Geden Singo was born in 1955 in Dar Es Salaam, the capital of Tanzania. He took Teacher training followed by Special Education training and ended up teaching in a special education class. This was where he met Deaf people for the first time. He started to learn some sign language from the Deaf students and was eventually selected by Chavita (National Association of the Deaf in Tanzania) to be a part of their sign language class. Classes ran each Saturday for a duration of 3 months. Chavita provided his transportation to and from the class as well as lunch for all participants. His home was 25km away from where these classes were being held. Still, he continued learning from the Deaf students in his own class while taking this sign language class on Saturdays. He eventually became a Tanzanian Sign Language (TSL) Interpreter. Mr. Singo has been an interpreter for 6 years now and has travelled to Uganda, Kenya, Sweden twice, Mozambique, Zambia and Australia to interpret at conferences where he works from English to TSL. He is fluent in Swahili, English and TSL.
Interpreting practices are much different in Tanzania than here in Canada. There are not enough interpreters in the country and sometimes Mr. Singo interprets meetings for several hours alone (there are no teamers) and needs to ask the Deaf clients for a break. The problem is, the meetings continue without an interpreter. The Deaf client interrupts periodically to ask if there is something important being said. If so Mr. Singo, who is still on his break, is asked to interpret it to them. Even on an 8 hour job, there is still only one interpreter.

Chavita covers the fees for the interpreting services for the day. He earns 10,000KSH, which equals $10 USD/day, and is provided with lunch. He makes more money as an interpreter than he does when he teaches. In other situations however, Mr. Singo will interpret for free because he knows that the Deaf person cannot afford personal things such as weddings, court (court does not pay for interpreters), the hospital, or the morgue – he has had to go with a Deaf relative in order to ID a family member’s body. The worse job he has had to do was interpreting for a Deaf woman who was delivering her child. He felt very uncomfortable with that situation.

In May of 2002, Mr. Singo was offered a contract by UWZ (a Disabilities Organization on Zanzibar) to start a sign language program on the island. He accepted and agreed to move to Zanzibar for a 3 year period. He is currently on a secondment from his teaching position where he teaches special education to 25 students, Form 1 - Form 4 (what we know as high school). If Chavita ever needs him to go and interpret for a meeting, UWZ is reluctant to release him. He is happy he accepted the contract with UWZ however because again, he receives more money then when he was a teacher. Still, it pays less than other organizations. Mr. Singo is also currently teaching a group of teachers to become sign language interpreters. However they will be volunteer, not be career interpreters.

Mr. Singo went to the US some time ago to participate in an HIV/AIDS information course in Milwaukee, Wisconsin. He then went back to Chavita to show them his certificate and see if they could utilize him to educate Deaf people in Tanzania about HIV/AIDS. Mr. Singo and Chavita then applied to the UN for funding (with proof of his certificate). Their proposal was approved and he was hired to travel for 3 months through mainland Tanzania, teaching Deaf people about HIV/AIDS. He stayed in each region for a 2 week period and the position paid him better than his work at UWZ. When his contract with UWZ finishes, he will go back to the school where he was teaching and continue to apply to other places for work educating people, likely the hearing population, about HIV/AIDS. In Dar es Salaam there are approximately 5-8000 Deaf people. 11-15,000 Deaf people live in the country of Tanzania. Their Deafness is as a result of mumps, measles or meningitis that was left untreated.

In the future, Mr. Singo would prefer working as an interpreter than as a teacher. However, there is no funding to pay him for interpreting services and there are no teamers with whom he can work.
EDITORIAL TEAM NOTE

Greetings from the AVLIC News Editorial Team. We hope this finds you well and looking forward to all that lay ahead in the New Year! It has been an exciting year for us. New members were welcomed to the newsletter committee and we succeeded in meeting the challenges of our first year as an online publication. Creating the issues of 2003 was a pleasure overall, though it could not have been so without the fantastic support that was there along the way. Thanks to everyone who contributed to the process. We look forward now, to entering into the New Year and to each of the issues it will bring, with the experience that we’ve gained.

It was the intention that this issue be dedicated to looking at the English language and how using it...or misusing it can have an impact. Oh, we had visions of conjuring up a multifarious collection of perspicacious pieces; the arguments within them, for why we must use English properly, so cogent that readers would become positively elevated grammatically and we, The AVLIC News team, would go on to tout each and every one of our sagacious contributors. We were no less than ebullient at the prospect. After all, our ability to understand and interpret a message, to interact with consumers and colleagues and to articulate ourselves about the field through speech and writing are related to how fluent we are in English. Alas, no submissions pertaining to that theme were forthcoming. However, we did receive some pieces that were equally as provoking and we thank those who took the time to write. It is particularly interesting that two of the articles we received focus on the field of interpreting as it exists in other parts of globe.

Read on, enjoy and as you make your resolutions for this New Year, remember that this publication is a product of its readers’ contributions and cannot survive without you...we value your submissions, so do keep them coming!

All the best in 2004.
The AVLIC News Editorial Team

The deadline for submissions for the next issue of The AVLIC News is February 28, 2004.

Theme: "What's on Your Bookshelf?"

Please see page 33 for more details on this and other upcoming themes for The AVLIC News.
Volunteer Opportunity on Zanzibar, East Africa
by Kristi Falconer

“The children here and the way they are raised is a real eye opener. It is amazing to watch and see... they have nothing, but you never hear a kid cry or whine. They keep themselves occupied and play with absolutely no toys for hours on end. One little boy came over to visit me and he had an old lighter in his hand that he had found somewhere. It was completely broken and wasn't going to harm him in any way but it was like a treasure to him. One of the little girls in my class brings a little plastic jar with her treasures in it and when she opened it to show me, she had in it some shells, a passion fruit for her recess, and an old doll’s tea cup. It was so old and cracked, but to her it was like a brand new Barbie doll.”

You have just read an entry from my e-journal that I was sending home to family and friends while down in Jambiani, Zanzibar, East Africa this past summer.

I had the privilege and the opportunity to go to Zanzibar and do some volunteer work for the summer. Wow, talk about experiences to last a lifetime. I was based out of a brand new Wellness Centre that has been set up by two fellow Victorians (Victoria, British Columbia). They offer free health care to the local villagers and as word has spread about the clinic, people now come from 3 hrs away, as well as from nearby islands. They built the clinic and housing in Jambiani, a small village on the east coast of the island of Zanzibar, right smack on the Indian Ocean. They rely on volunteer medical practitioners from around the world to come down and work out of the clinic. See www.handsacrossbordersociety.org for more information. How did I then, a sign language interpreter, get to go? Well, opportunity knocked at my door and I’m not one to not answer!

After I had arrived and not sure what kind of work I would be doing, I decided to wander into the local school (1200 kids ranging in age from 7-17 with only 39 teachers) to see if there were any Deaf or hard of hearing kids there. I discovered 5 Deaf students ranging in age from 7 to 14. I started the next morning. The Headmaster provided me with a small classroom, a chalk board propped up by 2 small chairs, a piece of chalk and a rag for a brush. I couldn't have been happier! I spent every morning for 6 weeks in that class with these 5 amazing kids. I created a safe, fun learning environment for them to express themselves using gestures; a place where they could tell stories and be understood, use an expressive language that was so natural to them and most of all a place for them to LEARN. The 3 oldest kids have been moving up a grade each year with their fellow students and haven’t been learning a thing. They couldn’t even write out the alphabet when I first met them. Over the short 6 weeks that I was there I watched these kids flourish from solemn, long faced, dull eyed kids to kids that were proud and excited about telling their the stories with their huge toothy smiles and
sparkling eyes. They would come skipping into my classroom and greet me with a high five and a thumbs up. These children hadn’t learned or been exposed to Tanzanian Sign Language (TSL). They used a system of signs that we might call ‘home-based signs’.

I managed to find two teachers of sign language, who are currently on contract from the mainland, to come over and teach TSL to the Deaf people of Zanzibar. Tusa is a Deaf woman, and Geden Singo is a hearing man who is fluent in Tanzanian Sign Language. Arrangements have since been made for them to now come into the village (Jambiani) once a week and teach these kids, their families, local school teachers and any interested villagers, sign language. It was a dream come true for me… it’s one thing to go into a small corner of the world and make a valuable difference in people’s lives, but it’s another thing to be able to have that continue by one of their own after you leave!

I also had the opportunity to give a few workshops while I was there. I gave a 3 hr workshop to a group of teachers who were learning sign language in hopes of becoming interpreters. I talked about the role of an interpreter, positioning, professionalism, the importance of a good attitude and how they, as interpreter pioneers in Zanzibar, had an important role to fill. We talked about the need of an interpreter and how that can open up a whole new world to the Deaf people in their community, which will become so empowered.

I also presented a workshop to the Deaf childrens’ teachers at the school where I was working. I tried to de-mystify their preconceived notions of Deaf people. I talked about Deaf culture, coping strategies for them as teachers and provided them with several ideas on how to make their classes a little more Deaf-friendly. I shared some ideas on activity based lessons that are visual as well as ways to test comprehension of the Deaf students after completing an activity. They were very open to this information and seemed motivated to try and incorporate it into their teaching styles.

Outside of my work with the Deaf kids I met so many wonderful people in the village; a group of people that are so very poor yet positive, hospitable, appreciative, and heart-warmingly friendly. I couldn’t help but think about our society here in North America and our consumerism, greed, daily stresses, grumps and groans. It is difficult not to compare the two… a society of haves and a society of have nots and it seems to me that the one who has the least, has the most! As I wrote in my e-journal from Zanzibar, “When you are out and about enjoying all the things you have around you and have access to, please take a moment to truly appreciate and be grateful for them…life certainly isn't that way for all of us here on the planet”.

It broke my heart to say goodbye to Issahaji, Mwanamechumba, Fatuma, Mwanamidi and Khadia, the Deaf students at the school. The only thing that got me through that last day was knowing that I would come back. And, as I wrote in a journal entry for the Hands Across Borders Society website, “With a heart full of sadness at leaving, yet filled with love and a memory for a lifetime of amazing experiences... goodbye Jambiani... and to the incredible people who live here... till we meet again.”
After 15 years as a Spanish - Colombian Sign Language Interpreter, I moved to Toronto, Ontario, in 2000. I would like to share with you an overview of interpretation services for Deaf and Deafblind people in my native country, Colombia.

1. COLOMBIA: GENERAL INFORMATION

Colombia is a country of 41,000,000 people, located in the northwestern region of South America. It is a democratic country with a central government. The Colombian national executive power is vested in a president who is elected to a four-year term by popular vote. The legislative power is vested in the Congress composed of the Senate and the House of Representatives. By popular vote members of the Congress are also elected to a four-year term. This centralized government administers the political and legal systems of our country. The 1886 Constitution was reformed in 1991.

Though the public health and educational systems have improved substantially in the last decade, many people are still unable to access these basic services. When these services are available they are often under resourced. The rural and urban poor of our country continue to suffer from higher than normal mortality, morbidity and illiteracy rates. In contrast, private health and private educational systems have very high quality standards but are not available to most of the population. The inequities between those who have and those who have not are staggering.

Spanish is the official language of the country.

2. DEAF COMMUNITY

In 1957, the first local association of the Deaf was established in Bogota, Colombia’s capital. In January of 1984, the existing 12 local Deaf associations gathered and established the Colombian National Deaf Federation (FENASCOL) as a non-profit, non-government organization. Today, 21 of 28 local Deaf associations are members of FENASCOL.

FENASCOL’s mission is to improve the quality of life for Deaf people of all ages through political action, advocacy, and by implementing programs to meet identified needs. To this end, FENASCOL encourages unity, equality, respect, ethical behaviours, cooperation, loyalty, perseverance, participation, and the quest for excellence amongst its members and its member organizations.

While recognizing and understanding the particular needs of the Colombian Deaf community, FENASCOL also offers its services to other Deaf associations throughout Latin America.
Since the founding of FENASCOL, the Colombian Deaf community has accomplished several achievements. The most significant one occurred on October 11, 1996 when the Congress of the Republic of Colombia enacted Law 324 positively impacting the day-to-day lives of the Deaf Colombian. This law obliges the government to provide the financial resources required for sign language interpreters, Deafblind guide-interpreters, closed captioning services, etc, so that Deaf Colombians now have equal entitlement to those services outlined in the Colombian constitution.

Colombia does not have official statistics regarding the number of Deaf, deafened or hard of hearing people in the country. Nor does the government have statistics on the number of Deaf people using sign language. Nevertheless, it is estimated that 12.7 in every 1,000 people (approximately 520,700) have severe or profound hearing loss. If the hard of hearing population is included in the calculation, 2% or 820,000 Colombians experience hearing loss.

3. INTERPRETER TRAINING PROGRAM

In 1997, FENASCOL established Colombia’s first Interpreter Training Program (ITP). It trained interpreters to work with Deaf people and also with Deafblind people as guide-interpreters. The ITP was developed by FENASCOL under the sponsorship of Interamerican Development Bank, IDB. It was carried out with the support of the National Institute for the Deaf, INSOR, the Swedish Deafblind National Association, FSDB and the linguistics department of the University of Valle, a public university that conducts research on Colombian Sign Language (LSC).

The first stage of the program was offered to people who had worked for many years as LSC interpreters but had not received any formal training. To date, 31 people from seven different cities have graduated from this program and are certified as both interpreters for Deaf individuals and guide-interpreters for Deafblind people. Graduates were expected to have an appropriate level of interpreting skill and to work adhering to an ethical standard. (As a point of clarification, Colombian guide-interpreters do not perform the duties of Deafblind intervenors. They do not work with Deafblind children or Deafblind adults who have no language.)

At present, the ITP is not being offered. FENASCOL, INSOR and the University of Valle are working to implement changes to the first stage of the program in order to extend its length, as well as to make it available to people who have no previous experience as interpreters. Colombia, Brazil, Uruguay and Argentina are the four South America countries to have provided an interpreter training program.

4. INTERPRETER SERVICES

FENASCOL and the Colombian National Association of the Deafblind (SURCOE) continue to lobby for interpreter and guide-interpreter services to be funded by the government, as per Law 324. Though significant progress has been made in the education and legal fields, much more work must be done to realize the full potential of this law.

5. WORKING CONDITIONS FOR INTERPRETERS

While attempts to establish a professional interpreter association continue, FENASCOL and certified interpreters have determined minimum rates for services and appropriate working
conditions. Interpreter services can be purchased through FENASCOL, through one of the 21 affiliated local Deaf associations, or directly with the interpreter(s). Services may be purchased by the hour or a specific contract can be negotiated.

6. CONSUMER EDUCATION

To increase awareness and to educate both the Deaf and hearing communities regarding interpreter services, FENASCOL has produced brochures and videotapes for adults and for children instructing them in the use of the services of an interpreter. For the Deafblind community, SURCOE works to instruct its members about the services of guide-interpreter.

FENASCOL is recognized as the leader in South and Central America regarding the training and the provision of interpreters and guide-interpreters and has been invited to work on various international projects supporting other countries in the developing of interpreter services. FENASCOL is aware that working cooperatively with different international individuals and organizations has been of mutual benefit, but there remains much to learn and to accomplish. If you feel you have something to contribute that would assist us in improving our services and or help us to become more resourceful do not hesitate to contact FENASCOL at fenascol@elsitio.net.co

In Defence of Interpreters in the Educational Setting
Submitted by Cari-Ann Roberts

Hello everyone,

I am writing in response to Interpreters in the Educational Setting by Sally Palusei published in the summer/fall edition of this newsletter.

I am hearing. I am likely one of the under qualified ‘interpreters’ referred to in the previous letter. I do not call myself an interpreter. I am a sign language teaching assistant to a mainstreamed Deaf student. My student is an isolated Deaf child and I am an isolated signer. I do as much professional development as I can; independently and networking with the Deaf community.

My interest in the Deaf world began in my childhood with notes scribbled back and forth between myself and my Deaf Aunt and Uncle. I studied ASL at Vancouver Community College back when the level 300 program was three months of full time study. Following my studies I did not seek employment in the field of interpreting, but eventually signing found me. Shortly after moving to a small community, a friend phoned to tell me about a career ad in the local newspaper. The position was a short term signing position with a kindergarten student. I hesitated to apply, but at last I decided to do so and to find out more about the position and the skills required. As it turned out, I was the only one around at the time with anything more than a level one ASL continuing education class. I accepted the position and worked with the student for two months until his family went south for the winter. The same position was posted upon their return and repeatedly in the years to follow. I did not re-apply. Two years ago the position was posted once again and I did apply. I was pleased to learn that for the first time ever an ASL assessment was included in the hiring process. I
wasn’t sure that my skills were up to the job. The assessor advised administration that I was suitable; the lesser of the evils perhaps. I considered not accepting the position in hopes that the family would make another educational choice for their child. Realistically, I knew that wouldn’t happen and the student would likely end up with someone possessing equal or lesser skills than myself.

I certainly agree that improvements in the education of many Deaf students are desperately needed. I do, however, feel that blaming and pressuring interpreters is not an effective solution. I encourage the Deaf community and friends of the Deaf community to direct their passion on this topic towards informing parents and pressuring governments and school administrations.

- Parents of Deaf students must understand the consequences of mainstreaming Deaf students in isolated communities.
- Hiring practices must include skills assessments.
- Team interpreting must be provided both for the sake of the interpreter and to create a language rich environment conducive to whole language learning for the Deaf student.
- In order to support their interpreters to be as effective as possible in their roles, school divisions need to provide professional development opportunities that are directly applicable to educational interpreting skills.

I would be happy to give up my position if my doing so would improve the education provided for my student. I would be thrilled to lose my position because my student was moving to a school that has other Deaf children and Deaf teachers. In the meantime, all I can do is the best I can for the student, within the parameters that have been created by the decisions of the family and by the school administration.

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**But I am a professional Interpreter…**

*Submitted Anonymously*

For those of you who have ever felt the pangs of being referred to as an ‘educational’ interpreter, in opposition to a ‘professional’ interpreter, I would like to share a little insight. I’ve been working in educational settings for several years and this reference has always puzzled me. Where do people get the idea that educational interpreters are not ‘professional’? The thing is: I always felt that what I heard and what people meant were two different things.

After a recent interpreting assignment that involved very delicate information, I received the highest compliment; I was actually called ‘professional’! During the ensuing conversation though, it all came back to the ability to be ‘confidential’. Knowing that all interpreters follow a strict code of ethics, I was challenged to pursue this notion further. The idea of confidentiality alone couldn’t be what everyone meant by the term ‘professional’. I was more than surprised at my findings. For once the discussion allowed me to see for a moment through another’s eyes, and I suddenly realized that the term ‘professional’ had very little to do with the code of ethics and whether or not interpreters adhere to them. The term professional was completely tied to a relationship built on mutual respect and trust.

When I applied this theory to my own life, I quickly recalled the Doctor that I saw once and never
went back to, or to the financial planner that I’d given a second chance, (who will never have a third), all because I was not impressed with what I know I referred to as their ‘professionalism’ or rather lack thereof. I have no doubt that both of these individuals were true to their particular code of ethics; I never felt that confidentiality would be compromised and I still don’t. What I did not feel from these particular individuals was: listened to, understood, respected, acknowledged—and in the case of the financial planner, I got the distinct impression that his financial status was the only reason he was interested in mine.

While it is true that several things may be contributing to peoples’ perceptions or misconceptions about interpreters and their ‘professional’ status (different job titles and descriptions that can confuse roles, the lack of awareness of the interpreter role and the code of ethics that binds us to our jobs, or the people working in the role of interpreters who have not received adequate training, etc…), how we deal with people on a daily basis also impacts these perceptions. Ultimately everything we do reflects to others who we are. They in turn will use their own gauge to determine whether or not they deem us to be ‘professional’. The ability to use tact and diplomacy in the everyday dealings with staff and students we like, (as well as staff and students that drive us crazy), will prove our greatest asset. Relationships built on these grounds will nurture a mutual respect that will no doubt come with the stamp of ‘professionalism’.

**Interpreters: Supporters of an Audist or Audist-Free Zone**

By Gary Malkowski,

Director, Consumer and Government Relations

The Canadian Hearing Society

This article first appeared in the last issue of *The AVLIC News* (Volume XIX, No. 2 Spring-Summer 2003). Technical difficulties interfered with the layout process and resulted in some errors within the piece. The AVLIC News would like to extend apologies to Mr. Malkowski and to readers. It is reprinted here so that it may be enjoyed once more in its intended form.

Interpreters are human engines in the language and communication process and can bridge the language gap between Deaf people who use American Sign Language (ASL) and people who use spoken English. Deaf people and English-speaking people are aware of their rights to information, be it direct or through interpreter services. Professional ASL/English interpreters are knowledgeable in the language and culture of both Deaf and hearing people. They provide communication in both ASL and spoken English and are bound by their professional Code of Ethics and Guidelines for Professional Conduct as set out by AVLIC.

In reality, most interpreters have played a part in, or have witnessed audist incidents before, during, or after interpreting in either medical, educational, and/or legal situations, as well as in other settings. Interpreters may even be involved in audist incidents directly and indirectly. Some interpreters may not realize or recognize their behaviours as audist in nature when interacting, interpreting and socializing with Deaf persons.

Audism (from Latin *audire*, to hear, and *-ism*, a system of practice, behavior, belief, or attitude) has been defined as:
“…the corporate institution for dealing with deaf people, dealing with them by making statements about them, authorizing views of them, describing them, teaching about them, governing where they go to school and, in some cases, where they live; in short, audism is the hearing way of dominating, restructuring, and exercising authority over the deaf community. It includes such professional people as administrators of schools for deaf children and of training programs for deaf adults, interpreters, and some audiologists, speech therapists, otologists, psychologists, psychiatrists, librarians, researchers, social workers, and hearing aid specialists”. (Lane 1992: 43)

“Persons who practice audism are called audists. …”

“The first appearance of the term audism in print seems to have been by Harlan Lane in 1992. However, Lane credits the invention of the term to Tom Humphries' unpublished 1977 doctoral dissertation (Humphries 1977). After Humphries coined the term audism, it lay dormant until Lane revived its use 15 years later. It is increasingly catching on, though it is not yet in English dictionaries. Humphries originally applied audism to individual attitudes and practices, but Lane and others have broadened its scope to include institutional and group attitudes, practices, and oppression of deaf persons.” (Gallaudet University’s Library of Deaf-related Resources, Frequently Asked Questions: Audism.)

During certain interpreted situations, some interpreters that are privy to audists’ behaviours do not convey the information appropriately and accurately. The Deaf consumers are left unaware as the interpretation did not reflect the audism that was present in the discourse. A very few number of interpreters do interpret clearly and accurately the context of audist comments or behaviours during interpreted situations.

Many Deaf consumers do not realize that audist make comments and exhibit inappropriate behaviour possibly due to a lack of understanding of what audism is. They are afraid to speak out and correct such behaviour because of possible reprisals (i.e. risk losing their jobs or interpreter services, or fear of liberation).

Sometimes, in situations where interpreters are interpreting audist comments, interpreters can indeed feel uncomfortable as they attempt to continue their interpretation. At the same time, Deaf consumers are unaware of the interpreters’ discomfort while interpreting between audists and themselves.

Some interpreters are audists. Tom Humphries invented the word "audism" in 1975 to mean a certain attitude that people who can hear and speak, or possess good English skills have - thinking themselves superior.

I have been informed by some interpreters that, admittedly, there are times when Deaf people and hearing people are treated differently during the interpretation process. This is evident through the filtration of information and communication. In many cases, Deaf people receive less information rather than full information in the attempt to minimize cultural and cross-cultural barriers and differences as much as possible. In some cases, it is culturally appropriate. However, in other cases it could be protective in nature; not allowing Deaf people to experience and deal with mature issues such as cross-cultural conflicts and the adaptation of their cross-cultural skills when communicating with hearing persons who may be making negative or sabotaging comments. If the omission of information is intentional, this would be described as audist behaviour.
There are Deaf people who experience difficulties obtaining ASL/English interpreters as interpreters repeatedly decline assignments, even with advance notice. Some interpreters say that they decline assignments based on health/safety and security issues. In some situations, this is indeed the case. In others, however, there are no health/safety issues. The interpreter is simply making excuses to repeatedly decline interpreting assignments because the Deaf consumer is difficult to work with or to interpret. Perhaps the consumer has special needs, or a high profile or minimal or highly sophisticated ASL skills. It may be the interpreter’s fear of feedback, constructive or otherwise, provided by these popular, or unpopular, consumers regarding their interpreting skills.

On occasion, some interpreters accept higher-paying assignments and cancel their previously booked, lower-paying assignments, often with very little notice. Sometimes consumers are persuaded by interpreters to book their assignments through a higher-paying service provider – an arrangement that disregards the consumer’s comfort level or preference. Deaf persons then serve as pawns on a chessboard between interpreters and funders. This example of manipulation is a form of audism.

Examples of Audist Behaviour

- prejudice or discrimination against Deaf people
- serious attitudinal barriers in the expectations and behaviours of employers, educators and service providers (such as interpreters), regarding the capabilities of Deaf persons
- different treatment when interpreting and relaying information for Deaf and hearing persons (i.e. an interpreter filtering or omitting information provided by Deaf persons while not filtering information provided by hearing persons, and vice versa)
- hearing persons not asking or speaking directly to Deaf persons, but instead asking interpreters for information or clarification in the language exchange situation
- hearing persons making assumptions about the Deaf person’s information or communication without realizing that interpreters may misinterpret information provided by either the Deaf or hearing person and may be misleading the communication
- mistrust: not believing Deaf persons’ information which may seem to be unreliable or inaccurate and often checking for verification with hearing people and believing hearing persons’ information without checking for verification
- providing different degrees of the same information to Deaf professionals and hearing professionals (i.e. providing brief and short information to Deaf persons while providing full and necessary information to hearing professionals)
- hearing people with minimal ASL skills excluding Deaf individuals with sophisticated ASL skills from relevant inside information or informal discussions

Statements such as:

- “Deaf people must learn English (forget ASL) because when they grow up they will have to function in the hearing society and need it to find jobs, find happiness and have a full and
useful life”

- “Oh your speech is wonderful. What is your hearing loss?”
- “But we don’t need a TTY. There are no Deaf people here”
- For some hearing professionals who have been in the field of deafness for several years and have not learned or used ASL in order to communicate directly, effectively and meaningfully with Deaf individuals especially if the Deaf individuals are clients or patients in mental health settings:
  - “Learning sign language is not important enough.”
  - “I do not have the time to learn sign language.”
  - “Why do I need to learn sign language; an interpreter is good enough.”

- Any statement relating to the obsession with the use of residual hearing, speech, and lip-reading by Deaf people in order to succeed and function in the hearing world.
- “Deaf professionals are not responsible because they are not capable of confidentiality.”

**Tips for Fostering Audist-Free Interpreting**

- Break the silence. Audists, who have an obsession with a pathological view of deafness and who have strong beliefs that Deaf people should use residual hearing, speech and lip-reading, interpret the silence from the community as approval of their audism.

- Work with Deaf organizations to establish a joint task force, consisting of representatives from AVLIC and the Canadian Association of the Deaf to address audism issues and anti-audism education for AVLIC members and sign language interpreters to ensure that interpreters and student interpreters learn and stay audist-free.

- Respect and treat Deaf and hearing persons equally (likewise for Deaf and hearing interpreters).

- In response to audist activities and incidents, keep written records and publish articles on audism preventative measures; educate the public; host forums and events in cooperation with Deaf organizations such as National and Provincial Associations of the Deaf; distribute pamphlets and contact the media to educate the public on Audism issues and Anti-Audism education.

- Work with organizations such as the Canadian Association of the Deaf and The Canadian Hearing Society to develop public education, including a public campaign that continues to challenge audists, stereotypes, and people’s audist attitudes towards Deaf persons.

Deaf consumers and interpreters need to work together in support of zero-tolerance, to ensure that we can live in an audism-free zone.

Please email me at gmalkowski@chs.ca if you have any reactions, thoughts, concerns and suggestions for audism-free opportunities to improve.
FROM YOUR BOARD…

Greetings from the board to all members and best wishes for a happy holiday season.

Activities to Date
- You may recall that AVLIC’s contribution to the 14th Congress of the World Federation of the Deaf was a donation of flight, accommodation and time of our Administrative Manager, Barb Mykle Hotzon. Barb worked in the Interpreter Resource room where she assisted Linda Cundy and Liz Scully, interpreter coordinators, and volunteered above and beyond the hours sponsored by AVLIC. Thank you Barb! The task of coordinating and troubleshooting for well over 100 interpreters was certainly challenging. Thanks as well to Tracy Hetman for her volunteer time. President Denise Smith attended the Congress on behalf of AVLIC and, as it turned out, ended up volunteering as well. Several AVLIC members, all there as working interpreters, took the time to comment on the contribution AVLIC made in the Interpreter Resource room. There were many other AVLIC members volunteering too -- too numerous to name -- who were in and out volunteering in the office and/or at the AVLIC trade table. We thank them all!

- Evaluations Committee Update on Project to Revise the Test of Interpretation: Please see a report on this topic on page 17 of this edition of The AVLIC News.

- AVLIC Fast Facts had its inaugural run October, 2003. Look for a new Fast Fact on the second Friday of every month! Fast Facts are aimed at sharing information about your national professional association which you would otherwise not know about -- information on AVLIC policies, bylaws, services, history etc.

- The AVLIC Online Directory of members is now on our website at www.avlic.ca. If you have any questions or would like to update or correct information in the directory, please contact Administrative Manager, Barb Mykle-Hotzon at bmykle@telus.net.

- The November WTK offering for 2003 had 6 participants taking the test in 4 centres across the country. Results are unavailable at this writing.

- By the time you read this, a survey should have been received and completed by ASL/English Interpretation program directors in Canada. It asks questions about how AVLIC is introduced to students in their respective curricula. Responses will help us improve our relevancy to AEIPs and students.

- Welcome Packages for first-year AEIP students were sent to coordinators of all AEIPs last fall. Inside were individual packets for students. These contained a welcome letter from Public Relations Committee Coordinator, Christie Thibert, an article about the value of membership, an AVLIC brochure, pen and membership form, and an advertisement for the Vancouver conference.

- President Denise Smith attended the Canadian Association of Educators of the Deaf and Hard of Hearing (CAEDHH) conference in Halifax, Nova Scotia, from July 10 to 12. The two organizations agreed to invite each other to our biennial conferences and share newsletters.
We now have a full **Grievance Committee**. Committee members for the rest of the 2002 – 2004 term are: Ava Hawkins - Chair, Lesley Roach, Glenda Messier, and new committee members Sylvie Lemay and Bonnie Dubienski.

**Ongoing Activities**

- The Fundraising Committee kicked off a **“Work an Hour for AVLIC”** campaign this past fall. During the months of September and October AVLIC members contributed a total of $647.35. The committee is aiming to double amount over November! We are so pleased to have an active Fundraising Committee after a long period of no activity. Please consider supporting your organization with a donation of one hour’s pay.

- A **Remote Video Interpreting/Video Relay Service committee** (MOTION TO03G-10) has begun to take shape, with Paula Bath from British Columbia as chairperson. Thanks to Paula for volunteering. The initial work of the committee will be to gather information on the state of affairs in Canada and abroad, and then to help establish an AVLIC position on the topic and/or establish AVLIC as a resource to service providers.

- **Post Secondary Interpreting – Best Practices document**: This draft document was posted on the website in order for the committee to get feedback and because that process is complete, it has been removed. The feedback was extensive and indicated that the document, as is, does not reflect a national picture of interpreting practices in post secondary environments. At this writing, the Board of Directors is reviewing the options for moving forward.

- **ASL/English Interpretation Program (AEIP) Graduating student award**: AEIP graduating student award (MOTION TO03G-09). Award applications are now available. Follow the links on the AVLIC website. Applications must be returned to the AVLIC-CES office postmarked no later that June 1, 2004. See the link for details on the application process and criteria.

- Work continues on a design for a **new AVLIC logo**. The plan is to have it completed for Vancouver.

- Work continues on revisions and updates to AVLIC’s position paper on **Repetitive Strain Injury Among Sign Language Interpreters**. Preliminary timelines call for a first draft to be out in early 2004 and new version of the document ready for ratification by the membership at the non-conference AGM in 2005.

- **Canada Customs and Revenue Agency**: Since the last report, there has been no additional work done on this issue, on a national level, due to prioritizing of time and resources. Further consultation with members and lobbying for fair practices around the hiring and categorizing of interpreters’ work is planned for the future.

- **Membership Categories & Criteria Committee**: Chairpersons, Sara MacFayden and Tracy Hetman have been reviewing the files and familiarizing themselves with the portfolio. One of the first steps is to gather membership criteria from all the chapters and review that. A face to face meeting of the committee is planned for the new year.

- **Code of Ethics and Guidelines for Professional Conduct in ASL, on video**: This is behind
schedule but the request-for-proposals (RFP) will go out by spring 2004. There are two RFPs. One asks for bids on the translation work and the other for bids on producing an ASL video describing and explaining our Code of Ethics and Guidelines for Professional Conduct.

- **Grievance Review Committee:** The Dispute Resolution Process (DRP) document has been made available to members. Members received two e-mails from AVLIC indicating that the document is on the website and the procedure to offer individual feedback. In addition, community focus groups have been held in Nfld, NS, Que, ON, MB, SASK, BC and AB, canvassing interpreters and Deaf community members for their feedback. The committee will be incorporating feedback and will present the AVLIC Board of Directors with a final document on February 1st, 2004, which will then be distributed with the AVLIC AGM information. The motion to accept the DRP will be made in Vancouver at the AVLIC AGM in July 2004.

- Work continues on the **2004 Conference in Vancouver** where we will celebrate AVLIC’s 25th anniversary. Dates are July 6 to 10, 2004. The committee has confirmed Greg Evans, recipient of the 2002 Edward C. Bealer Award of Merit as the keynote speaker. A conference not to be missed!

- **AVLIC’s e-mail distribution list:** E-mail distribution policy is now in the final stages. It has gone to the board for feedback and is now back in the hands of the committee for final revisions before it goes back to the board.

- Work is nearly complete on a new AVLIC **Publications Policy** which will outline a process for bringing AVLIC positions papers from idea to publication.

- Laura Henry, Coordinator of the Professional Development Committee, has sent letters of introduction to all chapter presidents as well as professional development coordinators. A draft member survey regarding PD is in its final stage and will be sent out to chapters as soon. This committee is looking for members and would like to see representation from both the east and the west. Please contact Laura if you are interested in shaping Professional Development efforts of AVLIC. She can be contacted at rlhenry@idirect.com

- **2006 Conference:** The Ontario Association of Sign Language Interpreters (OASLI) has their conference committee up and running. Glenda Messier, Monique Bozzer and Lesley Roach are sharing the chairing duties. So far, over 40 members have volunteered to work on the Conference Organizing Committee and their first meeting was held on September 20 in Toronto. Look for more exciting details on this conference in the coming months!

- Work continues on establishing a **charitable organization.** Former board member, Irene Nizzero has had initial discussions with a lawyer regarding the legalities and is also working with committee members Treasurer, Suzie Giroux and Secretary, Sandra Kuhar. An anonymous donor is covering the costs of legal consultation. Next steps include developing a mission statement and goals of the charitable organization.

**Initiatives**

- Along with Public Relations Committee Coordinator, Christie Thibert, Member at Large, Tarren McKay is looking at an **e-mail broadcast system** which would give us more flexibility with graphic images and formatting of e-mail messages sent to members.

Submitted by President Denise Smith with contributions from the Board

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**EVALUATIONS COMMITTEE REPORT**

**PROJECT TO REVISE THE TEST OF INTERPRETATION**

As reported in the last AVLIC News, several motions regarding revision of the Test of Interpretation (TOI) were passed at the Toronto AGM last June. This set the project in motion. What follows is an outline of activity to date.

**Activities to Date**

- Marna Arnell as co-chair of the Portfolio Sub-Committee prepared a process schedule. At the 2003 Toronto AGM, timelines were established: a) ratification of work to date at the 2004 AGM, b) contract awarded to develop new TOI materials after the ratification, c) first seminars offered June 2005, and d) first revised TOI sitting, March 2006.

- Prepared a draft RFP for the development of testing materials for the TOI using an AVLIC template. As of this writing, it is in its final editing stage and will go out in December 2003.

- Evaluations Committee member Marna Arnell developed an initial list of potential contractors.

- Sent a summary report to Canadian Cultural Society of the Deaf (CCSD) and Canadian Association of the Deaf (CAD) representatives to keep them up to date and aware of proposed changes.

**Ongoing Activity**

- Met with Sybile Tremblay, Language Institute, University of Regina. (also Evaluations Coordinator for the Association of Translators and Interpreters of Saskatchewan) about current English Proficiency Tests. Discussed several options for AVLIC, including the TOEIC – Test of English for International Communication, TOEFL – Test of English as a Foreign Language, the TSE – Test of Spoken English, and the Canadian Language Benchmarks Placement Test. More investigation is needed but so far, the last one seems to be the best choice because it is 100% Canadian content and it has been extensively field tested and has high reliability. It assesses speaking, listening, reading and writing.

- Looking into CCSD's ASL Proficiency Interview (ASLPI) for use with TOI preparation for interpreters. If anyone would like to read more about the ASLPI you can go to: www.ccsdeaf.com.

- Consulted with computer experts about offering the WTK online starting with the June 2004 (deadline for application - April) and July (AVLIC 2004) sittings. Looking at forming a sub-committee to focus on this part of the project.
Hello from Winnipeg!

- We had our first ASL Immersion week for interpreters. Proudly we declare its success. I won’t go into any more detail as the co-chairs of our Professional Development committee are submitting an article in the next edition of the AVLIC NEWS.

- Our Public Relations team had a successful “Get Your Hands In Motion” for Manitoba’s rural interpreters. It was overwhelmingly attended and everyone had a great time of fellowship and networking.

- Thanks to AVLIC for letting us use the AVLIC PR kit with all of its documents and materials. We were able to use it not only at our ASL Immersion, Rural Get Your Hands In Motion, but also at our SAG (Special Area Groups) day in October and at Deaf Awareness Week. It’s been a wonderful compliment to our MAVLI PR kit. Now if we could just get our hands on one permanently.

- At the end of October we’ll be having a community focus group put on by AVLIC to discuss the Dispute Resolution Process draft.

- MAVLI is working on a policy/procedures manual this year.

- Our Fundraising team is selling Regal again and will be putting on two socials. The first one on November 8 is our annual Hat Night Social. It’s always a good time and a wonderful fundraising opportunity.

- MAVLI is looking forward to more professional development opportunities and fundraising events this year. I’ll touch on those topics more in the next edition of the AVLIC NEWS.

Respectfully submitted by,
Pamela Janzen, President

Hello from the heart of Hurricane Juan! It was quite an event here on the east coast. Fortunately we have all survived and the winds only slowed us down for a week or so. Times like that allow us reflect on our dependencies on technology… I know I was certainly having computer withdrawal!

- MAPSLI’s AGM was held in June. Our newly elected board members are:
Activities:

- The Professional Development committee hosted “USING NON-MANUAL SIGNALS - Understanding of American Sign Language Classifiers for Interpreters”, presented by Noni Warner and Richard Martell. The workshop was on October 18 and was well attended and beneficial for all participants. The committee is now working on another professional development opportunity to be offered in the spring.

- A MAPSLI general meeting is scheduled for November 15. This will be the first meeting for the new board and new AEIP students. A social is scheduled following the meeting to introduce interpreters and students to one another prior to the commencement of our twinning program. We have been inspired to include some games after reading MAVLI’s newsletter and their advertisement for “Who’s sign is it anyways”. The newsletter exchange is a great way of sharing ideas for events!

- MAPSLI members were recently involved in an interpreter supply and demand survey developed by consultants working with a variety of partners including MAPSLI, to determine the reasons for the interpreter shortage in the Maritimes. We look forward to the results.

- The launch for MAPSLI’s new WEBSITE is in the near future. The site has been in development since the AGM and we are eager to get it uploaded. Please stay tuned for more information. (By the end of November - try www.mapsli.ca)

MAPSLI wishing all members best wishes for the holiday season.

Submitted by Jana Delaney (janadelaney@hfx.eastlink.ca)

Chapter Report
AVLI-NB

Activities to Date:

- AVLI-NB just had its AGM in October, and the new executive is as follows:

  President  Shelley Williams
  Past President  Ginnie Black (Membership Coordinator)
VP/Treasurer Barb Hannah
Secretary Becky Schirato

- We recently sent out questionnaires to all AVLI-NB members to try to solve some problems regarding weak attendance at the meetings. We are looking into changing our meeting times and format to better meet the needs of our members.

**On-going Activities:**

- We are still acting as consultants for a Remote Video Interpreting project in partnership with the University of New Brunswick (Fredericton) Bioengineering department and other interested parties.

- We are trying to organize more professional development for the coming year, including a full day workshop on non-manual grammar and classifiers.

**New Business:**

- We are looking forward to a new year with a new executive. I would like to thank the members and past executive of AVLI-NB for all their support over my term as president.

*Submitted by Ginnie Black, President*

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**Chapter Report**

**OASLI**

The last AVLIC News went out to the membership minus a Chapter update from OASLI. This is a perfect example of the many projects and issues we have been immersed in since the summer - we were just too busy to pull an update together! The following is a summary of the activities we have been involved since the AVLIC News of last spring.

- As of last winter we no longer have an office housed at E.C. Drury School for the Deaf. We are currently using a Post Office Box for all correspondence until another office site is secured. The address is: *Post Office Box 281, Milton, Ontario L9T 4N9*. We are looking at some other options and are optimistic that we will be securing alternative office space by the end of the year. Anyone wishing to contact us may do so by sending correspondence to the address above or sending a message to one of our Board members via the email addresses located on our web site.

- The OASLI Website has been reconstructed and is up and running. You can now find links to the OASLI Board of Directors Policy and Procedure Manual, Professional Development opportunities, Car Rally results, to name only a few. Our thanks go to Caly Schincariol for all of her dedicated work on this project.
Once again this year OASLI had a booth at Mayfest held on Friday May 9, 2003 at the St. Lawrence market. Many thanks go out to all of our members who volunteered their time to respond to queries and distribute brochures on behalf of our association. One of our more popular publications was the “Accessibility: Deaf People and Interpreting Services” a joint effort between OASLI and OAD. A number of consumers reported that they have used the information contained in this brochure to advocate for access within their workplaces.

The annual OASLI/Silent Voice Car Rally and Scavenger Hunt was held on May 31 and this year’s event was the biggest ever. Ten teams entered the race and the new (and emerging!) champions were “The Nascents”, defeating the reigning champs “Women in Black”. A fabulous prize table and Silent Auction was the result of the many donations received by our wonderful sponsors. It was a great day (despite the weather) and our sincere thanks go to Rhondda Reynolds, Maureen Haan and their volunteers for the many hours of work that went into organizing this event.

OASLI hosted the AVLIC Chapter Presidents’ Meeting and Non Conference Year Annual General Meeting the weekend of June 6 - 8. Once again a huge thank you is extended to everyone who volunteered to pick up our out of town colleagues at the airport and assist with other duties during these meetings. Everyone present complimented us on our hospitality and all of the little extras we provided that made their weekend so productive. Many of those present carried proxies from their respective Chapters and as a result motions were discussed and voted on; this provides direction to the AVLIC Board and Committees to carry on with their mandates. On a personal note I want to thank our interpreters, Glenda Messier and Monique Bozzer for their tireless work at the AGM.

It was announced at the AVLIC AGM that the Manitoba Association of Visual Language Interpreters, who had won the bid for the 2006 Conference last year in Halifax, would no longer be able to take on the task of organizing such an event. Subsequently a group of OASLI members, headed up by Glenda Messier, Monique Bozzer and Lesley Roach communicated via email and it was determined that OASLI would take on this challenge. So far over 40 members have volunteered to work on the Conference Organizing Committee and their first meeting was held on September 20 in Toronto. Look for more exciting details on this conference in the coming months.

The OASLI Board received a request from our colleagues in WAVLI (West Coast Association of Visual Language interpreters) asking for our participation in a cross Chapter endeavour. We were pleased to submit a cheque to them which supported the World Federation of the Deaf Youth Camp held this past summer in conjunction with the World Congress in July. A total of $1200.00 was raised by several AVLIC Chapters, and Kristen Snodden, CCSD (Canadian Cultural Society of the Deaf) representative at the AVLIC AGM, thanked us for our collective support.

Members of the Ontario Cultural Society of the Deaf have met with members of the OASLI Board to discuss the training needs of current and potential Deaf Interpreters in Ontario. This is a very exciting development as this issue has been on our agenda for a number of years. A committee comprised of OASLI, OCSD, OAD and interested Deaf Interpreters have been
meeting since last spring to develop a list of priorities in terms of training, accreditation, recognition by service providers, etc. OASLI has offered 6 months free membership to any D.I. who wishes to join our association and this was readily endorsed by both OCSD and OAD. This committee continues to meet to develop long term plans for individuals working as D.I.s and for those who wish to become one.

- One of the more time intensive initiatives this year was the review and clarification of the role of Trustee Auditor. Treasurer Anna Lee along with Kelly MacKenzie, Adele Routliff, Monique Bozzer, Carolyn Lesonsky and Nancie Bowles (this is not the group who worked on this, am awaiting info from Anna Lee on this) worked with external accountant Jon Wolloston to accomplish this task. This group of dedicated members spent many hours doing forensic reviews of OASLI’s previous financial transactions and developed an improved system to track revenues and expenditures and will streamline these tasks for future Treasurers and Trustees. Our sincere thanks go to everyone who participated, especially to Jon who volunteered his time on our behalf.

- Another exciting development has been the offering of Professional, Errors and Omissions Liability Insurance to our membership. The brokerage firm of H. McDonald Ltd. was recommended to us by the Association of Translators and Interpreters of Ontario (ATIO) who have been able to purchase this insurance through the ENCON Group Ltd. carrier. As Penny Schincariol notes in her article in the most recent edition of NetWork, “More organizations and corporations that contract the services of private practitioners (including interpreters) are requiring liability insurance before entering into a business transaction. This is a trend we can reasonably expect will continue. Another trend is the increasing frequency of litigation and awards for damages incurred. Errors and Omissions Liability Insurances will protect ASL-English interpreters from allegations whether they have merit or not”. (Summer 2003 Issue) Our thanks go to Penny for her diligence in researching this and consulting with ATIO on behalf of our membership.

- An issue that has affected all of us is that of escalating home and car insurance rates. Once again Penny Schincariol pursued this with an insurance broker and OASLI members may now benefit from a Group Savings Plan from Liberty Mutual. Brochures describing this benefit were available at the Annual General Meeting in October and this information will also be sent out to the membership in the coming months.

- OASLI continues to have a voice in a variety of Advisory Committees and Councils. Our member representatives in 2003 and 2004 are:
  - **George Brown College Programme Advisory Committee:** Adele Routliff and Rhondda Reynolds. Rhondda tendered her resignation as of June and Anna Lee, an alumni of the programme will continue in her place.
  - **St. Clair College Programme Advisory Committee:** Lorna Schuster has agreed to take on the role of representing OASLI at all meetings in 2004.
  - **Ontario Interpreter Services Advisory Council:** Corene Kennedy and Carolyn Lesonsky. Carolyn tendered her resignation from this council after the next meeting at the end of November. Sean Power has agreed to take over for her at all meetings in 2004.
  - **Milton Deaf Action Group:** Deb Hamilton, with Debby Miller as an alternative.
  - **Parent Coalition:** This is a parent group who meet with OAD representatives to discuss issues
concerning the education of their Deaf children. Penny Schincariol has attended one meeting on
our behalf, unfortunately due to the SARS situation last spring subsequent meetings have been
postponed. It is anticipated that this group will meet again in the fall and Penny has agreed to
continue to represent OASLI.

Ministry of Health Steering Committee to CHS: Carolyn Lesonsky and Lorna Schuster
This committee had a limited time frame and once the After Hours Emergency Interpreting
Service was initiated and operating the committee was no longer necessary. Our thanks go to
Carolyn and Lorna for ensuring that the interests of OASLI members were heard.

• Despite numerous attempts to offer workshops to the membership this year there have been
no professional development activities since the fall of 2002. The workshop “Interpreting for
Users of Non-Standard ASL” had to be postponed several times due to scheduling conflicts;
however this workshop was offered in London on September 13 and again in Kingston on
October 14 to rave revues. A travel stipend was offered to members who wished to attend the
Marty Taylor workshop in Windsor last spring and we are pleased to report that several of our
members took advantage of this financial support. The proposed Board re-structuring will
address the issue of professional development and how OASLI can better meet the needs of
the membership.

• The AVLIC Dispute Resolution Committee has asked all of the Chapters to participate in
Focus Groups to look at the proposed draft and provide feedback to the committee. OASLI
held a Focus Group for interpreters on September 20 and the first of two meetings for Deaf
Community members on October 22. OASLI congratulates the committee for the process
undertaken to solicit responses to this draft prior to ratification at the AGM in Vancouver.

• Last - but most defiantly not least - our Annual General Meeting was held on October 18 2003
at the Best Western Hotel in Brantford, Ontario. This occurred in tandem with the Ontario
Association of the Deaf who held workshops and an AGM for their membership, with a joint
social in the evening. The new Board of Directors for the 2003-2004 term is:

President                                        Lesley Roach
Vice President                                Laura Henry
Secretary                                        Kim Cathcart
Treasurer                                        Janice Stebbings
Membership                                      Kim Brakel
Professional Development             Erin Fauteux
Dispute Resolution                        Lorna Schuster
Members at Large                          Mike Glover
    Jennifer Tovell                      
    Dean Walker                           
    Jeanette Nicholson                   
    Tammy Thibert                         

The portfolios of Publications and Public Relations were not filled and the Board will endeavor to
find volunteers to take on these tasks for this term. We look forward to working with our
membership and all of the AVLIC Chapters.

Respectfully submitted.
Lesley Roach, President 2003-2004
Phyllis Joynt Mentorship Award

In honour and recognition of the contributions made to the field of interpreting by Phyllis Joynt, one of our founding members, AVLIC established the Phyllis Joynt Mentorship Award. This prestigious award is conferred at each AVLIC Biennial Conference; the inaugural award was presented in Edmonton at AVLIC 2000.

The creation of this award stemmed from the memorial services held for Phyllis, in which a constant theme emerged from the stories told of her life. That theme focused on Phyllis' ability to support, encourage and mentor interpreters into this profession, while supporting the Deaf community. Some of the phrases used to describe Phyllis included “caring and nurturing”; “interested in people personally and professionally”; “built bridges between the Deaf and interpreting communities”; and “could bring out the best in everyone”.

Remembering Phyllis

In June 1998, Phyllis Joynt, of Ottawa, Ontario, passed away.

Phyllis was an active member of our interpreting community for more than 20 years, beginning her professional life as a teacher of young deaf students in Saskatoon, Saskatchewan.

As she became more involved in the Deaf community and became proficient in sign language, she began teaching Deaf adults at Alberta College in Edmonton, Alberta. While living in Edmonton, Phyllis helped found one of AVLIC's active interpreter chapters, ACRID, and served on its first executive. She was a strong supporter of the Deaf community, assisting them in establishing employment counselling services for Deaf people (DECSA), a Deaf community television program (Hands Around Town), and a group home to serve disadvantaged Deaf people.

When she relocated to Ottawa, she continued to support interpreters and Deaf people alike, by serving on the AVLIC board of directors, helping establish summer institutes for ASL/English and LSQ/French interpreters at the University of Ottawa and working with the Catholic Deaf organization.

Phyllis truly exemplified a life-long learner, attending workshops and conferences throughout her career, completing a degree while raising her son, and reading broadly in our field.

The Award

The award includes a cash bursary to support the recipient in pursuing a professional development opportunity of his/her choice.

The recipient of the award is a person who emulates many of the traits described above. Namely, s/he is someone who has acted as an interpreter "mentor," formally or informally, in the local community and who has created opportunities for the Deaf and interpreter communities to work effectively together.
Call for Phyllis Joynt Mentorship Award Nominations

A mentor is a trusted advisor, personal guide, or coach who brings inspiration, clarity, and focus to your life. For all they give, mentors deserve to be recognized. We invite you to enter your mentor.

To assist in the process, a nomination form will be sent in the new year. It will provide guidelines and a format for making a nomination. Following the format will standardize nominations for the selection committee. Consider nominating someone deserving of this mentorship award and keep a look out for the form in early 2004.

A selection committee, chaired by the AVLIC past president, will screen all nominations and vote for the most outstanding nominee. The successful candidate will be presented the award at the AVLIC Biennial conference to be held July 2004 in Vancouver, British Columbia.

Edward C. Bealer Award of Merit

Ted Bealer was perceived by both the deaf and hearing communities as extremely dedicated and hard working, while at the same time easy going and down to earth. He was very much loved and made a deep impact on those he came in contact with.

After his death, the eighteen staff of The Canadian Hearing Society (CHS) decided to set up a memorial fund and accepted donations in Ted’s name. Because of his interest in the field of interpreting and his personal goal to promote professionalism for interpreters, it seemed appropriate for the Ted Bealer award to be administered by the Association of Visual Language Interpreters of Canada (AVLIC). This prestigious award recognizes individuals, who have dedicated themselves to the growth and development of the profession of interpreting, as was exemplified by the late Edward C. (Ted) Bealer.

Remembering Ted
For those who did not know him (as written by Marie Clarke & Terry Janzen)

Edward Charles (Ted) Bealer, 1949-1977

Ted Bealer was born on December 8, 1949 to a deaf father and deaf-blind mother. After completing high school in Rockford, Illinois, he attended Douglas College in New Westminster, BC and Simon Fraser University in Burnaby, BC. Ted studied Honors History, was actively involved as editor of the student newspaper and attended several film workshops.

In 1974, Ted moved to Toronto and while continuing his work in production and filmmaking, became involved as an interpreter and sign language instructor at Silent Voice, occasionally interpreting for The Canadian Hearing Society (CHS).

On December 15, 1975, Ted became a full-time employee at CHS. Although he was hired as a ‘Rehabilitation Counselor’, he found himself filling the ever-increasing role of an interpreter. He
was very much involved on various committees and activities in the deaf community and was the first full-time interpreter in Ontario.

Ted was instrumental in submitting a proposal to the Ontario provincial government to obtain funds for the establishment of Ontario Interpreting Services. The proposal was accepted and funding became available after his death. He also recognized that many staff members at CHS did not have easy access to Sign Language classes in the community and provided lunch hour classes.

On May 21, 1977, while driving home from interpreting a wedding in Rochester, New York, Ted Bealer was killed in a car accident. His passenger, a 23-year old deaf man, by the name of Brian Harvey, was also killed.

**The Award**

This award is presented to an individual who has dedicated herself/himself to the growth and development for the profession of interpreting, as was exemplified by the late Edward C. (Ted) Bealer.

The recipient of this award is an individual who:

- Has had lengthy experience and involvement as a professional in the field of Visual Language Interpreting and/or training

- Advocates for professional development opportunities for all those involved in the field, regardless of their level of skill

- Advocates for the right of all Visual Language Interpreters to be treated as professionals

- Promotes the field in every way and supports organizations and associations such as AVLIC

**Call for Edward C. Bealer Nominations**

To assist in the process, a nomination form will be sent in the new year. It will provide guidelines and a format for making a nomination. Following the format will standardize nominations for the selection committee. Consider nominating someone deserving of this award of merit and keep a look out for the form in early 2004.

A selection committee, chaired by the AVLIC past president, will screen all nominations and vote for the most outstanding nominee. The successful candidate will be presented the award at the AVLIC Biennial conference to be held July 2004 in Vancouver, British Columbia.

Any donations for the Edward C. Bealer Award of Merit or the Phyllis Joynt Mentorship Award would be gladly accepted. If you are interested in making a donation, please contact Kelly MacKenzie.
AVLIC 2004-2006
Nominations

The AVLIC Biennial Conference and Annual General Meeting are fast approaching. The AVLIC Board of Directors, AVLIC committee coordinators and AVLIC Grievance Committee members will be elected. Have you considered giving your talents to the national organization in one of these capacities? Is there someone you would like to nominate because his/her contribution would be valuable to the organization and its membership? The contribution members make by donating time, experience, and expertise is what makes AVLIC a relevant, progressive organization.

The elected positions are:

AVLIC Board of Directors
• President
• Vice President
• Secretary
• Treasurer
• Evaluations Committee Coordinator
• Member at Large (3)

AVLIC Committee Coordinators
• Public Relations Committee Coordinator
• Publications Coordinator
• Membership Committee Coordinator
• Fundraising Committee Coordinator
• Professional Development Committee Coordinator
• Chapter Liaison Committee Coordinator
• Grievance Committee member (5)

The experience of serving on the national organization is richly rewarding and challenging and provides a wealth of professional development and ways to contribute. Consider a position for yourself or nominate someone with whom you place your trust.

Watch for nomination forms in your mailbox in the new year.
The Association of Visual Language Interpreters of Canada
15th Biennial Conference  July 6 – 10, 2004
Vancouver, British-Columbia

SCHEDULE OF EVENTS

Monday, July 5, 2004
AVLIC Board Meeting

Tuesday, July 6, 2004
All Day: Registration
WTK offering
Chapter Presidents Meeting
Evening: Reception

Wednesday, July 7, 2004
All Day: Registration
All Day: Workshops
All Day: Tradeshow

Thursday, July 8, 2004
All Day: Workshops
All Day: Trade Show
Evening: Gala Event – Vancouver Harbour Boat Cruise

Friday, July 9, 2004
All Day: AGM
All Day: Trade Show
Awards Luncheon

Saturday, July 10, 2004
All Day: AGM
Half Day: Trade Show
Evening: Awards, Banquet, Auction, Dance

Sunday, July 11, 2004
AVLIC Board Meeting

www.wavli.com/avlic2004.htm OR email us at: avlic2004@wavli.com
The Westcoast Association of Visual Language Interpreters / AVLIC 2004 Planning Committee
P.O. Box 41542 – 923, 12th Avenue, New Westminster, BC V3M 6L1
www.wavli.com/avlic2004.htm avlic2004@wavli.com
Announcements

CALLING ON ......EVERYONE!!!
AVLIC 2004 auction

The AVLIC 2004 conference is rapidly approaching. The 2004 auction committee is calling on all interpreters, family, friends, businesses and neighbours to show their generosity and contribute to this spectacular event. All donations for the auction would be GREATLY appreciated.

If you would like to donate, please contact Brenda Erlandson or Jennifer Smith at:

auction_committee@hotmail.com

THANKS FOR YOUR SUPPORT!

Building on Yesterday   Imagining Tomorrow
AVLIC National Conference   July 6 - 10, 2004

Reminder!

Upcoming meetings

January 17 & 18, 2004: Board meeting in Winnipeg
July 6 to 10, 2004: AVLIC Conference and AGM in Vancouver
Congratulations to the 28 interpreters who successfully passed the Written Test of Knowledge during May - July, 2003. The test was held in 8 centres across the country.

On behalf of the AVLIC Board of Directors, Evaluations Committee, and General Membership, congratulations are extended to the following people who in 2003 achieved the AVLIC ASL/English Certificate of Interpretation (COI):

Hubert Demers - Manitoba
Liana Price - Manitoba
Ronald Whitford - Alberta

The next regular offering of the WTK will be in June, 2004. Application and registration fee deadline is Thursday, April 8, 2004. Find your registration form on the AVLIC website www.avlic.ca

A special offering of the WTK will be hosted on July 6, 2004 in Vancouver at the AVLIC '04 conference. Application and registration fee deadline is Friday, May 21, 2004. Find your registration form on the AVLIC website www.avlic.ca.

Bohdan Ladashevskia, AVLIC Member at large
AVLIC PRESENTS . . .

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Liz Scully, Elizabeth Warren, and Campbell McDermid

VIDEOTAPE #2: Facial Grammar;
English to ASL - Modeled Interpretations

Facial Grammar component presented by: Angela Stratiy
Interpersonal Skills presentation by: Jeni Magat
Modeled Interpretations of presentation provided by:
Jan Humphrey, Kirk Ferguson, Ava Hawkins,
and David Still

These modeled interpretations are offered by COI interpreters who have allowed their work to be videotaped without any rehearsal or any reading of a script. The samples you will view are as if these interpreters were taking the Test of Interpretation.

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Pay by cheque (Payable to AVLIC) or credit card,
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The AVLIC News...

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PLEASE NOTE: Submissions to the AVLIC News can be e-mailed to the newsletter editor at a new address. hyde@sympatico.ca

The AVLIC News is published 3 times a year. Deadline for submission of articles and publication dates are as follows:

Edition       Submission Deadline   Release
No 1           Winter-Spring         February 28    April
No 2           Spring-Summer          June 30          August
No 3           Fall-Winter            October 31 November

Editorial Policy:

The AVLIC News reserves the right to refuse to publish anything that is deemed racist, sexist, homophobic, or demeaning to another person, or organization. Articles may be edited for clarity and brevity, or omitted due to space considerations. The opinions in this newsletter reflect the author’s views and do not necessarily represent the views of the AVLIC News, or the Association of Visual Language Interpreters of Canada. The AVLIC News is available in English. All AVLIC Members are entitled to receive the AVLIC News 3 times per year.

Advertising Policy:

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Original Design by Stargazer Design
On-line www.avlic.ca

AVLIC News Volume XIX, No. 3 Fall/Winter 2003
**Upcoming themes for future editions of The AVLIC News**

This section of the AVLIC News is intended to provide inspiration for article submissions. Submissions not related to the theme are welcome and membership is not a requirement for submission. We particularly welcome submissions from the Deaf community.

Remember, if it is of interest to you, it is of interest to the AVLIC News! If you have any suggestions for future themes for the AVLIC News, please drop us an email.

"What's on Your Bookshelf?"
**Deadline: February 28, 2004**
The journey of learning for interpreters is far reaching. Reading is one way, and a wonderful way at that, to educate yourself about language, the field and the world around you. This issue of the AVLIC News is dedicated to you and your bookshelf - what have you read that you think others may benefit from or enjoy? Submissions can include a title, a description or your very own review! It's a nation-wide (and hopefully even beyond) Book Swap...of sorts. So grab yourself a cup of tea and a good book and don't forget to let us all in on the experience.

“Growing a Field”
**Deadline: June 30, 2004**
From models of interpreting to the AVLIC newsletter itself, the field of interpreting has grown dramatically over the years. This issue of the AVLIC News is dedicated to looking at that change and welcomes any and all of your thoughts and experiences... pictures, of any era, will be gladly accepted too!

Fall/Winter 2004
**Deadline: October 31, 2004**
Have an idea for a theme? We would love to hear from you. Ideas and suggestions can be directed to Jen Ferris at dougjen@shaw.ca.

Thank you to everyone who has given time and submissions to the AVLIC News. This publication is a product of its readers' contributions and cannot survive without you. We look forward to your continued interest and involvement and hope that you enjoy what you read in turn. Questions and comments about this publication, or any other area of AVLIC publications, are welcome and can be directed to Jen Ferris, AVLIC Publications Committee Coordinator, at dougjen@shaw.ca.

**PLEASE NOTE:** Submissions address change. Future submissions can now be sent to hyde@sympatico.ca.
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The AVLIC News team wants you!!!

The AVLIC News team is actively seeking one grammatical proofreader and one article vetter to join in on the newsletter experience.

Already on board are:

Miriam West: Article Solicitor
Jen Ferris: Newsletter Coordinator /Layout & Design
Amanda Hyde: Layout & Design
Kelly MacKenzie: Article Vetter
Kris Seibert: Grammatical Proofreader

If you have an interest in or have any questions about either of these positions, please contact Jen Ferris at dougjen@shaw.ca

For more information on AVLIC, please visit our website at www.avlic.ca!

The deadline for submissions for the next issue of The AVLIC News is February 28, 2004.
AVLIC Canadian Evaluation System
Written Test of Knowledge
APPLICATION FORM – JUNE 2004

last name                                                                                             first name                                                                          middle initial
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Are you currently an AVLIC member?      Yes _____      Supporting/Active (Circle One)                No _____
To be eligible to write the WTK, current Active membership with AVLIC is required.  (Or current Supporting membership if you are in your last term of full-time study in an IPP at the time of writing the WTK).  To arrange for membership, contact your local AVLIC Chapter Affiliate.

If a student in your last term of full-time study at an IPP, what program are you attending?   ______________

FEE INFORMATION
• CES Written Test of Knowledge registration                      $125.00                                            ____________
• CES Preparation Manual                                                        20.00                                            _____________
• Interpreters in the Educational Setting                                    15.00                                            ___ __________
• Interpreting in Legal Settings                                                 20.00                                            _____________
• Repetitive Strain Injury                                                          10.00                                            _____________
• Self Directed Study for Interpreters                                        70.00                                            __ ___________
(Videotape Series)
• Postage & Handling: 1-2 Documents                                        2.50                                            ______ _______
  3 or more documents or any combination which includes Videotape Series   5.00                                            _____________

TOTAL amount enclosed

Above publications are available for purchase through the CES office and form part of the recommended resource list for the WTK.  See back of page for complete resource list.  Make cheques payable to AVLIC and forward, with this form, to the CES office:

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DEADLINE
Registration and fees MUST BE RECEIVED at CES Office by:

THURSDAY, APRIL 8TH, 2003

Due to the organization involved in offering the WTK, the CES Office regrets that late registrations will not be accepted.  The Office is not responsible for late, lost or undelivered mail, or for faxes not received.  There will be a $20.00 fee for NSF cheques.

CES Refund Policy:  Refund of test fees (less a 50% administration fee) will be forwarded to candidates withdrawing from the WTK, if the CES Administrative Officer is informed in writing (e-mail, fax or postal mail) at least two weeks prior to the scheduled test date.
ENGLISH WTK (VERSION 2) RESOURCE LIST

Books


Documents and Journals

Canadian Evaluation System Preparation Manual - AVLIC


- Lane, H., “On Language, Power and the Deaf”.
- Baker-Shenk, C., “Characteristics of Oppressed and Oppressor Peoples”.
- Isham, W., “The Role of Message Analysis in Interpretation”.

Interpreters in the Educational Setting – AVLIC

Interpreting in Legal Settings – AVLIC

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*Self-Directed Study for Interpreters – ASL to English Modeled Interpretations*, AVLIC Videotape Series, Tape #1, Christine Spink-Mitchell Presentation.

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