching
signs along the way....

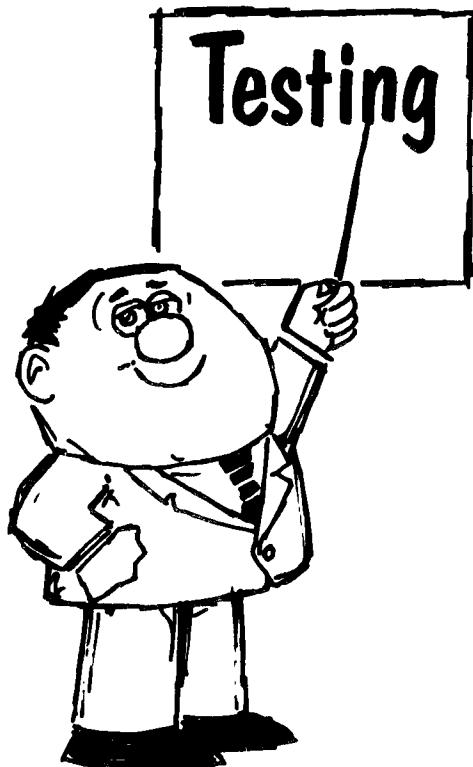
National R.I.D. Evaluation

Moderator:

Carl J. Kirchner, M. A.

Assisted by:

Barbara Babbini, M. A.



"The Time has come," the Walrus said, "To talk of many things:
of shoes - and ships - and sealing wax - of cabbages - and kings - " *

and EVALUATION!!

For several years, many interpreters, the RID officers, and others involved with interpreting have been discussing the need to establish some kind of an evaluation system in order to identify minimum competency skills of interpreters. The Texas Society of Interpreters for the Deaf established a local evaluation system about your years ago and has been implementing it. Southern California Registry of Interpreters for the Deaf, Inc., utilizing the information gained from the Texas Chapter on evaluation and its procedures, modified and expanded the evaluation concept. The SCRID evaluation model has been operating for two years as a pilot project for the R.I.D. The project is to collect data in the use of materials, length of evaluation, committee compositions, and areas to be evaluated. The workshop dealt with the evaluation progress.

*The Walrus and the Carpenter, Lewis Carroll



Persons were asked to go and participate in a demonstration evaluation. The Remaining participants were asked to critique what was presented and make suggestions for improving the evaluation.

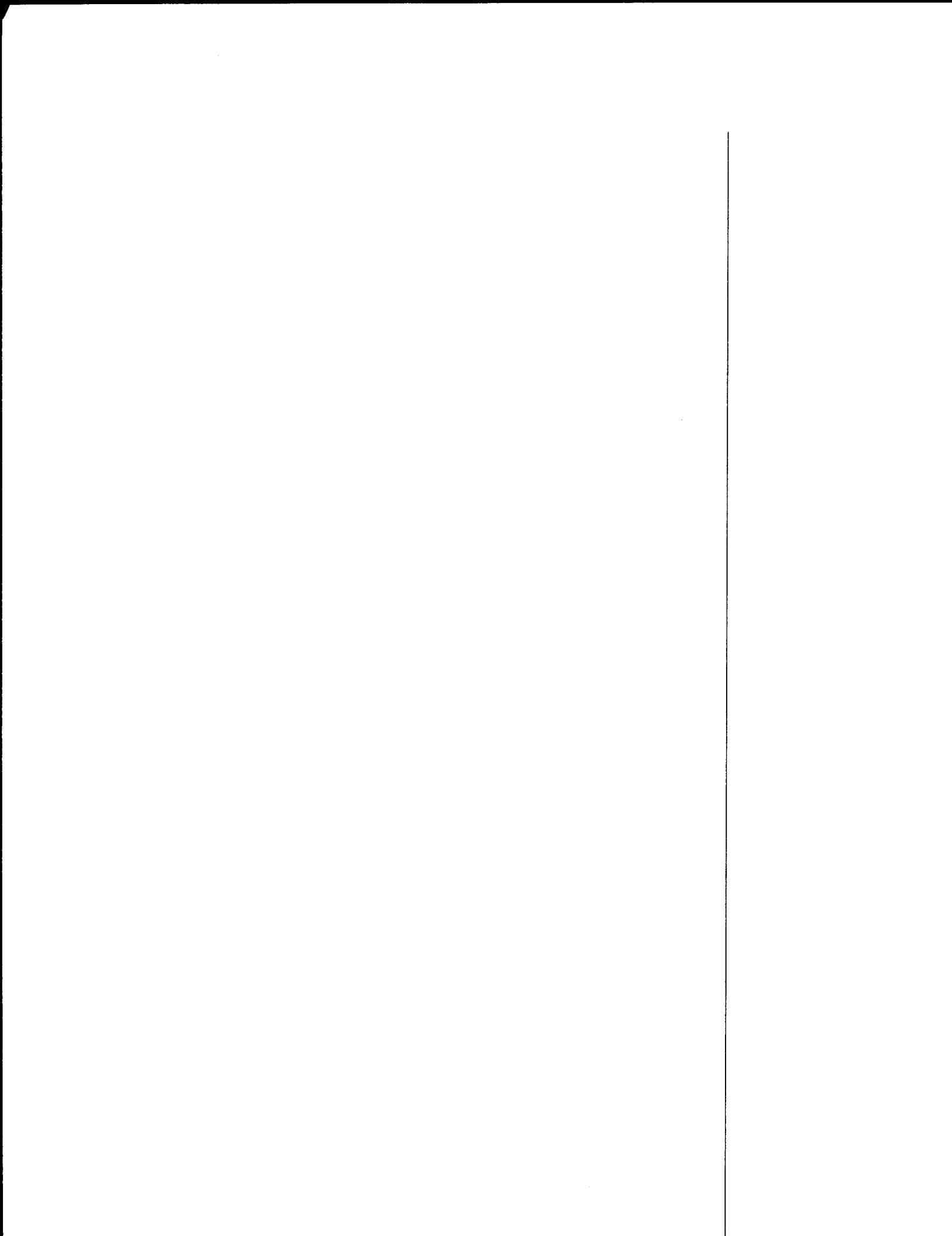
The details of the workshop or an explanation of the materials are not recorded herein since the pilot evaluation was altered a great deal at a two day meeting sponsored by the Public Service Program of Gallaudet College immediately following the 2nd R. I. D. Workshop/Convention. Fifteen people were in attendance representing RID chapters, the deaf community, and institutions involved in the training of interpreters.

A 3 day workshop was held in Memphis, Tennessee on October 21, 22, 23, 1972 to evaluate one person from each chapter and to train them in evaluating procedures so that he/she would return home and establish the nature of evaluation, at the chapter level. Delegates were to be chosen by the local chapter members or the local board according to the following criteria:

1. The person must be an interpreter.
2. The person must be hearing.
3. The person must be a member of RID and of the local chapter.
4. The person must be respected by the majority of the chapter members in order to implement the evaluation in his area.
5. The person's interpreting abilities on both the expressive and receptive areas must be such that she/he will be able to pass the interpreter's evaluation.
6. The person must be willing to serve on the local evaluation committee for at least one year to help standardize the national evaluation procedures. (This may mean spending many hours evaluating interpreters the first year).
7. The person must adhere to a strong code of professional ethics so that he will not become a "pawn" in the local chapter or any group.

Therefore, in order not to confuse the reader as to what was a pilot and what is the real evaluation, I have chosen to print the information regarding the current evaluation process. This way no confusion can be elicited.

The following evaluation information is taken directly from the Manual For Evaluators, Albert T. Pimentel, Editor., Registry of Interpreters for the Deaf, Revised edition, November 1972.



A.

THE CANDIDATE

1. The Screening In Process - (Page 1)

The RID can only be of useful assistance to the extent that it helps interpreters in their efforts to provide services to deaf people. Certification of interpreting personnel is the most important activity of this organization. Certification should never be a process by which an elite group of individuals are recognized. Certification should never be confused with a program of honoring people.

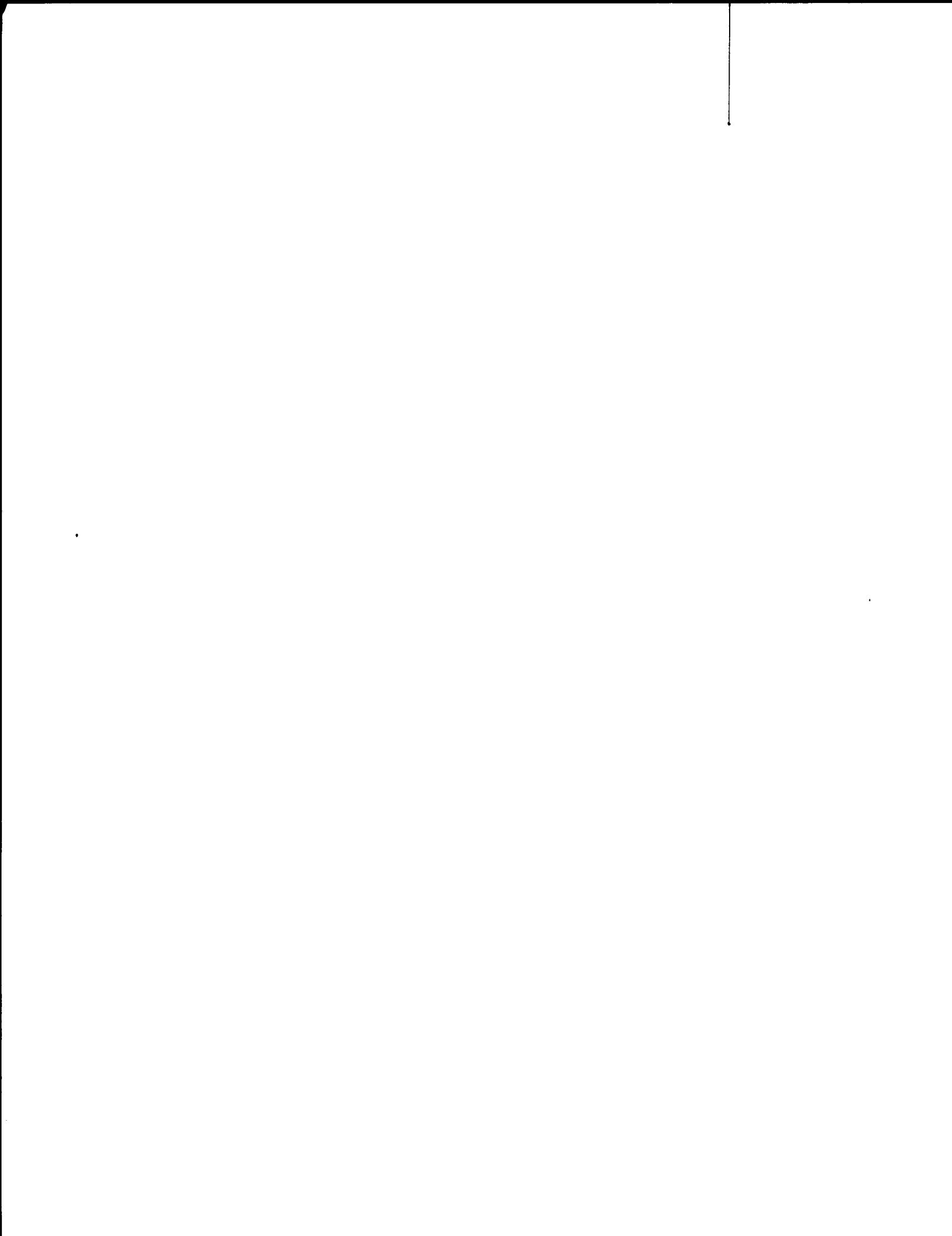
RID Certification should always be a procedure by which individuals who demonstrate basic minimal standards of competency of interpreting become certified in their area of service. The process of interpreting is varied and complex. Few individuals can demonstrate exceedingly high levels of skills and knowledge in all the many areas which the evaluation probes. Perfection or near perfection should not be criteria for successfully attaining certification. But rather, the ideal concept of performance should serve as a point of departure from which the candidate for certification can obtain insight into needed areas of improvement.

In every state individuals will be found who are generally known to have skills that are considered to be acceptable and useful to deaf citizens. The certification program should make very effort "to screen-in" these individuals -- to recognize their skills in the form of appropriate certification. Individuals who may demonstrate some knowledge of interpreting, but who do not posses skills that are adequate and useful should, of course, be encouraged to improve their performance levels before certification can be achieved.

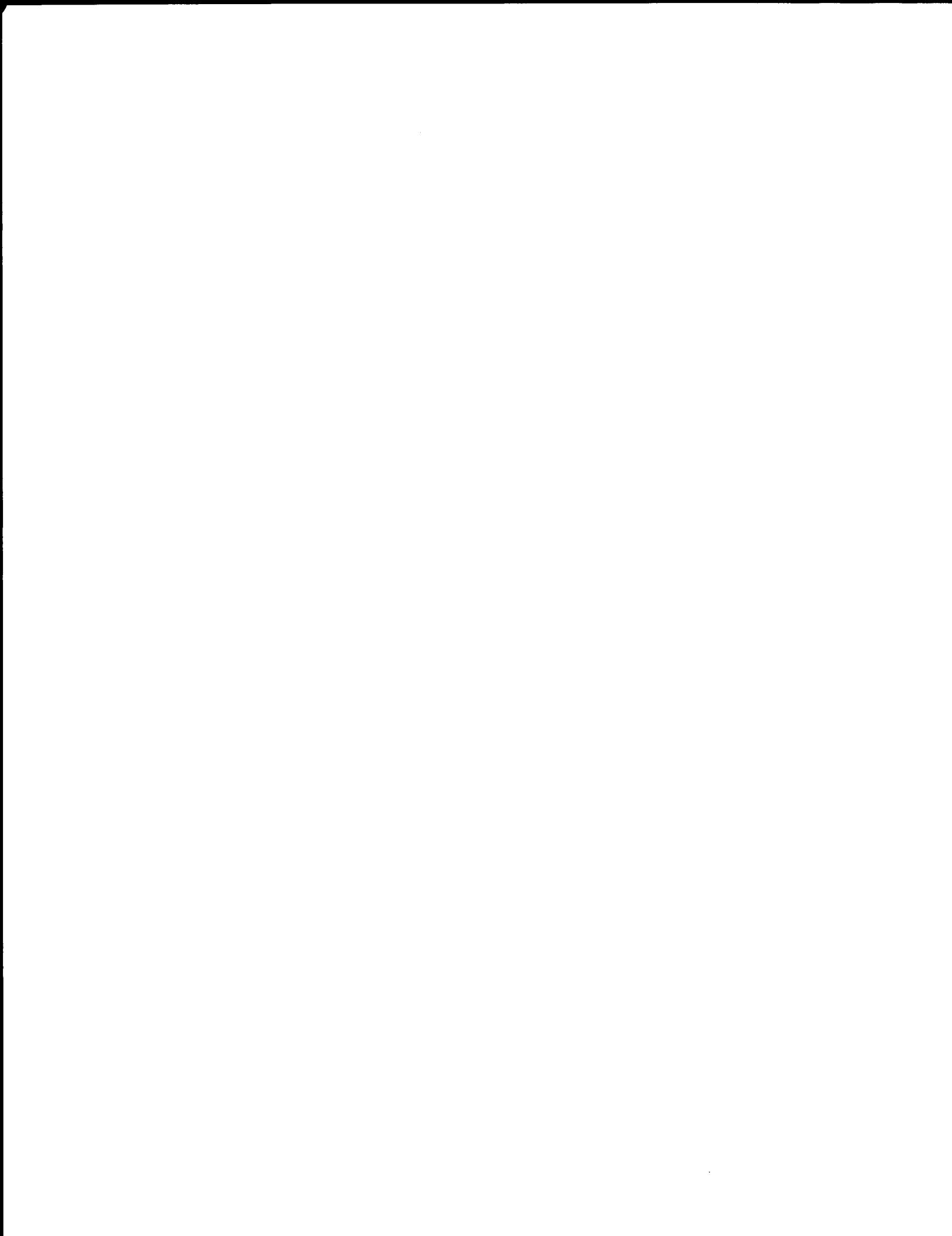
Certification examinations are voluntary. No interpreter shall be forced to undergo evaluations. Individual interpreters shall determine their own desire for certification and readiness for evaluation. Those interpreters who wish to have their skills in areas of interpreting attested must be certified. Certified interpreters will be so acknowledged in the RID directory.

2. Determining Readiness for Evaluation - (Page 5)

This questionnaire is designed to help you decide if you are ready for an evaluation. An affirmative response to ten of the twelve questions indicates possible readiness for an evaluation.



- 1) Have you read Interpreting for Deaf People and are you familiar with the Code of Ethics and its implications?
- 2) Does your skill go beyond just an ability to expressively sign and fingerspell directly to a deaf person?
- 3) Have you had minimal satisfactory experience interpreting to the extent that you are familiar with many of the problems involved?
- 4) Generally, do deaf people consider your skill in interpreting to be adequate at least in some situations?
- 5) Has anyone previously explained to you that there are four different certificate possibilities, each involving a different area or level of skill?
- 6) If response to question five is yes, do you know which certificate might best reflect your own skill and knowledge in interpreting?
- 7) Can you understand a deaf person who signs and fingerspells to you slowly, but without speech?
- 8) Have you ever had any association with deaf people in their homes, at their clubs, or at parties?
- 9) Do you feel you have a fair enough understanding of deafness and deaf people to respond to questions from general members of the community?
- 10) Do you think that you have an adequate enough English vocabulary to feel comfortable interpreting in such situations as a courtroom or a hospital?
- 11) Have you had enough experiences with deaf people that you can discern and adapt to the different levels of language proficiency?
- 12) Are you the kind of individual who can adapt reasonable well to varied situations and to people with diverse attitudes and personalities?



3. Fees for Evaluation - (page 18)

Comprehensive Skills Certificate	\$15.00
Expressive Interpreting Certificate	10.00
Expressive Translating Certificate	10.00
Reverse Interpreting Certificate	10.00
Re-examination	5.00

Seventy percent of the fee for a specific certificate or re-examination is to be retained by the Chapter. Thirty percent of the fee is to be forwarded to the RID office. Your chapter will be billed. Do not send money to the RID office until billing is received.

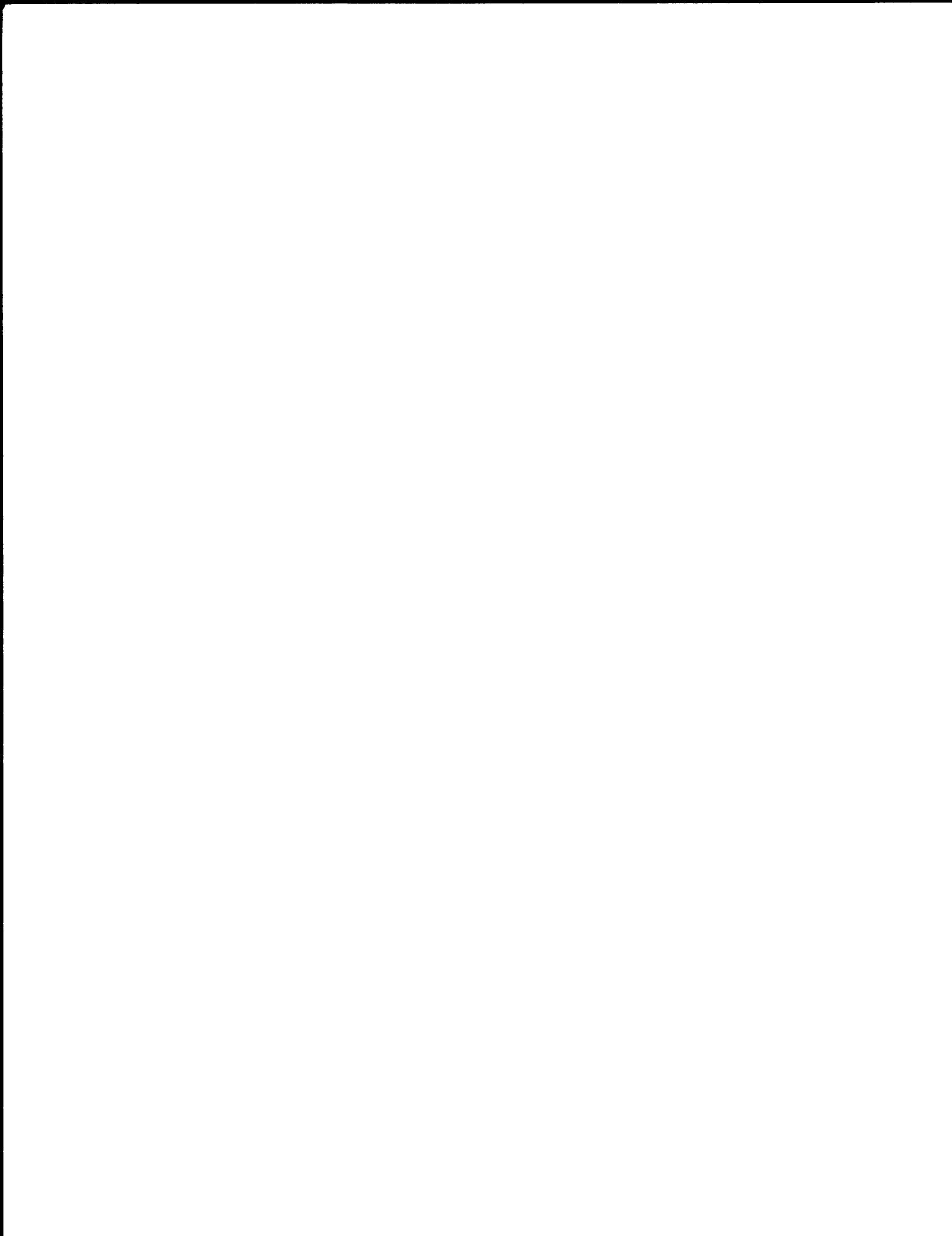
The money retained by the local chapter can be used as the chapter sees fit. It is hoped that some of the money will be used to reimburse the Evaluation Committee.

4. Post-Evaluation Procedures - (Page 23)

The report form includes provision for comments by evaluators when circumstances so dictate. It is intent of the RID Executive Board to provide for an individualized evaluation by each committee member.

Since the evaluation also serves as an excellent means of analyzing strengths and weaknesses of individual interpreters, it is important that general evaluation findings be shared with the candidate immediately. In order to avoid misunderstandings, the evaluation committee as a whole, or individual members of the committee should confine discussion of the evaluation with the candidate to general terms. In this way it is hoped that the candidate will benefit from the personal observation of the evaluators, but will not lead to conclusions that can only be determined following official review and scoring of individual reports. Each candidate who has completed an evaluation will receive in the mail from the Certifying Board a report on his strengths and weaknesses which will be based on the combined ratings of the evaluators.

The National Certification Board shall have sole authority to issue certificates. This Certificate Board is selected by the national RID Executive Board. No certification shall be granted by the Certification Board on the basis of possession of locally issued certificates that predate the establishment of this national evaluation procedure.



Each certificate issued by the Certification Board shall expire at the end of five years, at which time the RID shall have the option of renewing the certificate, or requiring re-evaluation.

The National Certification Board also has the sole authority to rescind a certificate upon proof of unprofessional conduct.

If a candidate's scores do not meet minimum standards and the Committee has designated that he should be certified a letter will be sent to the Committee for justification as to why a certificate should be issued. This procedure will also be followed when gross discrepancies arise in computing the final score.

Each member of the Evaluation Committee should complete the Evaluation Form prior to any discussion regarding the candidates performance so as not to influence any member of the Committee to change his rating. No discussion, regarding any interpreter candidate, should be had outside the Evaluation Room by the Committee at any time.

B. TEAM COMPOSITION

1. The Evaluation Team - (Page 3 & 4)

The evaluation team shall consist of five members, three of whom shall be hearing-impaired. Selecting and training five individuals to compose an evaluation team are tasks that demand careful consideration. If evaluations are to go well, a great deal of care must go into composing the evaluation team. At the same time, the realities of the situation -- work responsibilities of individuals, expenses incurred in holding orientation and training meetings for evaluators and other very real problems -- all caution that a reasonable approach is needed in assembling the team.

The most skilled interpreter will not necessarily be the best or even a good evaluator. Ability in evaluating is a skill entirely separate from interpreting. However, to serve as a competent evaluator of interpreters, one must possess a reasonable degree of knowledge and skill in interpreting.

Perhaps the most important need on the evaluator team is for individuals who possess the ability to relate well to other people and who possess the confidence of others. This human relations aspect applies to both normally hearing and hearing-impaired members of



the evaluation team. The second need relates to the selection of the two hearing members of the team. Both individuals must possess the Comprehensive Skills Certificate. Beyond this, they should possess knowledge and skills in various areas that are above minimal acceptable standards. Consideration might be given to selection of hearing members who complement one another in terms of the wide array of skills, knowledge, and experience that serve to strengthen the evaluation team. The hearing members must first attain their Comprehensive Skills Certificate.

The hearing-impaired members should either be adequately knowledgeable of the whole interpreting field and its many ramifications or be willing to make the commitment of time to become properly familiar with the field. Hearing-impaired members of the team shall be selected with a view toward representation of various community groups and socio-economic educational levels among deaf consumers of interpreting services. The state association of the deaf should be consulted and their support solicited regarding prospective hearing-impaired members of the evaluation team. And finally, hearing-impaired members shall first attain certification as Reverse Interpreters prior to being eligible to serve as evaluators.

When the team is finally selected, the team then chooses the Chairman. The Chairman will then be the liaison person between the Local Evaluation Board and the R.I.D. Certifying Board.

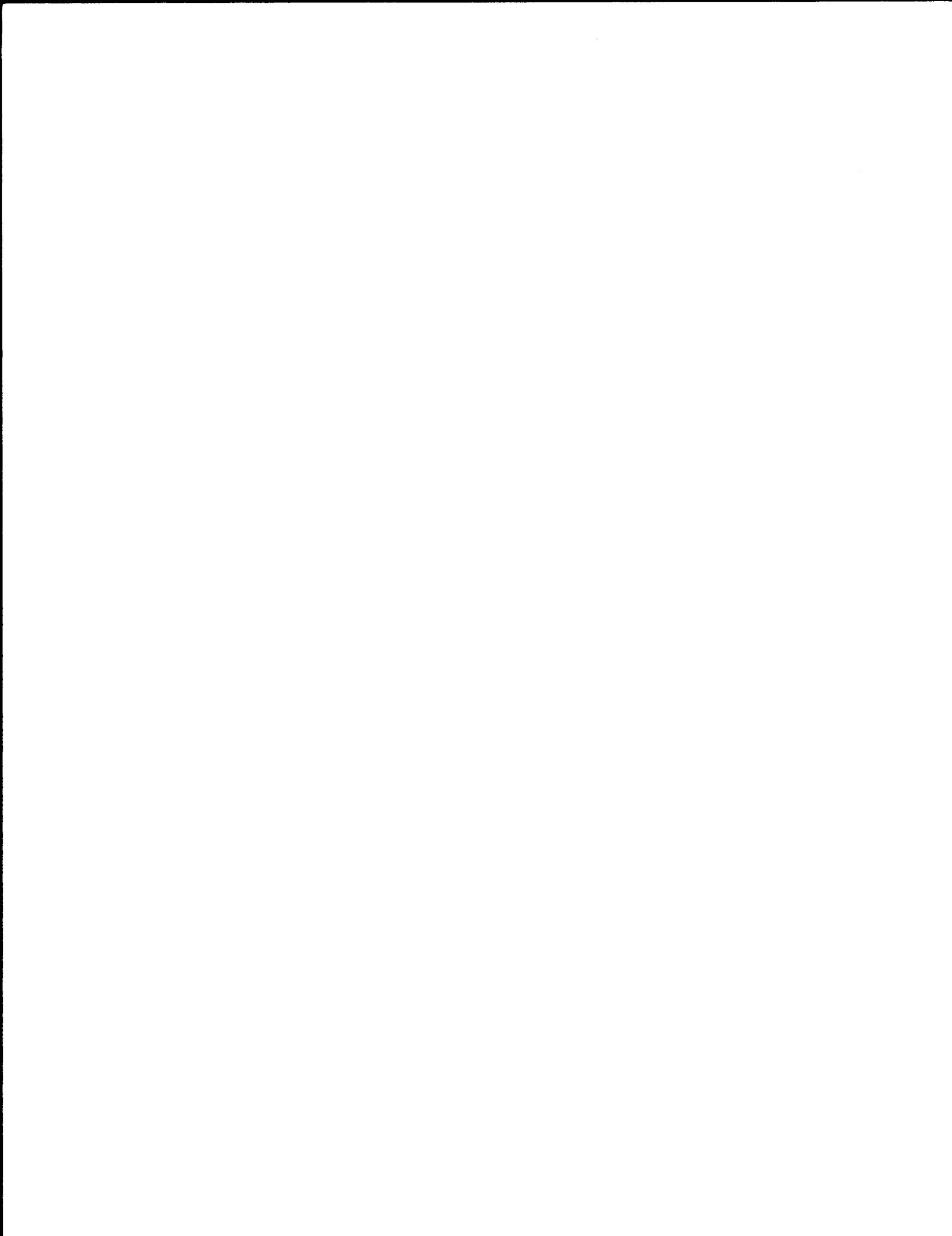
The evaluation team needs to attain a very thorough understanding of the evaluation materials, procedures, and the minimal standards of performance involved. It is very desirable for members of the team to go through the evaluation a number of times with various members of the team assuming roles of candidates in order to generate discussion and arrive at a uniform understanding of minimal standards applicable.

C. THE EVALUATION COMPONENTS

1. Summary Outline of Evaluation Scheme - (Page 17)

1) Interview

- a. Professional manner (dress, appearance, etc.)
- b. Attitude
- c. Self-generated communication skills
- d. Composure
- e. Interpreter's role



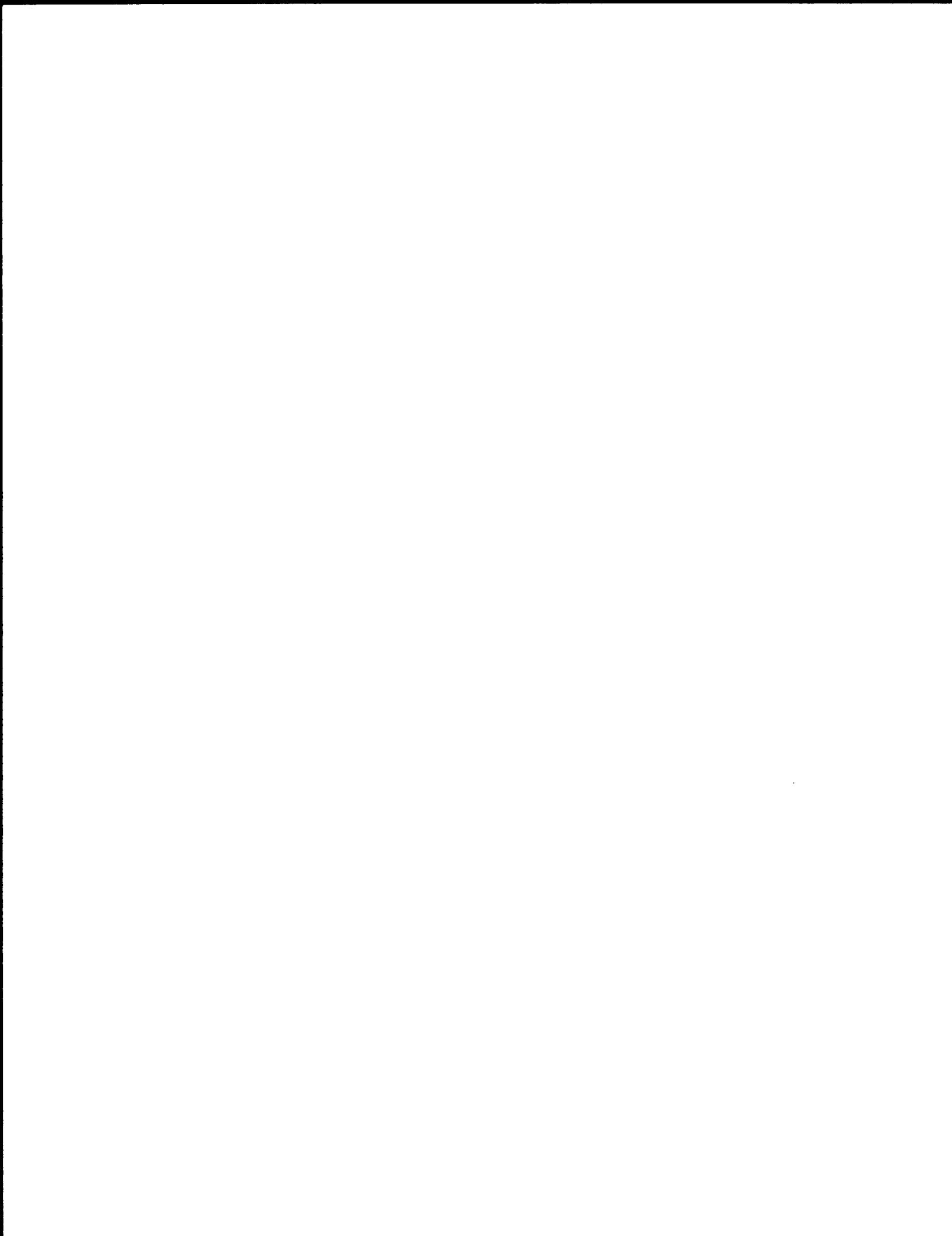
- 2) Interpreting/Translating Factors
 - a. Clarity of signs and fingerspelling
 - b. Expression (body English & facial expression)
 - c. Positioning of hands
 - d. Mouth movement (speaker's words)
 - e. Vocabulary
 - f. Fluency
 - g. Speed/Time lag
 - h. Concept transmission
 - i. Deletions (depending on interpreting/translating materials)
 - j. Ability to interpret/translate (see also item "h")
- 3) Comprehension of Material
 - a. Overall understanding
 - b. Conveyance of mood/feelings
 - c. Comfortable presentation
- 4) Reverse Skills
 - a. Understanding the message
 - b. Transmission of the message
 - c. Language used to transmit the message
 - d. Moods and attitudes

2. Description of Evaluation Materials and Terminology - (Page 9 - 16)

A. General Description of Evaluation Materials

These tests for the national certification of interpreters have been produced in three forms - X, Y, and Z. Each form has been designed to be similar in length and content, thus assuring consistency among forms. Each form consists of:

1. Audio cassette for testing expressive translating and interpreting skills with various speakers speaking and different lengths of time on different topics. (Scripts are provided for evaluation committee.);
2. 16 mm films for evaluating reverse interpreting and/or reverse translating skills. Various hearing-impaired speakers (young/old; male/female) sign segments with and without lip movements;
3. Interview questions accompanying each form. Duration of the interview is 10 minutes. The questions are designed to secure important information and to put the interpreter at ease.



The Evaluation Package to be sent to the chairman of the evaluation committee consists of:

1. Informative outline to be provided to each interpreter being evaluated. Interpreters will arrive early to read this.
2. Warm-up practice materials
 - a. Audio-cassettes -- these are designed to be used for interpreting or translating practice.
 - b. 16mm film -- passage may be reverse interpreted or reverse translated.
3. Instructions to evaluators for administering the Evaluation
4. Evaluation Materials.
 - a. Audio cassette
 - b. 16 mm films
 - c. interview questions
5. Rating Forms for Evaluators

B. Description of Evaluation Forms.

Comprehensive Skills Certificate

- | | |
|-------------------------------|------------|
| 1. Interview questions | 10 minutes |
| 2. Expressive Skills Cassette | 10 minutes |
| a. Translating - 5 minutes | |
| b. Interpreting - 5 minutes | |
| 3. Reverse Skills 16 mm film | 16 minutes |

Expressive Interpreting Certificate

- | | |
|--|------------|
| 1. Interview questions | 10 minutes |
| 2. Expressive Skills Cassette | 10 minutes |
| Candidates will render these selections
in Sign Language concepts without recourse
to English. | |
| 3. Reverse Skills 16 mm film | 8 minutes |

Expressive Translating Certificate

- | | |
|---|------------|
| 1. Interview questions | 10 minutes |
| 2. Expressive Skills Cassette | 10 minutes |
| Candidates will render these selections
in Signed English. | |
| 3. Reverse Skills 16 mm film | 8 minutes |



Reverse Skills Certificate

- | | | |
|----|--|------------|
| 1. | Interview questions | 10 minutes |
| 2. | <u>either:</u> The reverse Skills Segment
of the Comprehensive Skills Evaluation
16 mm film
<u>or:</u> The Reverse Skills Segment of the
Expressive Interpreting and Translating
evaluations, 2 16 mm films, 8 min. each. | 16 minutes |
| | | 16 minutes |

C. Description of Terminology

In order to maintain national uniformity in evaluating interpreters the Registry of Interpreters for the Deaf has developed this description of terminology related to the evaluations. It provides information beyond that on the evaluation forms.

This section of the manual should be used as a reference by evaluators needing clarification on evaluation procedures, or on the meaning of terms used to identify the specific skills under consideration. It is hoped that this information will be an aid leading to a uniform approach and uniform interpretation of terms in the evaluation form.

1. The Interview

The interview is intended to evaluate an appropriate set of personal attitudes in the candidate. Knowledge of deaf people, deeper understanding of the Code of Ethics and comprehensive knowledge of the role of the interpreter are involved in the professional background of the interpreter. The interview provides an excellent opportunity to see how the interpreter views his role.

The interview focuses on five areas: (a) professional manner, (b) attitudes, (c) composure, (d) self-generated communication skills, and (e) the interpreter's role. The following is a further elaboration of these terms.

Professional Manner: This means the total impression that the interpreter makes on others. This is important because a speaker, a judge, a teacher, a doctor, or whoever may be utilizing the services of an interpreter need to feel confident in the interpreter as a person. Therefore, professional manner encompasses concepts such as dress, overall ability to express one's self and the ability to relate to people



Attitude: This factor conveys the interpreter's own views and tells how professional the interpreter is in dealing with the person for whom he interprets.

Composure: This factor includes emotional control. The general ability to relax and respond calmly are involved.

Self-generated Communication Skills: This concept involves the candidates ability to formulate and communicate clearly his own thoughts in whatever manual and oral combination is his usual mode of communication. This item is included because interpreting or translating thoughts of others is often a different process from manual communication that expresses one's own thoughts.

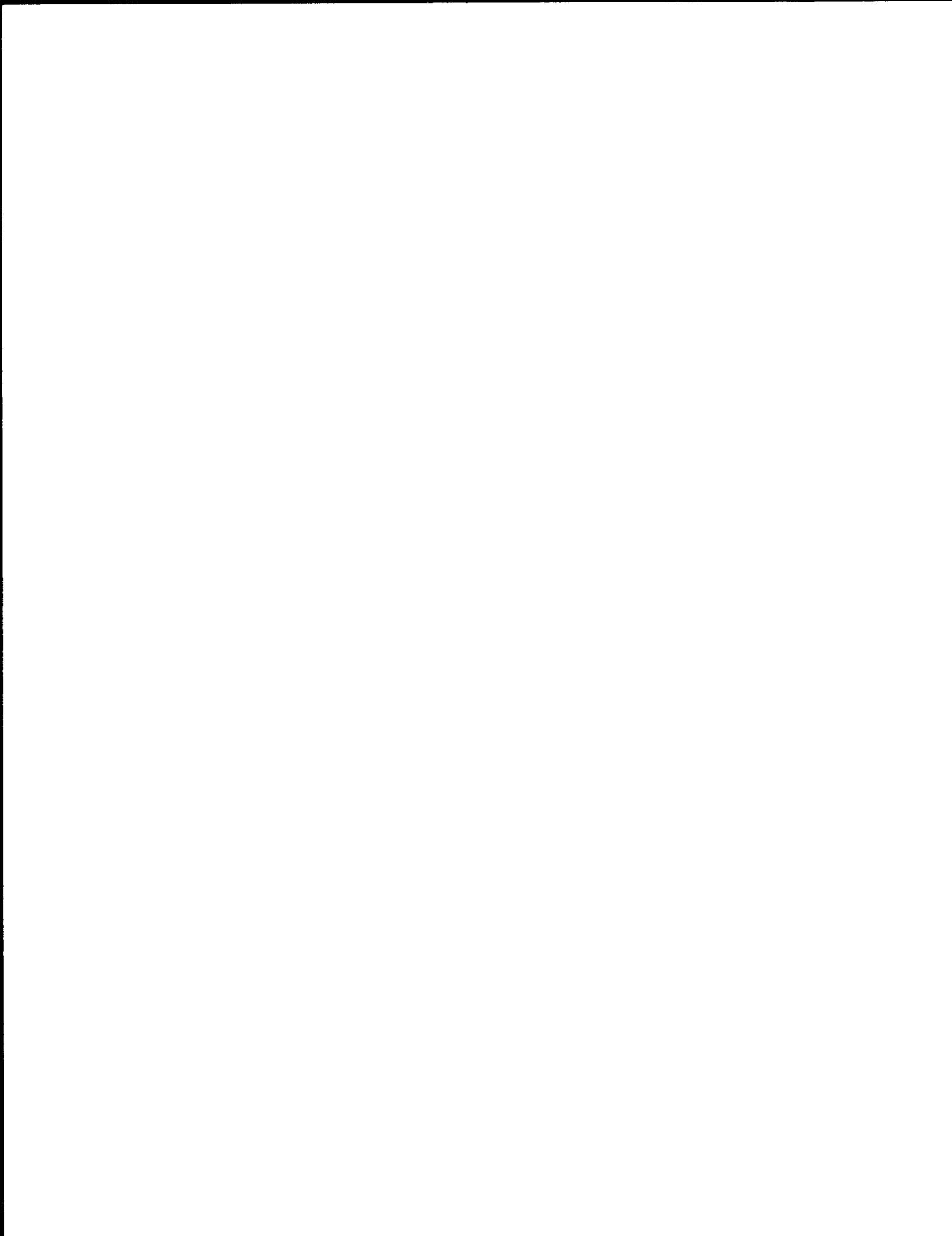
The Interpreter's Role: This is the term used to include the responsibilities and conduct of an interpreter in various situations. There are no absolute right and wrong ways in this area of inquiry. This area of inquiry is intended to see whether a candidate knows how to conduct himself properly in various situations, setting appropriate limits in personal involvements and the extent of his services. Also, specifically included here is the need to evaluate the presence of any adverse patronizing behavior in dealing with deaf people.

Interpreting and Translating Factors

This section of the evaluation involves assessment of specific expressive skills. The following factors are involved: (a) clarity of signs and fingerspelling, (b) expression, (c) positioning of hands, (d) mouth movement, (e) vocabulary, (f) fluency, (g) speed/time lag, (h) concept transmission, and (i) deletions.

Clarity of Signs and Fingerspelling: This factor seeks to determine if signs are properly made and clearly rendered. Fingerspelling should be separately considered because it is possible for some candidates to sign properly and clearly, but to fingerspell unacceptably.

Expression: This term is used for facial and body movements. The evaluation looks for appropriate body and facial expression and notes either problems or "dead-pan interpreting" or excessive and unnecessary facial and body expression. Also considered here is the possibility of other distracting physical movements which are not part of the interpreting process yet which may detract from comprehension of the interpretation.



Positioning of Hands: This term is self-explanatory. Some interpreters position their hands in front of their face, making it difficult to observe their mouth movements. Other interpreters may place their hands so far from their bodies that they may inhibit a deaf person's ability to lipread and read signs simultaneously. Other aspects of positioning involve the appropriate size of manual movements for different situations, distance from audience, etc.

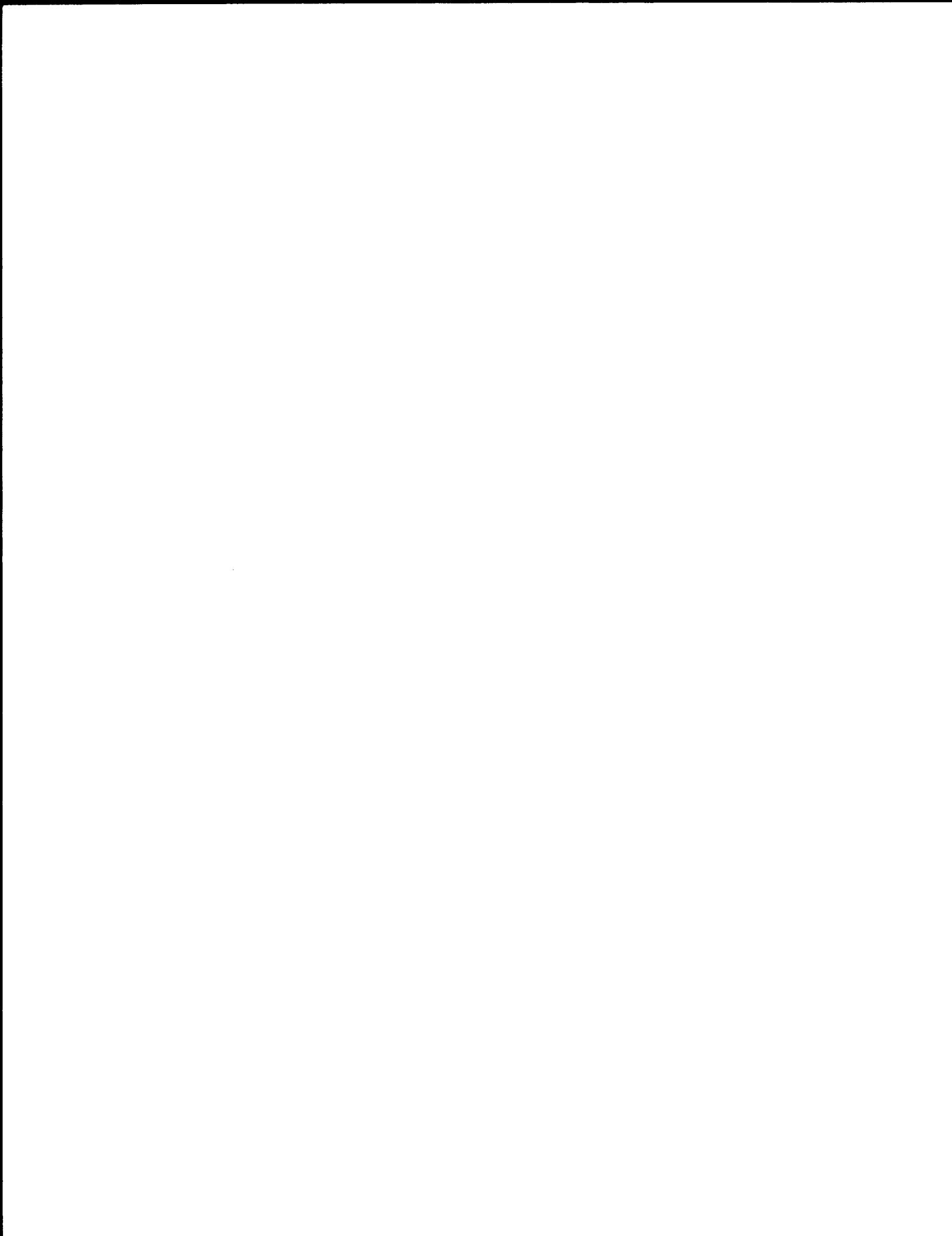
Mouth Movement: In most instances deaf people prefer to have an interpreter simultaneously mouth the words of the speaker along with the manual communication of the message. Some interpreters may have difficulty in clearly enunciating their words without voice, or they may over-exaggerate their pronunciation. Other interpreters may mouth their words, but with very small mouth movements to the extent that they are not understood.

Vocabulary: This factor involves knowledge of manual vocabulary. The Candidate for a certificate may spell words unnecessarily, due to lack of sufficient manual vocabulary. Also, the candidate may use some signs incorrectly, or use signs that are of a "home-made" variety. Colloquial signs are acceptable if understood by deaf persons in that particular locality.

Fluency and Timing: This factor involves evaluation of the candidate's smoothness and pausing during the interpreting or translating process. Such aspects as excessive speed or inappropriate or long pauses in the middle of a concept can decrease the comprehension by the deaf audience of the message an interpreter is attempting to convey.

Speed/Time Lag: This factor considers how close the interpreter is able to stay with the spoken message. For instance, some interpreters can get far behind to the point where they are not able to remember the message for interpreting. The more important factor is the ability of keeping sufficiently close to the speaker and not losing track of the message because of an inability to keep pace with the spoken message.

Concept Transmission: This factor is intended to evaluate the correctness of meaning in rendering a spoken language to signed concepts. The "correctness" of the signed concept will vary depending on whether the candidate is interpreting for a deaf person with minimal language skills, or translating for a deaf person with good command of the English language. Important here is the candidate's comprehension of concepts involved and an understanding of the linguistic implications of the signs made in attempting to convey the meaning of the spoken language. These elements of the factor concept transmission are rated as "item h" on the rating form.



There is an additional consideration with regard to this factor, which, because of its importance, has been entered as a separate item, "item j", on the rating form. Should it be observed that a candidate is translating when he should, in fact, be interpreting, or that he is interpreting when he should be translating, then his deficiency should be noted at the appropriate "item j" (ability to translate/ability to interpret).

The candidate for the Comprehensive Skills Certificate will, of course, be expected to demonstrate greater flexibility in elements of concept transmission than the candidate for the Expressive Translating Certificate.

Deletions: This term applies to both interpreting and translating. However, deleting during the process of interpreting is qualitatively different from deletion during the process of translation. In both cases, deletion involves appropriate transmission of the message in signs while eliminating some words of the English rendition.

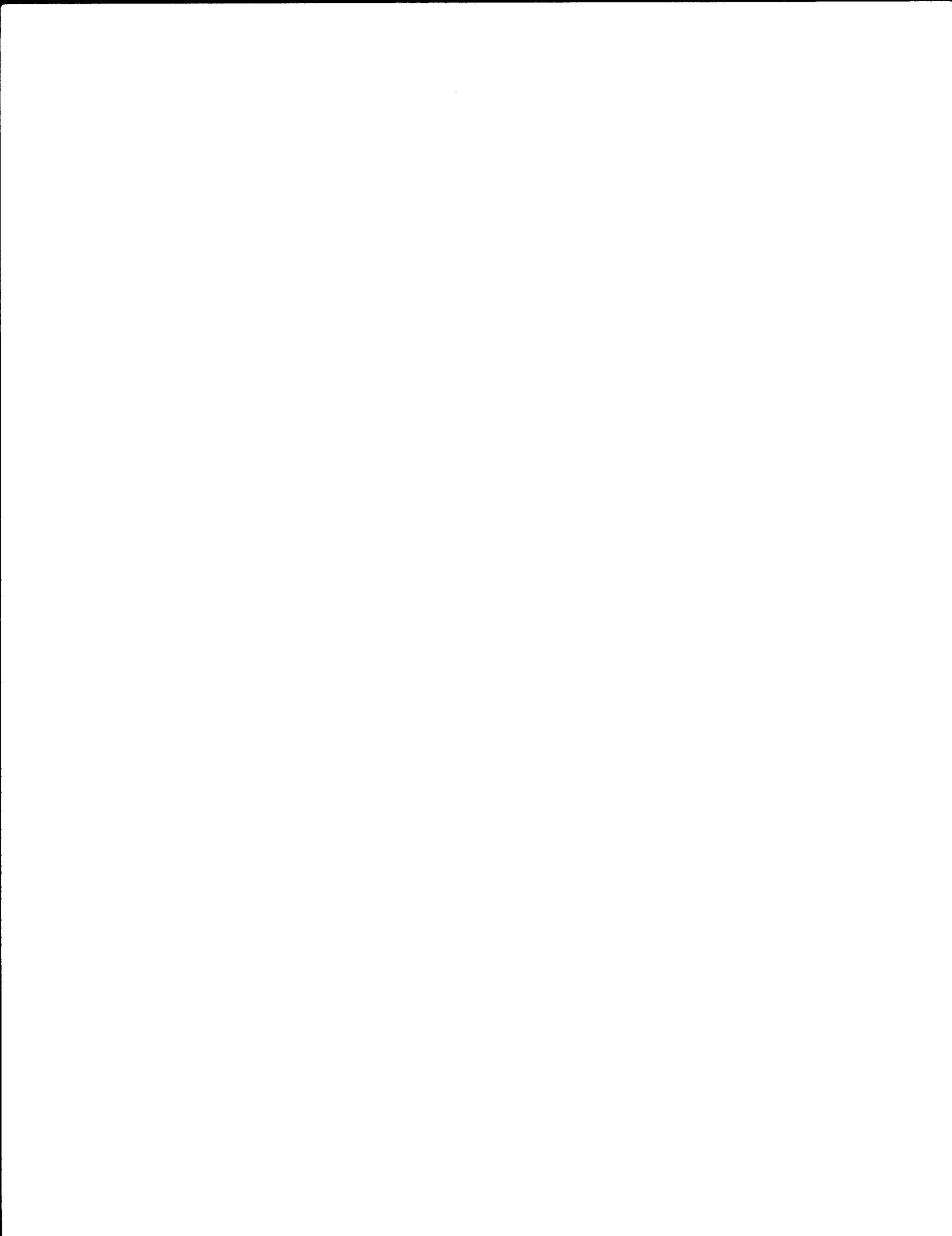
Deletion during interpreting: Does the candidate delete so many words and phrases that the content is lost, or are the deletions appropriate for conveying the concepts in this interpreting situation. The candidate must be skilled in condensing, paraphrasing, and defining, such that deaf individuals with minimal language skills can understand the message conveyed.

Deletion during transmission: Does the candidate delete words and phrases to the extent that he is interpreting rather than conveying a nearly verbatim rendition of the spoken message. The candidate's skill must be such that the pace of his word rendition comfortably accommodates the pace of the spoken presentation with a minimum of deletions.

Comprehension of Material

Comprehension of material refers to the completeness of understanding with which the deaf person receives the message through the interpreter. Three different factors are involved in this section: (a) overall understanding, (b) conveyance of appropriate feelings, and (c) comfortable presentation.

Overall Understanding: This term is largely self-explanatory. It includes the possibility that, in spite of apparent correct signing and fingerspelling, the message may not be clearly communicated through the interpreting process for a variety of reasons. Personality, mannerisms, timing and phrasing, manner of dress, all affect overall understanding.



Conveyance of Appropriate Feeling: This factor has to do with accurate transmission of the emotional content of the message from the speaking person. If the speaker is speaking with anger, with happiness, or with sadness, it is important that this emotional content also be transmitted along with the actual message.

Comfortable Presentation: If an interpreter during an interpreting process is exhibiting anxiety in keeping up with the spoken message, or is otherwise uncomfortable while interpreting, this detracts from understanding. If the interpreter is ill-at-ease, the deaf person relying on interpreting services is apt to empathize with the interpreter and, as a result, be unable to fully concentrate his energies on understanding the message.

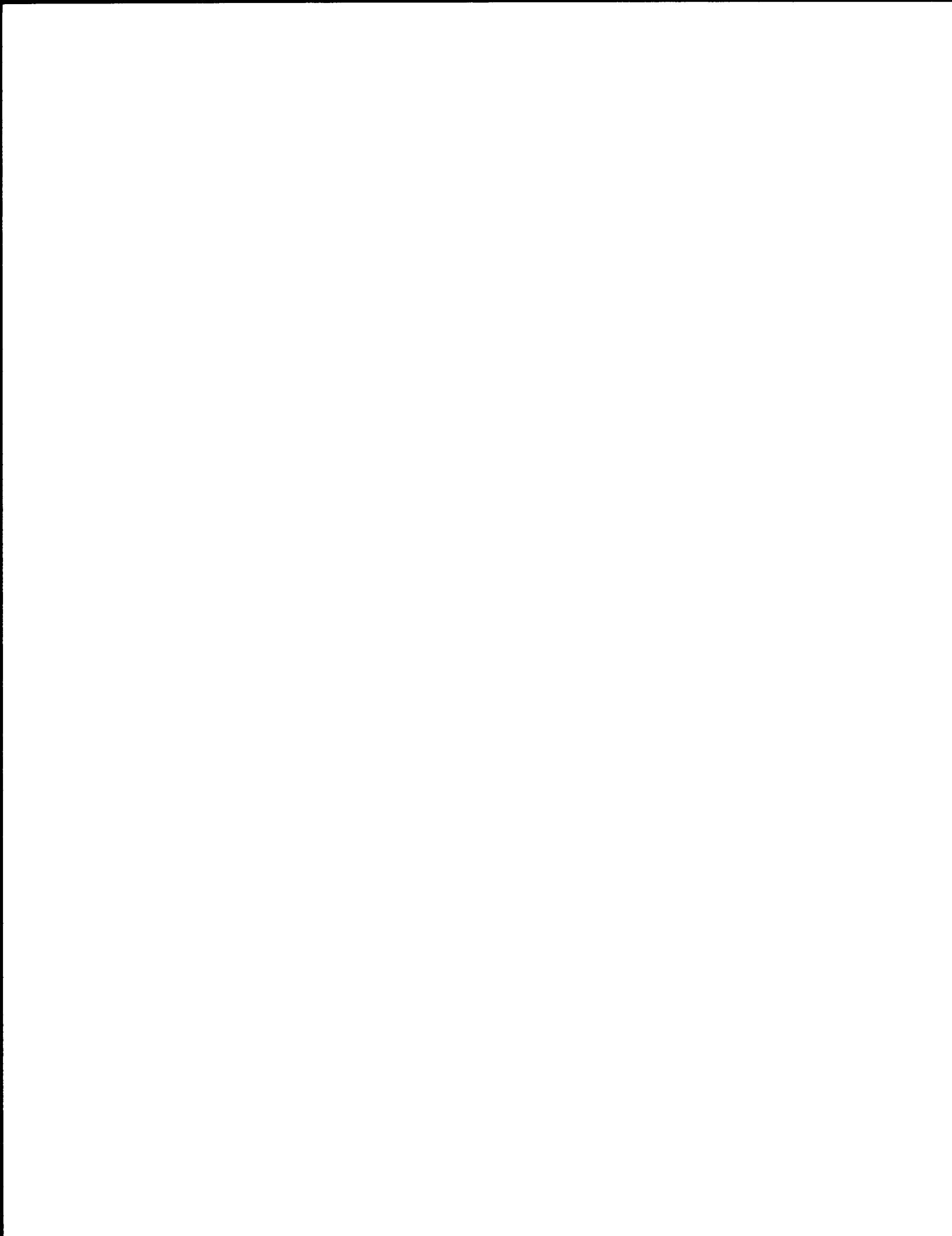
Reverse Interpreting/Translation Skills

Reverse Interpreting/Translation is the process by which the interpreter conveys the message for the deaf person. Most frequently this involves rendering in voice what the deaf person is expressing in manual communication. However, reverse skills also include situations where a deaf person with minimal language skills is expressing himself in very primitive signs or pantomime, and another interpreter is involved in rendering the message in a clearer level of manual communication in order to permit a spoken rendition by a third party. Some deaf individuals also function as reverse interpreters for other deaf persons with minimal language skills by writing back and forth with a normally hearing person in behalf of the deaf person with minimal language skills.

Candidates for the Expressive Interpreting or Expressive Translating Certification shall meet minimal standards in reverse interpreting. An eight minute examination is involved for the two aforementioned certificates. Candidates for the Comprehensive Skills Certificate and for the Reverse Skills Certificate will be involved in a sixteen minute evaluation of the material and procedures in this section.

The following factors are examined in this section: (a) understanding the message, (b) transmission of the message, (c) language used to transmit the message, and (d) conveying the client's attitudes and feelings adequately.

Understanding the Message: This factor is the basic part of the skill in reverse interpreting. It includes the ability to follow and comprehend a deaf person's thoughts to the extent that these thoughts are expressed. Materials include manual communication segments ranging from sign language used in its own natural fashion (without recourse to English grammar) to Signed English.



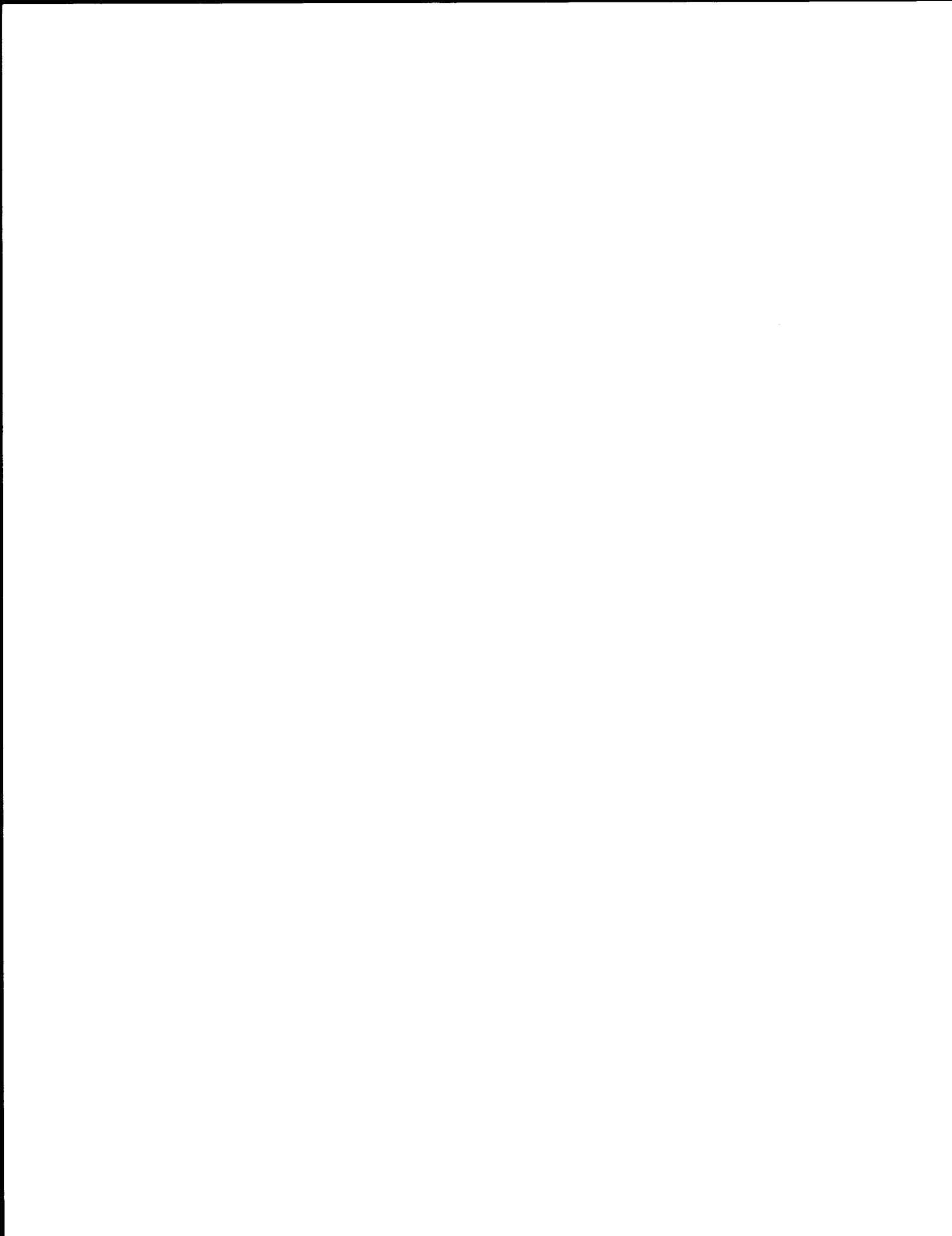
Transmission of the Message: This factor evaluates how the reverse interpreter re-expresses what he has received from "reading" the deaf person. Some individuals, for instance, may understand a deaf person's signs well enough, but may have difficulty re-expressing the deaf person's thoughts in a proper manner due to inadequate ability to paraphrase in speech, writing, or signs.

Language used to Transmit the Message: Here the evaluation is concerned with how completely the message is conveyed. Often problems develop in re-expressing in part, or only generally, what the client wishes to state but not in a manner complete enough to convey the full impact of the message.

Conveying the Client's Attitude and Feeling Adequately: This factor is largely self-explanatory. However, in addition to conveying the emotional content of the message there sometimes is a separate problem of the reverse interpreter attempting to "protect" the client by not conveying the full extend of the client's anger or other emotional expression.

3. Evaluation Rating Forms

Please see following pages.



For Chapter Chairman's Use Only
Certificate Applied For: _____
Fee Paid: _____
Eval. Materials Used-Form _____

R I D EVALUATION FOR CERTIFICATION

EVALUATOR'S RATING FORM

Candidate's name _____ RID Chapter _____

Address _____ street _____ city _____ state _____ zip _____

Evaluator _____ RID Chapter _____

Date of Eval. _____ time _____ : _____ a.m./p.m. Place _____

Recommended for requested certificate? yes _____ no _____
If no, is the candidate recommended for an alternate certificate? yes _____ no _____

If yes, check the certificate recommended:

Expressive Translating Certificate _____

Expressive Interpreting Certificate _____

Reverse Skills Certificate _____

Comments: _____

Rating Key (Example)

(Performance Level) poor fair average good excellent

(Column number) 1 2 3 4 5

(Space for rating) _____

The evaluator is to check the appropriate column. (✓)

This form is adaptable to all evaluations. The following sections should be completed for specific evaluations:

Comprehensive Skills Certificate (C.S.C.)
Expressive Interpreting Certificate (E.I.C.)
Expressive Translating Certificate (E.T.C.)
Reverse Skills Certificate (R.S.C.)

Sections A	B	C	D	E	F
Sections A		C	D		F
Sections A	B		D	E	
Sections A			E	F	



A. INTERVIEW: Appearance; attitude; communication skills; composure and self-confidence; and professional knowledge of interpreter's role.

Skill or Factor:

- | | 1 2 3 4 5 | | col. i.v. |
|---|----------------|-------|-----------------|
| a) Appearance | inappropriate | _____ | ✓ 1 |
| b) Attitude | unprofessional | _____ | 3 |
| c) Communication Skills . . . | inadequate | _____ | 4 |
| d) Composure | nervous | _____ | 1 |
| e) Answers to questions
about interpreter's role . | naive | _____ | knowledgeable 3 |

B. TRANSLATING FACTORS: Ability to convey exact spoken message, following as closely as possible the wording of the message.

Skill or Factor:

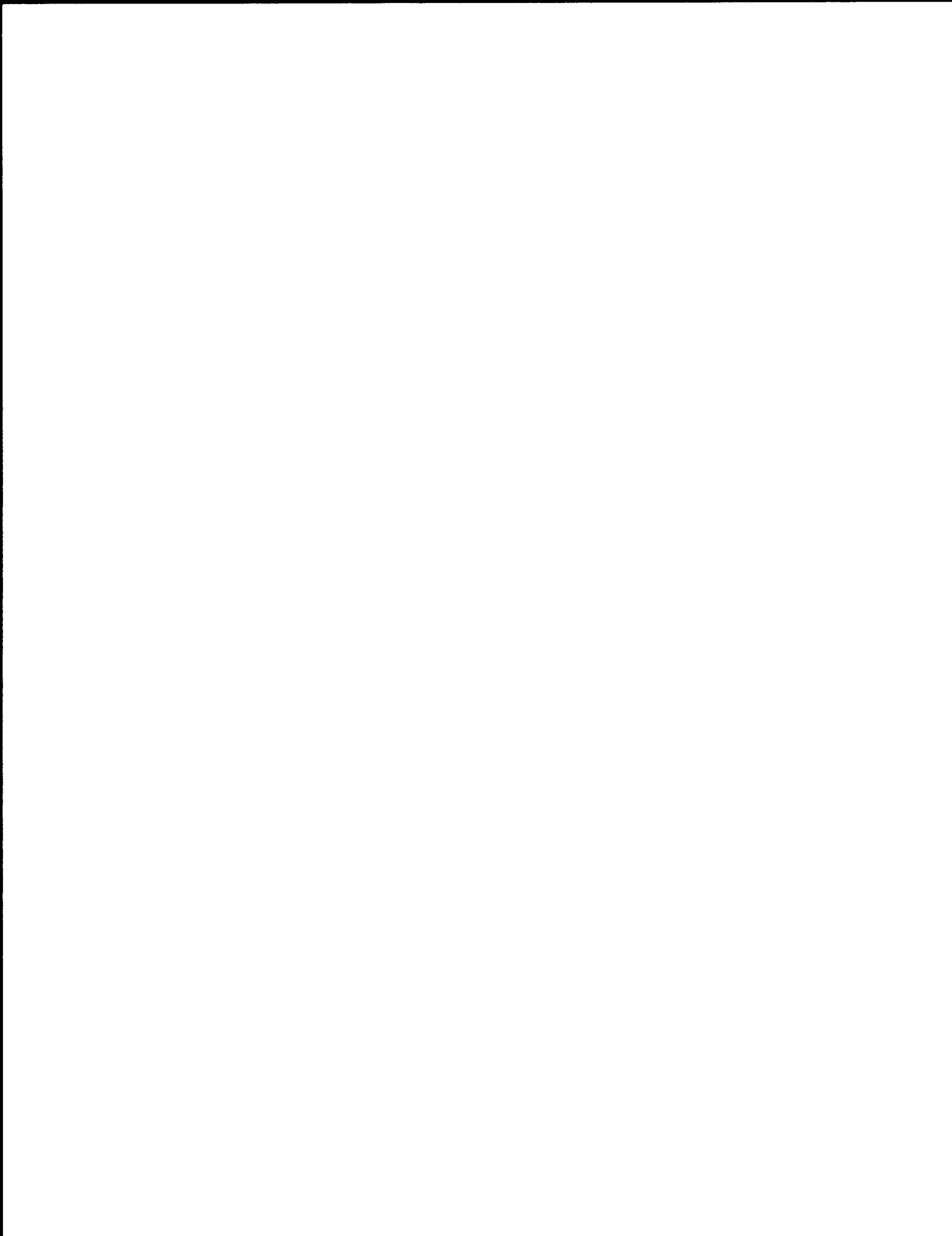
- | | 1 2 3 4 5 | | col. i.v. |
|---|-------------------------|-------|--------------|
| a) Clarity | unclear | _____ | ✓ 5 |
| b) Expression | none or inappropriate | _____ | 4 |
| c) Positioning | faulty | _____ | 1 |
| d) Mouth movements . . . | none or inappropriate | _____ | 1 |
| e) Vocabulary of signs . . . | inadequate | _____ | 4 |
| f) Fluency | slow and/or hesitant | _____ | 4 |
| g) Speed/time lag . . . | constantly falls behind | _____ | 3 |
| h) Concept transmission . . | inaccurate | _____ | 6 |
| i) Deletion of key words/
phrases | excessive | _____ | 4 |
| j) Ability to translate
instead of interpret . . | interprets only | _____ | translates 4 |

C. INTERPRETING FACTORS: Ability to condense, paraphrase, define, and explain concepts in message and adapt sign language level to that of deaf people of average to minimal language skills.

Skill or Factor:

- | | 1 2 3 4 5 | | col. i.v. |
|---|-------------------------|-------|--------------|
| a) Clarity | unclear | _____ | ✓ 5 |
| b) Expression | none or inappropriate | _____ | 4 |
| c) Positioning | faulty | _____ | 1 |
| d) Mouth movements . . . | none or inappropriate | _____ | 1 |
| e) Vocabulary of signs . . . | inadequate | _____ | 4 |
| f) Fluency | slow and/or hesitant | _____ | 4 |
| g) Speed/time lag . . . | constantly falls behind | _____ | 3 |
| h) Concept transmission . . | inaccurate | _____ | 6 |
| i) Deletion of words/
phrases | excessive | _____ | 4 |
| j) Ability to interpret
instead of translate . . | translates only | _____ | interprets 4 |

For Office
Use Only



D. OVERALL PERFORMANCE: EVALUATOR'S general impression of overall performance
(whether the messages and moods came through clearly and comprehensibly;
and whether the presentation was a comfortable one to watch.)

Impressions:

1 2 3 4 5

col. i.v.

- a) Comprehension:
message was impossible to understand _____ easy to understand 3
- b) Mood & feelings:
feelings inaccurately or not conveyed _____ consistently and accurately 2
- c) Comfort factor:
watching, evaluator felt uncomfortable _____ comfortable 1

E. REVERSE TRANSLATING SKILLS: Ability to reverse translate into good English of appropriate language level, all concepts, moods, and attitudes.

Skill or Factor:

1 2 3 4 5

col. i.v.

- a) Understanding the message:
candidate did not understand message _____ understood message 6
- b) Transmission of message:
candidate could not transmit message _____ transmitted message 4
- c) Language used to transmit message was:
ungrammatical/inappropriate _____ grammatical and appropriate 6
- d) Moods & attitudes were:
incorrectly or not conveyed _____ correctly conveyed 4

F. REVERSE INTERPRETING SKILLS: Ability to reverse interpret into good English of appropriate language level, all concepts, moods, and attitudes.

Skill or Factor:

1 2 3 4 5

col. i.v.

- a) Understanding the message:
candidate did not understand message _____ understood message 6
- b) Transmission of message:
candidate could not transmit message _____ transmitted message 4
- c) Language used to transmit message was:
ungrammatical/inappropriate _____ grammatical and appropriate 6
- d) Moods & attitudes were:
incorrectly or not conveyed _____ correctly conveyed 4



4. Scoring Procedures -

1. Each team member is to score the candidates without asking other team members of their scores.
2. Each team member is to write a recommendation for certification without consulting other team members.
3. Immediately after each individual evaluation, the team chairman should collect the rating forms and check each one for MISSING SCORES OR RECOMMENDATIONS. (If a rating form is not completely filled out, it should immediately be returned to the team member in question for completion before the next candidate is evaluated.)
4. Only after all rating forms have been collected should the team members discuss the candidate's performance. THE RATING FORMS ARE NOT TO BE CHANGED ONCE THEY HAVE BEEN COLLECTED AND DISCUSSION HAS BEGUN.

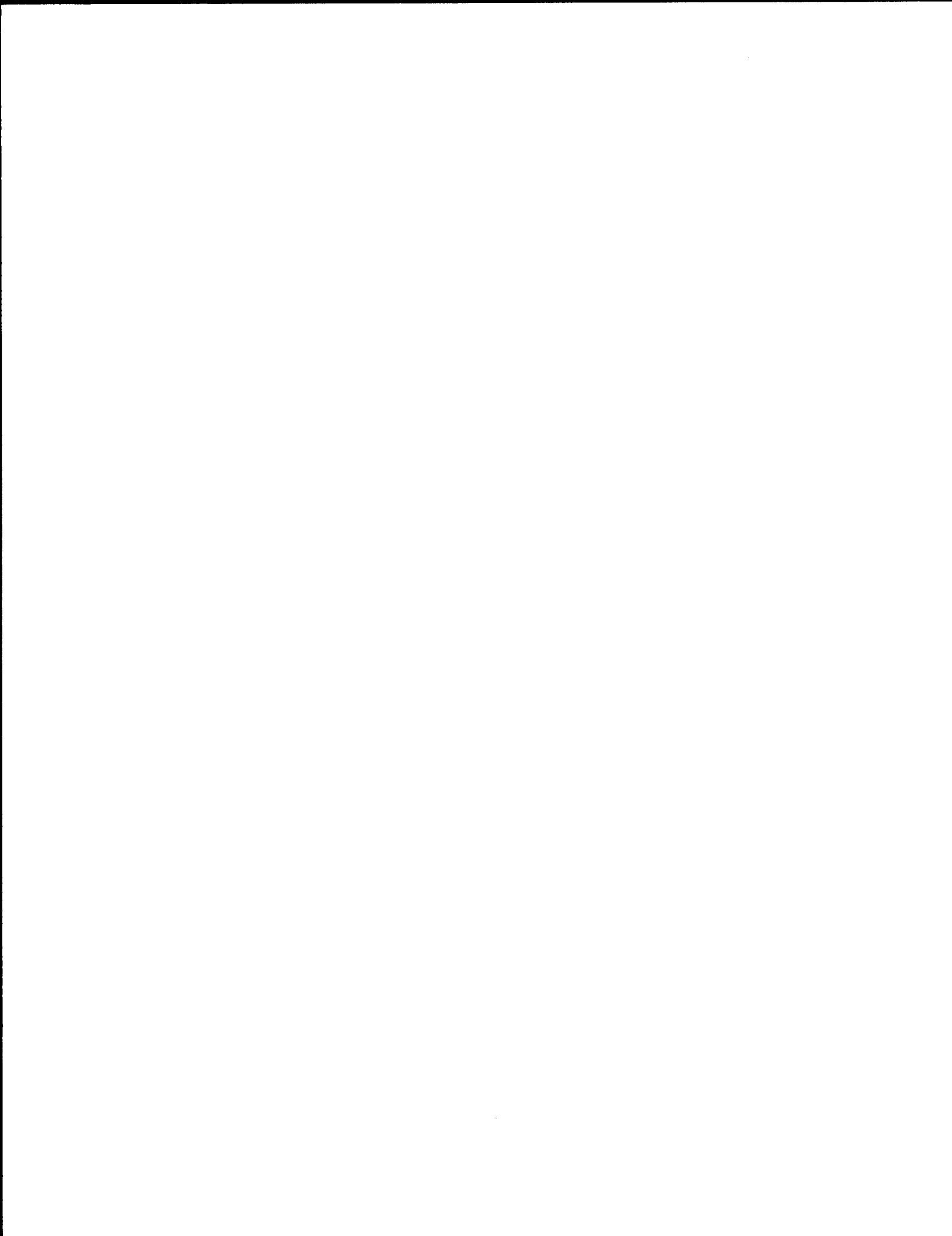
If something comes up during the discussion which indicates that changes should be made, the chairman should attach an explanation to the rating forms -- BUT THE RATING FORMS MUST NOT BE ALTERED. The NCB will take note of the attached explanation when determining the certificate award.

D. QUESTIONS AND ANSWERS -

1. HOW LONG ARE THE PERSONS WHO ATTENDED THE NATIONAL EVALUATION WORKSHOP (N.E.W.) TO SERVE?

The people who attended the N.E.W. were asked to remain with the team for at least one year. There is no limit on how long an individual evaluator can serve, providing the chapter and the RID National Certification Board (NCB) are satisfied with the person's performance.

The NCB is considering January through December as the evaluation year. Therefore, December 31, 1973 will end the first year of service for all evaluation team members, even if only one evaluation session was conducted -- ex: May 12, 1973.



2. HOW DOES ONE RESIGN FROM AN EVALUATION TEAM?

Anyone wishing to resign must do so in writing to Lucille Olson, Chairman of the NCB, P.O. Box 1339, Washington, D.C. 20013. For the coming year, letters should be received prior to December 31, 1973.

It is hoped that team members will serve a full year in order to insure stability and consistency in the evaluation sessions.

3. HOW WILL REPLACEMENTS BE MADE FOR THOSE WHO RESIGN FROM THE LOCAL EVALUATION TEAMS?

The NCB will examine lists of CSC and RSC certified interpreters from the area in question and list the names of three qualified persons. These names will be sent to the remaining team members who will be asked to meet and rank the names. The NCB will make the final appointment, contingent willingness of the nominees to serve.

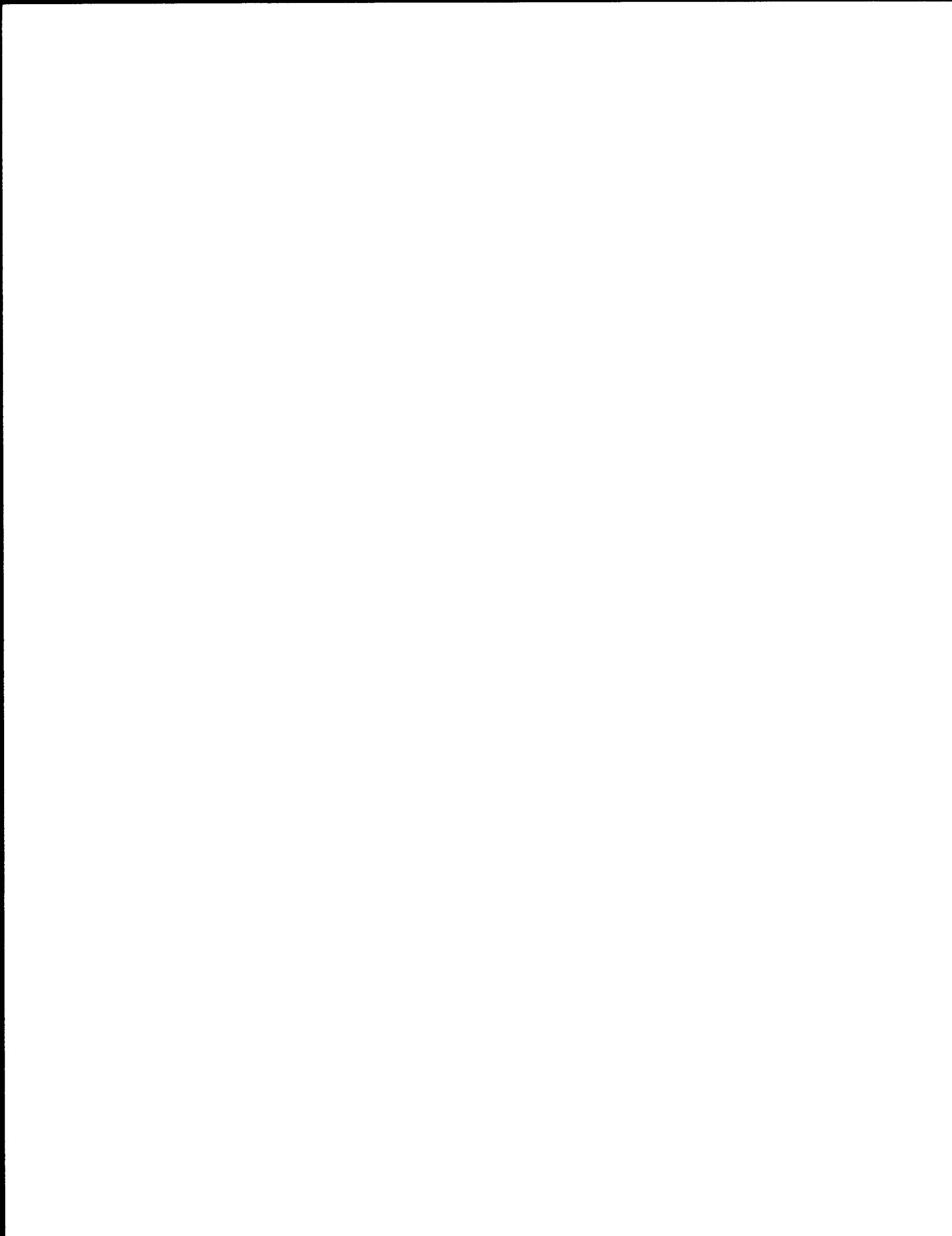
4. IF THE CHAIRMAN RESIGNS, HOW IS A NEW CHAIRMAN CHOSEN?

The NCB will examine lists of CSC and RSC certified interpreters from the area in question and list the names of three qualified persons. These names will be sent to the remaining team members who will be asked to meet and rank the names. The NCB will make the final appointment, contingent on the willingness of the nominees to serve. Then the local team will elect a chairman from its five members.

5. HOW DOES A CHAPTER SELECT AN EVALUATION TEAM AND CONDUCT EVALUATION IF A TEAM HAS NOT ALREADY BEEN SET UP?

The local chapter must bring together two CSC certified interpreters who attended the N.E.W. in Memphis. One of these interpreters should be from the local chapter (if the chapter had a delegate to the N.E.W. who received the CSC.)

These two interpreters than evaluate hearing-impaired persons who wish to serve on the local evaluation team. After evaluating the hearing-impaired candidate, they choose three to serve on the team with the understanding that the appointment is temporary (until the results of their evaluation have been returned). Only persons who receive certification can become permanent members of the team.



The temporary teams then evaluate hearing interpreters who are candidates wishing to serve on the local team. The team then lists the candidates according to preferences and awaits results from the NCB.

In the meantime, a temporary chairman is appointed. If the chapter had a delegate at the N.E.W. who received the CSC, this person assumes this role until notification of permanent team members. Then the team elects its permanent chairman.

6. WHO HAS THE AUTHORITY TO DISMISS A LOCAL EVALUATION TEAM MEMBER?

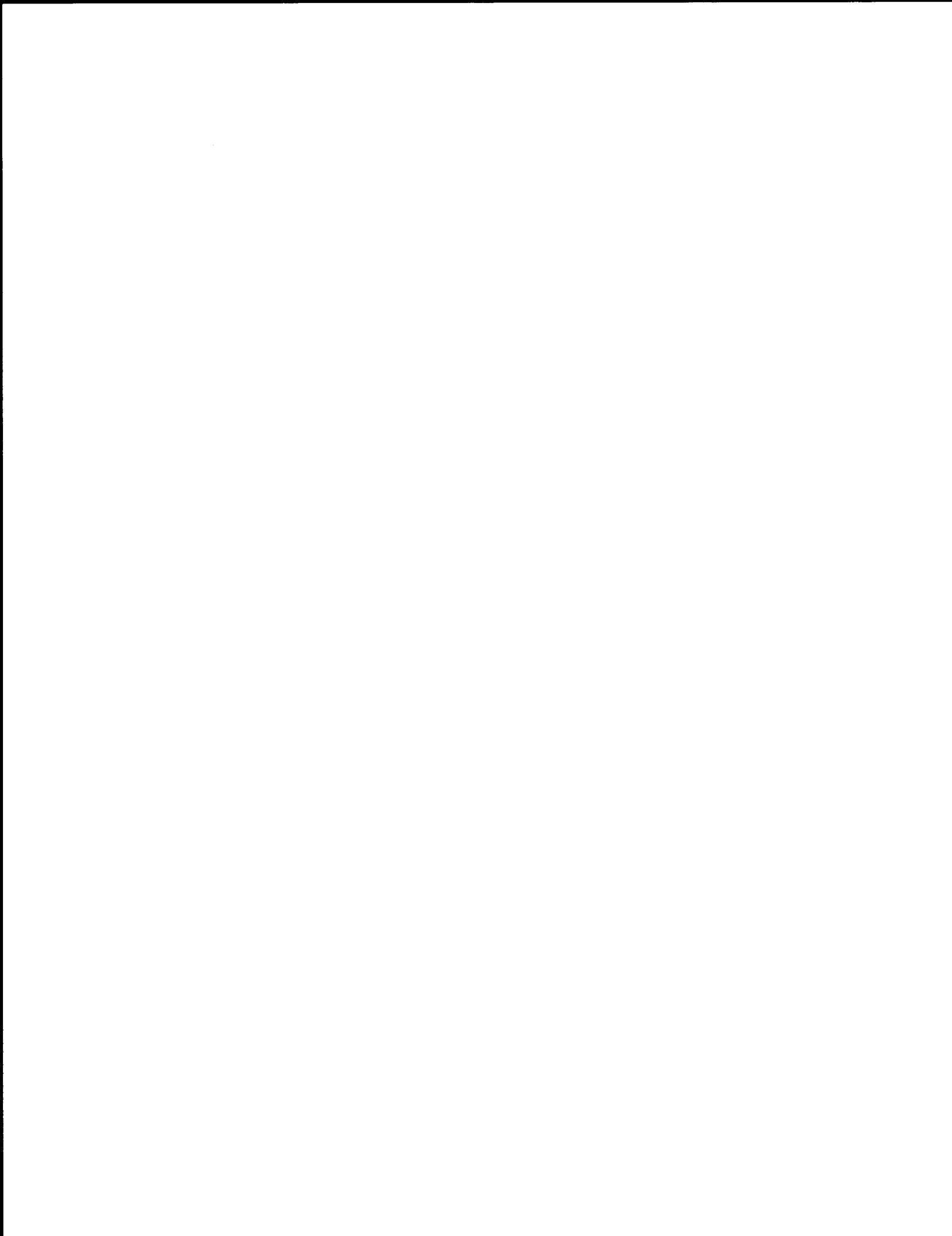
The National Certification Board can ask for a local team member's resignation after substantial evidence is obtained that the individual is not fulfilling his/her role, has broken the seal to confidentiality, or is intentionally showing bias in evaluation. (The Review Board can also do this. However, request would be channeled through the NCB).

7. HOW SEES THE INDIVIDUAL CANDIDATE'S FINAL SCORES?

The candidate received his/her section scores (expressed as a percentage of the required passing score). Individual scores are seen by the National Certification Board, by the RID's administrative assistant, and occasionally by the Review Board if it is asked to settle a certification question. The president is sent a copy of results in order to keep him informed.

8. WHAT DETERMINES THE CERTIFICATE AWARD(IF ANY) TO A CANDIDATE?

First and foremost, the percentages the candidate makes on each of the six sections (three sections for RSC; and four sections for either ETC or EIC) of the evaluation. Therefore, if a candidate achieves the required passing percentage or better on each section of the examination, he will be awarded the certificate earned unless the majority of the evaluation team recommend against any certificate, or unless valid evidence can be presented by two or more team members which shows clearly why certification should be denied. By the same token, if a candidate fails to pass any section by more than 2.5% for CSC or RSC, or by more than 5.0% for ETC and/or EIC, certification will be denied regardless of the recommendations of the evaluators.



9. HOW ARE THE EVALUATION TEAM MEMBER'S RECOMMENDATIONS TAKEN INTO CONSIDERATION WHEN MAKING CERTIFICATE AWARDS?

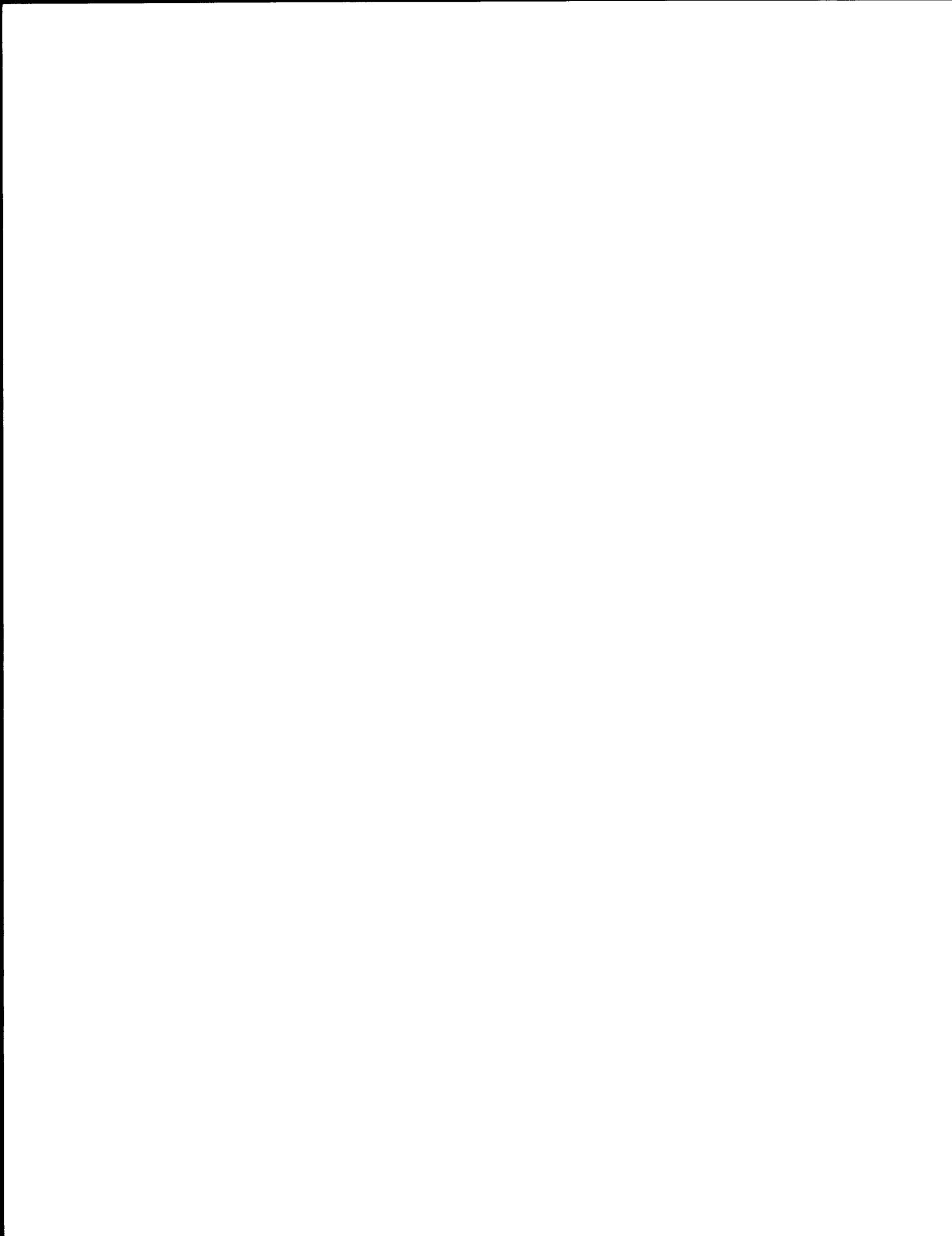
The evaluation team members' recommendations are very important in determining awarding of certificates in cases where the candidates just barely fails to make the required passing percentage on any given section of the evaluation. The NCB allows a 2.5% margin for error for CSC (and RSC) provided 4 out of 5 judges recommend CSC (or RSC); and a 5.0% margin for error for ETC provided 3 out of 5 judges recommend ETC, EIC, or CSC (a recommendation for CSC implies the judge feels that the candidate more than passes for both ETC and EIC, as well as for RSC).

10. WHAT HAPPENS IF A CANDIDATE FOR THE COMPREHENSIVE SKILLS CERTIFICATE DOES VERY WELL ON ALL SECTIONS OF THE EXAMINATION EXCEPT THE REVERSE SKILLS TESTS ON WHICH HE FAILS TO MAKE THE CSC MINIMUM PERCENTAGE OR FAILS COMPLETELY?

If a candidate exceeds the required minimum passing percentage for CSC by 10% or more on every section except the reverse skills sections, he/she will be required to re-take only the reverse skills tests provided the re-examination takes place within 6 months (or, in exceptional circumstances, within one year if consent of the NCB is obtained).

If his/her reverse skills scores on the initial examination entitle the candidate to ETC and/or EIC, either or both of these will be awarded temporarily, pending results of the re-exam. Final certificate award will be determined by the results of the re-examination. If the candidate chooses not to be re-evaluated within six months, the ETC and/or EIC awards become valid for 5 years from the date of evaluation.

If the candidate fails to attain ETC or EIC passing scores on the reverse skills sections, no certificate will be awarded.



11. WHAT ARE THE MINIMUM PASSING PERCENTAGES FOR THE VARIOUS CERTIFICATES?

	CSC	ETC/EIC*	RSC
Section A, Interview	75%	65%	75%
Section B, Translating	70%	65%	---
Section C, Interpreting	70%	65%	---
Section D, Overall performance	70%	60%	---
Section E, Reverse translating	70%	55%	70%
Section F, Reverse interpreting	70%	55%	70%

*Required passing percentages apply only to sections appropriate to certificate applied for-- unless CSC exam is taken. In the event the CSC exam is taken, but candidate fails to make CSC minimum percentages, certificate(s) awarded will be determined by whether or not the candidate achieved ETC and/or EIC minimum percentages despite failure to achieve the higher CSC minimum percentages.

12. WHEN DOES THE CANDIDATE FOR CERTIFICATION PAY THE RE-EVALUATION FEE OF \$5.00?

The candidate pays the \$5.00 re-evaluation fee when he/she is re-taking the same examination on the initial evaluation. For example, if an interpreter takes the CSC exam and is awarded the ETC and/or EIC (or does not earn a certificate), she/he may take the CSC exam again, paying the \$5.00 re-evaluation fee. However, if an interpreter takes the ETC and/or EIC exams at the initial evaluation, he/she must pay the \$15.00 fee for taking the CSC at a second evaluation.

13. WHAT IS THE TIME LIMIT FOR RE-EVALUATION AT THE \$15.00 RATE?

An interpreter who fails to meet requirements for the desired certificate or for any certificate can be re-evaluated after 6 months. The NCB makes exception to this 6 month rule only when the candidate scores very high on all except one or two sections; in this case, the interpreter can be re-evaluated on the one or two sections failed within 6 months (see answer to question #10).

To qualify for the \$5.00 re-evaluation fee, the interpreter must be re-evaluated within one year from the initial evaluation. After one year, the interpreter pays the full fee (\$10.00 for ETC, EIC, RSC, and \$15.00 for CSC) for an evaluation. In the event that a chapter cannot schedule an evaluation session within one year, the NCB will allow a 15 month re-evaluation period at the \$5.00 rate.

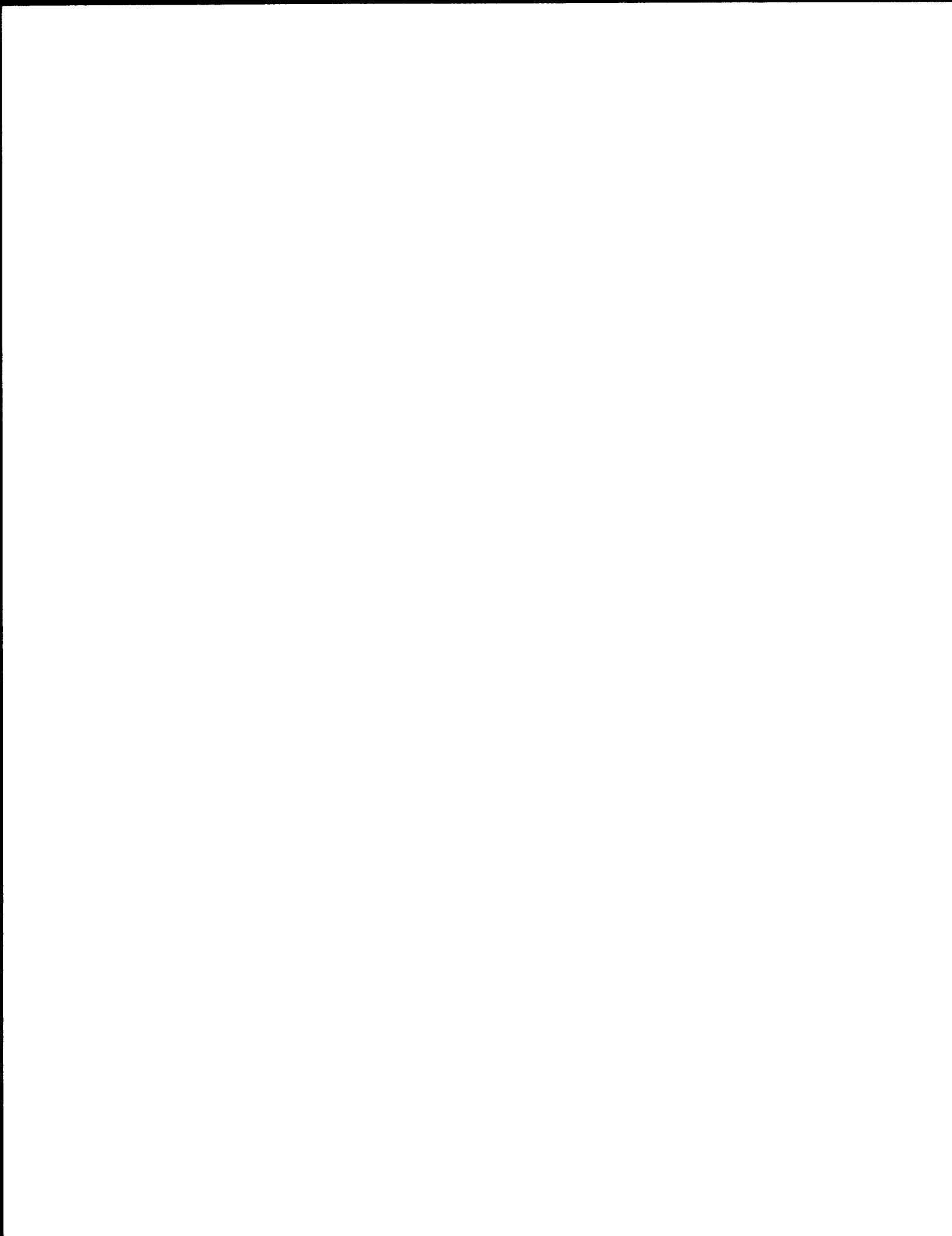


SURVEY OF INTERPRETERS

Barbara Babbini Brasel, discussed and distributed a questionnaire survey designed to solicit data regarding interpreters and their skills. This questionnaire survey is part of a project to study methods of evaluating the skills of interpreters for deaf people and to establish criteria whereby such interpreters can be classified according to their level of skill.

An analysis of this survey, preliminary results of the study, and an overview of interpreters has been published. It is entitled Interpreters for Deaf People: Selection, Evaluation, and Classification by Stephen P. Quigley, Barbara E. Babbini Brasel, Dale S. Montanelli, Institute of Research on Exceptional Children, University of Illinois, Urbana-Champaign, August 31, 1973.

** The questionnaire is on the following seven pages.



Institute for Research on Exceptional Children
University of Illinois

INTERPRETERS FOR DEAF PEOPLE:
SELECTION, EVALUATION, AND CLASSIFICATION
Questionnaire Survey

PART I: Personal Data

this space
for office
use only

1. Your name _____

1, 3 / _____

Address _____
(street)

4, 5 / _____

_____ (city) _____ (state) _____ (zip)

6, 7 / _____

(On the following questions, please circle one number for each question unless otherwise instructed.)

2. Are you a member of the Registry of Interpreters for the Deaf?

Yes 1

8

No. 2

3. Which one of the following do you consider yourself?

An interpreter for deaf people. 1

9, 10

A deaf consumer of interpreting services. 2

,

Both a deaf consumer and an interpreter (i.e. a deaf person who sometimes functions as an intermediary interpreter for low verbal deaf people) 3

Other (Please explain) _____ 4

4. What is your age?.. Under 15. 1

11, 13

16 - 25 2

26 - 35 3

36 - 45 4

46 - 55 5

56 - 65 6

66 - 75 7

Over 75 8

5. What is your sex?.. Male. 1

14 / _____

Female. 2



6. How many years of school have you completed?

a. 1-8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, over 18

b. Highest degree obtained _____

15 16,

17 /

7. What is the hearing ability of your parents and yourself?

	<u>Normal</u>	<u>Hard of Hearing</u>	<u>Deaf</u>
a. Parents	1	2	3
b. Self	1	2	3

18 /

19

8. Where did you learn your present ability in Manual Communication and/or interpreting? (Please circle all that apply.)

20

21

22

23

24

25

26

9. Do you live with (or have frequent contact with) deaf relatives for whom you interpret more or less daily?

Yes 1

10a. Are you presently employed? Yes 1

No (Skip to Q. 11). . 2

b. Is interpreting a part of your required duties?

Yes 1

c. Do you work with a deaf person for whom you frequently interpret (in addition to your regular duties) although not specifically required to do so?

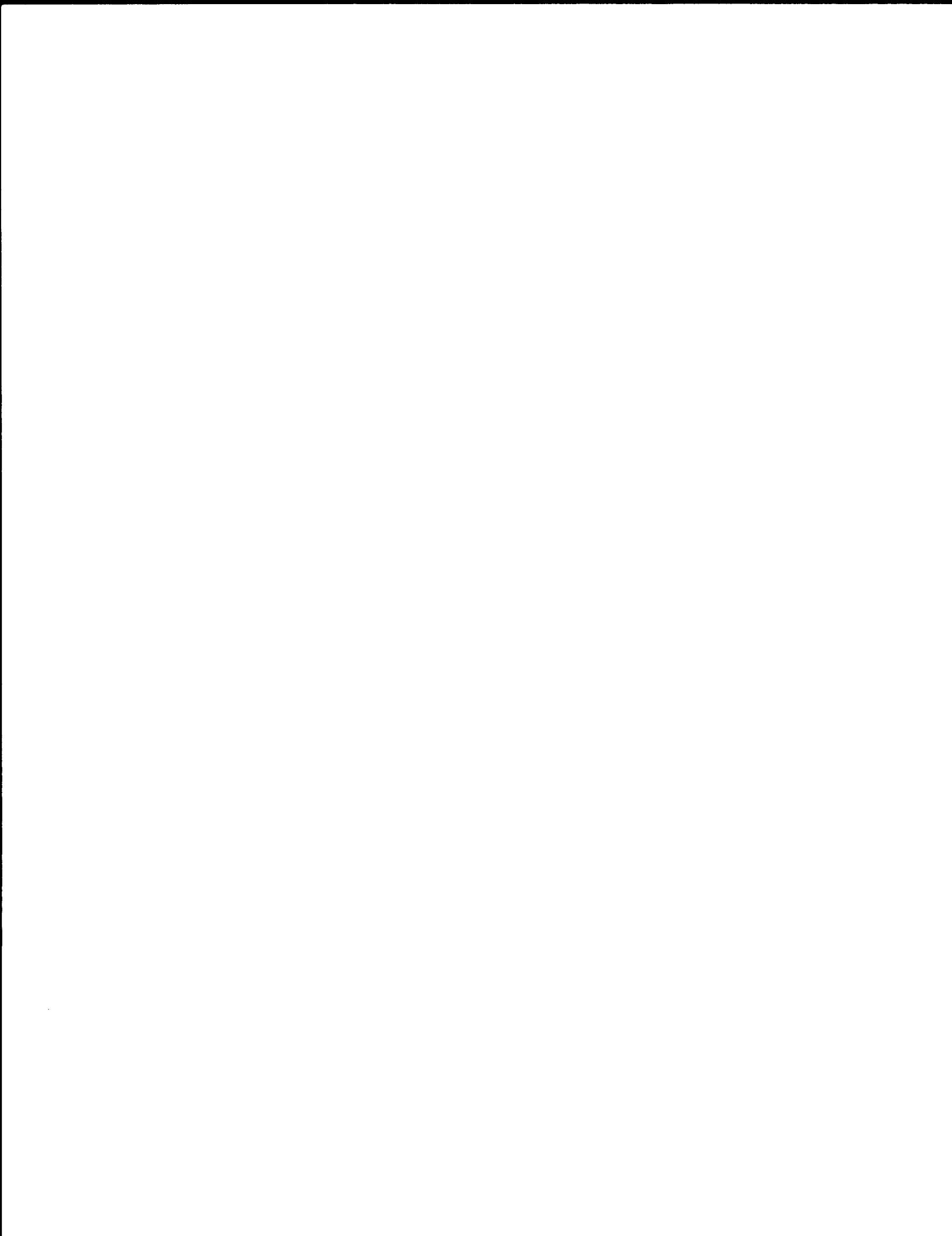
Yes

No.

11. Have you ever been required to provide interpreting services as a part of your duties in a previous job?

Yes

No.



12. On the following types of interpreting, would you rate yourself as inexperienced, poor, fair, good or very good?

	Inexperienced	Poor	Fair	Good	Very Good	
Expressive (from hearing persons to deaf persons) . . .	1	2	3	4	5	32 / _____
Reverse (from deaf persons to hearing persons).	1	2	3	4	5	33 / _____

13a. Have you done any interpreting for deaf people during the past year?

Yes (Please answer parts b and c below) 1

No (Skip to Question 14). 2

b. Combining both interpreting for which you received payment and that for which you were not paid, what was the average number of hours per month you interpreted over the past year?

Average Hours Per Month		
1 to 1001	055
11 to 20.02	155
21 to 30.03	255
31 to 40.04	355
41 to 50.05	455
51 to 60.06	555
61 to 70.07	655
71 to 80.08	755
Over 8009	855
Too irregular to estimate10	888

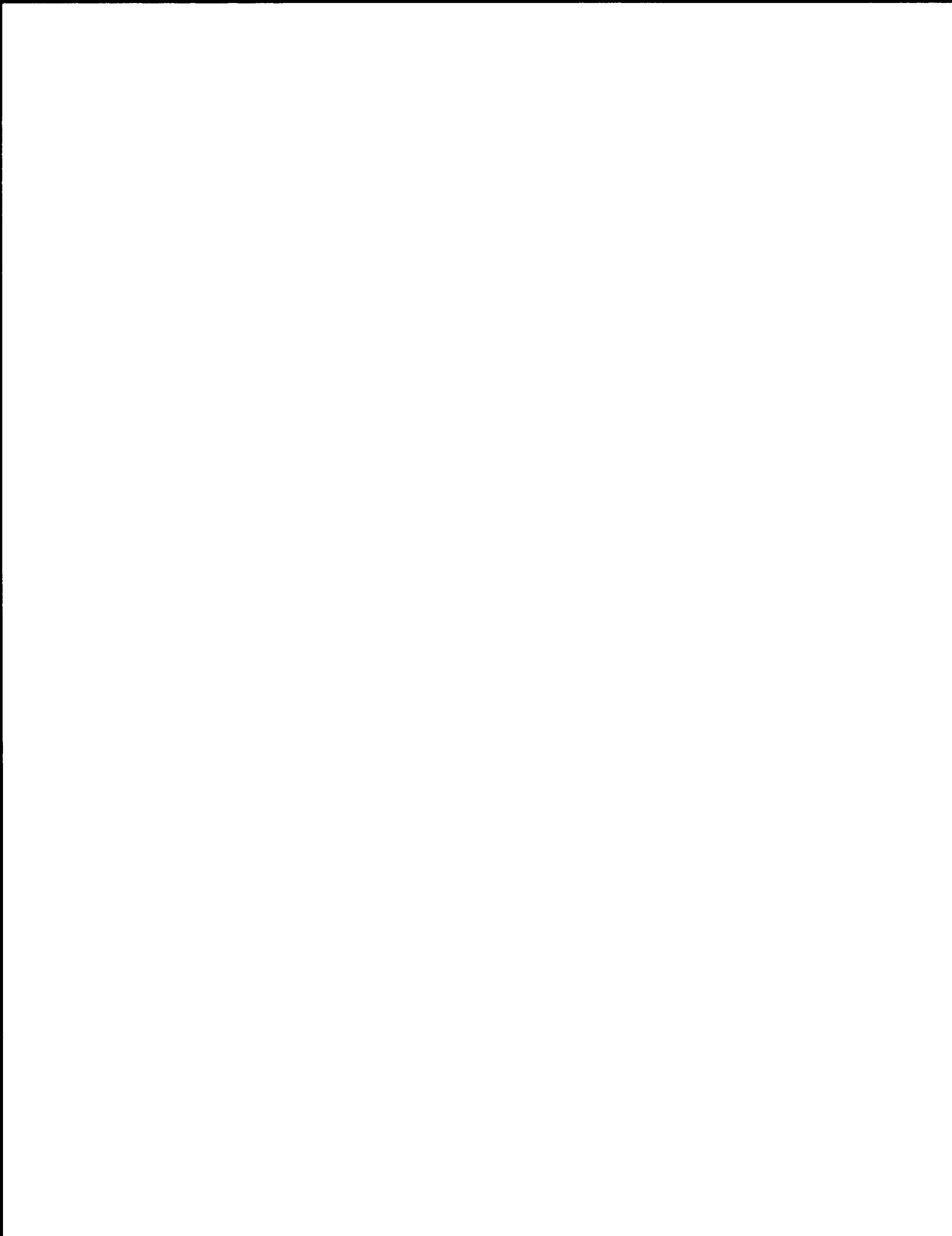
c. Approximately what percentage of the interpreting you did during the past year was interpreting for which you received payment?
(Please circle nearest percentage)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

38-40 / _____
41-43 / _____

14. How much interpreting did you do in the past as compared with the amount you do at present? (Please answer for each time interval)

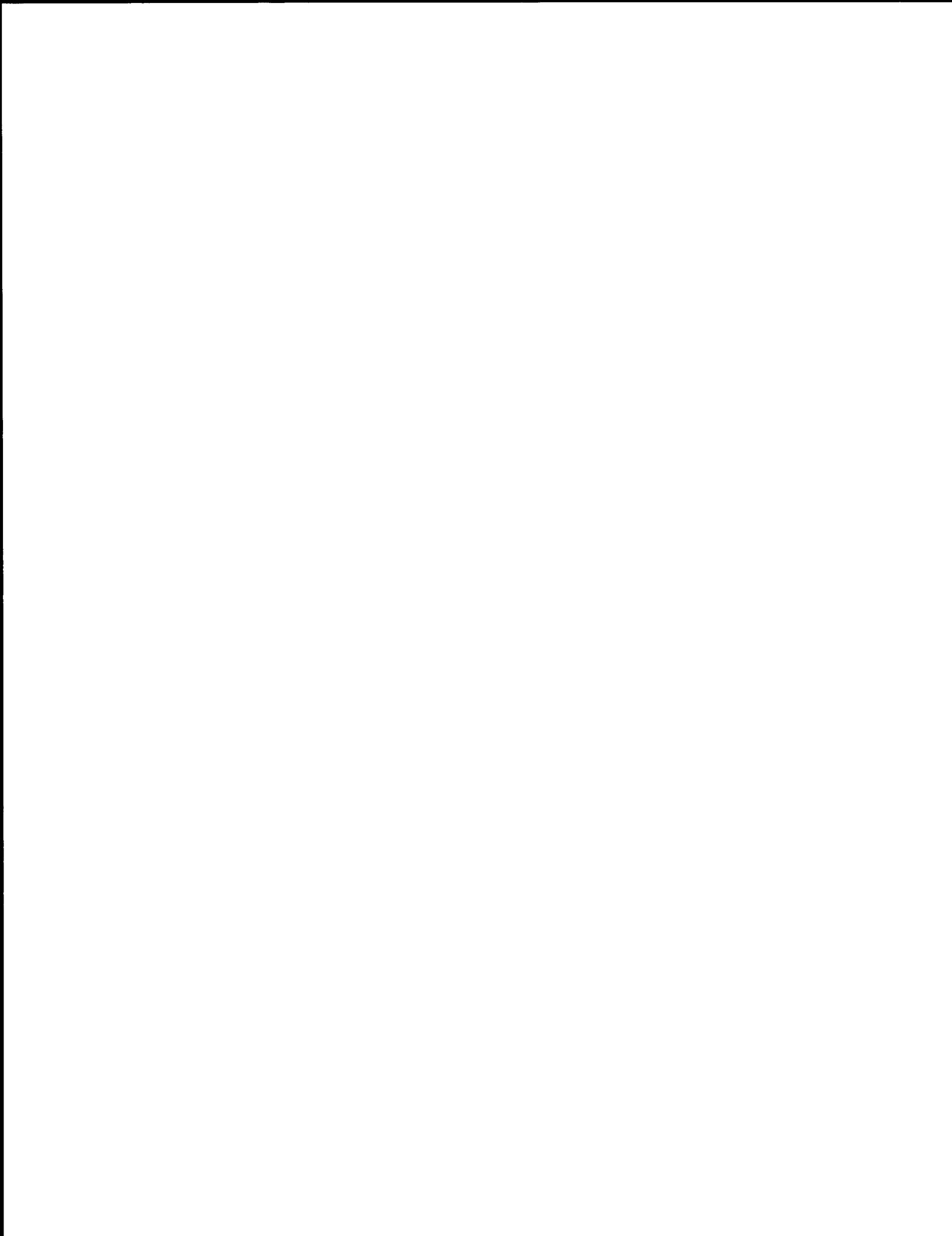
	Did not interpret	Much less	A little less	About the same	A little more	Much more	
1 - 3 yrs. ago . . .	1	2	3	4	5	6	44
4 - 6 yrs. ago . . .	1	2	3	4	5	6	45
7 - 10 yrs. ago. . .	1	2	3	4	5	6	46
Over 10 yrs. ago . .	1	2	3	4	5	6	47



15. There are many situations in which deaf people need the help of an interpreter. In the list of interpreting situations given below, please indicate:

- a. How often you, yourself, have participated in each type of interpreting situation; and
- b. How often you have observed other interpreters interpreting in each type of situation.

<u>Type of Situation</u>	a. Interpreted yourself			b. Observed others			a ↓ 48 49 50 51 52 53 54 55 56 57 58 59	b 60 61 62 63 64 65 66 67 68 69 70 71	
	Never	Sometimes	Often	Never	Sometimes	Often			
(1) Legal.	1	2	3	1	2	3			
(2) Medical.	1	2	3	1	2	3			
(3) Religious.	1	2	3	1	2	3			
(4) Educational.	1	2	3	1	2	3			
(5) Counseling (psychiatric or psychological)	1	2	3	1	2	3			
(6) Counseling (Vocational)	1	2	3	1	2	3			
(7) Vocational training	1	2	3	1	2	3			
(8) Workshop or conference	1	2	3	1	2	3			
(9) Platform (general, large-groups interpreting for mixed audience).	1	2	3	1	2	3			
(10) Person to person (for one or two deaf persons at a time; interviews, social gatherings, etc.).	1	2	3	1	2	3			
(11) For deaf-blind persons.	1	2	3	1	2	3			
(12) Other _____	1	2	3	1	2	3			
<i>(please specify)</i>									



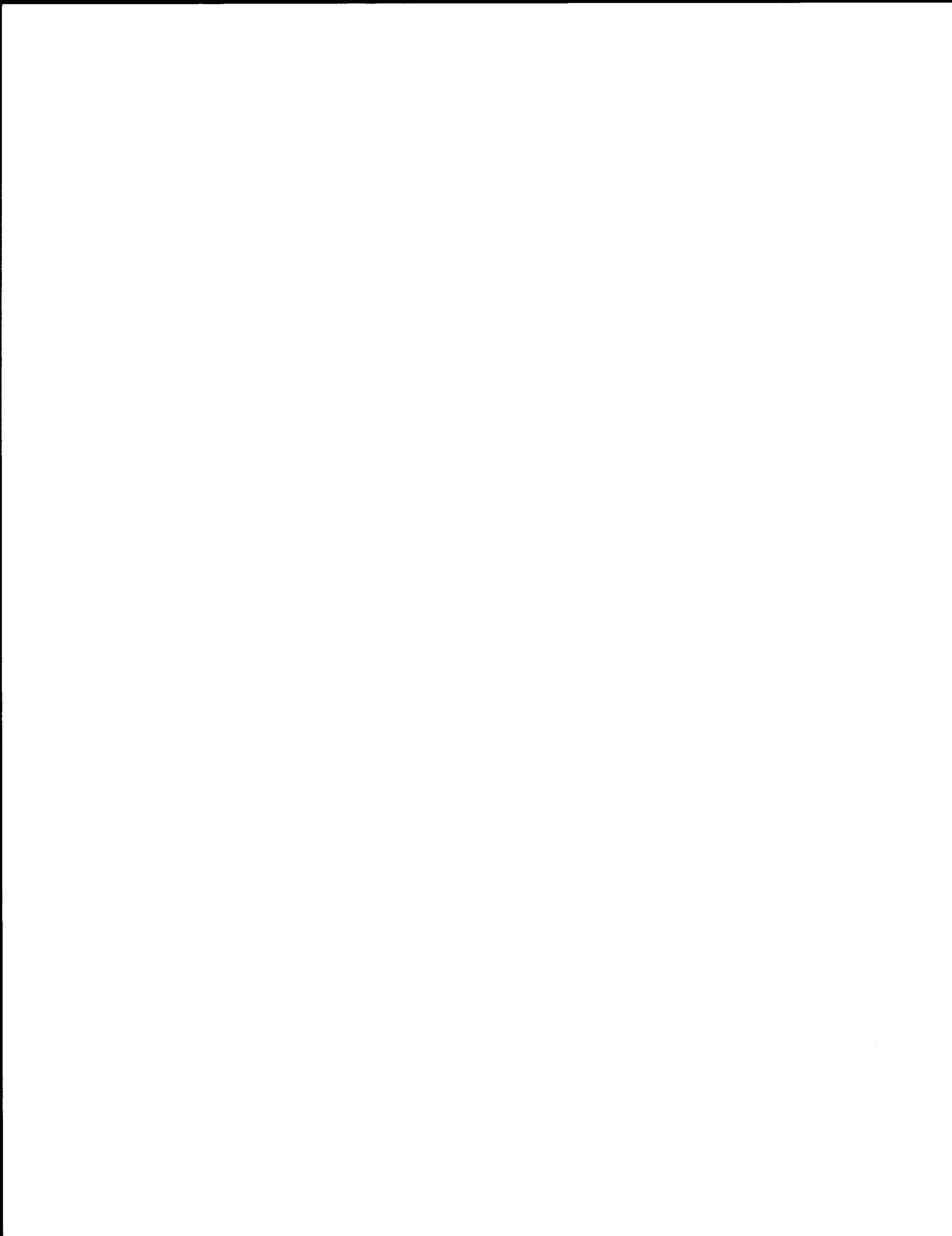
PART II: Rating of Component Skills of Interpreting

As you know, interpreting for deaf people is a combination of many different skills. All of the component skills are important to good interpreting, but some are more important than others. What we would like to find out from you and other interpreters is how important each skill is when compared with all of the others.

On the next page, you will find a list of 14 skills involved in interpreting, some of which are separate skills, and some of which are combinations of several other skills. All are different aspects of interpreting, but all are involved in one way or another in the global task of transforming the spoken word into a manual language deaf people can see and understand -- and the reverse; transforming a deaf person's manual communication into spoken language the hearing person can understand.

In order to develop an effective evaluation method, it is necessary to establish priorities among the skills an interpreter must have in order to function effectively -- for an interpreter who may be excellent at several of the minor component skills may not be effective if he/she is deficient in one or two of the more important skills involved in interpreting. It is in determining the relative order of importance among the many skills that we wish your help.

Please read through the entire list of skills given on the following page before you attempt to rate any of the skills we have listed. When you have done this, select the skill you think is the most important to overall interpreting competence, and circle the number 9. Then select the skill you feel is the least important, and circle the number 1. After indicating your choices for most and least important, please rate the remaining skills according to how important you feel they are by circling any number from 1 (low) to 9 (high) for each of the listed skills.



16a. Please indicate by circling the number 9 the skill you feel is most important to overall interpreting competence; then indicate the skill you feel is least important by circling the number 1. Then rate the remaining skills from 1 (low) to 9 (high) according to how important you feel they are.

	<u>Least</u> <u>important</u>	<u>Most</u> <u>important</u>	
(1) Smoothness (smooth flow of signs and fingerspelling, with appropriate rhythm, pauses, and emphasis)	1 2 3 4 5 6 7 8 9		15
(2) Oral interpreting (ability to convey speaker's words silently but clearly on the lips <u>with or without</u> simultaneous manual interpretation)	1 2 3 4 5 6 7 8 9		16
(3) Professional behavior and attitude.	1 2 3 4 5 6 7 8 9		17
(4) Reverse interpreting (ability to interpret from signs and fingerspelling into grammatically acceptable speech)	1 2 3 4 5 6 7 8 9		18
(5) A large vocabulary of signs	1 2 3 4 5 6 7 8 9		19
(6) Fast fingerspelling	1 2 3 4 5 6 7 8 9		20
(7) Clear and readable fingerspelling	1 2 3 4 5 6 7 8 9		21
(8) Adaptability (ability to adjust interpretation to the language level of the deaf audience with appropriate substitutions)	1 2 3 4 5 6 7 8 9		22
(9) Verbatim translation (word for word translation of speech into signs and fingerspelling)	1 2 3 4 5 6 7 8 9		23
(10) Clear and readable signs (easily understood, appropriate in size and correctly positioned relative to the body)	1 2 3 4 5 6 7 8 9		24
(11) Accuracy in transmission of concepts (whether by verbatim translation or classical interpretation)	1 2 3 4 5 6 7 8 9		25
(12) Mood transmission (appropriate use of facial expression and body movement to convey speaker's mood and feelings)	1 2 3 4 5 6 7 8 9		26
(13) Overall interpreting speed.	1 2 3 4 5 6 7 8 9		27
(14) Classical interpreting (ability to transmit concepts by paraphrasing, defining, explaining and condensing)	1 2 3 4 5 6 7 8 9		28



16b.

You may think that there are some important interpreting skills which were not included in the list on the previous page. Provided below is space in which you may list any other skills you believe should be included. (If you list additional skills, please rate each skill you add on the same scale of 1-to-9 as you did with the 14 skills in the original list, by writing the appropriate number at the end of the sentence in which you describe or name the skill.)

29 /

c. The list on the previous page may also have included some skills which you feel are unimportant or irrelevant to good interpreting. If so, please use the space below to indicate (by number from previous page) the skills you feel this way about; and give your reasons for feeling that the skill should have been omitted from the list.

30 /

If you are asked, would you be willing to serve as a subject in a research project designed to develop methods of selecting, evaluating and classifying interpreters?

Yes 1

No 2

31 /

Thank you for your assistance.

Please return this questionnaire in the attached post-paid envelope to:

Research Project on Interpreting for Deaf People
Institute for Research on Exceptional Children
Children's Research Center
University of Illinois at Urbana-Champaign
Champaign, Illinois 61820



... to help you put the best foot forward
on the platform "stops"....

Moderator:

Ralph Neesam, M. A.

Assisted by:

Dr. & Mrs. B. B. Burnes
Kenneth Huff
Mildred Johnson
Lucille Taylor Olson

Platform Interpreting

Chairman Ralph Neesam (R. N.): Teaching is not a one-way affair. It takes two or more people to communicate--while someone talks, the others listen. I didn't know if you were going to listen, so I have brought my own panel to listen. This panel consists of some of the top interpreters in the United States and two outstanding deaf people. I want their opinion in some of the discussions we are going to have.

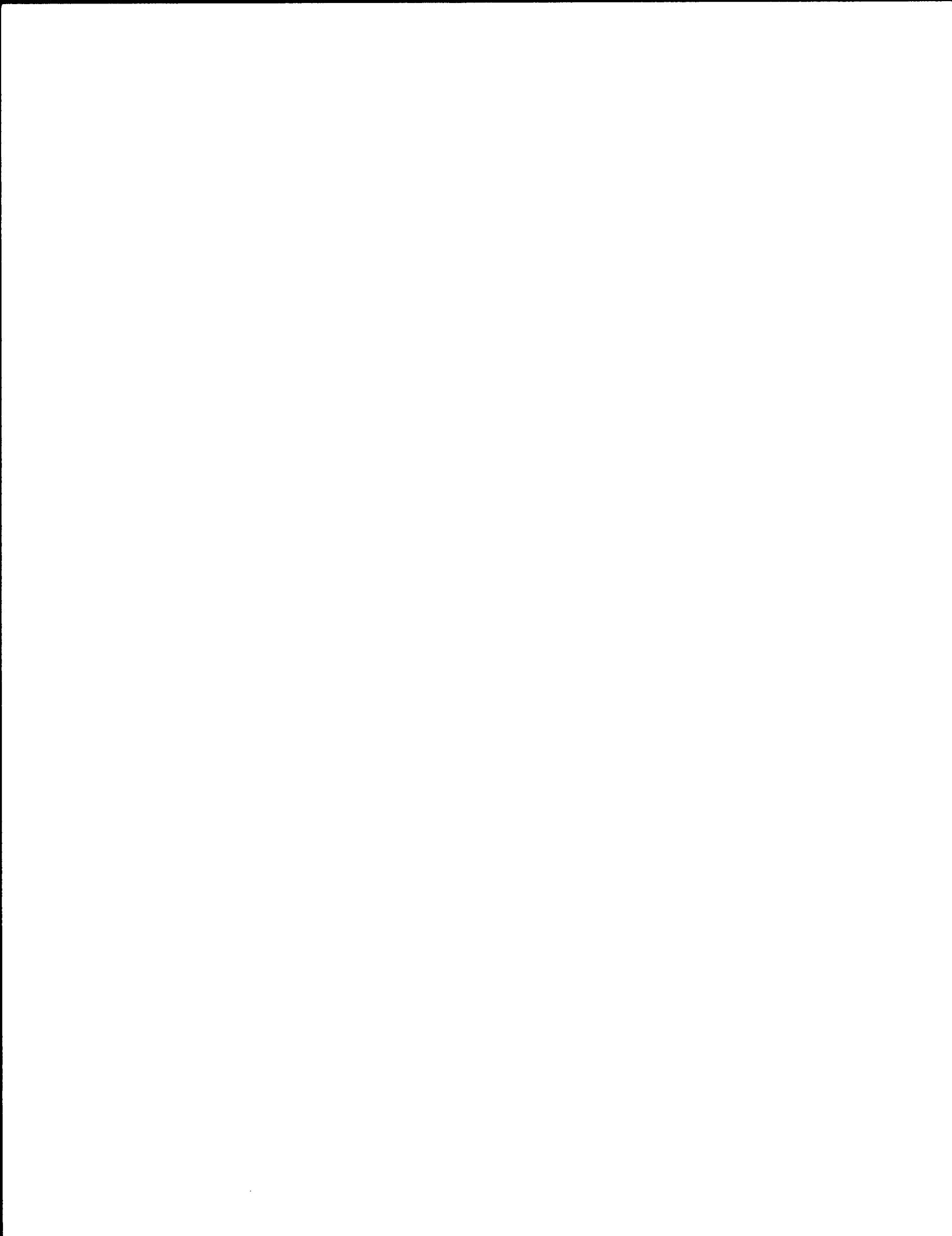
On my extreme left is Lucille Taylor Olson (L. O.) from Delavan, Wisconsin, Secretary-Treasurer of RID. Second is Mildred Johnson (M. J.) from Seattle, ex-Vice President of RID. Next to her is Ken Huff (K. H.), from Delavan, who was the first president of RID and who hosted the first RID convention. On my right is Dr. Byron B. Burnes from Concord, California, (B. B. B.), former president of the National Association of the Deaf. Next to him is his wife, Caroline Burnes, (C. B.) who was my Total Communication teacher last year and retired.

Now, I have brought in these bar stools for the panel with a reason, you may have thought it is because we are used to sitting on such stools. The reason really is that the stools give us a little better elevation for you to see us. Some of the worst rooms for deaf people attending a lecture are those rooms with no elevation. This leads to my first question for the panel and for you as platform interpreters. What is wrong with this room?

Panel (C. B.): Plenty. The background first.

Chairman (R. N.): You don't like the background. And rightfully so. Backgrounds in hotels like this are beautiful but the pattern in the wallpaper makes it difficult for the hands to stand out. Hands are apt to be camouflaged here.

Panel (C. B.): We should rearrange the room by changing all seating 90°.



Chairman (R. N.): Why should we be seated that way?

Panel (C. B.): Because that would put the panel in front of a better background.

Chairman (R. N.): Yes, and there's another reason for turning the room around, the distances. In this long rectangular room the people presently sitting in the back of the room are a bit far away. Changing the seating direction will put us all closer. At the Alexander Graham Bell convention in Chicago, they had a large ballroom which seemed half of a football field long, but very narrow in width - requiring many rows. The people in the back half could hardly see the signing, not to mention the lipreading. The room was so long when the sound system broke down the people in the back couldn't hear. I think it might be a good idea if interpreters who do platform interpreting were considered as consultants in room arrangements. They would change the room so that it would be best for deaf people and right now I would like to have a change in this room! Let's all get up. We are going to move our chairs around 90° and try to make a semi-circle here. (Room is rearranged now). We have made an adjustment now but we've come up with another problem. What's the problem now?

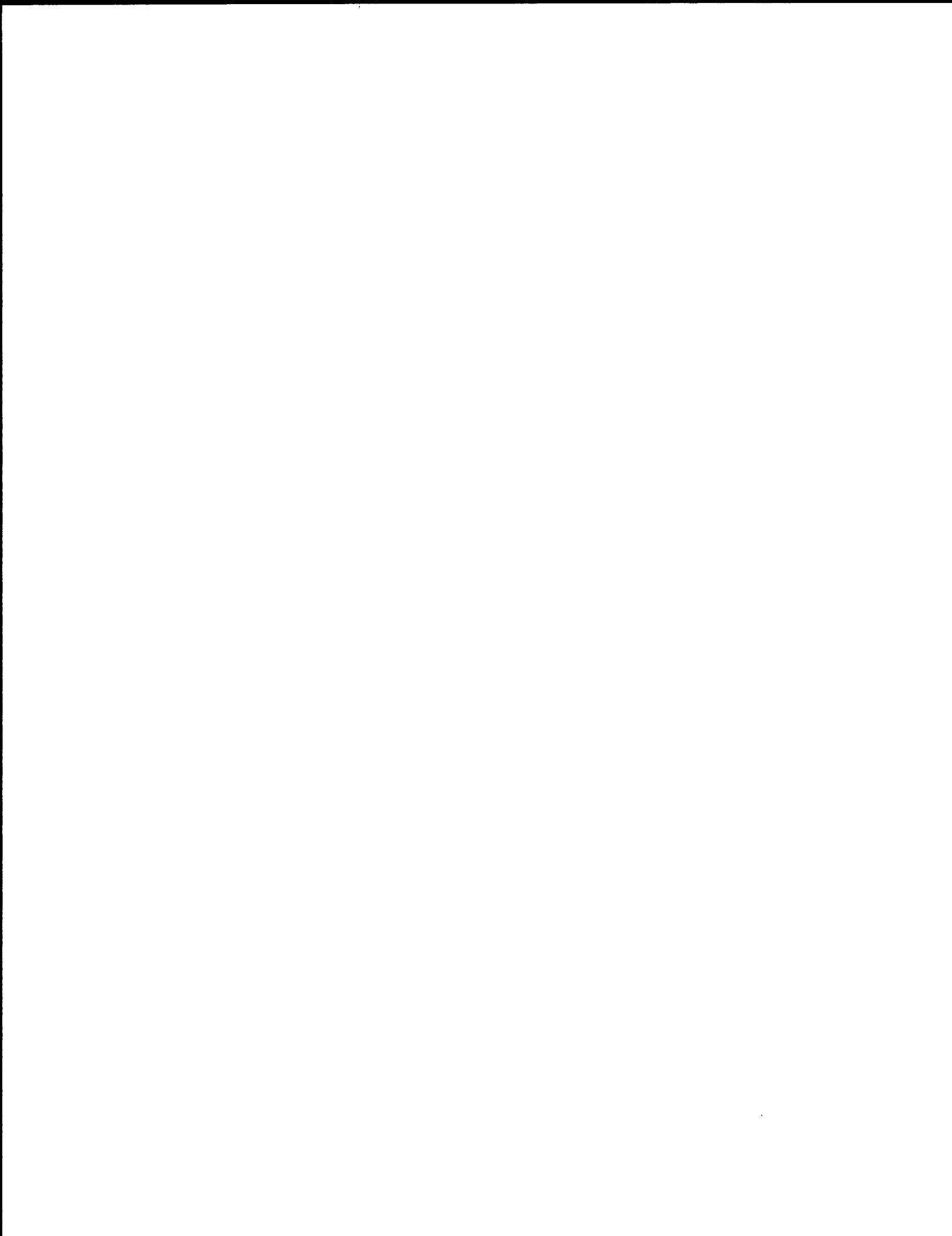
Audience: The lights.

Chairman (R. N.): Yes, let's change the lights to shine on the panel. (Direction of lights changed). About lighting, what is the best kind of lighting that we could use? Geylman, a Russian, wrote that lighting should be above and in front of the speaker and interpreter at an angle of less than 45° , which means about here, coming down this way.

This arrangement puts the light out of the way. The interpreter doesn't have it in his eyes because it is up above. Any more than 45° would be in his eyes. Some want the light over on the side. (Points to one side). Now, sometimes this can be bad because people over there on the opposite side may have lights in their eyes. The best light is, as Geylman says, up here, I think. Many auditoriums do not have proper lighting for deaf people to see an interpreter. Most auditoriums have the light back on the stage so when the speaker or interpreter comes forward he is in the shadow and you can't see the hands very well. Auditoriums usually are not built for the deaf.

We have a window back here that needs covering to keep the light from our eyes. At the last convention we built screens to place in back of the interpreter and the speaker. Screens can be foldable so that they can be carried around and used in various places. They are very, very good if they are covered with the proper plain contrasting color like this burlap. There are problems, however, if they are kind of big and they are hard to carry around. Also, screens are often loaned out and people are apt to be lax in returning them to the proper place so you are likely to be looking constantly for those screens.

A one-panel screen is not ideal. It is much better to have several screens placed behind all the panel members. One screen back of the interpreter only draws undue attention to that interpreter and is not too good an idea. It is



much better to have the screen large enough or to have enough of them to encompass both the speaker and the interpreter. This way, there is one common background and the eyes do not have to adjust so often to different backgrounds. Our school has several screens - eight of them - that we can use together if we wish. As I say, they're difficult to carry around and so I have tried to think of other ways to solve the background problem. I even asked the metal shop instructor and the cabinet shop instructor at our school if they could build a Rube Goldberg type of background with poles that extend and fold out and up so that when you're all done, you can even stand on the suitcase you brought it in. Then I was thinking about how heavy it might be to lug this thing around and that wasn't so good. Here's another thought. Why not buy a piece of cloth like this (holds up material). I could keep it in the car and whenever I need it, I can put it up on the wall. Let's do that now. The problem is how to put it up on the wall. I have some masking tape, but we'd best not use it on this flocked wallpaper. Do any of you ladies have any safety pins? We could pin it to this fringe. (A great many safety pins are brought forward). The background is pinned up!!!

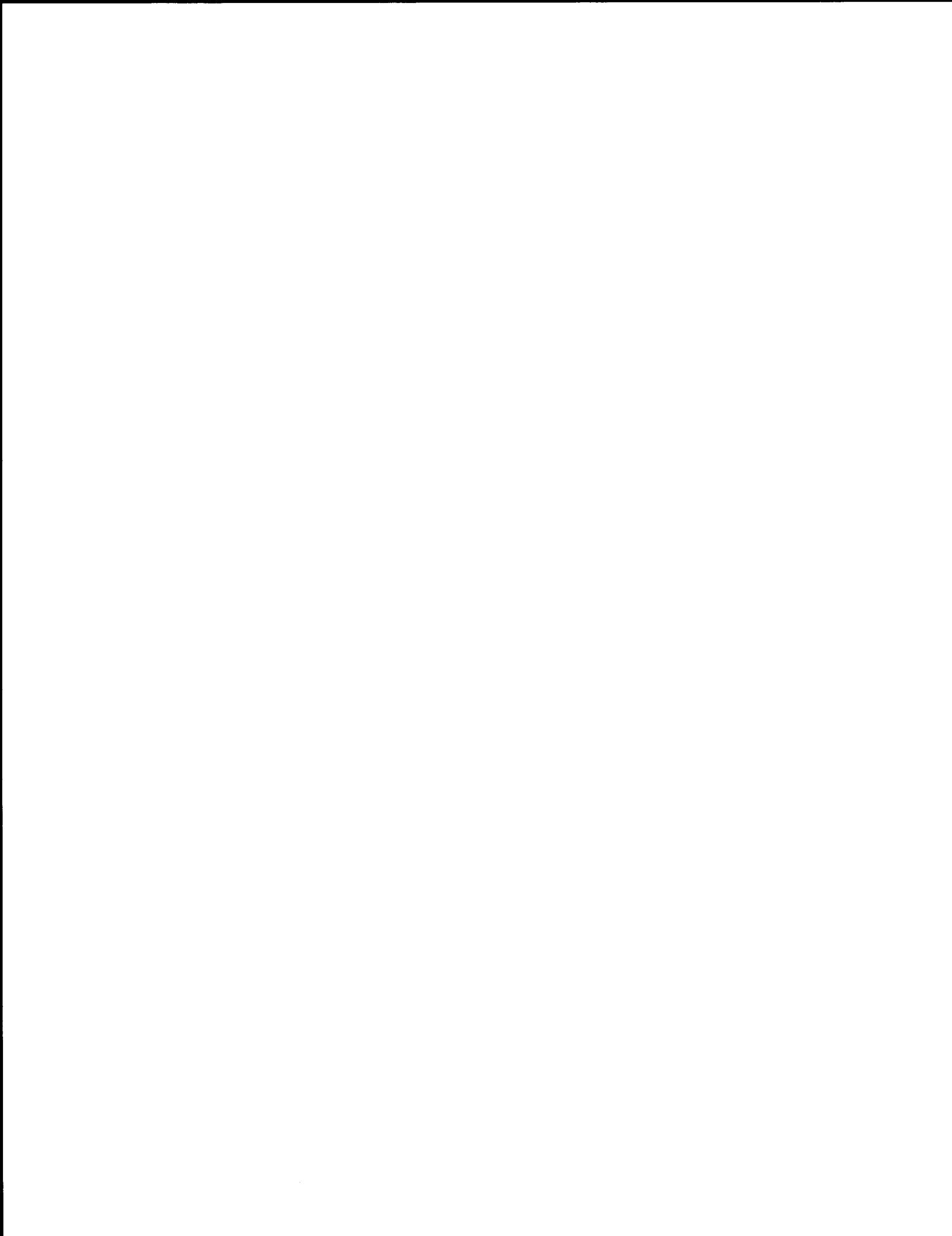
So we have pinned up the material to try to help the situation, mostly to cover the window, but also for a more pleasant background. It's not the neatest job, but with a little more time we could have made it nicer. The material is brushed velour and it's blue--an ideal color. Highways, if you notice, have blue or green backgrounds in their signs. On TV the President of the United States uses a blue background, it looks like velvet and that's a little more expensive. This was on sale for \$1.98 per yard.

You will never find the same situation in two different places. A screen may create difficulties because of the room space it occupies. If you have a chance to plan a room, why not have the wall just right in the first place? I have a sample of some beautiful wallpaper -- blue velvet contact--you can buy it at Sears. If you can put it on a wall, you'll have a perfect background.

The background solution is an important one. It is needed to give much more of a restful feeling to deaf people.

Panel (C. B.): That is right, and that brings up another point. The interpreter should stand near the speaker. They should not be far apart.

Chairman (R. N.): Right. That is a good point. The interpreter should always stand near the speaker. A couple of months ago, I was with Dr. & Mrs. Burnes at a banquet where they had brought a screen and put it in the far corner for the interpreter to stand and the speaker stood so far away the deaf people did not look at him. Deaf people were looking in one direction, at the interpreter, and hearing people were all looking in the other direction. I don't think that is fair. So I would like to ask a question of the panel. For one reason or another, the interpreter may not have the authority to order a change on stage. Who does? Who has the authority to ask for a change?



Panel (C.B.) & (K.H.): I think the interpreter does, under the circumstances you state, or then the deaf people in the audience.

Chairman (R.N.): Well, I think that the interpreter may not have the authority that a deaf person would. I think it is the responsibility of deaf people to say, "I object, I can't see, I want the interpreter to move near the speaker, I even would like to see the room changed". It is up to the deaf people to do this. The interpreter frequently does not have the authority. I have noticed that once contacted, the interpreter is not really considered important in the platform situation. The interpreter is more or less forgotten in importance. He has been told what to do. The first consideration is for the speaker, the deaf are considered second, and the interpreter is third in importance. Occasionally an interpreter can and does exert pressure for change, but if not, I think deaf people should do it.

That night at the banquet I was sorry that deaf people didn't say, "I object and want the interpreter moved". I think it is up to deaf people to do this.

Panel (C.B.): I did say something, but I was the only one. Deaf people don't like to make a scene.

Chairman (R.N.): Although you were the only one who stood up, I would think the speaker, or M.C. should respect your request, don't you?

Panel (M.J.): Here is a solution. Deaf people should go to the planners, the people who are setting up that program, and say, "Look, you have deaf people and we want to see and we don't want to play tennis. Set it up so we can be comfortable where we want to sit. I have a right to sit where I want". So the deaf people should ask for this and demand it.

Panel (C.B.): Excuse me a minute. I want to speak up. The stools are in a straight line and I can't see the other panel members. Will Mr. Neesam please move back? [Panel re-arranges stools in a semi-circle.]

Chairman (R.N.): O.K. Here is a question down front.

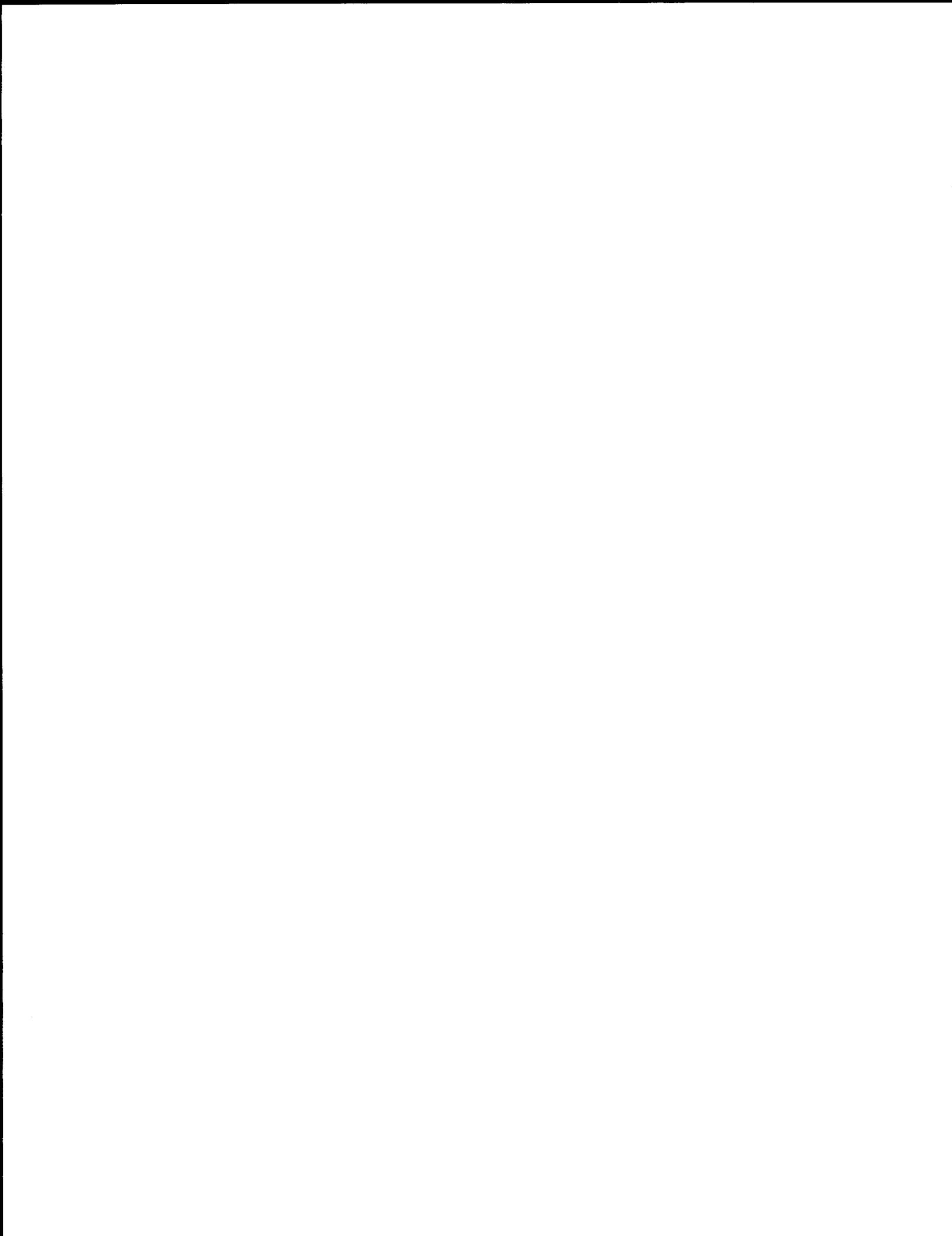
AUDIENCE: I wanted to ask if I was right about a situation. I was interpreting for the one deaf girl in a graduating class. Because the deaf girl has only one eye and the interpreter was asked to stand way over here and the speaker way over there, I went up to the planner and I asked him, "Why can't I stand here? She can look over my head and she can be here with the deaf people in her black gown." Was I right?

Chairman (R.N.): Yes, you were right and the idea of your standing between her and the speaker is perfect because she has a chance to watch the speaker--his lip movements, his smile, his pause to drink a glass of water or to do anything that makes deaf persons wonder why the interpreter is not interpreting.

AUDIENCE: Well, the reason I did this is that I felt she was the one graduating, she was the one who wanted to know everything that was going on and somebody said, "Who do you think you are?" I am no one but that girl was graduating.

Chairman (R.N.): You say that it's not you that you were concerned about. You were concerned about the deaf girl and that is perfectly right.

AUDIENCE: For the first time in her life she was getting a B.A. degree. Why didn't she have the right to see?



Chairman (R. N.): From what you say, that's right. Thank you. Here is an example of an interpreter who did request a change but as I said, there seems to be a question as to the authority of the interpreter. It is not very often that we have deaf people decide how a room should be built, the color of drapes selected, and how the lights should be fixed. When most people talk about an audience, they are concerned about the hearing. With the deaf we should be concerned about seeing and so Eric Malzkuhn has coined a word -- "optience" --not the audience-- because this is what deaf people do--they see.

What other factors are important in the physical aspects of interpreting?

Panel (C. B.): What the interpreter wears is important. I want to explain that I don't know I was to be on the panel so I wore this white dress. If I'd known, I would have worn something different.

Chairman (R. N.): I'm sorry but I don't fully agree. I think your white dress is just right with your coloring. The pattern is not strong at all -- it is very plain. Your summer in Florida has made your arms very tanned and the white dress is O.K.

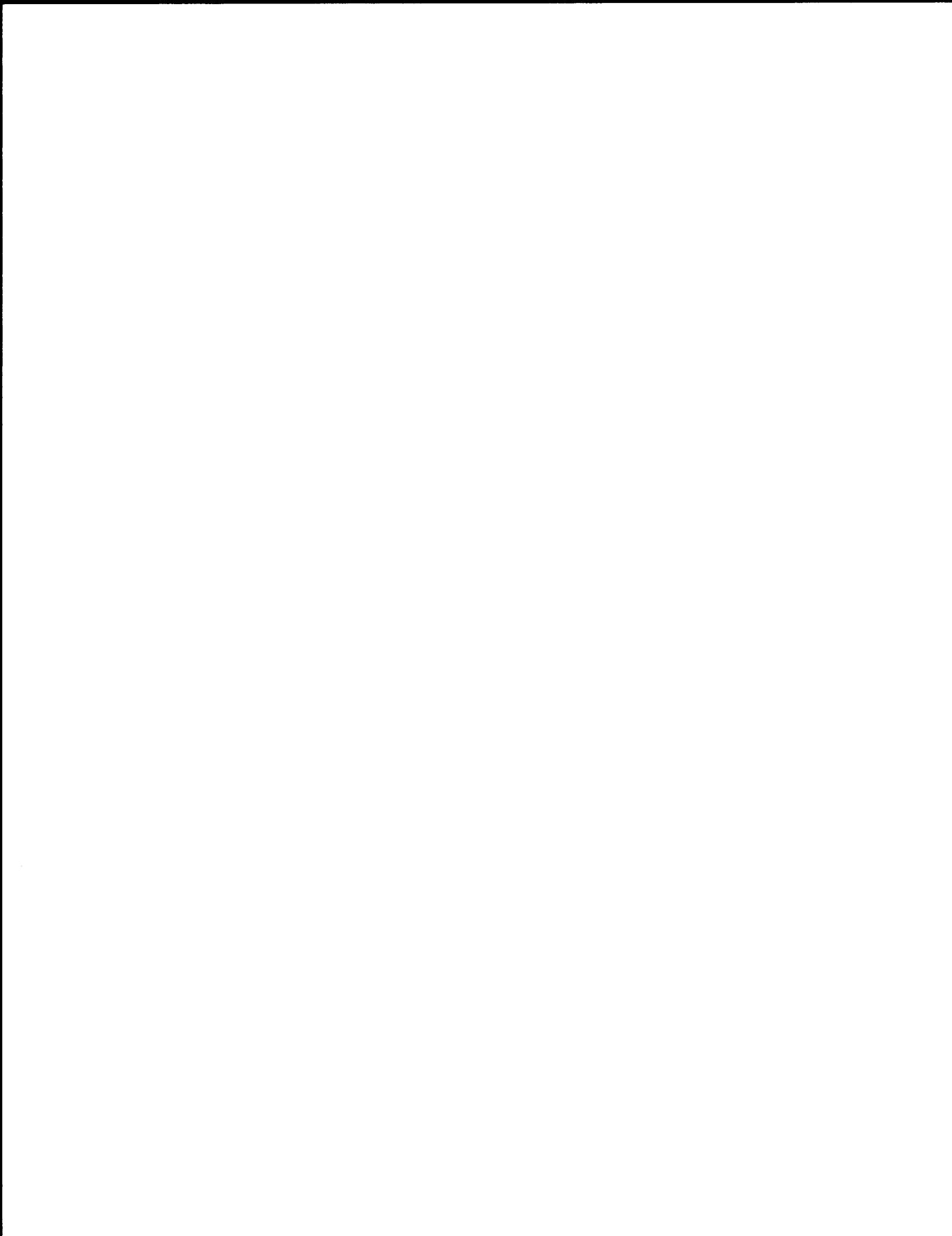
When I taught my first class in interpreting at California State Univ., Northridge, a very beautiful girl from Southern California gave her simultaneous speech in a white dress. I, too, was about to criticize her, but as I watched, it seemed just right. You see, her arms were beautifully tanned too, and the white background of her dress was just perfect for her. So it has made me think that you can't say white is wrong.

Panel (L. O.): I want to say first that she said she wore that dress because she didn't know she was going to be on the panel. Well, I wore this outfit to show what is wrong.

Chairman (R. N.): What do you think about her dress? Do you think it is bad? (Nodding of heads). Very bad? (Shaking of heads). Actually I don't think it's so bad in this room because we've changed the room around so that you're up close which doesn't cause too much of a conflict, but originally it may have been very bad.

Panel (L. O.): This dress also has no sleeves and I'm not tan. I meant to wear dangly earrings, clattering bracelets, and false fingernails with my patterned dress -- all wrong for an interpreter.

Chairman (R. N.): Yes, these would be the obvious things. The things that are not so obvious are those things we don't generally think of. Notice the name tags which the members of the panel are wearing. They are distracting, too. Take them off. Someone said that at our last convention there was a woman with a beautiful dress, but a shiny pin that kept bothering the "optience". So when we talk about patterned dresses and the distracting jewelry, we also have to think of the little things, which are not so obvious. My shirt - does that bother you? (Shaking of heads). It only has a little bit of color in it. If I were to dress for



a larger group, I would have worn a blue shirt. Thanks for those days of colored shirts! I hope we don't go back to white shirts for all occasions because the contrast of the dark suit with the white shirt as a background for the hands is a bother to the eyes.

Audience: The shirt is not a place where it would bother us. We sign lower down.

Chairman (R.N.): Yes, but there is great tendency for people who sign to raise their hands even in front of their mouths which is bothersome. The proper colored shirt is usually best. Most important it is up to the interpreter to be thoughtful about clothing and determine what is best for an interpreting background.

Audience: What about smocks?

Chairman (R.N.): Here is an interpreter with two smocks. Why do you wear smocks?

Panel (L.O.): Well really because I teach in a school where the need for an interpreter comes up at times when I don't know that my services are needed so I keep one in my classroom. I can put it over my dress like this, and it doesn't matter what I have on.

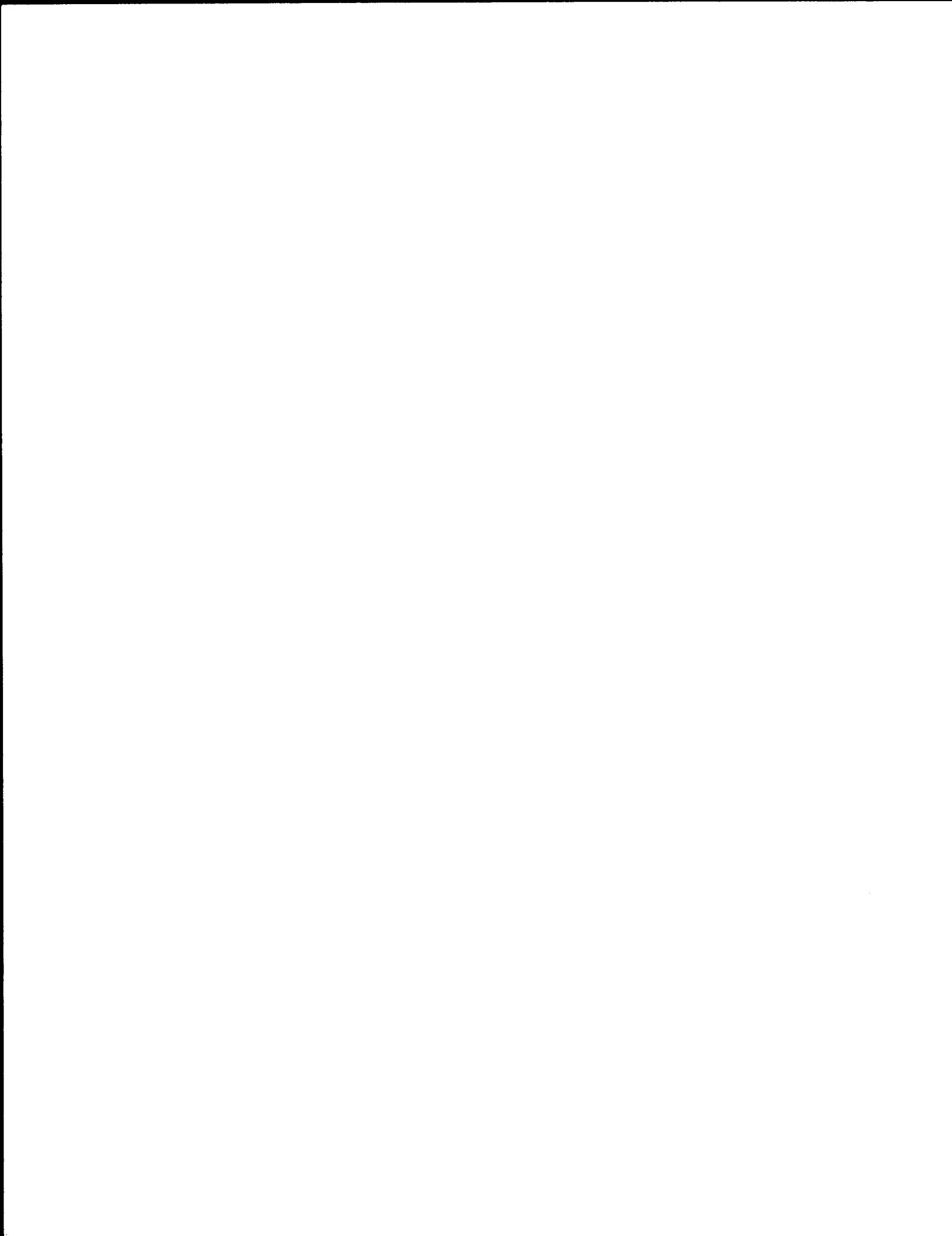
Chairman (R.N.): Any more comments about smocks? I've heard a lot of complaints about smocks. I've heard people say they are too institutional. I've heard that they make you look as if you were pregnant. I've heard that they just don't look right on men. I have heard that if you wore your ordinary clothes this does not cause undue attention. Certainly if you use what you originally wear you must be careful in your selection of colors and make sure your clothes are appropriate for the style of the day. I don't know how old you are, BB, but do you remember when teachers wore smocks in the classroom?

Panel (B.B.): Some did, but I didn't.

Chairman (R.N.): How about turtleneck sweaters? (Affirmative answers). Good, huh? Yes, here is something in one color that covers you all the way up to the neck. However, a caution, if it does not cause undue attention! I have seen a few people with turtleneck sweaters that I thought were a bit humorous. One large fat man may look much better with a coat. I think that you have to try a little self-evaluation to determine if you look good in a turtleneck sweater. Louie Fant is in good shape for wearing such an outfit. He looks good. Danny, you look fine, but I don't think we can say all people should wear them. I think you kind of have to judge a little bit about those factors for yourself. We can't say smocks are good for everybody, we can't say turtlenecks are good for all. We can't say black is always good. We must determine what is best under each situation. I don't feel standard uniforms is right. It depends on the situation, the person, the audience, and the place, plus a great many more factors.

Audience: Personally, I feel after four years at NTID experimenting with different outfits that we found what I have on is one of the best for interpreting - the most effective. Without name tags. This is the uniform that the men on my staff use, short for summer, and long for winter. Some have this, some have collars with buttons, but all must use this.

Chairman (R.N.): The banlon sweater or shirt?



Audience: Yes, the banlon. That identifies the interpreters on campus and we really find it more comfortable to move around and many times we have to interpret for large groups, maybe one or two hundred people. So even if the lighting is bad, we found that the coat, tie, shirt, buttons, were too much and so we asked the deaf students which outfit they liked best and they said this.

Chairman (R. N.): I have a question. How much do you weigh?

Audience: About 185 pounds.

Chairman (R. N.): 185 and you're pretty young. The banlon looks good on you. I like them myself. I would say that most of the time banlons are all right, but it's difficult for me to say that all men should wear them. In your case you've done what is the most appropriate in your situation, in your school, for your kind of people, very good!!

Panel (C. B.): I want to know if you mean the color or the style.

Chairman (R. N.): The style is appropriate for this day. The color is another matter. There can be various colors. The important thing is the contrast. Don't say as a positive fact black is wrong, white is wrong. Black is O.K. in certain situations. White is O.K. in certain situations. The contrast is the thing here. Please, dark is not the word. Contrast is the word.

Audience: What about a formal situation? When it's a large group and all are dressed formally, would banlons be O. K. ?

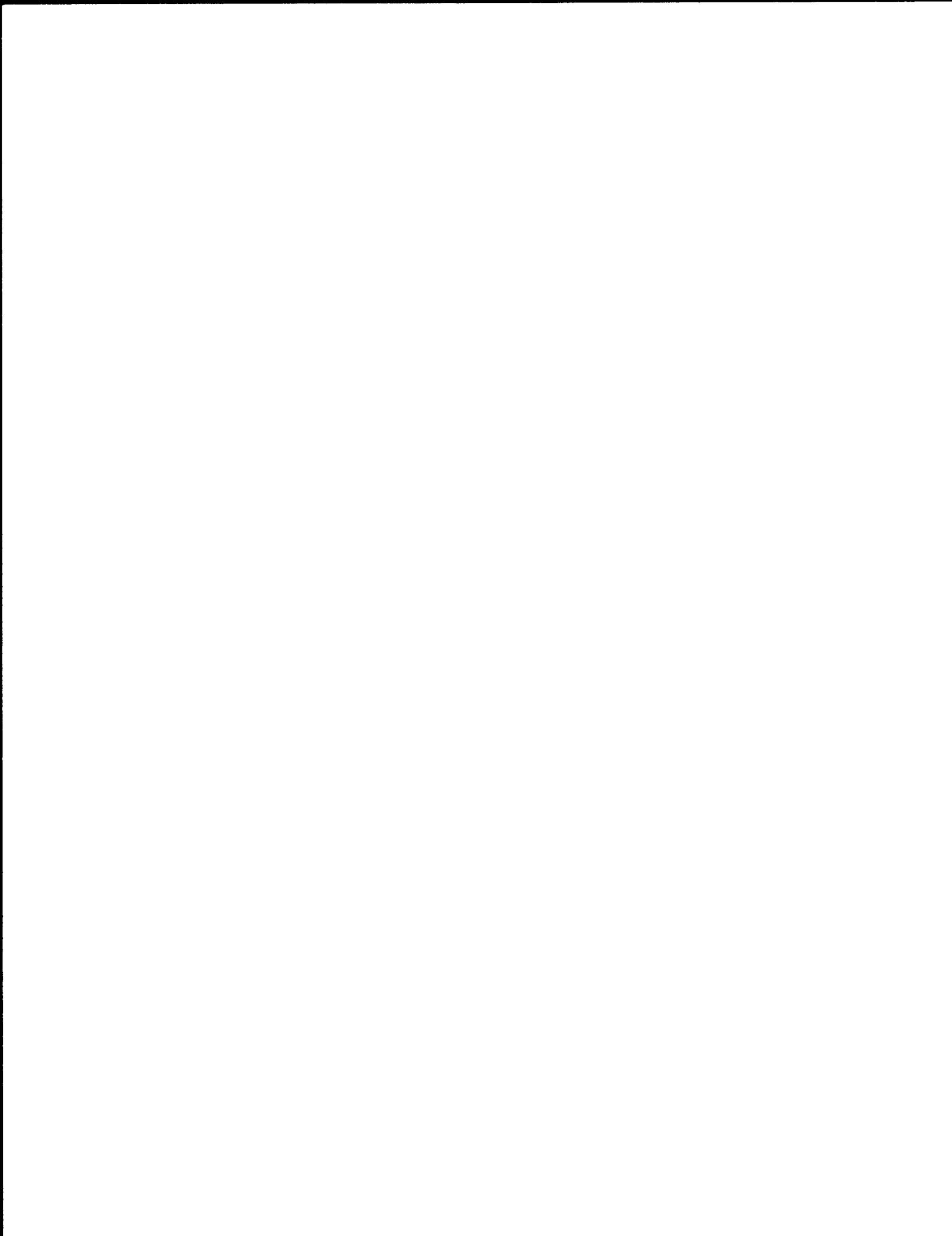
Chairman (R. N.): This is where style for the situation comes in. I would say no. The formal situation calls for the best thing an interpreter should wear that is appropriate style for the occasion. If it is a banquet, wear a proper outfit, but select it for the best background - one that doesn't distract from the total situation. I would prefer at the banquet on Thursday night for the interpreters to dress for the occasion, not wear a turtleneck alone. In that case, turtlenecks with the jackets are the style. It depends on the situation, as well as a great variety of things. What is good in one situation may not be good in another. Now, women have to be especially careful about that because a gown may be worm for other reasons. When a woman comes on with a backless or very lowcut dress, she calls attention to herself. The woman interpreter may want to put that impression across, but it may distract the deaf observer from the interpreter. The situation in which it may be good for the interpreter to wear a lowcut dress would be, for example, before the Legislature. You may get more votes this way.

Panel (M. J.): What about the deaf -- how do you feel?

Audience: I went to Connecticut to a meeting and a very young girl stood there without a bra, and I didn't know what she talked about. She had what you call "body English". I agree. I have seen this happen and I think it's bad except in the case where you want to go to the legislature and get some money.

Chairman (R. N.): Please give your names when you want to say something.

Audience: I found out that for T. V. the dress should be different. I tried a blue polo shirt for color video tape, short sleeved. I thought it was great stuff, but I invited some students in and I asked them if that was all right and they said, No. They wanted to see me with long sleeves, black. I couldn't find a black turtleneck so I got a dark blue and I think it will be good for TV. Another thing about inter-



preting--I think a watch and glasses are very bad because lights interfere.

Audience: If a man has to interpret at a formal banquet and has to rent a tuxedo for the occasion, can he take it off his income tax?

Panel (M. J.): Yes, I think it was in Interprenews. The clothing you buy for the express purpose of interpreting can be deducted.

Panel (B. B.): We have been arguing about clothing--smocks, turtlenecks, neck-lines, and so on and we are heading toward putting our interpreting people into uniforms, which I do not believe would be good. I would say not to worry too much about clothing, as long as you use your best judgment as to what befits the occasion.

Panel (K. H.): I'd like to talk about a little different subject now.

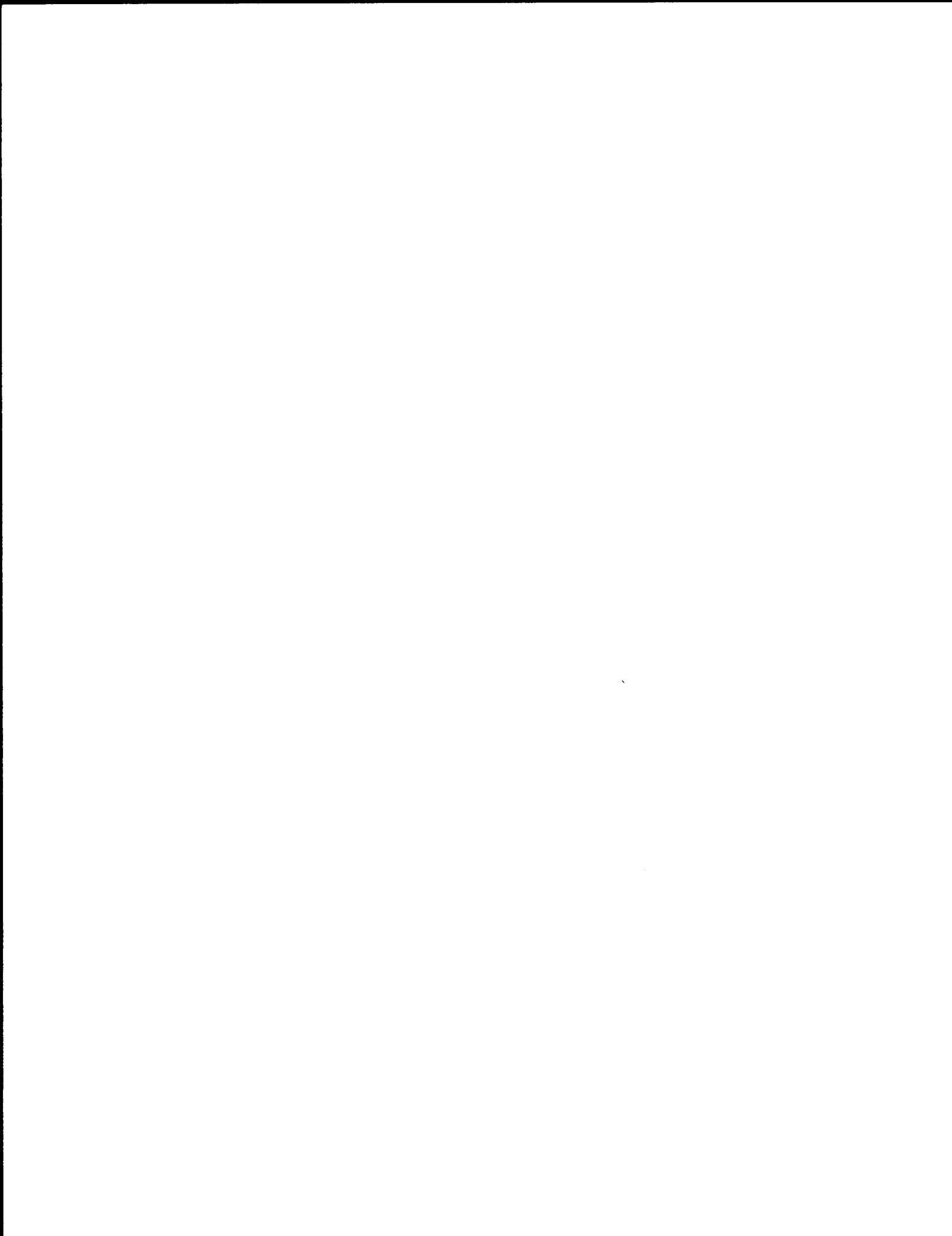
Chairman (R. N.): We'll change the subject now to something else.

Panel (K. H.): This is personal-physical makeup. It is impossible to read the lips of men with moustaches and heavy beards. If you want to be interpreters and be fair to the deaf, you'll have to clear yourselves around the mouth so they can read your lips. Today we have Total Communication -- you must move your lips and sign at the same time -- and they're going to have a hard time reading your lips. Long hair is a personal desire, but I'm talking about being fair to the deaf people. Beards are a distraction as you stand up and interpret for the deaf. If deaf people can't read your lips, all they do is watch your signing, and deaf people want to do both.

Chairman (R. N.): When we talk about lipreading we are talking about speech-reading, which involves a total picture and the total picture involves a little thing such as a dimple. You'd be surprised what deaf people get from a little smile, a little expression. It shows on your face but when you cover your face, the face becomes bland and those little, minute clues are not there for the deaf person, so if you are an interpreter for the deaf, give every opportunity for the deaf person to speechread. That includes the cheeks--your whole face--it is very important to think of not just the lips. Now, Lucille, has a comment.

Panel (L. O.): I was at a meeting where there was a deaf friend of mine and a man came up to talk to us as he happened to be from the same city that she was from. I introduced them and he started to talk to her about things in that city. He is an audiologist, studies lipreading, so he was talking very clearly, but she couldn't understand him because he had a beard and a moustache, so she looked to me for help. After he left, she said, "Do you know why I asked you to interpret for me?" I said, "Because you couldn't read his lips exactly", and she said, "no, I couldn't read his face because of his beard and moustache."

I remember my mother telling me, after she became deaf, her father, who had a bushy moustache, shaved it off after a year or so.



Audience: I was just curious to find out from the deaf people who are here how they feel about, not the moustache and I'm concerned about the moustache and the whole beard because one of my assistants has that and he says that the students don't mind it, they feel that this frames the lips.

Chairman (R.N.): O.K. Let me comment first that today's society accepts this type of thing and one may be getting more rapport from young people in a college setting. The issue can be confused and there are arguments both ways. Let's keep it to speechreading. What about the deaf panel.

Panel (C.B.): I consider myself a pretty good lipreader and I prefer a shaven face.

Chairman (R.N.): How about the other deaf people?

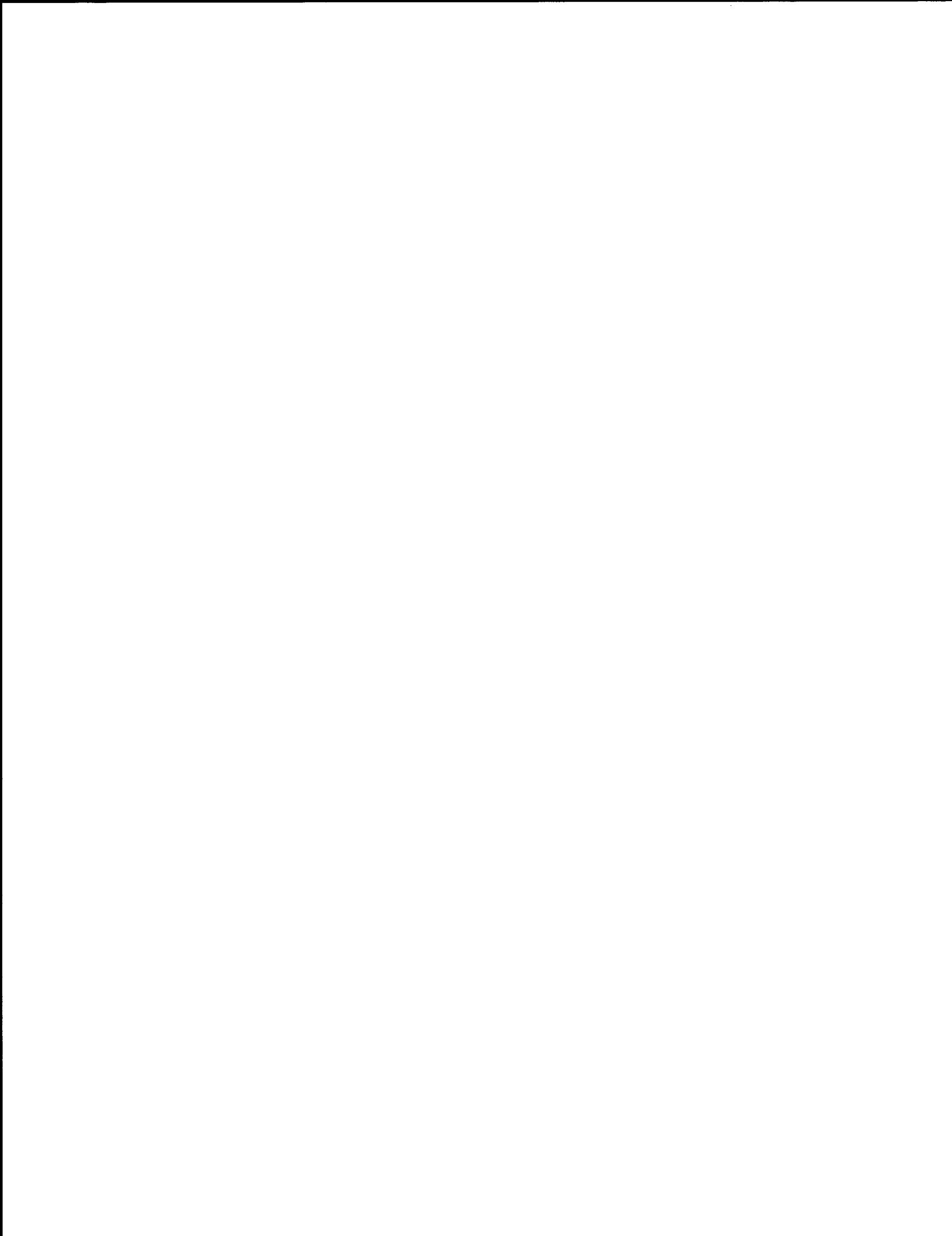
Audience: I feel that with a beard you lose your facial expression. I'm a good lipreader.

Panel (B.B.): As far as I am concerned, the interpreter can cultivate a beard or put on a feedbag. It's all the same to me because I can't read lips at all.

Chairman (R.N.): Here's one time I don't fully believe Dr. Burnes. He tells me he's not a good lipreader, but I still think he does a little bit. All people lipread to a certain extent. Hearing people do. An interpreter should know how to read lips in order to be a good interpreter. It frequently occurs that an interpreter cannot understand a deaf person without looking at him. Try standing in back of the deaf person when he is speaking, you are likely not to know what he's saying. You get more by looking at a deaf person, depending, of course, on his ability to speak.

Audience: We have a group of deaf people in our class that have very bushy beards and very large moustaches. These young men are all sign language users. In the class, we had a young deaf lady who was a lipreader only, and we had to interpret the deaf people to her because she said she couldn't read their lips. Consequently, she couldn't fit in. They have since shortened their beards and done some shaving so they could communicate with her.

Chairman (R.N.): O.K. I think we can go on. I want to complete the physical factors of the room by saying that elevation of the interpreter and proximity of the "optience" is very important. Sometimes stages are too high and too far away from the audience out in front. We have to be considerate about the proximity of the speaker to the audience. This room is more ideal, I am close to you, I feel more comfortable, I like just talking to you rather than trying to sign large for the back row. Most auditoriums are that way, too high and too far away. Auditoriums



for deaf people should be designed by people who understand this situation. I hope all interpreters will understand this. If you ever have the opportunity to design an auditorium for deaf people, be sure to take in all those factors. There is a matter of clearance, too. I was at a banquet in Berkeley where there were forty pillars in the room. Being the interpreter, I quickly got another interpreter and asked her to get another and we placed interpreters here and there around the pillars. While I was interpreting on the stage, the other interpreters were interpreting on the floor for their groups in their areas. Pillars are very bad. I couldn't possibly cut them down so being stuck with that situation, we had to find solutions as quickly as possible. Big flower arrangements, candles, are bad - they can be a barrier. If you have to have table decorations, they should be low.

In auditoriums where the audience is too far away, the interpreter must remember to alter his style and sign larger for the benefit of deaf persons far away. If the interpreter tries to solve the problem by moving off the stage and stands on floor level, to be closer, the lights are in back of the interpreter - not on him. Also auditoriums are usually built with the accoustics in mind, always have perfect accoustics for the deaf. Yes, it's very important to have that, but never forget about the lighting.

Panel (M. J.): About elevation, we interpreters need to remember that we should keep our hands down when we're standing. Last night we had a stage near the pool and I was near the back and it was hard for me to see what the people were signing because they were signing with their hands in front of their faces. I was wondering about the deaf people, what they were getting from that. Remember to keep your hands down when you are elevated.

Panel (C. B.): Move the deaf section closer to the microphone. It was nice to be mixed with the hearing people, but we were so far away we couldn't see anything.

Chairman (R. N.): I tried to solve that problem at a banquet where we are all were seated all over the room. When we had finished the meal we moved to another room where we could sit closer, like we are doing now. Another solution, the deaf could sit in a closer section. Last night Virginia Hughes recognized the problem and she did say "Come up closer". We always have to solve the new problems. Situations are always different wherever we go.

Panel (B. B.): I have never seen a place that was completely suitable. It is the responsibility of the local convention chairman to confer with the hotel management beforehand to arrange for proper lighting, and background. Insofar as facilities are available, that is.

Chairman (R. N.): Yes, I think that in all cases it is the person in charge of a convention or banquet to be responsible for the background. It will require education.



It should be taught to people who are going to become administrators. The interpreter could request it, yes, but I think as I said we are third class in this situation. The deaf should complain and next the interpreter could stand up for the deaf... (in platform interpreting).

Panel (M. J.): When you know a program is coming up and you know you will be going, write to the chairman or whoever is in charge and tell them you are deaf and expect to be able to see equally as well as a person who can hear. There are some demands that have to be met and there are other deaf friends who want to have the same privileges, demand it and ask for it. Most of the time people don't know about this type of planning.

Chairman (R. N.): An interpreter can do the same thing. If you are asked to interpret, an interpreter can say, "I will under the right conditions". At that time you can demand this and that. Then you have them over the barrel. Your big chance to argue is before accepting.

Audience: Well, I had slides being delivered Wednesday night to show you what we have done to solve the problem in our church where people have designed a platform. It will have a floor on top of steps. We have an adjustable music stand that will be wired for sound and light. I think from listening to you, the only difficulty will be to have the lighting coming from the proper angle and also the background, which we can't do anything about.

Chairman (R. N.): Where is this?

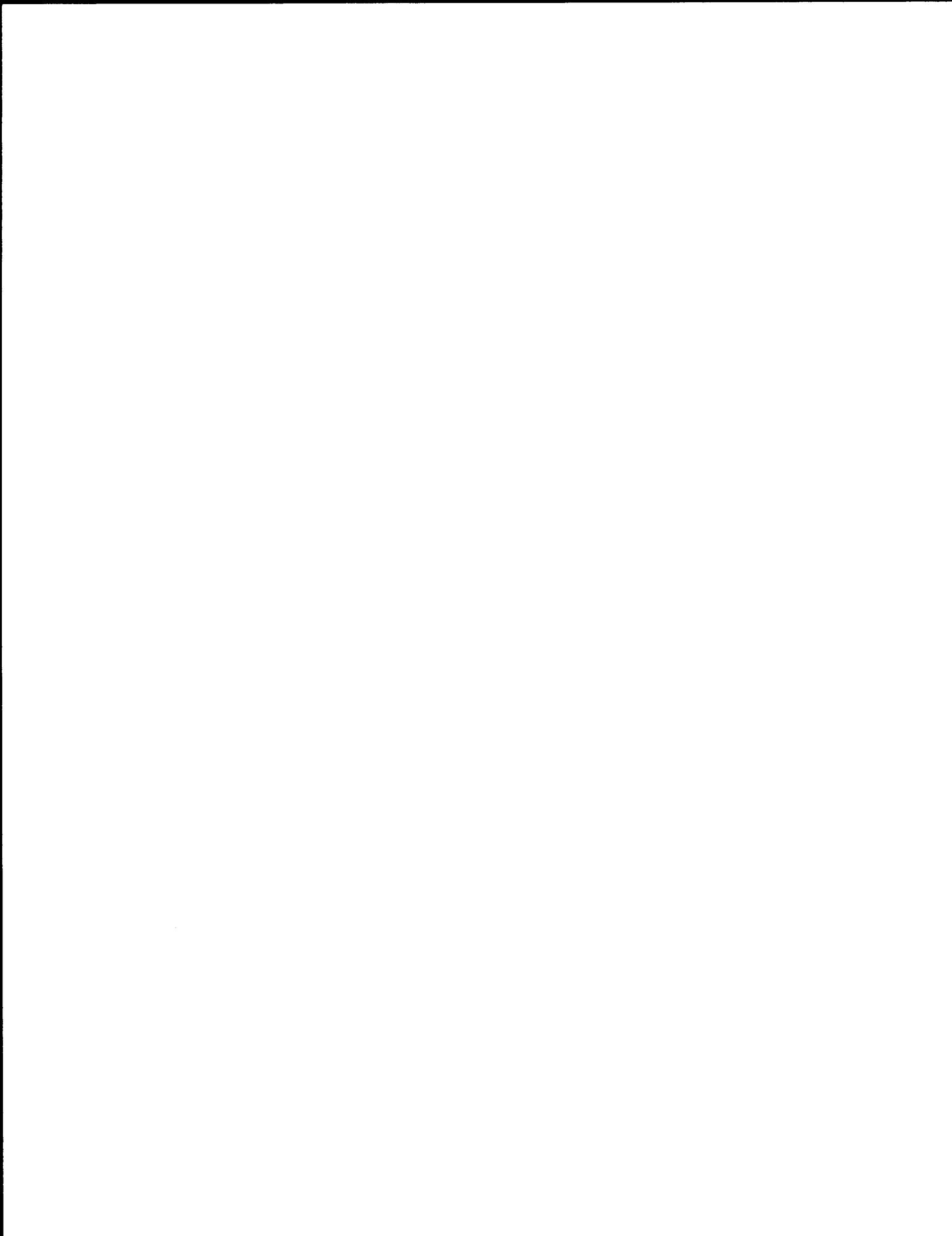
Audience: The First Baptist Church of Van Nuys, California.

Audience: I would suggest because you can't do anything about the background in a church that you use your clothing for the background.

Chairman (R. N.): Is the ceiling very high? (Affirmative) What about a screen, perhaps?

Audience: If they use screens it blocks out the choir. I think there is one wall where we can use an adjustable light. I went to the business manager and said our people couldn't see and I wonder what the pastor would say if he knew the deaf couldn't understand.

Chairman (R. N.): Understanding is very important. That brings up a very important point. Should we interpret on stage in a method because we believe in this method, whether or not the deaf understand it? I am thinking of the fact that there is strong feeling that interpreters should interpret word for word. How do you feel about that?



Audience: When an interpreter interprets for his audience, he should determine the kind of audience. I interpret at Government meetings and most of the time I interpret for deaf people who understand word for word what the speaker says, so I interpret word for word. If I interpret for a different kind of group, I find out what they want.

Chairman (R.N.): Yes, the interpreter must judge the audience and if the audience is a group of people who want it word for word because they understand that, then you should interpret that way. If it is an audience who will refuse to look at signs and want it oral, then you should interpret orally for them. You must judge your audience and determine. Let's ask Dr. Burnes. How do you feel about the type of interpreting? Do you want it in English, Ameslan, etc.?

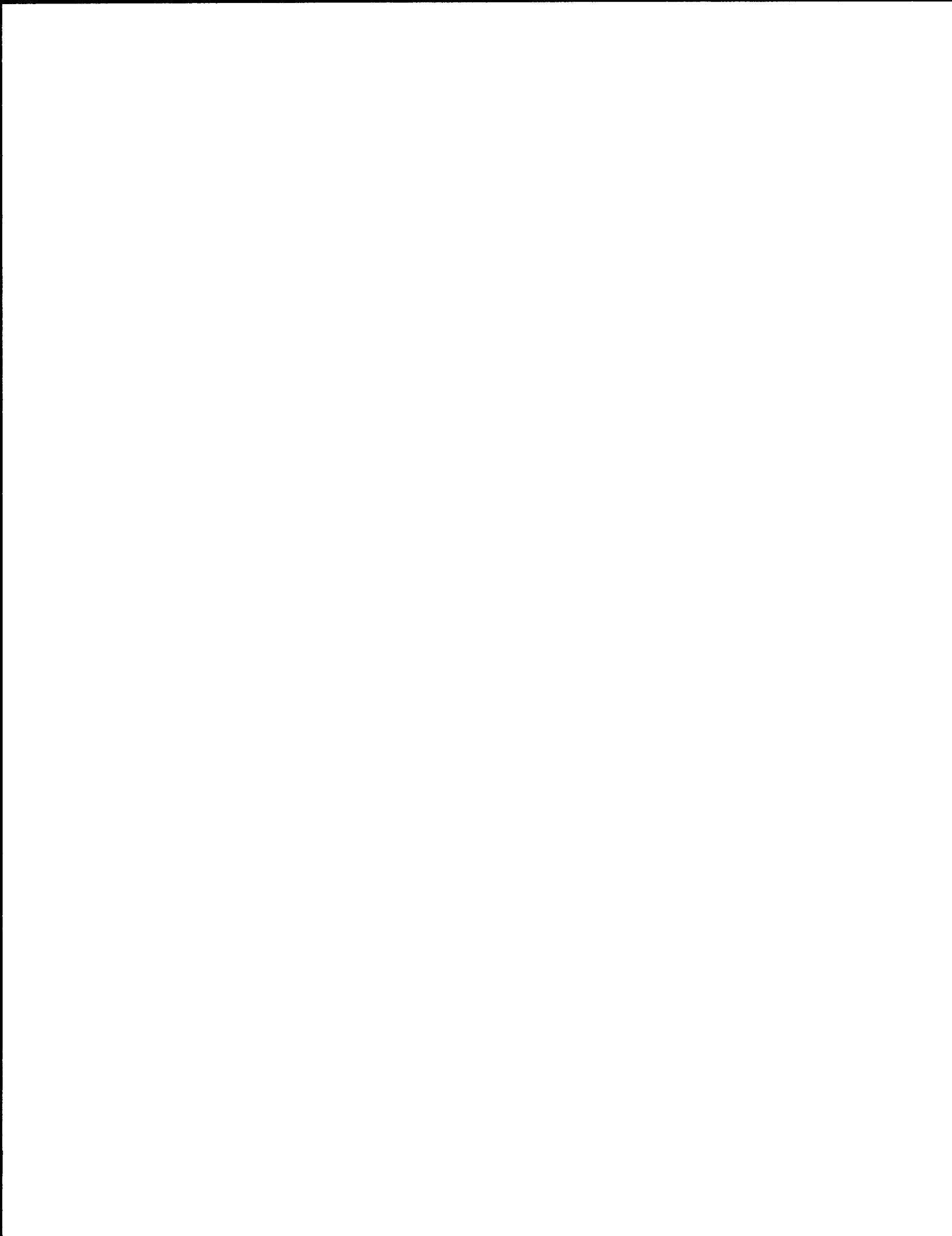
Panel (B.B.): I want to see it exactly verbatim, but I know it is not possible to change sign language verbatim into the English language. I would like to see the interpreter be as close as possible to what the speaker is saying. I don't like you to change to your own style of language; I want to see the speaker's language as closely as possible.

Chairman (R.N.): I would like to say that I have come across this problem in interpreting classes where deaf people have come in and said they want it as the speaker says exactly, and so we have given it to them exactly and after it's all over, the deaf people say, 'oh, no, we didn't want it that exact'. It is a matter of what is exact. For example, I got there O.K. Do you want me to sign it this way (using the sign for got as in obtaining or acquiring) or this way (using the sign for got as in arriving)? Which is your idea of the perfect interpretation?

Panel (B.B.): The second way, of course, I remember at a teachers convention, I forgot where, one interpreter tended to condense the speech. He would wait until the speaker completed a sentence or a paragraph and then he would translate the whole thing into a few simple signs. He was slow and the pauses between condensations were long. He merely summarized the gist of the speech. I don't like it that way. It is the opposite of the kind of interpreting I like to see which follows the speaker almost exactly. I expect the interpreter to say what the speaker says, with emphasis on the phrases and expressions the speaker emphasizes. I enjoy getting the idea of what kind of language the speaker is using and this kind of interpreting gives us the speaker's personality, rather than that of the interpreter.

Chairman (R.N.): At first you said the word exactly and now you're saying "almost exactly". Is that right?

Panel (B.B.): I know it is impossible to interpret exactly what the speaker says, but it should be as close as possible.



Chairman (R. N.): There are people who do interpret simultaneously as the speaker talks. It is not impossible.

Now, this platform speaking. If you are going to talk about educational methods in the classroom, you're talking about a different thing. In platform interpreting it is not the duty of the interpreter to "teach" English and yet the interpreter may be teaching better English when he changes got (as in acquire) to got (as in arrive) with speech and/or fingerspelling. It has meaning. When a child gets into high school, you're going to have to reteach the word, anyway, so why not have it right in the first place?

Audience: What about your saying "got there O.K." and signing "arrived there O.K.?" Always use your mouth and it gives the meaning.

Chairman (R. N.): Right. We have greatly underestimated lipreading. Dr. Burnes can't lipread one word, but I'll bet you understand me when I say, "I got there" while I sign "I arrived there".

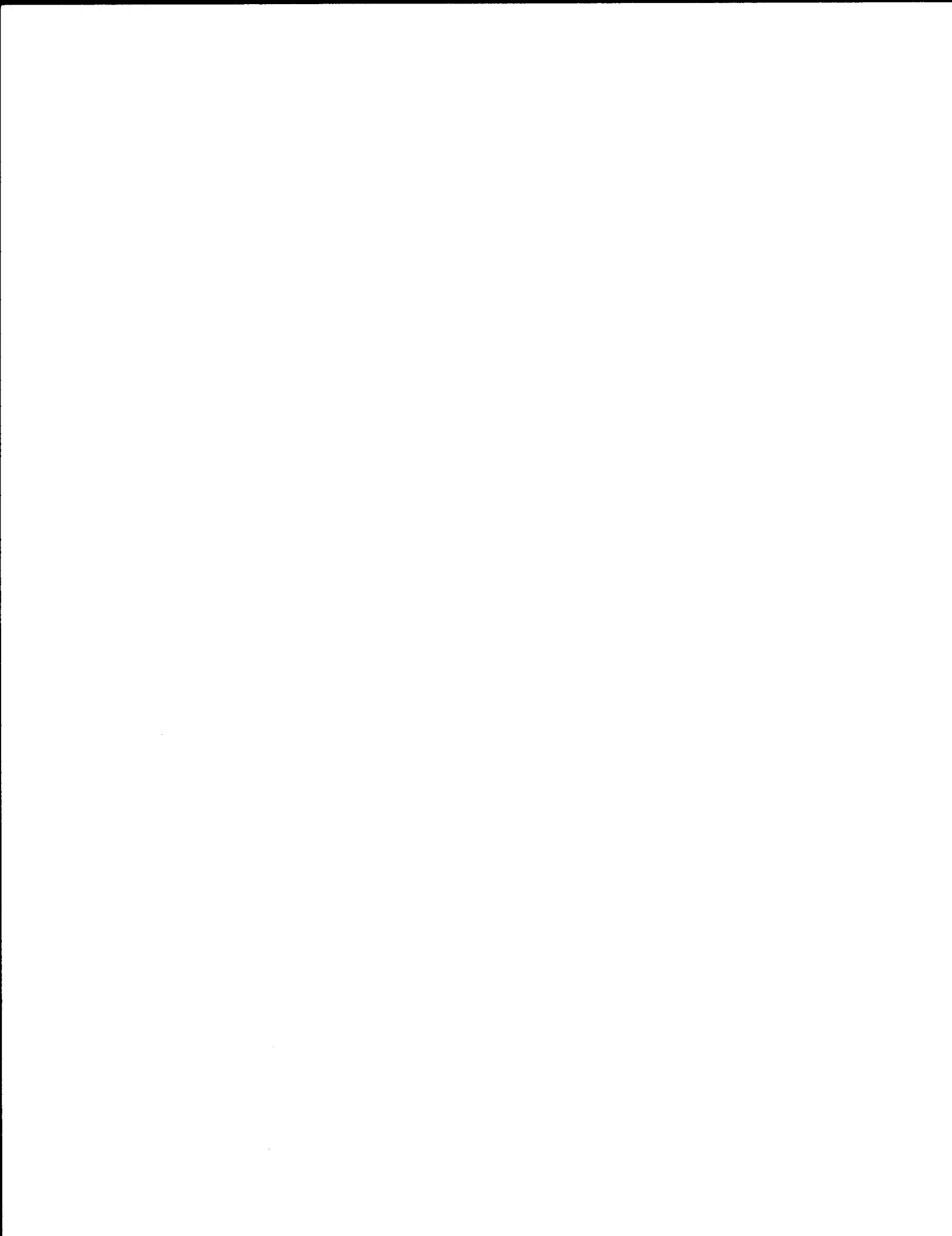
Panel (B. B.): What I said a little while ago perhaps you misunderstood. When I say I like to see "verbatim" interpreting, I don't mean that the interpreter should try to sign in the English Language. Try to follow the speaker as closely as possible, translating from the English language to the sign language.

Panel (M. J.): I think one of the benefits of listening to a speaker is that we look to him for inspiration, new ways of using words for new ideas; we are hearing what he says, his information, but the other part of it really is how he is using his words, how he is putting it together to draw a new picture for me and this is what B. B. means when he grows and grows each time he listens. So is it not the word understanding and to be understood? I think this is the key.

Chairman (R. N.): Another point to bring up is please don't be a deadpan, use expression. The philosophy is not exaggerating is something I would like to discuss. Deaf people, because they are deaf and use more visual means of communication, are more expressive than hearing people. Therefore, the interpreter for the deaf, to be normal, should be more expressive.

Audience: I've seen Total Communication interpreters who don't use any expression.

Chairman (R. N.): Yes, some Total Communication interpreters feel that it is sufficient to sign and mouth the words a little and not use enough expression. A great deal of that is because they may not be familiar with the speech. They may be bothered by how they are going to sign the next word or what they're going to say. They're tense and don't go a good job. One of the topics I hope to take up is technique used by platform interpreters. One of the best techniques an interpreter can use is to first understand what Louie Fant calls the sight line between people. If I'm going



to talk about an imaginary person, I will look off the sight line between by self and the observer and look at that imaginary person at the side. If there's another person, I switch my body over there. If I'm talking about a very important thing, my head may raise up a bit in the air -- it's higher than something else. That little expression of lifting your head aids in giving meaning to an important word. I think I am a very poor signer, but deaf people have told me they understand me. I think it's because I use expressions. When I talk about God, I move my arms way up there and when I talk about the dead, I sign in a direction down there. When I talk about imaginary people, I turn. Having lived with deaf people all my life, it just comes naturally to me, and I think this expressiveness is what beginning interpreters have to learn. It is not just to learn a sign from a book, books alone are pretty bad as a means to learn the sign language. Books are static--they don't show expression at all. Louie Fant coming out now with a new film of a new book and in that book and film, he is doing all the things he could not do in his first book.

Audience: Suppose you have a deadpan speaker? Should the interpreter try to liven it up?

Chairman (R. N.): Here is a good question. I think it depends on the situation. I have seen a banquet where there are many deaf people and all of a sudden all the deaf people are talking, getting up, and leaving, and it's embarrassing to the speaker. I think the interpreter could make it more interesting at an entertainment banquet, make the speech good. It is often, and I don't know if the deaf know it, that the deaf get a better speech than the hearing. In that case I think it is O.K. I think it's fair to the deaf people to put in those little things that help deaf people in that respect, but there's another ethical point that you have to bring up.

Panel (C. B.): I'd like to say something about that. I went to a First Aid Class with an interpreter. The teacher of the class was an old man who hemmed and hawed and said, "Now if you do this, uhh...", and the interpreter signed the UHH, as well as all the rest. She signed it just as he spoke it and made us pay attention, but on the other hand, it was so humorous that the deaf people began laughing and the teacher wondered why they were laughing. So you have to be careful about that. She interpreted exactly.

Panel (B. B.): Once in a college class we had a young girl interpreter who was so boring that we all started getting sleepy. Then she was sleepy too, halting and yawning. After class, I met the girl and said, "You must have had a heavy date last night. You didn't get enough sleep." "Oh, no," she said, "That's the way the man was speaking." His speech was dull and monotonous and she was giving it to us the same way. I think she did the right thing.

Panel (K. H.): I think it is the interpreter's responsibility to see that people don't go to sleep. If the deaf go to sleep, you're doing a poor job of interpreting. When I see that, I liven it up and try to make it more interesting for the deaf people.



Another point is that I have made it more interesting for everyone too. The deaf people laughed, the speaker caught on and became more enthused and was more interesting. It helped the speaker.

Audience: He is making it sound like the interpreter must get all the blame for what goes on in the room. If the speaker is boring, he is a bore and I think deaf people should share that feeling with the hearing. If the speaker is interesting, that's fine, and they should be interested along with the hearing people.

Chairman (R. N.): In a classroom where you do educational interpreting, I have known many deaf who say, "Oh, this interpreter is so boring". What do you do in that situation? Danny, you interpret in a college setting, what do you do?

Audience: It depends on the class. In some classes the teacher is boring, but the class is important to the student's future, I feel that he wants to know everything that's said. I have to make up my mind in the class. Sometimes we agree beforehand to make up funny signs for words.

Chairman (R. N.): These are techniques that an interpreter has in his bag of tricks. I agree that the interpreter should interpret in the same mood as the speaker, but is it a good idea to make that firm, fast rule?

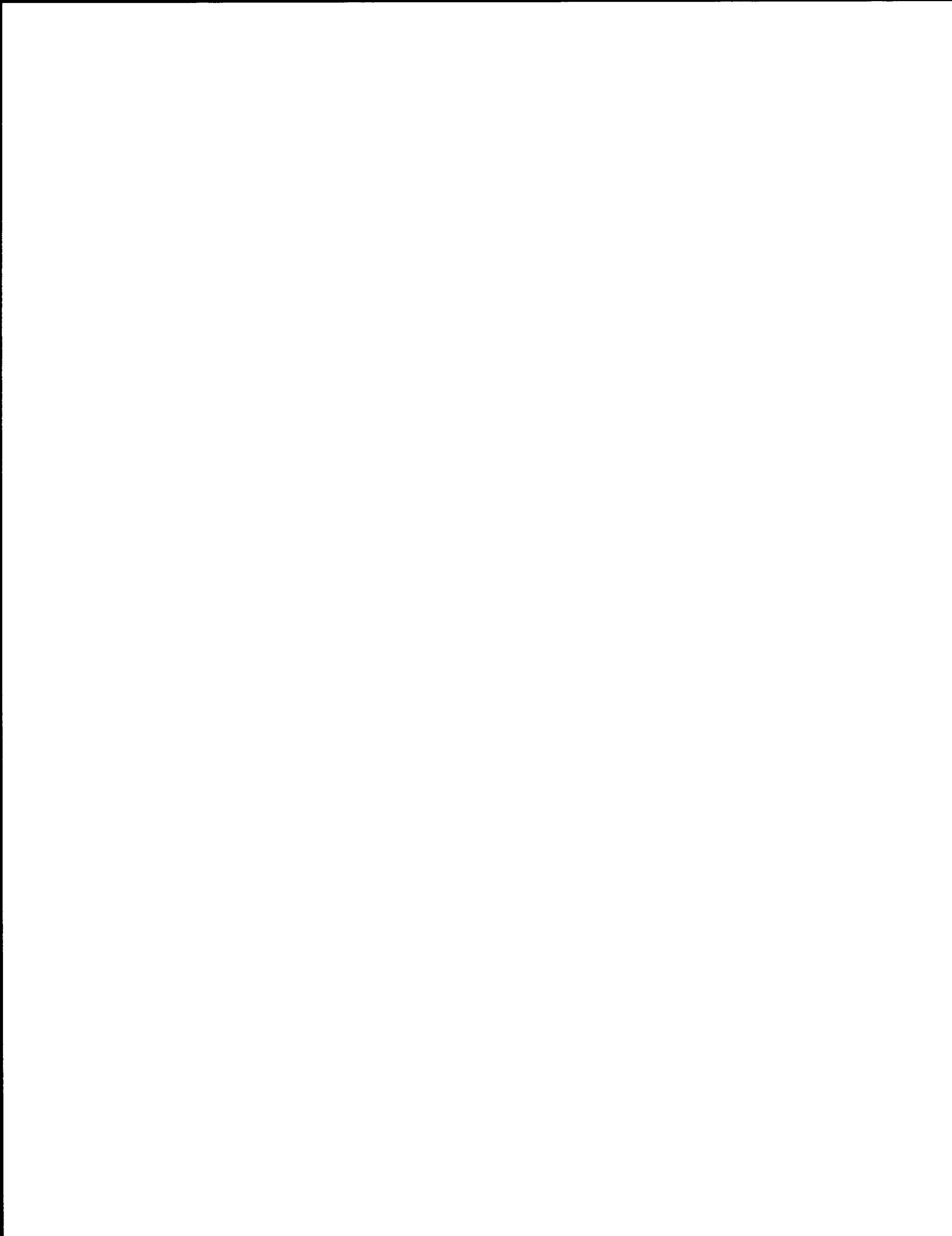
Audience: No.

Chairman (R. N.): Here again we shouldn't make a rule that we are most apt to break. Oh, there are so many people who just hate it because they want rules to follow. There are different cases, different situations, different techniques to use. I used to tell my father as he was falling asleep during a radio interpreted ball game that Babe Ruth hit a home run. He would wake up suddenly and was excited. Ruth didn't hit a home run at all, but I'd say, "Well, it's your fault--you were falling asleep. I wanted you to be with me".

Audience: One thing I object to is swaying movements of the interpreters.

Audience: The interpreter should not stay in one place. He should move this way and that way. The interpreter should be active and I don't mean overly active, but you have to be a little bit alive.

Chairman (R. N.): Yes, the interpreter should not sway. That is probably because the interpreter is standing still. Techniques of speaking and interpreting require movement to give a deaf person a little bit of relief. You emphasize points by movement. These are techniques that are very important to the beginning interpreter. These are things that the old timers know. A lot of body gestures aid the situation just as lip reading aids the sign language. The sign language aids lip reading. There are a lot of techniques that make for topnotch interpreting.



I would say that if you study Ameslan, American Sign Language, used by deaf people -- you will understand the basic origins of the sign language. Meaningful movement comes first, arbitrary signs are added later on.

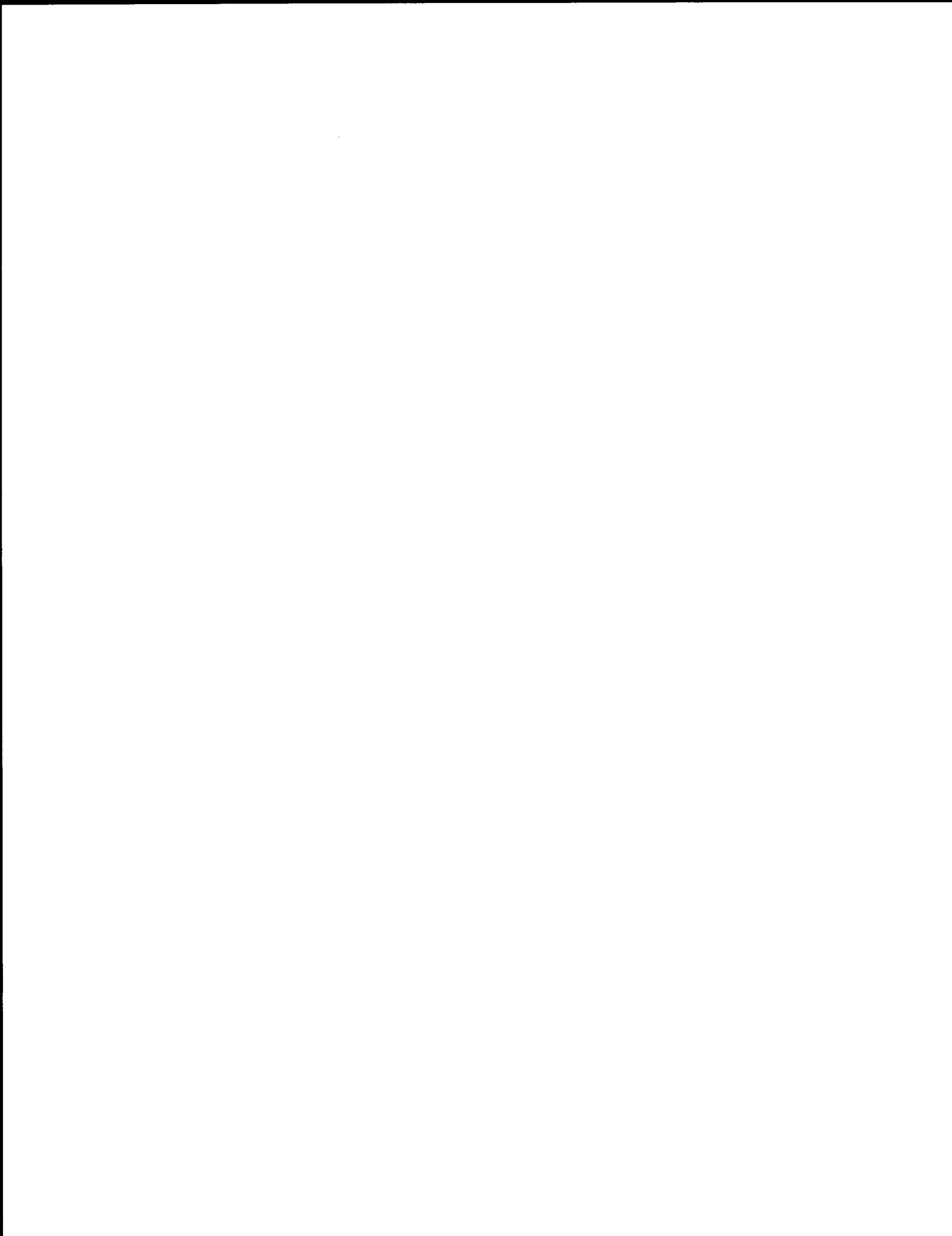
Panel (L.O.): I thought you'd be interested in knowing my observation of two interpreters at the same time. I observed a Total Communication interpreter and an oral interpreter. The TC interpreter was about two words behind the speaker and the oral interpreter was about seven words behind him.

Chairman (R.N.): Some of you seem to wonder why there might have been two interpreters. It is very important to pure oralists to have an oral interpreter. If they want that, you, as an interpreter must respect their wishes. I don't want you to feel that we're supporting one group of deaf persons over another all of the time. I would say that 95% or perhaps more would prefer Total Communication, but there are some deaf people who prefer the oral method. I have seen this in court where the oral person suffered from this attitude, where they didn't understand and refused to have any other assistance. That is their consequence. It is their feeling and we must respect that.

Audience: I don't understand about the need of oral interpreters in addition. Was he speaking out loud?

Chairman (R.N.): That is a good question. A lot of people wonder why an oral interpreter is needed when the speaker is already talking. It is because the oral interpreter will stand absolutely still. The speaker may move around, mumble, etc. The oral interpreter is taught to stay on one plane and enunciate perfectly. The oral interpreter does not speak out loud in this case, but may use whispered speech consciously or unconsciously.

Panel (M.J.): With regard to movement of the interpreter, I feel that an interpreter should be a mirror of the speaker. If I were a speaker, I would want the interpreter to express my humor or to reflect my serious thoughts or whatever it is. You can take some freedom in the way you interpret it, there's not a hard and fast rule, but be a mirror. Have you ever interpreted at a funeral? I don't know if you've had the experience I had. The minister was hearing and asked me to interpret for some deaf people. It was a deaf man who had died. The family was sitting there, so I stood next to the minister. That was O.K. It was a Masonic funeral, so they had six men. It just happened that the man standing over there farthest away from me was going to give the Lord's Prayer. I was watching him and I was in gear--reverse interpreting at that point. One man moved back, blocking my view, so I couldn't say one word. I couldn't see so I couldn't talk. This happens to people. This is what I am saying, you must be a mirror. Keep that in mind. The speaker wants you to give the deaf the same thing he is giving to the hearing. If he raises his voice, sign strongly. If he is quiet, sign quietly. It is very important.



Ralph, how do you feel about being asked to interpret for a funeral or a wedding or a talk by a psychologist and you don't really know much about religion or psychology? Should you accept the request?

Chairman (R. N.): No, the interpreter should evaluate his abilities for the occasion and accept or reject as the case may be. A few interpreters I know have quite an egotistical attitude about their sign language abilities and duty. They think that because they've learned a few signs, they are helping poor deaf people and are God's gift to the deaf. So they feel that they must interpret all the time. If you do not feel confident in what you're doing, you should refuse. There are times when the deaf people will say there is no one else to interpret, then you're stuck. I think that the interpreter should refuse in a case where he is not familiar with it.

Panel (K. H.): I think the last time I interpreted at a funeral, I knew the minister so I talked to him first and took home a Bible and studied it first. I think it is important to be prepared.

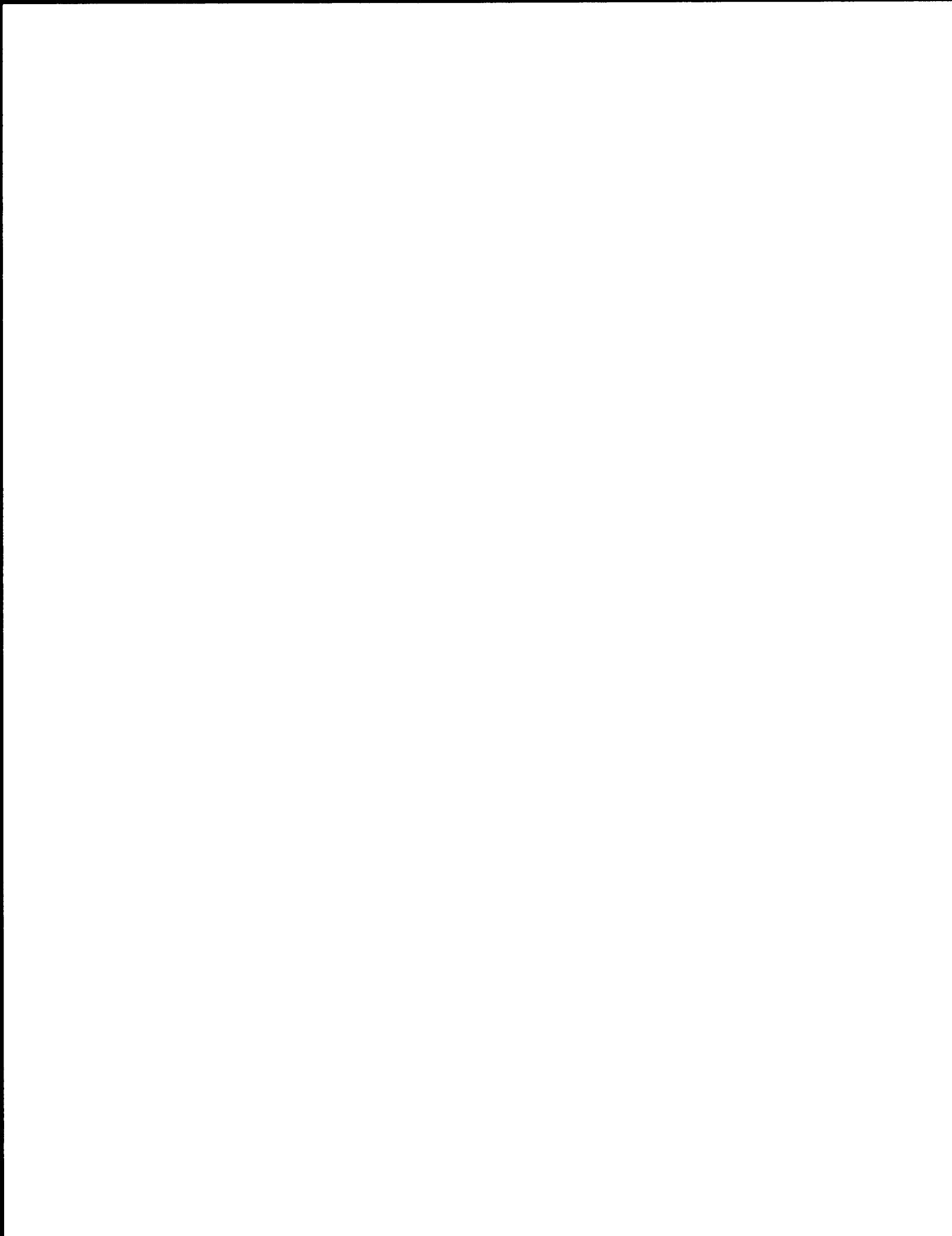
Chairman (R. N.): If you want beauty, fluency, accuracy in your signing, you have to be prepared and no poem, no song, no play given impromptu should be expected to be all of those things. This is something very important for you deaf people to know. I have gone to plays where deaf people have been practicing for months and I've come into the room, have been handed the script, or not handed the script, and asked to interpret. I think it is the responsibility of deaf people to get their hearing children or close friends to go to rehearsals and then interpret the play. Or get an interpreter beforehand to go to rehearsals. Don't expect a person to come in at the last second to interpret a play, poem, or song. It is almost impossible to do a good job.

Audience: I know because this is the second year I've worked with our drama group in St. Louis and last year I got started late with them and I was really scared when it came time for the play, but we made it O.K. This year I went to all the rehearsals. It was smooth, it was easy, and I felt a lot better doing it.

Chairman (R. N.): Some of the best interpreting I know of is done by the NTID, but they hire hearing people who are actors and duly operate as such even on the stage. One man was in a dog outfit and he spoke inside the dog mask. He knew the play perfectly and he could act with it. He said the right thing at the right time. Preparation is very important. This brings up another thing, getting the script. Whose responsibility is it to get the script of the speech?

Audience: The interpreter's.

Chairman (R. N.): I say not at first. It is the responsibility of the person who runs the banquet, the meeting, or the play. The man in charge should always ask for the speech for the interpreter. It is his duty first. If this doesn't happen, the interpreter may have to, in fact, may have to be very bold. Interpreters are most often ignored.



They frequently are not even introduced to the audience. It may be that the interpreter will just have to walk up, meet the speaker, and say "My name is such and such, and I will interpret for you." I have noticed that when an important speaker has a cocktail party given in his honor, the interpreter is seldom invited to the party. It is very important for an interpreter to become familiar with the speakers voice, as if he has a script, find out what kind of person he is, and answer the questions a speaker may have about his speech or about deaf people or anything that needs to be clarified. At banquet, the interpreter should sit with the speaker and MC at the head of the table. He should not be like the minister, who always sits at the end of the table. When the speaker gets up, the interpreter gets up with him, and we should not have to wait for the interpreter to come from the back of the dining room.

Another thing is after you get a script, what do you have to do? The first thing you have to do is read it, and second, understand it. If you don't understand the words, go to a dictionary or friends, or the author. Next, you have to determine what kind of audience you have, to determine how you will sign. Do you have to be very basic, or sign word for word, can you use finger spelling, do you have to stop signing and use the oral method or fingerspelling only, should you use SEE signs, should you use very, very basic pantomime for deaf people with minimal language skills? After determining that, you have to find a selection of signs to agree with that speech. It may take a long time to find those signs. I frequently go to Dr. & Mrs. Burnes, Mr. Malzkuhn, and Mr. Bragg, and ask them, "How do you sign this?" They, being rounded deaf people, give me the best signs they know. Although I know that sign, it just isn't in my speaking vocabulary. There is a danger when interpreters invent their own sign that the deaf may not understand. If you have to have more signs you better talk it over with your deaf people and ask if they understand yours. Ask a deaf person to help you in preparation. If this is not possible, try to sign a book for reference, not for test, but for reference. When you forget a sign, look it up.

Audience: I would like to say something to the deaf people. It is your responsibility to help interpreters with new signs. Last winter one time a person from the East came to our school in the Midwest. He was using a sign I didn't know and I asked him what he meant. He said, "Kind". I said, "Oh, you mean one kind of dress or kind of person," and he said, "Yes", that basic sign is kind--right? But that does not mean a kind of dress or a kind of person. I asked him where he got that sign, and he said he got it from a media meeting and the interpreter was trying to invent signs so she could keep up with the speaker. She invented that sign and I said, "Well, you knew better. Why didn't you tell her? Why did you let her do that? The interpreter wants to do the best job for deaf people and if you had told her, she could have changed to kind and that really is the basic meaning--a kind of person or kind of coat."



Chairman (R.N.): Or another kind.

Audience: Yes, but you see, that depends on the meaning. The basic reference, don't let us invent signs that have nothing to do with the meaning.

Chairman (R.N.): Her point is well taken, that deaf people should help the interpreter. I would like the deaf and interpreter to make an agreement here. If a deaf person criticizes you, as an interpreter, accept with the understanding that he is helping you. Forget personality clashes. If the deaf can accept your criticism of their speech, interpreters should, in turn, accept it too. Your best friend is an interpreter.

Panel (C.B.): I want to bring up a story. You say you must be familiar with a script before interpreting. I heard of a speaker who had to give a talk and didn't have time to write out his speech, so he asked a ghost writer to do it. The ghost writer wrote the paper but the speaker didn't have time to read it beforehand. When he started to read it at the meeting, there was a joke on the first page and when he read that joke, he became so hysterical he couldn't finish the speech.

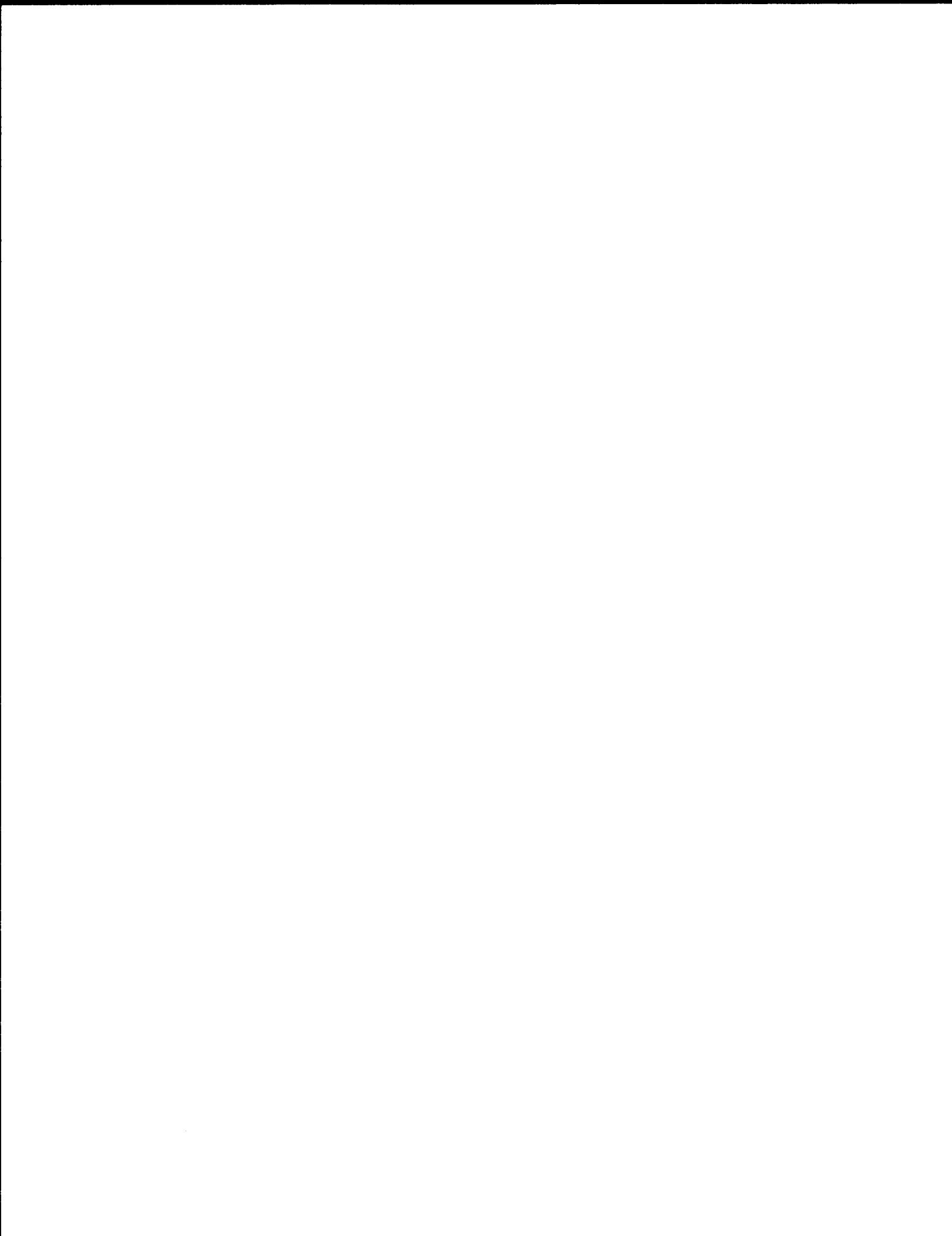
Panel (K.H.): Other things, too; yesterday the man was talking about friendships. He just signed friend and ship and went like this (demonstrating). That means a boat on the water. What do you mean by that? Another thing --right now. That means correct, and you don't say "correct now".

Audience: I would like to speak for the deaf people here. I want to know how the interpreters would feel if the deaf people could state their preference for a choice of interpreters in different situations. I have many friends who are interpreters and I don't want to hurt them. What choice do deaf people have?

Chairman (R.N.): Without a choice, interpreters often become very egotistical. I have heard interpreters say, "oh, they asked me if I were deaf. Isn't that a wonderful compliment? That means I must be a very good signer." I say, that is not a compliment at all. Deaf people can be lousy signers. It would be much more of a compliment if the deaf person said, "You are the most deaf hearing person I know."

Panel (K.H.): My feeling is that the deaf person has every right to pick his own interpreter, no matter what. That has nothing to do with whether I want to interpret for you or not.

Chairman (R.N.): When your state is planning to have a law passed requiring interpreting services in the legal situation, be sure you fight to have it put in there that the deaf person has the right to select his own interpreter if he feels it is necessary. This is very important. I have known interpreters who look down at deaf people and just scold them for what they did. The interpreter in that case has decided beforehand that they are guilty. You have the right to fight for your rights there. In the college situation where there is limited choice, the slowest interpreter should go with the slowest students and the best interpreters should go with the best students.



You see, the best students are being cheated all the time. The slow student may be cheated to a certain extent, but not to the extend that the best student is. This is a touchy thing with intelligent deaf people. They want to learn and there should be no blocking their advancement when it is obvious that a slow interpreter would do this.

Audience: What if the interpreter asks a group of fifty deaf if they see and understand and gets fifty different answers.

Chairman (R.N.): Just don't ask that question. The interpreter has to make a judgment decision as to what level the audience is. If the range is from a five-year-old deaf to an eighty-year-old deaf, the interpreter may select a medium type of thing, but if you're talking to five-year-olds, you have to sign at their level. In this latter case, I think the interpreter should clarify the matter to the older deaf and tell them that it is necessary to talk to the children, too. So to please bear with us all if the interpreter is more active, more basic. Be gracious about it.

Audience: I have interpreted for a group of all ages and the speaker told an off-color joke. I stopped. Many people wondered what the speaker was talking about.

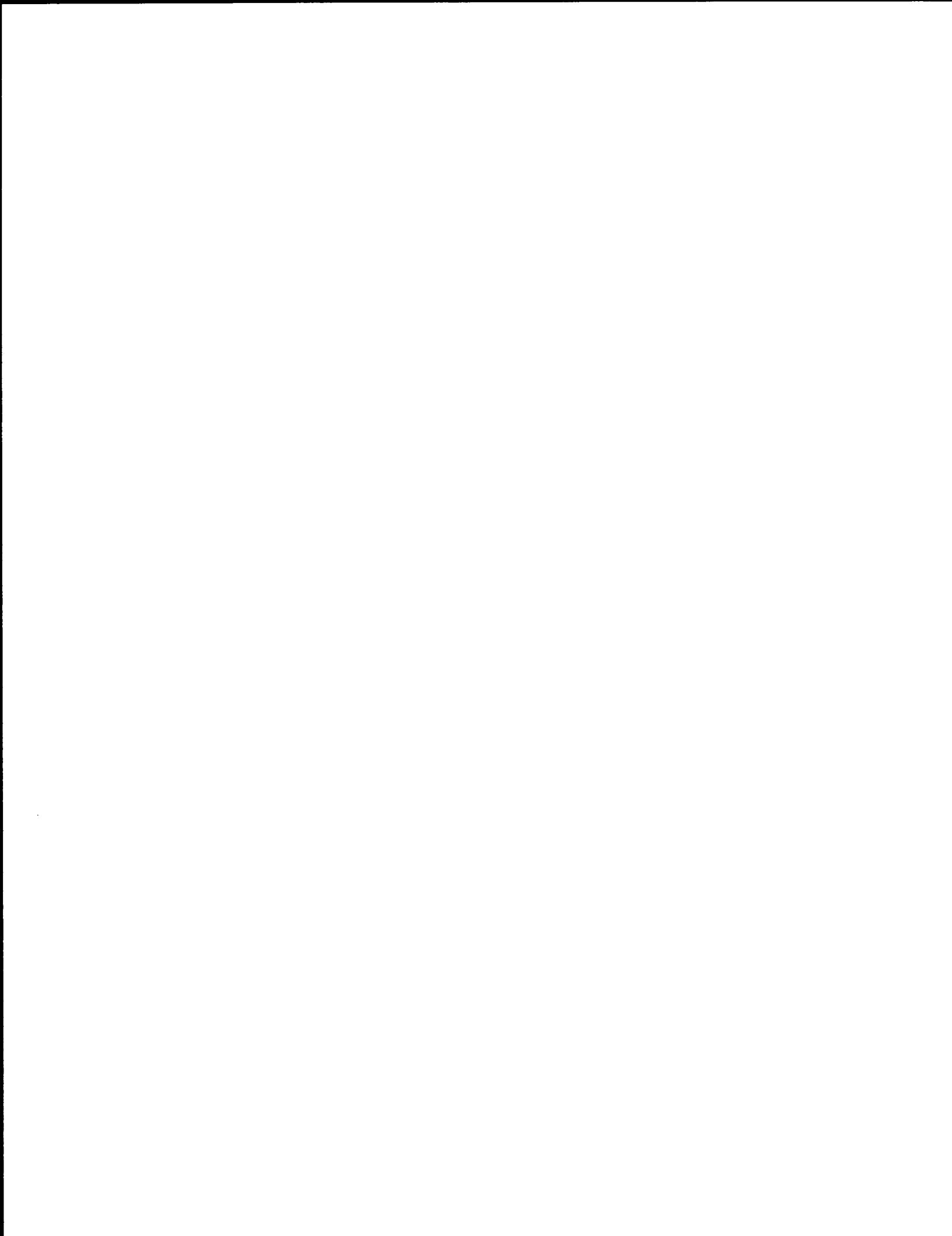
Chairman (R.N.): I have heard the same thing occurred at the Billy Graham and President Nixon gathering. Demonstrators were yelling obscene words. The interpreters froze. They did not tell the deaf. Everyone was looking back and the deaf wondered what was going on. How do the deaf feel? Do you think you should have those words.

Panel (B.B.): I want to know everything that is going on, and everything that is being said, the same as the hearing people in the assembly know everything-- whether they want to hear it or not, and it is the interpreter's duty to inform me. It may be that the interpreter doesn't want to repeat certain vulgar words, but he should at least give me enough of an idea as to what is being said so that I know what it is. A good newspaper reporter cannot write everything, but by using allusions and dashes and other resources, he gives us an accurate report.

Chairman (R.N.): Regardless of whether you want it or not, what does the interpreter do?

Audience: Interpret it!!

Chairman (R.N.): Would it save the interpreter's feelings if he could say, "I am a nice person and I don't like that, but I will tell you, although I don't think it's right."



Panel (M. J.): Even if you're a religious person going to a religious meeting, you don't plan to hear that word but heard it anyway, I think it's the responsibility of the interpreter to tell what was said.

Panel (C. B.): I would like for the lady in back from the First Baptist Church to give her opinion.

Audience: The lady on the panel said to become a mirror. I would like to repeat, do mirrors become embarrassed?

Audience: I'm from the same church and at first I thought if this came up I would say, "He said a bad word", but I've been thinking here that I'm a deaf person's ears and therefore, I'd give it. I probably wouldn't know the sign, but I'd spell it.

Audience: I'm a minister and I know that the deaf have signs for bad words, but they won't teach them to me.

Chairman (R. N.): Instructors of sign classes often tell the class that a session will be devoted to such signs and if you do not want to attend, that is your privilege.

It's getting near time to close and I would like to know if there is any final questions you have -- yes?

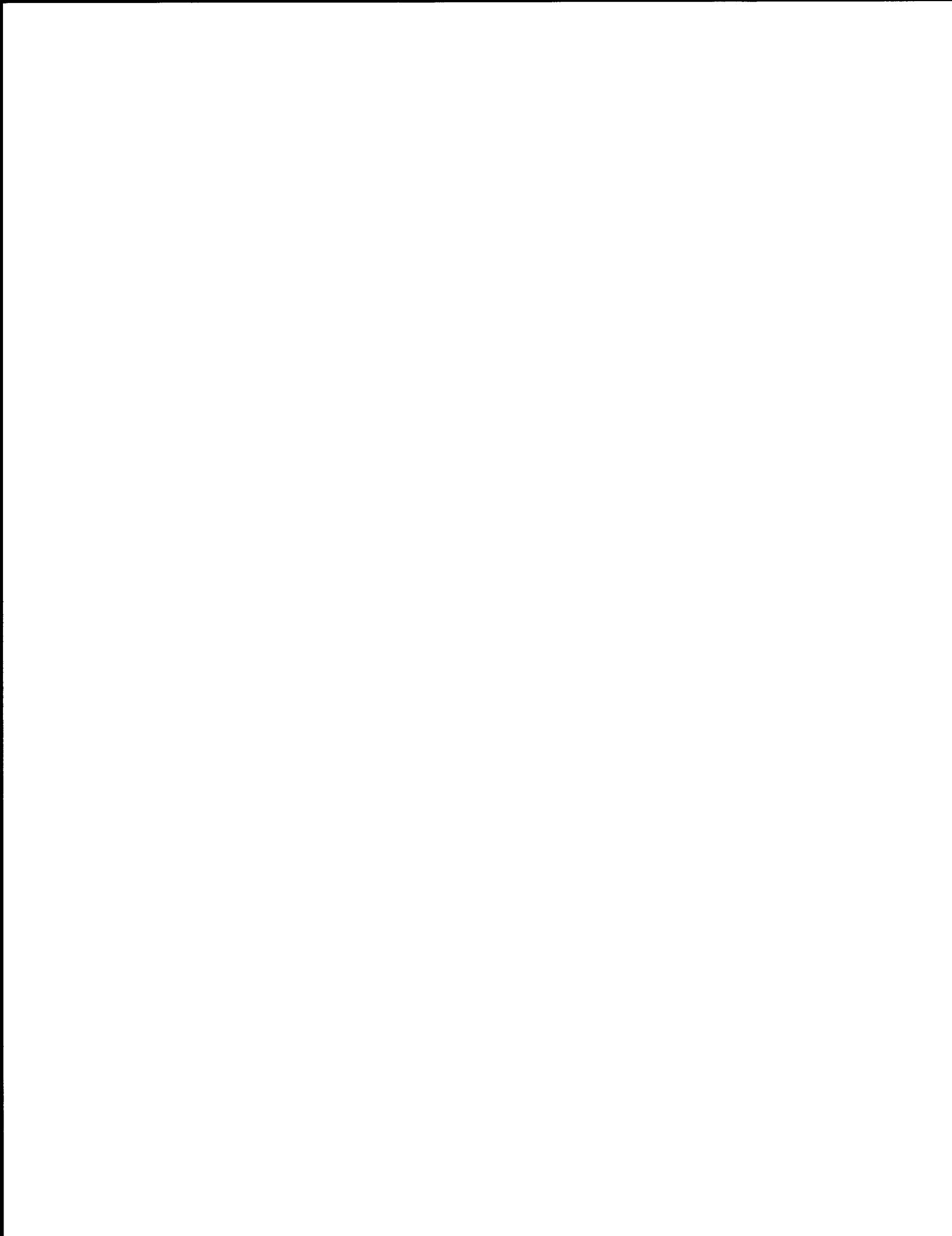
Audience: Who is going to have a class to help with this educational problem?

Audience: What kind of signs, what kind of interpreting should we do when we are in front of a large group of deaf people who are on different levels of education? We have some who are low, some medium, and some high.

Chairman (R. N.): In the same group?

Audience: Yes, like in one of our organizations.

Chairman (R. N.): I still say you have to pick a medium or perhaps a little less which may not satisfy the most intellectual, but I think he should have the intelligence to be able to understand the situation. Those who are low in understanding may get a lift if you're a little above them, it brings them up. You have to pick that medium and I just feel that this is the proper way. Even though I said the best interpreters for the best students, in a mixed group you have to pick this. When I interpreted in San Francisco at the N. A. D.'s first meeting about interpreting, I interpreted with as much meaning as I possibly could for the benefit of the big group, but one intelligent person came to me and said, "I object to your speech because you did not interpret word for word." I disagreed with him because the audience was large



one thousand people, and all of the people were not like him.

Panel (C. B.): And you signed bigger too, and perspired and...

Chairman (R. N.): Yes, I gave up in the last few minutes, but Ken Huff took over. That's another thing, very important for one interpreter to stay there and interpret and not change. There have been statements made by some people that every fifteen minutes we should change interpreters. This confuses deaf people with different styles, different clothing, different situations. The interpreter should try to complete a job. With the next speaker we can have another interpreter.

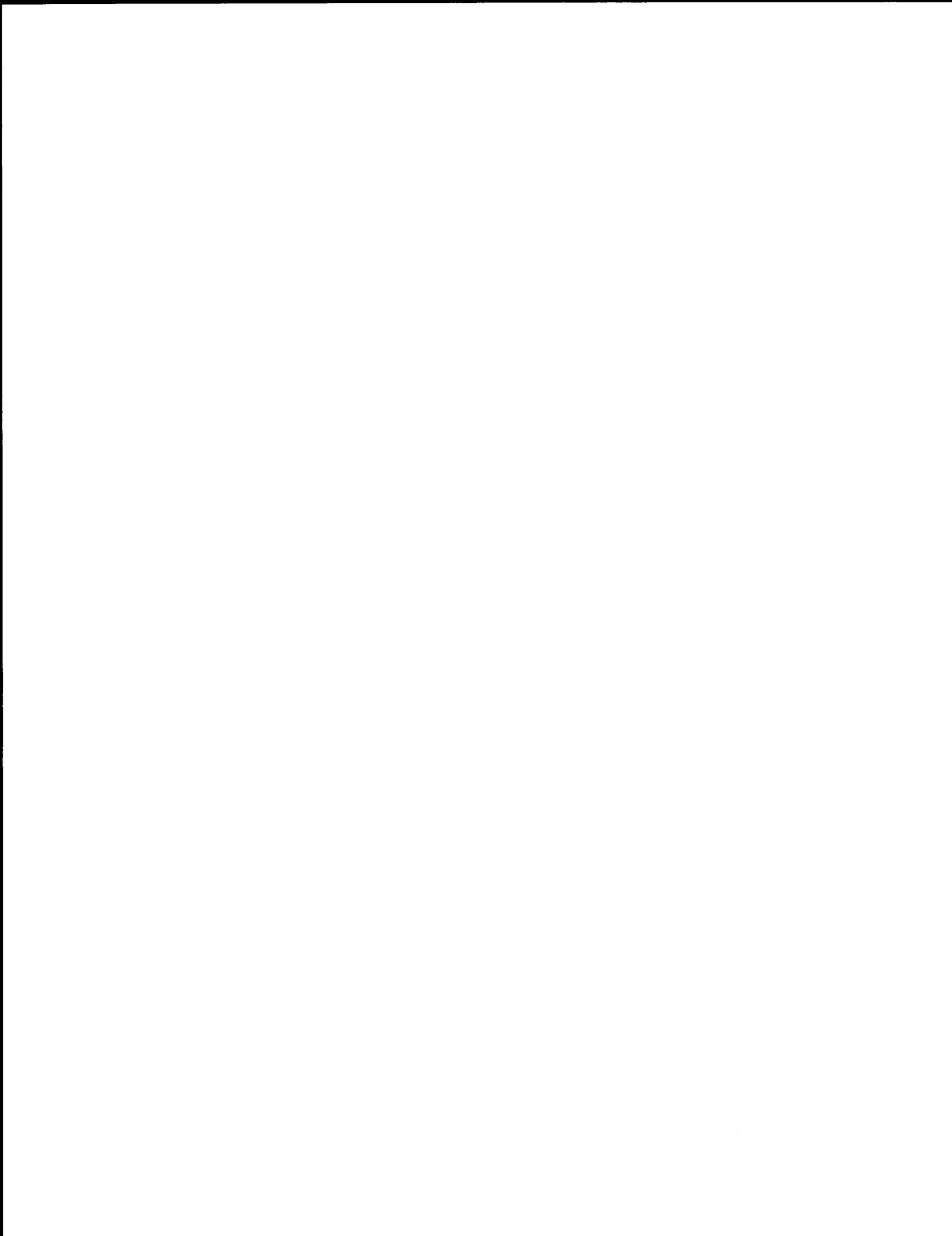
Panel (C. B.): I do not quite agree with that. I have seen speakers with poor beginning interpreters. When we changed to a better interpreter, I woke up. I have seen Mr. Neesam interpret. If an interpreter is dull, I fall asleep, but when Mr. Neesam interprets, I become interested.

Chairman (R. N.): The last question way, where do we learn to sign this way? Just these last two weeks at SFVSC, Ralph White gave a course in platform interpreting, how many people were there? There are three of you here. O.K. You can take courses like that. I understand there were about eighteen in the class and one instructor. That is a lot for one instructor. If you go back to your home town, ask for platform interpreting, try to get your top interpreter to teach it and try to get different people to help you when you break up into small groups, and get individual help. If you can't take a course, the second best thing is to date a deaf person. Date a deaf person and learn the signs.

Panel (M. J.): We've talked about a lot of things. We can tie it up in one way. How can a deaf person have any recourse to improving interpreting situations in your area or how can an interpreter have any recourse to offering better, getting more training, I encourage both the deaf and the hearing interpreters too, to get busy and establish an organization in your area -- an RID organization-- and get active, give training programs, you don't know much about it, well learn together. You do learn and you know more than you think. One can't go on without the other, whether it's in the interpreting situation or in developing an organization. You must have the deaf people with you. I won't teach sign language classes without deaf people being there and I don't care whether they're college grads or they had only first grade.

Chairman (R. N.): The people in my classes know it, too. I won't do it without deaf people there. One more point. Did you like this type of panel?

Audience: Yes.



...this tour will cover the 3R's, the
ABC's, and the XYZ's....

Moderators:

Maree Jo Keller, B.A.
Sharon Newmann

Assisted by:

Robert Lauritsen
Donna Pfetzing
Jean Smith
Debbie Teller

EDUCATIONAL

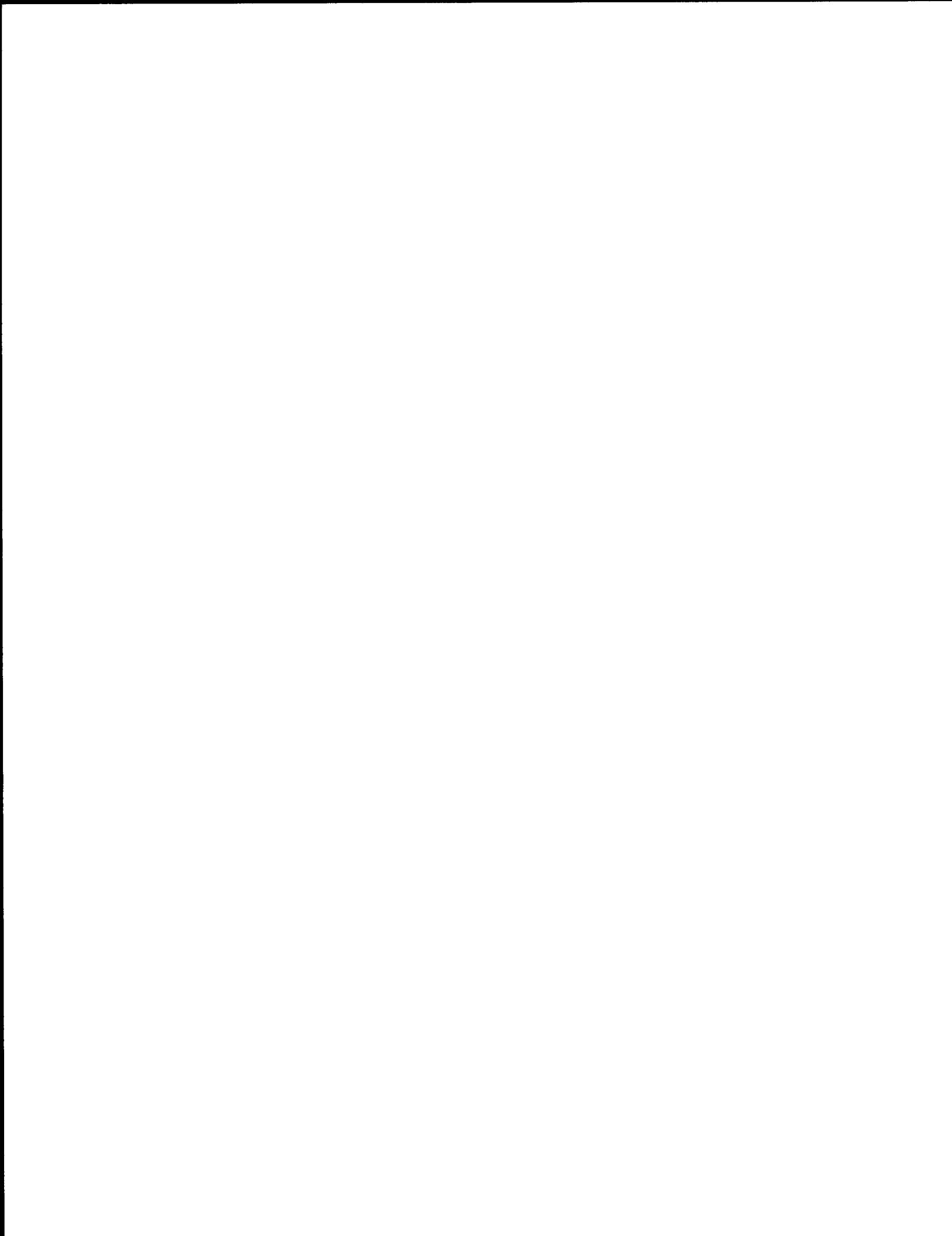
INTERPRETING

How is educational interpreting different from other interpreting?
How is a student different from a patient, a member of a congregation, a member
of a theatre audience, or a witness in court?

A student is in the classroom to learn something new and, in our system,
to give back a passing percentage of that material -- sometimes immediately, some-
times months later on an exam. Therefore, the classroom interpreter must be
clear, complete, faithful to the speaker's vocabulary...and always alert as to
whether the student is getting the material. (If he is not, then take whatever steps
are provided for in your particular program).

Classroom interpreters are not the graceful interpreters you see in
church or on stage; they are not the slow, careful interpreters in the 1-to-1 inter-
views. We try to stay up with the speaker and get all he says, so we are fast and
often look foolish. We try to give the exact words and flavor of the speakers, so
we use a lot of spelling. We try to help the student understand and retain, so we
use as many signs as possible, and we make use of placement, rhythm, change of
pace....anything!

As you watch the demonstrations, look for the techniques that are used
to achieve these unique goals of educational interpreting --- to transmit all the
material in such a way that it is understood and retained.



INTERPRETING AT THE SECONDARY LEVEL
by Donna Pfetzing

In many communities, now, there are public day school programs which have established special classes to teach deaf and hard-of-hearing students. Usually the academic subjects of Math, History, English, Reading, and Science are taught by teachers of the deaf, but for all other elective courses, the deaf student is integrated into the regular classroom with the aid of an interpreter. Perhaps the interpreters most valuable asset is adaptability, for she must be able to use her skill to explain putting in a zipper for Home Economics Class, forging a chisel in Metal Shop, getting the right measurements on a drawing project in Drafting, and following Gregg's rules for a block letter in Typing. Versatility is the name of the game and helping the students to paint a well-rounded educational picture is the goal.

Even though an interpreter can't be expected to be knowledgeable in every area, it is necessary that she learn and understand the material as it is presented to the students, in order to answer any questions that may arise. Interpreting the lecture or instructions given by the teacher for a class is only the beginning of this job. Unfortunately the deaf students language deprivation may cause problems in comprehension. Therefore, the interpreter must constantly reinforce the unfamiliar language and new learning concepts the students have been exposed to by repetition and questioning. Often this means working with the students in a one-to-one tutoring situation, or rewriting into simpler language the information they are required to learn. (Sometimes the interpreters are seen carrying home more books and homework than the students).

An interpreter for a junior or senior high school should follow the same common sense rules that apply to other members of this profession. Gossiping about the topics discussed, the conduct of an instructor, or the ability of that instructor to teach his subject, is absolutely forbidden. Otherwise, the faculty would soon come to mistrust the interpreters and would certainly resist the placement of other deaf students into their classrooms.

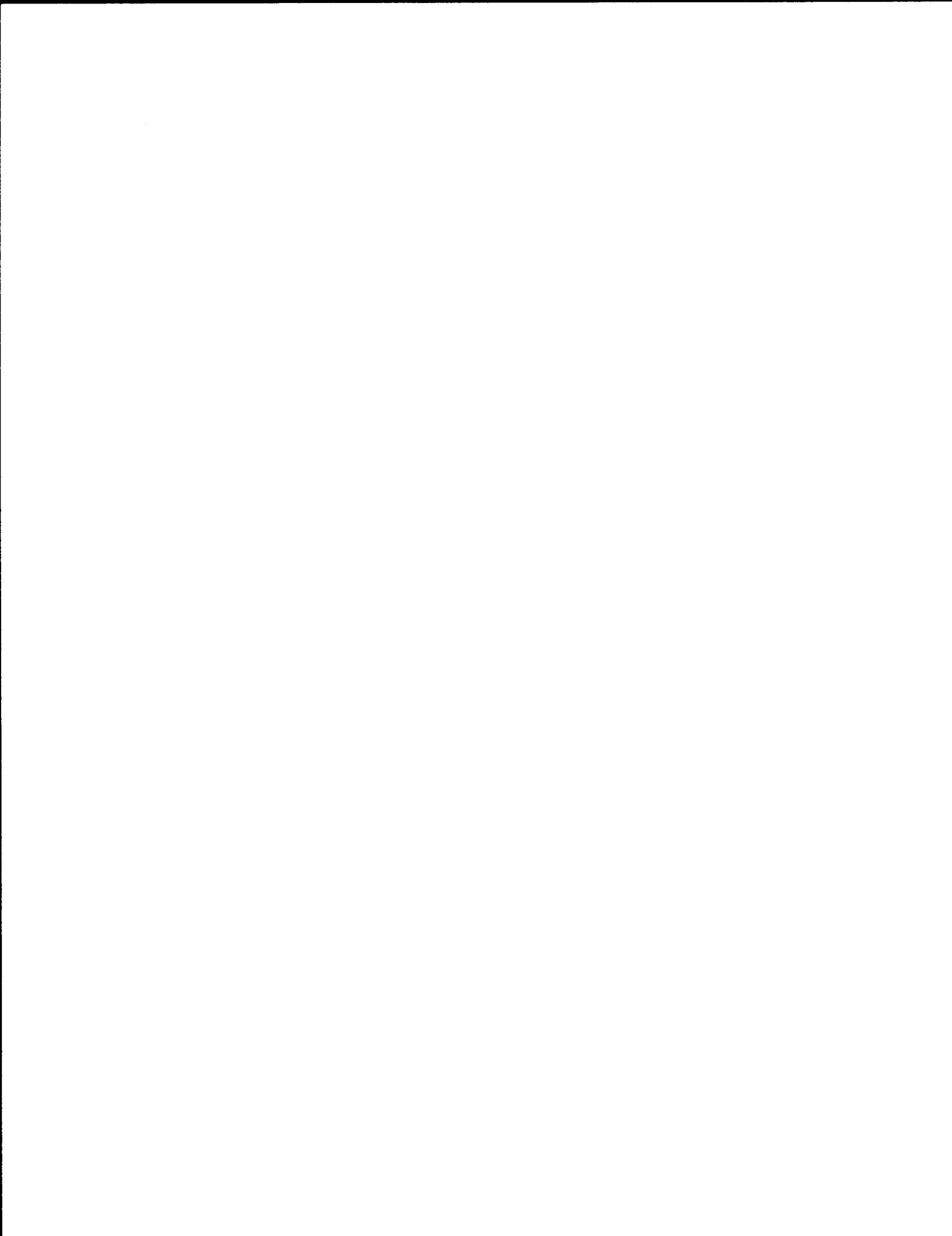
A dark, solid-color, pants-suit is probably the most appropriate clothing for this job, since you find yourself sitting on auditorium floors for assemblies, climbing bleachers for pep rallies, and standing on table tops when the students can't see a demonstration.

Knowing how to type is beneficial to an interpreter in the educational setting for two reasons. First, she can type the notes taken in class on lectures or movies to distribute to the students for study. Secondly, some of the duties of an interpreter often overlap into clerical and filing work to assist the teacher of the program.



And finally, an interpreter is usually called upon to teach a class in Manual Communication to the hearing students in order to achieve a truly successful program of integration. The student body always shows an enthusiastic attitude toward learning sign language and many nice people go out of their way to make the deaf students feel welcome and wanted on campus.

In summary, this job requires a person who can interpret, tutor, teach, and handle clerical duties. But far more important than any of these, they must be genuinely interested in the welfare of the children they are working with. They must have enough mother hen in their nature to watch over the brood and yet be instinctive enough to push the fledgling from the nest when his wings are ready to support independence.



SURVEY: UNDERSTANDING THE INTERPRETER

By Maree Jo Keller

One deaf student participating in this survey commented. "You interpreters are here because of the deaf." This is somewhat cynical, but true. And, if we are interested in improving our interpreting skills as our membership in RID and our attendance at this workshop indicates, we are interested in the students' views of which factors are important in interpreting. But what are the students' views? This preliminary survey was conducted to gather some such views, organize them, and present them to the 1972 RID Convention.

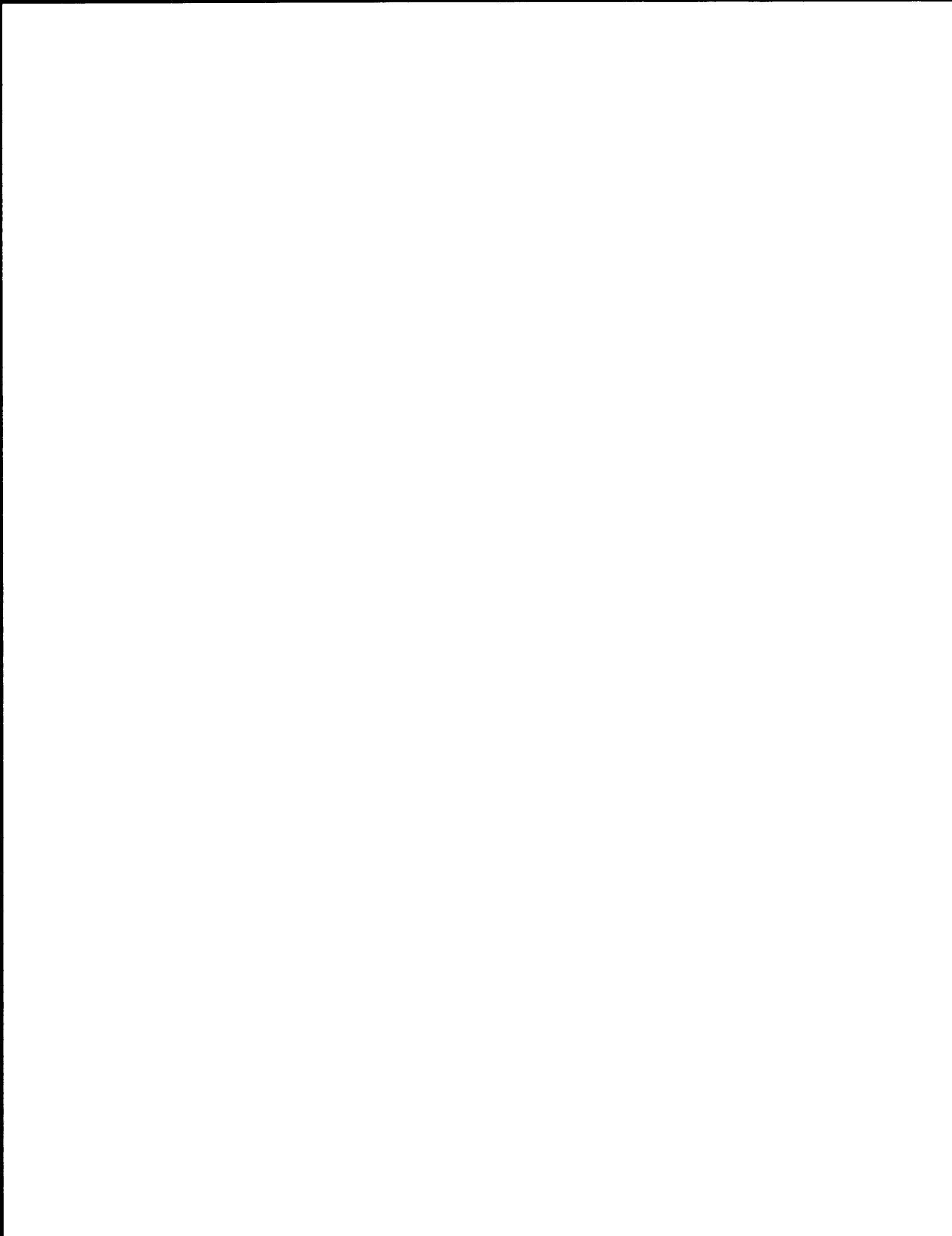
During May, June, and July, 1972 fifty deaf college students were individuals interviewed primarily at California State University at Northridge. There were 27 males and 23 females, 24 under 25 years of age and 26 at 25 years old and over; 6 Freshmen, 4 Sophomores, 10 Juniors, 6 Seniors, and 24 graduate students; 15 with average proficiency in English and 35 with above-average proficiency in English; 13 with average proficiency in signs and 37 with above-average proficiency in signs.

In the interest of conformity, a check list was used in the interviews. The list started with two rather impersonal situational items, then covered certain interpreter traits and techniques, broken into small segments. As the student was given each item, he was asked whether the item made any difference in how much he got from the interpreting, and if so, did it help or interfere with his understanding the interpreter. The list was followed by four tight questions, each giving a narrow choice to refine the priority system that had been roughly set up by the answers to the items on the list. The fifth question was less restrictive, and the sixth question was quite open.

The students were very cooperative and volunteered many free comments all of which were noted. This report of the survey results contains a maximum of quoted material and a minimum of interpretation.

SUMMARY OF SURVEY RESULTS

Mr. Average (deaf college student) would rather have the same interpreter for one class, but not for all classes. He gets more of the material from a FRIENDLY interpreter with enough knowledge of the subject for vocabulary. The age, sex, appearance, and dress of the interpreter makes no difference, if there is not an untrimmed moustache to lipread through. The interpreter can spell and sign fast or slow, large or small, misspell, use non-standard abbreviations and new unfamiliar signs. BUT WITH EXPRESSION. The more signs (and less finger-spelling), the better, but the signs must be accurate, and always accomplished by lip movement of normal size and expression. Mr. Average is easygoing about most things, but intense about something special to him.



So, any interpreter who is interested in being more effective should find this composite picture of the deaf college student useful. The best interpreters, keeping lines of communication open, will learn of the students' special needs and adjust delivery to meet those special needs.

ITEM NO. 1 NUMBER OF DEAF STUDENTS IN THE CLASS
(One deaf student?, several?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	28* (57%)
Several deaf (if better)	8 (17%)
One deaf (is better)	7 (14%)
Combination (is better)	6 (12%)

*2 replies were qualified:
...except in difficult class (1-1)
...except in Deaf Ed. (several)

The sex and skills of the students interviewed seemed to have no effect on their responses to this item, but, among the 21 students who agreed that the number of deaf students in the class made a difference in how much they got from the interpreting, age seemed to be a factor in their further definition of that difference. All 8 who preferred several deaf in the class were over 25 years old (and 7 of them graduate students).

Comments of those who preferred several:

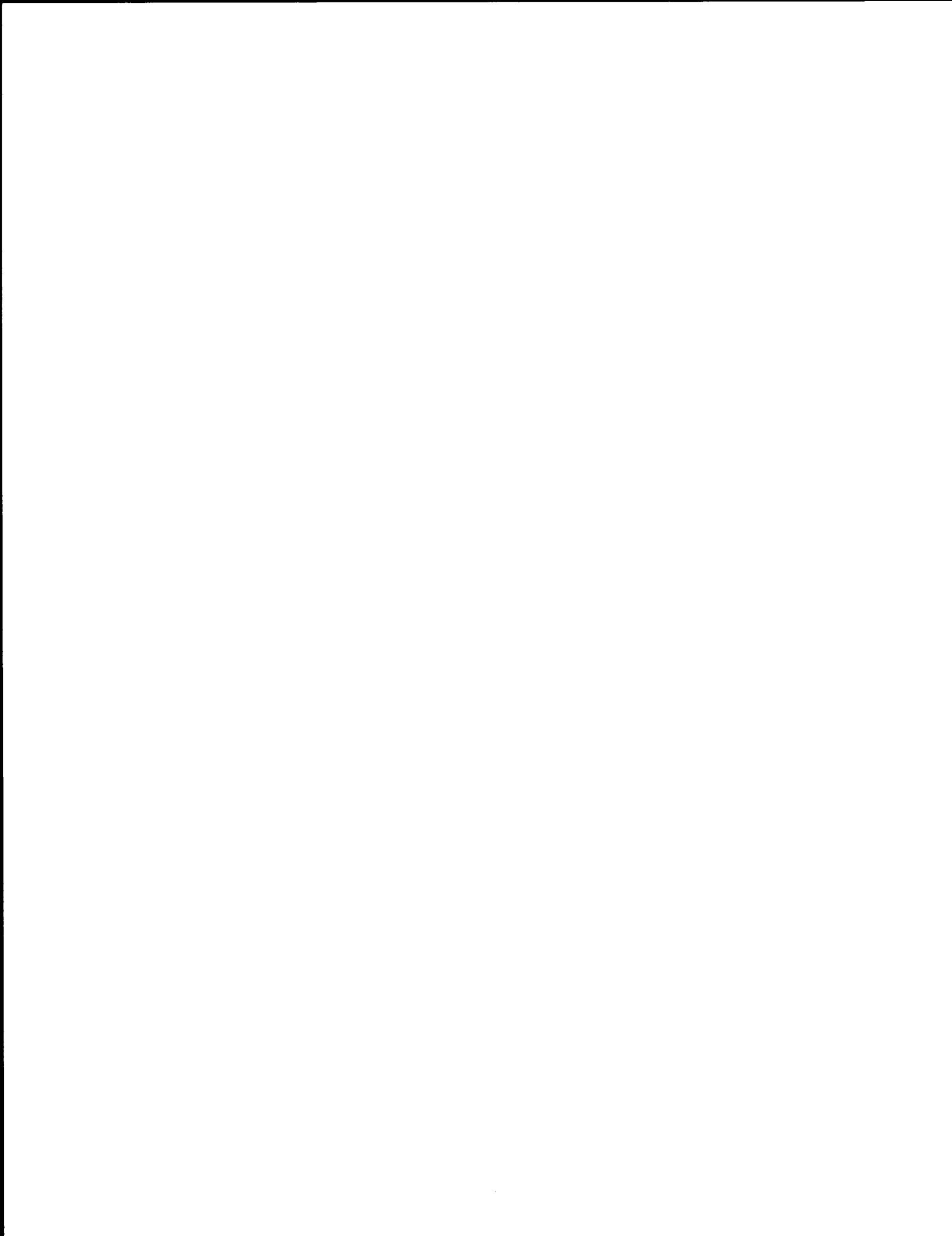
- ...like company
- ...interpreter does job (in 1-1 the interpreter visits)
- ...less pressure to watch all time--I can lipread teacher and other students
- ...less strain--unless other deaf ask silly questions (1-1 only in discussion)
- ...in 1-1 I can't look around
- ...in 1-1 we stare at each other

Comments of those who preferred one-to-one:

- ...customs interpreting to my needs
- ...can stop interpreter to repeat or paraphrase (clarify) or make sure I have it right
- ...except in drama

Comments of those who preferred a combination:

- ...1-1 in English; several in Poli Sci, Spec. Ed, discussion
- ...1-1 no discussion; several in discussion
- ...1-1 academic, several in art
- ...1-1 in major; several in lab
- ...1-1 when I need to concentrate; several in drama, P.E.
- ...1-1 in Lib Arts -- more responsible, notes not mixed; several in science, discuss with each other



ITEM NO. 2 ROTATION OF INTERPRETERS
 (Same interpreter? different ones? one course? all courses?)

<u>Response</u>		<u>No. of Students</u>
	<u>In one course</u>	
Makes no difference		17 (35%)
Change of interpreter (is better)		1 (2%)
Same interpreter (is better)		30 (63%)
	<u>In all courses</u>	
Makes no difference		19 (39%)
Change of interpreters (is better)		23 (47%)
Same interpreter (is better)		7 (14%)

There was strong resistance (63%) to rotation of interpreters within one course, especially on the part of those under 25. Of this sub-group, 77% (18 out of 23) wanted the same interpreter, and most of them spoke out strongly on this point. On the other hand, rotation of interpreters among courses met with very little, scattered opposition. In fact, 47% of the students preferred different interpreters for different courses.

Of the students preferring the same interpreter for one course, 6 gave the reason that they became familiar with, or adjusted to, the interpreter's signs.

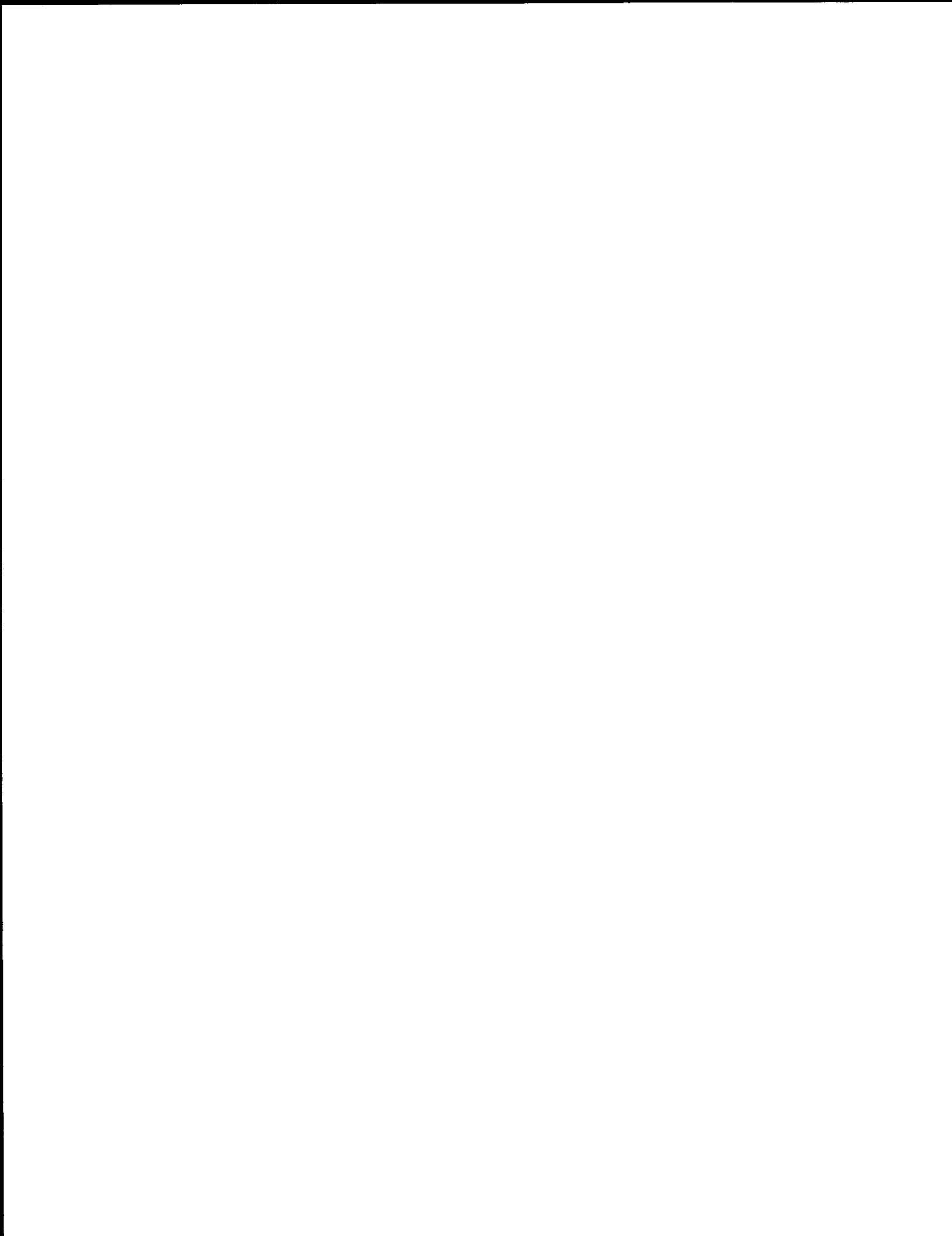
Of the students preferring different interpreters for different courses, 5 commented that different classes required different interpreting skills, 8 felt that the same interpreter would be boring, and one said, "same interpreter loses professional relationship and gossips in class".

A "no difference" student commented, "Class material is important, not the personality of the interpreter."

ITEM NO. 3 AGE OF THE INTERPRETER
 (20? 40? 60?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	41* (82%)
Younger (is better)	6 (12%)
Older (is better)	2 (4%)
40-year-old (is better)	1 (2%)

*2 replies were qualified:
 ...as long as active, expressive
 ...if experienced



Many students were surprised when this item, the age factor, was brought up, and they quickly indicated that, of course, it didn't make any difference in the interpreting. After a little thought, 41 students decided it really didn't make any difference.

Of the 6 students who preferred younger interpreters (20 - 40), 3 felt that 60-year-olds were "slow", "forgetful", "Lacked expression". However, 2 students preferred older interpreters because the "younger ones socialized too much". One picked 40 as a good age for interpreters, because "20 was immature and 60 slow".

ITEM NO. 4 SEX OF INTERPRETER
(Male? Female?)

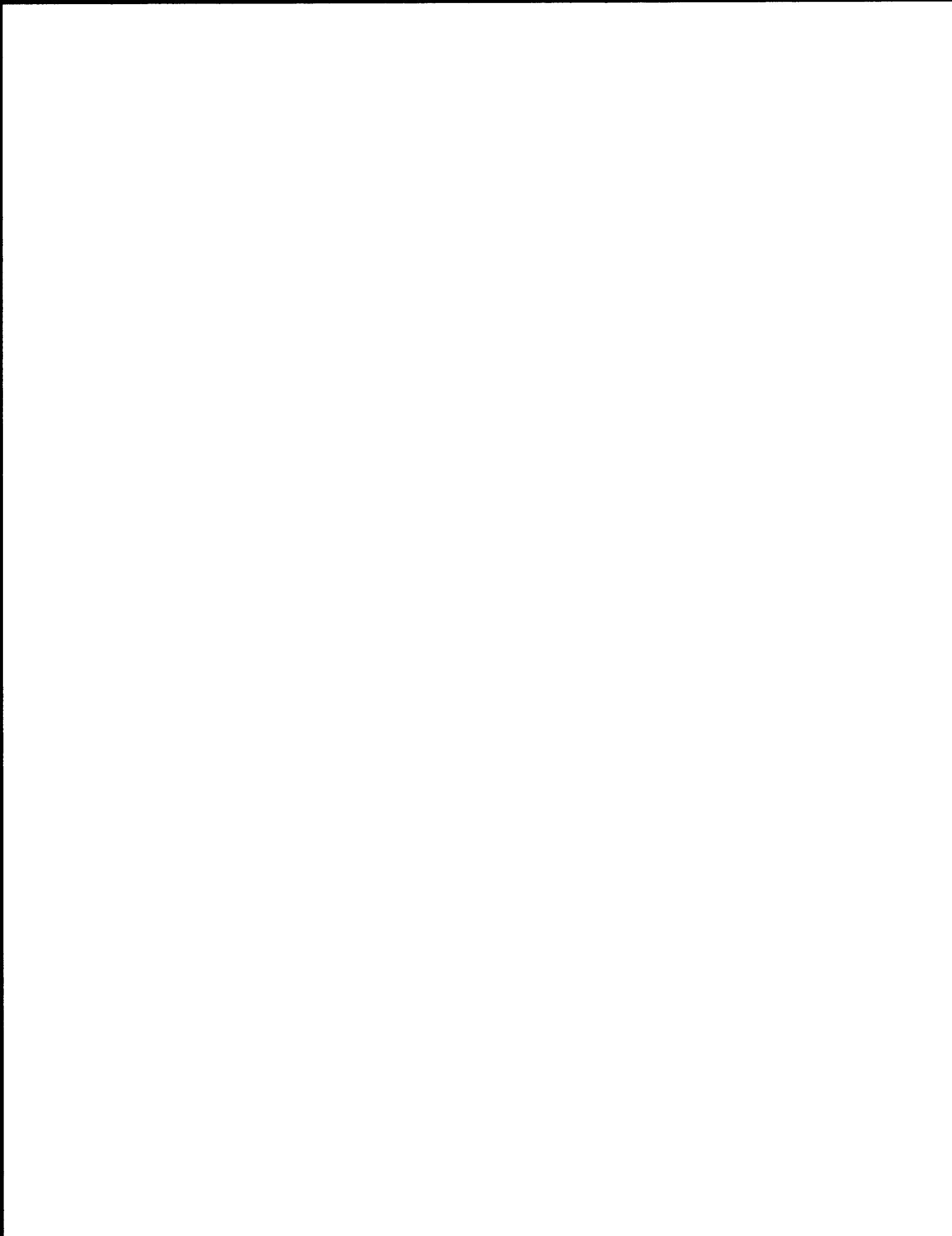
<u>Response</u>	<u>No. of Students</u>
Makes no difference	39* (80%)
Female (is better)	8 (16%)
Male (is better)	2 (4%)

*3 replies were qualified:
 ...but want variety
 ...except when I'm the
 only deaf--then I prefer
 same sex (F)
 ...if interpreter is pro-
 fessional, not personal

The reaction of the students to this item, the sex of the interpreter, was similar to their reaction to the age factor. After a little thought, 39 students decided it really did not make any difference in the interpreting. Of the 10 students who felt the sex of the interpreter made a difference, 7 were male students, and 6 of them found female interpreters to be clearer, easier to read. The other male student and a female student preferred male interpreters because they had stronger hands and were more expressive. The remaining female student preferred her same sex because she was "uneasy with a male interpreter."

ITEM NO. 5 INTERPRETER'S APPEARANCE
(Glasses? moustache? beard? hair? teeth? fat/thin?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	18 (36%)
Makes no difference BUT	13 (26%)
..no untrimmed moustache	
and/or beard -- 12	
..no fat fingers -- 3	
..no speech impediment	

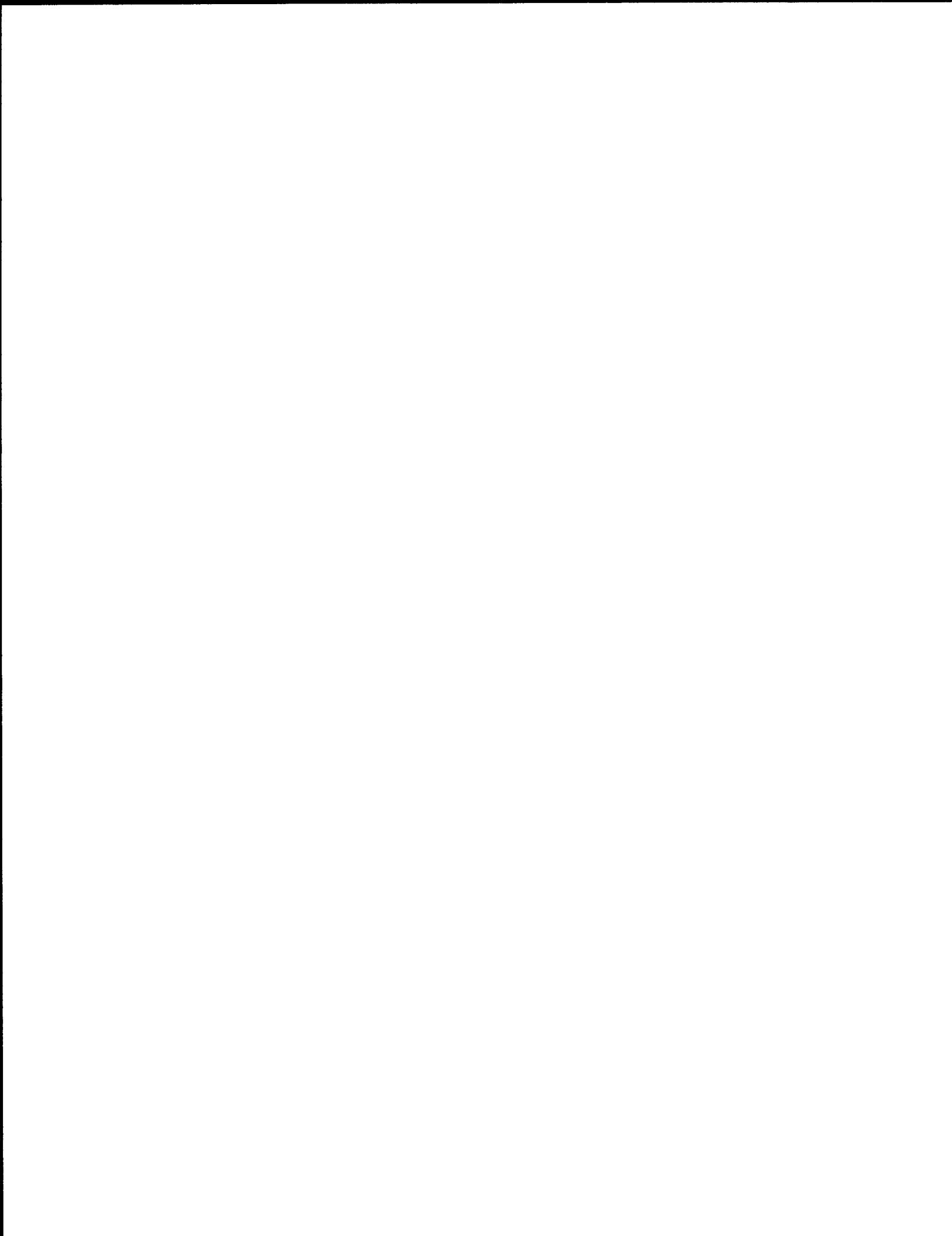


<u>Response</u>	<u>No of Students</u>
Various objections	19 (38%)
.. facial hair, untrimmed	
moustache and/or beard, walrus	
moustache -- 16	
.. fat fingers, fat, fat hands -- 6	
.. discolored teeth, crooked teeth,	
bad teeth -- 3	
.. very small man	
.. long hair over face	
.. too much make-up	

Thirty-one students (62%) stated that the interpreter's appearance made no difference in the effectiveness of the interpreting, an attitude keeping with the philosophy of today's students, but 13 qualified their statements, primarily to exclude untrimmed moustache and beard. The remaining 19 students apparently felt appearance did make a difference, and again, their comments focused on the negative aspects of facial hair. Although 28 students objected to untrimmed moustaches and/or beards, usually with the explanation that such hair interferred with lipreading, they were rather unconcerned about appearance.

ITEM NO. 6 INTERPRETER'S DRESS
 (Plain? conservative? mod? college style?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	18 (37%)
Makes no difference, BUT	19 (39%)
.. should be plain, dark, solid, contrast -- 9	
.. not bright colors (yellow, orange, hot pink) -- 6	
.. not wild, loud -- 4	
.. not sexy	
.. not uniforms	
Various preferences/objections	12 (24%)
.. should be plain, dark, solid -- 3	
.. should be mod (keeps me awake)	
.. not too sexy, or too much leg, or open maxi -- 4	
.. not bright yellow, white -- 2	
.. not too conservative	
.. not spots, optical illusions -- 2	
.. should follow what class wears	



As might be expected, the student response to this item, interpreter's dress, followed the same pattern as the response to the previous items, the interpreter's appearance. Thirty-seven students (76%) stated that the interpreter's dress made no difference in what they got from the interpreting, but 19 qualified their statements, primarily to exclude loud clothing. The remaining 12 students felt that dress did make a difference, but their preference and objections were varied. Actually, only 12 students (9 men and 3 women) stated any preference for plain, dark clothing. Most of the others, if they asked for anything, asked only that clothing not be too bright, or too wild, or too sexy.

ITEM NO. 7 INTERPRETERS ACTIONS
(Reserved? Business-like? friendly?)

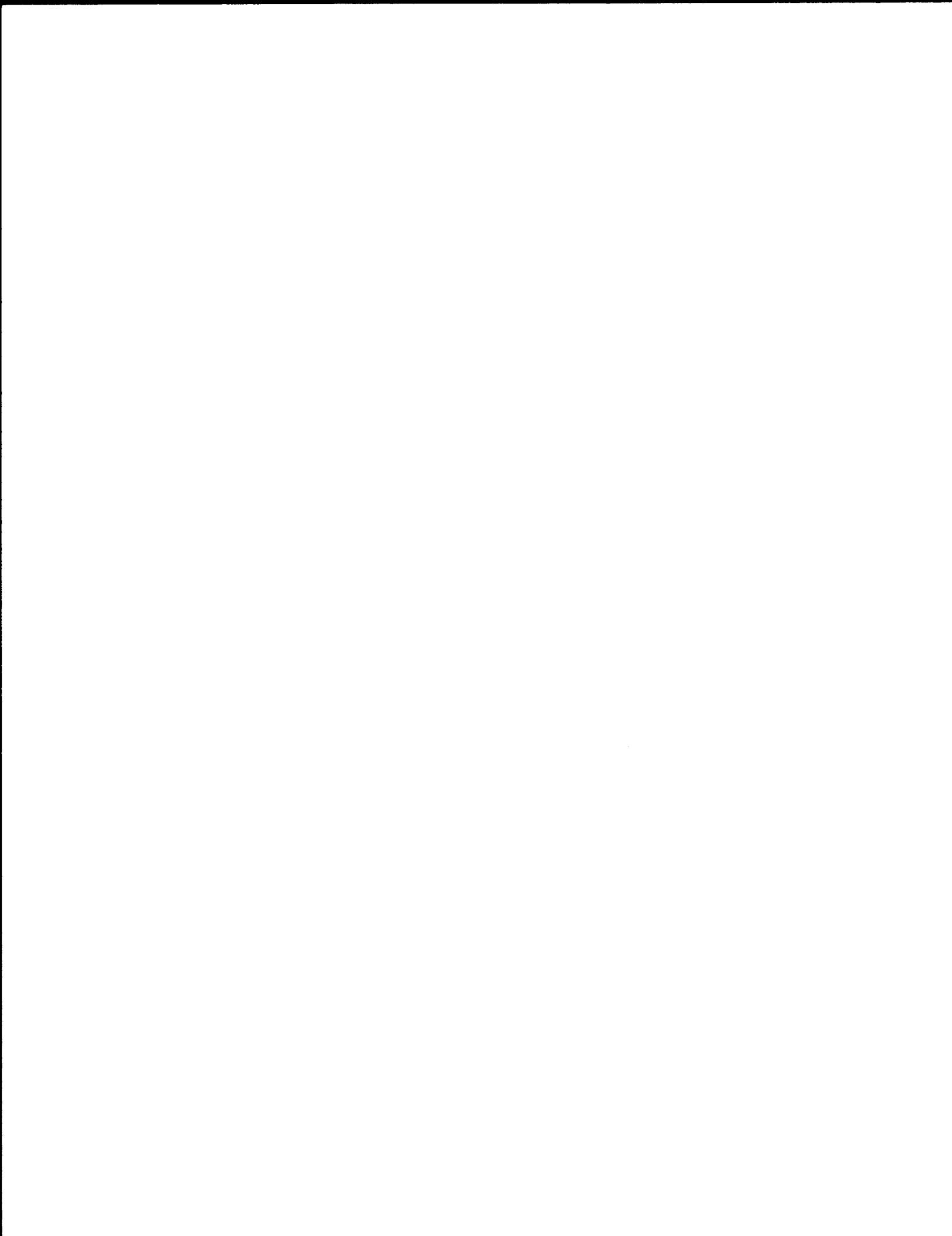
Response	No. of Students
Makes no difference	12 (24%)
Friendly (is better)	31* (62%)
Not-so-friendly (is better)	7 (14%)

*4 replies were qualified:
.. stay on subject
.. follow lecture
.. don't play around
.. not overly friendly

The majority of the students were very strong in their statements that they got more from a friendly interpreter. An interesting split showed up among the older students. "Friendly" was the choice of 10 out of 13 men over 25 years of age, but only 3 of the 13 women over 25 preferred a friendly interpreter. Seven of these women said that it made no difference; as one commented, "Personality doesn't count--ability to sign does". Three of these women went further and faulted friendly interpreters.

Comments of the pro-friendly students:

- ... should be warm, helpful, responsive, cooperative, close, expressive, outgoing, sensitive, a classmate, a companion--13
- ... too businesslike is not cooperative, loses flavor, cold, dull, colorless, ignores or inhibits questions -- 7 students
- ... I feel free to ask questions -- 4
- ... jokes wake me up, getting off subject makes it more tolerable, little life -- 3
- ... I am more comfortable -- 2
- ... I can associate



Comments of the con-friendly students:

- ... go off subject -- 2 students
- ... too much personal conversation with deaf
- ... interferes with job
- ... too social, side comments

ITEM NO. 8 INTERPRETER'S KNOWLEDGE OF THE SUBJECT
(None? some? a lot?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	8* (16%)
Some knowledge (is better)	27 (55%)
A lot of knowledge (is better)	14 (29%)

* 2 replies qualified:
.. if know signs
.. except in science

Of the 27 students who felt that the interpreter should have some knowledge of the subject:

17	students	felt it was needed for vocabulary
4	"	" ideas
3	"	" signs
2	"	" spelling

Of the 14 students who felt that the interpreter should have a lot of knowledge:

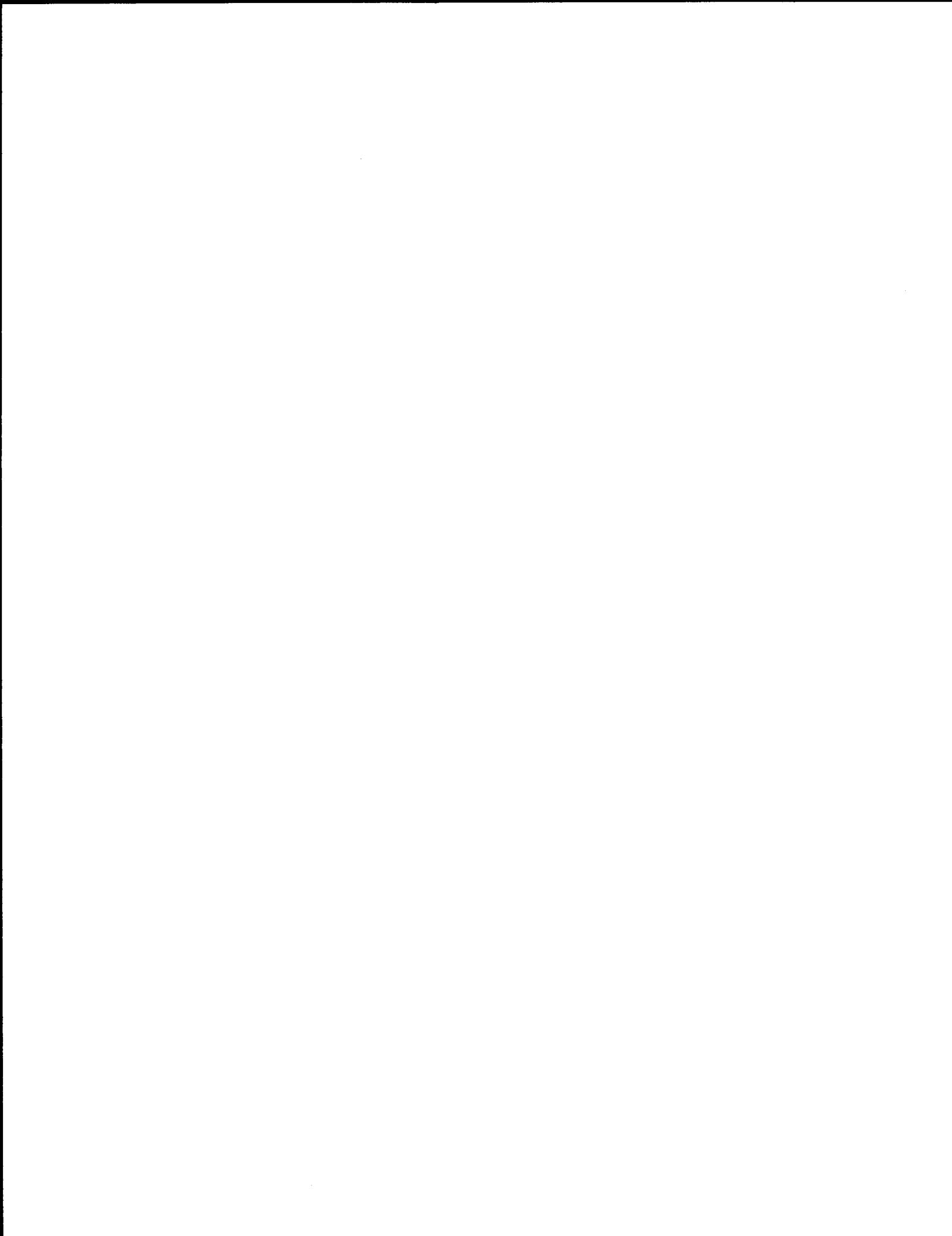
3	students	felt it was needed for vocabulary
2	"	" more than vocabulary
2	"	" signs pictures, summaries
2	"	" explanations

One student comments, "if the interpreter knows too much, he tries to teach instead of interpret".

ITEM NO. 9a FINGERSPELLING, SPEED
(Fast as average speech? slower?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	23* (47%)
Fast as average speech (is better)	8 (16%)
Slower than average speech (" ")	18 (37%)

*1 reply qualified:
.. not long words



As might be expected, those who wanted the interpreter's finger-spelling to be slower than average speech included most of the students with just-average ability to sign (10 out of 12). But the rest, the above-average signers included in this group, did not come equally from the two age categories. Seven came from those under 25 (7 out of 16), and only one older above-average signer (1 out of 21) wanted slower finger-spelling.

ITEM NO. 9b FINGERSPELLING, SIZE
(Within body? larger?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	20 (41%)
Small - within body (is better)	16 (33%)
Larger (is better)	13 (26%)

Of the 16 students who felt they got more from the smaller finger-spelling, 10 explained that they depended a great deal on lipreading, and when the hands were close to the mouth, they could see both.

Of the 13 students who preferred the larger fingerspelling, 11 were undergraduates, only 2 were graduate students.

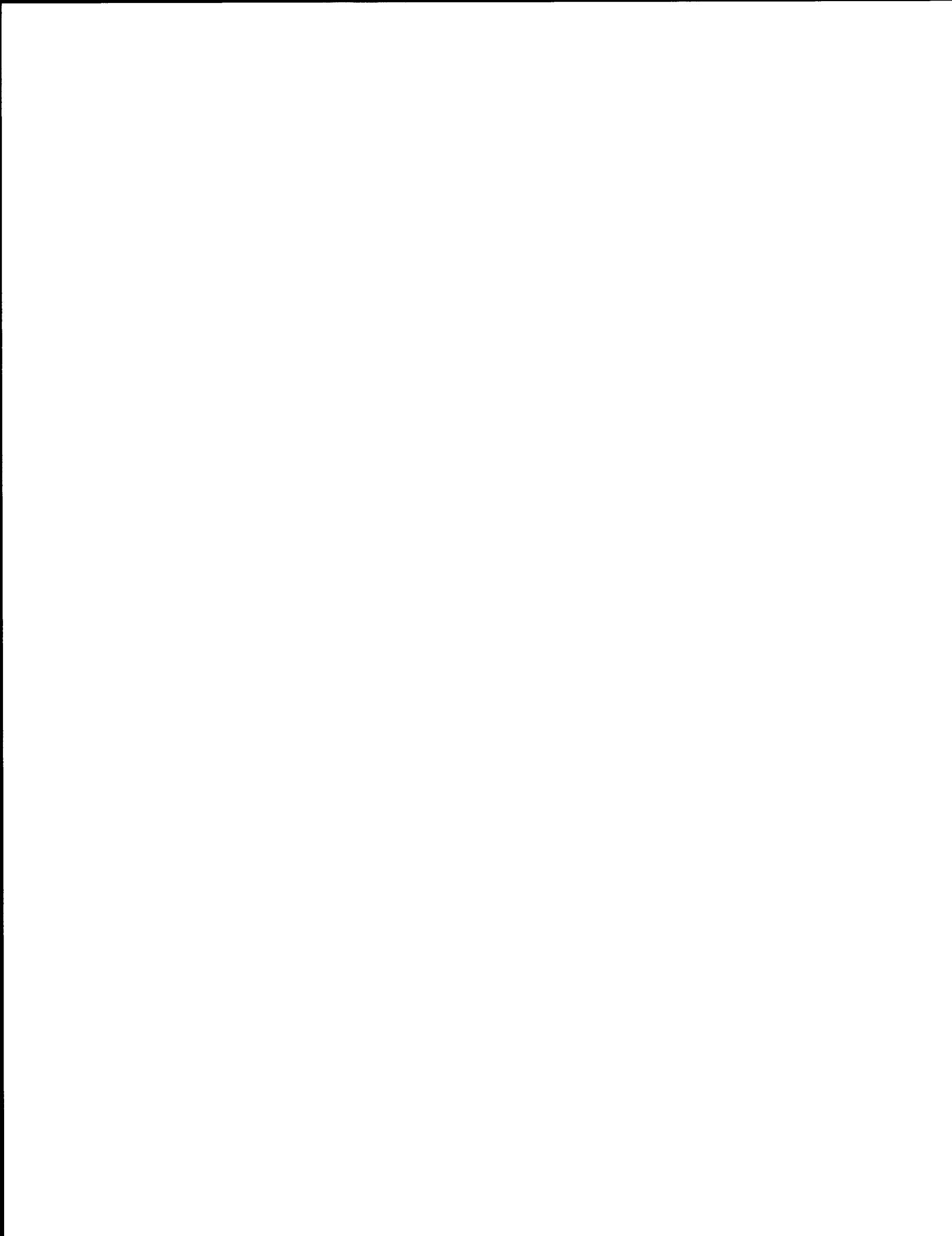
ITEM NO. 9c FINGERSPELLING, DEVIATIONS
(Misspelled words? non-standard abbreviations?)

<u>Response</u>	<u>No. of Students</u>
<u>Misspelled words</u>	
Makes no difference	29* (59%)
Interfere with understanding	19 (39%)
Makes no difference - (common words, but interferes with technical words)	1 (2%)

*1 reply qualified:
..if slightly misspelled

<u>Non-standard abbreviations</u>	
Makes no difference	29* (59%)
Interfere with understanding	14 (29%)
Makes no difference - (common words , but interferes with technical words)	6 (12%)

*1 reply qualified:
..if spelled out first time



Although one student commented, "Misspelled words drive me up the wall", most students felt that misspelled words by the interpreter made no difference in what they got from the interpreting. The reason given by 15 students was that they used total communication--lipreading, fingerspelling, signs---and a word that was misspelled could still be understood by lip-reading. The students showed the same degree of tolerance for non-standard abbreviations by the interpreter, and for the same reason: by using total communication, they reduced their dependence on any one method.

ITEM NO. 9d FINGERSPELLING/SIGN RATIO
(More fingerspelling? or more signs?)

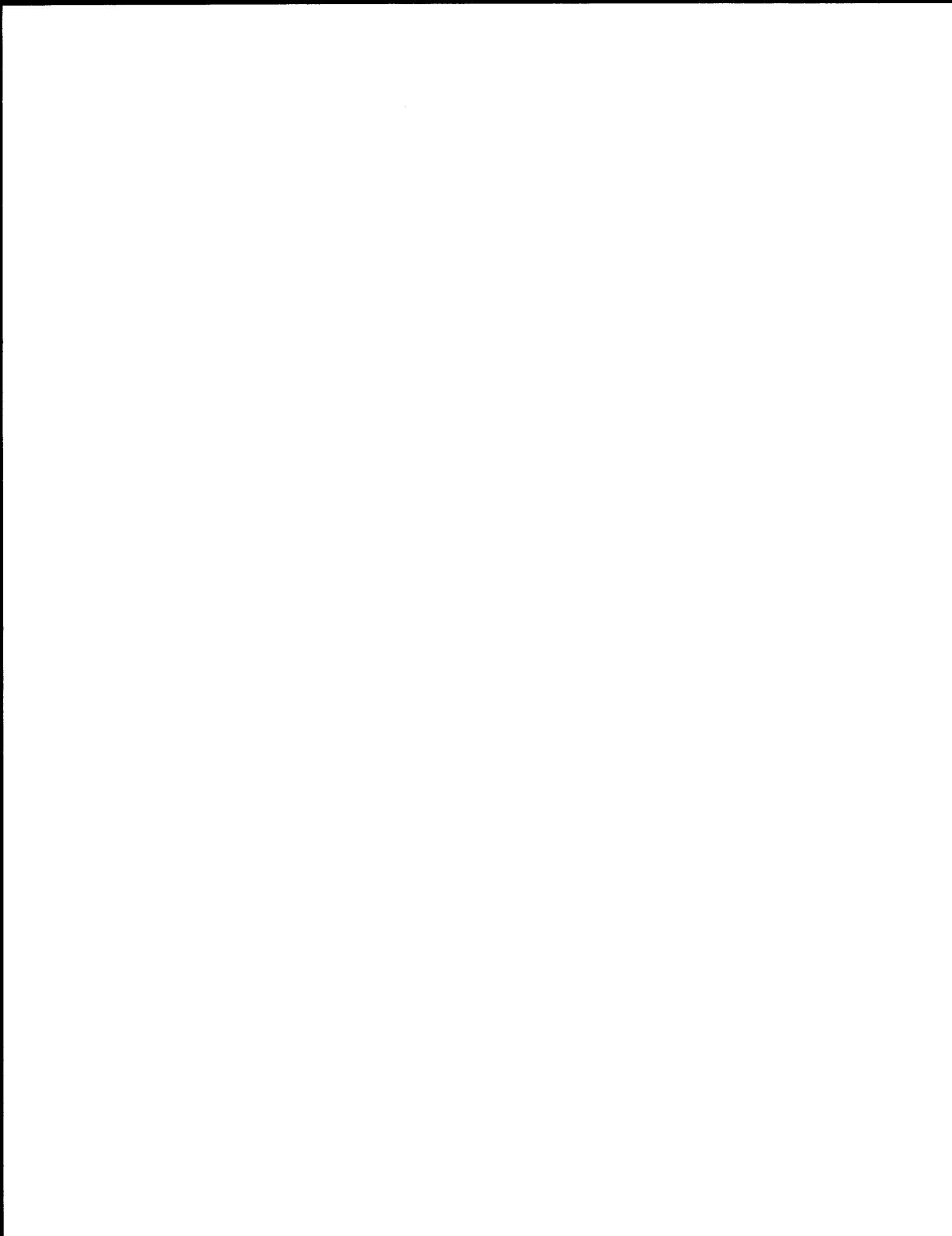
<u>Response</u>	<u>No. of Students</u>
Makes no difference, BUT	5 (10%)
..depends on lecture	
..depends on interpreter	
..sign new word	
..sign common word	
More signs (are definitely better)	22 (45%)
More signs (are better IF)	20 (41%)
..if subject allows - if available	
..if possible - after spelling first	
..if spell technical words	
..if standard sign - no Ameslan	
More fingerspelling (is better)	2 (4%)

All of the students under 25 years of age wanted more signs, without qualifications, although one young man admitted that he needed the exact words to increase his vocabulary. Most of the older students also wanted signs but were more aware of the limitations of the sign language.

ITEM NO. 10a SIGNS, SPEED
(As fast as average speech? slower?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	25 (51%)
Fast as average speech (is better)	19 (39%)
Slower than average (is better)	5 (10%)

This item attracted very little comment, and that was to the effect that slow signs were boring or omitted material.



ITEM NO. 10b SIGNS, SIZE
(Within body? larger?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	22 (45%)
Small - within body (is better)	7 (14%)
Larger (is better)	20 (41%)

A majority of the undergraduates (15 out of 26) felt that they understood more when the interpreter used large signs, and most of them were emphatic about it.

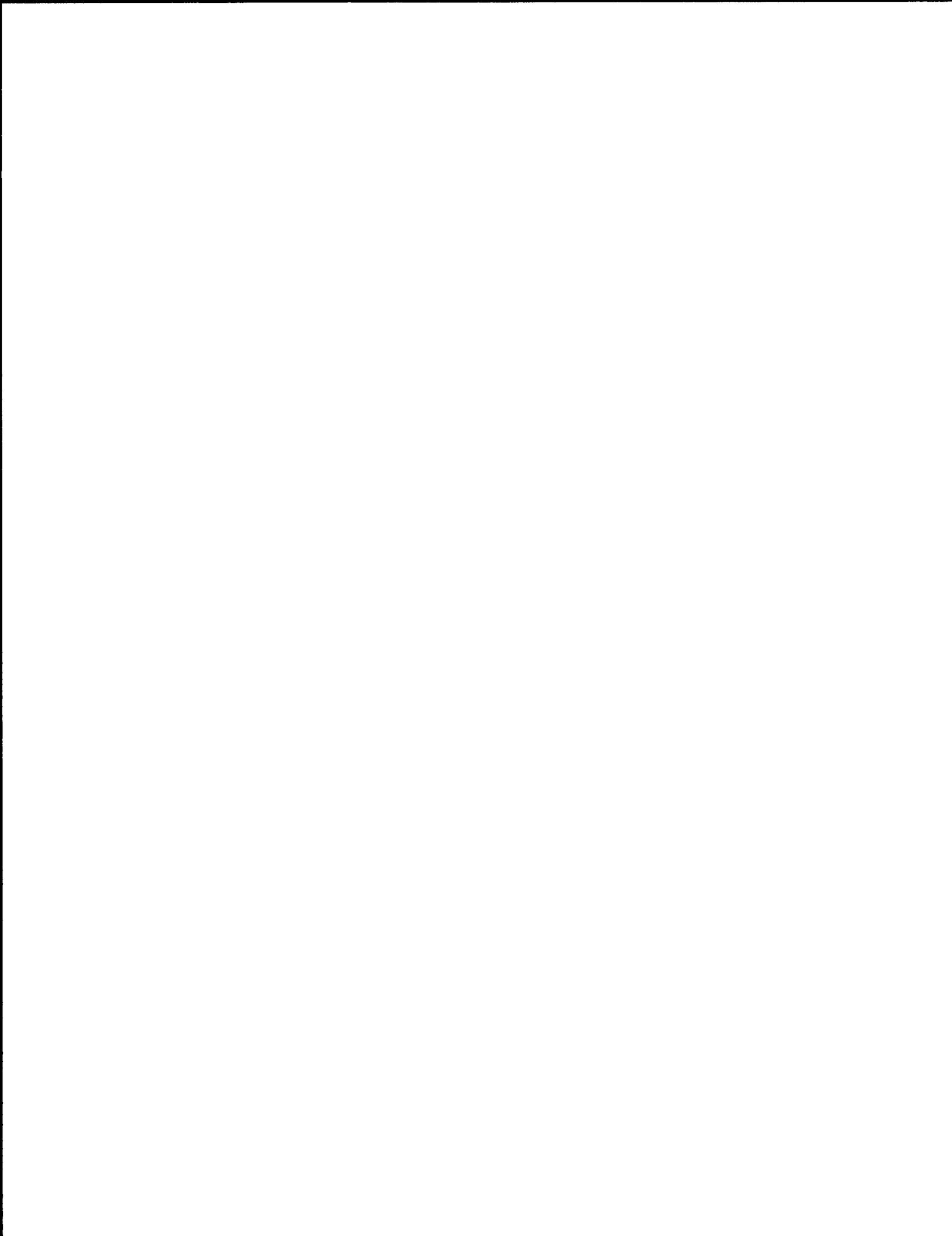
ITEM NO. 10c SIGNS, DEVIATIONS
(Wrong signs? new, unfamiliar signs?)

<u>Response</u>	<u>No. of Students</u>
<u>Wrong Signs</u>	
Makes no difference	17 (35%)
Interfere with understanding	31 (65%)

<u>New, unfamiliar signs</u>	
Makes no difference	25* (51%)
..(*5 replies were qualified:	
....if explained)	
Helps understanding	9* (18%)
..(*if spelled, if standard)	
Interfere with understanding	15* (31%)
..(*2 replies were qualified:	
....unless explained)	

Two-thirds of the students reported being bothered, most of them greatly bothered, by the wrong signs. One-third of the students reported that it made no difference to them if the interpreter used the wrong sign; 5 explained that they also depended on lipreading, 2 said they would correct the interpreter, and one thought it was fun to catch the mistakes.

Six students explained that new, unfamiliar signs made no difference to them because they would catch on through lipreading, and 3 explained they would ask later on. The students who favored new, unfamiliar signs were interested in increasing their sign vocabulary. Thos who opposed new signs objected specifically to invented signs, non-standard signs, SEE signs, and signs for "unimportant words like 'this' and 'that'". Interestingly, 2/3rds of those favoring new signs were women and 2/3rds of those opposing new signs were men.



ITEM NO. 10d SIGNS, EXPRESSION
(with expression? without?)

<u>Response</u>	<u>No. of Students</u>
Makes no difference	3 (6%)
With expression (is better)	46* (94%)

*7 replies qualified:
..follow speaker - 5
..not too much
expression - 2

The students almost unanimously felt that the interpreter should interpret with expression, and most of them felt strongly about it. One student remarked, "I want to hear..."

ITEM NO. 11a LIP MOVEMENT, SIZE
(Normal size? larger?)

<u>Response</u>	<u>No. of Students</u>
Normal size (is better)	43* (86%)
Larger than normal (is better)	7 (14%)

*5 replies qualified:
..not small - 3
..with articulation
..not half said

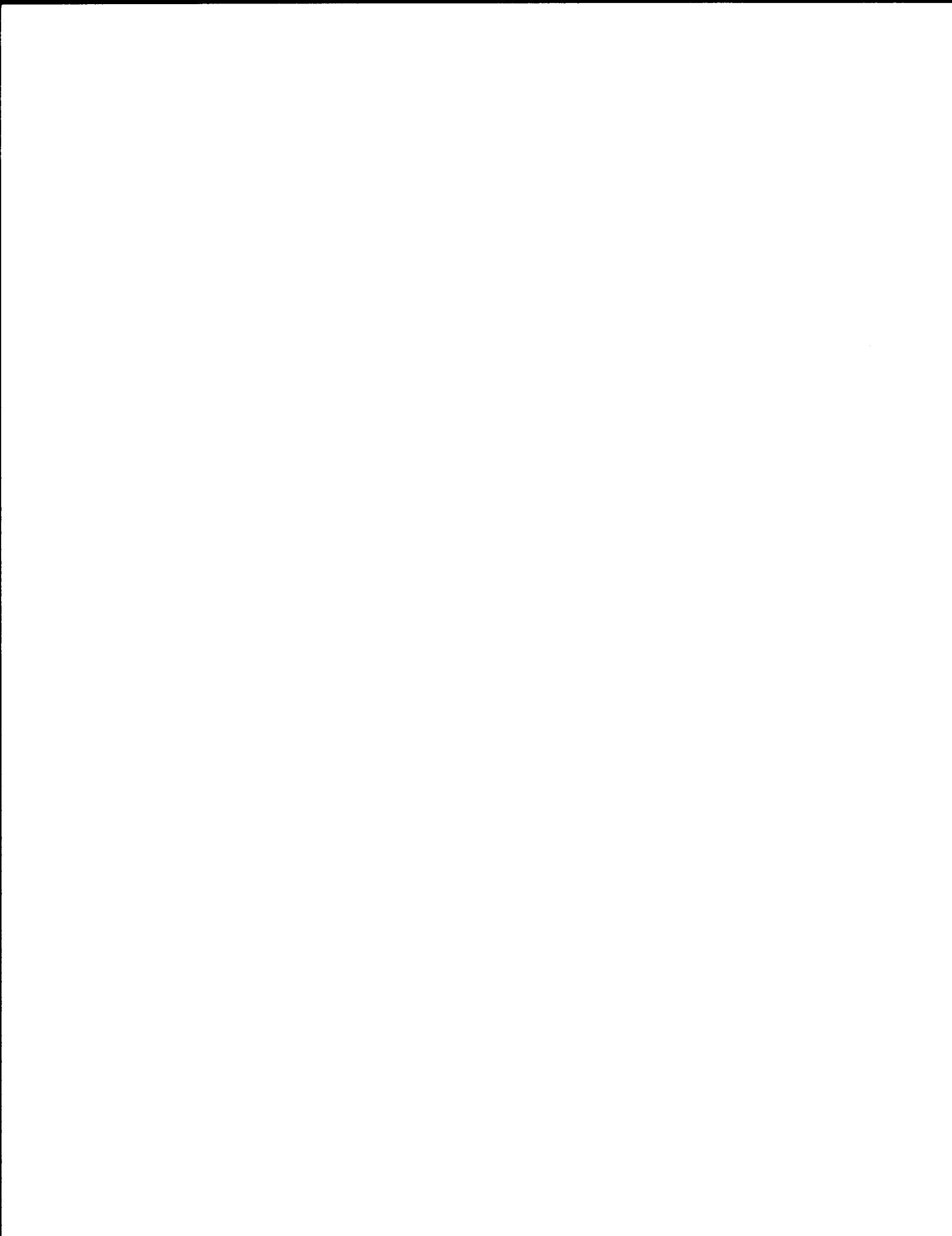
Normal-sized lip movement was preferred by a large majority of the students; moreover, 8 students strongly criticized larger lip movements. On the other hand, 7 students preferred the larger-than-normal lip movement; 6 were under 25 years old, perhaps in agreement with one young student who said, "but the normal hearing doesn't move his mouth."

ITEM NO. 11b LIP MOVEMENT, EXPRESSION
(Normal expression? more?)

<u>Response</u>	<u>No. of Students</u>
Normal expression (is better)	47* (94%)
More than normal (is better)	3 (6%)

* 1 reply qualified:
..except drama

Very few students wanted the interpreter to use more than normal expression in lip movement. In fact, 6 expressed dislike of too much expression. Five students added the comment that the interpreter should follow the speaker's expression.



QUESTION NO. 1

WOULD YOU RATHER HAVE THE INTERPRETER SIGN ALL THE LECTURE(AND YOU MISS SOME) OR HAVE HIM SIGN SLOWER(AND LEAVE OUT SOME OF THE LECTURE)?

Answer

- Sign all the lecture
Sign slower and omit some

No. of Students

39*	(78%)
11**	(22%)

*2 answers qualified:
..assuming notetakes

**4 answers qualified:
..if interpreter gets point

Of the 11 students who preferred that the interpreter sign slower, 8 were above-average signers and 3 were average signers. The same proportion as that found in the total group of students interviewed. So, the ability to sign apparently did not affect these answers.

QUESTION NO. 2

WOULD YOU RATHER HAVE THE INTERPRETER USE MORE SIGNS (INCLUDING SOME YOU ARE NOT SURE OF) OR HAVE HIM SPELL MORE AND FASTER (AND YOU MISS SOME)?

Answer

- Use more signs
Spell more and faster

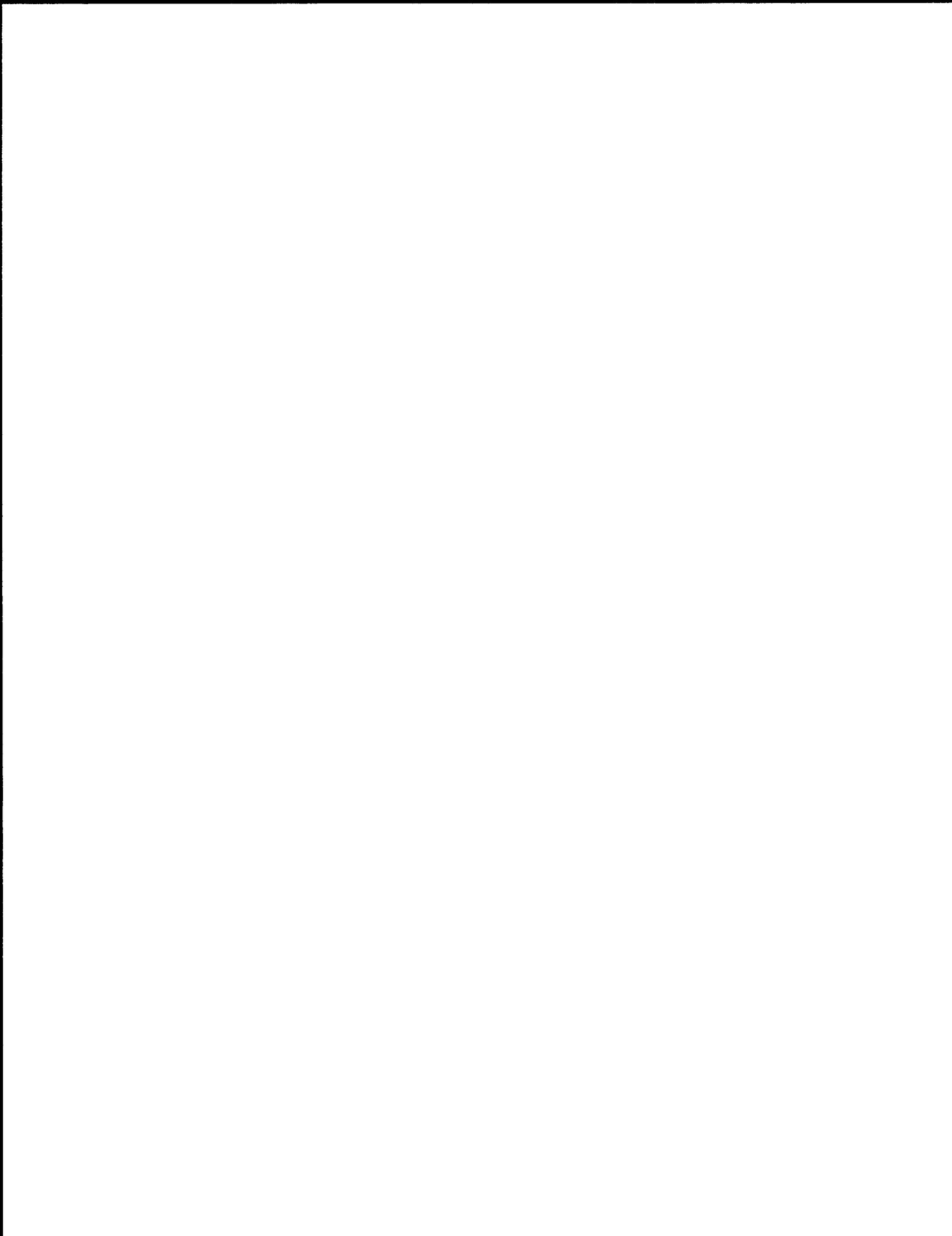
No. of Students

37	(76%)
12	(24%)

As you might expect, only one "average-signer" out of 13 preferred more spelling. But, as might not be expected, the sexes did not agree. One-half of the men over 25 years old (6 out of 12) preferred more spelling, but only one-fourth of the women over 25 (3 out of 12) and none of the younger women preferred more spelling.

QUESTION NO. 3

WOULD YOU RATHER HAVE AN INTERPRETER WITH A BETTER-THAN-AVERAGE ABILITY TO SIGN OR ONE WITH A BETTER-THAN-AVERAGE KNOWLEDGE OF THE SUBJECT?



<u>Answer</u>	<u>No. of Students</u>
Better ability to sign	36* (72%)
Better knowledge of subject	14 (28%)

*2 answers qualified:
 .. except statistics
 .. except technical subjects

Only one women over 25 years old (1 out of 13) preferred a better knowledge of the subject.

QUESTION NO. 4

IF THE LECTURE IS HARD TO UNDERSTAND, WOULD YOU RATHER HAVE VERBATIM TRANSLATION OR HAVE IT CHANGED TO SIMPLE LANGUAGE(AND RISK A CHANGE IN MEANING)?

<u>Answer</u>	<u>No. of Students</u>
Verbatim translation	42 (84%)
Changed to simple language	8* (16%)

*3 answers qualified:
 .. if interpreter has ability to change

Three students who preferred verbatim translation explained:

- ... takes too long to change
- ... I want to learn vocabulary
- ... after class, I'll talk with teacher

One student who preferred the lecture changed explained:

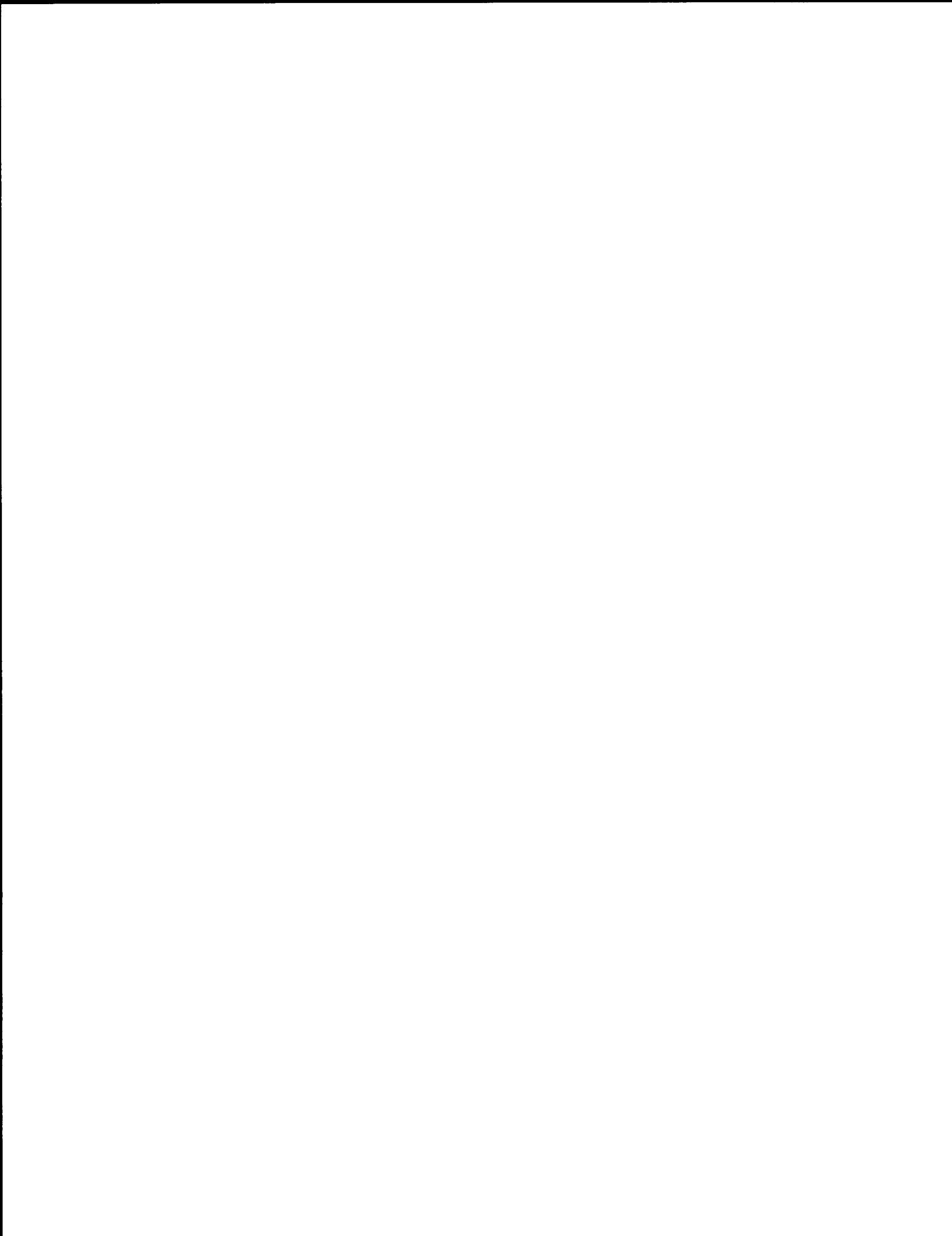
- .. I depend on notes

QUESTION NO. 5

WOULD YOU SOMETIMES RATHER HAVE A PAID NOTETAKER THAN AN INTERPRETER?

<u>Answer</u>	<u>No. of Students</u>	<u>No. of Students</u> (excluding males under 25)
NO	31 (63%)	27 (77%)
YES	18 (37%)	8 (23%)

The total percentages were definitely skewed by the group of males under 25 years of age. Ten of the 14 young men opted for notetakers. When this group is excluded, only 8 out of the remaining 35 students who answered the question ever preferred notetakers.



Comments of the 10 young men who answered YES:

- .. sure--in all classes
- .. of course--in all subjects
- .. if I'm the only deaf in the class
- .. in most subjects notes are very important to me (if exam is over lecture, I prefer interpreter)
- .. when there is a lot of blackboard and not much lecture, good notes are more important
- .. in my major (science)--I study notes at night--I forget what interpreter says
- .. in my major (psychology)--especially on days I miss class
- .. when I can lipread the teacher
- .. if notetaker can sign--(Biology)--I lipread teacher
- .. in math

Comments of the other 8 students who answered YES:

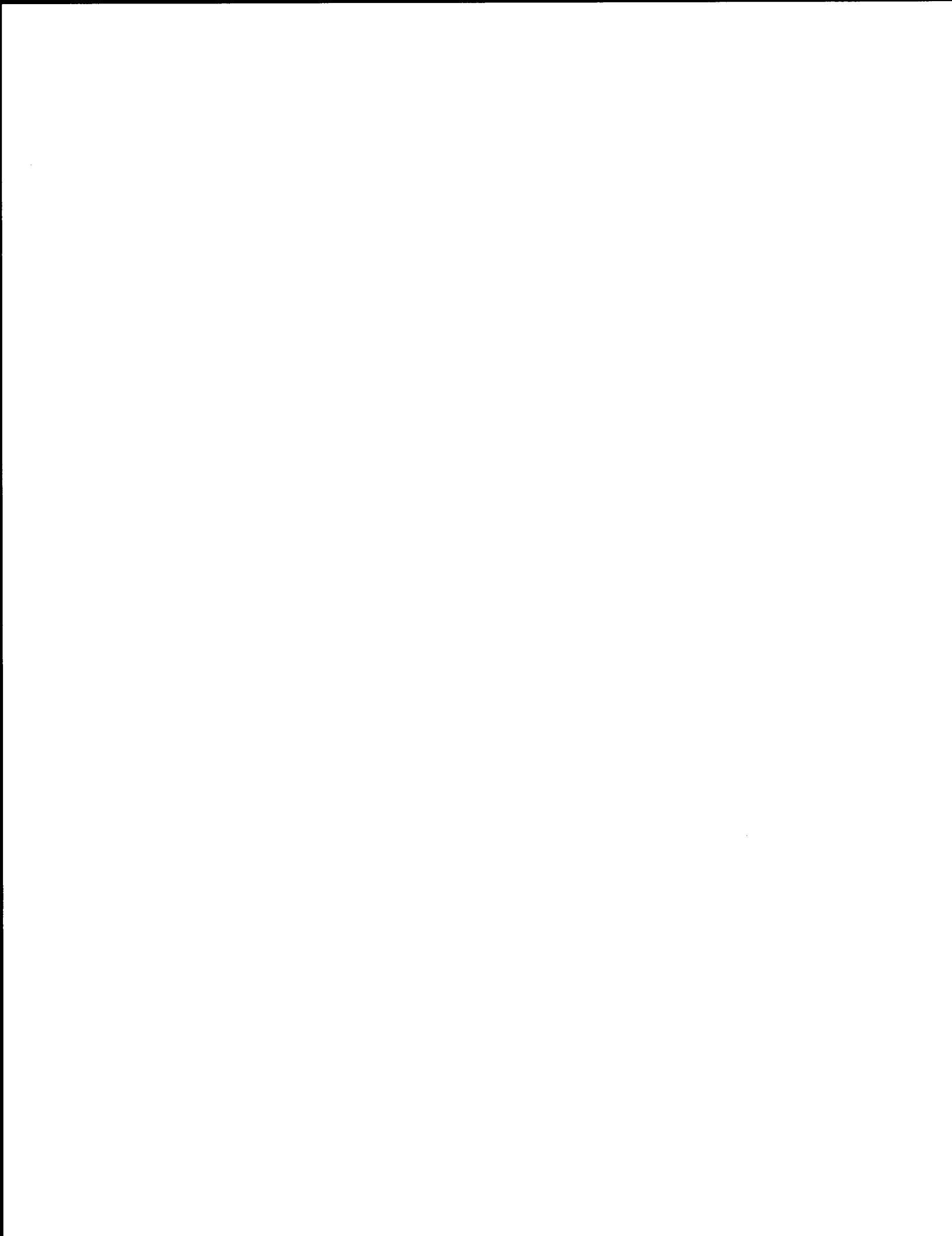
- .. in all classes--notetaker should be member of class
- .. most of the time I get more from the teacher, than I want an interpreter
- .. in technical factual lecture (Bio, History)
- .. if I don't fully utilize services of interpreter
- .. if tests are over lecture and lecture is full of boring facts (History --not worth paying attention to interpreter)
- .. if good volunteer notetaker is not available
- .. when interpreter is bad

QUESTION NO. 6

DO YOU HAVE ANY SUGGESTIONS, IDEAS.... THAT WILL IMPROVE THE INTERPRETER?

General comments:..... scarcity of good interpreters had led to more flexibility in my standards.... when the interpreter spells instead of using standard signs, I know she isn't thinking..... although I want to learn more vocabulary, the most important thing is to understand..... I have enough speech discrimination that I am fouled up by the time lag, and I have to turn off the aid (and feel guilty).

NOTETAKING..... good notetaker very important to me..... volunteer notetakers not always satisfactory..... notetakers for the days I'm absent (better than volunteers)..... I want detailed notes--very important on tests--help more than lecture--if volunteer turns out to be poor notetaker, then I want a paid one occasionally, I'd prefer a paid notetaker (Philosophy or physical science)-- I relied greatly on notes for these courses and less on interpreter.



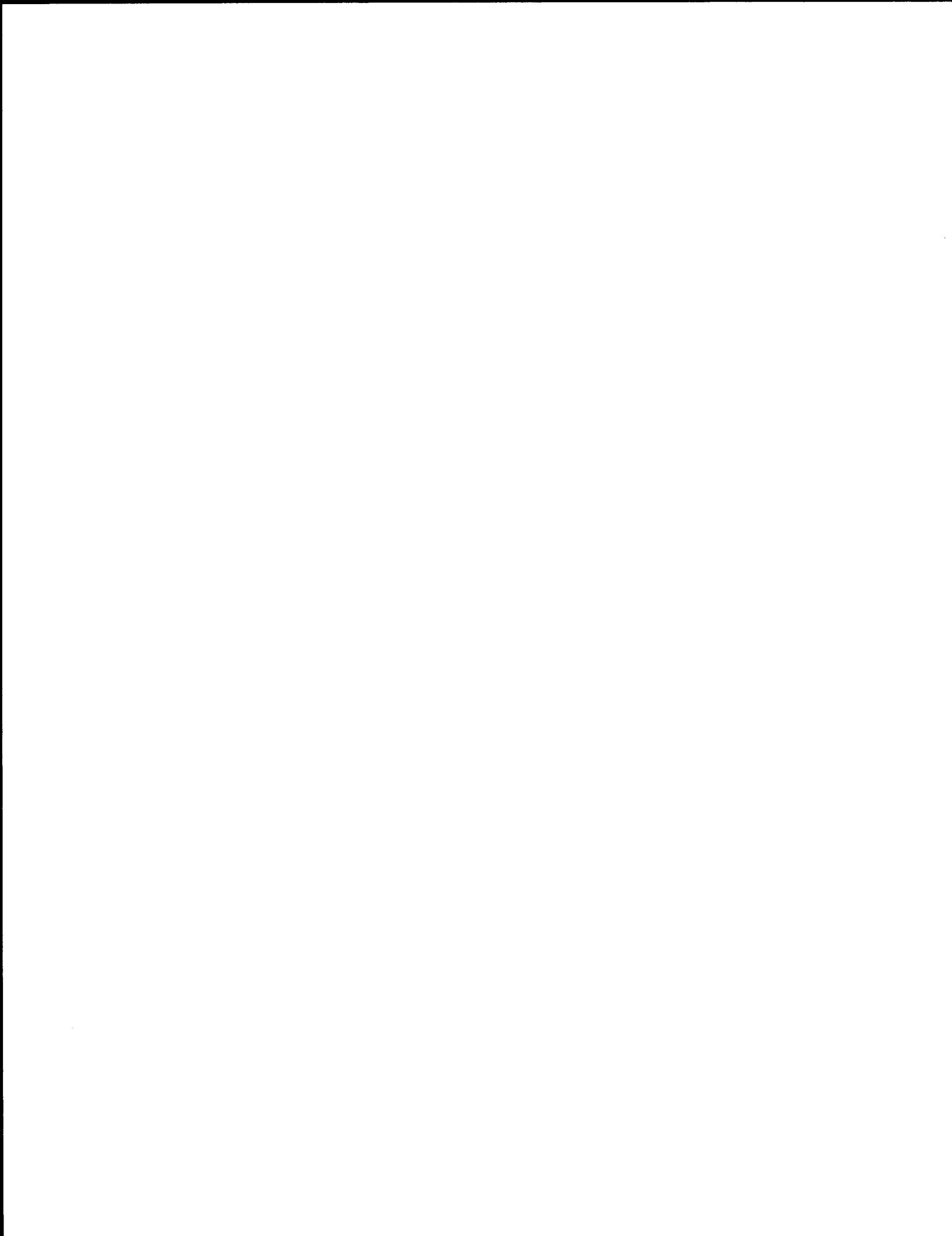
Comments to COORDINATOR:there should be a supervising interpreterneed more interpreters.....program for interpreters should be expanded to meet demand in speacialized fields.....if students complain and interpreter can't improve, then don't use that interpreter.....students should turn in time sheet to check against interpreters log.....interpreter should not interpret one hour after another if classes too far apart.....college degree is recommended for interpreters in scientific fields.

Comments to STUDENTS.....if students read beforehand, they will be more familiar with terms and it will be easier to understand the spelling.....many students don't know how to use interpreter effectively (e.g., get teacher attention).....deaf should be able to watch both teacher and interpreter--not sit apart--mingle.....students should learn to watch hands (signs) and face(lips)although deaf should be encouraged to talk, if the hearing students or teacher depend on interpreter's voice, the deaf should not use theirs at the same time.

NEW Interpreters: I'm tired of teaching new interpreters.....new interpreters should be evaluated by coordinator/students.must learn more signs to keep up with lecture (classroom is too important, not the place for learners)new signers need in-service training, especially for reverse--use English class for Freshman or Miller's independent study.....student interpreters must be more professional (especially in behavior)--require workshops as employment condition.....training course for new interpreters at the University.....improve ability to sign and reverse before going into classroom.....practice with movie, TV news before going into classroom.....substitutes should be better qualified.

EVALUATION of interpreters:.....must be standards, certification of interpreters (for membership in RID).....should test all interpreters once a year--if they meet the test, they can continue for another year--so it will not hurt the studentssome kind of test to establish level of sign language efficiency.....experienced interpreters should be re-evaluated on occasion.....have students rate interpreters and make available to coordinator.....students' rating of interpreters should be available to other students and to coordinator (pay raises, etc)--help students feel a part of the system, reduce feeling of alienation.

VERBATIM:.....stay up with teacher--don't wait.....interpret all the lecture.....remember responsibility to transmit all.....interpret verbatim--I want speaker's vocabulary, even if spelled wrong.....alert, interpret every word of lecture and discussion--no summarization.....follow every word, including vulgar side remarks by other students.....don't get carried away and make own comments--interpret only what teacher says.

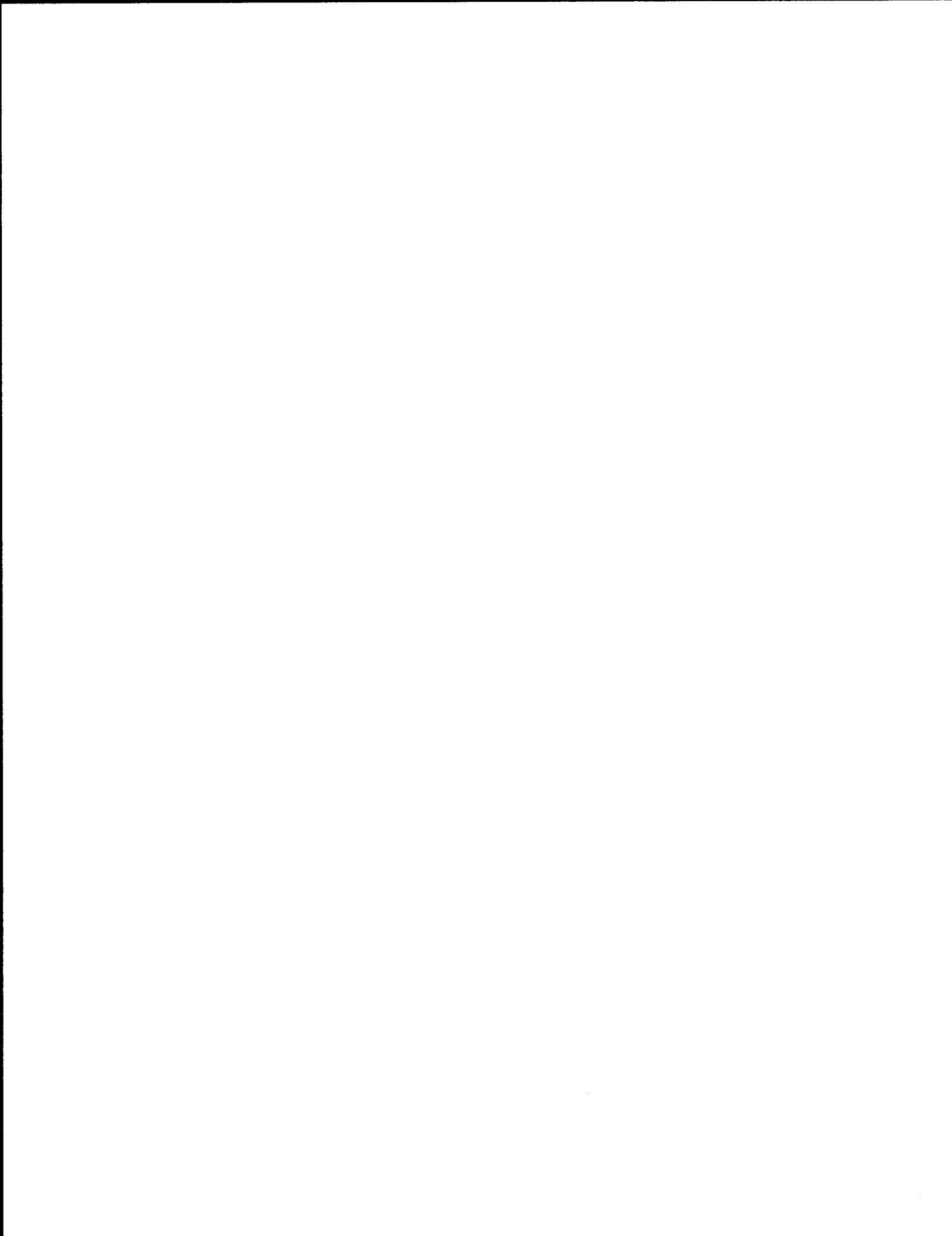


SIGNS:.....more signs.....go to school to improve signs.....go to classes and learn sign language.....practice, mingle with deaf to learn more signs (other parts of country).....interpreter should be familiar with Ameslan, SEE, etc., so can communicate with all ages.....I prefer Ameslan to SEE signs.....No Ameslan--use English order.....use SEE signs for endings, exact words--to improve my grammar.....I like the new endings.....no invented signs.....imagination helps--invent signs.....spell new vocabulary, then make up signs for long words or frequently used words.....be able to invent signs for hard words with no official sign--ask students for quick agreement and proceed.....spelling should be clear--alternate signs and spelling (keep student awake).....lip movement should be continuous.....lip movement with signs.....conflict among sign language ideologies must be settled--we are playing into the hands of the oralists.

REVERSE interpreting:.....reverse interpreting is very important--many interpreters can't read students' signs--we need to ask questions, participate--we don't want to be left out.....must know how to reverse interpret.....need improvement in reverse.....should socialize with deaf to improve reverse.....improve reverse interpreting.....need reverse training--some interpreters are not as good at reverse as they think.....interpreter should not change what I say -- no matter my English--so teacher can correct and I can improve, and I'll be better prepared when test comes--interpreter should not wait until I'm through.....interpreter should reverse exactly what student says (not argue about it).

KNOWLEDGE of subject:interpreter should be knowledgeable.....should understand vocabulary.....should have knowledge of subject so can define words without bothering the teacher.....knowledge of subject and expressions and clear signs are the main things that an interpreter should have.....interpreter should read text and be familiar with vocabulary and ideas.....interpreter should take with professor and get ideas about what he plans to teach.....interpreter can save time if he helps ask questions of teacher.....in pause, helps if interpreter can summarize (some don't want to repeat).....help if interpreter had course, especially in technical field.

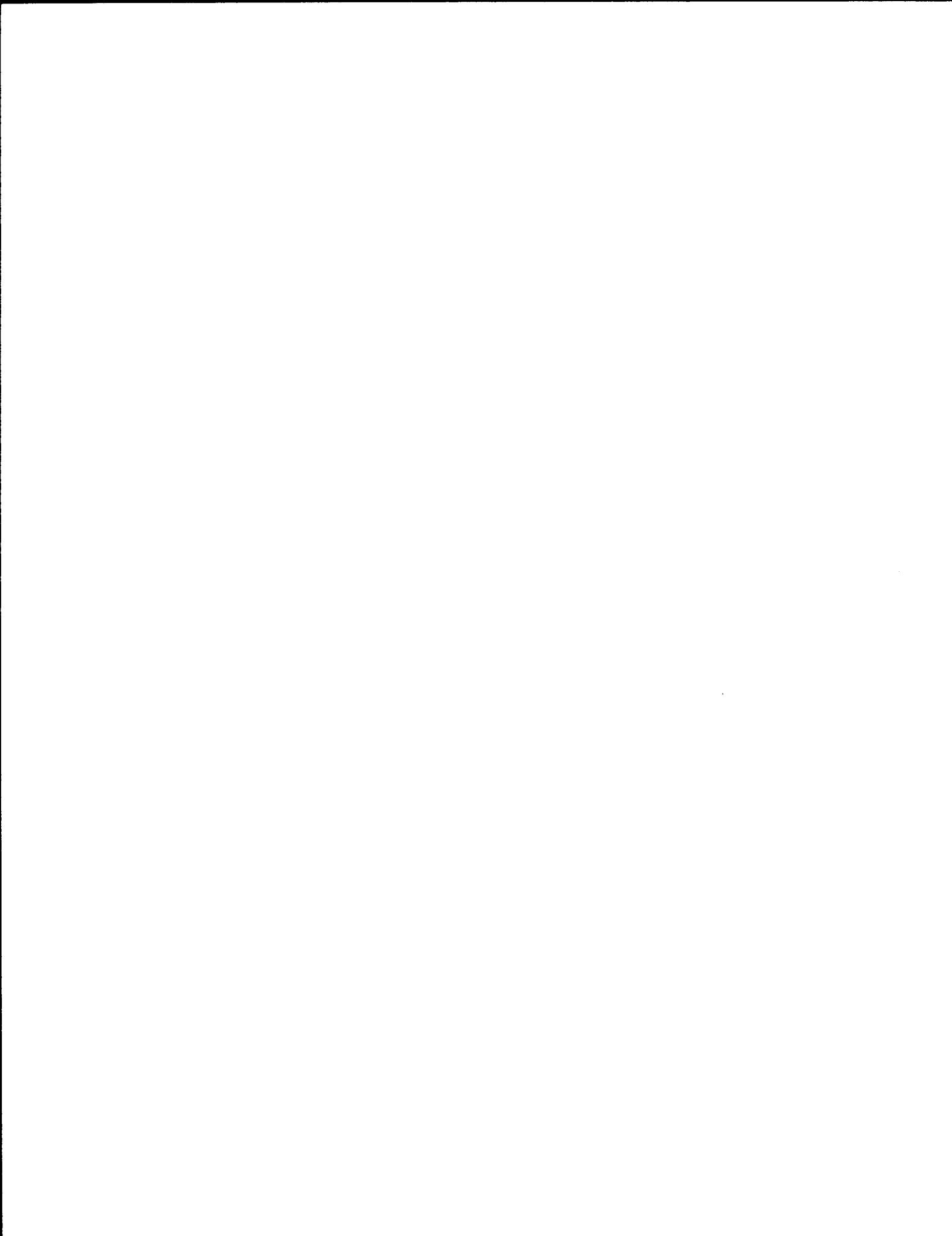
OTHER CLASSROOM TIPS:interpreters should be flexible.....should interpret extra-curricular conversation (before class, etc.)--bonus--more a part of class... ..be available for signing or notetaking.....go to school to improve notetaking.....interpreter should be all-around (interpreting, discussion, notetaker).....important for interpreters to be on time (first part of lecture very important--assignments)interpreters should get enough sleep.....do not move with speaker.....should be up to student where to sit.....don't look at one student all the time.



ATTITUDE:be interested.....have more respect for deaf student..... don't be impatient with students' questions.....be cheerful--leave problems at home... ..don't get defensive, up-tight (interpreter can't please everyone)--relax..... should not be too stiff, tense.....it would be neat if all take drama from Lou Fant-- for facial expression, to relax in signing and dramatize signs.....I want the feeling, flavor of teacher, as well as the words.....use expression.....interpreter must remember she conveys her own feelings--the student is aware of the interpreter's feelings, the speaker's feeling, and own feeling.....interpreter should be professional not let personal mood interfere with interpreting--I get involved with interpreter's feelings.....interpreter should be warm but not personal--more professional.

COMMUNICATION between interpreter and students: communication is a 2-way street..... rapport enables student to be more responsive to interpreter's efforts.....pictures of interpreters should be posted so students know.....friendly interpreter--I can feel like saying how I feel.....interpreter should be more service, warm, friendly (I get more interaction with other students without interpreter).....free exchange between interpreter and student.....interpreting not easy-- deaf must feel free to interrupt and get an understanding.....students should feel free to criticize.....formal/informal discussions with students as to their needs.....interpreters should invite students to meetings and share ideas for benefit of both--joint meetings--standarize signs.....survey is needed--what do the interpreters expect from the students?

Miscellaneous GRIPES:interpreters here because of deaf.....interpreter is not doing the student a favor.....why are uncooperative interpreters here in the first place?.....don't like the belligerant "I don't care" attitude of interpretersdon't watch the clock--don't be in a hurry to leave.....stop smelling (thinking) money.....interpreter should be more service-oriented--less money consciousinterpreter should not brag.....some interpreters are a waste of time--don't know the vocabulary and are hard to lipread (especially moustache).....should not judge student or talk about student--get back to student.



OBSERVATIONS ON THE SURVEY

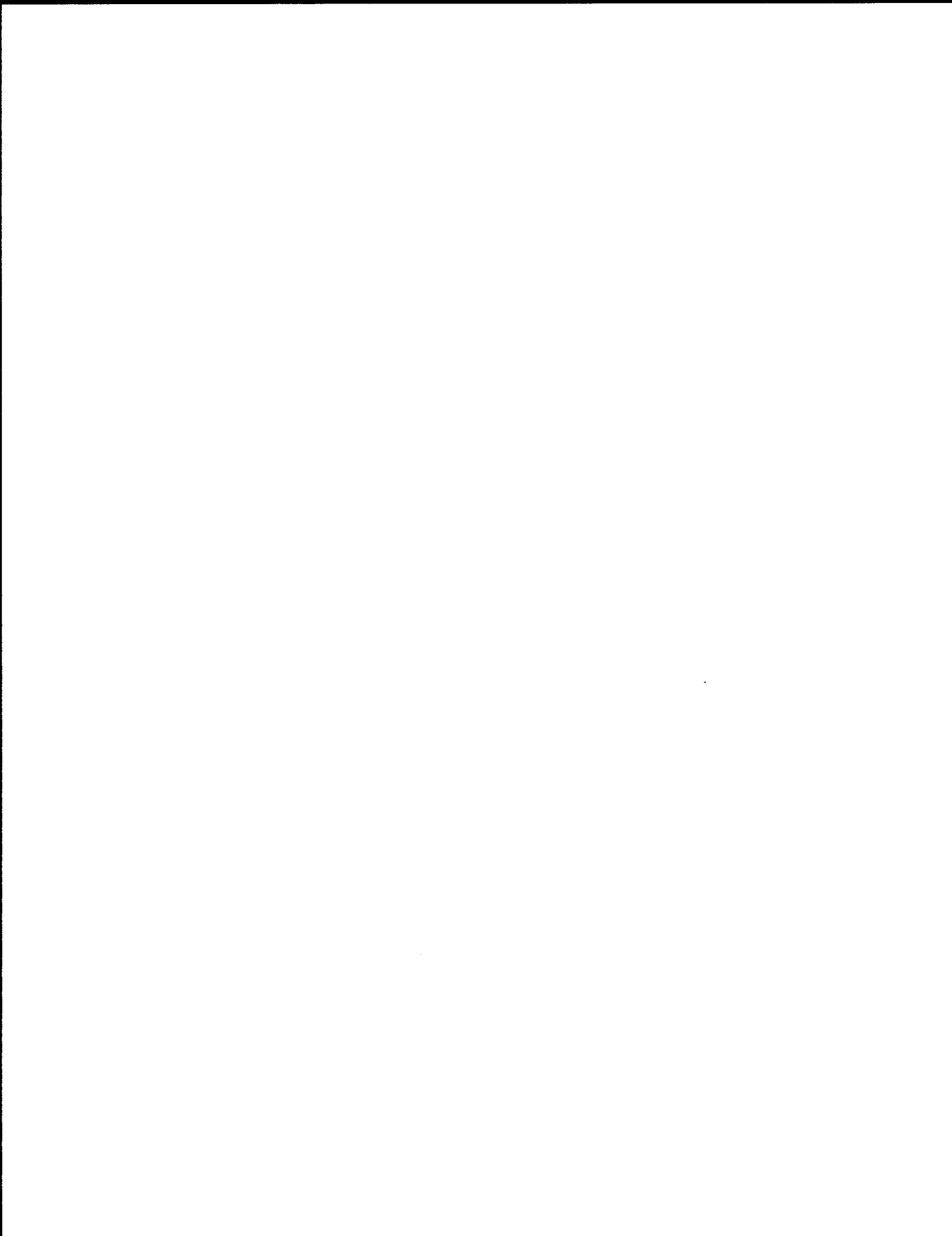
This survey (of 50 deaf college students) has given me something to think about. I have always felt that the exact word, the vocabulary, was very important, and I have always spelled a lot. I can't use the sign important for "serious", or maybe for "probably"; to me, they don't mean the same at all.

So I was not surprised when the students expressed their desire for the exact words of the speaker, or verbatim translation. However, I was surprised at how little they get from fingerspelling, their very strong preference for signs over spelling. A good three-fourths of them would rather have the interpreter use unfamiliar signs than to spell more and faster.

As a further check, each student was given this sentence and asked how he would like it signed to him: HE PROBABLY WOULD DENY ALL HER CHARGES. Sure enough, they avoided spelling. Except for the first pronoun, so short that the spelling is almost a sign, they choose signs. Even when they weren't pleased with the sign they came up with, or if they couldn't think of any sign, they still wanted signs, not fingerspelling.

Can we avoid fingerspelling and still give the exact vocabulary? Until we have a sign vocabulary many times larger than the one we have, perhaps the student will get the most from the nearest sign (a general category-type sign) plus lipreading for the exact word--and a minimum of fingerspelling.

	<u>Spell</u>	<u>Omit</u>	<u>Sign</u>		
HE	30	1	18	11 point 6 SEE 1 point & man	
PROBABLY	0		49	44 maybe 2 apparently 1 always right	1 maybe & ly 1 possibly
WOULD	6	3	40	18 will 18 will & d 1 like	2 will & past 1 true
DENY	9 (1 spell & sign)		39	22 double not 5 refuse 4 not 1 defend 3 don't know, but want sign	1 cancel 1 no 1 excuse 1 church



	<u>Spell</u>	<u>Omit</u>	<u>Sign</u>	
ALL	0	49		
HER	10	39	27 possessive 9 SEE	2 possessive & girl 1 possessive - at the end
CHARGES	19	29	15 cost-charge (1 with s) 7 against 1 insult 1 don't know, but want sign	2 blame 1 blame me 1 cost & against 1 children

EDUCATIONAL PANEL PARTICIPANTS

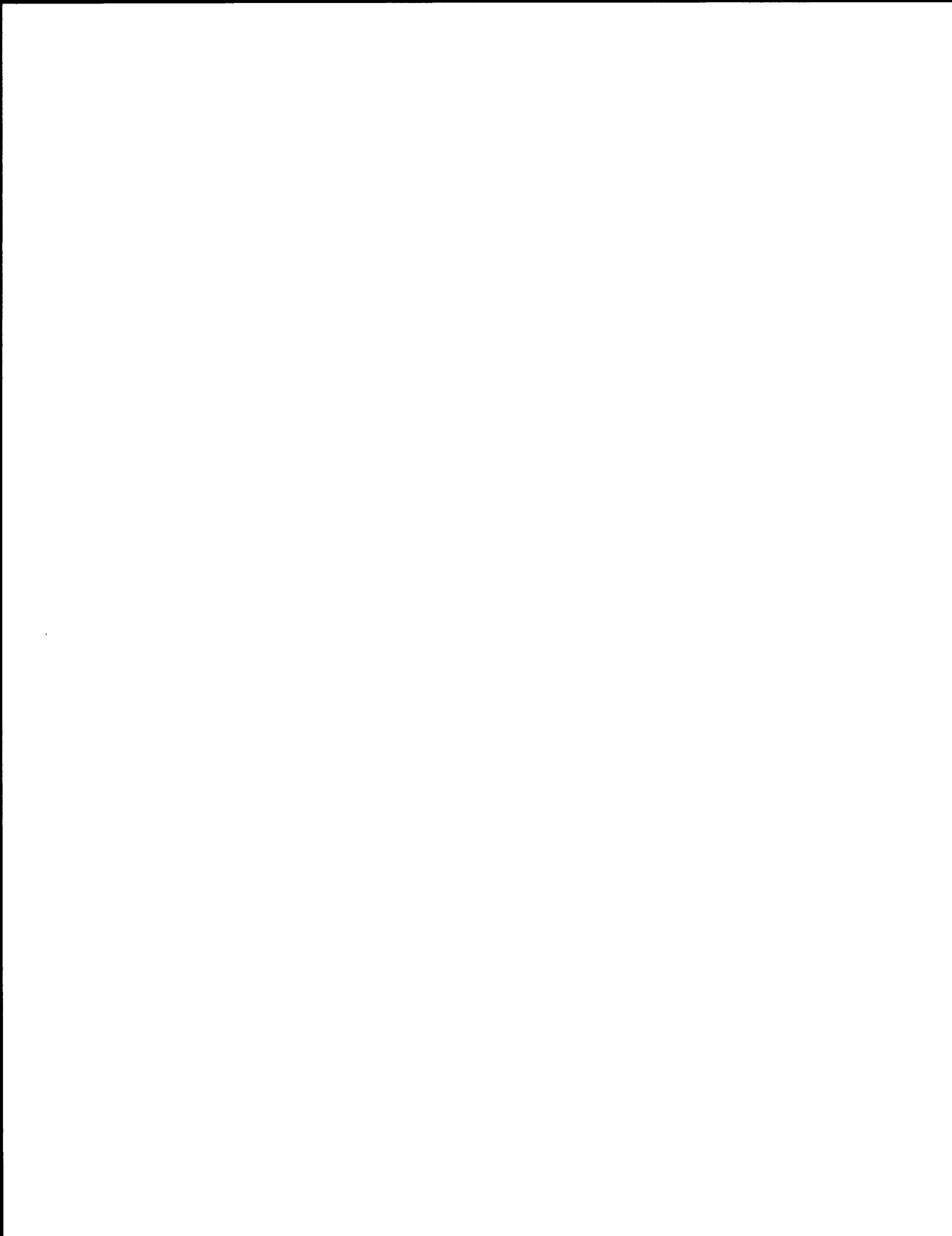
The success of the educational workshop was to the credit of several people:

Ms. Maree Jo Keller, Interpreter at CSUN, as moderator, made some pertinent observations about educational interpreting in general and college interpreting in particular, and then, as interpreter demonstrated college interpreting.

Mr. Robert R. Lauritsen, Project Coordinator, St. Paul Technical Vocational Institute, MN showed a film of his fine program. Bob's running commentary was very professional, and he answered many questions about vocational training interpreting with urbane poise and good humor.

Ms. Sharon Neumann, Interpreter at CSUN, skillfully demonstrated college interpreting during the first part of the workshop and then, as moderator during the last part, because a human dynamo, alternately cajoling and bulling the group through a "brain strom", for a whirlwind 20 minutes.

Ms. Donna Pfetzing, Interpreter at Orangeview Jr. High, Anaheim, California gave a demonstration at the Junior High School level by interpreting for Ms. Judy Sabbagh (teacher) as Judy taught a class in icing a cake. It was a delight to watch these young attractive women teach and interpret with such warmth and sincerity to the deaf students, David and Tony.



...sure way of arriving at your destination is knowing how to go in reverse....

Moderator:

Herbert W. Larson, M.A.

Assisted by:

Gerald Burstein
Emily Daverin
Thomas Fishler
Joanne Hamblin
Etta & Russel Stecker
Sandra Tait
Wilma Tilbury

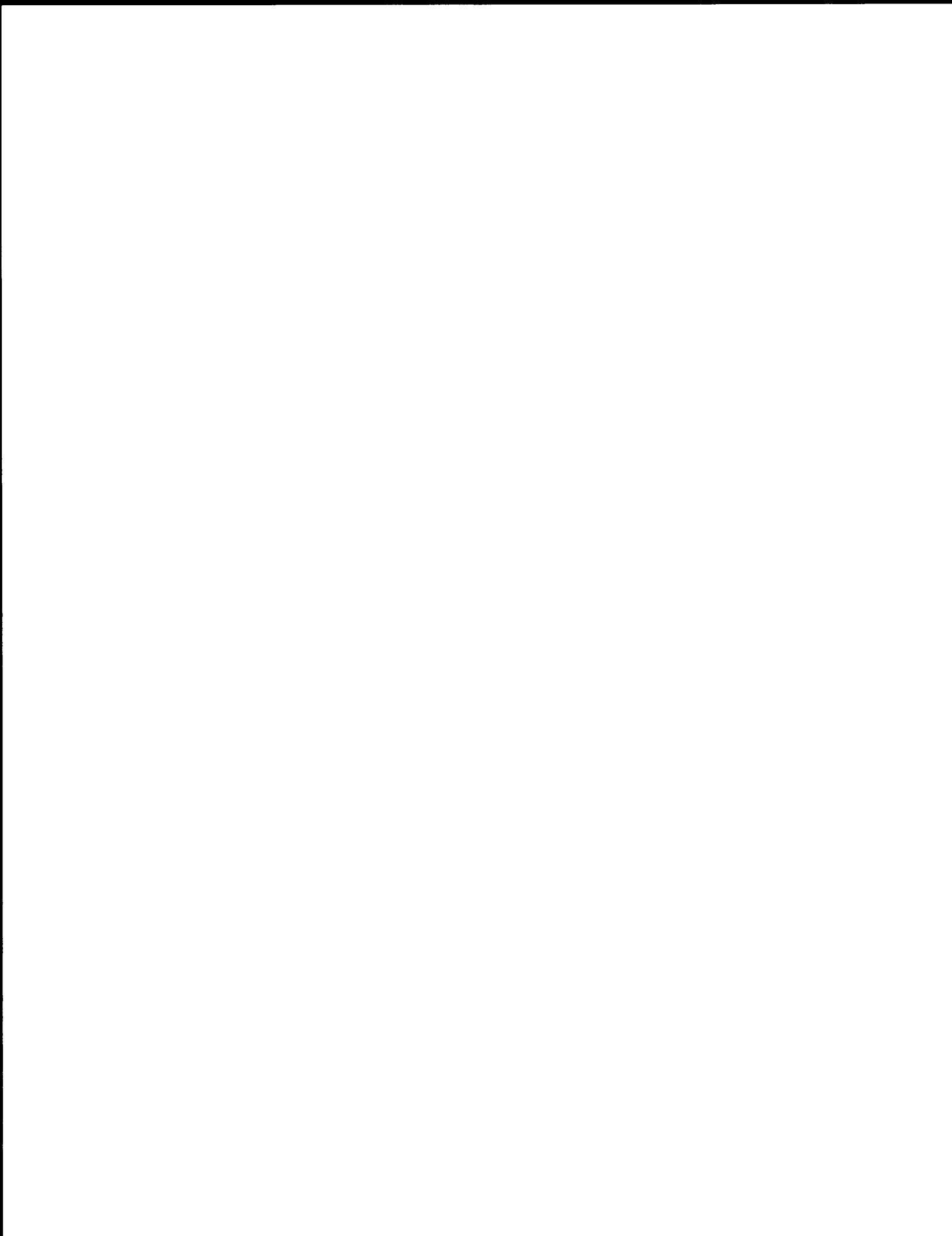
Reverse Interpreting

The two very popular reverse interpreting sessions began with an introduction of the committee members and an announcement that throughout the session the workshop participants would be expected to join in the discussions and take an active part in the various interpreting situations. Delicious candy suckers were to be distributed to those who contributed to the success of the session by active participation.

Reverse interpreting was defined as being simply interpreting the signed communication into an oral rendition...that is, speaking for the person who is signing and/or fingerspelling.

There was a discussion of points to ponder while preparing for a reverse interpreting situation. They were: type of background interpreter must content with; type and color of clothing and shoes the interpreter should wear; position of the interpreter in regards to the speaker and the people for whom she/he is interpreting. The reverse interpreter must also constantly remind himself that he is to avoid making personal comments, or to ad lib. He must also have a vocabulary that is adequate enough to permit him to effectively interpret the signer.

The reverse interpreter must gain the confidence of the person for whom he is "speaking". He should, if at all possible, attempt to get acquainted with the person for whom he is to interpret, (the "signer") and obtain any notes or agendas of the lectures, discussions, or workshop sessions for which he is to interpret. The reverse interpreter should get hold of the scripts of all plays or words, all songs and/or poems which he will "speak".



The reverse interpreter should always be aware of where he stands or sits. He must be comfortable and relaxed to be effective. He must be able to see the "signer" clearly and at the same time make himself clearly understood to those that will depend on him to get ideas, beliefs, and feelings of the "signer" across to them. Whenever possible, men should speak for men; women for women. All reverse interpreters should use good voice inflection. It was also pointed out that both the "signer" and the "speaker" should attempt to be on time at all occasions as this would help to create a more relaxed atmosphere.

Chewing gum should be left under the table; cigarettes should be kept in the ashtrays. Reverse interpreters should remain themselves that they will get their breaks.

Reverse interpreters should have their hands free at all times in case they need to stop the signer to check for words, statements, or concepts they have, for one reason or another, failed to understand. Reverse interpreting should always be done in proper English structure. If Ameslan is being used by the signer, the interpreter should speak in straight English. For example, if the signer signs, "For, for?" The speaker should say "What for?" (Para.) Some of the problems in reverse interpreting were discussed. They were as follows:

1. Reverse interpreting for deaf oralists... "mouthing" the words to the deaf oralist who cannot see or understand the person speaking. This is an entirely different situation which calls for special seating arrangements, and an interpreter that can be easily understood through lipreading.
2. Reverse interpreting for deaf people unfamiliar with the manual communication medium being used... using S.E.E. instead of Ameslan for example.
3. Reverse interpreting for deaf individuals who have unintelligible speech and talk and sign at the same time. Should the interpreter suggest that he not speak while he signs? Should the interpreter just go ahead and speak for those that evidently don't understand the deaf person's speech? The answer to such questions were debated, but it was decided that the reverse interpreter should always inform the signer that he is speaking for him at the request of others. More likely than not, the deaf person will cease to speak so he can be understood.
4. Reverse interpreting in large groups. The reverse interpreter should always interpret (speak and sign) both the questions and the answers for the members in the audience. Several mock situations were presented, using participants in the audience as reverse interpreters first; and then showing the suggested way for successful reverse interpreting by using the committee members. The mock situations were as follows:



I. Reverse Interpreting for a Deaf Individual

Where should the interpreter sit?

Should interpreters give suggestions to the employer or doctor, as to create a more relaxed atmosphere?

What type of reverse interpreting should be used for such situations?

Should a deaf person choose the interpreter?

Many situations for individual interpreting.

Court, applying for insurance, talking to a lawyer, a job, etc.

II. Small Group

Where is the best place to sit?

Control emotions. Keep quite; don't get emotionally involved.

How should an interpreter identify who is talking ?

Point to the person? Use descriptive signs?

All people should be encouraged to raise their hand when they want to sign.

III. Large Group

Get hold of prepared lecture notes. Always stop lecturer when he goes too fast.

Questions from the back of the room should be signed to the deaf people in the audience.

IV. Songs

Songs that the Reverse interpreter is not familiar with are difficult to interpret.

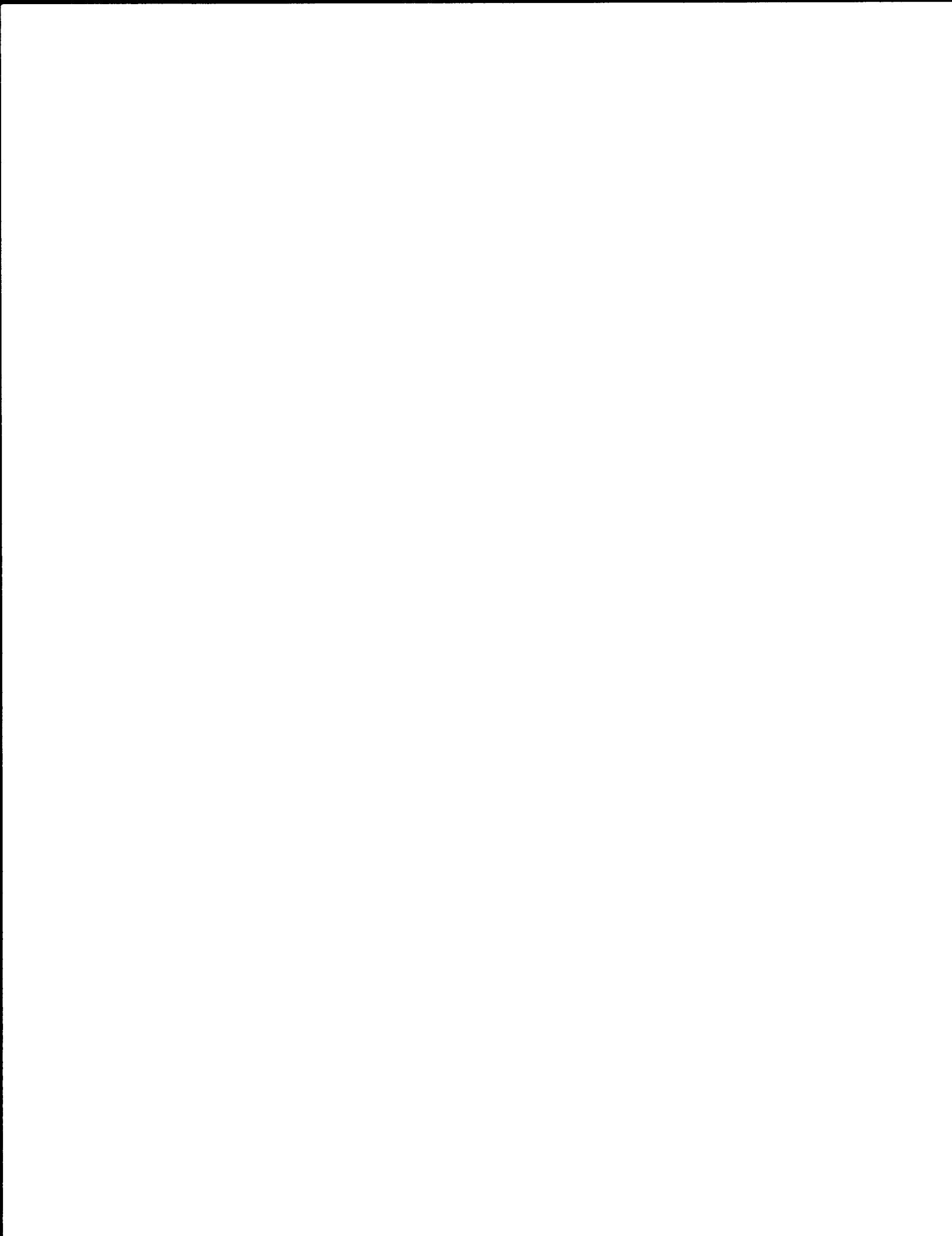
It is easier when the interpreter is familiar with the song.

Interpreters should try to get the words and practice before reverse interpreting.

V. Jokes

Some jokes are funny when signed and not so funny when not signed so there may be difficulty in reverse interpreting jokes.

The interpreter should not laugh before punch line; or make the deaf individual look bad. (Nor too good either).



VI. Poems

It takes skill and grace to reverse interpret poems. There are many different ways to sign a poem so that the reverse interpreter should try to get the words of the poem before hand.

VII. Play

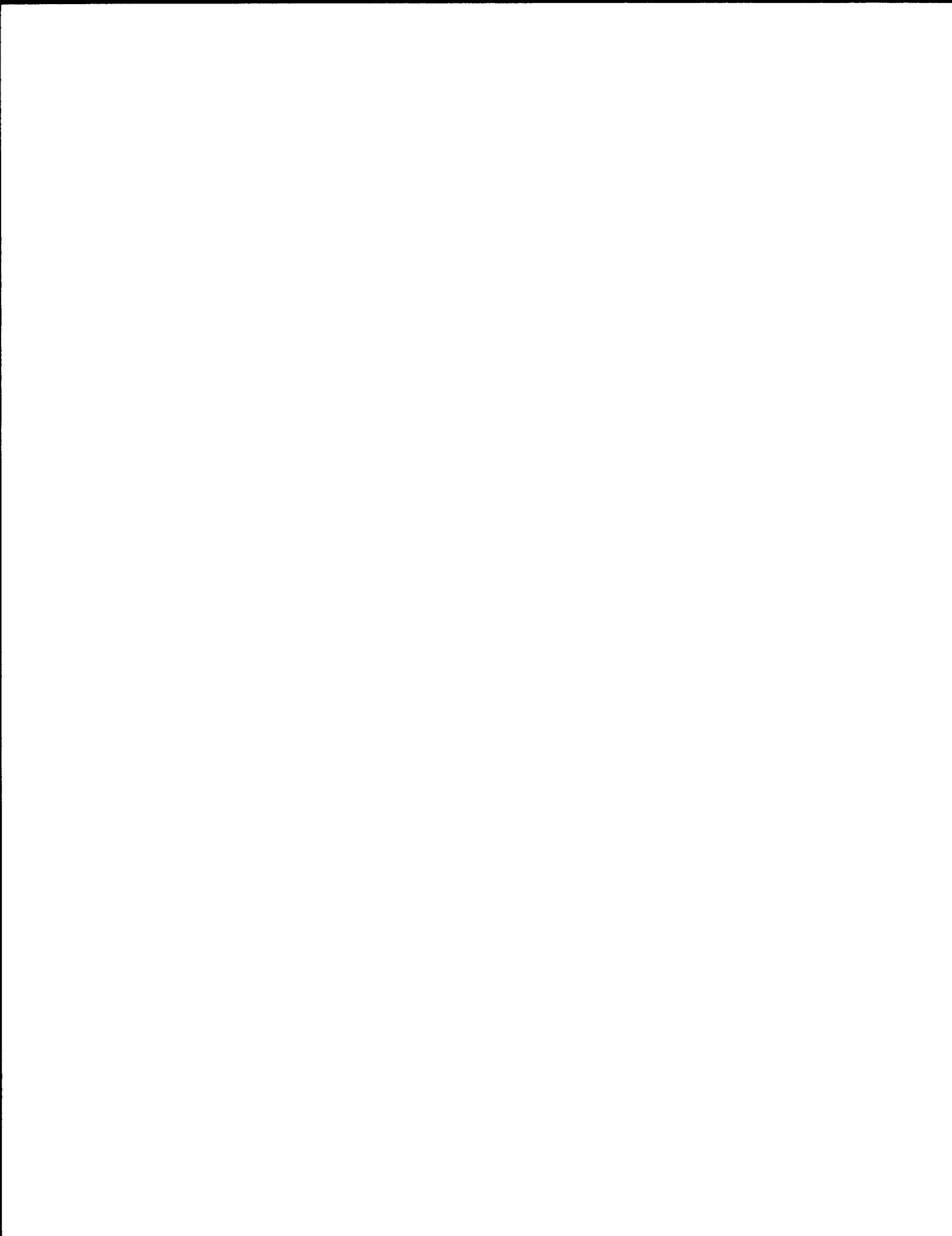
The reverse interpreter should show emotion and display proper inflection. He should get the feeling across; same as in ordinary conversation. (Example): I love you. Reverse interpreter is an actor too. Always use a man for a man actor; a woman for a woman actress.

VIII. Short Story

Identify the man or woman who is talking. If the interpreter can't keep up with the signer, he needs to interpret only the signs made.

The workshop participants were invited to ask questions throughout the session. Some of the questions and answers were as follows: (It was stressed that there was no one definite easy answer to each question).

1. How can I learn to read the signs and fingerspelling of deaf persons better?
2. Why is it so difficult?
3. Will I ever learn to understand them the way deaf persons understand each other? The way children of deaf parents understand the deaf?
4. Why is it that some people seemingly have very little difficulty understanding the deaf while others can't seem to develop the skill? Even those with the same amount of training in manual communication?
5. How long will it take for me to learn?



Answers:

There is no easy answer. It appears that some people learn much quicker than others. Learning to use manual communication is always easier than learning to read the signs of others. (You know what you're going to say, but have no idea what the other fellow is going to say).

To be adept in reading the signs and fingerspelling of others and to be able to almost read the minds of the individuals for whom you reverse interpret, you must....

- a) Have the desire to become a good reverse interpreter. You must want to do it!
- b) Like working and socializing with the deaf. Accept them as whole individuals with different likes, dislikes, desires, hopes, fears, and feelings.
- c) Have an understanding of the problems and potentials of the deaf. Understand their language processes, their general likes, habits, attitudes, and skills.

It is fairly easy to reverse interpret for the highly literate deaf individual because his thought and language processes follow a normal pattern--one to which the reverse interpreter is accustomed. Such deaf persons are likely to use much more fingerspelling along with their signs.

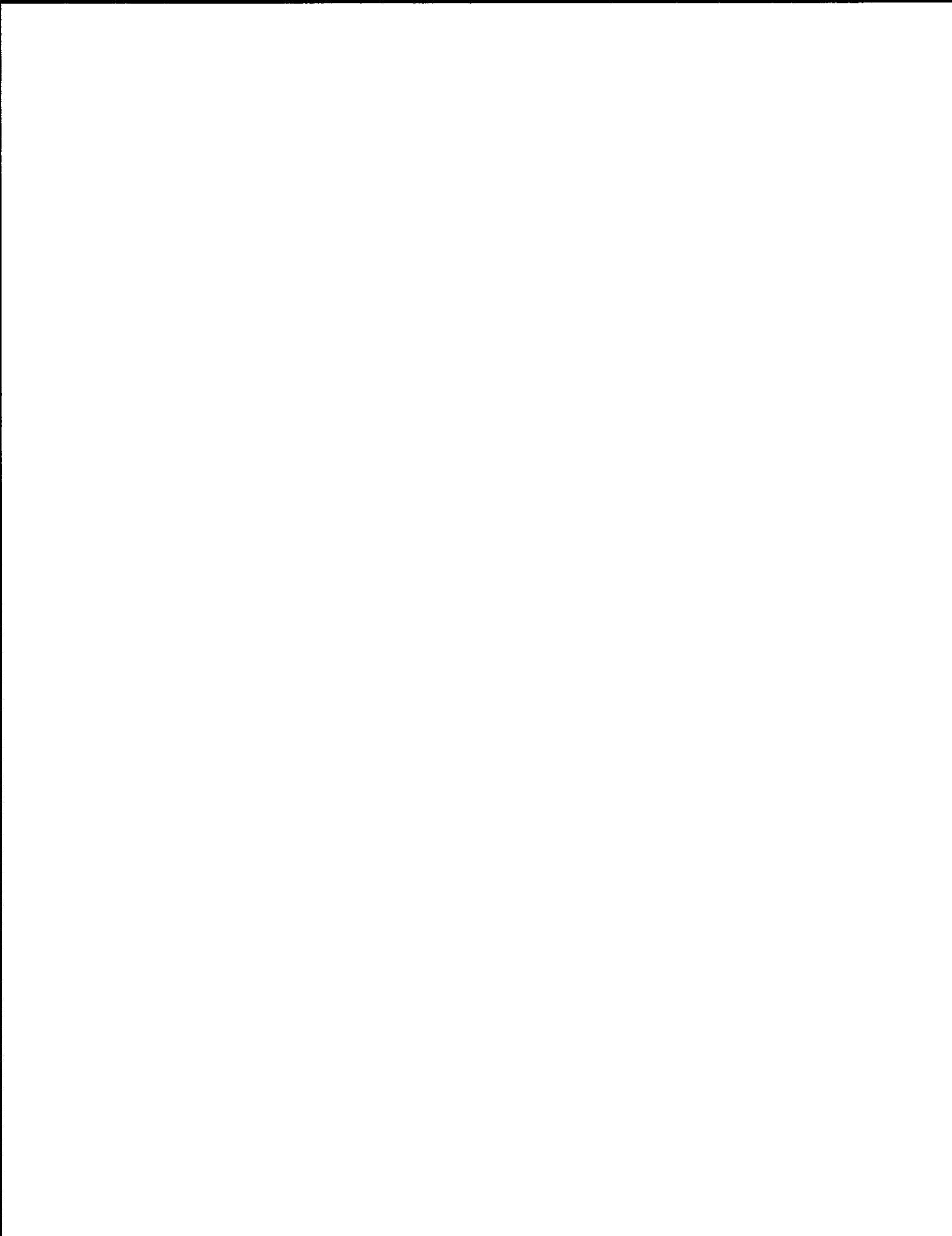
The committee members also gave the following performances which here highly enjoyed by all:

MOCK SITUATIONS:

SKIT: Husband and Nagging Wife
Tom Fishler - Joanne Hamblin (as a deaf couple)
Interpreters: Wilma Tilbury
Emily Daverin

STORY: Telling a Fish Story in Pantomime -Dialogue
Performer: Bummy Berstein
Interpreter: Emily Daverin

SKIT: Light Comedy. A Boss and his secretary.
Performers: Joanne Hamblin & Tom Fishler
Interpreter: Emily Daverin



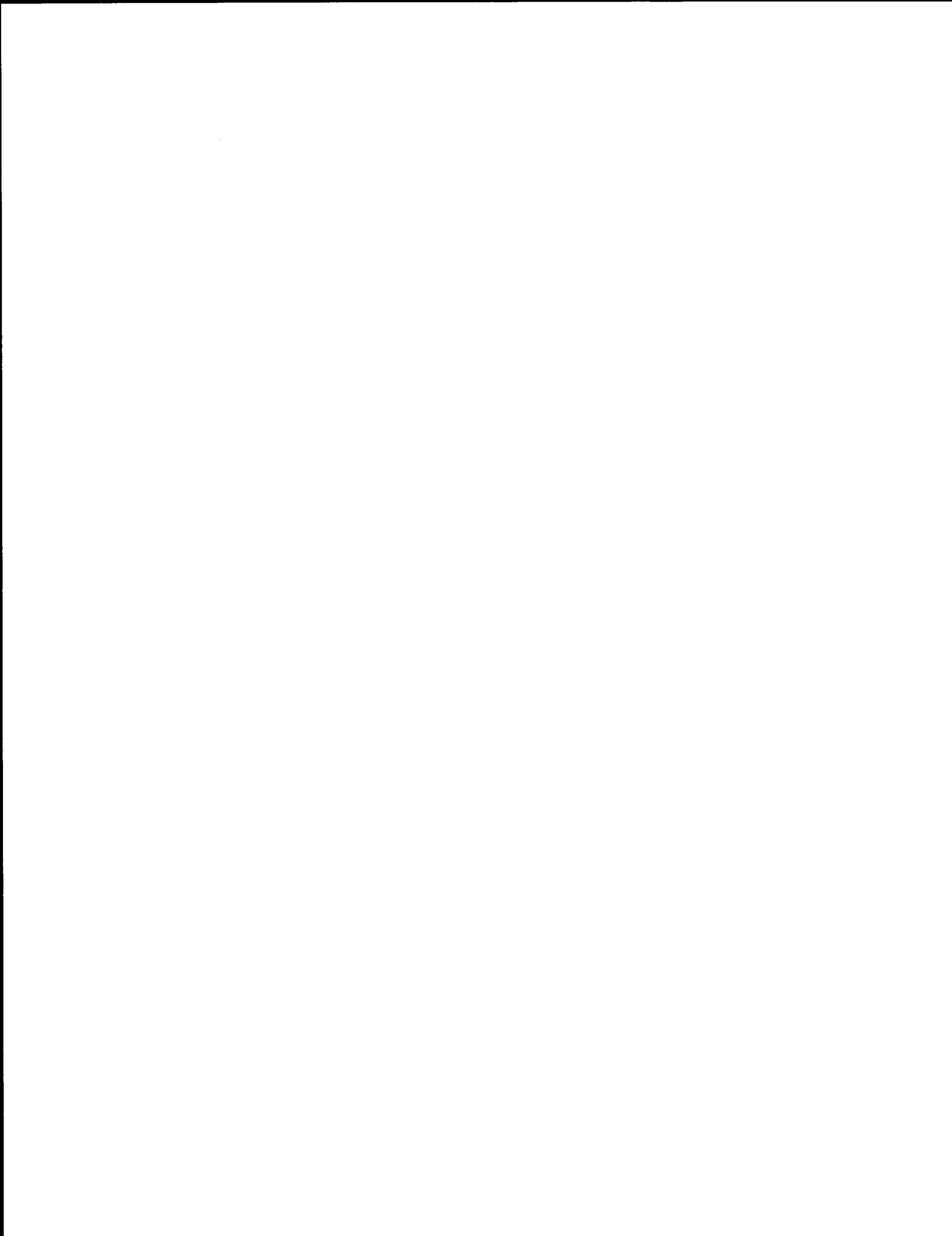
SONG: "I feel So Pretty"
Performer: Etta Stecker
Interpreter: Sandra Tait

POEM: "Why Nobody Pets the Lion at the Zoo"
Performers: Etta & Russell Stecker
Interpreters: Sandra Tait

SMALL GROUP DISCUSSIONS:
All performers and all interpreters

JOB INTERVIEW:
Performer: Tom Fishler
Interpreter: Wilma Tilbury

TELEPHONE CALL:
Performer: Herb Larson (deaf man)
Interpreter: Emily Daverin



... puts you in the RIGHT lane of the
interpreting freeway...

Moderator:

Paul Culton, M.S.

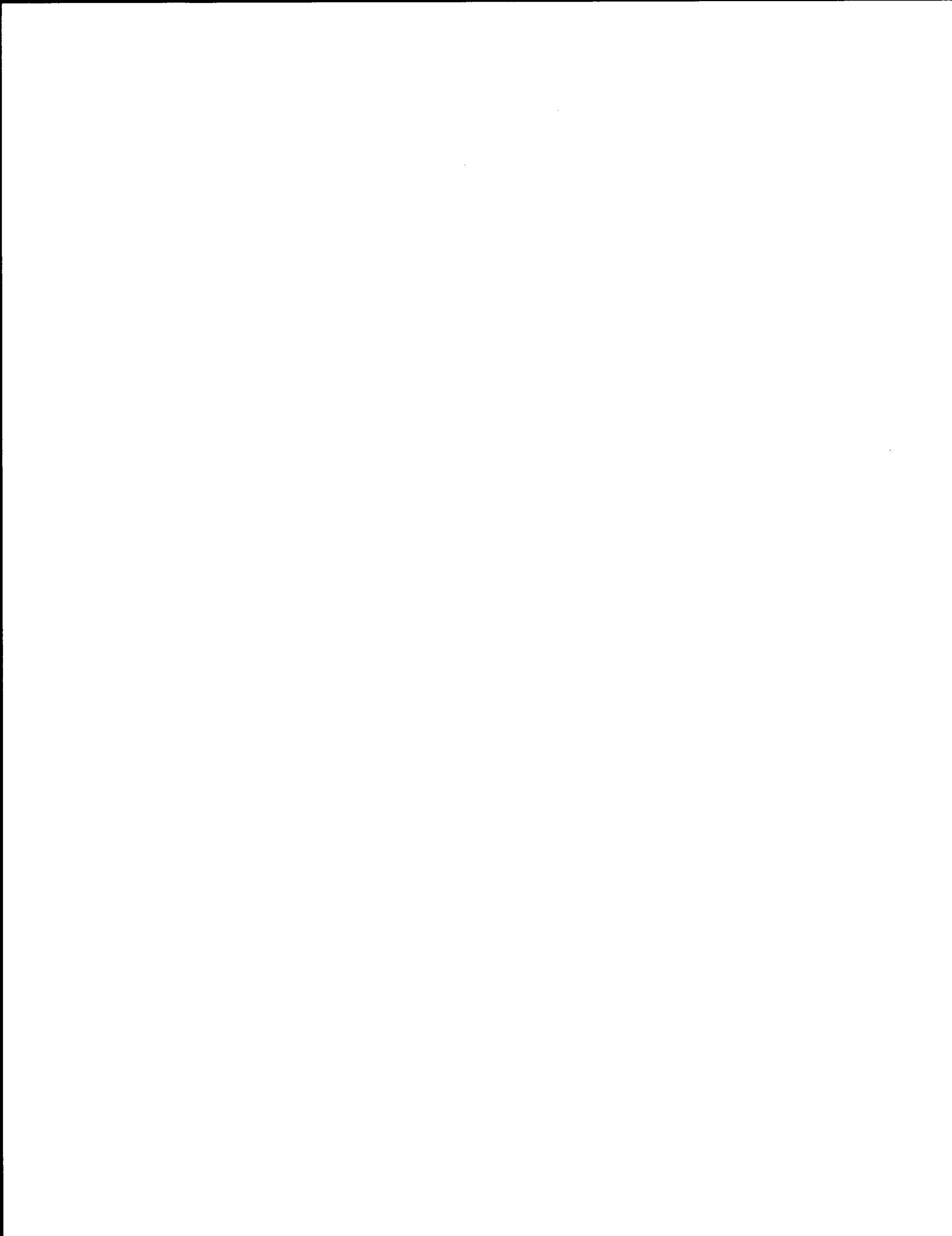
The Professional Approach

The Registry of Interpreters for the Deaf was established for the purpose of providing nationwide public access to a pool of qualified interpreters. This event, combined with a recent and continuing increase in employment opportunities for interpreters, has brought out some concern about setting professional standards for interpreters. With that concern in mind, a committee of this workshop - convention are preparing guidelines for the first national proficiency examination for interpreters of the deaf. At the same time, it seems appropriate to consider some of the characteristics of professionalism as it is generally viewed by the public and to discuss how interpreters may strive to become professionals. Or, if this seems a somewhat lofty and unrealistic goal, how can interpreters make the best possible transition from the voluntarism of the past to a role that resembles professionalism in every possible way?

In seeking an answer to this question, a professional model would be very helpful; but what fields of endeavor can be considered "professional"? Most other skilled tradesmen define their jobs as professions. This trend is even becoming evident among certain unskilled workers. For purposes of this discussion, however, the term "profession" usually will be employed relative to the three vocations that are traditionally and almost universally recognized as such in Western cultures - medicine, law, and the clergy. A study of some of the commonalities among these three occupations may suggest a few goals for the field of interpreting in its ascent toward professionalism.

Three characteristics common to careers in medicine, law, and the clergy stand out as contributors to their professional standing. Each of them traditionally requires years of training, both at a university or college, and on the job in the chosen field of work. Each of them is perceived by the public as involving very heavy responsibilities in service to people. And each of the professions confers upon its members a position of respect, honor, and influence in the community, sometimes providing considerable financial rewards as well. Among the American clergy, monetary gain is currently far less a consideration than high status, and even status appears to be declining.

The Registry of Interpreters for the Deaf has addressed itself to the financial needs of those who interpret for pay and has adopted a schedule of fees recommended for some interpreting tasks. The attainment of status, however, as well as the level of pay, seems to depend for the greatest part upon how well the



interpreters measure up in the other two areas - professional training and responsible service to the public.

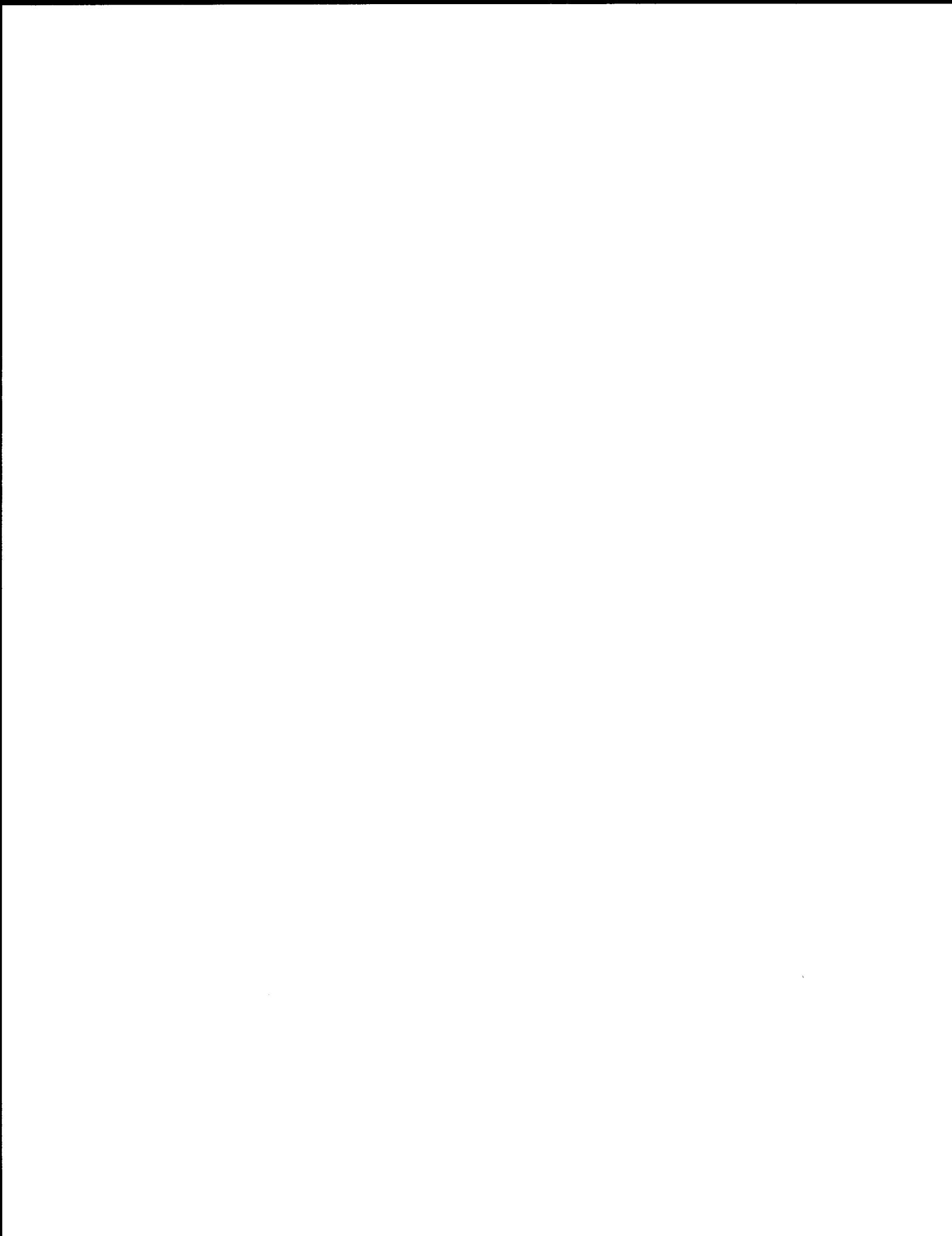
Professional preparation for interpreters for the deaf usually involves years of practice with one's parents, other relatives, or associates who are deaf. Some interpreters have had college training in education of the deaf, and a few have even studied foreign language or other fields related to their interpreting skills. But most college graduates consider other fields to be their principal work and interpreting only a second field or even an avocation. Moreover, the great majority of interpreters are not college trained; and even if they desired to earn degrees in interpreting, there is no college currently offering such a degree. Consequently, most interpreters have little or no academic training in linguistics, psychology, speech and hearing disorders, or other relevant areas. But in one area of training, most interpreters for the deaf have been very well schooled - in practical experience.

In addition to their initial training, all professionals are expected to continually bring their knowledge up to date. Physicians subscribe to medical journals; attorneys maintain law libraries; and clergymen read a wide variety of literature in their field and related fields. Further training is available through conventions, through professional organizations and through informal contacts with colleagues. The field of interpreting has an embryonic literature of its own, in addition to the voluminous reading available in related fields - interpreting in other languages, linguistics, education of the deaf, and rehabilitation of the deaf are some of the more obvious examples. Opportunities to participate in workshops and conventions are increasing; The Registry of Interpreters for the Deaf and its affiliates are growing rapidly; and there are more and more frequent informal exchanges of information among interpreters.

It is noteworthy that none of the three traditional professions requires formal affiliation with any organization as a condition for licensing individuals to practice. In fact, a court decision has declared unconstitutional a statute in a Mid-western state that sought to make membership in a specific professional organization a condition for admission to that state's Bar. However, even though no profession requires affiliation with any organization, there are obviously great benefits to be gained from such formal associations; most professionals recognize the importance of such benefits and obtain memberships, sometimes at great personal expense. The Registry of Interpreters for the Deaf is the only national organization in its field at present, but there are many local and state groups. Interpreters are also welcome in the Professional Rehabilitation Workers with the Adult Deaf, The National Association of the Deaf and its state and local counterparts, and a host of other associations. Memberships in most of these organizations include both opportunities for professional growth and informative reading in their official journals.

Another important part of the training of any professional or occupational group is learning the technical jargon employed in that work. A few examples from interpreting will illustrate this point.

Interpret - to give an opinion about the meaning of what was said or written. (Unethical behavior for an interpreter for the deaf, under most circumstances.)



Interpret - to receive a concept or idea expressed in one language (such as English) and quickly express the same concept or ideas, as faithfully as possible, in a different language (such as American Sign Language). (This is what interpreters for the deaf are usually expected to do.)

Translate - to receive a message expressed in one language and, very carefully and painstakingly, render the same message in another language as faithfully as possible. (Usually done in writing.)

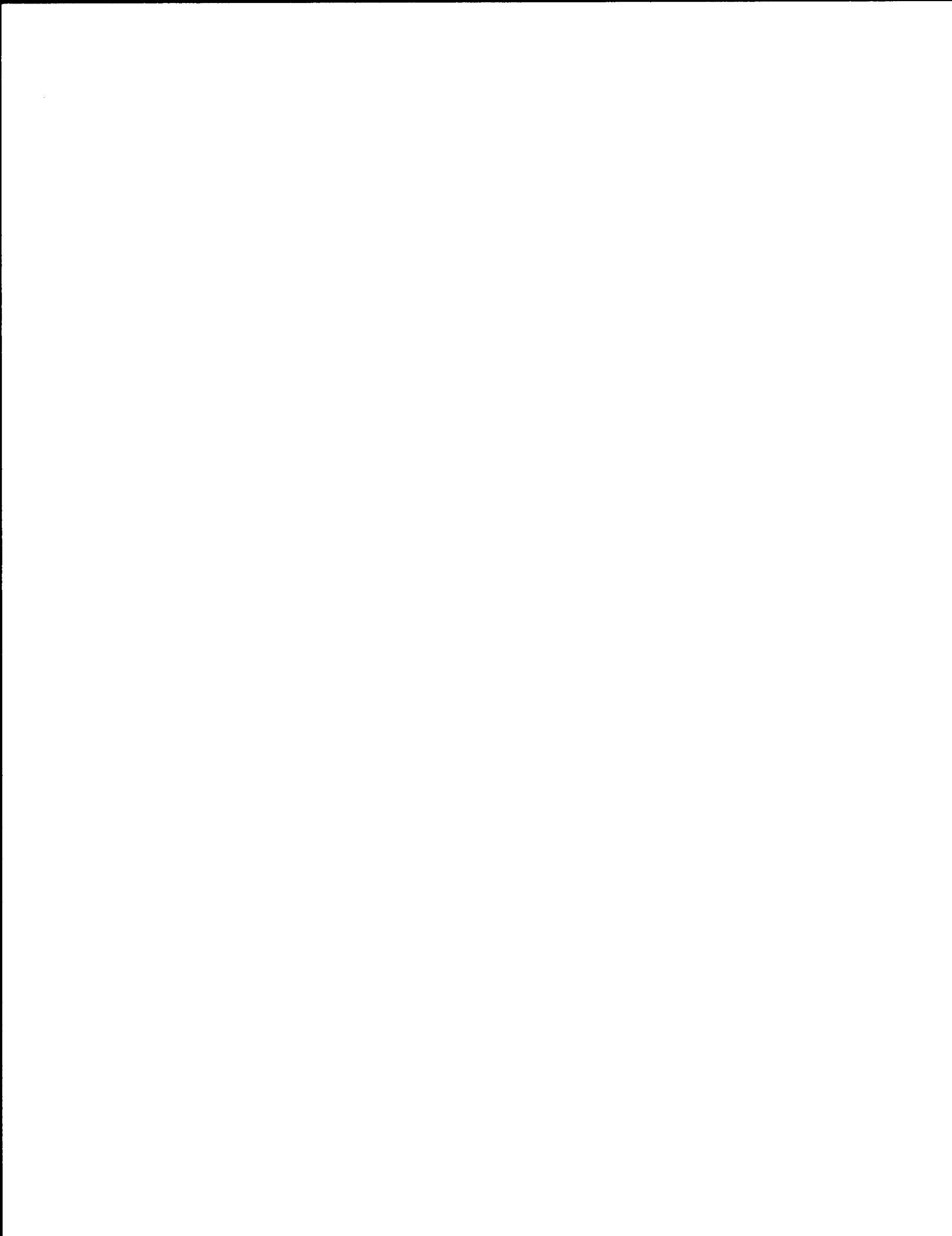
Translate (definition recommended by the RID for use by its members - not applicable to spoken or written language) - to receive a message expressed in a spoken language (such as English) and render it verbatim, or nearly verbatim, in a manual form of the same language (such as signed English).

Transliterate - to receive a message expressed in one alphabet (such as the Greek, Hebrew, or Arabic alphabet) and render the same words in another alphabet (such as the Roman alphabet), without translating to another language.

Transliterate - (for the deaf) - to receive a spoken or written message (as in English) and render it in a manual alphabet without adding, changing, or omitting any word.

The interpreter who does not understand such terms as these may make such an error as using signed English (such as traditional signs in English syntax, or S.E.E., L.O.V.E., or one of the other new systems) to interpret for a deaf client whose reading level in English is very poor and who normally communicates in American Sign Language. Obviously, such an interpreter has severely limited his effectiveness for many situations. This error would be analogous to that of one who would interpret from the French "pomme de terre" into German "Kartoffal" for a person who speaks English and understands very little German; or perhaps it is even better compared to the interpreter who received "pomme de terre" and rendered it verbatim, "apple of earth". In either case the translation fails to convey the speaker's thought to the listener. A more faithful and effective translation of "pomme de terre" to one who uses English is "potato." This rendering is the best possible one for an English - speaking person who understands little or no French or German.

The final point to be made here about professional training is that the professional knows his patient, client, or parishioner, and adapts his treatment or services to that individual's need for, and capacity to use, such treatment or services. For example, if a patient responds unfavorably to penicillin, his doctor prescribes a different drug. If a client needs help with a financial matter, his attorney doesn't lecture him about the differences between the Anglo-Saxon and the French legal systems. Similarly, an interpreter is most effective when he translates into signed English for a deaf college graduate who expresses a preference for signed English; interprets into American Sign Language for a deaf client with a low reading level or a client who says he prefers Ameslan over sign English; and transliterates into the American Manual Alphabet for a client who knows and regularly



uses fingerspelling but knows little or no sign language. The professional has sufficient skills and knowledge and is flexible enough that he serves his client's needs, not his own. He makes the best possible use of his professional judgment.

Besides professional training and status, the way most of the public seems to identify a professional is by his professional behavior. The professional is expected to adhere to a very high ethical standard in his relationships with the public at large, with colleagues in his own profession, and especially with his parishioner, patient, or client. The service aspect of the professional's role seems paramount in terms of what the public expect.

In terms of service, the professional man or woman has a responsibility in educating the public. The medical profession frequently launches campaigns designed to foster public awareness of proper health habits, importance of adequate nutrition, methods of disease prevention, and other actions people can take for the sake of their own and others' good health. Similarly, the legal profession in the United States sponsors Law Day each May 1 and carries on other activities to encourage respect for the rule of law, according to Anglo-Saxon tradition. Of all the professions, however, the one most concerned with public education is probably the clergy, who use every conceivable device to capture the eyes and ears of the public and then to inform and persuade everyone who will give attention. In a smaller but similar way, interpreters are frequently, almost daily, in a position to inform members of the public about hearing loss and its implications upon communication and other activities of hearing impaired people. In fact, a well-informed and conscientious interpreter is in the best possible position to challenge a host of myths that have barred deaf persons from assuming roles commensurate with their ability to contribute to their communities' well-being. Conversely, a poorly informed interpreter can cause as much damage to his deaf friends as an inadequately prepared attorney or physician could do. Public information, then, could present interpreters with one of their best opportunities for professional recognition, if that function proves to be beneficial for both deaf and hearing people.

A similarly sensitive area of responsibility for interpreters is in their relationships to their fellow interpreters. It is an extremely rare occasion when a physician may be heard to criticize one of his fellows publicly. The clergy, on the other hand, have lost some of their former status in trying to involve the public in their disputes with one another. Unfortunately, interpreters for the deaf have been found resembling both groups in their public treatment of one another.

With regard to professional discipline, The American Medical Association and the American Bar Association have established procedures for action against unethical conduct or lack of professionalism. Their local and state affiliates handle formal complaints in very serious cases. But in less serious cases, other action is taken, such as failing to make referrals to a doctor who has been unprofessional; this results in a decline in his income. The Registry of Interpreters for the Deaf has taken initial steps to provide the same kind of protection offered to the public by the A. M. A. and A. B. A. procedures just mentioned, at least on the national level. If the

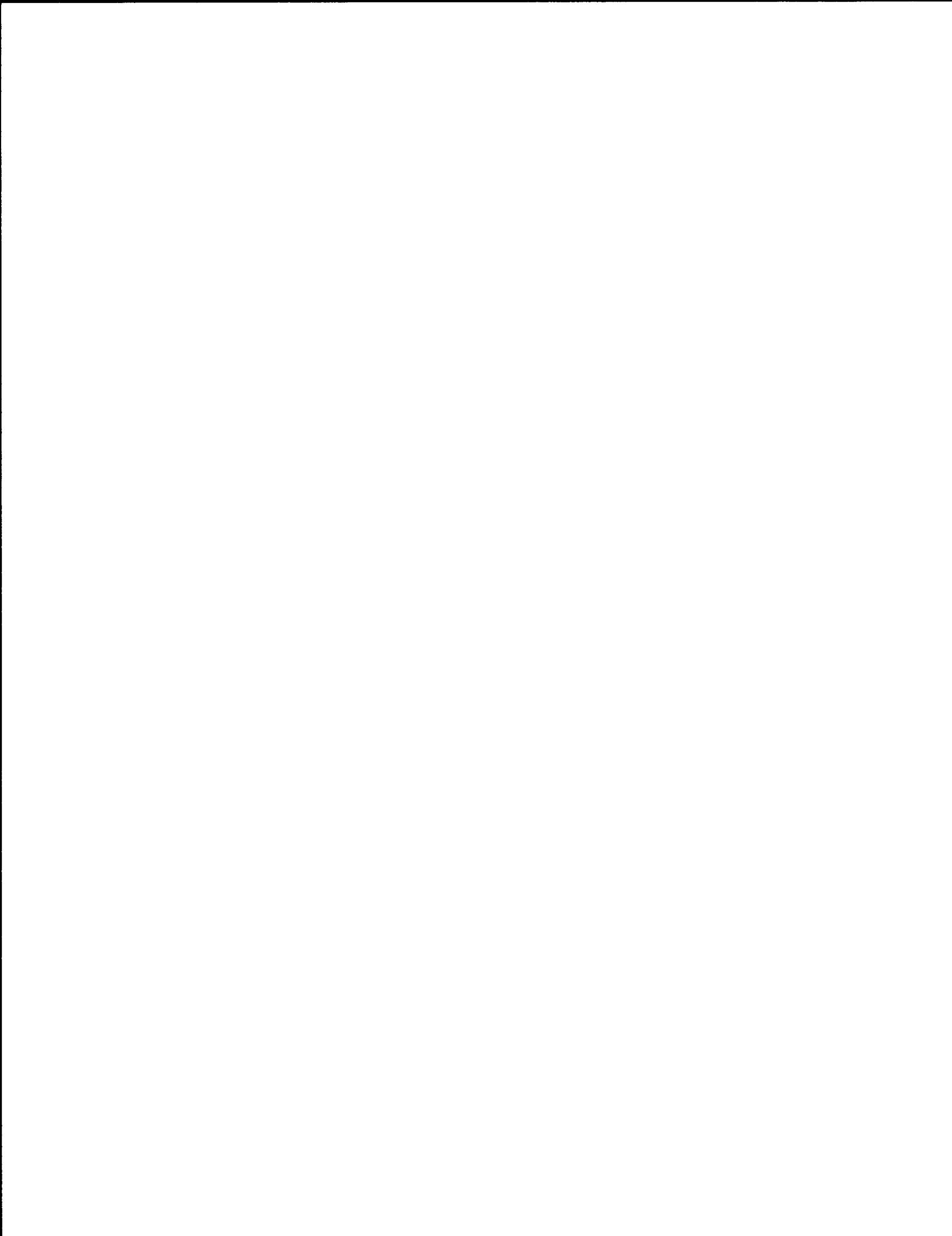


local and state affiliates of the R.I.D. would take similar steps, it should be possible to inaugurate a system more effective than those that discipline unprofessional lawyers and doctors.

The third facet of professional behavior among interpreters concerns relationships with deaf clients. The R.I.D. Code of Ethics underscores the great importance of this subject by devoting more than seventy per cent of its attention to such relationships. The unprofessional interpreter's potential for destruction of deaf people's lives is vividly revealed in Joanne Greenberg's novel, In This Sign. A careless or poorly informed interpreter, or one who enjoys manipulating the lives of others, can cause real suffering, as almost any experienced interpreter or any deaf victim can attest. Four simple principles can be employed by the conscientious interpreter who desires to be considered professional - respect, confidentiality, and integrity.

The most basic of these principles is respect for the deaf client. An interpreter who thinks of deaf people as inferior to hearing people will be likely to do things for a client that he can do for himself, or to attempt to either make decisions for him or influence his decisions to an extent that a true professional would never do. Such treatment tends to lower a deaf person's self-esteem and place him in a perpetually dependent position. It is difficult to image any action that could be more destructive of any human being's personality than to deprive him of the right to make his own decisions and manage his own affairs. The professional recognizes this principle and respects his client and himself too much to indulge in such manipulation of the client's life. His concern is helping the client to communicate. Doctors and interpreters do not dispense legal advice; interpreters and lawyers do not offer medical advice. Deaf people would be well advised to bring suit in a court of law against any interpreter who offers suggestions as to how to testify in court or what to do for a headache without legal license to do so; and they would be well advised to avoid the interpreter who seems unable to control the urge to offer unsolicited comments upon financial or personal matters. More to the point, an interpreter who knows his place will be professional enough to refuse even solicited advice upon any of those subjects outside his own area of expertise; instead, he will refer the deaf person to someone whose business it is to give the desired information.

Closely related to the principle of respect for the client is the imperative of confidentiality. A deaf man or woman's personal business should be as safe from prying eyes and ears and gossiping hands and mouths as if that business were revealed in the confessional, in the minister's study, in a law office, or in a hospital room. Although it is extremely difficult for some interpreters in some situations to remain discreet, it is absolutely necessary to preserve the professional relationship that a deaf client has the right to expect. More than ever before, and to an increasing degree, deaf people are turning to interpreters whom they have found trustworthy in keeping even the smallest confidence. Moreover, in most cases where there is a choice, a deaf person will choose an interpreter with inferior skills, or even resort to pad and pencil, in order to preserve their right to privacy.

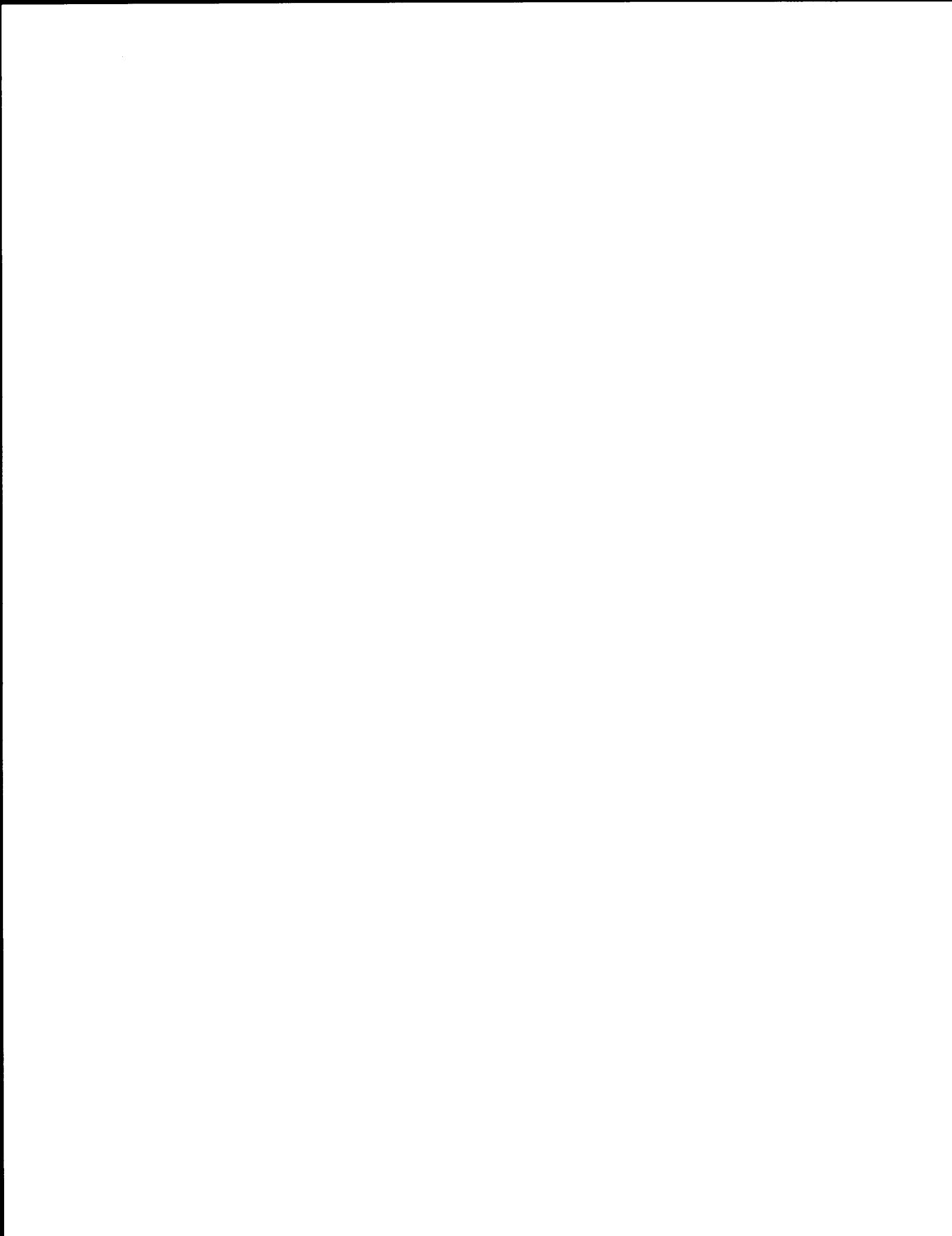


This fact has not been ignored by interpreters, who have been increasingly diligent in their professional responsibility.

Another principle in maintaining a professional relationship between an interpreter and a client is that of integrity. One rule emphasized in classroom interpreting could well be employed in every interpreting situation - the hundred per cent rule. Whatever remark is made by the instructor or any student is interpreted, whether the interpreter considers it relevant or unimportant. The same treatment is given to any sound that draws the attention of the class. If a humorous remark is made, the interpreter conveys the humor in his facial, manual, and body movements. The principle involved is that the deaf person is far better equipped to cope with the classroom or other environment if he is fully informed than if he were only partially informed. One example of the application of this rule is the United Nations, whose interpreters will swear and shout when the speaker swears and shouts. It isn't difficult to imagine how dangerous international incidents have arisen from an interpreter's failure to convey the exact meaning and spirit of an utterance. In the same way, a deaf person is best able to make a decision or react to a situation if he knows exactly what the situation is. Any interpreter who cannot respect his client's rights in this regard should decline to accept the assignment, or should inform the client and offer to resign. Interpreting's first virtue is honesty - any distortion of the original message creates the potential for problems. A professional who cannot, because of personal beliefs or for other reasons, give a faithful interpretation of a message, will refuse the assignment. The same principle holds for the interpreter who is offered an assignment too difficult for him. A professional will admit his limitations and decline to serve. Or if he is pressed into service in spite of his limitations, as when no capable interpreter is available, he will freely admit his inability to perform the task adequately and do the best he can.

Although much more could have been said, the burden presented here is already too great; too much is expected. In practice, the three traditional professions themselves are less perfect than would appear from a reading of this paper. And the spirited discussion that has taken place here is a clear indication that some very good interpreters do not agree with everything that has been asserted. The speaker, for his part, acknowledges that his personal background has contributed to the excessively idealistic and unduly moralistic tone that has pervaded the entire presentation.

But let this not obscure the realities. Interpreters for the deaf today are better prepared, more capable, more professional in their outlook, and far more sensitive to the needs and desires of deaf people than every before in history. And in spite of a few disagreements about details, all in attendance here today are agreed upon the essentials - that the interpreter's role is primarily a role of service; that every interpreter should be committed to uphold the essential dignity and personal rights of every deaf person; and that interpreters should continue and even accelerate the present movement toward more and more professionalism in their work.



PARTICIPANTS

-A -

Adams, Ann
Adams, Mary Ann
Acosta, Alice
Adler, Edna
Aheroni, Elliott
Albronda, Mildred
Allen, Darryl
Allen, Ronald
Anderson, Robert H.
Anderson, Alma
Ashcraft, Judy
Atnip, Donna

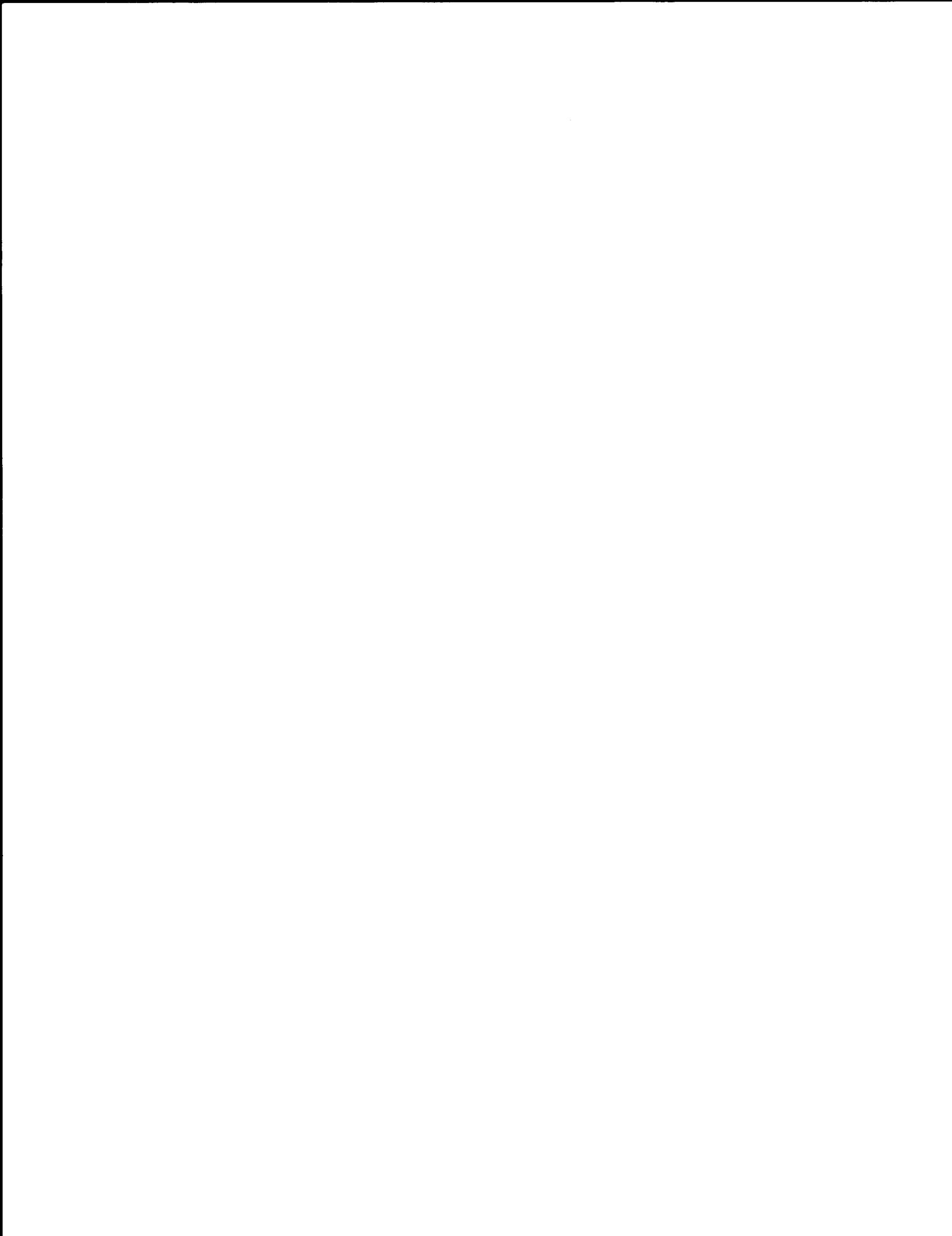
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Bragg, Bernard
Brandt, Saul
Brishtwell, Mr & Mrs. Wm.
Brittain, Robert
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Brooks, Greg
Brunson, Hugh
Bunde, Lawrence
Burch, Alice
Burnes, Bryon
Burnes, Carolina
Burns, Millie
Burstein, Gerald
Byers, Gerald

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Babbini, Barbara
Baim, Bill
Baird, Terry
Baker, Barbara
Baker, Jerry
Baker, Michael
Baldner, Kent
Barnes, Novella
Barnes, Ron
Bartiromo, Sandra
Barnett, Kathy
Barnett, Vaughn
Beale, Jane
Beardsley, Alice
Belcher, Jay
Bellugi, Ursula
Bennett, Anna
Bennett, Hester Parsons
Bible, Leonre
Billove, Carol
Bogan, Kathleen
Boggess, Pamela
Boltz, Mira
Boltz, Robert

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Cagan, Janice
Caliguri, Doris
Caliguri, Florian
Cameron, Sue Joy
Camp, Ampa
Capik, Walter
Capps, Jeff
Cardnell, Karen
Carley, Sandra
Carlton, Elizabeth
Carr, Linda
Carrington, La Verle
Carrington, Lorene
Carter, Leah
Carter, Melvin J.
Carter, Sharon
Casale, Francis
Castle, Dan
Castronovo, Joseph



-E -

Chapman, David
Chase, Laurl
Childress, Susan
Chirch, Beth
Christie, Lucille
Clark, Mary
Clere, Marjorie
Cline, Roma
Cohrs, Christine
Collette, Connie
Collins, Eleanor
Collins, Marianne
Conner, Lawrence
Cook, Harry
Cook, Kristina
Corliss, Pauline
Corson, Mark
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Cotter, Victoria
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Creed, Thomas
Crosland, Mary Beth
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Culton, Paul

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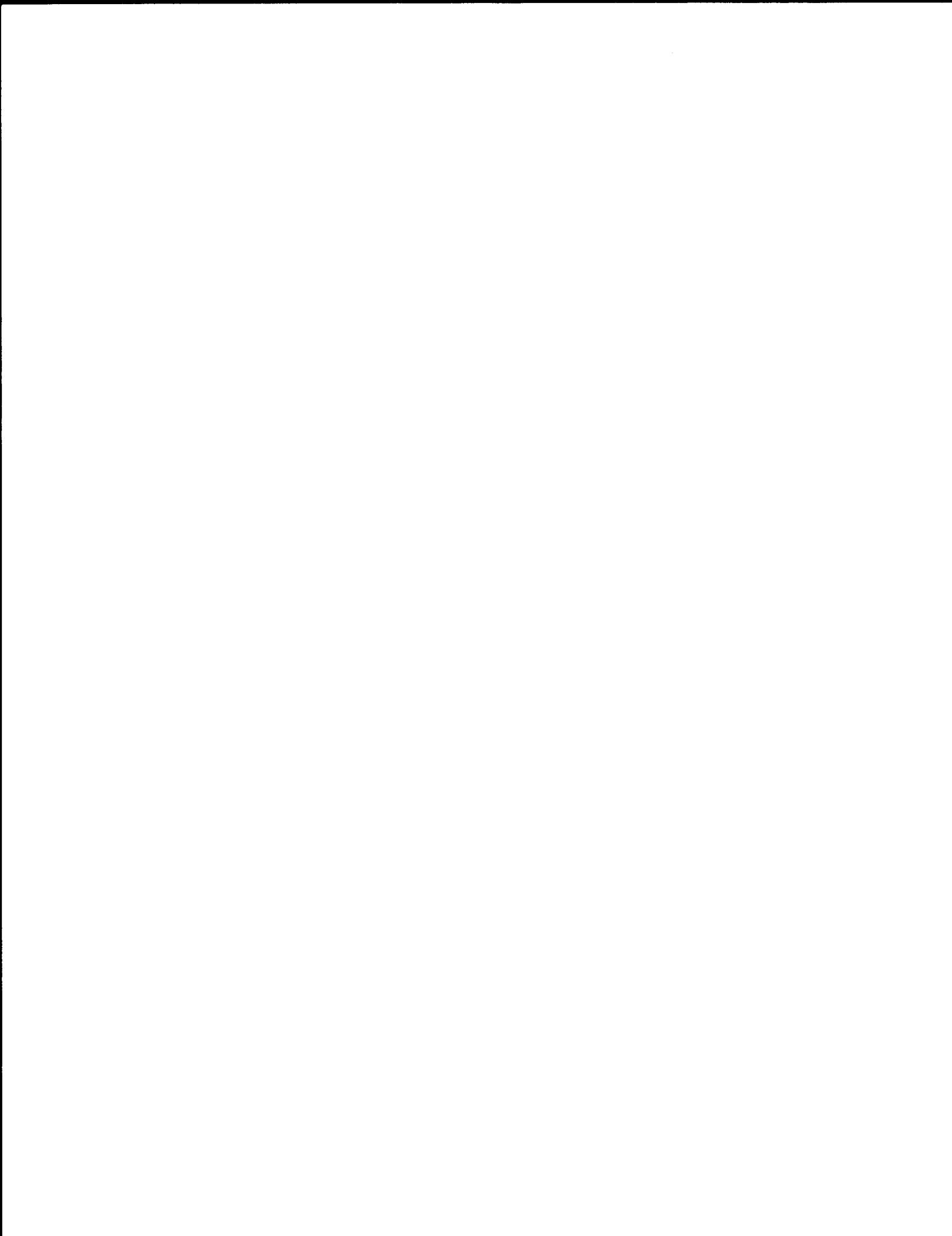
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Fant, Louie
Fields, Zada
Figley, Susan
Finnegan, Joseph
Finnegan, Marilyn
Fischer, Susan
Fishler, Thomas
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Foret, Agnes
Foster, Bette
Fowler, Bob

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Danenhower, John
Daverin, Emily
Davidson, Lynn
DeArman, Jane
Dearing, Richard
Deninger, Michael
Dibble, Ione
Dicker, Eva
Dicker, Dr. Leo
Dillon, Thomas
Dix, Allen
Donnellam, Margo
Doran, Rev. Brian
Dowling, Patrick
Duncan, Jonnie

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Gant, Evelyn
Gant, John R.
Gawlik, Rev. Rudy
Gays, Richard
Germany, Gladys
Gilbert, Marianne
Good, Kage
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Green, Patricia
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Groode, Joyce
Gross, Loretta
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Irwin, Margaret
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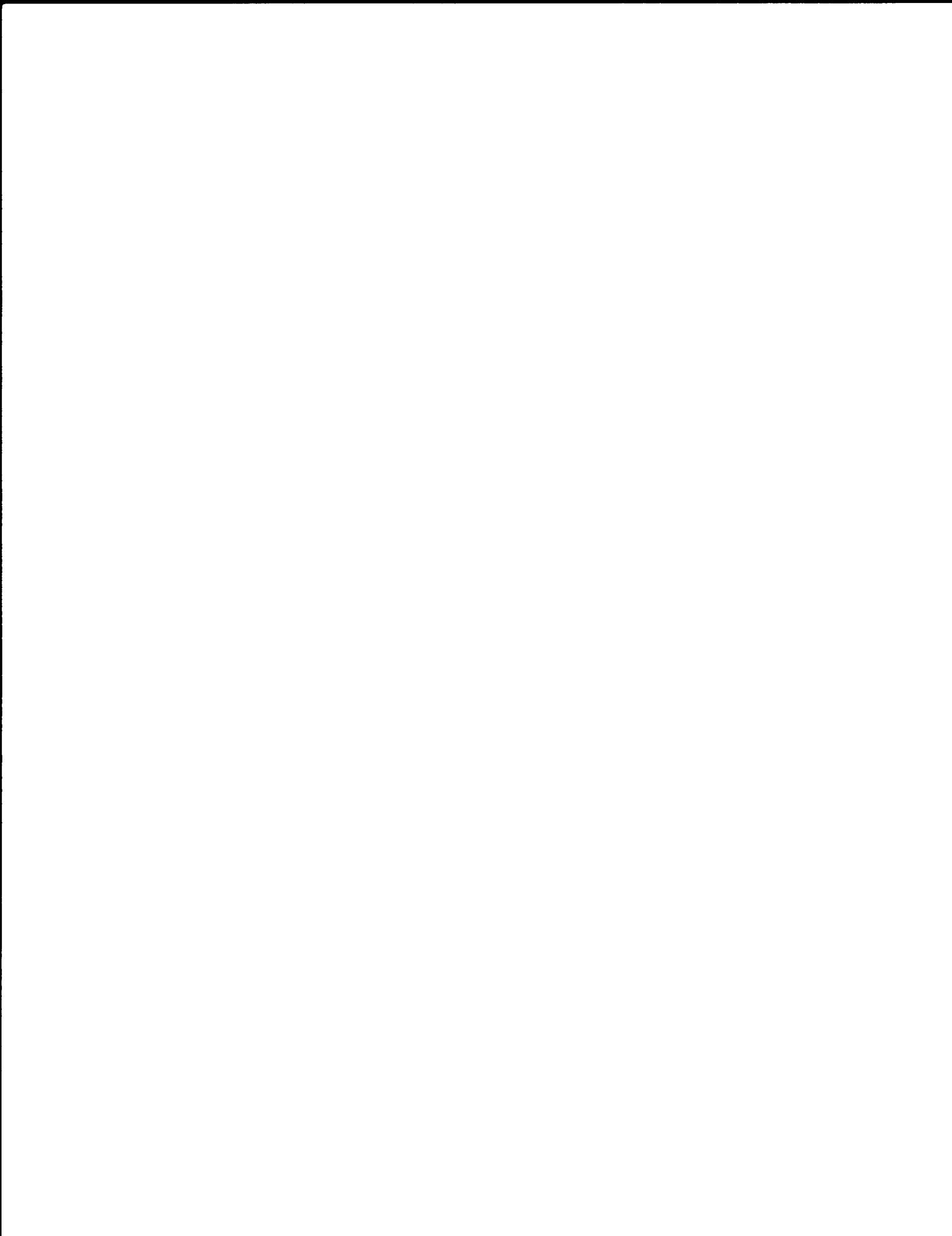
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Hall, Beth
Halsted, Sammie
Hamblin, Joanne
Hancock, Mr. & Mrs. B.
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Harrison, Yita
Hawbecker, Helen
Haynes, David F.
Haynes, Pauline E.
Hays, Nanho
Hays, Nita
Henderson, Tom
Heriford, Patricia
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Katz, Lee
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Kirchner, Anna
Kirchner, Carl
Kirchner, Suzie
Kirkpatrick, Mildred
Kondrotis, Bertha
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Kuziomko, Janna
Kweitko, Judie



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Laster, Gayle
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Leon, Henrietta
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Levitt, Dan
Lewis, Virginia
Kinden, Hillary
Linden, Mr. & Mrs. T.
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Locke, Mary Ann
Lombard, Mary
Long, Annette
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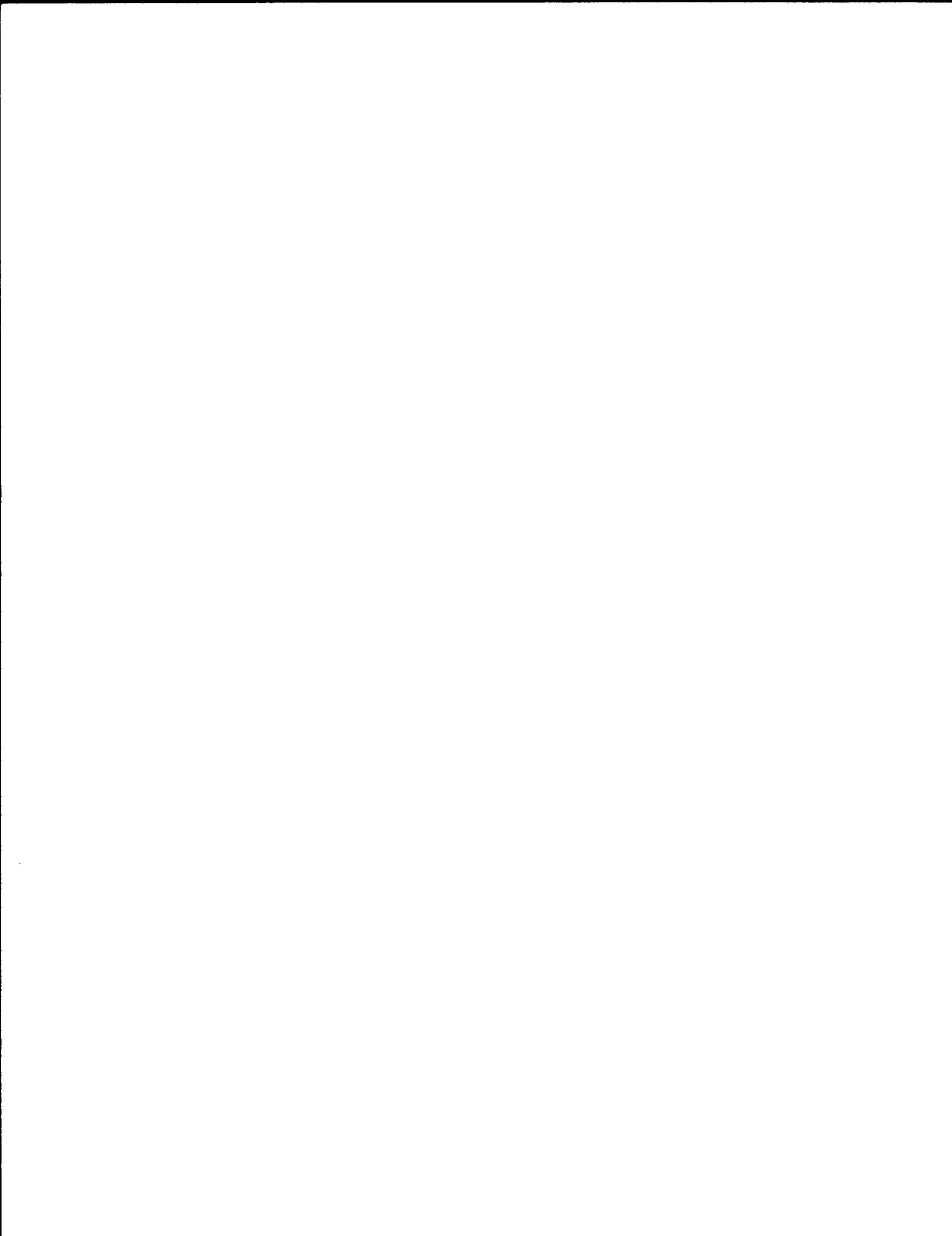
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Rinaldi, Anna Maria
Roberts, Rudy
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Rolls, Jean
Rose, Nancy
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Ross, Albert

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Saxton, Dorine
Scates, Darlene
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Schein, Jerome
Schbringer, Anthony
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Schreiber, Herb
Schreiber, Mrs. Herb
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Slotnick, Joseph
Small, Paul
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Snipes, Helen
Solow, Larry
Sopko, Melissa
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Sparks, Hazelene
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Spellman, John
Sproul, Terry



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Stallings, Mr. & Mrs. Norman
Stanfield, Kathleen
Stangarone, Eugene
Stangarone, James
Stangarone, Stella
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Stecker, Russel
Steed, Betty Jo
Sttele, Debbie
Stephin, Carl
Stephin, Connie
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Stockstill, Mary
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Strail, Carlton
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Straub, Edward
Stucliffe, Alleen
Swaim, Anna L.
Swaim, Jack
Swaim, William Dean
Symmons, Delores

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Tyrrell, Grace

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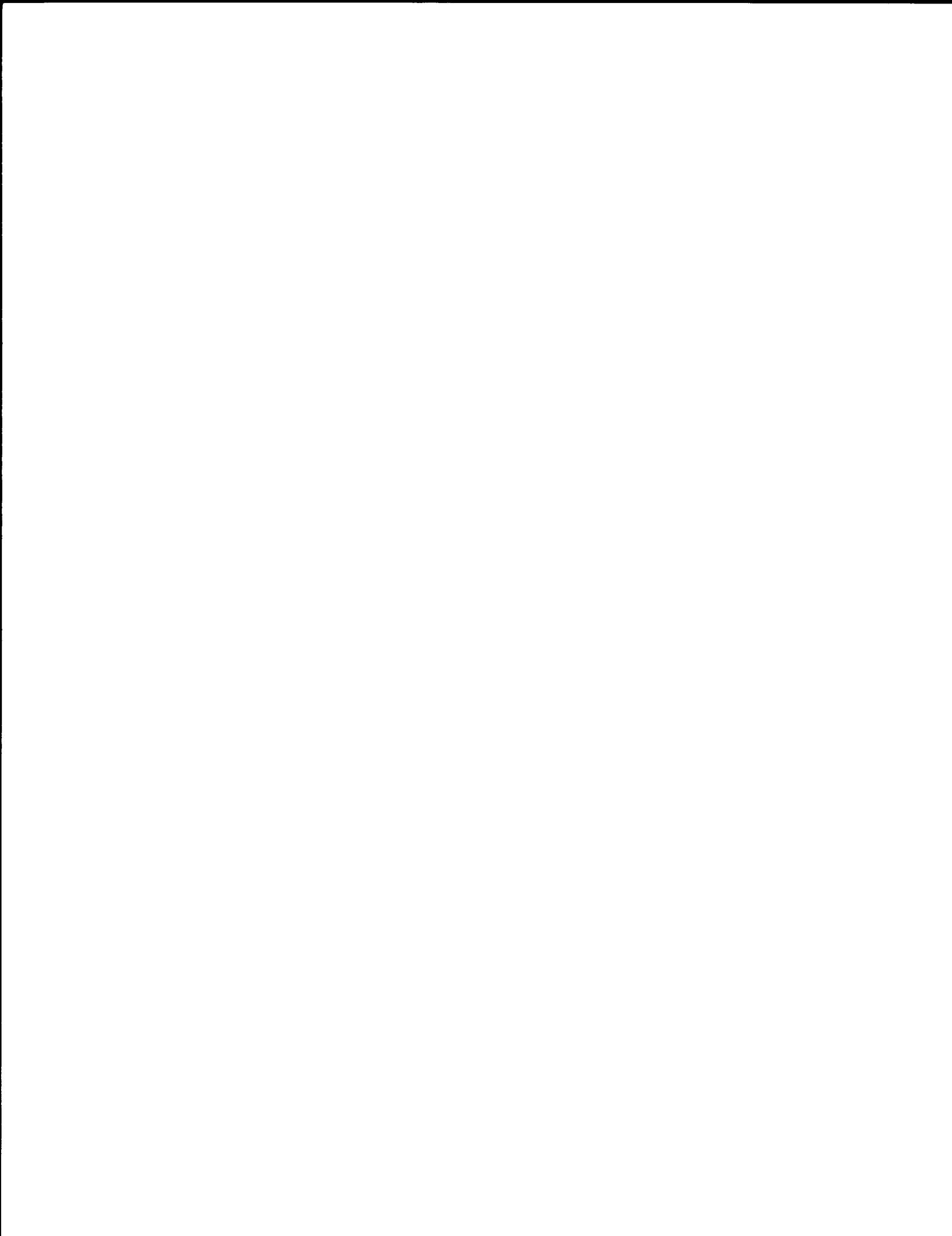
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Watson, P. Albert
Weadick, Bernice
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Weisenstein, Grace M.
Welsh, Lucy
Wenstrup, Richard
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Thomas, Robert
Tilbury, Wilma



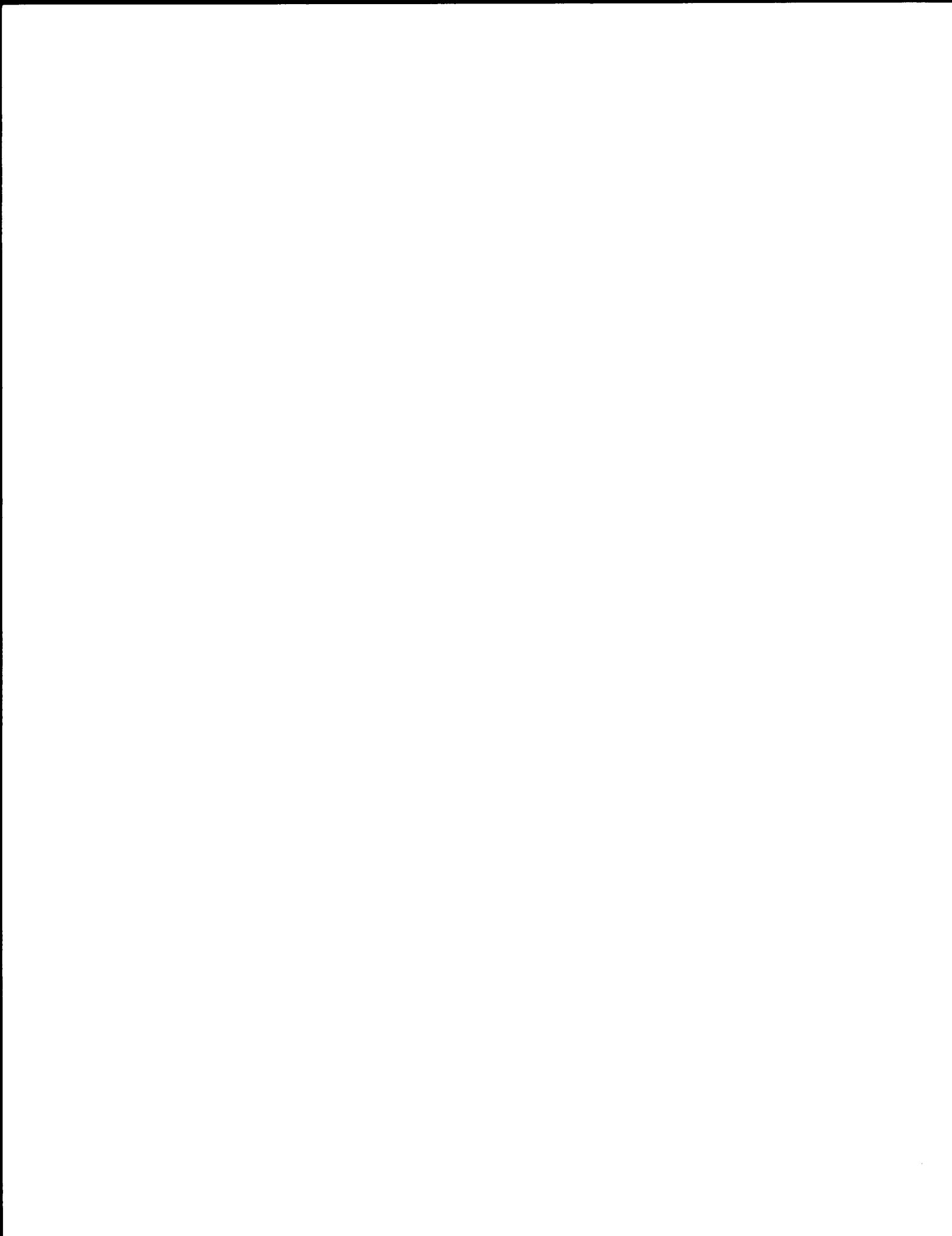
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Woodmansee, Wendee
Woody, Charles
Workman, Mr. & Mrs. Kyle
Workman, Sandra
Worley, Karen
Wukadinovich, Elodie

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York, Joyce
Young, Mr. & Mrs.

-Z -

Zawolkow, Esther
Zola, Evelyn
Zola, Philip
Zytniak, Dianne



S P E C I A L T H A N K S

To each of you for your journey to our land
to be a part of the 2nd RID Workshop/Convention.

To each workshop moderator for organizing
and producing his own show.

To our guest speakers, banquet guests,
and workshop assistants.

To each of you who served on committees or
assisted in some way to make this 2nd Work-
shop/Convention possible.

To our workshop staff:

Anne Aulenbach
Marion Eaton
Bette Foster
Elmyra Lam
Hillary Linden
Carol McEvoy
Paula Mucciaro
Pat Pazanti
Caroline Preston
Marlin Schuetz
Jean Smith
Esther Zawalkow

Hester (Polly) Bennett
Emily Daverin
Bonnie Gough
Hal Huntley
Lolita Marritt
Barbara Merten
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Sheila Palmer
Linda Raymond
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Helen Snipes
Faye Wilkie

Carol Billone
Bob Ekhaml
Virginia Hughes
Evelyn Lawyer
Julia Mayes
Beverly McKee
Jim Palmer
Lee Potts
Andrea Reeder
Lil Skinner
Eunice Turner
Rose Zucker

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Brokaw Nursery, Ventura
Deaf and Hearing Friends of Hawaii
Ted Froelich Nursery, Van Nuys
Students at Marlton School for the Deaf
Ron Young, Pleasant Valley Landscape Company

Personnel at California State University, Northridge and
Center on Deafness, CSUN, for making possible the earning
of one unit of College Credit.

Carl Kirchner
Rosemary Schuetz

Co-Chairmen
Officers of SCRID, Inc.
Officers of R.I.D.

