Conference of Interpreter Trainers
October 4, 5, 6, 1979

INTRODUCTION

During the 1978 RID Convention in Rochester, New York, a group of Interpreter Trainers met informally to discuss the possibility of getting together as professionals. The concerns expressed by the group centered around the need for professional development, structure for exchange among trainers and establishing a network for future communication.

The First National Conference of Interpreter Trainers was the result of these discussions.

The Conference, held at St. Paul Technical Vocational Institute (TVI) was cooperatively sponsored by the Council of Directors, the National Interpreter Training Consortium and the Registry of Interpreters for the Deaf, Inc. In addition, the Conference was supported in part by an agreement with the Department of Health, Education and Welfare and by a special grant from the Office of Handicapped Individuals. The cooperative effort of these groups helped to set the stage for information sharing; and exchange that marked the First National Conference of Interpreter Trainers.

The goals of the Conference, as generated by the informal group meeting in Rochester, New York, were:

1) To generate a product that will be submitted to the RID requesting recognition of interpreter trainers as the first special interest group within this organization.

2) To generate guidelines for certification of interpreter trainers to be submitted to the RID.

3) To provide opportunities to interpreter trainers for professional development activates.

The conference, attended by 70-plus interpreter trainers, has several visible outcomes. The first was the establishment and election of a CIT Organizational Board charged with the task of processing the technical aspects of establishing an organization. The second result was the publication and distribution of the Resource Guide for Interpreter Training Programs. Another result for members has been the distribution of several Newsletters. A final outcome is in your hands at this moment - the proceedings of the First National Conference of Interpreter Trainers.

This proceedings serves as a historical documentation of the efforts of a collective group of interpreter trainers to meet the original objectives of the organization. It also serves as an impetus for further growth and analysis. The coordinators of the conference wish to express their gratitude and appreciation to all participants, presenters, and supporters. It is hoped that this document reflects the tremendous contributions made by each of you.

Rebecca H. Carlson
Anna Witter Merithew

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PROCEEDINGS
CONFERENCE OF INTERPRETER TRAINERS
FIRST NATIONAL CONFERENCE
October 4, 5, 6, 1979

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REVISED CONFERENCE AGENDA

THURSDAY, OCTOBER 4

8:00 - 8:30 A.M.	COFFEE AND ROLLS REGISTRATION
8:30 - 9:00 A.M.	WELCOME REMARKS: MR. RAYMOND DAVODI, DIRECTOR, TVI MR. ROBERT LAURITSEN,DIV. MANAGER,SPECIAL NEEDS, TVI MR. ALAN HURWITZ, ASSOC. DEAN, NTID EDUCATIONAL SUPPORT SERVICES PROGRAMS MR. RICHARD JOHNSON, OHI LOCATION: ST. PAUL TVI AUDITORIUM
9:00 - 10:00 A.M.	KEYNOTE SPEAKER - JEANNE AUDREY POWERS
10:00 - 10:30 A.M.	BREAK
10:30 - 12:30 P.M.	EXPLAIN PURPOSES - DIVIDE INTO 2 WORKING GROUPS: A. SPECIAL INTEREST ORGANIZATION GUIDLINES ANNA WITTER & DICK DIRST ROOM 105/106 B. CERTIFICATION GUIDELINES BECKY CARLSON & MEL CARTER ROOM 102/103
12:30 - 2:00 P.M.	LUNCH - TVI STUDENT CAFETERIA (ON YOUR OWN) BROWSE DISPLAY TABLE
2:00 - 5:00 P.M.	1. WORKSHOP ON TEACHING EFFECTIVENESS DR. MIKE SMITH ROOM 105/106 2. WORKSHOP ON LINGUISTICS DR. NANCY FRISHBERG ROOM 102/103

This conference is sponsored in part in the course of an agreement with the Department of Health, Education and Welfare and is supported in part by a grant from the Office of Handicapped Individuals.

Saturday, October 6

8:30 - 11:30 a.m.	Reports from Working Groups A & B Group Closure on Same
11:30 - 1:00 p.m.	Lunch - on your own
1:00 - 5:00 p.m.	Small Workshops (Choose two of the four)
1:00 - 2:45 p. m.	A. English for Interpreters - Theresa Smith Room 102/103
'	B. Reverse Interpreting - Bob & Betty Ingram Room 105/106
3:15 - 3:00 p.m.	C. Interpreting vs. Translating Rita Dominguez Devries Room 105/106
	D. Code of Ethics Susan Morgan Room 102/103
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Conference of Interpreter Trainers
October 4, 1979

WELCOME REMARKS

Robert Lauritsen, Director
Program for Deaf Students
St. Paul TVI

Good morning! Welcome to St. Paul TVI and the Conference of Interpreter Trainers. The next few days are going to be very important. I would like to recognize a few people, some of whom you see very often, and some you will see more of in the future. I'd like to start with Anna Witter from NTID and Becky Carlson from TVI. Anna and Becky have done most of the work in preparing .for this conference. There will be a document coming from this conference, and the person having primary responsibility for that is Barbara Parker. Barb has written many curriculums for us at TVI which we're very pleased about. She was also one of the prime editors of the NTIC curriculum which I think most of you have seen. I would also like to recognize a person you will hear from tomorrow noon, Dr. Win Northcott, President of A. G. Bell. Jean Audrey Powers, our speaker this morning, has a very tight schedule, so we're going to move right along.

To bring a special welcome this morning will be the Director of St. Paul TVI. Mr. Ray Davoli. Ray has been here since the Program for Deaf Students started and has been one of our very strong supporters. For a program to be successful, you really have to have that support from the top. I'm very pleased to tell ,you that we do have that support from the top here at TVI in the person of Mr. Davoli.

Mr. Davoli's remarks

Thank you Bob. Let me welcome you to a cold, cold Minnesota. Welcoming you is a particular privilege for me. At TVI we have been a partner in what I think is a classic textbook example of vocational education in new job creation. I'm referring to our Deaf Program. We have watched from its embryonic stage right to what we think to be one of the most successful programs in helping to release the potential of those who are handicapped by deafness. This last year, for the first time, we initiated an occupational training program for interpreters for the deaf as a legitimate vocational, occupational objective. This was the direct outgrowth of the work that was done in equipping deaf graduates with marketable skills.

Industry's acceptance of these competently trained work persons soon developed a need in and by industry for interpreters to work with their fellow workers to increase communications in the work setting. Absolutely marvelous! Now you have here, the interpreter trainers; another dimension of the interpreting profession we have today. I hope you have a most fruitful workshop. If our deaf project staff has anything to do with it. I know you will. They're the hardest working, most creative, most pushing group! They keep me running all the time with their requests, and they're all good requests. Incidentally, not only have we learned to provide vocational education training opportunities in all of our 42 occupational training areas, we also have learned through these experiences in deaf training to better serve our hearing student population.

At TVI, we have approximately 4,000 students during the day and will serve about 22,000 in our Extension Program. We have an instructional staff of about 175 full-timers and about 450 part-timers. We operate from 6:30 in the morning until 10:00 at night. In addition to that, there are about 20,000 who use these facilities annually, such as yourselves, for conferences and workshops. Thus, we're a very busy place, trying to serve what we think to be God's highest creation,...Man.

I must share one incident with you, because I'm so impressed by your work and what you are doing. Last summer for about three weeks, I watched three people in a learning situation in one of our office conference rooms directly across from my office. On older deaf gentleman, about 72 years of age, was teaching sign language to an Ivy leagueish-looking young man and a young woman. It turned out that this young man had suffered a terrible accident down in Florida while in his third year of medical school. After five months of being in a coma, he awakens to find they had removed one of his legs, and in order to fight infection, had given him massive doses of antibiotics which cased him to lose his hearing. He found himself not only without a leg, but also deaf. It's hard to imagine the massive shock that this young man in the prime of his development must have felt. He managed somehow to stagger through his fourth year of medical school, unable to read lips and not receiving much help. Just imagine the agony and suffering he endured. After successfully completing his fourth year, he was faced with what to do in terms of his residency specialization and, more importantly, his required internship.

Providentially, here in St, Pau1 the Deaf Program was operating and part of its total services to our deaf had worked out special service arrangements with a local hospital. The young man found out about these medical services for the deaf, applied here, and was accepted for internship and residency at St. Paul Ramsey. He came to TVI for assistance in learning sign language so he could apply and release all the medical skills he had acquired, directing these medical skills and technical knowledge to serve the deaf population. Thus, whereas a talented person of less courage would have been unable to become a phoenix from the ashes of his ill-fated accident and the world would have lost this great capacity for service, TVI was able to help in the further development of a medical specialist who would truly understand the problems of deaf patients. At the same time our deaf graduates are becoming economically able through their successful job functioning to afford to pay for such medical competence. It was inspiring to watch this activity, it was inspiring to watch the older deaf gentleman, who was taken from retirement and given new meaning through this purposeful tutoring, and to be a part of that whole process.

The doctor is still in residence, and we are hoping that he will be able to set up his own independent medical practice and be eminently successful.

I see each of you in this whole process of developing and releasing human potential. Maybe each situation is not as dramatic as the one dust recalled, but certainly your mission has the same elements and it is an important one. I hope you have a very fruitful conference and we at TVI are flattered to host your immediate efforts. Thank you.

Mr. Lauritsen:

I think that gives you an idea of the kind of support that the Program for Deaf Students has enjoyed here at TVI. The two major sponsors of this conference are TVI and NTID, and I am very glad to ask Alan Hurwitz to come to the platform to bring greetings form NTID.

Welcome Remarks

Alan Hurwitz, NTID:

It is a pleasure for me to welcome you on behalf of Dr. William Castle, who is personally sorry he cannot be with us today. He has a special date with Jane Fonda who is coming to NTID on October 6th for the Handicap Awareness Program. Dr. Castle must stay behind to prepare for Jane's visit, but he wishes to applaud your efforts to come to his landmark conference. He does this on behalf of COD, the Council of Directors of six federally supported postsecondary programs for the deaf: California State University at Northridge, Delgado Vocational Technical Junior College, Gallaudet College, National Technical Institute for the Deaf, Seattle Central Community College, and St. Paul Technical Vocational Institute. A special applause also goes to Becky Carlson and Anna Witter who have planned and organized this conference

We hope that you will have a very productive three-day workshop, and that you will gain for yourselves all that you hope to from this special meeting. This conference holds much potential for interpreters and interpreter trainers, both now and in the future. Best of luck to you all.

Mr. Lauritsen:

The office of Handicapped Individuals (OHI) of the United States Department of Health, Education and Welfare has a special interest in the field of Interpreting for Deaf Individuals. We are most pleased to have Dr. Richard K. Johnson of OHI with us today to extend greetings.

Good morning. I am Dick Johnson, from the Office for Handicapped Individuals in HEW. As I came in this morning it was a pleasure to see so many of you that I have had an opportunity to know and work with in past meetings. It was a pleasure also to note that there are so many new people here...new to me in any event ...and this is further indication that our field of mutual interest, the training of interpreters for the deaf, is vibrant and growing.

When Bob suggested that I open this meeting with a few words of introduction, he suggested also that I might clarify somewhat the current status of the new authority to establish additional training programs under section 304 (d) of Public Law 95-602, the recent Rehabilitation Amendments of 1978. As I am sure you all know, Bob is extremely diplomatic...he suggests things. What he was really telling me was that, since our Office is co-sponsoring this meeting, I need to get off my duff and participate... in addition to being diplomatic, Bob is also very optimistic.

Rather than stand up here wearing out an interpreter and putting you all back to sleep with a recital of this new legislation, I have brought some material that will accomplish this less painfully ...it will be available at the table in the rear of the room. However, there are a few

points that I would like to review with you. First, let me say that a law does not a program make...appropriations are also required. And in this we all need to admire each other because all of you, your friends and coworkers, have done a magnificent job in alerting your Senators and Congressmen in Washington to the need for interpreters and, as a result, there has been an appropriation move to earmark $900,000 to begin these training programs. In a time of tight fiscal policy in Washington this is no small accomplishment; you are to be congratulated

One very frequently asked question is when will these programs be funded?" The answer, quite frankly, is "We don't know." What we do know is that the law has been passed to authorize the establishment of up to twelve programs to train interpreters for the deaf; appropriations are ready to begin the granting process and soon the wheels of the bureaucracy will grind into motion. The best guess I can offer is that things should be ready for the grant award process to begin by late summer of 1980.

An important point of the new legislation which, in fact, is also an important topic for discussion at this workshop, deals with the all-inclusive nature of the law's language in reference to the provision of interpreter training to meet the needs of deaf people ....all deaf people ....regardless of their expressed preference for either manual or oral interpreting.

Historically there has been a tendency in the field of deafness to think of interpreting for deaf people as being limited to the use of manual communication methods. While this has been the major thrust of past efforts in the training of interpreters, it has not necessarily been the approach that is fair to all deaf people. Recognizing this, the Congress made clear that its intent was to provide for the interpreter needs of ado deaf citizens, regardless of their preferred mode of communication. One of the foremost experts on this topic, Ms. Winifred Northcott, is with us this week and will be helping in the development of a better understanding of the entire concept known as oral interpreting,

Similarly the intent is to make interpreting available across the entire range of community services. Although the interpreter training authorized is in the Rehabilitation Act, it was clearly the intent of the Congress that the people trained under section 304(d) should represent a broad range of disciplines and not merely vocational rehabilitation.
With these thoughts in mind, I hope our meeting will be a productive one, one in which each of you will contribute from your own wealth of experience the knowledge that can help us move forward into a new era of even more progressive interpreter training.

Dr. Lauritsen:

Thank you Dick. I've know our keynote speaker for a good many years, and it's been a real pleasure. During the Christmas season when the cards and letters come, I never read Jean Audrey's Christmas letter before dinner. I wait until I have about two hours to read it because that's hour long it takes. It is always one of the most fascinating Christmas letters we receive. The last time I saw Jean Audrey, she was on the nationally televised Phil Donahue Shaw. To formally introduce Reverend Powers, Becky Carlson.

CONFERENCE OF INTERPRETER TRAINERS

OUR CONSULTANTS AND WORKSHOP LEADERS

October 4-6, 1979

REBECCA CARLSON

REBECCA H. Carlson is currently chairperson of the Interpreter Training programs at St. Paul Technical Vocational Institute (TVI). Her responsibilities include overseeing training activities of the St. Paul TVI/NITC staff in this 11 state region, as well as interpreter training within Minnesota at St. Paul TVI. Ms. Carlson received her BA in psychology from St. Olaf College, Northfield, Minnesota. After completing formal interpreter training at St. Paul TVI, Ms. Carlson worked full time as an interpreter until 1976 when she began training. Ms. Carlson was a participant the recent Artistic Interpreting Workshop and at the State of the Art conference in Atlanta, Georgia. She has led workshops at regional and national RID conventions. She is past president of Minnesota RID and an active member of various advisory boards in the Twin Cities area.

MEL CARTER JR.

Carter is currently the Director of the Communicative Skills Program the National Association of the Deaf.
He received his BA from Gallaudet College his MA from CSUN and is presently a doctoral student at Brigham Young University in the area of Education Administration. Mr. Carter has n actively involved in interpreter training for a number of years both coordinator of the CSUN-NITC activities and as an instructor in the TVI summer Interpreter Training Institute. He has led numerous workshops across the United States. Mr. Carter holds certifications with both the and the RID and SIGN and is the author of several publications and professional writings.

RITA DOMINGUE DEVRIES

Rita Domingue DeVries, prior to taking a leave of absence from Gallaudet college, was coordinator of Interpreter Training for a period of one year. During her one year leave of absence from Gallaudet, Rita worked as a freelance consultant, freelance interpreter, instructor of home-bound students, and taught a sign language class for Adult Education during the Summer of 1979, Rita was an interpreter for the Linguistics conference for the Deaf in Varna, Bulgaria. Rata has a BA in Speech Therapy from the University of Southwestern Louisiana and M.S. in Education of the Deaf from the University of Tennessee (Knoxville). She holds a CSC certification, a class AA Teaching Certificate is a member of RID and NAD. She co-authored "Sign Language interpretation: A State of the Art" with Ms. Betty Ingrain. This paper resented at the NATO Symposium on Languages in Venice, Italy, in September, 1977. Rita assisted with a position paper through the Bureau of Education for the Handicapped regarding Interpreters in the Mainstreaming Setting related to P.L. 94-142.

Richard Dirst

Richard Dirst is currently Public Relations Director/Interpreter at the home office of the Registry of Interpreters for the Deaf, Inc. Dick received his BS in Special Education - Area of the Deaf, from Northern Illinois University, his MA Degree in Education of the Visually Impaired, and is a Candidate for PhD at Georgia State University. Dick has extensive background in the field of deafness, starting as a classroom teacher at the American School for the Deaf, and going on to become Dean of Students sand Principal for the High School Department. He then moved to the Atlanta Area School for the Deaf where he was Academic Principal, and then Superintendent. During this time he also was Coordinator and Adjunct Instructor at the Interpreter Training Program at DeKalb Community College in Clarkston, Georgia. Dick holds membership in many professional organizations and has served on numerous advisory committees for media, communicative disorders, testing, special education, accreditation, White House Conference on the Handicapped, and currently on the Ad Hoc Committee to establish standards for Interpreter Training Programs, Registry of Interpreters for the Deaf. Dick has been a consultant for countless workshops, and has published an extensive curriculum in manual communication. His other publications include Medical Services and the Hearing Impaired Patient, Artistic Interpreting: A New Approach, and Quality Assurance Systems for Screening Interpreters.

Nancy Frishberg

Nancy Frishberg has been signing and studying signs for the past nine years, partly in order to understand the relationship between sign language and spoken language, and partly for the fun of it. Her undergraduate degree in linguistics was granted by the University of California at Berkeley, and her M.A. and Ph.D. in linguistics were awarded by the University of California at San Diego. Her graduate studies include work with Dr. Ursula Bellugi at the Salk Institute for Biological Studies, and she has also worked in the Interpreting Services area at NTID.

Dr. Frishberg is a certified (CSC) interpreter of American Sign Language 'and has worked as a professional interpreter since 1972, on a part-time basis, including one summer at the National Theatre of the Deaf. Her current work at New York University involves the investigation of the interpreting process in order to identify those characteristics which make up an 'expert' interpreter, as well as a comparative study of the sign language of deaf people in Puerto Rico. Her best known work on ASL involves the study of historical changes of signs in ASL.

Robert M. Ingram

Robert Ingram is widely known for his publications and his international activities in the field of interpreting. At Madonna College in Livonia**,** Michigan he is Instructor and Curriculum Specialist in sign language and interpreting. A n early proponent of terminology and attitudes that reflect equal treatment for both the source language and the target language, Ingram is currently teaching a course on interpreting from ASL to English at Madonna College. He is a student in the PhD program in linguistics at Brown University, Providence, Rhode Island, and was George C. Marshall Research Associate at the University of Copenhagen, Denmark 1976-77. As president of a private commercial consulting firm, American Sign Language Associates, he continues to lecture and teach extensively across the United States and abroad.

Susan Morgan

Susan Morgan has been supervisor of interpreters at St. Paul Technical Vocational Institute, Program for Deaf Students, St. Paul, Minnesota, since 1975. She holds the RID Comprehensive Skills Certificate and is also consultant with the National Interpreter Training Consortium, which has regional headquarters at St. Paul TVI. Her experience as an interpreter in addition to various educational settings includes work in mental health, legal, government, and community settings. As a trainer, she has led NITC workshops in Minnesota, Iowa, Kansas, Louis- Missouri, Nebraska and Wyoming. Susan was also a co-presenter of a workshop at the 1978 RID Convention. Susan's special interests within the field of interpreting are English language training for interpreters, application of the Code of Ethics, and what she terms "the psychology of being an interpreter".
The central question on which Susan will focus during this workshop is: "How can an interpreter nurture and protect her/his own mental health, yet consistently provide top-quality interpreting services over a period of years?" an impetus for helping interpreters answer this question for themselves, Susan has articulated a framework for functioning well on the job, incorporating current theories from industrial and educational psychology.

Reverend Jeanne Audrey Powers

Jeanne Audrey Powers has been the Assistant General Secretary of the Ecumenical and Interreligious Concerns Division on the Board of Global Ministries of United Methodist Church since January, 1973. Previously she served as secretary for Missionary Personnel of the same board and its predecessor body, the Board of Missions, as state director of the Minnesota Methodist student Movement and as Wesley Foundation campus minister at both the St. Paul and Minneapolis campuses of the University of Minnesota.
Ms. Powers hold a B S degree in English and Speech Education from Mankato to University and an S T B degree from Boston University School of logy. She received a Danforth Graduate Fellowship in 1954 and Lucinda Bidwell Bebee Fellowship from Boston University School of Theology in 1958. Her awards are the Distinguished Alumni Award, Outstanding Young n in the United States award and Distinguished Alumni Achievement Award Mankato State University.
Ms. Powers has written numerous articles and reviews for various church periodicals. She is the author of The People's Story, a booklet on worship, chaired the task force which produced Ritual in a New Day: An Invitation**.** is listed in Who's Who of American Women, Who's Who in Religion, and Who's Who in the United States.

Dr. T. Michael Smith

Dr. Smith recently assumed the position of Assistant Professor of Education at the University of Louisville. Among his new responsibilities, he will be establishing a graduate degree program in Instructional Systems Technology and heading a new Office of Instructional Systems Support, which will assist faculty in the analysis and development of their teaching and instruction. Before coming to the University of Louisville, Dr. Smith served as an Instructional Development Specialist at the National Technical Institute for the Deaf. While at NTID, he directed a development project on interpreter training and established the Instructional Improvement Program which assists faculty in developing their instructional skills.

Dr. Smith received a Bachelor of Science degree in electrical engineering from Columbia University, served as an officer in the U.S. Navy, and has taught 6th grade clients. He holds the M.S. and Ph.D. Degrees in instructional systems from Florida State University. He is the author of research and development articles on various topics, including interpreter training, and has delivered papers and consulted on this and other topics.

Theresa B. Smith

A native of San Jose, California, Theresa Smith graduated from Seattle University in 1964 with a BA in English and a Washington State Teaching Credential. Remaining in the Seattle area, she taught elementary school and preschool children; first hearing children, then deaf youngsters. In 1967, she did formal interpreting for the first time, beginning in vocational classrooms, then gradually moving to more challenging situations – counseling sessions, graduate schools and courtrooms.

While remaining an active member of local and national interpreting organizations, Ms. Smith co-authored an English as a second language text titled The Language of Life with Elizabeth Gochnour, and in 1972 began teaching English to deaf community college students.

Since the beginning of the Interpreter Training Program at Seattle Central Community College in 1974, Theresa has been coordinator and instructor in that program. She holds a CSC and LSC from the National Registry of Interpreters for the Deaf.

James E. Stangerone

Jim Stangarone is currently Regional Career Opportunities Specialist at the National Technical Institute for the Deaf, Rochester Institute of Technology. His past experiences include Coordinator of Interpreting .Services at NTID, teacher in Junior and Senior High School at the California School for the Deaf, visiting instructor at Illinois State University, audiologist at Illinois School for the Deaf and elementary teacher in Acoustic Unit there and hearing therapist at Westmoreland County.

Dr. Winifred H. Northcott

Dr. Winifred Northcott assumed the presidency of the Alexander Graham Bell Association for the Deaf in 1978 after having served on numerous national advisory committees and as the President for the Council on the Education of the Deaf. As a long time proponent of oral interpreting, Dr. Northcott has been actively involved in identifying the need for recognition, training, and certification of oral interpreters. She is presently serving as one of the coordinators of the First National Oral Interpreter Evaluation Certification Workshop to be held at TVI during October 25-27. She is nationally and internationally known as a lecturer, author, and consultant. At the present, Dr. Northcott also serves as an Associate Professor, Department of Special Education at Mankato State University in Mankato, Minnesota.

Anna Witter

Anna Witter is currently the chairperson of the Department of Interpreter Training at the National Technical Institute for the Deaf in Rochester, New York. She received her formal training as an interpreter in Louisiana and Georgia. Anna holds a CSC and an LSC from the National Registry of Interpreters for the Deaf and awaiting results of a recent evaluation for Artistic Interpreting. She has participated in several national conferences, including the recent "State of the Art" on Interpreter Training in Atlanta And the 1978 RID Accreditation Guidelines Conference. She has authored and co-authored several articles and papers related to interpreting, Including a chapter written for the revised Interpreting for Deaf People titled, "Interpreter Preparation; Past, Present and Future".
During the last two years, Anna has been working with the National RID and e Alexander Graham Bell Association of the Deaf to coordinate NTID's involvement in the development of the proposal, and subsequent establishment of, certification for oral interpreters. She is also the founder former director of the performing group, “Sunshine and Co.”

CONFERENCE OF INTERPRETER TRAINERS

October 4, 5, 6, 1979

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INTRODUCTION TO JEANNE AUDREY POWERS
By Susan Morgan

I imagine that many of you, upon receiving the agenda for tis First National Conference of Interpreter Trainers, were amazed and puzzled to that the keynote speaker listed as a "Reverend". I imagine also, that upon reading the biographical sketches, you all read the page titled, "Reverend Jeanne Audrey Powers" and were perplexed when you noted that apparently she has no connection with deafness or with interpreting. By now, you are wondering "For-for?"

Perhaps you also noticed that she has been awarded numerous "distinguished woman" citations, and that back in 1961 (a full 18 years ago), she was ordained a minister, setting her apart as among the first ordained clergy women in the U.S.

Basically, reason Jeanne Audrey was invited here today is because she is a "distinguished" woman and because she is OUTSIDE her own field.

We have gathered here from all over the United States in order to establish an organization of interpreter trainers. Although each person here is an expert and although we are an impressive group of individuals, we are not yet "an organization." What Jeanne has been invited to do today is to provide a perspective for our work and to share with us her own expertise on how best to organize, to meet the best goals. She has chosen the topic, "The Issue is Advocacy." "Advocacy" is an important term in our field, so already we have something in common.

So Jeanne, as a distinguished woman in your profession, we welcome you to our profession.

JEANNE AUDREY POWERS speaking at the:
first National Conference of

Interpreter Trainers of the

National Interpreter Training

Consortium

October 4, 1979

THE ISSUE IS ADVOCACY

One of the insights from a workshop at last year's convention of the National Registry of Interpreters for the Deaf was " it is uncomfortable for the audience to see an 'unqualified' interpreter working," and the major point of the role play was "an interpreter's skill should be equivalent to the demands of the job." And so, speaking at a conference to professionals in a field I know little about makes me wonder if I am " equal to the demands of the job." But in a real sense, I too, am an interpreter of insights and perspectives from my experience, and we'll just have to see how well my speaking and your hearing make for good communication.

I have had little experience with your kind of translators an have been in few settings where your kind of deaf people have been present. But I've had lots of experience with another kind of "deaf people". I serve on several committees of the World Council of Churches in which, when a German or French speaker communicates, a number of us really are "deaf"—and when they speak in Russian, even more of us. We depend on those who do the simultaneous translation of the proceedings through our earphones. Our admiration for those who shift back and forth into two or more languages is unquestioned. They enable all of us to be participants, to communicate

our thoughts and feelings, to enable human community, and to get our work done. And recently, when a question arose about certain legislative action which took place at a meeting in Nairobi, someone said, "Ask one of the translators; they listen to everything; the rest of us can "tune out," but they process every thought and translate it into words. They'll know what the action was!" And so I tip my hat to you for the way in which you are another kind of bridge builder in the human community.

On the other hand, I want you to know that preparing for this address has been a rich experience, for I know a whole lot more about your field that I did six months ago, that's for sure. Susan Morgan and Becky Carlson have been very helpful in providing me with information and papers. I know how to pronounce Ameslan and have some awareness of controversies in your field, such as mainstreaming, SEE, cued speech, and Total Communication. I've also been reading the newspapers differently; the New York Times had a front page article on the suit Frances Davis brought regarding admittance into to college nursing program, and I was so infuriated by the Supreme Court ruling that I made a contribution to the National Association of the Deaf, Inc. because the issue of telecommunications for the deaf captured my interest. And the International Association of the Deaf sent me the button I am wearing, If I can't sign it, at least I can wear it!

I've also done a good bit of exploration and participation in developments in the churches in regard to the disabled: The Episcopal Conference of the Deaf, the Task Force on Persons with Disabilities of the Consultation on Church Union, the United Methodist Congress of the Deaf, and through them have been reading articles in The Deaf American and Gallaudet Today. And recently when I was in the airport at San Antonio, where everything us multilingual in Spanish and English, I watched an airline ticket agent do all his conversation with the interpreter for the

deaf person. I wanted to dash into that threesome and say “Dammit. Talk to the passenger not the interpreter.” So, my sensitivities are growing…and I’m grateful.

So it may well be that the best result of this whole invitation is that deaf people have a new advocate. What I want to ask you is: To what extent are you an advocate? And don’t tell me , “Of course I am; I’m an interpreter trainer!” There’s more to it than that . Being in a profession which works with deaf people doesn’t make you an advocate. The issue is how advocacy takes place, how you participate in it, and what it’s all for. And that’s what I’d like to look at today.

So...to approach the topic, let's turn the issue "inside out", looking not at deaf people but at hearing people. I was moved by an article in Gallaudet's winter '78 journal, by Sara Machniak, a hearing child of deaf parents, growing up in a time when there was no such thing as Deaf Awareness:

quote from article

'Now I know it was their loss, not ours." perhaps it is , then, that we hearing people are the ones who have the most to learn, not so that we can "help" the deaf person be like us and to function in "normal" society, but precisely because the deaf person has some thing to teach us about life, about human-relationships, and about our own handicaps and disabilities in the life we share together in human society.

Long ago, in the Civil Rights Movement, we came to a point where we recognized that it was no longer acceptable to speak of the "Negro problem" or even later "the black problem". It was a white problem. Cross burnings in front of black homes on Long Island's integrated

communities last month are not "a black problem". It's a " white problem." William Sloane Coffin, pastor of New York's Riverside Church, speaking at a conference on The Church and the Disabled, sponsored by the National Council of Churches said , "This is a conference of the spiritually handicapped. It is we who must change and grow. In the same way, we should not attend seminars on poverty but on affluence, for affluence is the authentic problem. in our ministry to the poor or to the disabled, it is they who tell us who we really are."

I think that there are insights from other minority movements of advocacy and activism which not only have something to teach us as we seek to be advocates of the disabled, but also ca teach you something about your own organization. And so I ask you, are you prepared to receive some learnings from minority groups, one of whom with which you work, indeed form those very persons who have been disenfranchised, marginalized, shut in, shut out, and in the past, forced to shut up? And if so, then you may not want to "tune out' of this keynote address, even if you're not interpreting.

I understand that this is the first National Conference of Interpreter Trainers, and its purpose is to establish an organization of interpreter trainers so that this and future conferences will provide opportunities for your professional growth. I would hope you would not leave it there, but take the next step, too. Self interest can never maintain motivation for long unless it is also undergirded by a larger goal of "being for others." And you hold in your hands-- quite literally-- an opportunity to bridge two works of both the hearing and the hearing impaired to make them one.

But interestingly enough, the human rights of disabled people to full participation in secular society is not unlike the issue which faces you-- the full participation in your field, not only as " interpreter trainers" but also in the larger profession of the social services, and your

creative involvement in it. From within my own experience, I know that there has been a dramatic change in the approach, for example, of the churches' ministry with disabled persons. In essence, this change was a passage from charity, condescension, and custodialism (which was much of the conventional wisdom in both society and church of an earlier era) to one of partnership with disabled persons in a common quest for visibility, independence, and self-realization. And the same could be asked of you in your career. Are you, as a key person in the communication process between the deaf person and the hearing world, accepting charity, condescension, and custodialism in your profession?

Frank Bowe, director of the American Coalition of Citizens with Disabilities, has said, "It is possible to legislate rights, and this has been done. but rights become reality only after political struggle." Establishing an organization of interpreter trainers may be legislatively enacted here, but being the kind of organization which makes a difference in your profession on behalf of the deaf community becomes reality only after political struggle. One might call it a "journey" and where we are now, where we need to, and how we plan to make the trip provide the issues for us.

A. It is first of all a journey from subordination to equality. At it’s heart is rooting out the kind of paternalism which makes of us less than full human beings. I’m sure you’ve seen or heard about the annual cerebral palsy telethon. I find it deeply offensive, for it symbolizes the humiliating paternalism of society’s “tolerance” (not acceptance) of disabled people. Michael Poachovis, a political organizer, has said “it’s ablolutely degrading. Watching those telethons that all palsied adults are mentally retarded, pathetically trusting, asexual children.” All people with disabilities get frustrated when they are asked what they want, when everything is done for them. And begin to expect everything to be done for them. Perhaps this is the most devastating

form of paternalism, that they give up their independence in little things first, and then in almost everything.

And as is so often the case with other disadvantaged people, the professionals who work in the field are among the worst offenders. Most workers in the human services still acquire in their training a basically medical view of social problems, what the historian Christopher Lasch has called "the social-pathology model." The disabled must cope with a kind of paternalism from their able-bodied allies which has long been discredited in race relations. I know I my own field that that people are often attracted to church-related work because they know they will be "needed," and I suspect it's not much different in yours. If what we call "four letter words" are obscene in certain contexts, then let's remember that "help" is also a four letter word, and can be equally obscene, depending on how it is given. Those in need can be made more needy, and we often enter those fields because we are allowed to feel superior. And so, essentially, what we are talking about is power and power relationships.

We set up life in a dualistic framework: whites and non-whites, adult an dchild, doctor and patient, healthy and handicapped, in my field we say Christians and "non"- Christians, hearing and hearing- "impaired", the interpreter and deaf person, administrators and interpreters. Now it is not surprising that a common thread runs through each of these couplets. Within each set, the first is lifted up as superior and dominant is maintained, unless there is a desire for so called "integration." And if that be the case, the "hidden message" of first or to become like the first. Blacks used to straighten their hair or "Pass" to look white, the child is expected to "act like an adult" when there is company, interpreters may aspire to become interpreter-trainers, and a hidden message is given to the deaf person that it is better to try the be a deals with the condition of profound hearing loss. And to women working your field, the

term “complementary relationship” has been used to justify that males will be the administrators—to get the program monies, establish the priorities, engage in the politics involved in manipulating the system—while the interpreters struggle with the Code of Ethics and are given pats on the head for “doing the important work.”

Now I believe there are several ways I which this dominant/subordinate mentality operates in your field.

1. In many ways, you as interpreter trainers have a certain kind of power in your positions. You carry the responsibility of being good trainers, of taking, usually a young person, and usually female at that, often in their first job (with all the adjustments which that calls for) through the development into excellence as an interpreter. There are skills they must learn—the signing of course—but perhaps even more important, are the attitudes and perspectives which will inform their work. Any residual paternalistic attitudes which still are in you will be passed on to them. If you got satisfaction out of the authority and power inherent in your position by having the skills of communicating between hearing people and deaf people, if you see deaf people as chronic patients, if you operate with superiority because you think your interpreting skills are “in place” if you convey that a handicapped person is not merely powerless because they are “sick” but doubly powerless because they cannot master the job of “getting well” if you see the deaf community as socially powerless, victims, deprived of a personal and political identity, then you will create or reinforce such attitudes in those you are training. And if you inspire in your interpreters that this is just another job in which only translation skills are enough, then according to the medical model, they will assume that in some of the materials

I read, that the major problem the deaf person has I learning to produce speech is that they can't hear what they say, then the same might be said of you who are interpreter trainers: you may not be able to hear what you are really saying in the attitudes you convey to the interpreters.

2. But in another way, you also operate out of a somewhat powerless position. Within the National Registry of Interpreters for the Deaf, you have no special interest group, thus far, of your own. You have no communication network within which to share information. And every powerless group in society—women, ethnic minorities, gays—has discovered that some kind of networking for linkeage is crucial. In addition, I find it interesting that except for the rare exception, interpreter trainers are women and the administrators for whom you work are men, and thus you play into the systemic sexism operating in our society in which the same pattern is present in school administration, hospital administration, church administration, and in government. At the decision making levels—with regard to budget, personnel, prioritizing, policy decisions, futuring—you are invisible: your concerns go unnoticed or you don't take responsibility for those decisions yourselves.

So, recognizing that in some ways you have the power—and have hearing—and might be called "dominants", and in other ways you are powerless and might be called "invisible subordinates," let's look at some of those characteristics:

Dominants tend to think that others are inferior to them, and that subordinates don't have quite the emotions, skills, experience, or intelligence to do what dominants do. Therefore, they tend to give the subordinates the less-valued jobs

they don't want to do. Even unconsciously, dominants value in subordinates the characteristics of submissiveness and dependency as signs of being "well adjusted." When, however, subordinates begin to "rise up" with initiative an assertiveness, much conflict occurs.

Needless to say, the "in group" educational power structure has resented the change in giving more authority to deaf leadership. And whenever community involvement is missing, that is, of the people it is meant to serve, majority group misconceptions and values are perpetuated on the minority. It is no wonder that some of you are faced with the criticism that you have no deaf person on your staff and yet you're supposed to be a program for deaf students. And so, when a dominant group continues to make decisions that determine the lives of those without the power to do so, powerless and need is reinforced.

Another characteristic is that dominants name the terms of relationships and tend to feel that that is the model for normal human relationships. Literature on the "adjustment" of deaf people abounds with descriptions such as "rigid" ,"limited life-space", "inadequate ego-strength" and that they communicate through a "system" which in incapable of expressing abstract thoughts. And child developmental theories, such as those proposed by Piaget and others, assume that observations of able-bodied children will work for the disabled, when as far back as 1956 Arnold Gessell, the famed pediatrician, wrote, "Our aim should not be to convert the deaf child into a somewhat fictitious version of a normal hearing child, but into a well adjusted non-hearing child who is completely managing the limitations of their sensory defect."

And since dominants usually hold all the open power and determine how it may be acceptable used, they are convinced that the status quo is not only good for them but for the subordinates, too. And one of the status quo is not good for them but for the subordinates, too. And one of the losses involved is that the dominant members are denied an essential part of life—the opportunity for self-understanding through knowing their impact on others. Dominants do not realize that what is at stake is their own humanity.

Let me give you an example: One of the many benefits of living in New York City is the theatre, and in the last year Broadway has been enthralled by three plays. Each of them demands audience empathy with people outside their normal orbit. Each is concerned with an incapacitated hero, someone who is wounded by accident, illness or birth. The lead character in "Whose Life is It, Anyway?" is a male sculpter, left permanently paralyzed from an auto accident and can only move his head. (Incidentally, the entire play is being rewritten for a new fall production with Mary Tyler Moore, who said, "Why shouldn't a woman be able to live the same part as a man"?) The second one is " The Elephant Man", incredibly hideous, with a head like a giant cauliflower, who is a circus freak, an outcast from society, until a doctor undertakes his rehabilitation, and beckons him to the possibilities for his life. And in Arthur Kopit's "Wings," a former aviatrix has suffered a severe stroke. She can hear, but her speech is disoriented as she attempts to communicate her thoughts.

Each of these people are in the prime of their life, and almost mystically, they can see what the rest of their lives will be like. If they cannot alter their

predicament, they want to cut their losses. Each of them intends to control their own destiny, even to the point of bringing on death. Maimed or malformed, disfunctioning an helpless, these people are graced with insights into human behavior and consumed by a desire to take charge. If anything, they are sharper, intellectually, than their healthy family and friends, quicker to analyze reasons beyond actions. One might say that these characters are in closer touch with themselves than those who are considered "normal". Stripped to essentials, immobalized with only their thoughts, they achieve a certain self-reliance. They see the boundaries of their lives, and they can clearly perceive the hypocrisies around them, particularly among those who attempting to be professionally helpful. The characters may seem remote from us, but theatre audiences find that we can relate to them – and relating leads to understanding. They can't go on, but they must go on, and so they do go on, for each of them experiences a pressing urgency to determine their own destiny. And isn't that the desire of all of us? (Mel Gussow, New York Times).

Now I wouldn't want to say that the life and death of choices these three heroes make are on a par with yours, as you anticipate your new organization and how comprehensive you are going to be. But you, too, are determining your own destiny in decisions you make here, not only as you chart you organizational future but also as you wrestle personally with your relationship—on one hand, with those whom you are training and deaf people themselves, and on the other hand, with the administrators for whom you work. The line between dominant and subordinate

slips and slides, depending on which way you look. But the implications remain. We have a journey before us from subordination to creative equality.

B. Now a second part of our journey is from individualism to solidarity, from competitive to cooperative relationships.

All of us, especially women, have been socialized from grade school on, in a competitive and individualistic style of living and working in a patriarchal culture. For men, at least, understanding life in this win/lose way has been reinforced by team sports with a sense of solidarity in either "the win" or "the loss." But I want to suggest that you must go even beyond that to cooperative, mutually supportive structures and relationships.

You see, this competitive power model is one in which power and achievement is won at the expense of others. How often do you find yourself thinking competively about another interpreter or another trainer? As you watch an interpreter at work, does there lurk in the back of your mind, "Well, that's not a very good job. I can do better than that!? Are you quick to focus on the interpreter, herself or himself, withdrawing in your mind and judging whether this was the most aesthetically perfect interpretation? Do you forget that for various reasons, you, too, like the interpreter, have worse days than others, when your weary mind or body does not tune you to the finest sensitivities of interpretation? And when you fall into those traps, you have lost sight of what you are about—to be the means of inviting deaf people into the very world that belongs to them.

The truth is that real power and achievement comes not in competing with another for a psychic space that only one of you can possess, but rather in helping other sisters and brothers (whether they be deaf persons, interpreters whom you are training, or other interpreter trainers like yourselves) to achieve more of theirs. Now I've used the term "power"

several times and I don't want to hear anyone protest, "But I'm not into that; I'm not interested in power." The alternative is being powerless, ineffective, uncontributive. When I speak of power Imean " the capacity to alter consequences , to implement action, and to participate directly in decision making processes in order that the partnership of deaf persons and hearing persons might create a larger world for both you and for them," And if you aren't into that, them you ought not to be in your jobs!

And so you must give as much attention to the process as to final goals. In many ways you are not a cohesive group, either nationally or in you local situation. You're not all "best friends". Your social life isn't primarily with those with whom you work. In fact, some of them you probably wouldn't choose to work with. But you do, and you have a common task, and that's what draws you together.

One of the terms the women's rights movement has used is "horizontal violence." I work with predominantly male colleagues. Women in the ministry make up only about 3% of the profession. And we find that so much patriarchal violence has been done to women in predominantly male fields, such as mine, that we engage in it ourselves. Only it's horizontal – it's directed against other women. It comes out in comments to laywomen like, "You're not ordained, you don't really understand."

And we are so hungry for approval in our ministries that only the word "stingy" sometimes describes our appreciation of other clergywomen's work. Now what is that to you? In group experiences, does matter of who gets credit for what only reveal your massive ego needs and longing for reassurance? Are you willing to rejoice when another interpreter receives a responsibility you would like to have had? If you're invited to be and interpreter on a public occasion, are you prepared to suggest others who are more qualified and who could be invited

instead?

Are you willing to share knowledge that you have or do you keep it to yourself for your own benefit?

There are lots of ways in which you can empower one another. I like the term, "affirm signals" and I try to use such signals often. What shows on your faces when you are watching someone else interpret? Do you stay alert as they seek to communicate ideas and communicate to them a "listening support". And if you are in speaking group, do you pick up the points made by others of your colleagues, reintroducing their perspectives into the group discussion? Do you seek to build coalitions with others who either are or represent minority persons or positions? And when you disagree with members of a group, who, like you, are minority members—either because of their hearing impairments, or sex, their race, or their position on the staff, can you do so in a way that affirms them – or have you instead assisted in a divide and conquer process? If you are in a situation of conflict between the interpreters and the administration, do you take initiative to work out those differences and concerns before you find yourselves in the group in which interpreters may be pitted against one another?

What I am essentially talking about is the process of empowering one another, so that both of you are able to assume more power in the settings in which you function. When we act on principles which oppose every effort to disempower, and instead seek to empower the largest number of people in the most diverse ways, you know that real achievement is yours. And individualism and competition give way to solidarity and cooperative relationships.

C. Finally, the third part of our journey is from institutionalism to community. There is creativity in community, when legalism, restrictions and rules which govern interchangeable pieces of equipment known as human beings no longer are the "cement" that holds a program

together. But rather, a new kind of life together motivated and a new kind of vision sustains your program and all you do together. It's a community which includes deaf people being treated as first class citizens; it includes interpreters who enjoy working as communication facilitators without indulging in power plays—deliberately with each other or subtly with deaf people; it includes administrators who elicit in-put from all their staff and from the people who are being served; and it includes hearing people who feel that the perceptions of deaf people enrich their own world.

But that will take some doing. Entrenched institutional patterns still operate, and personality structures of individuals who ate attracted to your field, often tending toward authoritarian styles, are still present. Cowen's study suggests that such persons, in their fear and anxiety about their own weaknesses and defects, project those attributes onto the deaf person. Their perception of what weakness means personally to them becomes their misunderstanding of what being deaf in a hearing world would mean. In a sense, it is not just the deaf person, but all of us who carry "invisible handicaps."

The real issue is whether we can accept all people's limitations and gifts. Our real authority is in the power of being for others. Authority that is over others, or which sets individuals apart from one another, or at the expense of one another, cannot accomplish it. In the end we need to talk about leadership in a community instead of authority in an institution. We need to talk, as administrators, as trainers, as interpreters, not about those who are dependent on us, but about those who are independent because of us.

It means a struggle with, not a debate against. We need to struggle with sign language and oralism—not pitting one against each other—with mainstreaming and residential schools, with American Sign Language and Signed English systems, in the midst of deaf people and hearing

people. It means recognizing the gifts that all of those elements bring to persons, and recognizing each of their limitations, as well. It means transforming arguments in these schools of thought into a third way, not merely into what goes by the name of " total communication" but which genuinely incorporates them all. It means going beyond differences of opinion to further options and larger perspectives, according to the vision and commitment we have to enabling each person, deaf and hearing alike, to play a role in determining their own destiny.

Advocacy means championing the rights of people, all with basic human needs for acceptance, for a sense of belonging, for care and esteem, and for self determination. It's your need as an administrator. It's your need as a trainer or interpreter. It's the need of everyone, regardless of how they hear or how they communicate.

We do all of this in our community because we can never lose sight of that invisible person—on our staff, in our agency or school, or in society at large – who is given eloquent expression by the author, Ralph Ellison:

" I am an invisible man. No, I am not spook like those who haunted Edgar Allen Poe. I am a man of substance, of flesh and bone, fiber and liquids – and I might even be said to possess a mind. I an invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me, they see only my surroundings, themselves, or figments of their imaginations, indeed, everything and anything except me" (Ralph Ellison, The Invisible Man)

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DESIGNING MODULAR INSTRUCTION

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Individual students are different in many ways--size, ethnic background, interest in school, aptitude, to only name a few. There are some student variables which have a direct influence on learning. We know students have different goals and interests, but how does the instruction in our classrooms meet these differences? Some students may want to become professional interpreters, others may only wish to gain information about the interpreting process. It is a rare occasion when all students possess the prerequisite skills essential to learning a new instructional unit. Many educators propose that the extent to which students possess the entry competencies for an instructional unit is a major determinant in whether the students achieve the objective of the unit (Bloom, 1976; Gagne, 1977). How does our instruction account for these individual differences? We know that students have different learning styles and can l.earn more effectively from particular methods of instruction. Does our instruction make allowances for differing learning styles? Students also learn at different rates. It has been said that you can teach anybody anything if the instruction is appropriate and there is a sufficient amount of time to learn it (Carroll, 1963). If learning time is held constant for a qroup of students, we would expect to find the achievement among students to vary and a frequency distribution of achievement test scores would approximate a normal curve. This results in only a small percentage of students achieving well. On the other hand, if we allow each student to learn at their own rate, most all students will achieve mastery of the objectives. Does our instruction allow for different learning rates?

When we individualize instruction, we capitalize on a student's interest. we determine whether the student possesses the essential entry skills, and we match the instruction to the student's learning. style and learning rate.

Various approaches and programs to individualize instruction have been developed. Some of the approaches require a large investment of capital and sometimes a major reorganization of the school building and staff. One approach to individualizing instruction which can be implemented by individual teachers is modular instruction. This paper describes the characteristics and advantages of modular instruction, presents the components of a typical instructional module, and describes a process for designing modules.

Modular Instruction Characteristics

The idea of modular instruction was largely developed during the 1970's and is very popular in education today. It is a form of individualized instruction in which an entire course or course segment is divided into self-instructional units called m The concept of mastery learning (Block, .1971) forms the foundation of modular instruction, i.e., a student achieves one set of objectives before moving on to the next set of objectives. Students go, through modules on their own except for some learning activities which may involve other people. This self-instructional feature of modules allows for different learning rates. Modules have been called by various names such as learning activity package, unipak, and individualized learning package. The more general label which has emerged is instructional module.

Modules are self-contained learning packages with all the materials and directions a student needs to work through the unit. Modules are often packaged to allow the student to use the materials outside the classroom such as in the library, laboratory, or at home. The

scope of a module is based on the attention span of the particular qroup of students. A module developed

for early elementary students would last for a few days whereas a module designed for high school students might last for a few weeks to a month. Modules are defined by a connected set of objectives normally covering a single topic.

In modular instruction the students actively participate in their learning. The emphasis is on students learning rather than teachers teaching. Students are engaged in a variety of learning activates and go through materials in a variety of media formats. Modular instruction provides students immediate feedback on their learning progress. The feedback allows those who have learned the objectives to go on and those who haven't to recycle for a repeat in the instruction or for a change in the instructional activity. Modular instruction can be used for original instruction, remediation, or enrichment.

Modular instruction promotes cooperation among students since student success is based on achievement of objectives and not related to how well other students learn. Therefore, individuals are more willing to help others and work cooperatively because there is no blatant competition among students. Most all the students learn the objectives because the learning activities in a module are based on the type of learning and the characteristics of the students and also because it is tested and revised until a high percentage of students achieve a high percentage of the objectives.

Instructional Module Components

Although modules may vary widely in their composition, a typical module contains four components: instructional materials, tests, student guidebook, and teacher manual.

Instructional materials. The materials should be varied, when possible, to allow the student to choose among different media formats, types of

activities, and difficulty levels.

Tests. There are three types of tests included in a module: entry test, pretest, and posttest. Although the entry test and pretest assess different capabilities and serve different functions, they are normally combined into one test.

1. Entry Test-- assesses the prerequisite capabilities required to begin the module, and is administered before the student begins the instruction. The purpose of the test is to identify students needing remediation.

2. Pretest -- assesses the capabilities to be learned in the module, and is administered before the student begins instruction. The purpose of the test is to identify the students who already possess the capabilities expressed in the module objectives; thus allowing them to by-pass the module.

3. Posttest -- assesses the same capabilities as the pretest but is administered after the student completes all the learning tasks in the module. the purpose of the posttest is to inform the student and teacher which objectives have been learned and which have not. the teacher can use summary test data to determine the effectiveness of the learning activities in the module and to identify parts of the module needing revision.

Student guidebook. The student guidebook serves an instructional as well as a management function.

1. Title -- should reflect the central theme or main idea of the module.

2. Rationale -- a concise statement which indicates to the student the overall intent of the module and its relevance to the needs and interests of the student. It should also describe the relationship between the module and previous/subsequent modules or parts of the course.

3. Objectives -- statements of what the student will be able to do when finished with the module. They should be written so that the student will understand the intent of the objectives prior to doing the module.

4. Entry Requirements -- description of the capabilities the student must possess for probable success in learning the objectives of the module. Also, a specification of the modules or courses which are prerequisite to the module should be included.

5. Learning Task -- specific directions telling the student the activities necessary to learn the objectives.

Teacher manual. The teacher manual provides suggestions to the teacher about how to implement, manage, and evaluate the other three components of the module. When teachers develop modules for use with students in their own classes it is easier for other teachers to use the module when a teacher manual is available.

Instructional Module Development

To insure effectiveness modules are developed using the systems approach which consists of three phases. Within the design phase the teacher makes a number of design decisions which are validated in the evaluation phase. But before design decisions can be made, pertinent information about the students must be determined in the information phase. Below is a summary of the questions which are addressed and the associated tasks which the developer undertakes in the systematic development of instructional modules.

Information Phase

Who are the students'?	SPECIFY TARGET POPULATION
What special learning characteristics do the students possess?	DESCRIBE STUDENT CHARACTERISTICS
What do the students need to learn?	DEFINE OBJECTIVES
What can the students already do?	SPECIFY ENTRY COMPETENCE

Design and Construction Phase

In what order should the students learn the objectives?	DETERMINE INSTRUCTIONAL SEQUENCE
How should the students learn what's stated in the objectives?	DETERMINE INSTRUCTIONAL ACTIVITIES

What materials would support learning?	SELECT/ADAPT/DESIGN AND PRODUCE INSTRUCTIONAL MATERIALS
Which students need remediation before beginning the module?	CONSTRUCT ENTRY TEST
Which student can by-pass the module?	CONSTRUCT PRETEST
Which students need remediation after finishing the module?	CONSTRUCT POSTTEST
How will the student!; be guided through the module?	WRITE STUDENT GUIDEBOOK
How will the teacher implement the module?	WRITE TEACHER MANUAL

Evaluation and Revision Phase

How effective is the module?	CONDUCT FORMATIVE EVALUATIONS
Which module components need revising?	DETERMINE MODULE REVISIONS

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Workshop on Linguistics for Interpreter Trainers

Nancy Frishberg, Ph.D.

Presented at the Conference of Interpreter Trainers

St. Paul TVI, October 4-5, 1979

What is linguistics? This short discussion attempts to fill out in slightly grater detail the outline which each person who attended the Conference received. Clearly, I think You'll understand that I don't have time to give the whole course in one workshop, but I'll try to put into a more full context the points which are mentioned in the outline.

The outline suggests that a linguistic analysis of ASL will necessarily begin with some general remarks about the field of linguistics, with specific reference to those issues of interest to sign language studies. The remaining sections on the psycholinguistic and sociolinguistic aspects of ASL are quite comparable to the divisions one might expect to find within the study of any particular language. Therefore, if we agree on what the field of linguistics is assuming and what questions or issues it is considering, we will be ready to tackle the particulars of ASL.

Linguistics

Modern linguistics makes the claim that one of the defining characteristics of human beings is that we are endowed with a language capacity. At birth we are ready, primed to learn human language and (barring unforseen perceptual handicaps) we learn one or more human languages very rapidly, within two, three, or four years. Not only do we have this capacity as a species, but each individual member of the species has this capacity. A child raised in an English-speaking environment is going to learn to speak

English. The same child, if raised in a Chinese family, will speak Chinese at age 3 or 4 even if his/her biological parents are English-speaking. Children learn to speak the language of their environment. The implication logically is that at some level all human languages are equivalent. As far as we know now, all human languages are about the same in difficulty of acquisition as a first language. They must all have some characteristics which make them learnable by small children. A particular infant is not born to be an English speaker, or a Czech speaker. As far as that infant is concerned the language learning task is about the same whether the language under consideration is

English, Czech, Samoan, Japanese, Hindi, Greek, or ASL.

The name Noam Chomsky may be familiar to you as a person who symbolizes modern linguistics and theorizing about language. Among his important contributions is the notion that I've described above: all human languages have something in common which makes them learnable by small children. And by implication, we ought to be able to define the distinctive characteristics of human language from which any particular language may be structured. We all know that English doesn't sound very much like

Arabic or Swahili. We also know that the vocabulary of these different languages differs; there is not a one-to-one correspondence from the vocabulary of English to any of these other languages. We also know that the grammatical structures by which we represent particular ideas differ from one language to another. So what do we mean by a human language capacity and unified set of distinctive characteristics of human language?

Chomsky suggested that language is a distinctive capacity, separate from human perceptual mechanisms of hearing and seeing (and therefore is not necessarily damaged if one of the perceptual systems is damaged), separate from the motor control of the mouth or respiration,

the hands/arms/facial musculature, separate from the mechanisms of memory, separate from pattern recognition, but obviously tied into relationships with all of these other mental systems. And Chomsky pointed out that if this language ability is a genetically given capacity there are two important sorts of principles which we ca identify within it that characterize all human languages. First, the set of rules, process or basic elements in any human language must be the same. If they were different from one language to another, we could not explain how the child learns the system of grammar in the language so quickly and with so little formal instruction. In particular it means that the abstract grammatical notions like subject, object, verb, and so on will have meaning in any language, not only English or ASL. These will be categories of linguistic experience and linguistic explanation. Secondly, the particular basic elements (sounds or shapes of a sign language grammatical categories, meaning units and so on) can be grouped by their properties. These universal tendencies are shared by a large majority of languages, but perhaps not all language. The important points to remember here are that there is a general framework for human language, and that we consider that the basic properties of all particular human languages obey the limitations or principles of the general framework. Some of the properties relate to the system of sounds or formational elements which make up human languages. Some of the principles relate to semantic properties such as ‘animate’, ‘concrete’, ‘singular’. There are also universal properties of sentence structure. Linguistics is concerned with how the expression of these universal properties is manifested in each particular human language. Linguists are interested in describing the grammars of particular languages or in characterizing the universal properties of human language.

Ronald Langacker(1973) defined language in this way:

(a) Language is a set of principles relating sound and meaning. He was obviously talking about spoken languages, but now that we know a bit more about signed languages we can substitute ‘gestural forms’ for ‘sound’ and perhaps test the definition again.

(a’) Language is a set of principles relating form and meaning. The important part of this definition is that the forms of language by themselves are not enough, nor are the meanings enough. But rather the relationships between forms and meanings are by definition what makes up language.

One assumptions in the definition above is that the sounds and meanings have no necessary or motivated relationship to each other. This is an issue which is of particular interest to us in sign language studies. May people claim that signs actually represent or depict the things that they mean. If this is true, then the relationship between the forms of signs and the meaning of signs is given not through the principles of language, but through some more direct means. This more direct relationship has been called an iconic relationship. The contrasting relationship between forms and meanings in spoken language has been called an arbitrary relationship. By ‘arbitrary’ here we mean unmotivated, not predictable by some necessary connection. A typical example is offered here: an English word such as ‘book’ or ‘hat’ has the meaning that it does because of convention.

English speaking persons have learned to associate particular meanings with the sequence of sounds in the word ‘book’ but could equally well be convinced that the sounds of ‘hat’ could mean the object created of bound paper. That is , there is nothing about the nature of the shape or texture or qualities of a book that makes it necessary to call it by the name book. It is just the agreement of the community of English-speakers which makes that the

‘correct’ word for that object. The relationship between the sounds I the word book and the meaning of the word book is an arbitrary relationship.

Linguists have spent so much time emphasizing the arbitrariness of the relationship between the sounds of words (in spoken language) and the meanings of these words that they often forget about the various sorts of iconic relationships that hold in spoken language. I will mention these examples of non-arbitrariness to remind us that the qualities we see in sign languages are not so very different from the qualities we see in spoken languages, although the balance may differ.

One sort of non-arbitrary relationship in spoken language comes up when we examine the vocabulary which refers to sounds. The works that characterize the noises that animals make, for example, seem to be similar across many languages: moo, meow, and so on. Even more interesting in a way are words for human or other natural sounds: murmur, babble, whistle. In each of these cases the sound quality of the word itself seems to imitate the meaning of the word. “Whistle” describes sounds which have high frequency characteristics and the word itself uses both vowel and consonant sounds which have among the highest frequencies possible in spoken language.

Other animal noises differ from language to language. An English-speaker quates the rooster’s ‘cockadoodledoo’ but the French speaker hears ‘kukuriku’. Does this mean that roosters in England or the United States give one call and those in France , Haiti, or Senegal give a different one? No of course not. The way we hear the roosters what is different. Notice, however, that in each case the rooster uses only sounds which already occur in other words of the language. It’s important that we hear the rooster’s call and code it with

the same set of elements that we already use for talking about things which don't have meanings related to sound.

Another spoken language sort of iconism shows up in a large set of words which all share some characteristics of their sound elements and which almost have a meaning element in common, but not quite. Here I mean a group like sneeze, sneer, snub, snob, snort, and so on all of which start with sn-. What does sn- mean? It's not exactly clear but we get the feeling of negative affect and something to do with the nose. Notice that not every word in English that starts with sn- fits this category (snow, snap) but many do. The same phenomenon called phonesthemia- shows up with other initial clusters such as gl-, br, and so on.

A related characteristic of the sound structure of words in spoken language is called symbolism. People seem to feel that some vowel sounds give a sense of size or shape of the thing they refer to. High pitch or the vowel (I) suggests small sizes (tiny, teeny, itsy-bitsy) whereas low pitch or back vowels suggest larger sizes (huge, large, gross). This interplay between the sound of the word, the shape of the mouth in articulation, and the meaning attributed to the word is not consistent in spoken language, but may be suggested particularly in the experimental situation where people must guess the meaning of nonsense words. In these situations people show their tendencies to attribute the predicted meaning to unfamiliar words.

So the three or four types of sound symbolism, onomatapoeia, or linguistic iconism which show up in spoken language demonstrates that not all of spoken language is perfectly arbitrary in the relationship between sound and sense. What about sign language?

Many people still think that signs resemble what they mean. In some cases this is perfectly correct. The sign nose does refer directly to the object NOSE however notice that I must

refer to everyone's nose by pointing to my own nose. Other body parts terms may be nearly this directly referring, EYES is made with two contacts, one for each eye . We could imagine another sign language where only one point was necessary. ARM is shown by making a full arm movement with the opposite arm on the non-dominant arm; certainly this form of reference could be different. The fact that alternative choices exist for making a sign does not strictly speaking deny the existence of some level of iconism but it does show that the sign form and the meaning are related by a set of language-specific conventions. Let me say that another way: The relationship between form (in sign language) and meaning is not purely iconic, nor in every case is it completely arbitrary. However, from our examination of iconism in spoken language and study of sign languages, we must admit that sign language use arbitrary relations between form and meaning.

This issue about the degree of iconity (the pictoral quality) in signs has been investigated from several viewpoints. So far, those investigations have shown that the iconic value of ASL forms 1) does not aid children who are learning ASL as a first language, 2) does not contribute to the forces acting on signs through historical change, 3) does not appear to enter into the processes of memory or recognition of signs by deaf persons who are fluent in the language. Why then is this issue so "hot"?

The iconic qualities of forms of signs – the motivated relationships between forms and their meanings – appear to be useful memory devices for people who are learning ASL forms as a second language. That includes many interpreters and interpreter trainers, as well as a number of hearing sign language students. We, hearing signers who learned the language only recently find it helpful to think of OLD in relation to a long beard, or WOLF with

respect to a snout. But we need to remember that having a good memory device (mnemonic) for learning the sign is very different from saying that the sign literally is a picture of what it represents.

One last comment on this point, which I've probably overemphasized by now: Signs allow for metamorphic uses. For example, CROAK/CONK-OUT, the less formal sign for 'die', probably derives from an image of a four-legged animal in rigor mortis. The handshapes in the sign are consistent with other uses which refer to four-legged animals. Nonetheless, this sign can be metaphorically extended beyond reference only to four-legged animals. I can use it of myself to mean "I'm bushed" (colloquial English for 'exhausted'); humans have only two legs. I can use it for my car battery which has no legs literally, an only partakes of the quality of animacy in some partial way. To say that my car battery died and use this form, really denies the pictoral relationship between form and meaning. We are talking about meanings which can be related to forms without externally suggested motivations; we have arbitrary signs.

Let's go back to the definition mentioned above of Language: (a') Language is a set of principles (rules) relating forms and meanings. We have spent quite awhile looking at the relationship between individual forms and particular meaning. In considering the relationship between the definition given here and the issue raised earlier about universal properties of language, we can look at this definition as a short hand way of talking about three separate statement.

I. <u>There are principles which relate form to form:</u> We're asking whether the framework which has been developed for talking about speech sounds and their interrelationships both

within a single language or across all human languages can be applied in some analogous way to the elementary particles which make up forms in sign languages. This is called phonology.

II. There are principles that relate meaning to meanings: We're looking at sorts of elementary particles of meaning which are familiar from investigations of spoken languages to see whether these same meaning patterns or units show up in sign languages. This is often called semantics.

III. There are principles which relate forms and meanings to each other: The principles or rules which serve in language to relate forms to meanings are the rules of the grammar. We usually make a distinction between the grammar of words (morphology) and the grammar of sentences (syntax). Another somewhat newer area of investigation is the set of principles that relate structures of sentences to each other; this is the analysis of discourse.

Phonology:

Some people object to the use of this term within the realm of sign languages since the word's history links it to the structure of sound. I am using it metaphorically to refer to the investigation of the structural relationships of linguistic form without reference to meaning of the forms.

The source on the outline accompanying this discussion give a full and detailed account of the issues in sign language formational structure or phonology. The notion that the articulatory space for speech occurs in a closed environment (the mouth/nose) with a single articulator (the tongue or lips) and a system of internal feedback (audition) makes spoken languages somewhat different form sign language. In sign language we find slightly different limitations on the articulation space. Adult signers do not move their hands much beyond their own head to waist level reach. They do not include contact with objects in the world or with other people as part of the physical movement involved in uttering.

The elementary particles of sign language are such things as movement of the hands, location, handshape(s), and probably orientation of the moving hand(s). We may find after examining other sign languages that we also need to include information about contacting surfaces in order to completely describe the appropriate way to make signs.

The spoken language, we have learned that each language uses only some of the possible vowels and consonants that humans can articulate with their mouths , tongues, teeth, lips, and nasal passages. We find that no spoken language uses a clap of the hands as a consonant, so the articulatory space has integrity. But we also find that no spoken language uses more than about 80-90 of the possible 300-400 sounds that humans can make with the articulatory system. Most human languages use considerably fewer sounds than that. Further more, within each spoken language there is a pattern of allowable combinations and orderings of speech sounds, as well as disallowed combinations.

language there is a pattern of allowable combinations and orderings of speech sounds, as well as disallowed combinations.

In sign languages, we have also found that certain handshapes are more frequent and others less frequent. One sign language will use only part of the possible repertoire of shapes, locations, movements which human sign languages can employ. For example, the shape involving the extended ring finger occurs in Chinese Sign Language but not in ASL. Similarly, Klima and Bellugi (1979) make the point that in Chinese Sign Languagethe handshape made with a tense F-hand (like the sliape in the hearing gesture for 'okay') can contact using the fingertip surfaces against the palm of a base hand, for example. In ASL the 'L,'-hand can only make contact with the circle created by the index finger and thumb.

Semantics

The field of semantics is very wide-reaching, and I only can hope to make a small point in the discussion here. Human languages will able to talk about anything within human experience: this is an axiom of modern linguistics. The important thing about that is that I don't need to worry about the existence or non-existence of a particular, word (or sign) for an object or action. If needed, it will be creator from the building blocks mentioned above.

What is of interest, to us in comparing, the structures of meanings in spoken and signed languages is how each type of language represents those meanings which may show up as separate words, but, which are,

In some sense grammatical meanings. Here I mean notions such as singular,

plural, temproal relations (I am speaking to you now, but I am talking about things that happened at a previous time; I am talking to you about things that I dreamed), negation, and so forth.

English, as an example of spoken languages has the categories singular and plural. These are expressed primarily as the absence or existence of a marker (-s) on nouns. English has a few other patterns for creating plurals, but notice that there is no way of marking singular. Singular is the category we recognize when there is no overt marking of plural. Of course, some nouns are by their nature (inherent meaning) plural (for example, group, jury, team, family, and so on), but they can act like grammatical singulars. It's also interesting to realize something which most of us never learned in school: English has lots of words which are not considered either singular or plural, namely things that are considered mass. only nouns which can be counted fit the pattern singular-versus plural. Mass nouns include things like rice, water, gum, hair. The two important points to recognize here are 1)English expresses the idea of singular and plural as marking on nouns, and 2) English has a division between nouns which can be counted (and thus which can overtly express singular or plural) and nouns which are considered masses which do not fit the pattern. Other spoken languages work differently, although many related languages in the Indo-European family may be similar at this stage of their development. American Sign Language, in contrast, has relatively few nouns which can take marking for singular and plural (TREE:FOREST), but words (=signs) in other categories can show plurality in a couple of different

ways. In fact plural is a complex category in ASL, including a category for dual (twice), probably trial (three times and paucal (a few or several times). Interestingly , these various sorts of plurality show up as markings on verbs and other predicates rather than on nouns. GIVE is a verb which can show these sorts of markings. The mechanisms of repetition of action. circling movement, locational assignment for hand position, rhythmic or non-rhythmic action and so on are all part of the complex system of marking of plurality in ASL.

It is important to remember that the field of linguistics Is not inventing or adding to the grammars of human languages, but rather cataloging and describing the systems of regularity which people use in relatively unconscious ways. As native English speakers, you do not need to be aware of the categories of sounds - you simply learn to speak. You do not need to be conscious of the notions singular and plural, until you learn a secondary skill of writing where the niceties of agreement are adhered to more closely than in casual speech. As native ASI, users, you are not aware of the formational structures of the language; you just use them. You don't pay attention to the exact rhythms of the repetitions In the sign: the correct sign just feels right and fits. The job of linguists is to help us become aware of unconcious acts of appropriate linguistic behavior. Many interpreters need to tune their awareness to the categories of the grammar of the language they are less familiar with. So here I am making two points again:

1) Linguistics is not creating ASL any more than linguistics is creating English or any other language: linguistics is the tool to help us categorize or describe our linguistic experiences in a consistent way,

no matter what particular language we're talking about. 2) one can be a perfectly good language user without that conscious level of awareness.

Syntax

Syntax refers to the set of relationships which string words (or signs) into sentences, instead of leaving them as lists. Once again English and ASL seem to use quite different mechanisms to Create syntactic relationships. One important dimension that any language will need to separate out is who is acting, what's the action, and what is the action happening to or on. These are variously called Subject, Verb, Object, or Agent, Action, Patient or whatever. It's also important to be able to separate out old information from new information. English concentrates your attention on the first set of relations, whereas ASL seems to focus on the second sort of relationship. Furthermore, English shows Subject-Verb-Object relations largely by the mechanism of word order the horse kicked the boy 'means something quite different from it "The boy kicked the horse", but ASL seems to use spatial location and directionality of movement to signal these distinctions making, the order of mention of the items less important.

If English and ASL were not both used by the same people, then we, might have an easier time interpreting between the two languages. But, these are two languages which are in constant contact with each other and therefore the possibility constantly exists for the interpreter to keep word order as a mechanism and to add location and directionality, or to ignore the word order and rearrange the information to fit the 'Old

versus New Information' pattern mentioned above for ASL. In the same way if the interpreter is reading signs and voicing into English, the potential confusions in word order versus spatial arrangement patterns of sentence formation constantly exist.

The increasingly conscious familiarity with these two dominant and contrasting patterns of sentence formation will help interpreters become more fluent and comfortable in their task. The aim of interpreter training can include the systematic introduction of these contrasts.

Implications for interpreter training:

What does all of' this theoretical information have to do with interpreter training? I'm sure many of you are now asking yourselves this question

.

The task of interpreting involves taking information which is all bound

up in a particular coding system, Language A, and turning it into the equivalent Information within a different coding system, Language B.

The interpreter, wishing to perform a mechanical function, attempts to ignore his *or* her own emotional involvement with the information, ignores the accuracy of the information, attempts to be true to the speaker's intention, meaning and so on, in conveying the information to the addressee. The interpreter may find limitations from Factors external to the linguistic part of the situation. The environment where the interpreting is happening may be very noisy, and therefore the Interpreter cannot properly hear the Language A utterances (or see

them if Language **A** happens to be a sign language). The interpreter's memory may not be large enough to hold the information necessary to, process a 'chunk' of translation. The interpreter's processing mechanisms may not be working fast enough or acutely enough to keep the flow **of** information moving successfully or accurately. Nonetheless these limitations are simply "processing" problems. The more interesting, and more mysterious, questions about interpreting center around how interpreters make judgements choosing Language B forms which match the Language A meanings, The split-second decisions of interpreting involve rapid decoding of Language A forms into their meaning element, extracting meaning from the word order (or spatial relations) of sentences and reorganizing these meanings into terms and sentences of Language B.

What I think I have been suggesting all through these remarks, which are really introductory remarks about linguistics and language in general, Is that languages which appear to vary tremendously on the surface, actually only vary within some limited range. Each language will have consistent wats of building up words from smaller elements each language will have principled ways of expressing come basic, grammatical relations such as the relation between time of speaking and time of the events referred to, or singular and plural or other, multiple actions or objects. Interpreters of English arid ASI, (who are the group we are talking about mostly now) need to be acutely aware of the grammar of English and the grammar of ASL, and the points at which these two grammars contrast. These points ol' contrast are only now being systematically described and named, but have been around as long, as the two languages have been in contact. These points of

contrast highlight places in interpreting tests which will present language-based problems for interpreters. The function of linguistics at this stage n interpreter training ins to define the grammars of the two languages in ways that sharpen our understanding of the compatability of the two languages , and their incompatability. The role of the trainers is to use this information in creating translation exercises or other practical experiences for interpreters.

Future contributions of linguistics to interpreting:

Now linguistics, in conjunction with psychology , will be able to contribute to interpreter training in another way, which I have not really touched on except very sketchily in the above couple of paragraphs. The second major contribution which the field of linguistics may be able to make to interpreter training is in the realm of providing an adequate description of the processes that happen during interpreting. We all know that the interperter must perceive the information from the source language, and must turn that into a form that the receiver of the target language will understand. How many intermediate stages are there between the perception and the expression of the source and target languages? Are there externally imposed conditions which cause the interpreter's processing devices to fail- such as speed of input from two or more sources and so on? The complexity of the task of interpreting is one I certainly appreciate and am actively trying to describe. I hope in the near future to be able to contribute to the field of interpreter training with some more detailed thoughts on the structure and dynamics of the interpreting process.

Conference of Interpreter
Trainers
October 4,5,6, 1979

The-following videotapes were introduced by Dr. Frishberg:

"Common Errors in the Use of Sign Language Interpreters"

and

"The Use of Sign Language Interpreters in Psychological Settings

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Linguistic Analysis of ASL With Bibliographic Resource News

Nancy Frishberg, September 1979

Books on Linguistics of ASL

Klima, E. S. and Bellugi, U., Signs of Language, Harvard U. Press (1979)

Wilbur, R., American Sign Language and Sign Language Systems, U. Park Press 1979
Hoemann, H., Communicating with Deaf People, U. Park Press 1978
Siple, P., Understanding Language Through Sign Language Research. Academic Press 1979 (ULTSLR)
Friedman, L., On the Other Hand, Academic Press 1977
Battison, R. M., Lexical Borrowing in American Sign Language, Linstok Press 1977
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Stokoe, Wm. et al., Dictionary of ASL, Linstok Press 1976 (reprinted from 1965)

Woodward, J., Signs of Sexual Behavior, TJ Press 1979

Important Journals (just a few of many)
Language, Journal of Psycholinguistic Research, Cognition, Language and Society, Sign Language Studies, Journal of Verbal Learning and Verbal Behavior, Cognitive Sciences, American Annals of the Deaf.

Linguistics

A. General Goals and themes in modern linguistics

1. Universal Characteristics of Language (vs. Language specific properties)

2. First and second language acquisition
(cognitive prerequisites, learning processes, chronological order of acquisition of elements, interference patterns in second language learning)

3. Relationship between language, culture, and society

B. Themes of specific interest to sign language studies

4. Definitions of Language (as opposed to speech) tested against sign languages; iconicity in language re-examined

5. Language in a non-oral-aural modality: what are the consequences of producing and perceiving language

(linguistically structured utterances) in other modality: To what extent are the characteristics of sign language results of the general cognitive capabilities of human language users and to what extent are those characteristics the result of the modality in which the language is realized?

Readings

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Brown, Roger, A First Language, Harvard University Press, Cambridge, MA, 1976
Giglioli, Pier Paolo, Language and Social Context, Penguin, 1973
Klima and Bellugi, Signs of Language, Harvard University Press, Cambridge, MA (henceforth K & B 1979) Chapter 1
Langacker, R., Language and its Structure, 2nd ed., Harcourt Brace, Jovanovich, 1973

11. American Sign Language (particular language)

A. Phonological structure (structural elements in ASL)

1. Structural units (space, parameters, primes, canonical types)

2. Constraints on Sign formation (Symmetry and Cominance), possible and impossible ASL signs)

3. Historical changes in ASL signs (increase in manual activity vis-a-vis facial and body.movements, sign space reorganizes, symmetry extends application of assimilation and fluidity

4. Borrowing of English words (fingerspelling, restructured fingerspelling, initialization, loan translations, calques)

5. Rapid signing adjustments of ASL forms (conversational context, deletion phenomena, stressed forms, slips of the hand

Readings:

K&B 1979
Battison, R. M., Lexical Borrowing in ASL, in SLS 4
Stokoe, Wm., 1960, Sign Language Structure
Stokoe, Wm. et al., 1965 Dictionary of ASL
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B. Morphological Structure (Word Formation Processes)

1. Nouns and verbs (related pairs)

2. Deriving complex adjectival predicates (aspect marking in ASL)

3. Deriving complex verbs (expressing plurals and persons)

.4. Compounds (a synchronic description)

5. Classifiers (abstract classifiers and size and shape classifiers)

6. Category levels (the relation between meaning and word choice)

7. Numbers, numerals and quantifiers

Readings:

Klima and Bellugi Chapters 9, 10, 11, 12
Wilbur, R. Chapter 3
Supalla and Newport (Chapter 4 of Siple, P., USLTSLA, 1978)
Supalla, T. 1978 address to the second NSSLRT

C. Syntax (sentence formation process and semantics meaning)

1. Word Order and Sign Order (subjects, objects, topics, comments)

2. Spatial Organization (pronouns, reference, placement, movement)

3. Time (lexical indicators, phrasal indicators)

4. Auxiliaries (helping verbs, FINISH)

5. Questions (Yes/No, Wh-, Tags, Indirect, Requests)

6. Negation, Commands
7. Adverbs (modulations or non-manual forms)
8. Subordination: relative clauses
9. Subordination: conditionals

Readings:

Friedman, Lynn, The Manifestation of Subject, object, and Topic in American I Sign Language, Li, C. ed., Subject and Topic, Academic Press, 1976
Wilbur, R., Chapter 4
Friedman, Lynn, Space, Time and Person Reference in ASL, Language, 51: 940-961
Edge and Hermann's article in Friedman, On the Other Hand
Liddell, S., article in Siple, P., Understanding Language Through Sign Language Research
Baker and Padden's article in, Siple, P., ULTSLR
Hoemann, Communicating with Deaf People, Chapter 13
Frishberg, N., 1973 address to California Linguistic Society, "Time On Our Hands"
Cogen's article in Friedman, 1977

D. Discourse Analysis (Narrative Structure Processes)

1. Regulators (turn-taking, interrupting)

2. Eye-gaze and juncture

3. Role taking behaviors (discourse force, implications of passive and active, direct and indirect address)

4. Wit and Humor

5. Poetic language

6. Mimetic depiction (pantomime within sign language structure, visual vernacular', 'kinetic imagery')

Readings:

Baker, C., article in Friedman, On the Other Hand 1977
Klima and Bellugi's Chapters 13 and 15
Covington's article in Sign Language Studies 2, 1973
Hoemann, Communicating with Deaf People, Chapters 17 and 18
Friedman, L., 1974, On the Physical Manifestation of Stress in ASL (manuscript)

E. Psycholinguistic Issues

1. Acquisition of ASL as a first language (phonological, syntactic, semantic, comprehension vs. production)

2. Iconicity and sign transparency, translucency, learnability

3. Memory (short term, long term, auditory, visual)

4. Production mechanisms (breathing behavior, rate of signing with and without speech, pausing and transitions)

.5. Perception mechanisms (feature detection in noise, minimal cues for adequate perception)

6. Judging grammaticality

7. Shadowing signs (native vs. non-native signers, hearing vs. deaf)

8. Acquisition of ASL as a second language

9· Acquisition of interpreting skills

Readings:

Wilburg, R. Chapter 5
Klima and Bellugi's Chapter 1, 4, 7, 8
Siple, P. et, al. in Journal of Verbal Learning and Verbal Behavior (1977) 16: 561-574
Lane, H. et al. in . Cognitive Psychology (1976) 8: 2637289
Grosjean, F. in Journal of Psycholinguistic Research
Grosjean', F. in Perception and Psychophysics

F. Sociolinguistic Issues

1. Social history of deaf communities and deaf education (pre-18th century, France, Clerc and Gallaudet, comparative evidence)

2. Variation theory and social variables influencing ASL (age,.sex, native vs. non-native ASL user, education background)

3. Diglossia and bilingualism (describing points in the continuum, ASL/PSE/MCE, mime, fingerspelling, dialectization and replacement)

4. Folklore and folk traditions within deaf community/signing community (name signs, narrative themes and styles, folk etymologies)

Readings:

Lane, H., Notes for a Psycho-History, Deaf American, 1978
Wilbur, R. Chapter 6
Stokoe, Digiossia in ASL
Lane, H., The Role of Oral Language in the Evolution of Manual Language
(in Gerver, ed., Language Interpretation and Communication, 1978)

Woodward, J., Signs of Sexual Behavior, TJ Press,.1979
Woodward,,J.9,Black Southern Signing, Language and Society 5:211-218
Woodward, J., Historical Bases of ASL in Siple, ULTSLR 1979
Fischer, S., Sign Languages and Creoles in Siple, ULTSLR 1979

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ORAL INTERPRETER CERTIFICATION

Winifred H. Northcott, PhD

St. Paul TVI October **5,** 1979

National Conference of Interpreter Trainers

This is the era of reconciliation, of adaptability in the provision of'education and related services for hearing impaired (deaf and hard of hearing) children, youth and adults. Certain arbitrary terms are dated and outmoded... terms from the past like... right ... proper...better than... always...camp ... position, for example. The terms used today are process words, leading to a match between an individual set of characteristics of **a** single person and one option 'among several. Thus we find such retrieval terms today as team ... options ... advocacy ... approaches re solution... alternatives.

Gone are the absolutes which have plagued us in the past, .in favor of descriptive process words that are emotionally neutral. The verbs today are positive ones... integrate...resolve ... modify ... adapt. Finally we have reached the point in time when it is possible to say with certainty, "There is nothing inherently benign or malign about sign language or speechreading. The challenge is to preserve the right of an individual deaf or hard of hearing person to participate fully in the environment of his choice, using the mode of communication of his choice."

Thus the missing link in the chain of support specialists for the hearing impaired (deaf and hard of hearing) comes into focus. ..the Oral Interpreter.

A Personal Note

I am the daughter of oral deaf parents, now deceased--Dr. and Mrs. Edwin Nies of New York City. My mother taught at the New York School for the Deaf ("Fanwood") for 31 years. My father was graduated from Lexington School for the Deaf and Gallaudet College. He earned his D.D.S. degree three years later from the University of Pennsylvania Dental School, and he served concurrently as visiting dentist at both."Fanwood" and Lexington, for 47 years.

In retrospect, I grew up in an ideal environment as far as observation of individual differences was concerned. At home, my brothers, Jim and Bill, and I always talked and our parents in turn, read our lips and spoke to us. If they didn't understand a word, we fingerspelled it.

At a party, I watched my mother and father sign fluently in the "Queen's English" to one friend; "pidgin English" to another. When a lipreader came along, my parents dropped their hands and talked freely to their guest. At times, they signed without voice to each other in "adult conversation" pausing to speak to one or all of us "children," expecting to read our lips in reply.

I got two distinct, clear impressions from this environment, as I look back over the decades. 1. Everyone I knew who was deaf was "doing his or her own thing." 2. There was respect for individual differences in preferred mode of communication. There was no attempt to force an individual to use a mode of communication that was unfamiliar or uncomfortable. HURRAH FOR THOSE DAYS ... and for 1979, when we are back full-circle once again. I should add one P.S. both my brothers and I are

first-class reverse-skill (manual) interpreters AND first-class lipreaders as well. Growing up in New York where it was impossible to hear what anyone said over the roar of the subway train, we became lipreaders at an early age. In those days, most-families travelled as a unit most of the time.

The Concept of Oral Interpreting is not New

In Robert Bruce's official biography-of Dr. Alexander Graham Bell, there are two charming illustrations of how the family rallied round Mabel Hubbard Bell, Dr. Alexander Bell's wife**,** deafened from scarlet fever at the age of five. Melville Grosvenor, in his address to the Literary Society entitled Life With,.Grandfather reported that at the theater, Dr. Bell would turn his face toward his wife and silently repeat the dialogue so she could follow it. When in later years they went to the movies, the tables were turned. "Mabel, a superb speechreader, could not only follow the dialogue like everyone else (ed. note: captioned films, remember) but could read the lips at startling variance, especially during love scenes, with what captions purported was being said." (P. 391).

When the telephone rang in the Bell home, Mabel could talk to her husband and to others who were used to her speech "with the help of an intermediary, one of the children or grandchildren perhaps who would listen at the receiver and repeat the other party's words for her to read from their lips while she poke into the transmitter." (page 327-328).

Today's oral interpreters are rare birds, waiting to be "banded" (evaluated and certified) by the Registry of Interpreters

for the Deaf, Inc. as capital 0. capital I's. Their competencies-skills, knowledge, techniques--have been acquired through a natural process of total immersion into daily contact with deaf and hard of hearing lipreaders: as parents ... relatives ... colleagues ... or teachers. English is the native language, the "mother tongue" for these hearing impaired persons and it has required oral interpreters or translators along the way.

Thus-we point to the mounting excitement and groundswell

of commitment on the part of the Alexander Graham Bell Association for the Deaf; the National Technical Institute for the Deaf, the Registry of Interpreters for the Deaf, Inc. as co -sponsors of the first national Oral Interpreter Evaluation/Certification workshop October 25-27 1979, made possible through an award from the Bureau of Education for the Handicapped, U.S. Office of Education for this purpose. The host and grantee is St. Paul Technical Vocational Institute, Regional Programs for Deaf Students. The Workshop participants are from the Alexander Graham Bell Association, including oral deaf adults (ODAS) ; from NTID whose staff played a major role in the development of prescreening and certification materials and criteria for certification; from RID, NAD and St. Paul TVI.

Kenneth Lane, Director of Professional Programs and Services at the Bell Association, reports that over 400 individuals have asked to be listed as ready for evaluation as Oral Interpreters by RID regional teams in the future. Here today (October 25-27) only 65 participants and eight staff can be accommodated from all segments of agencies and institutions, including interpreter

training programs, in this first joint effort.

Harmony Reigneth in the Evolution to our Present Status

"You've come a long,way, baby" in the vernacular of the Virginia Slims advertisement. In 1964, Arthur Simon, an oral deaf adult, wrote plaintively in the Volta Review that oral interpreters were sorely needed by certain lipreaders in certain situations, and none were formally accessible. "A group of us like to 'listen' to all the nuances and flavor of the original message ... We don't want to miss the style, the tone, the mood of any one statement."

How did it happen? Briefly, in chronological order:

June, 1976 — A. G. Bell Biennial Convention, Boston. Section: Oral Interpreters, A Missing Link. Carl Kirchner, President, R.I.D., Inc. stated the formal . readiness of RID to "work with the A.G. Bell Association and its hearing impaired members to establish a certificate for oral interpreting."

April, 1977 — Publication: Northcott, W.H. The Oral Interpreter: a Necessary Support Specialist for the Hearing Impaired. Volta Review. 79(3),.1977, 136-144.

Nov., 1977 — Dr. William Castle, Director of NTID, served as Chairman of a Committee representing the six Federally sponsored postsecondary programs. Dr. Castle directed the drafting of Regulations for Implementation of the National Interpreter Training Act, inviting A.G. Bell members including ODAS, to participate.

May, 1978 — A. G. Bell Workshop on Guidelines for the Preparation of Oral Interpreters. (Revision-s o-f the-firs-t draft written b W. Northcott). Published! Volta Review. 81(3), 1979, 135-145.

Nov., 1978 — Ray Fuller, Program Evaluation Specialist, Arkansas Division of Rehabilitation Services and member of A. G. Bell Association (ODAS) conceptual-@ ized and hosted the first Oral Interpreter Training Workshop in the U. S.,-Little Rock, Arkansas.

Co-sponsors: University of Arkansas: Medical Sciences! Communicative Disorders Program; Arkansas Division of Rehabilitation Services; A. r,. Bell Association; Arkansas Ass'n. of Hearing Impaired Children.

Dec., 1978 American Association for the Advancement of Science (via Virginia Stern, Senior Program Associate, Project on the Handicapped in Science), A. G Bell and NTID, co-hosted an Oral Interpreter Training Workshop in Houston, Texas to prepare for the forthcoming AAAS Convention in that city the following month.

Jan.,, 1979 President, RID, designated A. G. Bell and NTID, working with RID, "in the joint leadership role of developing standards and implementing training for oral interpreters."

Apr., 1979 RID Board of Directors approved the inclusion of the Oral Interpreter Certification process in the existing RID evaluation system.

May, 1979 Conf.: Oral Interpreter Certification. Sponsor: NTID, at Rochester, New York. Chair: Dr. William Castle. Purpose: Revision of first draft, proposed certification requirements written by Drs. Diane Castle and Marjorie Jacobs.: .James Stangarone and Anna Witter of NTID. Representatives from A. G. Bell (six including four from oral Deaf Adult Section (ODAS) ; NTID (6) RID (2); NAD -(2).

Summer, 1979 RID approval, Board of Directors: Oral Interpreter Standards.

Oct., 1979 (25-27) First National Oral Interpreter Evaluation/ Certification Workshop. Host: St. Paul Technical Vocational Institute, Regional Programs for Deaf Students (Robert Lauritsen, Director). Co -sponsors: A. G. Bell, NTID, RID. (Federal grant BEH, USOE)

Among all the facilitating hands along the way, I want to recognize the stellar leadership of Dr. William Castle

As "bridge-builder" par excellence. It was a privilege to be among the late Fred Schreiber; Ralph White,

President of TIAD, ODAS and RID officers in the NTID meeting room in May of this year and the final

standards for certification of oral Interpreters were agreed upon by all.

At last, I believe I can tell a story to illustrate the ecumenical movement as it relates to provision of oral, simultaneous or manual interpreters to assure full-participation in society by EVERY individual with significant hearing loss who requests service.

When my husband and I were in Australia, we rented a car one day. On a tree-trunk squarely in the middle of a fork in the dusty road, two signs - read "Castlemine". one pointing to the left, one to the right. I rolled down the window and asked a sheepherder "Does it matter which road we take to Castlemine?" He replied laconically, "Not to me it don't."

The Consumers...Who Are They?

The premise is that Oral Interpreters are to perform in response to client request/preference for this specialist. The criteria include any degree of hearing loss. The lipreader may rely primarily on listening skills or on lipreading (auditory/ oral or visual/oral). The individual may or may not know sign language, in any of its seven forms or variations of symbol system. Central to the'Code of Ethics is the mandate that an interpreter not espouse ANY method of communication or mode of expression as being superior to another.

Let's pause for a moment to think of the incidence figures on hearing impairment among the school age population. Three in 4,000 children are estimated to be deaf (.075) and .5 (1 in 200), hard of hearing. The Deaf American reports that of 13h million hearing impaired persons in the **U.S.,** 500,000 are using sign language. That is one in twenty-six.

Dr. Bon Schowe, author of Identity Crisis in Deafness, a Humanistic Perspective (1979) focuses attention on the differences among the deaf aggregate including all individuals who may be labelled deaf by audiogram, whether prelingually deaf or a victim of presbycusis in old age.

> This also includes what he calls the "social entity of the deaf" or the so-called deaf.community. However, he points out that 33.6% of the over-65 age group is deaf, in contrast to the relatively small number of individuals who have received their education 'n schools or programs for the deaf.

This kind of analysis is useful, when one makes a comparison with the 1970 analysis of the deaf population in the U. S. (Schein and Delk, 1970) where all individuals whose age of onset of hearing loss was between birth and 19 years of age were grouped together. It is impossible to project staff by specialization or budget requests from this single statistic.

And so I give you a cross-section of illustrations of -the potential classes of client who may use an oral interpreter at some point in their lives, with rare or frequent usage. There are those who are post-lingually deafened," for example, the high ranking party official in New Mexico whose court trial was delayed a week until the oral interpreter he favored could arrive from another state.

There is the "world's first totally deaf legislator" in the House of Commons, reported in the Deaf American (June, 1979, page 5), who became totally deaf from surgery. He enrolled in a crash course in lipreading--but it didn't help in the struggle to distinguish among Cherry, Sherry and Jerry.. for example. His

wife, as oral interpreter, "spoke with such clear lip movements ,that he could understand her easily." When someone phones him, one of his three daughters or his wife picks up the receiver of a second telephone facing him while he takes the other. "They soundlessly repeat to him the caller's conversation." (page 6)

Dr. Castle reports that "fully 40 percent of all incoming students to the NTID know little or nothing about sigq language." Hopefully, most can relate directly to 'the instructor, without the intrusion of a third dimension... the oral interpreter. However, such students are an important classification of potential "consumer."

From Colorado, a law student reports, "In law school I have one particularly tough class. Luckily, I didn't know what I was missing or I might not have kept on. Now with an oral interpreter, I'm reality based, and passing the course."

A member of the American Academy for the Advancement of Science, deaf from birth, wrote "For the first time I was able to debate I from the floor with a hearing scientist, thanks to an oral interpreter."

A hard of hearing student in high school says, "I'm a listener. If other people would be quiet, I don't nee(i an 0. I.. But tell him to stick around... if my battery conks out, he'll come in handy."

Why Not Use A Manual Interpreter ... if You’re a Lipreader?

Moving from the global to the particular, this is the era of role specialization. It is an era which recognizes the

concept oil limited responsibility. "Different strokes for different folks" applies to specialized training...as an oral or manual or simultaneous interpreter with stated preference for a particular age of client (secondary school; adult) and specialized field of employment. It is comforting to know that if one interpreter prefers to relate to school age clients, another is challenged by senior citizens. The practical simulated role-playing, experience settings, laboratory work and mediated materials are different for each. Gone is the humor in the cartoon quip, "That question is too specific ... I'm a generalist."

Lest we forget... there is ambiguity in both oral and manual systems of interpreting and transliterating. For the client who processes information primarily through the medium of sign language, a great many contentive words must be fingerspelled, as there are no signs to represent them. Other concepts must be presented through rephrasing because the process of reduction is involved. e.g. stationery=stay- numerically controlled=managed; generated=made. For the client who processes information primarily through lipreading (speechreading) there are many words that are invisible on the lips. For example... egg,,onion, king. Homophenes, the "look-alike" words, are also a reality- for example: mail=pail, bail on the lips. The rephrasing must be automatic and swift. It takes experience borne of long association with lipreaders, beyond the intellectual exercise of analyzing passages in print to locate homopenes, as part of preservice oral interpreter training.

In both systems of interpreting/transliterating, there is the need to assess the skill level of a consumer. Does the sentence, "It's rather complicated" need to he modified as hard to understand." Does the consumer prefer the full flavor of the speaker, conveyed by a transliterator? Versitility is a prerequisite for every interpreter.

Why not a manual interpreter for a lipreader? First, a disclaimer. To see a manual interpreter sign (with or without voiceless speech) the song, "You Light Up My Life" is to convey to everyone in a room the mood and the shades of meaning underlying the words. Signed messages can contribute to peace of mind through the fluidity of signs and the rhythm of presentation. It is an eloquent interpretation for any hearing impaired person. Certainly, lipreaders will have to continue to use simultaneous interpreters until we play "catch up" in the training and certification of oral Interpreters. The setting can be a lecture hall, the doctor's office, a church sermon or an appearance in court for example where the precision of meaning of the original message is essential.

RID certification of manual interpreters assumes the ability to process information through signs and fingerspelling (with or without voiceless speech) at 150 words per minute: 120-130 wpm are deemed comfortable. In scientific or technical interpreting,, with a good deal of fingerspelling, the estimate is 80-90 'words per minute. In contrast, the Oral Interpreter proceeds at about 140 wpm, in interpreting or transliterating average conversation. Lipreaders of various ages and environments have given me the reasons why an oral interpreter is preferable

other variables being equal, to a manual or simultaneous interpreter.

- Personal identity. "People talk to me... I respond. I'm a listener and a lipreader."
- The normal rate and natural rhythm of speech is . often altered. When a word i.s fingerspelled, e.g. psychiatrist-the speaking of that word is often delayed and.follows the spelled word.
- The simultaneous interpreter may unconsciously become more manual as he becomes fatigued. Word endings are dropped out. There may be unevenness of production of the voiced/voiceless repetition of whole sentences and paragraphs
- There is reduction of natural body language when the

  language of signs prevails.
- There is minimum rephrasing for clarity of speechreading. . A good many common signs are produced in front of the face or mouth. For example, "This child can surely learn through speech and speechreading." "He speaks well," or "he signs well." "His parents are truly caring parents. It is a successful and beautiful family." "Some children learn through signs and some through speechreading, what a teacher is really saying."
- Two visual symbol systems are in competition. The notion of "cognitive dissonance" is central here. Lipreading and signing involve two visual symbol systems which are

not reinforcing, one to the other. They are in competition. (Titus; Gates; Goetzinger and Proud).

- A speechreader who does not know signs may he 'fascinated ... and distracted.
- Consumer preference is paramount. Channel selection by a deaf or hard of hearing person, in the mode of interpretation desired, governs the determination as to which specialist is requested as an interpreter or transliterator.

Terminology

To this sophisticated audience definitions are rather elementary. For the written record, however, the Alexander Graham Bell Association for the Deaf has adopted formal definitions as part of its Guidelines (Volta Review, April, 1979):

ORAL INTERPRETING: the incidental or substantial rewording of the speaker's remarks, presented with or without voice and always with natural lip movements

ORAL TRANSLATING (transliterating) verbatim presentation of the speaker's remarks by means of natural lip movement, with or without voice.

REVERSE ORAL INTERPRETING: verbal rephrasing of the message of hearing impaired (deaf and hard of hearing) person who may or may not use voiced speech, standard inflectional patterns and grammatical construction.

REVERSE ORAL TRANSLATING (transliterating) vocal expression of the exact words of a hearing impaired (deaf or hard of hearing) speaker who may or may not use voiced speech,

standard inflectional patterns and grammatical construction.

Please note, I use the term "hearing impaired (deaf and hard of hearing)" as determined by the Board of Directors of the A. G., Bell Association through resolution. This indicates the generic term hearing impaired and reminds the reader of the subclassifications within; namely, deaf and hard of hearing.

Types of Interpreters

There are those simultaneous interpreters who think in words, phrases and sentences. Their quick tempo of voiceless speech is natural. Their signs are fewer. Another classification relates to simultaneous interpreters who think in signs. For many, the tempo and rhythm of their voiceless speech is often erratic.

Among Oral Interpreters, there is a type whose facial expressions and natural gestures (metacommunication or body language) are minimal and very neutral. "She looks as though s he died but her lips are still moving," said a lipreader. On the other hand, a flamboyant interpreter using any mode of communication, can be a distraction to the consumer who later asks "Is that your natural color of hair?" "Oh, your animation... I didn't catch much of what you had to say."

Competencies Needed by Oral Interpreters (Guidelines: Volta Review, 1979)

The skills, knowledge and techniques involved in relating easily and comfortably to a lipreader, are not casual nor easily absorbed. They include:

KNOWLEDGE OR UNDERSTANDING OF

- formal systems of speechreading/speechreading
- principles **of** communicative and interpersonal dynamics
- · the role of oral interpreter/translator
- · psychosocial aspects of deafness (the wide-range of responsive behavior)
- · situational processes and protocol
- certification, educational settings, professional organizations relating to hearing impaired persons of school and post-school age including work and social environments
- current trends and issues in education of the hearing impaired (deaf and hard of hearing)
  hearing aids and their usage
- various etiologies of deafness
- theories and practices of mainstreaming hearing impaired children in the regular classroom: integration and

  assimilation as processes.
- variety of telecommunication devices
- ·organizations and institutions serving the lipreader
- ·dramatic/theatrical techniques
- ·articulation/distinction

PRACTICUM

- group discussions
- role playing
- mock evaluations

- supervised practice in oral interpreting and translating reverse oral interpreting and translating non job-related experience with lipreaders/listeners

THE FUTURE IS IN OUR HANDS

There is a groundswell of support for the formal training and certification or Oral Interpreters. From the beginning of coordinated interaction between the Alexander Graham Bell Association, the national Technical Institute for the Deaf an d the Registry of Interpreters for the Deaf, Inc. there has been an atmosphere of mutual respect and harmony.

One has only to look at the list of formal endorsers of the first national Oral Interpreter Evaluation/Certification Workshop to be held at St. Paul TVI October 25-27, 1979 to be assured of the validity of this statement.

- Alexander Graham Bell Association for the Deaf National Technical Institute for the Deaf
- Registry of Interpreters for the Deaf, Inc.
- National Interpreter Training Consortium
- Convention of American Instructors of the Deaf
- National Association of the Deaf
- Conference: Executives of American Schools for the Deaf Council of (federally funded) Institutions for the Deaf

Undergirding the implementation of the training and certification of the newest support specialist, the Oral Interpreter, is the granite cornerstone labelled Section 504 of the Rehabilitation Act of 1973. It expressly forbids the exclusion of any "otherwise. qualified handicapped individual...solely by the reason of his handicap...(from) any program or activity receiving Federal financial assistance."

The building blocks I have cited earlier are additional and visible assurances of the right of every hearing impaired person (deaf or hard of hearing) to participate fully in the mainstream of society in ways that are personally, socially and economically useful. The Bureau of Education for the Handicapped, U. S. office @of Education has, by its special award of funds to St. Paul TVI following. petition by the original triumvirate--A. G,. Bell; NTID and RID--formally declared its support of the addition of a new dimension to the existing interpreter training programs in the U.S. Specifically, that means the professional training of the oral interpreter for formal evaluation and certification, by the Registry of Interpreters for the Deaf, as an Oral Interpreter.

On behalf of each of us who has contributed in sung and unsung ways to bring this condition into reality--both hearing and hearing impaired persons alike--I speak from the heart when I give a quick "HURPAH"...and then hasten to add "Our challenge to continue as a united force, regardless of personal competencies or persuasion, has only just begun."

Conference of Interpreter Trainers

RID Informational Meeting

Friday Evening, October 5th, 1979

Holiday Inn

Jim Stangerone, President of NRID:

We're happy to announce that the Proceedings for the last RID convention have been complete--one year early! All those in attendance at that convention will be receiving a copy in the mail. Additional copies may be purchased for $6.95, plus postage. Most of the workshops and presented papers are included, and those not included will be in other future RID publications.

RID wants this audience of interpreter trainers to know that another set of proposed accreditation guidelines for interpreter training programs will be sent to you. Dick Dirst will be sending these in a memo with other information to all the people who are in interpreter training programs. One of the things RID is doing within that package is asking for your written comments on the proposed guidelines. you have not received this in the past due to lack of money, staff, and time to get it all out. The guidelines are still in the discussion stage. We urgently request your feedback. We want and need your input. The guidelines were drawn up by twelve individuals representing various programs throughout the country, including non-federally funded programs. Please look at it carefully. When we prepared these guidelines, we brought in Dr. Ralph Hoag from the Council of the Education of the Deaf as a consultant to look over what we had developed, to suggest how other organizations have developed their accreditation guidelines, and to provide input. When it's completed, we will be sending out suggestions on ways in which you can aim to meet these guidelines.

The Resource Guide of Interpreter Training Programs, a document listing all the IT programs in the country, will be published and distributed free of charge. This directory will be similar to the one published by Gallaudet College and NTID on the Post-secondary Programs for Deaf Students. It has been a challenge to find where the interpreter training programs are in this country. No one has ever done this before. RID is working to obtain the rights for printing this directory.

Based on information received from approximately 20 state chapters, RID will soon begin to revise the book, Interpreting for Deaf People. This will be a basic training tool.

The Hawaii convention is on! Information is on its way, and we're encouraging as many people as possible to attend. Sharon Newman Solow in California is Program Chairperson.

As persons dealing with interpreter training, you will be receiving regular correspondence from the home office of RID. It is wise to organize yourselves in some way in order to let the federal government know that there are many people out there training interpreters and to allow everyone an equal opportunity for any monies that might be available. We're working to improve the newsletter, Interpreter Views, and update out mailing list. As President of RID, I will try to keep in direct contact with chapter presidents as much as possible. So far, two very large packets have been sent to chapter presidents. One problem we're finding is that all chapter presidents aren't getting that information to their people. It's not always possible for us at the national office to get every item of information in the newsletter because items come up so fast.

A real spirit is building in our organization today. We're trying to build on the many positive recommendations being given to us. One of the problems we've had in the past is lack of sufficient help. Since June and July, the state chapter officers have been receiving a lot of information which needs to be read. We are also asking each chapter to submit a copy of its by-laws to the national office. Our filing system for state chapters is much better organized now.

The board meeting next week is being hosted by the Denver chapter. This is greatly appreciated. Another commitment I made to the board last year was to make sure that the board holds its meetings in different parts of the country. Traditionally, all meetings have been held in Washington, D.C. Since I've been president, we've had a meeting in San Diego and Chicago. As yet, we don't know where we'll be in the spring. We're open for invitations. We're also having board meetings twice a year which we feel is very necessary. This hasn't been done in the past, mainly due to lack of money. The board is also trying to develop a structured ballot system similar to that used by NAD. Then much of the voting can be done by mail. One by-law change is that the board of directors will change every two years.

Now I want Dick Dirst to share with you a few of the exciting things that are going to have an impact on how we handle one of the most important things we do--certifying interpreters.

Dick Dirst, Public Relations Director:

In August, we had 350 address changes within our membership! We also processed 140 new members. It costs us 25 cents for every newsletter that comes back. Recently, $150 has been spent on returned newsletters, so it's important that you report your change of address. The newsletter will carry

a reminder to that effect. Any newsletters returned to our office will be sent to interpreter training programs, since we only throw them away. Your interpreter trainees should be required to read them, as they contained information they should know. Beginning in December, the newsletter layout will be different.

The national RID office has moved to Halex House in Silver Spring, Maryland, as rent paying tenants.

A brochure advertising the RID publications will be out soon. Orders are processed within a week. There's al so an ad going into the Deaf American and the American Annals of the Deaf regarding new publications we have, including Leo Dicker's new book Facilitating Manual Communication for Students, Teachers, and Interpreters and the book, Hearing Children - Deaf Parents. Publications will help give us the financial status to do some of the many other things we want to do. We're also opening a savings account to earn interest on our treasury.

On November 1st, we are going to a computer scoring system for our interpreter certification evaluations, compliments of Gallaudet College. We are not being charged for computer time. At this point, we are approving evaluators. The state presidents and local evaluation team chairpersons have been asked to send in recommendations of people on evaluation teams to be approved. After January lst, only those persons who have been approved will have their evaluations scored. When the rating forms come back to us, if they don't have the evaluator's code number on them, they will not be scored. By the end of next year, we will be able to press into the computer the evaluator's code number and get a complete printout of every evaluation which that evaluator did. The printout will show any biases, overscoring trends, underscoring trends, etc. This year, basically, we are approving

the evaluators on the basis of current certification and paid up membership in RID. Next year, we'll be looking at that plus the evaluator's record of evaluating. (Comment from the group: Upon finding any descrepancies in a particular evaluator's scoring trends, the evaluator should be notified before any action is taken regarding the approved status of the evaluator. Also, since the purpose of having five members on a team is to take variance into consideration, you may want to look beyond on standard deviation.)

We're in the process of beginning to train, evaluators now, and I feel that this can continue to be supported financially by RID. Training which took place in the past has broken down. We are trying to determine which evaluators now have not been formally trained.

An evaluator's manual with specific instructions has been developed and reviewed by 15 persons on Local Evaluation Teams and will be sent to the board for approval next week. Following that, it will be retyped and sent out to everyone approved as an evaluator. That's the beginning process of providing information. That will be followed by training workshops being offered in each state by regional trained workshop leaders.

The new manual for evaluators will not eliminate the need for training workshops for evaluators. It will assist the evaluators, but the workshop will still be necessary. There are always questions, need for discussion, etc. Presently, there is no requirement for evaluators to attend such workshops. This is for future consideration. Evaluation training will be offered at the next two RID conventions, as was done in Rochester. Last August, there was a very successful regional meeting in the Southeast. Special emphasis was on evaluators. The second RID regional meeting may be held in the northeastern region of the U.S. We have a committment from many of the state chapters in that region. We will definitely be offering

the evaluators' workshop at regional meetings. At the Southeastern Regional meeting, it was financed by the state chapters, NITC, and the registration fee. It is hoped that RID can offer $500-$1,000 to a region to help set up a regional workshop. We'd like to see regional workshops occurring during the off years of the national convention.

The candidates being evaluated will also be receiving much more information. They'll be receiving the regular printout as to percentage scores in each area evaluated and also a summary score of each evaluator's scores. We hope to get the evaluation results back within 2-3 weeks or less from the time we've received the scores from the evaluation team. Team chairpersons are being told that unless they get their evaluation forms to us promptly, they will not be approved as chairperson.

There's an evaluation manual for local evaluation team chairpersons to show what their responsibilities are. There's a manual for oral certification evaluators and chairpersons of oral certification teams. There is a new revised legal interpreter certification training manual. There's a new manual on quality assurance. The Quality Assurance (Q.A.) is a screening system for screening new interpreters. It is based on a pre-RID certification level and is done by state RID chapters.

Beginning January 1st, a standardized interview script will be used in evaluations. There will be five questions asked of each candidate. The evaluators will also have a list of 10-15 additional questions to choose from and ask if the evaluators feel they have not received enough information about the candidate from the basic five questions. Recommended, appropriate responses will be included. There will be a section of questions an evaluator cannot ask a candidate, such as, "Are you the son/daughter of deaf parents?" and "Where did you learn to sign?"

Some of you have received material which we've asked you to review and return to us. We will be asking more of you to do this for us. Scripts are being sent out and people are being asked to look them over and highlight words/phrases which are important to the question of interpreting versus translating. We are aiming to make the process more objective so that the evaluator will know which phrases should be interpreted rather than translated and be alerted for this during the evaluation. This will be done with the scripts for oral interpreting evaluations also.

RID is making a concentrated effort to deal positively with CSAVR, the Council of State Administrators of' Vocational Rehabilitation, and to involve this group in the dissemination and review of many of our latest materials, such as the quality assurance manual. We feel RID and DVR should be working together, as DVR is probably still the largest employer of interpreters in the United States.

An insurance committee within RID has been investigating group insurance for health and group insurance for liability for interpreters. We've been negotiating with different companies and are now waiting for their proposals. One company wished to insure interpreter's hands. They have a group policy with court stenographers to insure their hands. In conversation with the court stenographers group, they are very pleased with the policy. Some members have collected on this upon having received damage to their hands. This insurance will be discussed further at the board meeting. Texas interpreters already have liability insurance available to them.

We are caught up on past correspondence and mail is now being answered immediately. Evaluation materials are being sent out as soon as requested. We are developing a grant proposal to the Bureau of the Education of the Handicapped to do field initiated research to study educational interpreting

in the U.S. 1500 school systems will be surveyed, 500 rural, 500 urban, 500 suburban, to determine the state of the art of educational interpreting. The next step will be to pick nine school systems which have been identified by various persons as "exemplary" programs. We will visit those programs and attempt to determine why they are exemplary. With that information, we will write two publications. One will be for public schools regarding the use of interpreters, job descriptions, compensation, what is sign language, etc., the whole topic of interpreting in the least restrictive environment. The second publication will be for interpreters. It will cover how to educationally interpret for children of various age levels. There are many issues to be discussed by many people. For example, I've heard interpreters say they refuse to sit on I.E.P. committees because of the confidentiality aspect of interpreting.

An advisory committee will be appointed for this grant. We're asking for about $80,000 for two years and have requested letters of support from A. G. Bell, NAD, Gallaudet, NTID, the Council of Speech and Hearing Specialists in the United States. A Ph.D. student at Gallaudet will be working on the study with us.

There has been no decision as to whether oral interpreting will become part of the MCSC (Master Comprehensive Skills Certificate). This will have to be considered by the board and/or total membership before a final decision is made. The terminology for the oral interpreting certificate needs to be settled. RID believes every deaf person has the right to choose the type of interpreter he or she wants and that all interpreters need to receive quality training and become certified.

CONFERENCE OF INTERPRETER TRAINERS 1979 CONVENTION

October 6, 1979 - Saturday morning

Closing of group work with all convention participants

GROUP A

Led by Dick Dirst and Anna Witter

Group A members: Alice Beardsley, Dan Burch, Paul Culton, Dick Dirst, Janet Dobecki, Jonnie Duncan, Eileen Forestal, Agnes Foret, Barbara Garrison, Jenna Harper, Karen Heller, Rick Hernandez, Virginia Hughes, Betty Ingram, Sally Kozia, Gil Magee, Beverly McKee, Susan Morgan, Joseph Myklebust, Ursula Palmer, lottie Riekohof, Ken Rust, Shannon Simon, Linda Siple, Mary Stotler, Jacqueline Vidrine, Eve West, Anna Witter, Sarah Young, Crystal Anderson.

Need Statement

There is a national need to establish a communication network for interpreter trainers. The purpose of this network would be to exchange ideas, resources and training methods and to insure the on-going professional development of interpreter trainers. It is proposed that this need will be met by organizing interpreter trainers as a special interest group within the existing professional organization, the RID.

Pre-reading Assignment: RID By-laws

Task #1

Establish an organizational structure for the special interest group.

Recommendations from Group A:

There is a national need to organize interpreter trainers. Therefore, a Conference of Interpreter Trainers should be established.

To accomplish the above recommendation, the interpreter trainers at this convention should elect an organizational committee.

The organizational committee should be charged with the following tasks:

a. To explore the relative merits of affiliation with the RID, CED and other appropriate organizations.
b. Write a set of by-laws for the new Conference of Interpreter Trainers.

c. Devise a dues structure for the CIT including a provision stating the amount or percentage to be contributed by or to the organization with which the conference will affiliate.

d. Conduct a mail ballot on ratification or rejection of the results of the above three tasks. The ballot shall be conducted among all participants at this convention. A return of at least 50% of the ballots shall validate the election. A simple majority of the ballots cast will determine adoption or rejection of each proposal. All proposals need not be voted upon at the same time.

e. Report to participants of this convention the outcomes of the votes on the proposals before May 1, 1980.

f. If the proposed by-laws ARE adopted, set a time and place for the first official meeting of the CIT, to be announced before May 1, 1980.

g. If the by-laws ARE adopted, cause them to take effect by the election of officers for the CIT.

Membership in the Conference of Interpreter Trainers should be offered only to interpreter trainers and interpreter training program administrators.

Final Action:

Following discussion, it was moved and seconded that an organizational structure of interpreter trainers be established and that an orgainzational committee be elected. Motion passed.

A motion was presented t.hat the organizational committee be comprised of nine people representing Different geographical regions and different program types. Discussion iTLCluded the suggestion that nominated persons explain their backgrounds and ideas, and that the number of people on the proposed committee is not as important as the representation. Motion approved.

Discussion followed ovei- the question of whether persons not present at the convention could be nominated for the organizational committee. While this was not a closed (Convention, not everyone in the field of interpreter training was aware of it. However, only

those present would be able to agree to being nominated. The organizational committee should be free to involve additional people as it deems necessary, including any

not attending this convention.

It was moved and seconded to allow persons not present at this convention to be eligible for nomination. The motion was defeated.

From a list of 21 nominees representing different geographical regions and program types, the following were elected to comprise the Conference of Interpreter Trainers Organizational Committee:

	Geographical Region	Program Type
Dan Burch	Southeast	AA degree program
Becky Carlson	Midwest	Certificate - Technical/ Vocational
Mel Carter	East	Communication Skills Program-NAD
Betty Colonomus	East	Certificate - Large Institution for Deaf
Rita DeVreis	Southwest	Free lance trainer
Eileen Forestal	Northwest	Associate degree-Community
Barbara Garrison	Southeast	AA degree - 4 yr. College
Lyle Hinks	West	AA degree - Community College
Julie McNeilly	Northwest	Certificate - Community College
Linda Siple	East	Certificate - Large Institution for Deaf

Due to a tie, the committee has 10 members.

It was moved and seconded to recognize the above persons as members of the Organizational Committee.

Task #2 Establish short and long term objectives for the special interest group.

Recommendations:

Some form of clearing house process should be established within the Conference of Interpreter Trainers to meet the following seven main objectives.

1. To provide professional development opportunities for interpreter trainers with respect to administrative, linguistic, and teaching skills.

2. To develop criteria for ITP accreditation incorporating
   a. a team responsible for on-site evaluation
   b. consultation to programs which do not meet the criteria
   c. a hierarchical accrediting ladder of "temporary", “conditional", "provisional" types of accreditation.

3. To provide members with a comprehensive bibliography of printed and software resources from which materials may be rented, purchased, or previewed by individual interpreter training programs.

4. To develop a process for liaison with other disciplines which interact with interpreter training programs.

5. To become familiar with political procedures in order to advocate current and future legislation affecting deaf persons effectively.

6. To assist in grant writing (locating potential funding sources) and determining quantifiable supportive statistical data.

7. To provide a central location for information about job opportunities, including
   a. employment advertising
   b. employment counseling (duties, responsibilities, salaries, qualifications, etc.)

Final Action:

A resolution was passed by the entire body that the newly elected Organizational Committee direct itself to the above list of seven objectives generated by Group A and be open to receiving any additional concerns from CIT members.

Group A - p. H-5

Discussion involved Becky Carlson and Anna Witter 'volunteering to write a summary of this convention for the general membership and Dick Dirst volunteering to summarize the state of the art of interpreter training for the December issue of Interpreter Views. This will comprise the first regular column in that newsletter devoted to CIT news. Dick solicited a commitment from four additional persons to write a colum for the remaining issues before the next RID convention and for persons from individual programs to assume responsibility for each of the 10 issues of the monthly interpreter training newsletter. Articles for the RID column should be submitted to Dick Dirst who will in turn submit them to the editor, and articles for the monthly interpreter training newsletter will be handled by individual programs assigned.

CIT MONTHLY NEWSLETTER

(Individuals assigned are responsible for preparing all information, printing and distributing to all persons on mailing list. Newsletters should be distributed by the 15th of each month.)

MONTH	TOPIC	ASSIGNED PERSONS
December	TBA	Irma Young, Tenn.
January	Curriculum Materials	NTID crew
February	Grant Writing - search for funds	Dan Burch, Ark.
March	Attitudes and Training	Theresa Smith, Wash.
April	ECU Training Program (Jenna welcomes material from other programs to include in this newsletter)	Jenna Harper, Okla.

May	Personnel Classification; job descriptions, salary schedules	Beverly McKee, Calif.
June	Evaluation of ITP	Julie Ann McNeilly, Colo.
July	Professional Development	Eileen Forestal, N.J.

Post Convention: #1 Free Lance Consulting Carter, DeVries, Ingram

#2 TBA TVI crew

CONFERENCE OF INTERPRETER TRAINERS 1979 CONVENTION

October 6, 1979 - Saturday morning

Closing of Group Work with all convention participants

Report - Discussion - Closure

GROUP B

Led by Becky Carlson and Mel Carter

Group B Members: Darlene Allen, Betti Bonni, Becky Carlson, Laura Carr, Mel Carter, Deborah Cassell, Betty Colonomus, Leo Did.ker, Rita Dominque, DeVreis, William Floerke, Eileen Forestal, Richard Hagen, Lyle Hinks, Robert Ingram, Margaret James, Peter Llewellyn-Jones, Annette Long, Jan McCready, Julie Ann McNeilly, . Anna Rinaldi, Cynthia Roy, Ruth Sandefur, Shirley Shisler, Theresa Smith, Mike Stever, Carol Vandenbusch, Diane Vincent, Jeanne Wells, Irma Young.

Task Assignment: 1) Establish a set of competencies that interpreter traindrs should possess. 2) Establish a means for evaluating the set of competencies. 3) Prepare and submit a proposal to the NRID.

Pre-reading Material: 1) SIGN certification guidelines
2) RID accreditation guidelines

Philosophy Statement from Group B

Interpreter trainers need to think about the future. What is the interpreter trainer of the future and the field of interpreter training of the future? We have to admit that today we are not doing "interpreter training" but more or less concentrating on extension of sign language skills,

on developing skills of communication without getting into the interpreting process itself. We are approaching the area of interpreter training, but we are not there yet. Generalists have a place in the development and education of interpreters, but we also need to branch out into specialization.

No one interpreter trainer can be expected to do everything in an interpreter training program. We need to look at programs rather than trainers and state what the program requirements are. We must make interpreter training an interdisciplinary field and recognize that sign language and interpreting are not equal but are built on each other.

Interpreting ethics are not adequate for today. In looking at the process of developing interpreter attitudes, consider our ethics discussions. They do not develop, by themselves, the attitudes that we desire. We must allow for self-growth and internalization of the attitudes an interpreter needs and recognize that some interpreters may not get to that point for a full five years. We have to accept this.

We need to look at the field of interpreter training carefully and be sure that deaf consumers are included in the vision of the field and in the realization of the vision. We must meet the variety of needs of a variety of deaf people.

We need to think of interpreters as "balanced bilingualists" before they are considered interpreter trainers.

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Group B chose to discuss interpreter training program evaluation rather than the certification of interpreter trainers. The group consensus was that the accreditation of interpreter training programs would be more appropriate since the accreditation team's responsibility would be to look at the skills of a program's graduates to see if they match the stated requirements.

A typical procedure for site visits by an accreditation team is as, follows:

1. Visits occur at regular intervals.

2. The program to be visited receives a statement from the accreditation team asking for information about the program.

(Possible questions: How many deaf people are on your staff? What type of funding do you have? How many of your graduates are presently employed as interpreters?)

3. The program responds with a written document of how it meets the goals set by the accreditation board, and this document is sent to the accreditation board.

4. The accreditation team visits the program and based on the written document which the program has submitted, the team has specific questions to ask and areas to investigate. During the visit, the team may interview staff, studets, persons involved in community outreach, and so on, and may ask to see the program's records. At the conclusion of the visit, the team convenes and may ask questions of the staff.

5. The team compiles its data and makes specific recommendations to the program. The team may not approve a program, it may give full approval, or it may give provisional approval with the stipulation that by a specific date the program must act on stated problem areas or weaknesses.

6. The interpreter training program receives the final written report of the accreditation team, and the program must respond in writing as to how it will implement any team recommendations.

Group B recommends the following areas for research:

1. How to transform English to ASL and vice versa.

2. What is an interpreter?

3. How can we predict who will be a "good" interpreter, and are there any "handicapping" traits that would prevent a person from becoming A good interpreter? How can we adequately screen applicants for training and then "weed out" those who should not pursue further training.

4. Terminology, including levels of skill ability such as "certified", "trained", "intern", need to be defined more precisely and with common agreement among CIT members.

5. What is an interpreter trainer?

6. We need a more effective evaluation of interpreters while they are in training programs.

Another issue of concern for Group B was the fact that presently

there exists no program to train and prepare interpreter trainers.

In the planning of future CIT conventions, Group B recommends that a variety of related professionals be invited such as researchers, applied linguistics specialists, teachers of English as a Second Language, teachers of spoken language interpreting, and specialists in bilingualism. It is also recommended that grants be sought for our research needs. End of Group B Report.

Final Action

A resolution was passed to allow and request RID to handle the accreditation of interpreter training programs following additional input from interpreter trainers.

It was moved and seconded that the newly elected organizational committe study Group B's recommendations. Motion approved.

Meeting adjourned.

Conference of Interpreter Trainers

October 6, 1980
Theresa Smith

English for Interpreters

It is important for students of interpreting to understand what language is. It: is not just a collection of words. Language is a system having parts that all fit together. Any single word gives very little meaning alone. Meaning has to come from the context of the message. It is not only tite string of words, but also who is saying it, to whom, in what situation, and so on, that provides real meaning. Language, then is a system of words and of interaction.

Language is an integral part of the speaker's culture. By that I mean I have to know your culture to know what you're saying; whether, for example, what you're telling me is insulting or complimentary. It is important to understand that language is a tool for communication. One has to know the whole system and the culture behind the language as well.

Words

In one language you may have a word for a particular seating object: Chair. In another language, the word, "chair" may have the same general meaning. But we often find that it isn't exactly the same meaning; there may be some overlap or grey area. There may be two kinds of seating objects, both of which are called "chair" in English, but in a different language, but one is called a chair and the other may be named something else, such as "couch".

One word often has several meanings. Let's look at the English word, "when". It can be used in more than one way. There is the question form: "When do you want to go?" There is also: "I was walking along, when I ran into Sally." "They made the announcement when I was eating." Each of these uses of "when" requires a different sign to be conceptually accurate.

Now consider the word, "position". That ways can you sign "position"?

You might sign it like sit, stand, and so forth.

AUDIENCE COMMENT: "What position do you play on the baseball team?" or position as in "political position".

Sometimes one word or sign isn't enough. Sometimes you need a whole phrase. If a person is signing and talking at the same time and doing a good job of conceptual accuracy, then there may be times during that talk when there will be signing but no talking because English has a more succinct way of expressing that thought. The reverse can occur, too.

AUDIENCE COMMENT: How about, "Why did you put me in a position like that?" "Embarrass me why?" or "Trouble me now, fault yours, do you why?" That's one I would want to change all around. I'm not satisfied with one sign. The noun, "place" is often the English substitution we see for "position". A person might say, "At work they have opened a new position." Now they don't really mean that they opened a new space on the floor. Other ways to use the word, "position": "Is your position comfortable?" and the verb form, "Please position the videotape where we can all see it."

Thus, students really have to understand that you can't always tie one word in English to one word/sign in ASL. It's important to study each word, in English and in ASL, to assimilate and understand all the various meaning, feelings, and cultural aspects of the words and signs.

The student should not be asking questions, then, like "What is the word for that sign?" or "What is the sign for that word?" If you are asked that, I would encourage you to say something like, "I can't tell you the word or the sign. Do you mean how would I sign that thought in that sentence? What is the context?" Try to emphasize that. It should also help a lot for voice interpreting later one. We often hear awkward, stilted voicing because the student has learned one word for each sign and uses it every time that sign is seen, or visa versa. The problem, particularly for voice

interpreting, is that hearing people who don't know signs are not accustomed to mentally filling in the gaps or doing their own "mental translating". Deaf people are used to watching mediocre signers, putting it all together and figuring, "Well, she really meant..." But hearing people aren't used to doing that.

Idioms

We don't have to teach English idioms to our students. They should already know them. But knowing when they are appropriate to voice, even though the signer is using ASL, is something they do have to learn. Sometimes when we hear the word, "idiom", we think of things like, "Birds of a feather flock together". There are idioms, figures of speech, and idiomatic phrases, and I'm not exactly clear what the difference between them is. But students need to be in the habit of asking, "What does it mean?" instead of "What does it say?" If you have smart students with good English skills, and if they recognize that ASL is another language, then one or two exercises with English idioms are probably enough. You just want to point it out, get it in their heads and start them thinking.

In addition to idioms, there are phrases that people often use while lecturing or in some other formal situation where an interpreter may be used. Phrases like, "is consistent with" and "meets the needs of" are some you've heard many times, but perhaps you've never stopped to think, "What does it really mean?" For years I went around interpreting the phrase, "meets the needs of" by signing "'meet" literally. I wasn't really paying attention until one day I saw someone sign "satisfy the needs", and I thought, "Well, of course." Sometimes people will unthinkingly substitute one idiom (which is conceptually inaccurate) for the original (conceptually inaccurate) one. For example, "full the needs". It's tricky.

AUDIENCE COMMENT: "Usually" is another one I learned like that. Other

examples of frequently used phrases are, to reach your goal", "as far as", it since", "just", and "in the meantime".

English also uses double negatives. People will say, "Such and such is not unlike..." That's confusing when you translate it that way.' It doesn't make sense in sign. So you want to get rid of all the negatives in that type of statement and say, "It is like..." Another example would be, "I was not altogether unfamiliar with..." Again, it is important to pay attention to the meaning, not just the words. This also refers back to paying attention to phrases that come up again and again and trying to find a good translation for them in a variety of contexts.

Time

Time is something that English and ASL treat very differently. Verb tense is something deaf students have problems with. In learning ASL, time is something that hearing students have trouble with. We need to pay attention to that. We need to analyze how we can clarify just exactly what time we're talking about and do it accurately. "Up til not" is a sign that students have problems with. What are some of the English glosses for that?.

AUDIENCE COMMENT: "Up until", "a long time ago", "have been, all along"...

Consider the sign, "year". It can be inflected, too, to say "for years and years and years". Consider, GT2 Index finger crooked backward next to cheek. This could be translated, "just started!'. The sign for "year" indicates a period of time, but this last sign is a relative sign. It depends on what you're talking about. If someone says,."What time did this workshop start?", you could say, "It just started." You would be talking about five, maybe ten, minutes. If someone asks you, "How long have you had your hair cut?", you could use the same sign, but you wouldn't mean five or ten minutes. You would mean that it was just recently that it was cut.

The sign, "finish", is another one that causes confusion for students. They feel an obligation to warn you the everything is past. Signing, "I walked finish to the store and I bought finish the book" isn't necessary! And they don't always know the other meanings for that sign. They're not aware that it can also add emphasis. It's like saying, "I had eaten more than eight, already!" or "It was done and nothing could be done to change it.

Space

Lou Fant has shown us a lot about the use of space and its importance. Back when I was teaching English to deaf students, I would tell them a story using signs and then ask them to summarize it in writing to see if they had understood the main points in the correct order and had the right relationships between the people, and so on. I was trying to build listening skills. But one of the things I noticed was that they were often confusing the people, who did what, particularly if there were more than two or three people involved. The reason for their confusion was that I was signing PSE and was not using space well. I would spell "he" and they would think, "Where did 'he' come from?" "Who is 'he'?" Conversely, when I was teaching ASL to hearing students, they were all confused as to who had done what. They were missing the spatial indicators. So it's important for interpreting students to practice expressing spatial relationships in English.

Pronoun Usage

Pronoun usage in general can be a problem. I may say, "I was sitting quietly when suddenly someone approached me and tapped me on the shoulder. "In ASL, you don't have to say whether it's a male or a female. You can go through this whole conversation without ever indicating gender. In English, that could cause a problem if you're voice interpreting and saying, for

example, "He...he..Mary..Oh, excuse me! Heh, heh, remember, I was saying, "he" all along? Well, actually..." So during an interpreting situation, you might want to tell you students to ask what gender or to use "person" or "they".

Both languages leave out information the other requires. For example, imagine that you;re interpreting in traffic court. If the person says in English, "I was stopped at the stop sign when the car came swerving around the corner." Which way was it swerving? You have to indicate where it came from when you're signing. So you have those kinds of translation problems. Students need to be aware of them. They also need to know what their own particular weaknesses are and what they have to learn.

Prepositional Phrases

There are usually many different ways of signing a prepositional phrase. One example is "next to" as in "sit next to", "next to the stove it next to last", "next in line", and so forth.

Verb Translations

Classifiers and verbs in ASL often convey a great deal- of information. For example, The-plane-took-off-banking-steeply-sharply-gracefully-to-theright-then-slowly-leveled-off-in-a-direction-45 degree-from-its-take-off-angle. You don't want to say only "walk". We have to voice these distinctions. The use of verbs is a big area of study. You could have some samples of stories with a lot of action and use those stories, paying specific attention to verb translations. Ask the students how to phrase them, asking for all the information, not only main verb.

Classifiers

Classifiers refer to size and shape. I'm just learning about that and am not clear myself on the distinction between classifiers and size and shape specifiers or SASSes. SASSes are one kind of classifier. The point

is, there are a variety of signs which show size and shape. They do not necessarily have an English counterpart. So you have

or How do you express that in English? Sometimes you can say, "thin layer", sometimes it means two inches of snow. Sometimes it means a lot of smog, all depending on the context. This sign--"thing you push using two hands around a handle.,"--sometimes means a specific thing, such as a baby buggy or a lawn mower or a rolling pin. So provide practice with such examples.

Terminology or Special Vocabulary

In her workshop, Nancy Frishberg said people continue to learn language all their lives. Not only do sign language interpreters have to improve their language continually, but foreign language interpreters also have to improve their vocabulary and language skills continually. If I was going to a meeting on financing, I would have to learn the vocabulary related to that. If I was attending a convention of farmers, I would have to learn the vocabulary related to that. We have had deaf students come to the college from Montana and discuss wheat farming, for which they have a whole vocabulary that the other students don't know. Certainly our interpreting students don't know these signs yet either.

AUDIENCE COMMENT: Signs for football are like that.

Yes, words like tackle, touchdown, defense ... you don't know those signs if you don't know and talk about sports in ASL! Another area is cars. An interpreter might be working in traffic court or dealing with mechanics and have to know signs for things like carburetor. Parliamentary procedure is another area with which an interpreter will often have to work. You'll want to sign "close vote" for "call for the question".

Class or Style of Language

Theoretically, you might have a word that is not significantly related

to the age or sophistication of the speaker in English, but does have some indication in ASL, or vice versa. "Telephone" is a good example. The one-handed Y is the newer sign while older people often use the two-handed “mouthpiece and receiver" sign.

There are some words in English that I would say the same way as my mother or my Grandmother. But if I was signing a word as an old woman, I may want to do it in such a way as to give it a little bit of flavor or indication that this is an old woman signing. For example, a deaf person might sign, "refrigerator", but I might want to say, "ice box" because the deaf person is old. Or she might sign, "stereo", and I would choose to voice, "Hi Fi". So you are trying to pick the vocabulary that fits the speaker.

Other indications of class or style of language are posture, the way you stand, the way you handle yourself and move, and the voice that you use. If a feminist is talking/signing, you don't want to sign/talk very meekly. On the other hand, if you have someone who is a real lady, someone very genteel, courteous and considerate of people, you don't want to sound boorish. It wouldn't be appropriate! Try to have your students practice getting outside of their own selves, out of their own characters and into something different. Age, class, race, sex, and education of the speakers are all things that will influence the type of language that we are to use.

AUDIENCE COMMENT: When I try to teach this, I find that every person has a different way of expressing sarcasm, showing an old lady, and so on. On the other hand, for some students, it seems to be a problem because in the Code of Ethics it says, "Show the intent of the speaker". Well, there's no one right way to show that. It's difficult to get across to the students that everyone will have his or her own interpreting style.

So you have my old lady and her old lady, and the two of us might

interpret a little differently.

AUDIENCE QUESTION: Are there techniques to identify any of those characteristics that would be common for a particular character?

Yes, I would think so. I once saw a movie where the actor, Paul Newman, was portraying a Native American. I had switched the TV on in the middle of the movie and saw instantly that he looked Indian due to the way he stood. He held a rifle a certain way and stood with his legs apart. Obviously, he had studied the body language of Native American people, and body language is a part of culture. So encourage the students. They can't do it all at once, but they should be aware of the influence of body language. Have them watch people--the different ways people sit, the way they dress. Perhaps you could choose a different costume to wear to interpret for one person than for another. Have them study the movies. They can give you a lot of information. Have them study books such as old novels. They can give yc)u a lot of vocabulary, language, and ways of expressing thoughts.

One exercise I use for students is to have them select someone who is well known or famous, and come to class and give a presentation as that person. A student may come in and lecture as Abraham Lincoln or President Carter, or assume the role of an actor people know. You'll be amazed at how talented the students are. There was one student I had who went over to the side of the room and assumed a character. By the time she had walked to the center of the room, everybody already knew who she was. She was portraying Abraham Lincoln, and the woman was my height--short. It was incredible. Then there were other students, of course, who tried for a half hour and we still didn't know what character they were trying to portray. When they told us, we still didn't understand what characteristics they were trying to show. One phrase that you might say is, "Try to interpret the Gestalt: Interpret the whole--information, the mood, the style, the speaker's personality, age, sex ... The Gestalt."

Another exercise for later on in training is to have the students double up and have one student prepare something in ASL (as themselves), present it, and tape the of her student voice interpreting is. Then allow the person who signed it to listen and comment. Before this exercise, the students should have all been together and know each other pretty well. It's really easier for them to try and think of Kathy, for example, and try to talk like Kathy. They've already heard her voice and her vocabulary, they know her personality, and so on. Start with something like that which is a little bit easier and go around the room doing that kind of practice.

Humor

What's funny in English is not always funny in ASL and vice versa. We 're back to culture as well as auditory versus visual. It's useful to have students practice translating visual humor to auditory humor, practice translating puns, and so forth. This is awfully high level, though.

Poetry

Remember that you all studied and practiced writing poetry in English when you were young. No ore expected that you would write like Keats, but you wei-e asked to give it a try, to get a feel for poetry. I think it's good for us to encourage the students to write poetry in ASL. I don't mean translate English poetry into ASL, but actually to create poetry in ASL. Think and talk about what makes poetry different frcm everyday conversation. If you can, have people present some of the poems that have been written in ASL. For example, "The Rain Cycle" is a very well-known poem which Dorothy Miles created.

Here are some recommendations for reading: Word Play by Peter Farb. It's a thick book, but he explains language very well and clearly. You don't have to have any particular background prior to reading this. He discusses what he terms, "the speech situation", c6m:)ares different cultures,

and really gives you a feel for what goes into communication. The second book I recommend is The Silent Language by Edward T. Hall. He tells us that the "silent language" is culture. For example, if you arrive five minutes late somewhere, it means one thing in the United States, it means something else in France, and something different in Mexico. If you leave the door open, that means something different in the United States than in Germany or Japan. Hall has written two other excellent books that I am really crazy about, so after you read The Silent Language and fall in love with him, then you can go ahead and read the other two: The Hidden Dimension, about space, and Beyond Culture. Thank you very much.

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Conference of Interpreter
Trainers
October 6, 1980
Robert M. Ingram

Reverse Interpreting

Despite its title, this presentation is not exactly about"reverse interpreting" for two reasons: First, I do not accept the term "reverse interpreting," and secondly, I am going to focus not on the skill itself, but on how to teach the skill. Consequently, the presentation would more Correctly, be labeled, "Suggestions for Teaching, Interpretation from ASL to English.

Terminology

Steven Fritsch Budser presented a good rationale for not using the term reverse interpreting" in his article on the front page of the January, 1979, issue of Interpreter views, but the controversy actually goes back to 1979, when Lou Fant objected to the term in an article published in The Deaf American. I tried to reinforce Lou's position in an article entitled, "A Communication Model of Interpreting Process," published in the Journal of Rehabilitation of the Deaf in 1974 and in subsequent publications. "Reverse interpreting" is an inappropriate term, because it implies that one language is inferior to the other. It suggests that the natural process is to interpret from English to ASL and that to interpret from ASL to English as somehow unnatural or abnormal. English-Spanish interpreters do not speak of "reverse interpreting" from Spanish to English. It would be unthinkable of them to treat one language as subordinate to another. A deaf person once asked me, "Will you reverse interpret for me this afternoon?) I replied, "Does that mean that you want me to talk backwards?" I do not mean to suggest that we should behave brashly, but I do think that we have to be more conscious of the terms we use and educate our consumers about proper terminology as appropriate.

The term "sign to voice" is being used more and more in place of reverse interpreting". I am not sold on this term either, because it is ambiguous. What kind of sign are we talking about? What language are we voicing? This term also suggests that deaf people do not voice, or vocalize, when they sign.

The counterpart to "reverse interpreting" has traditionally been it expressive interpreting". This term, too, implies the superiority of English over ASL. What is more, there is always one language being expressed" during interpretation. When we interpret from ASL to English, we are expressing in English. The type of expression we convey in our interpretation - e.g. anger, disgust, pity, elation, pleasure., etc. - depends, of course, on the type of expression used by the speaker or signer from whom we are interpreting. In other words, all interpretation is expressive as the original.

What is wrong with using the term "interpreting" to refer to the process of interpreting from English to ASL or from ASL to English? Interpreters of spoken languages (French-English, Spanish-Russian, etc,) use only the term "interpreting" regardless of which language they are interpreting from or to, and I see no reason why we should not do the same. If it becomes necessary to specify which is the source language or which is the target language, then we might say that we are interpreting "from ASL" or that we are interpreting "to English" or "to Spanish".

Just as I see no reason for separate terms for interpreting from English and interpreting from ASL, I see no reason to teach the skills separately. That is, I see no need for separate courses in "Interpreting from ASL to English" and "Interpreting from English to ASL". An interpreter is rarely expected to interpret in only one direction. A student has to learn not only how to interpret in both directions, but also how to switch rapidly

from one direction to the other and back again. It may be appropriate and necessary to drill the skills separately, but at some point, they must be integrated.

Along these lines, it makes no sense to me that there should be separate RID certificates for Expressive Interpreting and Reverse interpreting, as we had in the past, or even that the passing score for interpreting from ASL to English should be *60% for* the Interpreting, Certificate while the passing score for interpreting from English to ASL is 70%. Why don't we have just two basic certificates, -the Interpreting Certificate and the Transliterating Certificate, and require applicants to interpret or transliterate with equal competence in both directions? There would be no need for the Reverse Skills Certificate or even the Comprehensive Skills Certificate. A person who passed the entire evaluation would simply be awarded two certificates, IC and TC. Better still, how about just one certificate say the Certificate of Linguistic Competence (CLC), which may be specified for either Interpreting or Transliterating or both?

Traditional Training Approaches

How has the skill of interpreting from ASL traditionally been taught? I suspect that the skill has really never been taught at all. Rather, we have taught "receptive ASL" by the grammar-translation method and called it reverse interpreting". The grammar-translation method is a method used in second-language teaching. Students are given a text - in this case, as ASL text and asked to translate it. (I am using-, the term "translation" here in its broader, generic sense.) The grammar-translation method is largely rejected by contemporary second-language teachers as ineffective.

(The term "receptive skills" is another term I do not much care for.

Instead of talking about "receptive skills" and "expressive skills," in,

second language acquisition, I think we would be more precise to refer to “comprehension" and "'production".

Essentially, I am saying that our approach to teaching students to interpret from ASL to English has historically been a haphazard, trial-and-error,.."Pete and Repeat" procedure. On saying this, I do not mean to condemn the noble efforts of the many fine interpreter trainers around the country. God knows I have made as many mistakes in training interpreters as the next person. But today we have a lot more information to go on, and I world like to suggest some ways we can use this information from linguistic research, from second-language teaching, and from the training of spoken language interpreters, to improve our own approaches to interpreter training.

Text Analysis

One of the mistakes I think we make in training interpreters is to focus on the interpreting situation rather than the text being interpreted. We teach courses and workshops on "Interpreting in the Educational Setting," "The Legal Setting", "The Medical Setting", and so on. We stage mock trials to teach interpreters about courtroom procedures, and we role play classroom procedures, funeral procedures, intake interview procedures, and many other procedures, but we never really get down to the nitty-gritty of interpreting: problems of equivalence between languages with regard to a given text. I submit that it is not the job of an interpreter trainer to teach courtroom procedures; for that kind of information, students should be referred to courses in criminal justice. Students should learn about classroom procedures from the Education Department and about hospital procedures from one of the Allied Health Departments. Interpreter trainers cannot be experts in all fields nor should we try to be. It is time to turn our attention to the real task of interpreter training: the analysis of texts.

Text analysis is not **a** new technique. It has been employed by translators in one form or another for centuries. Only recently, however, has the analysis of texts been investigated scientifically. Notable examples are the works of Roman Jakobson, Talmy Givon, Stephen Tyler. Eugene Nida, T. A. van Dijk, John Beekman and John Callow, and I. A. 'Richards. To illustrate the principle of text analysis, I will review a relatively simple, but classic, classification of texts proposed by the anthropologist, Joseph Casagrande.

Casagrande published an article in 1954 in which he described four "Ends (or Types) of Translation". He called these Pragmatic Translation, Aesthetic-Poetic Translation, Ethnographic Translation, and Linguistic Translation. Other writers have proposed other categories, and many of their approaches are worth considering. Casagrande's classification is not necessarily the best, but it is a good one to start with.

Pragmatic Translation

"In pragmatic translation," says Casagrande, "the purpose is essentially to translate a message as efficiently and as accurately as possible. The emphasis is on the content of the message as such, rather than on its aesthetic form, grammatical form or the cultural context, all of which are subsidiary to the practical, matter-of-fact goal." Pragmatic translation, or more precisely, pragmatic interpretation, is generally what sign language interpreters do. We emphasize getting the message across without regard to the linguistic or cultural context or aesthetic form. This approach is not necessarily bad, but neither is it always the best approach to take.

Aesthetic-Poetic Translation

Sometimes we should employ aesthetic interpretation, or what we typically refer to as "artistic interpreting". Ah, "artistic interpreting": another terminological masterpiece. I recall the story of a little boy who was trying

futilely to extract some ketchup from a bottle for his luncheon hamburger when his mother relieved him of the chore. As she proceeded to pound the base of the bottle with the palm of her hand, the doorbell rang. The little boy scurried to the front door to greet the traveling salesman he found standing there. "Is your mommy in," ask the salesman. "Yeah,'replied the little tyke. "She's in the kitchen hitting the bottle." The moral of the story is that the names we give to things and to ideas are more than mere labels; they are representations of our attitudes toward our work and the people who benefit from our work.

So what is wrong with the term,"artistic interpreting"? When we refer to the interpretation of an aesthetic text as "artistic interpreting", we imply that only certain kinds of interpreting are artistic. In truth, all interpreting is artistic. Even the interpretation of obscene stories is artistic if the interpretation is well executed. Similarly, we should reconsider the use of such terms as "legal interpreting" (is there such a thing as "illegal interpreting"?), "religious interpreting" ("sacreligious interpreting"?), and so on. It is not the interpreting which is artistic, legal, or religious; it is the text. Therefore, I suggest that we begin to talk of the interpretation of texts: Pragmatic texts, aesthetic texts, scientific and technical texts, distorted texts, (as in schizophrenic speech), and so forth.

When we interpret an aesthetic text, such as a poem or a joke, we are concerned with the content, of course, but we are also concerned with the form. A poem that rhymes in English ought to rhyme in its ASL interpretation, though rhyme in ASL is the result of visual, not auditory similarities between signs. Most of what is called "artistic interpreting" is not really interpreting at all. It is manual choreography. That is to say that emphasis is placed on making the signs look pretty. That is only one step

in the interpretation of an aesthetic text. The first step in interpreting a poem., say, from English to ASL, is to decipher the meaning of the poem. This process may take one reading,. or it may take dozens of readings plus supplementary research (such as research on the life of the poet, the literary period in which the poem was written, etcetra). The second step is to express the poem in ASL, giving particular attention to correctness of ASL grammatical form and avoidance of English interference. At this stage, the interpreter should not be concerned with exactness of interpretation, but with re-stating the poem as completely and intelligibly as possible into the target language (in this case, ASL). Thirdly, the interpreter should re-read the original poem to determine what poetic devices were employed, such as rhyme, meter, imagery, metaphor, onomatopoeia, and style. Aesthetic texts are the most difficult to interpret, because these poetic elements "are precisely those aspects of language which are most resistant to translation" (Casagrande). Finally, the interpreter should re-state the poem once more in ASL in a manner that infuses those poetic devices found in the original, into the ASL interpretation. This process may take repeated trials. A good interpretation may take weeks, even months, of effort to perfect.

We tend all too often to think of "artistic interpreting" as something we do with songs and poetry composed in English. We forget that poetry and literature exist in ASL as well. The storytelling genre in ASL is full of unique poetic devices. Who cannot appreciate the aesthetics of a tale recounted by a deal' person on a witness stand except those whose command of ASL is less than adequate or those who simply will not see? We are not called upon to interpret poems everyday, but rarely do we interpret from ASL without encountering some aesthetic phrases. The question is, are we interpreting those phrases properly (i.e. aesthetically),.or do we inter-

pret every expression as if it were strictly pragmatic?

Ethnographic

Another kind of translation, according to Casagrande, is ethnographic, which "is concerned primarily with the explication, either is annotation or in the translation itself, of the cultural context of the message in the source language." In other words, there are words in one language which are not readily translatable into other languages, because the words refer to cultural distinctions not found in other cultures. A commonly cited example in the literature on translation theory is the phrase "white as snow". Now, suppose.you are interpreting that phrase to somebody from the African bush country who doesn't know what snow is. He has never seen it; he has never heard of it. Even if he has a word for snow in Swahili or whatever his language is, a lot of good it will do if he doesn't have a referent for that word. So, some translators have suggested that we use a phrase like "white as egret feathers".

An egret is a bird with very white feathers found in Africa. The point is that ethnographically, or functionally, the phrase "white as snow" is meaningless when it is expressed for some people, but that same concept is very meaningful when it is expressed "white as egret feathers". This is an example of ethnographic translation.

There are cultural differences between hearing and deaf-communities, too. Does the phrase "deaf and dumb" mean the same thing to a hearing person that it means to a deaf person? In ASL, there are at least half a dozen signs for the concept of deafness depending on cultural, rather than audiological, distinctions. So, when a deaf person chooses one of those half a dozen signs to signify that someone is deaf, he is really saying something about the person's social acceptability in the deaf community. Yet, that extra bit of information is hardly ever conveyed through inter-

pretation. Another example is sexual signs. Native speakers of English (hearing people) have many euphemisms for sexual intercourse. James Woodword has demonstrated that ASL does not lack signs for sexual concepts, but it is not uncommon for a deaf person to have only one sign for sexual intercourse, the sign commonly glossed as FUCK. The conflict arises in that the English work 'fuck' is a socially restricted term, while the sign is not as socially restricted in the ASL community. Consequently, when a deaf person uses that sign, he may not be swearing at all.. He may simply be using the only sign he knows. Depending on the context in which the sign is used or the manner in which it is gesticulated (articulated), the sign might be more accurately interpreted as 'copulate', 'make love with', 'go to bed with', or, at the other extreme, ba11, 'screw', or 'lay'. In choosing an appropriate term, the interpreter has to consider cultural circumstances as well as the signs, and this is what is meant by ethnographic translation.

Linguistic Translation

A fourth type of translation, according to Casagrande, is linguistic translation, wherein "attention is paid primarily to structural or grammatical form." What Casagrande means is that the interpreter should look at the signs that are produced and try to gloss those one for one. A "gloss" is a representation of a word by a word in another language. In other words, if the deaf person signs in ASL, YOU ME MOVIE DOWNTOWN GO FUN, that is exactly what the interpreter says; not, "Let's you and I go downtown to a movie and have some fun". A lot of beginning students in interpreting classes interpret linguistically, then they gradually get away from it.

Most of the time, a linguistic interpretation would be very inappropriate, but there are times when it is desirable.. For example, it can be used as an intermediate step in the training of interpreters. Linguistic

interpretation draws out the contrast between two languages. A lot gets lost in the translation, but that is exactly the point. The students are then forced to go back to the original ASL and figure out what got lost and why. It forces them, for example, to pay more attention to facial expressions and other nonmanual components as well as inflections on the signs the very things that do not come across in a strictly linguistic interpretation. The trainer says to the trainee, "Now, this is all you got. What's missing? How were the missing parts of the message conveyed in the original ASL? How do we express those missing elements in English?" Linguistic interpretation can also be used when one is interpreting for a linguist. For example,

> a linguist might go to an interpreter and say, “It have a videotape of a deaf person signing. Would you interpret it for me word-for-word?" The linguist might be studying sign order, or syntax, and needs to know the exact order of the signs. A good linguist will know that there is a lot more to the language than what is coming across in the gloss, but there has to be a point of departure.

Sometimes we are asked for a linguistic, or word-for-word, interpretation in situations where such an interpretation is inappropriate. A judge in a courtroom, for example, might instruct an interpreter to interpret word-for-word". Usually, the judge simply means to interpret as accurately as possible. However, if the judge means literally to have a word-for-word interpretation, my response would be, "I am the interpreter here. I will determine what kind of interpretation is appropriate. I don't tell you how to be a judge; you don't tell me how to interpret." Oh, I would try to be as courteous and tactful as possible, but I think it is high time that we interpreters asserted our authority to define our profession instead of letting others define it for us. We are the experts in our field, and I think we need not be restrained in displaying that expertise.

To summarize, the four types of translation, or interpretation, suggested by Casagrande are pragmatic, aesthetic-poetic, ethnographic and linguistic. These types are not clearly distinct,, however. Elements of all four may be found in a single text. The task of the interpreter is to identify these various elements and interpret them accordingly.

The basis for interpreter training, then, is not the situation, but the text, and the method is text analysis. Instead of' courses in "Interpreting in the Educational Setting," "Interpreting in the Legal Setting," etcetra, perhaps an interpreter training program should have only one course in "The Interpreting Environment", plus at least one course in text analysis .(analysis of ASL texts and English texts) followed by a series of courses such as "Interpretation of Conversational Texts", "Interpretation of Scientific and Technical Texts", and "Interpretation of Aesthetic Texts". There might be one series of such courses in simultaneous interpretation and another series in consecutive interpretation. Regardless of how the curriculum is divided into courses, the basic method oi- interpreter training must be the analysis of texts.

The Language Laboratory

I would like to turn now to a discussion of some specific techniques I use in teaching students to interpret from ASL to English. In particular, I would like to talk about the use of the audio-visual language laboratory. A language laboratory can be found in almost any college or university with a fair-sized foreign language program, though many two-year colleges do not have such facilities. A language lab is a room containing a row of carrels containing a tape deck, a microphone, and headphones. Each tape deck is wired to a main control board, from which the instructor may play, record, or monitor tapes. The audio language lab becomes an audio-visual. language lab with the addition of a videotape monitor and tape deck.

The audio-visual language lab allows the instruction to do many things that could not easily be done otherwise. Usually, only one student can interpret at a time from a videotape of a story in ASL, but with the audiovisual language lab every student in the class can interpret at the same time and record his or her interpretation on audiotape for subsequent playback. While the students are recording their interpretations, the instructor can monitor any student's performance from the main control board and even speak directly to a single student or any combination of students without disturbing other students in the class.

The recorded interpretations can all be played back at the same time in synchronization with the videotape so that each student may individually check his or her own performance. Then, the audio recordings may be played back one at a time and channeled through all the headphones so that each student's performance may be studied by the entire class. During the review process, the class pays special attention to grammatical and textual problems as discussed above.

Frequently, I grade students' audiotapes without viewing the videotape that was interpreted. In this way, I can deter-mine whether the student's output sounds like an interpretation or a speech. A really good interpretation should not sound like an interpretation at all but should sound like a speech presented originally in English.

Modeling can also be done very effectively with the use of the language lab. Experienced interpreters can be asked to interpret videotapes, and their interpretations can be recorded prior to or during class. I often have recorded two or three experienced and competent interpreters from the same videotape to demonstrate to my students that even the best interpreters are invited to the class to participate in a free and open discussion of the various performances. Occasionally, an interpreter will confess that another interpreter has captured something that he or she has missed, but

frequently the interpreters will agree that they have simply made difference choices and that one is not necessarily better than another.

Voicing Techniques

The first task a student has to learn in interpreting from ASL to English is more mechanical than 1-Linguistic. The student has to learn flow to vocalize in English at the same time he/she is comprehending in ASL. To develop this skill, it, is extremely helpful for students to interpret tal,es whose content is already familiar to them. Thus, the student can focus exclusively on the voicing task without having to worry about linguistic or textual variables. The instructor might begin by showing the students a tape of a very familiar story, such as The Pledge of Allegiance, or a common nursery rhyme. The students would then voice the tape after having already seen it or perhaps even after having it interpreted by the instructor or some other role model.

Once this basic task is accomplished, the instructor mav work on variations in voice quality by varying the manner in which the stimulus material is presented. For example, the instructor might sign the same story a number of different ways, requiring students each time to match the variation in their vocal intonations. I have given students a tape of "Mary Had a Little Lamb" signed twelve different ways (i.e., angrily, haltingly, nervously, pompously, etcetra). The students were then graded on their abilities to capture the attitude of the signer in the tones-of their voices. Students continue in this manner with other tapes that gradually introduce new information and forms of expression. Thus, the direction is from very familiar texts (emphasis on voicing quality) toward highly unfamiliar texts (emphasis on textual accuracy as well as voicing
quality).

Students find the language lab to be an indispensable aid in learning

the skill of interpreting from ASL to English. They are able to return to the lab on their own time to review audiotapes and videotapes and to complete homework assignments. They may work individually or in teams. The language laboratory affords limitless possibilities for instruction and learning. I have suggested only a few. Hopefully, through experimentation and innovation, other instructors will discover and bring to our attention even more constructive techniques.

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WORKSHOP ON "REVERSE INTERPRETING

PURPOSE: To introduce the student to basic principles and procedures of teaching interpretation from ASL to English.

OUTLINE:

I. Introduction
   - A. Statement of purpose
   - B. Definitions and Misnomers
   - C. Review of the Literature

II. Approaches
   - A. Traditional
   - B. Semiotic/Linguistic
     1. Definitions of Basic Terms
     2. The Text as the Focus of Analysis
     3. Linguistic Contributions

III. Techniques
   - A. Use of the Language Lab
   - B. Voicing Techniques
   - C. Text Analysis

IV. Summary and Discussion

STUDY QU'ESTIONS

1. 'What are the four types of translation discussed by Casagrande? Describe each. Is each type of translation clearly distinct from the others or do they overlap? How?

2. What are the functions of language according to Jakobson, and how does each function relate to the elements of communication? Using theme functions, can you construct a theory of the functions of translation?

3. How has "reverse interpreting" traditionally been defined? Why do some persons object to this term, and what do they suggest as alternative terms?

4. What do you consider to be the greatest difficulties in "reverse interpreting"? What gives you the most trouble?

Small Workshop
Interpreting VS. Translating and the Educational Setting

The three areas of 1) Interpreting versus Translating, 2) Educational Interpreting, and 3) Mainstream Interpreting below the post-secondary level are beginning to explode today with a lot of new changes. I would like the group here today to share ideas on the first two ideas, and then I would like to talk about what we, as trainers, are being faced with in terms of mainstreaming below the post-secondary level and what we can do to educate our trainees better for this situation.

Interpreting Versus Translating

I will not attempt to give one definition of expressive interpreting and translating, but rather, I will try to give you an overview of how different professions use these terms. In sign language interpreting, the word, "transliterating" appears to be replacing the term, "translating", since the former seems to convey a more accurate picture of the process taking place. However, there still does not seem to be a concensus within our field regarding the meaning of these terms. As we have heard during this conference, the definition of these terms has different meanings for different people. The book, Interpreting for Deaf People (Quigley, ed., 1965), does attempt to define the terms. However, we're realizing as trainers that there is a lot more to these terms than stated there. We're getting more pertinent and up-to-date materials,. and the book is being revised.

The references page in your handout lists the book, Sign Language Theatre and Deaf Theatre, New Definitions and Directions by Dorothy Miles and Lou Fant (1976). That book gave the following definitions for translating and for transliterating as it applies to the theatre:

In translating from one language to another, the translator is concerned primarily with meanings and not with a literal word-for-word substitution.

> With-transliteration this term normally refers to the process of substituting symbols or letters of one alphabet for those of another alphabet. Of primary importance is the fact that one does not move from one language to another, but remains in the same language, merely substituting a different set of symbols for the usual ones. The transliteration of English texts into signed texts concerns itself with matching signs to words. Ones does not move from English to Ameslan, but from written/spoken English to signed English."

Foreign language interpreting has "consecutive interpreting" and simultaneous interpreting". In the former, the speaker stands up and gives an entire presentation while the interpreter is sitting and taking notes, listening to the words, the feeling, the mood, the expression, and so on. When the speaker has finished, the interpreter stand up and gives the same speech from his or her notes. The simultaneous foreign language interpreter speaks at about the same time as the speaker. I think we can benefit a lot from what foreign language interpreters have done in the past.

I also want to call your attention to the reference, Language Interpretation and Communication by Gerver and Sinaiko. (1978). It is interesting to discover how the foreign language interpreters began. The second chapter gives some humorous accounts of the beginning of that profession. I strongly encourage you to read it. There is a chapter by Dr. McIlvaine Parsons who went to the United Nations and studied some of the problems of the foreign language interpreters. As trainers, you should read that chapter. It discusses such topics as the fatigue factor, the noise factor, how much time an interpreter should rest, and what should be done during those rest periods. What do we teach our trainees to do during those rest periods? What do we teach our trainees to do during their "time-out" periods? Maybe it's something we should think more about. We need ways to maintain our physical

stamina in order to continue in a one or two hour interpreting situation. In an educational setting, you can have three hour classes dealing

with very technical material. During your break time, you may wonder what you can do to revive yourself. I think it's a very important subject. There are exercises, for loosening up the shoulders and lower back. Knowing how to care for ourselves better physically can benefit us substantially. I don't think we now know what the attrition rate is for interpreter trainees. We're going to have to look at that and find the reasons why, especially in educational 'interpreting situations, interpreters drop out. Perhaps we aren't considering the whole person enough.

We need to make trainees aware of other professions which use the terms, "interpreting", "translating", and "transliterating". For example, we say that a dancer "interprets" music. That's another form of interpretation. We don't use those terms in our profession exclusively; they are used in other professions and in other ways. Very soon, sign language interpreters are going to, have to come to an agreement as to the definition of terms. RID has a terminology committee working on this, and we should be seeing some results soon. Dennis Cokely has done some work on defining translating, transliterating, and interpreting, and this should be published soon. In summary, people look at these terms in many different ways, and as trainers, we should be showing our students that something new is happening in the field to try to improve the terminology such as reflected in the proposed certification title changes (Handout #1).

Training Techniques

One suggestion for a class exercise is to have two students stand in front of a videotape. One is told to interpret a paragraph and the other is to transliterate the same paragraph. The you can compare them and see what was done differently. In your script, particular words could be Underlined which should be fingerspelled, so you can check for.that on the rape.

Some of the major problems students tend to have with expressive skills are due to deficient English skills, particularly vocabulary skills. Some helpful references are the books by Bromberg and Gordon (1971) and Bromberg, Liebb, and Traiger (1975). We need continual English vocabulary building as trainers, also.

AUDIENCE COMMENT: Other useful resources for practice are the Graduate Record Exam and Mill Analogies Test preparation books. Math books are good fof practice to prepare for expressive interpreting in math classes such as geometry and trigonometry. A thesaurus and Dr. Leo Dicker's book, Facilitating Manual Communication for Interpreters, Students, and Teachers (1978) would be helpful, also.

Browse through a bookstore and you'll probably find something that is worth trying with your students. We don't have any pat answers, even though the students may want to have some. Some of these books may work with some of your students; think in terms of individualized instruction. Experiment with them yourselves. In addition, trainees would profit from studying other languages.

Educational Interpreting

What would be taught interpreter trainees in preparation for educational interpreting? Some major points are as follows:

1. The deaf student should know the interpreters role and responsibilities. These should be defined and discussed before the first class begins. For example, how does the student was to be recognized in class when he or she has a question?
2. It is easy for the interpreter to be blamed for a student's poor performance in class. Again, the rights, roles, and responsibilities of the interpreter, student, and instructor need to be clearly understood.

3. There needs to be on-going communication between the interpreter and student to make sure everything is understood. For example, the interpreter should ask the student for technical signs that might be used for that particular class. This would avoid a lot of fingerspelling for the interpreter and also insure that the sign is used in the correct context. Likewise, the student should feel free to talk with the interpreter about the interpreting process, signs, or difficulties which he or she may be having in understanding the interpreter. In this way, the interpreting can be one in the most expedient and effective manner.
4. It is also important to keep communication open with the hearing consumers, such as the instructor. Letters sent to instructors who will be having a student using an interpreter can describe how an interpreter is used and which office to contact if there are any questions. A manual can be printed up for instructors, also. Some programs distribute questionnaires at regular intervals throughout the year--one to the deaf student(s) using an interpreter, asking what works, what doesn't, helpful comments, and so forth, and another is sent out to instructors. A questionnaire to all consumers at the end of the course is also helpful improving the delivery (if interpreting services.
5. Sometimes educational interpreters are asked to do things outside of their role. It's important that the interpreter knows how to inform the instructor that a particular function is not his or her job without being antagonistic.

Mainstream Educational Interpreting

As trainers, we may feel we have answers to training interpreters for the educational setting. We know it involves preparation in the subject area, vocabulary development, educating the consumers as to how to used an interpreter, proper conduct in the classroom, and so on. However, we

need to face the fact that this training does not always work for some present day mainstream interpreting situations below the post-secondary level.

The elementary student cannot be expected to perform as the college student. The you child's maturity, sign language vocabulary, English vocabulary, and experience in the use of interpreters will have a definite influence on the interpreter's ability to function exclusively as an educational interpreter" in the sense that we have defined the role up until the present time. We need to let our trainees know that the mainstream situation will be different. They're going to have to make decisions about becoming educational interpreters based on sufficient information. This advertisement was seen for a job:

"Instructional Aide/Interpreter. The person will: 1) Assist the teacher with prescriptive programs, reading stories, taping language, giving directions, answering routine questions, and monitoring students; 2) Assist selected students with integration activities in regular schools by providing sign language interpretive assistance; 3) Correct papers, keep a record of information in student's folders, score responses of students in teaching situations, assist with media and selection of materials; 4 construct materials that will aid in the instructional program; 5) supervise children during their free time out of the classroom in the gymnasium, in the cafeteria, as requested. Qualifications (minimum); Demonstrate ability to work with teachers and children; able to operate audio-visual equipment; able to type and operate ditto machine; high school diploma or GED and some college; able to communicate with signs. Salary determined by classified contract-Aide schedule." Can we expect a person to satisfy all of these roles if hired to interpret?

Teachers and school administrators need to be educated as to what an interpreter is and his or her appropriate function. If they are expecting

an interpreter to perform many other duties, then they are not requesting solely an "interpreter". That person needs to be called something else, though he or she is performing some interpreting functions. The interpreter is caught in the middle. In-servicing of the regular school program personnel who will be having interpreters is as essential as providing interpreters with training in educational interpreting.

There has to be three-way cooperation between the teacher, interpreter, and student. There are many situations where the teacher, even though experienced in teaching, has never had a deaf student before and is suddenly faced with one, plus an interpreter. The teacher, in all likelihood, will not know what to expect from the student or the interpreter, or know just what the interpreter's exact role is. The interpreter, too, may not know quite what to expect in the classroom situation, unless specifically trained for that particular level. The teacher may be very threatened having an interpreter in the classroom. One teacher told me that she found it difficult to handle the attitude of an interpreter she had in her classroom. 'Some teachers may mistake a professional attitude as one of condescension or superiority and become turned off by it.

Sometimes the educational interpreter's role involves some tutoring, by necessity. For example, if a math teacher uses the word, "invert", the interpreter cannot simply sign, "change", for the student will be seeing “invert" in print and will need to understand that term. The interpreter may be the only person aware that the student has not learned that term. The teacher and interpreter must come to an understanding regarding the introduction of new concepts and terminology, as to who is responsible for assessing the student's knowledge of the concept and teaching the concept and the sign for that concept.

What about confidentiality? If the educational interpreter below the

post-secondary level is to be a member of the professional team working with the deaf student, he or she has a lot of information to offer at an I.E.P. conference. But does the Code of Ethics prevent disclosure of such information? Isn't the issue of confidentiality different with a fourth grader ,than with a post-secondary student or in a courtroom situation? Presently, is the Code flexible enough to handle the mainstream issue? While in training, then, interpreters need to be aware of the issues in mainstream educational interpreting, as well as receiving training for that area. While one must be flexible, there should be limits to a role.

Today's topics seem to bring up more questions than answers. The answers will be forthcoming after experimenting, succeeding, failing, and revising. New areas in a new profession challenges. But, with a spirit of cooperation and striving for the best, solutions can be found.

Handout #1

National R.I.D. Terminology and Certificate Change

OLD	NEW
csc	CSC (Same)
Comprehensive Skills Certificate	Comprehensive Skills Certificate
ETC	TC
Expressive Translating Certificate	Transliteration Certificate (Including voice to sign)
EIC	IC
Expressive Interpreting Certificate	Interpretation Certificate (Including voice to sign)
RSC	TIC
Reverse Skills Certificate	Transliteration/Interpretation Certificate (Sign to English)
LSC	SCL
Legal Skills Certificate	Specialist Certificate (Legal)

CIT, October 6, 1979
Rita Dominque DeVreis

Handout #2

SOCIOLINGUISTIC STATE OF MANUAL COMMUNICATION

AMERICAN SIGN LANGUAGE		ENGLISH
ASL		ROCHESTER METHOD
AMESLAN	PIDGIN SIGN ENG.	SIGNED ENGLISH
SIGN	P. S. E.	"MANUAL ENGLISH'
SIGN LANGUAGE	SIGN ENGLISH	S.E.E.1
	SIGLISH	S.E.E. 2
	AMESLISH	L.O.V.E.
		ETC,

FROM 1978 TRAINERS' WORKSHOP,
DENNIS COKELY

CIT, October 6, 1979
Rita Dominique DeVreis

Handout #3

COMPONENTIAL COMPARISON

OF

INTERPRETING AND TRANSLATING

COMPONENT	INTERPRETING	TRANSLATING
VOCABULARY	ADJUSTED TO MAINTAIN SEMANTIC AND STYLISTIC INTEGRITY	SOME ADJUSTMENT MAINTAIN SEMANTIC AND STYLISTIC IN-TEGRITY
SYNTAX	DIFFERENT THAN THAT OF THE MESSAGE	AS OFTEN A POSSIBLE THE SAME AS THE MESSAGE
SENTENCE LENGTH	PROBABLY DIFFERENT THAN THE MESSAGE	OCCASIONALLY DIF-FERENT THAN THE MESSAGE
SPEED/TIMING QUASSIMULTANEOUS-	ALWAYS CONSECUTIVE., I.E. ONE OR TWO SENTENCES OR PARAGRAPHS BEHIND	I.E. SEVERAL WORDS OR PHRASES BEHIND

FROM 1978 TRAINERS' WORKSHOP,
DENNIS COKELY

CIT, October 6, 1979
Rita Dominique DeVreis

Handout #4

MENTAL PROCESSES INVOLVED IN TRANSLATING/INTERPRETING

TRANSLATION:

MESSAGE INPUT → MESSAGE TRANSLATION

PHRASE ANALYSIS → LEXICAL ANALYSIS

INTERPRETATION:

MESSAGE INPUT → MESSAGE INTERPRETATION

MESSAGE ANALYSIS → LINGUISTIC RESTRUCTURING

-SEMANTIC & STYLISTIC

TRANSFER

FROM1867 TRAINERS' WORKSHOP

DENNIS COKELY

CIT, October 6, 1979
Rita Dcminque DeVreis

Handout #5

ANATOMY "FIGURES" INTO OUR SPEECH AND WRITING, TO A DEGREE THAT IS SURPRISING. CONSIDEP, THE FOLLOWING PROFILE, FOR EXAMPLE: "As HEAD OF THIS AGENCY HE MUST STAY ON HIS TOES, DILIGENTLY EYEING WHATS AFOOT AHEAD TO KNOW WHATS AT HAND. THIS TAKES BACKBONE AND INTESTINAL FORTITUDE (I.E., GUTS) AND NOT SIMPLY LIP SERVICE FROM A PERSON WHO DOESN I T HAVE THE STOMACH TO ADMINISTER OR TO SINK HIS TEETH INTO A PROBLEM. THE CEREBRAL ADMINISTRATOR MUST HAVE A NOSE FOR THE HAIRY PROBLEMS THAT ARISE. HE MUST HAVE THE NERVE TO DO HIS JOB WITH BODYAND SOUL OR FACE THAT CATASTROPHE." SINCE WE HAVE HAD THE CHEEK TO GIVE VOICE TO THIS EXAMPLE WE TRUST THAT IT HAS TICKLED YOUR FUNNY BONE; HOWEVER,, WE ARE NOT RIBBING YOU±

FROM 1978 TRAINERS' WORKSHOP

DENNIS COKELY

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Conference of Interpreting Trainers

October 6, 1979
Susan Morgan

Small Workshop

CODE OF ETHICS

Welcome! My name **is** Susan Morgan, and I'm here to talk about The Code of Ethics. This topic means a lot to me. One of the reasons is that I have had good ethics instructors in the past, some of whom are here today. Mel Carter was my first instructor, and I clearly remember him saying, in 1972, "The one thing I want from interpreters in that they stay out of my way." That was my introduction to the Code, and was it a good one! He also emphasized the importance of deleting nothing, and maintaining confidentiality. Of course, I also appreciated that philosophy of his that every interpreter should have 3 hugs a day!

I also had Virginia Hughes for an instructor on the Code of Ethics at a workshop sponsored by NITC in Iowa. I remember her strong exhortation about the separation of roles and the importance of knowing what is appropriate work for an interpreter and what is not. Virginia stated that students need to be allowed the freedom to try something and fail, or to try something and succeed, with no butting in from the interpreter. So we interpreter trainers have done a lot of work within our profession to develop A Code of Ethics that safeguards the rights of deaf people.'

Another one who taught me ethics is Barbara Reade, an interpreter trainer in California and a speaker at the 1978 RID convention. Her emphasis was that with regard to ethics, it's the little everyday things that trip us up, the seemingly mundane situations.

I remember her saying, "How many of you have really experienced a situation involving a murder trial?"

ivory tower. The Code of Ethics doesn't really work on a daily basis; it's not realistic." My response is that people needn't be compulsive or exceedingly apprehensive about the Code. In fact, it is NOT the Ten Commandments! Yet, I just as strongly believe that the Code has excellent applicability as a guideline for daily decision-making. The Code of Ethics is based on sound principles. What we need to teach students is the ability to make and enact decisions that uphold the Code.

One bit of reality that we need to share with interpreter students is that, in any given interpreting situation, there are at least three parties-- the deaf party, the hearing party, and the interpreter. All three need to suscribe to the Code for it to be upheld (other than by pure luck!). If the interpreter is the only participant who is "playing the game", chances are good that conflicts will occur. When conflicts or problems occur while the interpreter is working, there is not much the interpreter can do about "enforcing" the Code. The only person the interpreters can control is herself/himself. One need, certainly, is for interpreters to accept responsibility for helping to establish consumer education workshops to inform deaf and hearing consumers about how the Code of Ethics works.

We want interpreters to be good at problem-solving-- at creatively figuring out what is the most that can be done to facilitate communication, maintain good rapport, and, simultaneously, uphold the Code of Ethics. You may say I'm idealistic! I would respond that we haven't yet beg un to consider options for enabling the ideal to happen.

To teach creative problem-solving is not impossible. We can borrow from a whole body of information that already exists in such fields as

industrial psychology or educational psychology. One bit of wisdom I have "borrowed" from outside our field comes a book, Treblink-.t, written by Jean-Francois Steiner in 1949. Treblinka is a biography of the Polish Jews in World War II, who were marked for annihilation by the Nazi Technicians (gestapo). The Technicians used the "brain buster" technique to confuse and stun the Jewish people into passivity, so that they could be quietly herded to death camps without raising much alarm. The "brain buster" technique was to force people into choosing between two atrocious alternatives, thus causing resignation and despair to set in. One brief example (you really ought to read the book!): Two kinds of identity certificates were issued, a pink and a yellow. Everyone wondered which was better and which would offer more protection. Some thought that, since the "pinks" were issued the most recently, they had more value. Others invented rationales for why "yellows" were best. The next time the gestapos raided the ghetto, the answer became clear. Both the "yellows" and the "pinks" were killed. Incidents like this led one resistance leader to quote a saying from his father, "Of two solutions, I always choose the third." I learned at least two things from Treblinka: 1) my problems as an interpreter pale by comparison and 2) if I'm not satisfied with the options before me (which are usually presented in pairs), I will "look for the third way."

Another “Borrowing" I have done is to consult an educational psychologist named Dr. Robert R. Randleman, who has learned about our profession and who has come up with some propositions, facetiously stated, that I believe would provide a good framework for creative problem-solving and would allow interpreters to feel self-confident about making decisions upholding the 'Code.

1. I choose to be oppressed, but I'd rather not.

This proposition points out that interpreter students tieed to be informed, realistically, that they are choosing a career which is widely misunderstood, highly visible, and demanding of time. Further, interpreters will interact with many sorts of people who have many sorts of problems. Knowing that, once a person has chosen interpreting, she/he needs to remember it was a free choice, without coercion. If at any time the career becomes overwhelmingly burdensome, the interpreter needs to re-choose whether to remain an interpreter or to leave the field and re-train.

2. No one person holds all the control buttons.

Briefly, this means that in any interpreting situation, the hearing person controls her/himself, the deaf person controls her/himself, and the interpreter can't control either one of them, no matter how hard the interpreter tries! If each person focuses on self-control, the situation usually flows more easily.

3. Find out what you "should" do.

Sometimes we react without thinking, without considering our options, without keeping our minds open to new possibilities. This may happen because we have ingrained ideas based on many years of life experiences about what is the right or wrong thing to do. We each have internal, and largely unconscious, lists of things we believe we “should" do. It may be worth your time to identify your own “should" list, so that those “should" don’t get in your way while you are interpreting. For example, I believe you “should always tell the truth". If I know that you lie frequently, that can influence the way that I interpret for you; the value conflict that

you and I have can prevent me from doing my best as an interpreter, if I let it. If, on the other hand, we know which are the "shoulds" that bother us most often, we have to practice setting those aside while we interpret. I have one exercise that I ask students to do, and I'm going to ask you to do it. That is to take 10 or 15 minutes now to make a list of your own 'shoulds". If you feel like it, share some of them with us so we get a taste of what "shoulds" others here have. Try to focus on some that might have negative connotations for interpreting situations.

Audience Comment: One that I constantly struggle with, and have absolutely no tolerance for, is when I have a meeting to interpret for and people either sit and vocalize or sit and sign with each other while a speaker is talking. I have a really strong feeling that you should give full attention to a speaker. I always have trouble with that because facially I tend to start showing my disgust toward the people who do that.

Audience Comment: I feel like I should smile all the time, and when I'm interpreting for people who are mad at each other, I still feel like I should smile.

Susan: The thing to remember is to focus on the job of interpreting**.** It's really not part of you responsibility to be-criticizing or feeling angry about a situation itself. For example, often here at school, interpreters are upset with a teacher, and for some reason interpreters always feel that they could teach better than the instructor! I try to bring-them back to this point--"Are you the world's best interpreter yet? Next week, when you've arrived there, I will accept criticism of the teacher. We are all in the process of becoming tops and there's always more that we can do."

Audience Comment: I'm not comfortable with that. I think I am a better interpreter than some interpreters, and I think that I am a better teacher than some teachers, but irregardless of whether I'm "there" or not yet, I still don't have the right to be destructive. It doesn't make me a better person. Being a better teacher doesn't make me a better or more important person.

Audience Comment: Being a trainer, I have a problem that I have to deal with. You're trying to upgrade interpreters, work with them, but you have to deal sometimes with people who should not be in this field and try to guide them into a different area. You see that it's just hopeless for them to succeed. Perhaps there's something in their attitude that they just can't control or don't want to. It shows through their signing; they're-just not successful. Maybe I want to protect these students and not have them face a full group of their peers and then be put down. I think it might be easier to take it from me. Sometimes it's difficult.

Susan: I think you can encourage such people, but not in that field. And I think itis important that you know and the students know that you know, that the final decision is theirs. You.'re not going to decide whether they stay in the field of interpreting or not. That's their decision. But you're giving them your opinion about that. You're giving them the benefit of your experience, kind of being a mirror so they can perhaps see themselves better and make a better decision.

Audience Comment: Regarding the subject of confidence: You get the student who's been through six, seven, eight classes, and goes out and interprets and then asks the deaf people what they thought,of the interpreting

They say, "Wonderful, very good", even though nothing was understood, but for some deaf people the idea that you're trying is good enough. Maybe there aren't enough good interpreters out there for people to be fussy or choosey, but that's not the point. So it seems to the student that I'm the only person who's criticizing him. Everyone else thinks he's wonderful. I mention all the positives: "You're intelligent, a nice person. Maybe some people just don't have the physical ability to sign." What do you do with that?

Susan: If the deaf person does say, "Oh,you did a good job" and really doesn't mean it--that's harmful.

I'm going to pull you away from that now and get back to our schedule. I see one thing happening here. You are interested in discussing your feelings as interpreter trainers, and I am interested in talking about how to teach interpreter students the Code of Ethics. So let's do both. I like it that way.

4. Learn ways-of coping with the job.

Focus on the task or the function and not on the emotions that your work evokes. Students of interpreting often feel confused and upset when they have to interpret for an instructor who is bawling out a deaf student. Again, it helps to remember that while interpreting, it is appropriate to focus on the interpreting tasks involved-- and that includes plenty! It is not necessary or useful to worry about the fact that anger is occurring. Another way of coping is to admit to your own feelings, without presuming to guess at other people's feelings. As an interpreter, I can say to myself, "I am angry", but I don't have to say, "Wow, he's really angry . . .

what can I do about it?" Another coping technique is to figure out ways to interact with others that can lead to nurturing some rapport but don't cost you energy. An example is, I can afford to say good morning to you, even though you and I argued hotly yesterday . . . that doesn't cost me a lot of psychological energy. I don't have to lie or to say that I love you, but I can find ways to support the relationship we have.

5. Interpreters are proud!

Interpreters need to discover ways to find pride in their work when it is well done. One of the exercises we use in class here is for students to take time to write a brag list about themselves. It's difficult for most people to make a list of positive things that they value about themselves. Mel Carter used to do that in his own way when he taught in our training program. It didn't matter how lousy we did, we still had a list of things which we valued about ourselves. That gave us the stamina to go on and try to overcome our inadequacies. Another thing we encourage students to do is to say aloud, "I did that very well, or "Wow, that's the first time I remembered to sign that right--I remembered it this time." Saying it out loud sometimes really has impact.

6. Set competency goals for yourself personally, and when you've accomplished them, treat yourself some way.

I'm thinking of the interpreter working on a daily job. Some interpreters here focus on fingerspelling skills for six months. They set specific goals, and if or when they reach those goals, they reward themselves. That's a way of valuing the work they achieve. We don't get much specific feedback from other people outside the field. Often people will come up and say that we did-a nice job, but we know it means nothing because they

don't know sign language. So we have to take up valuing ourselves.

7. Develop strong interests in other areas when you're not interpreting.

I include advocacy in deafness as an interest. For example, as a participant, not as an interpreter, you can certainly find creative ways to vent or express anger when you go to a convention of deaf people. We need to encourage students to do some of that. If you are not satisfied with the deaf peoples' understanding of the role of interpreter, you can do something about it on your own time, but not while you are interpreting. Also, establish habits of alternate thinking. That goes back to the Treblinka book. If you don't like the things you've been taught, figure out a better way. Sometimes in our training programs we can learn a lot from allowing the students to challenge us. So if they say, "I don't like the idea you just had", then the challenge is to think of a better way. I see that we are often dealing with young women students who are still not used to thinking of themselves as people with brains.. They're not used to figuring out alternative answers. They are used to an authority person telling them the right thing to do, and I think we can do something about that situation, too: "Your do have a head--use it!"

8. Don't accept bad solutions.

Work until you find a better way. I have left it open--#9, #10, #11, and more, if you have suggestions that you value on what to do about teaching the Code. I didn't go into a lot of detail about situations, but I think if you want to use a framework like this, you could become specific during the role-plays.

Audience Comment: You talk about role-play, and I think that is very valuable. I know that students at Seattle have been involved in dis-

cussions, understand clearly, and later when they have to actually get in and do it, it's different. So I think the actual doing of it is important. Secondly, I think it's important somewhere in the program to have an appropriate time for discussion of feelings--everyone s feelings--and a discussion of what is happening outside the classroom.

Audience Comment: I really appreciate what you have said about relating things from other fields to ours. While we are working with the interpreter trainees, we need to give them realistic experiences, so that they can talk about the situation and about the anxieties. I found that internship is the best time to do this. An internship seems to give them some information that I can't give them in the classroom.

Susan: Sometimes we delay talking about the Code of Ethics until later-almost internship time. Then the students really seem to get hungry for it wondering if it's a secret! They're really curious about it. But that has negative aspects, too, if they think of it like The Ten Commandments. So now we start here very early, emphasizing it again during the internship. Audience Comment: I appreciate your leading us into this sort of thing, because I now see where you were taking us. I like the idea of a brag list. We sometimes put ourselves down to the point where we do want to get out of the field.

Audience Comment: A while ago, you were talking about letting the students know about the negative aspects of interpreting, the frustrations and things, and I would caution people from my experience this year. In an effort to be totally honest, I explained some of the situations, and they

asked if I was trying to discourage them and push them out of this field. I said no, that I just wanted them to honestly understand what they were trying to make a commitment to.

Susan: . Another area we need to work on, I think, is to list the "gifts" of interpreting. Why do I enjoy interpreting? It's different from the traditional reasons. I don't think you can say to yourself, "Because I feel so needed." We need to figure out new lists of why we enjoy interpreting.

Audience Comment: I have faced the discouragement issue with my students, too, but I am always reminding them that this happens in any profession. Then they're not too discouraged, it seems...and since I have obviously stayed in the field for many years, it couldn't be all that bad!

Susan: I would really like to have some brainstorming from you now. If someone asks you what you enjoy about interpreting, how do you respond?

Audience Comment: Mental stimulation.

Audience Comment: Variety, diversity, language.,,

Susan: I would like to have language as a separate topic. This is an aspect I personally feel we haven't sold enough yet. I really enjoy the work that Nancy Frishberg does and Theresa Smith's workshop in comparing our two languages of ASL and English. That's new in the training programs, a new dimension that we can enjoy.

Audience Comment: Accomplishment, potency

Susan: Meaning you are potent?

Audience Comment: Yes. I am powerful in that I can accept change for the better, from my work.

Susan: Sometimes you're going to be influencing failure, too, if you're an interpreter. You're not really influencing it, but the communicating that needs to happen, does happen.

Audience Comment: Twinkle of understanding in the eye.

Audience Comment: The challenge.

Susan: I'm glad I asked for this brainstorming because I'm getting more that I had thought of before. "Challenge" is really a good one. Challenge of language?

Audience Comment: Challenge of different situations. You go in and think, "Ive never done this before", and you just go with it without having time to think about it.

Susan: So it's an adventure.

Audience Comment: There's also the financial aspect of it. We have to eat.

Audience Comment: The uniqueness of it. You know, "How did you get interested?" "How did you get into this?" It's the enthusiasm that you see you've generated.

Susan: You really are a positive thinker. I looked at that before as a possible negative. Everytime we work, we're on the stage; that's hard to handle. People ask us silly questions sometimes, too, but your response is good, because you are willing to give them the information.

Audience Comment: I enjoy being an educational interpreter. I enjoy having time off at Christmas.

Audience Comment: Usefulness.

Susan: You picked that word carefully. Can you explain a little more? Audience Comment: Some people have that as a goal in life--"I want to be useful".

Audience Comment: I think it's o.k. to feel good about the job I do. I think training interpreters to feel that way is o.k., but not to be so fiercely needed by the people in the situation. That's a very thin line to tread.

Susan: The feeling that, "Those two people communicate fine without me, and I'm hurt." That's when you know that your motives are misplaced.

I would like to close this discussion with a thought I once heard: One of the valuable reward, linked to interpreting is that we have they very great privilege of bringing deaf people into a world that is already their own.

So again, I want to affirm that the Code of Ethics is really important to me, and to thank the tea.--hers of mine who are here. I hope that all the trainers who are here will continue to think about how to teach ethics. Thank you.

Alan Hurwitz
Conference of Interpreter
Trainers

Rap-Up Speech

It is very difficult for me to put everything that has happened in the last three days into one perspective. It is an honor for me to be- asked to share some of my reflections and perspectives with you all today. But before we go on, I feel that it is appropriate for us to recognize even more people than you already have who were involved with this conference.

First, I would like to give special applause to both Becky Carlson and Anna Witter. Secondly, we should give a hand to Bob Lauritsen and Raymond Davoli, who were very, very generous in allowing us to use this place for this very important conference. Also, we should give special recognition to Richard Johnson who took the time and the effort to come all the way from Washington, D.C., to share his perceptions with us. Other people, not the least of whom should be mentioned, are the interpreters who have given a lot of their time and effort. I am very pleased with the professional way that they have performed. They have provided quality services, and everyone here has been amazed at the level of stamina which they have demonstrated in the last three days. A special recognition should also be given to the consultants who have provided leadership in all the workshops and short courses that we have had, and to you seventy participants who have given your time, energy, and commitment to this endeavor.

Now I am ready to share my reflections and perceptions of this conference. These perceptions or reflections are based on my discussions including Bob Lauritsen who has been very helpful in providing many of his ideas of what has happened in the last three days.

We really should say, "Yes! Now the CIT is history, and now we have made history" This is the beginning of a very important history. There are two main reasons why we gathered together here. The first is that we saw an urgent and growing need to organize interpreter trainers from all over the United States. Secondly, we saw a need to have some kind of structure to interpreter training programs that frequently in the past have been operating in isolation. We need to get together with each other and share our ideas, our materials, our perceptions, in order for quality programs to be possible in the future. We should not lose the thought of why we are here in the first place. Why do we have a CIT? Why do we have interpreters? Why do we have RID? The often-heard answer is worth repeating: It's simply to provide better perspective as we move through our history of the Cit. We should not forget why we are in this profession.

Many people here have expressed a need to see a clear distinction between the three valuable groups of first, SIGN, the sign language instructional group, second, interpreter training programs, and third, the National RID. We often become confused as to the underlying purpose of each of these organizations, and we find that we do have some common areas to focus on. For example, we all have a need for funding and are trying to obtain more money in order to meet our goals. We also have some common interests in program growth and development. We all want to provide the very best to deaf people--quality interpreter training and quality delivery of services. SIGN is a newly established program leading to certification of sign language instructors. it's important to keep that in mind. ITPS, Interpreter Training Programs, are institution based with a primary focus on the training of interpreters.

RID is a certifying agency, while CIT is a training body. We need to have a clear idea as to the relationship between CIT and RID. Why do we have those two distinct groups? We've talked a lot about that relationship the last few days, and I need to caution you that there-are- some-dangers. First, there is the danger that we may try to be involved in too many things, thus spreading ourselves out too thinly and being unable to do our best job in specific areas. The second danger that I see is that too many people tend to get involved in the same things. This makes it very hard for us to have an accurate perception of what things should be happening in each group. We saw that happen here when we had a large group meeting wherein only **a** small number of people had an opportunity to express their views. The group was simply too large. The third danger which many of you have mentioned is the issue of over certification. We must be careful to keep a perspective of why we are interested in certification. It is my opinion that you made a very wise decision in shifting away from the concept of certifying interpreter trainers for now and toward the accreditation of quality interpreter training programs. That is a very good move made by this group. I've heard the saying that when you have three people together, you'll have five different opinions. Carrying that further, if you have 25 different people, you'll have 75 different opinions! So, we are human, and we do have our own perceptions and opinions which lead to difficult decision-making. Perhaps we'll have better ways to handle this process in the future.

There are several concerns which Bob Lauritsen has discussed with me which I would like to share with you. It is important to keep these in mind as we move through our history of the CIT. First, how are our trained Hurwitz

interpreters, our "products", doing now? Are they getting jobs or are we training too many people? What is the present job market? How do potential hiring institutions and administrators view the role of interpreters? Are our consumers getting quality interpreting services? If not, why not? We need to think about all of these things?

In the "dark ages' of about ten or 15 years ago, we would never dream of having an interpreter in the classroom, or in many other situations occurring nowadays. The supply of interpreters then came from volunteers, children of deaf parents or deaf families. When we look back and compare the past with what is happening today, we see a much greater supply of interpreters today. The questions is, however, do we have qualified interpreters today? We see a critical shortage of qualified interpreters.

I see two basic goals of CIT: The first is to build up the supply of qualified interpreters, and the second goal, which is equally important, is to develop the marketplace for our interpreters. We need to be well-versed as to what is happening out there in the community and try to develop appropriate jobs for the people we are training.

Another important aspect of our profession is politics. Like it or not, we can't avoid politics; it is here to stay. We need to have more politically savvy. The reason why it is important to be proficient in political activities can be understood by the following questions:

Are your programs permanently funded?

Are you, as trainers, well-paid?
Are you equal to your co-workers such as the other University professors? If not, why not?

> Are trainers recognized as professionals or as second class citizens or a "novelty" which will disappear in a short time? Do we want to see that happen in the future?

It is important to remember that we have two major laws; one is Section 504 of the Vocational Rehabilitation Act, and the other is P.L. 94-142. Now, I know there are many problems with these two laws, but they are here, and they will be here for a long time. So instead of becoming defensive about them, we should think positively as to how we can find solutions for their problems. So, what is your political "I.Q."? What is your political clout?

Another aspect of politics is the game of numbers. Government leaders are not interested in details, in what we think is best for deaf people. No, they're interested in numbers. Like it or not, it is part of the game. What does that mean for us? It means we must be unified, we must work together-. We must be broad-based. We have no business in being too selective about what we want to do. We must be flexible and willing to consider options and conform to the needs of the majority. We must avoid division or splintering which is self-defeating in the political world. The numbers game can be illustrated by the recent experience of the American Coalition for Citizens with Disabilitities, ACCD. This group has been trying to get some funding, but their numbers were much too small in the eyes of Congress. ACCD then decided to join forces with the senior citizens movement to boost up their numbers. The question is, in the deaf community and in the interpreting field, are we united? Are we working together to meet the needs of ALL deaf people, with all of their various communication needs? Are we doing that?

While talking to many different people, I had the common feeling that, "Boy, this workshop is very, very powerful?" All seventy participants became very involved. You should be complimented for taking the time from your busy schedules to come here. A major tribute to you all for your very active participation and giving of yourselves during this conference.

We should mention significant people who gave us valuable insights. The first person to recognize is Reverend Jean Audrey Powers. There are several things I will always remember that she said, such as, "Interpreters are bridge builders and communication facilitators". That's a very important concept. She called for more options for deaf people. What does that really mean to you? It has a lot of meaning for me, and I want you to think more carefully about it as you move throughout the history of CIT. There was a call for more visability on your part. There was concern expressed this afternoon as to how to develop an appropriate job description for interpreters. In educational environments, interpreters can earn a good salary, but there are a lot of problems inherent in that situation and with this new role of educational interpreter. We need to be more visable and make ourselves heard by the public so that we can see better things happening for interpreters and for deaf people. Another concern is sexism. Opportunities for women in leadership positions is a very legitimate concern. And secondly, are we thinking about minority groups? Why aren't there any black people here?

I also wish to recognize Dr. Winifred Northcott and commend her for her bold presentation. She has been very aware of the climate which has existed in the past in the deaf communities and in interpreting. She had

a lot of courage to come up and share with you her Perceptions, and I think we should compliment her for her genuine feelings. She made a call for the need to have better service for deaf people who happen not to use sign language but need communication facilitators. That is an important consideration never to reject.

We should also recognize all of you who chose to vent your emotions about a variety of issues and concerns in our evening session. I think we should always remember that session. After talking to people, I began to see a lot of strength coming up from that interaction.

So what are perceptions and what good are they to us? It's important to collect meaningful perceptions from many different people, but perceptions can break a person's leg. I've noticed part of the problem here is that we tend to be preoccupied with semantical differences. That has really clouded our way of thinking about many issues and concerns. I don't know how to solve it, but my recommendation is try to keep your words, your terminology, sweet and short! Some other people might have different suggestions, but try to solve terminology differences because we all have a common understanding of what we are trying to accomplish. It has been interesting to observe the many examples of human dynamics that have gone on here the past few days. I must admit that I have learned a great deal from you all, and I'm sure that you share this feeling.

Finally, I would like to give a salute to all of you for your hard work

The past few days. You have set up the groundwork for the future, and I wish

You success in your organizational plans. Thank you.

B.Daane-33
3/3/81:MLH

Conference of Interpreter Trainers
October 4-6, 1979

Participants' Evaluation Form Summary

1. Did you have a clear understanding of the conference's purpose prior to attending?

81% of the respondents = Yes

Sample comments: Materials sent out were specific Focus changed slightly to philosophical Planning impressed me l would have liked to understand how, why, who, when CIT concept began

2. Was there sufficient communication with you prior to the conference?

84% = Yes
Sample comments: - Prior communication was excellent - I have never been better prepared - Unclear as to who would be present

3. Were the accommodations satisfactory?

93% = Yes
Sample comments: Interpreting services were excellent Staff and accommodations at TVI outstanding Shuttle bus service so convenient Fine, except for cheering boys in the middle of the night

4. Were the comments/presentations of the presenters applicable/valuable for you?

68% = Yes

Sample comments: - more practical "hands on" activities needed - Insufficient time for the linguistic and learning module workshops
- Need more on teaching ASL and linguistic terminology
- Felt a strong need for well groups

5. what activities were the most beneficial for you personally?

The most highly rated were.- 1) Group activity
2). Personal interaction with other trainers
3) Keynote speaker

Conference of Interpreter Trainers
October 4-6, 1979 (Continued)

6. For the next conference, which topics or activities do you feel should receive priority?

Order of ranking:

1. Information Exchange
2. Professional Development Workshop (Types suggested):
   - Inter-group dynamics
   - Dealing with staff and other professionals
   - How to advocate
   - Attitudes of professionals working with deaf persons
   - Linguistic information
   - Instructional approaches
   - Mental health for interpreters
   - Psychology of learning
   - Grantsmanship
3. Organization Activities
4. Training of Other Trainers
5. Research Discussions
6. Joint Workshop with Interpreting Services Personnel

7. Will you assist in regular contribution to a CIT newsletter?

89% - Yes 45% felt a CIT newsletter should be part of the RID newsletter
45% felt it should begin as part of the RID newsletter and separate later
10% wished i:o have it separate from the RID newsletter

8. Did you take time to look at the display tables:

100% = Yes

9. Was there sufficient free time to discuss your program activities and seek out new information from same of the other trainers?

65% = Yes - Many appreciated the free evenings for this

10. General comments regarding the overall organization;

Good, excellent, planful, necessary, long overdue, very well done, excellent transportation, coffee and tea, - pah! too organized! sufficient numbers of interpreters, goals and plans presented, productive, informative, more people should be involved in planning, neat group of people in dealing with feelings, time well utilized, we never lost valuable time, "applause", great! nice time schedule, thank you, great benefit! Super, group leadership is of vital importance great detail to personal comfort, Becky, Anna, and all those who assisted are to be commended, historical!