



December 2013 Issue



Director's Message

Celebrating Legacies and Legends

This past summer at the Registries of Interpreters for the Deaf (RID) National Convention in Indianapolis, Ind., interpreters around the world celebrated the 50th anniversary of RID.

There is not much written about the establishment of RID, even though many who were at the significant

meeting in 1964 are still alive today.

One of the original members of RID, Dr. Lottie Riekehof, lives in Virginia. She is 93 years old and remembers the past as if it were a mere two hours ago.



L to R: Dr. Carolyn Ball, Dr. Lottie Riekehof

I believe as interpreters and educators we need to take advantage of the opportunity to learn from the individuals who have been with us since the beginning of our profession. In September 2012, I was honored and privileged to interview Dr. Riekehof and ask her about

her memories of RID. One question that was particularly important to me was how RID certification began.

Dr. Riekehof gave the following narrative regarding the establishment of RID certification:

"There were three of us who were supposed to evaluate the interpreters to see if they could be certified. Now, we didn't know how to certify. We didn't know anything about it. And we were not certified. So, we decided to certify each other. We showed the film to each other and then we came through with flying colors and were certified. Then, we began to certify other people."

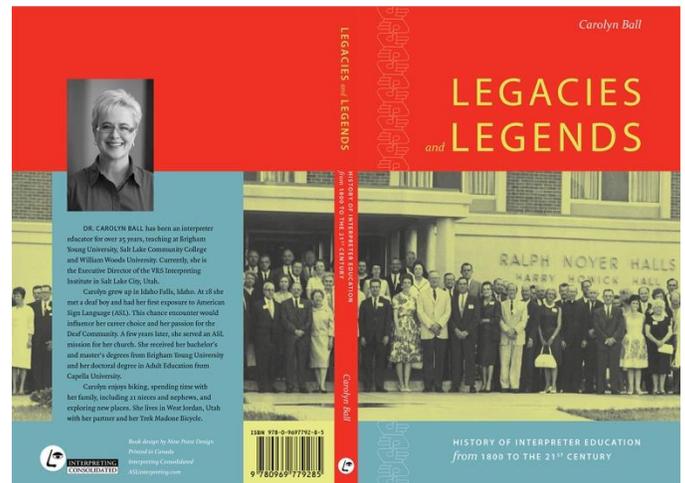
This narrative from Dr. Riekehof helps us realize the progress RID has made as an organization in certification. There are many more stories and lessons to learn from the past.

I hope that we will remember that, "History teaches everything including the future."

- Alphonse de Lamartine

Learning from the Past

Read additional stories and learn more about interpreting history in *Legacies and Legends: History of Interpreter Education from 1800 to the 21st Century*, by Dr. Carolyn Ball. Published by Interpreting Consolidated.



Do You Know a Talented IEP Graduate?

Put them on the road to success! Encourage them to apply for the next session of the VRSII's School-to-Work Program (STW). STW bridges the gap between IEP graduation and work readiness. The 2014 STW session begins June 4. Applications will be accepted through Feb. 21, 2014. To learn more, visit www.vrsii.com/training.



Where Are They Now?

Following School-to-Work Program Graduates

The VRSII launched the School-to-Work Program (STW) in 2010. Now, three and a half years later, 73 interns have successfully graduated from the program and 94 percent of those graduates have entered the interpreting field. Interns' interpreting interests are diverse, with 54 of the 73 now interpreting in multiple settings.



STW graduates 2013 class

VRS Interpreting Institute

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Some of the interns' pursuits include: becoming members of the RID boards in Colorado, Pennsylvania and Utah; pursuing master's degrees at Gallaudet University and DePaul University; theatrical/performance interpreting; launching new businesses and support groups to train interpreters; supporting local IEPs to train IEP students; becoming involved in study abroad programs and interpreting in K - 12 and post-secondary education; video relay service and freelancing in the community.

Dr. Carolyn Ball, VRSII executive director, says, "We are not surprised to see our graduates do so well. They are a fantastic group of interpreters and we're excited to watch them progress through their careers."

Educator Empowerment Series (EES) Classes Begin Again in 2014

Join the VRSII and Dr. Len Roberson for the first EES class of 2014, "Engaging to Learn: Interpreter Education through Dynamic Learning," scheduled Jan. 17 – 19. The course fee is \$50 and 1.5 CEUs will be awarded.

This course will actively present proven tools to engage learners based on findings related to brain-based and active learning as well as demonstrate tools and strategies for successful application in interpreter education. Participants will learn how to help students to be more engaged and successful in the learning process.

Participants will practice many of the tools presented and work through an action plan for integrating strategies and information into their own training. Participants will be able to identify key elements of active, engaged learning, explain various tools of engagement and connect the strategies for engagement to specific ideas for their own training efforts. To learn more, visit www.vrsii.com/training.



Dr. Len Roberson, University of North Florida