Theodore Kanmacher has special interest in University Hall

By RAY HUGHEY
Citizen-Journal Staff Writer

Tuesday was the first time Theodore Kanmacher, 68, got a good, close look at the new University Hall on Ohio State University campus.

He lives in Columbus and had seen it from a car, but Tuesday was the first chance he had to go inside. Kanmacher has a special interest in the building.

His grandfather, George Henry Kanmacher, built the original University Hall more than a century ago.

But Theodore Kanmacher never even got inside the old building before it was torn down. It did not have provisions for people like him.

He has had cerebral palsy since birth and must get around in a wheelchair.

“Don’t say confined,” he bristled. “We use wheelchairs for mobility. I even go swimming once a week as part of my activities. I’m not confined.”

But the new building, built as a replica of the old, is accessible to people in wheelchairs. It has elevators and special drinking fountains and restroom facilities.

“People are just getting to the point of recognizing the needs of people with physical.” He started to say handicaps, but stopped.

“I don’t like that word,” he said. “…people with physical limitations.” Kanmacher has been an active crusader in behalf of the handicapped. He is a former architectural barrier committee chairman for the National Organization for the Physically Handicapped and was the Columbus chapter’s first president.

“I don’t know how long it will take,” he told the man who drove them to the building “I want to see as much as I can.”

He was accompanied by his wife and their hostess, Imogene Prichard, a summa cum laude graduate of Ohio State.

KANMACHER WAS wheeled around to the hall’s arched entrance, facing out on the campus oval, only to be confronted by a small flight of steps.

“I’m sick and tired of being a back-door citizen,” he said. “They could put a ramp in here so I could go in the front door.”

They returned to the 17th-av side and entered there.

“They need automatic doors,” he observed. “No one could get in and out by themselves.

“I might want to come back here next fall and take a course,” he said. referring to OSU’s Program 65 for senior citizens. “I’m over 65 you know.”

His grandfather, of Kanmacher and Stark, got the contract to build the original University Hall in 1871. It took three years and cost only $150.000.

And that was with a 30 per cent cost overrun. It happened in those days too.

Work on the replica started it 1971. It also took three years to complete, but cost $3.75 million.

The new University Hall will be dedicated on OSU Homecoming Day, Oct. 23.

IT MADE HIM “fighting mad,” he said, shaking his fist, when he first learned the old University Hall would be torn down.

He felt better about it later, when he learned a replica would be built in its place.

They took the elevator to explore the other floors, then their ride had returned and it was time to leave.

“It looked pretty good,” he said. “I never thought they would come as near to the original as they did.”

CAMPUS VISITORS — Mr. and Mrs. Theodore Kanmacher visit the Ohio State University campus Tuesday to get a good look at the new University Hall (Photo by C.J. Photographer Arlen Fennell)
Handicap Awards Announced

WASHINGTON — The Federal Bureau of Education for the Handicapped has approved awards totalling $918,700 to eight Ohio institutions to aid in financing training of teachers and other specialized personnel to educate handicapped children. Rep. Chalmers P. Wylie, R-Columbus, reported.

The awards, which included $134,200 to Ohio State University and $200,000 to the Ohio Department of Education, are aimed at advancing educational opportunities for mentally retarded, hearing impaired, speech-impaired, visually handicapped, emotionally disturbed, crippled or other health-impaired children.

THE OHIO STATE UNIVERSITY award was broken down into three categories — $81,800 for training teachers of the mentally retarded, $38,600 for teachers of the visually handicapped and $13,800 for speech and hearing teachers.

In addition to the OSU and education department awards, these funds were allocated to Ohio institutions of higher learning:

BOYLING GREEN STATE University, $73,800; Cleveland State University, $25,600; Heidelberg College, Tiffin, $5,600; Kent State University, $93,400; Ohio University, Athens, $87,000, and University of Cincinnati, $217,000.
Battelle Institute provides site for disability center

By Linda Brenner

Battelle Memorial Institute has provided a building site for Creative Living, Inc., to construct a residential facility for young paraplegics and quadriplegics. Construction is scheduled to begin in the spring.

The site is West Eighth Avenue and Perry Street. Under the agreement with Battelle, Creative Living, Inc., has a 25-year renewable lease on the property. Battelle has waived the rent for the first five years.

The complex will be a permanent home for 20 individuals or married couples. Special features will include the lack of curbs and stairs in or around the building, extra-wide doorways and halls and sinks and cabinets that are easily accessible to those in wheelchairs.

Because it is adjacent to Dodd Hall, the University rehabilitation center, the new facility will permit outpatient visits without extensive travel. The University community will also offer educational and employment opportunities for the residents.

Creative Living, Inc., is a non-profit organization formed to assist handicapped persons who need adaptive living facilities; educational, vocational and social opportunities; and recreational activities.

The new facility will be the first of its kind in the United States. Its planners hope it will be the prototype for other such facilities around the nation.
'Shoot for stars' via senior aid to disabled

By Mary Louise Mariani

"We have reached the moon and with the aid of Ohio State's legacy we can shoot for the stars."

With these words, Julie Cochran, a handicapped graduate student, described the goal of the Senior Challenge project at the Disability Week kickoff banquet Sunday evening.

The Senior Challenge is the effort by the class of 1972 to raise $75,000 to remove physical barriers to the handicapped.

During Disability Week 230 solicitors will be contacting members of the senior class and asking them for contributions to the project.

President Fawcett, who spoke at the banquet, said he admired the depth of purpose in this project. The project will "have meaning for many people now and in the future," he said.

Fawcett then read a letter sent by Mayor Moody officially proclaiming this week "Senior Challenge Week" in Columbus.

After Fawcett's speech a series of slides entitled "Just Imagine" were shown. The slides depicted the daily activities of a normal student at the University, then showed the obstacles on campus which prevent handicapped students from performing the same activities.

The obstacles include buildings and curbs without ramps, inadequate restroom facilities, buildings with no elevators and phone booths out of reach for people in wheelchairs.

Cochran, a paraplegic since age 14, gave a personal perspective on the hardships handicapped students must face at the University.

She said many people tried to discourage her from attending college because they thought it would be impossible for her to get around.

Cochran said only three or four buildings on campus are accessible to the 689 handicapped students at Ohio State.

The Senior Challenge project received $6,800 from the Winter Quarter Graduates' Telethon, $10,000 from an anonymous contribution and $7,725 from Ohio State physical therapy students and the American Physical Therapy Society.

Pledges made by members of the senior class and by guests at the banquet raised that total to $32,000.

Wednesday will be Disability Day when twelve people, including President Fawcett, Mayor Moody and USG President-elect Mike White, will assume the role of a handicapped person for the day. They will be asked to use a wheelchair or a blindfold in order to experience first-hand the problems and frustrations a handicapped person faces on campus.

Jean Hansford, campus planner, said part of the money raised from the project will be invested, while part of it will be used for the immediate modification of existing buildings. He said the modification would probably start with the building of ramps since they are the most crucially needed additions.

Hansford described the project as "a confession of sorts. It just goes to show we haven't been doing very much around here for the handicapped."
Senior fund has $32,500 at midweek

4-20-72
By Doug Brookhart

The 1972 Senior Challenge Fund Drive is approaching the halfway point in its goal of collecting $75,000 to help remove barriers to the physically handicapped on campus.

Jim Milby, member of the Senior Class Committee, announced Wednesday at the beginning of Disability Day activities that $32,500 had been collected in the campaign.

The committee organized Disability Day in an effort to increase awareness of the problem faced by the handicapped at Ohio State.

During the day, administrators, students and city officials donned blindfolds or tried carrying out their daily activities in wheelchairs.

Among those spending part of the day in wheelchairs were President Fawcett, basketball player Luke Witte, Lantern columnist Arlene Gordon and George Crepeau, assistant vice president for curriculum.

The "blind" for the day included Columbus City Councilwoman Fran Ryan; Robert G. Smith, vice president for University Development; Ted Robinson, vice president for student affairs; and John Chiazza, president of Ohio Staters, Inc.

Members of the committee assisted the participants as they attended classes or worked in their offices.

Jeff Benson, chairman of Disability Day, said many areas on campus do not have curb ramps, buildings lack wheel space at water fountains and restrooms are almost impossible for the handicapped to use.

Pointing out the need for contributions, Benson explained the 130 curb ramps required would cost $45 each.

Contributions from any interested person or group may be sent to Senior Challenge Fund, Ohio State University Development Fund, 2400 Olentangy River Rd.
VI. PLANS AND SPECIFICATIONS
   A. McCracken Power Plant--Additional Fuel-Oil Storage Tanks

VII. REPORT OF AWARD OF CONTRACTS
   A. Erection of Educational Television Tower and Associated Facilities
   B. University Hospital--Renovation of 11th Floor West

VIII. CONTROLLING BOARD REQUESTS

IX. MISCELLANEOUS FROM OFFICE OF ADMINISTRATIVE OPERATIONS
   A. Purchase of Buildings and Property -- South Campus
   B. Upham Hall, Air Conditioning and Electrical Improvements -- Employment of Engineers
   C. Improvement Projects for the Handicapped

X. RESOLUTIONS IN MEMORIAM
   A. Herbert Herndon Baumer
   B. Ormann R. Keyser
   C. Florence L. Lloyd
   D. Herbert Anderson Toops
B. Upham Hall, Air Conditioning and Electrical Improvements
Employment of Engineers, Continued

The fee for this service will be negotiated on the basis of the
standard fee schedule for engineering service by the Ohio Department
of Public Works. Fee calculation estimated to be 6 percent of the
total project estimate of $358,917, plus $2,500 to be held in reserve
for field services, if required. Therefore, the total estimate for
the engineering for this project is $24,035. Funds for this work have
been provided from Budget Account 801267 (Hospital Capital Reserve).

Upon motion of ____________, seconded by ____________,
the above recommendation is _________ by ________ roll call vote.

C. Improvement Projects for the Handicapped

The Ohio State University is well aware of the situation with respect
to the needs of the handicapped in terms of facilities, accessibility,
and convenience. In recent years all new construction and major
remodeling projects have considered these needs and satisfied them
within guidelines contained in the Ohio Building Code since January,
1967. This campus contains a great number of older buildings which
are intensively used for teaching or employment which are not suit-
able for use of the handicapped. The existing street pattern provides
severe obstructions to accessibility and mobility. Finally, the great
size of the campus affords problems in terms of time and distance
for those unable to drive or utilize standard transportation systems.

Improvement projects to service the handicapped include access ramps,
modification of elevators, and purchase of vans. Funds for these
improvements projects are available as follows: The Controlling Board
has authorized the expenditure of $50,000.00 from University funds,
the Class of 1972 has collected $24,912.00, and the Ohio Rehabilitation
Services Commission has provided approximately $300,000.00 for
the proposed work on this project.

It is recommended that the above outlined projects and expenditure
of funds be approved.

Upon motion of ____________, seconded by ____________,
the Board of Trustees _________ the foregoing recommendation
by _________ roll call vote.
Ramps will increase access for disabled

1–18–73
By Matt Lennon

The construction of wheelchair ramps on campus is part of a major operation designed to make the Ohio State campus more accessible to disabled students.

To date, ramp construction has made the area from the north side to south side of the Oval accessible to students in wheelchairs.

William A. Fulgum, counselor of disabled students, explained that the ramps aren’t entirely for the benefit of such students. “The ramps are an aid to people with braces or a spinal condition where the jar of coming down off the curb causes pain,” he said.

Blind problems

Construction of the ramps creates a big problem for the blind student.

“The construction sound blots out the sound of moving vehicles and removes landmarks for the blind student,” Fulgum said. “We will be following the construction along Neil Avenue and notifying the blind students of where the construction is going on. We will ask the blind student to find an alternate route around that equipment.”

The finished ramps don’t seem to hinder the blind student. “We’ve checked the ramps out with 50 of our blind students and there’s no problem. The ramps have become landmarks,” Fulgum said.

Construction sites

The ramps are currently under construction along Neil Avenue. After the ramps there have been completed, the construction will switch to College Road.

“The present plan is to put them all along College Road and from there we’ll put them in the hospital complex,” said Paul Dray, an engineering technician for Ohio State.

Three types

Three types of ramps are under construction: the standard, the laterally extended and the projected.

The standard ramp extends out of the mainstream of the sidewalk and set off to one side. It begins five feet from the edge of the sidewalk to the street. These are the most common ramps being constructed.

The laterally extended ramp extends back the full distance of the sidewalk and involves an 11-foot section of the walk.

Cleaning hazard

The projected ramp is constructed when the sidewalk is too narrow to permit construction of a standard or a laterally extended ramp. Nothing is taken out of the sidewalk. Few projected ramps will be constructed because they present a cleaning problem such as the removal of snow.

“It’s the depth of the sidewalk that influences the type of ramp constructed,” Fulgum said. The construction of the ramps is not under the supervision of one company. The ramps are put up for bid in $10,000 packages to separate contracting companies.

Ramp costs

“The contracts are limited moneys. Each package has to be less than $10,000,” Fulgum said.

An estimate was made June 14, 1972 of the cost of each of the types of ramp needed. A standard ramp was expected to cost $80, a laterally extended ramp $200, and a projected ramp $45.

Increased costs

But costs of the ramps are running much higher than expected. Fulgum cited the increase in the cost of materials and labor as the reason. Less than a year after the estimate, the price of the standard and projected ramps is $144. The laterally extended ramp is costing $213.

“Actually we have about 25 ramps already poured. We have about 10 ready to pour, but weather is the big factor,” Dray said. He explained that concrete cannot be poured in freezing temperatures.

Ramp construction may begin in Spring

3–2–73
By Ronald Gorski

Construction of a $1.8 million faculty parking ramp on the northwest corner of Neil and 19th Avenues probably will begin during Spring Quarter, according to Jean D. Hansford, campus planner.

The facility could be completed by early 1974, planners say.

William J. Griffith, director of campus planning and space utilization (DCPSU), said, “The construction of the ramp is the remaining ‘key element’ in making Ohio State into an all-pedestrian campus.”

Griffith said “A” sticker parking will be eliminated in the area south of Woodruff Avenue, west of High Street, north of 12th Avenue and east of Neil Avenue, when the ramp is completed.

Construction of the 600-car parking facility will require the demolition of the Industrial Arts Laboratory. The structure, built in 1907 as a “temporary” structure, was scheduled for destruction anyway, according to Griffith.

Hansford said that before the building can be demolished the Industrial Technical Program will have to be relocated.
Center aids disabled students

By Valerie Kurson

FEB 73

Disabled students faced with problems at Ohio State can turn to the University Counseling Center for help. William Fulghum, coordinator of the center's disability services program, said the center offers counseling and services to all handicapped students. Counselors "coordinate, facilitate and refer," he said.

Third year

This is the third year the center has provided counseling for disabled students, according to Fulghum. About 300 students are involved in the program each quarter.

The center recognizes three areas of handicaps - physical, mental and social, Fulghum said. Penitentiary inmates attending classes at Ohio State in the furlough program are classified as socially handicapped, for example.

Mentally handicapped persons are those who have been in psychiatric hospitals or mental institutions.

Physically handicapped persons have limiting physical disabilities.

The counseling center works with the Rehabilitation Services Commission (RSC), a state office designed to assist disabled students, to prepare students for campus life and help them cope with any corresponding adjustments in their lives.

Programs a 'must'

People in the RSC program who qualify to go to college are assigned RSC counselors who work out four-year college programs for them. The disabled student must have such a program before he enters the University.

The RSC also supplies grants for tuition and books. However, as of July 1, 1972, students had to show financial need to qualify for the RSC program.

The center puts the disabled students through career counseling to determine their interests. The center does no job placement, however.

"The thing I get concerned with is when they send the student on campus is the college major does not necessarily lead to employment," Fulghum said. "Handicapped persons have to be overeducated to sell themselves.

Fulghum said many disabled students must take graduate work to get the same jobs healthy persons can get with only undergraduate training.

Students who major in political science or history must often go into law school or do graduate study in fields such as social work in order to get jobs, he explained.

Blind problems

If a student is blind, he is taught campus mobility. He must learn the location of his living quarters and routes to classrooms. Fulghum said blind students must know more than one route in case the usual one is blocked.

The University must be careful not to create another handicap for blind students by erecting construction barriers, Fulghum said. The center notifies blind students of all construction barriers so that they can change their routes to classes.

Barrier costs

Fulghum is on a committee for removal of barriers to handicapped students. He said costs to eliminate the barriers are often very high.

It will cost about $100,000 to install an elevator in Derby Hall which disabled students can use, he said.

Despite efforts of the center to ease the troubles of handicapped students, problems still persist. Fulghum said the scheduling of classes often presents difficulties.

Since computer-assisted scheduling began, a disabled student must turn in with his schedule a form saying he is handicapped and request his schedule not be altered.

Fulghum said the center has a list of buildings such as Derby Hall that are inaccessible to some handicapped students. Such students do not request classes in those buildings.

However, Fulghum emphasized disabled students must turn their schedules in on time to get priority for their classroom requests.

Tuition woes

Another problem facing the students is the reluctance of the RSC counselors to authorize payment of tuition for three quarters at a time.

Often, the student thinks his fees have been paid to the bursar by the RSC when they have not. The student himself must then pay a fine for his late fee payment.

The center provides many of its services to disabled students through the work of student volunteers.

Fulghum said the center is continually seeking new ways to further aid disabled students at Ohio State.

"We try to provide any services needed," he said.
Courage, Inc., of Columbus honored Ohio State University for its efforts to aid the physically handicapped. Dr. Harold L. Enarson (seated, center) and senior Sean McMullen (seated, left) of Springfield received outstanding service awards in recognition of the University's program of campus improvements to remove barriers to the handicapped and for the senior class fund-raising drive now under way for the benefit of blind students. Jean Williams (seated, second from right), chairman of the awards committee for Courage, Inc., presented the certificates. Those present included (left to right, seated) McMullen, chairman of the Senior Class Committee; Courage board member Virginia Thompson; President Enarson; Miss Williams; Courage board member Janice Noble; (standing) John Chiazza and Rob Foreman, Senior Class Committee members, and Steven C. Drake, Dean of Students Office, committee adviser. Courage, Inc., is an organization established "to encourage the physically handicapped to help themselves." It has some 300 members.
Phys ed for disabled, too

By Duane Whitt
26 Nov 73

The Adapted Physical Education Program (AEP) has for more than 30 years given disabled students the opportunity to participate in physical education programs.

Walter Ersing, associate professor of physical education and program supervisor, said the AEP attempts to both provide gymnastic participation and improve the physical condition of students in the program.

Before admission to Ohio State, every student is required to take a physical examination. Students are screened and the program's medical advisor determines which students qualify.

The AEP basically consists of freshmen, but, "we always have some who come back each year for additional courses," says Ersing.

ALONG WITH disabilities such as limb loss, blindness and other physical handicaps, AEP also has students with illnesses such as epilepsy, cardiac conditions, allergies and asthma.

Such illnesses do not need assistance, only an awareness by the instructor, Ersing said.

Each quarter a variety of special courses are offered to students in the areas of conditioning, swimming therapy and recreational sports.

Selection of courses are the task of the student, medical advisor, and Ersing select courses based on the student's condition, interest and capabilities.

WHILE IN the program, a student receives individual treatment.

"Guidance is the most important part of this program," Ersing said. The guidance in AEP is accomplished through three conferences.

The first conference is when the student registers for physical education. At the start of the quarter the student's program is reviewed. Periodic conferences are held throughout the quarter according to the student's needs.

Along with the skill test and written examinations, the student's organic power and body functions are measured and recorded on the student's health record.

Program to aid handicapped drivers

By Dennis Lynch
12 Nov 73

Dedication of the Dodd Hall Driver Education Program for the Handicapped Friday begins an expanded service including simulator, classroom and range training for the handicapped.

Larry Tucker, supervisor of the driver education program said the 16-week course consists of 12 hours of simulator training and 30 hours in the classroom taught by a state certified instructor.

"Emphasis during instruction is placed on those problems specific to the physically disabled," Tucker said.

THESE PROBLEMS include car transfers for persons with spinal cord injuries (paraplegic or quadriplegic), principles in hand control driving and adapted equipment for those with cerebral palsy, muscular dystrophy and others, he said.

Nancy Snyder, director of Occupational Therapy Services of the Ohio State University Hospitals, said the Mark IV Simulator will incorporate the Four Phase driver education program used in high schools. Four Phase includes classroom and simulator training as well as range and street driving. She said.

Wade Davis, a student in the program, said hand controls are connected to the accelerator and brake pedals.

"It's simple to operate," Davis said. "You push down for acceleration and in for brake power," he added.

Davis said the controls can be adapted to any car.

"THE ONLY requirement is a car large enough to get a wheelchair into the back seat," he said, "preferably a two-door model with power steering and power brakes."

Charles Puckett, driver instructor for the program, said the student gets into the car from the passenger side, pulls his wheelchair into the back seat, then slides over to the driver's side.

"We try to have the student get completely into the car within eight to ten minutes," Puckett said.

Tucker said the program is funded under a federal grant in cooperation with the Ohio State Board of Education and School of Traffic and Finance.

TUCKER HAS BEEN working with the program for one and a half years.

"Until now we've only been utilizing cars equipped with hand controls," he said. "Now with six simulators we can provide a comprehensive program that evaluates and trains the student," he added.

Dignitaries at the ceremony included President Harold L. Earson and representatives from the governor, the mayor's and the state school board superintendent's offices.

Earson said the program shows what an investment of human beings will do to the human input, not the machines.
New facility to provide 'chance' for handicapped

By Eric Gerard

2-8-74

To some passersby, the building that will be going up on the corner of West Eighth Avenue and Perry Street will only mean new apartments in the campus area. To others, it will mean the step toward a new way of life.

This particular project, the first of its kind in the United States, will be an 18-unit living facility for the severely handicapped.

The Department of Housing and Urban Development contract, signed Monday afternoon, guaranteed the construction on Battelle Memorial Institute land and ended an 18-month endeavor to get funding for the $333,000 project.

The facility, developed by Creative Living Inc., will provide a "viable supportive environment for severely physically handicapped individuals," said Jack Daacre, executive secretary for Creative Living.

Creative Living is a private, non-profit organization which plans and implements special programs to aid the physically handicapped.

Daacre, a quadriplegic since an auto accident in 1965, said many young handicapped persons often find themselves forced to live in nursing homes, or other institutions designed for the aged, because these are the only places that provide assistance the severely handicapped need.

But, Daacre continued, these institutions are stifling for young people, who often feel they are lost in them.

"The average age of spinal cord injuries is 20," he said. "Many are teenagers and the chances are they will be males."

Daacre said the new Creative Living facility scheduled to open Oct. 1, will change that by providing assistance in dressing and bathing in the morning, preparing for bed and, if necessary, in feeding. Help in getting in and out of wheelchairs will also be provided.

It will be a place for young handicapped individuals to be independent and pursue their careers in an encouraging atmosphere.

"Many people, as soon as they hear about it, get the idea that it's residential and they do not have to do anything. It's not a nursing home sort of thing. That's not what we're looking for," Daacre said.

Charles Frank, president of Creative Living, explained that the facility will be a home base from which residents can work. It will provide them with privacy when they are there, and transportation when they go to work.

The facility will also solve a long-standing problem for disabled University students, Daacre added.

"Now, unless an individual can get off-campus housing and have someone drive him to campus, it's impossible for a person who has a severe disability that confines him to a wheelchair to attend Ohio State.

"Creative Living would hopefully provide some of its units to students who need this type of supportive accessible housing."

Daacre explained that the facility, which is limited by its 18 efficiency apartment capacity, will accept applicants on the basis of their motivation, goals, and medical and social background.

Setting a precedent

He estimated that Central Ohio alone has about 50 persons who would meet Creative Living's criteria.

Frank said federal funding was difficult to get because no one had ever heard of this type of project before.

"Anything like this has always been hooked to senior citizens," he said. "That's why it took so long.

"We had to fight, explain and preach to the government. Now that we've been through it, the next guy won't have to fight. We've set a pattern. We're establishing a precedent for the whole country."

Daacre said the facility still needs interested and dedicated people to staff it. An assistant will work on a one-to-one basis with the resident who hires him.
Modified buildings give access for handicapped

By Tom Berridge

Ohio State’s program of removing barriers for handicapped people has been progressing well — so well, in fact, that other institutions want to modify buildings in similar ways.

Jean D. Hansford of the Division of Campus Planning and Space Utilization has received more than 40 inquiries about the program from many businesses and institutions, including Capital University, a state office building and several area churches.

‘Fallout effect’

Hansford calls this “fallout effect” of the project. Businessmen and others who have buildings open to the public have heard of the University’s efforts to serve the handicapped, and see that by modifying their buildings they can draw business from handicapped persons, he said.

University funded

Hansford initiated the program by first talking to handicapped students about their needs and looking at other schools which provide special construction features for handicapped people in their building codes.

Then he formulated a code for Ohio State and got the University’s approval of a program to make all buildings conform to the code. The program is funded by the University, the Senior Class of 1972 and federal grants. Although the federal money paid most of the cost, the program is still receiving funds pledged by the Senior Class.

The program was executed in two phases. In the first phase, curb ramps were built and two vans were purchased to transport handicapped students between widely separated classes.

In the second phase, 41 buildings most often used by handicapped people were modified by installing elevators, lowering drinking fountains and telephones and modifying restrooms.

Total accessibility

The Ohio Union and the Main Library are two of the most important buildings which are now totally accessible, Hansford said.

Hansford is applying for more federal grants to modify other buildings on campus to conform to the code.

“Ohio State is one of the most diverse schools in the country so it is important that there be a school where handicapped people can receive an education without too many obstacles,” Hansford said. “It may be known in the future as one of the first institutions to be 100 per cent accessible to handicapped people.”

5 March ’73

Derby elevator

Trustees also approved installation of an elevator in Derby Hall, as the third phase in a program to remove physical barriers to the handicapped.

An elevator is also planned for Brown Hall, if there are enough funds, University officials said.

The program is being financed by $374,912 in private contributions, federal and University funds. Ohio State’s 1972 class gave $24,912 for the program, with a $300,000 federal grant through the Ohio Rehabilitation Services Commission and $50,000 from the University.

Additional trustee action included:

- Approval of retirement plans effective July 1, 1974 for College of Administrative Sciences Dean James R. McCoy. He will also retire from the faculty as a professor of accounting.
- Promotion of Marvin R. Zahniser to the chairmanship of the Department of History, effective March 1, succeeding Harry L. Coles. Zahniser is also to be promoted from associate professor to professor, effective April 1.
- Report from the University Development Fund of $3,515,066 in gifts from 19,412 donors during the period of July through December 1972.
- Report of a $300,000 award from the Edison Electric Institute of New York City for a study of metal stress for the power industry.

The trustees also approved reorganization of the College of Pharmacy, installation of elevators in two three-story academic buildings, plus various personnel changes and reports of gifts and research grants.
"Creative Living' offers privacy

Apartments for disabled open

By Tom Loftus
10-17-74

In 1968 Dr. Ernest Johnson, chairman of the Department of Physical Medicine, began a drive to build a housing facility for the physically disabled near the Ohio State campus. Johnson's idea became a reality when Creative Living opened its doors.

Creative Living is a non-profit organization whose goal is to improve the quality of life for the physically disabled.

The new facility, the only one of its kind in the country, is specially equipped to suit the needs of a quadriplegic (one who is permanently confined to a wheelchair and has restricted use of his upper limbs).

President of Creative Living Charles Frank said the new facility, located at 8th and Perry Streets, creates an environment that a quadriplegic has never before experienced.

"THIS IS NOT a hospital or a convalescent home; it's just an apartment where a physically disabled person can live with a maximum amount of independence," Frank said.

Johnson organized Creative Living in 1968 after originating the idea for the facility.

Frank said Creative Living had received support from Ohio State Presidents Harold Einarson and Novice Fawcett, Columbus' Republican U.S. Reps. Samuel L. Devine and Chalmers P. Wylie, and Dr. John Cashman, director of the Ohio Department of Health.

Johnson said the location for the facility is ideal because of its proximity to medical treatment facilities, educational facilities and job opportunities.

The land was obtained through a generous lease from Battelle Memorial Institute, he said. "The project was financed through the U.S. Department of Housing and Urban Development with a mortgage totaling $333,000."

JOHNSON SAID that without such a unique facility, the quadriplegic requires nearly all-day care. "Up until now a quadriplegic had two choices: reside in a rest home or hire a 24-hour servant or nurse. Most quadriplegics were forced to live in rest homes."

John R. Dacre, a resident of the facility and executive secretary of Creative Living, formerly lived in the Westerville Nursing Home. In his new home, Dacre said, "Most of us require about two hours of one-to-one personal care. We also have a staff assistant on call 24 hours to help us out with little things."

Creative Living charges its residents $125 rent per month, which does not cover the cost of their personal assistant, Johnson said. He added that residents can receive loans to cover these expenses from Creative Living's own Assisted Living Fund.

THE ENCOURAGING atmosphere is one of the facility's important features, Johnson said.

"The environment of a nursing home for a 20-year-old, as well as the total lack of privacy, deteriorates the will to live. "This is their first own home; they have privacy for the first time in years."

Johnson said 20 years ago a quadriplegic's life expectancy was one or two years. "Today a quadriplegic has a life expectancy within 10 per cent of a normal, healthy man," he said.

Johnson said there were two basic criteria to qualify to live in the Creative Living apartments: the applicant must need this specialized assisted living and he must be a student or have a job.

The Creative Living complex has 18 single apartments, eight of which are now occupied. All apartments face an interior courtyard and have a living room, bedroom, kitchenette and bath.

AMONG THE UNIQUE features to accommodate the residents are: no steps, wider doorways, lowered light and thermostat switches, lower sinks, tables, refrigerators and ranges, wheelchair showers, higher toilets and hand rails.

"This facility, designed by Chuck Frank, has set a major precedent. We've had inquiries from all over the country," Johnson said.

Ernest Simmen, 37, a lawyer from South Carolina and resident of Creative Living complex, said: "This place is about the greatest thing to ever happen to me. I've been on 'Cloud 9' since I moved in last week."

Bob Spencer, Creative Living resident, uses a mouthpiece to dial a telephone. Spencer is paralyzed from the neck down.
Establishment of Office for the Physically Impaired

President Enarson made the following statement and recommendation:

As I am sure you are aware, shortly after I arrived I became concerned with the plight of the physically impaired on this campus. During the past two years I believe that we have made a limited number of gains in this regard through providing ramps to buildings, braille signs, and easing the access to buildings through ramps, elevators, and remodeling of restrooms, lowering of drinking fountains and providing a special bus for our handicapped students. However, much remains to be done before we can say that truly we have made our educational programs and our employment opportunities fully available to the physically impaired, which is obviously our goal.

I believe it is now time for the creation of an office on this campus, the Office for the Physically Impaired, which is charged with the coordinating responsibility for the identification of all remaining "barriers," and development of appropriate planning for the elimination of all such barriers, and the coordination of all such efforts. However, since such a program would impinge upon every segment of this University, there would be no effective way to delegate the total responsibility for the would-be resolution of all these problems. Instead, we are dependent upon the efforts of almost every office on this campus to resolve some aspect of the total problem.

It is for this reason that I am recommending that this new Office for the Physically Impaired be assigned the coordinating responsibility and that a broadly based Advisory Committee from the University community be appointed in support of this activity.

The administrative head of this office shall be a Director reporting administratively to the University Affirmative Action Officer who in turn is directly responsible to the President.

Upon motion of Mr. Dunlap, seconded by Mr. Evenow, the Board of Trustees approved the foregoing recommendation by unanimous roll call vote.
Disabled receive advocate

By Thomas Suddes

Physically handicapped students at Ohio State have a new advocate on campus resulting from action by the Board of Trustees at its meeting Friday.

Concurring with a recommendation made by President Harold L. Enarson, the board approved creation of the Office for the Physically Impaired and named Nancy J. Brower acting director of the new office.

BROWSER has been on the University's staff since January, acting as coordinator for handicapped resources.

She will report to Madison Scott, Ohio State's affirmative action officer.

ENARSON TOLD trustees he believed the University had made a "limited number of gains" for the handicapped by providing entrance ramps to campus buildings, braille signs, and modifying rest rooms and other campus facilities.

He said the new office will work to remove remaining barriers and will coordinate programs for the handicapped.

ENARSON REVIEWED the University budget with trustees for the fiscal quarter from July 1 to Sept. 30. He told the board the University was "very close" to its anticipated budget figures except for some salary adjustments he previously reported to the trustees.

The revised budget for 1974-1975 is about $365.7 million, which is about $4.9 million more than the preliminary estimates, Enarson said.

HE ATTRIBUTED the increase to salary hikes mandated by the Ohio General Assembly this summer, only part of which — those for civil service employees — were funded by the legislature.

In a surprise move, Enarson said he had met with Columbus Mayor Tom Moody, State Transportation Director J. Philip Richley and City Service Director Richard Jackson in an attempt to resolve stalled construction of the Olentangy Expressway, designed to replace Olentangy River Road.

TRUSTEES OF the Union Cemetery Association, which owns land in the path of the road, have successfully blocked completion of the northern leg of the highway since 1969.

Condemnation proceedings brought by the state to appropriate cemetery lands for the highway were overruled by the courts on the grounds that in Ohio cemetery lands are inviolable.

A BILL PASSED by the General Assembly to reverse the court decree was ruled unconstitutional by the state Supreme Court in 1969 because the bill applied only to Union Cemetery and therefore was legislation of purely local application, which is outlawed by the state constitution.

In a resolution recommended by Enarson and unanimously passed by the board, the University went on record as being willing to trade University-owned land north of Dodridge Street and west of the Olentangy River for cemetery lands needed by the Department of Transportation to complete the expressway. The University expects "an appropriate benefit" for the University's capital program, the resolution said.

"EACH DAY of delay adds to the traffic congestion endured by faculty, staff, students and visitors to the main campus," Enarson said. "Even worse, each day adds to the final construction cost and the taxpayer's burden, since construction costs continue to escalate."

Enarson said he had no opinion on the merits of the dispute, and he did not "pretend to know" which route is best.
Director optimistic on new program

Jobs for handicapped main issue

By Kathy Wesley

Nancy J. Brower, acting director of the newly created Office for the Physically Impaired, said the new office will be instrumental in effecting policy changes at Ohio State which will ensure equal employment and education opportunities for the physically impaired students, faculty and staff.

The office, created by the Board of Trustees in their Nov. 1 meeting, will consist of the director, her staff, and an advisory committee to be appointed by University President Harold Enarson, which will support the office's activities.

IN CREATING the office, Enarson said he believed the University has made "limited gains" in removing barriers to handicapped persons on campus, but that "much remains to be done before we can say that truly we have made our educational programs and our employment opportunities fully available to the physically impaired.

Brower said that the removal of architectural barriers to the handicapped (solved by building ramps, sloped curbs and installing and remodeling elevators) was a "success story," and no longer a problem.

But Brower said the problems that remain to be identified and solved by the new office deal mainly with attitudes and acceptance of handicapped persons by society.

On the student level, she said a handicapped person's ability to cope with busy campus life "depends on what preparation they've had to deal with the environmental and social issues that might arise" in the campus situation.

Employment in the University will be another concern of the new office.

SHE SAID a recent survey of University employees showed that "as a population, the physically impaired were under-represented." The job of her office will be to "insure that those qualified people who are physically impaired will be encouraged to apply for employment and be judged by their abilities, not disabilities."

In the past, many professionals in rehabilitation believed that physically impaired persons had to be protected in (and sometimes from) society. But now, she said, the handicapped are beginning to see themselves as consumers of services, and as full-fledged persons who have rights to these services.

Until recently, handicapped persons had to rely on sheltered workshops or on the charity of employers who felt a moral obligation to hire and train them. Not every employer would readily hire them, even if they were qualified.

BUT RECENT legislation, in the form of the Rehabilitation Act of 1973, requires the establishment of the Affirmative Action program to insure employment of qualified handicapped persons in every government aided employment situation, including the University.

Brower said that in her job, she will function as a liaison between the physically impaired persons of Ohio State and the outside community in helping persons find employment.

She said that the operating budget and staff for her office has not yet been finalized, but that the office has not been "static."

"THE OFFICE is an evolving thing," she said. "Every day, there are new issues to be resolved."

Brower said the University has long needed "coordinative centralization of information" about services for the physically impaired, and President Enarson and the administration as a whole have been very responsive in helping create the office for that purpose.

The Counseling Center, through the Office of Disability Services, has offered counseling for both physically and socially disabled persons since 1970. Other college offices and departments also have offered special programs for the disabled.

Brower described her office as being "service oriented."

The office will work "in a decentralized way" to get disabled persons in touch with the agencies which offer special services to them.

TO BE effective and achieve long range success, the office must feel the effects of "my personal growth, as well as (Ohio State's) institutional growth," she added.

Brower has been working for the University since January 1974 in the Counseling and Consultation Services Office of the Office of Student Services, and in Personnel Services of the Affirmative Action Office.

She is a graduate of Elmira College, and has a master's degree in special education from Boston College. She worked previously for the New York Association for the Blind as a rehabilitation specialist, and at the Massachusetts Institute of Technology's Sensory Aids Research, Evaluation and Development Center for the Blind.
By Rick Sliter

"I usually just put the brakes on the chair and then just play stationary," Mike Dempsey, a freshman from Columbus, said.

The chair is a wheelchair and the game Dempsey plays is table tennis.

"I'm ranked fifth in Ohio in regular competition and about 200th in the country," he said. The rankings include all players, not just those in wheelchairs.

In wheelchair competition, Dempsey is the best. He has won the table tennis title in the Wheelchair Olympics for two consecutive years.

Dempsey's playing style is fiery and aggressive. He stations his chair close to the end of the table and therefore cannot afford to let his opponent angle the shots.

Dempsey has been unable to use his legs since he was about five months old. Doctors are unsure of the cause, he said.

**WHILE HIS** legs have been dwarfed from inactivity, his arms and torso have grown powerful.

Dempsey also swims and plays with a Columbus wheelchair basketball team.

The hours spent swinging a table tennis paddle have benefitted Dempsey the most, however.

"I started playing table tennis in junior high school," he said. Before then he had never played in organized competition.

In the beginning, he practiced nearly every day, but has now reduced that to about twice a week.

Dempsey disclaims the idea that a wheelchair hampers his activities. "I experience no more difficulty than any other person," he said.

In order to enter the Wheelchair Olympics, Dempsey said he had to compete in local, regional and national tournaments. At the nationals, judges select those who will represent the United States in the Olympics.

Dempsey said he doesn't mind the strenuous tournament schedule. Every year the nationals are held in a different part of the country.

**THROUGH THE** Wheelchair Olympics, Dempsey says he does a lot of world traveling. The Olympics are held in England, except every fourth year when they are held in the same city as the regular Olympics.

During the competition, Dempsey said the players have to stay close to the training area, but after the games are over, traveling is allowed.

"I have friends all over the world," he said. "You get to meet a lot of people and learn a lot."

Dempsey will be playing serious table tennis for a couple more years. "I'm looking forward to playing next year and the following year in Canada," he said.
OSU Gets Grant For Handicapped

7/16/75

BY Carol Ann Lease
Of The Dispatch Staff

Ohio State University plans to spend $921,233 to make its Columbus campus barrier-free to handicapped persons within the next two years.

The university put up $184,247 as matching money for a $736,986 grant from the Rehabilitation Services Commission (RSC). Approval officially was given Wednesday for the grant.

THE GRANT INCLUDES money for 25 curb ramps, 12 access ramps at building entrances, 133 modified rest rooms in 54 buildings.

Also wider elevator doors and lower controls in 15 buildings, new elevators in five buildings, drinking fountains with spouts and controls accessible to wheelchairs in 55 buildings, a selection of raised room numbers in each of 65 buildings to provide orientation for the blind and partially sighted.

Ramps in a pedestrian tunnel on West Campus replacing stairs so wheelchairs will have complete sheltered access throughout the building complex, modification of nine one-bedroom units in married student housing (similar improvements have been made in single student residence halls) and plaques with the international symbol of handicapped access to be hung wherever access is provided.

JEAN D. HANSFORD, OSU planner, in his plan for spending the money, told the commission that “handicapped students...must, in most cases, be better trained and better educated to compete in society (and) are usually served on this campus for longer periods of time than able-bodied students.”

The university employs about 260 handicapped persons who will benefit from increased access to buildings.

James C. Hite, RSC coordinator of facility and program development, said the grant is the fourth of four totaling $1.3 million made to OSU by the commission since 1972 and “will finish up the campus and make it virtually barrier free.”

Many buildings already have been modified for the handicapped with a $300,000 grant provided in 1972 after the graduating class of that year pledged to raise $75,000 to help make the campus barrier free.

HITE SAID $17,567 grant also was approved this year to buy new speech and hearing equipment for the university.

A $50,000 grant in 1974 was used to buy equipment for the blind and partially sighted for the library.
Grant to decrease barriers

By Jerry Thomas
9-23-75
Ohio State's program to remove architectural barriers from the campus has received a $736,986 grant from the Ohio Rehabilitation Services Commission.

The University's share of the grant was $184,246, bringing the total to $921,233, said Jean D. Hansford, campus planner for the Division of Campus Planning and Space Utilization.

THE GRANT will be used to continue the removal of architectural barriers around the campus as well as installation of five new elevators in buildings constructed without them, Hansford said. The buildings include Hayes Hall, Lazenby Hall, Stillman Hall, Page Hall and the Welding Engineering Building.

The University started the program three years ago to make the campus accessible to the handicapped, Hansford said. The phase of the program to start this fall will continue until 1978, the projected date of completion, he said.

The new phase will continue the installation of curb ramps, lowering of drinking fountains, raising of room numbers and renovation of restrooms to accommodate wheel chairs, Hansford said.

A RAMP system will be built in the tunnel between Rightmire Hall and Scott Hall to replace the stairs, Hansford said. He added that at the end of the project, handicapped people will be able to enter 150 to 200 of the University's 350 major buildings, and that no educational program will be unavailable to any handicapped person on the campus because of architectural barriers.

Other changes will include installation of braille legends in new elevators and in 16 older elevators as part of a plan to make them more usable to visually impaired and handicapped students. A second lower control panel will be installed for people in wheelchairs.

THE THREE-YEAR program also includes remodeling of six buildings on four of the regional campuses. Hansford pointed out that the new Agricultural Technical Institute in Wooster is being developed free of architectural barriers. He said all buildings built or remodeled since the beginning of the program have included the removal of barriers in their planning.

These improvements to the campus benefit more than just the handicapped, he said. Bike riders can use curb ramps and children benefit from the lower drinking fountains.

THIS PROGRAM has also made possible on-campus living for handicapped students, Hansford said. There are rooms available for handicapped students on both North and South campus. Part of the program will be used to provide married housing for handicapped students in Buckeye Village. Hansford said. He pointed out that care is taken to integrate handicapped students into the student body and not to put them all together in handicapped dorms or floors.

Imogene Prichard, resident manager of Creative Living, 472 W. Eighth Ave., a residence for the handicapped, said the biggest problem for the handicapped, besides the need for more curb and building-access ramps, is students chaining their bicycles to the hand rails of the ramps. The handle bars and bikes make it hard for someone in a wheelchair to use the handrails.
Handicapped must overcome myths

By Genilee Swope

Architectural barriers like steps and curbs keep physically impaired students, faculty and visitors from getting around campus. Find the barriers, remove them and part of the problem is solved.

But social and attitudinal barriers are deeply ingrained in people's minds and may be harder to spot and to remove.

These barriers exist in four forms, said Nancy J. Brower, director of the Office for the Physically Impaired: They are...

- Myths about certain forms of handicaps
- Assumptions not based on fact
- Fear of the unknown, fear of different things
- Emotions like pity and repulsion.

People believe blind students are either stupid or terribly brilliant, said Deborah Watson, graduate student from Lakewood who has been blind since birth.

THEY ASSOCIATE blind people with Helen Keller, who was an extremely intelligent and outgoing person, she said.

"For heaven's sake, don't put us on pedestals. Some are brilliant, some are backward, some are poor, some are not. Remember that we're just human beings," she said.

One assumption many people make is "thinking all blind persons are alike," and feeling the same way about their handicap, Watson said.

"Every blind person has his own way to do things. Each works out his own method of dealing with social and physical barriers," she added.

People are afraid of blind students because they've never been around them and don't know what it's like to be blind, Watson said. She said people feel awkward and are afraid they might say the wrong things.

"Don't be afraid to say 'See you later'," she said. "We see in a different manner.

One of the hardest barriers for Watson and many physically impaired students to break down is the "pitying attitude," she said.

People don't realize that "especially if you've been blind all your life, you lose your sensitivity to your handicap. You're used to it," she said.

There are also attitudinal barriers within the physically impaired student himself, Brower said.

"An individual brings to the university environment prejudices of his own from experiences in the past," she said.

Much of a physically handicapped student's attitude comes from "how his parents have treated him," she said.

A student's attitude also depends on the community the student originated from, Brower said. If the community has rehabilitation resources, the student will be more apt to have adjusted to being impaired.

Gary L. Horwatt, freshman from Mt. Vernon, has a special type of physical impairment. He describes it as "dancing eyes" which means his eyes can't focus long enough to read.

Horwatt said he did not have the resources to study in high school and "Programs weren't available to me because I'm not legally blind."

At Ohio State, Horwatt uses "talking books" recorded by the Library of Congress.

HORWATT said he had bad experiences when he worked as a cashier. He said he had a problem of "interpersonal communication" because in order to talk to customers he had "to turn my head. It's easier to focus with one eye."

He said he had no problem operating the cash register but customers would complain when he turned his head because they thought he was "not paying attention."

Social and attitudinal barriers create many problems for university students, Brower said. They can limit access to campus classes and jobs later in life because of discrimination, she said.

Professors and employers often feel handicapped students can't make it in a job or in a class.

"They don't hate them," they just don't think they will be able to cut it, she added.

"No one will say 'I don't like the physically impaired.' It's an insincere friendliness and not allowing a relationship to develop normally," she added.

Barriers effect a physically impaired student's self-image, self-concept and therefore, his academic and social success or failure, Brower said.

The biggest frustration of being physically impaired "is being dependent on other people," said Carol A. Monroe, freshman from Cuyahoga Falls. Monroe has mobility problems not serious enough for crutches but serious enough to have to take the "handi-bus" for handicapped students to classes.

Though the bus is usually dependable, "if it misses you for a class, you just don't get to it," she said.
"THE FIRST thing you do is cry — then call your professor," she said. "If he is someone who listens, you make it up. Occasionally you get a professor that says no excuse is permissible," she said.

Monroe said many physically impaired students feel, "everyone is looking at you and thinking strange things."

She said when entering a large lecture room with steps, it's hard to reach a seat or walk down to the front to speak with a professor.

It makes a person self-conscious about her disability, she said.

Students often don't pay much attention to impaired students, Monroe said. She said they brush by impaired students quickly and sometimes shut elevator doors on an impaired student without thinking.

"IT'S HARD to get involved in campus and dorm social activities," Monroe said. Most activities are at night or located so that a physically impaired person can't reach them.

"You're stuck on campus because there aren't too many outside social groups you can participate in," Monroe added.

Social and attitudinal barriers can be combatted, just as physical barriers have been, Brower said.

The Office for the Physically Impaired can help impaired students by notifying them of campus facilities and activities and informing them of problems they will face at Ohio State, she said. Brower feels there is a strong need for social organizations for physically impaired students.

She said a newsletter called "Handy Cap" informs students of campus activities for the physically impaired. A club for the physically impaired was attempted but failed due to lack of interest.

There are such organizations on a national level. Jean Williams, president of the local chapter of the National Association of Physically Handicapped said the association deals with "social, cultural, physical and the economic well being of the physically impaired."

The organization has committees which deal with architectural barriers, employment, social programs, educational and research programs.

An important step toward breaking barriers is making the public and the physically impaired aware of their existence, Brower said.

People are afraid of the unknown.
RODNEY JAMES thought he was being pushed around because he was “different.”

He raised hell and wound up on a White House Committee.

“The airline people were afraid I couldn’t open that emergency door, should some disaster occur in flight,” he said. “So they told me not to sit next to it.”

“They were positive I couldn’t open it because of these,” he said, holding up the split-hook prostheses that serve as his right and left hands.

“Believe me, as much as I hate flying, I’d have been out that door long before anyone on that plane if anything happened. That’s why I was sitting by it,” said the media specialist for Ohio State University’s National Center for Educational Media and Materials for the Handicapped (NCEMMH).

His anger about the incident drove Dr. James to write a letter of protest to the airline’s vice president.

The vice president, who happened to be a man who lived his life in a wheelchair, was a member of the President’s Committee on Employment of the Handicapped.

He liked Dr. James’ spunk, and recommended his appointment to the committee.

Dr. James also mentioned in his letter incidents he’d heard about where persons in wheelchairs were denied service by airlines, and he voiced his concern about proposals to the FAA by the airlines which would have severely restricted travel for many of the physically handicapped.

Those proposals were quashed, in part due to Dr. James’ letter, he said.

“I’ve always been kind of a hell-raiser,” the 34-year-old Dr. James allowed.

He lost both his hands and nearly his life at age 15 when a pipe bomb he was trying to make exploded in his parents’ garage in Columbus.

What’s been his reaction when treated by some as “different” because of the results of that accident?

“Usually I just bristle, get mad,” he said.

“I’ve never really thought of myself as handicapped,” he said. “But I do think there definitely have been times when I’ve been discriminated against, both in job opportunities and everyday situations.”

Through his work on the committee, he said he would like to see the physically handicapped classified by the federal government as an official minority, to insure equal opportunities.

He hopes to help the committee in his area of specialization, communications and films, to educate the public about the handicapped.

“There are a number of images about the physically handicapped that the public has, and most of them have been obtained from popular films,” Dr. James said.

He first mentioned such positive-image films as “The Helen Keller Story,” “The Best Years of Our Lives,” and “The Other Side of the Mountain,” where “a strong character overcomes a handicap to become 200 per cent of their former self,” he said.

“These have been nice films, but with the possible exception of “The Other Side of the Mountain,” they’ve been big money losers,” Dr. James said.

The big money-makers, he added, have been films depicting the handicapped as monsters and villains, who are horribly disfigured and mentally deranged. He listed characters like Dr. No, Captain Hook, and Dr. Frankenstein’s hunchback assistant, as examples.

“These films scare kids, give them an impression, and it’s no wonder that when they’re older they recoil from someone who’s handicapped — they’re preconditioned.”

A new trend of militancy on the part of the handicapped may be developing, he said, exemplified by the play “Creeps” written by Canadian David Freeman. The play is about people with cerebral palsy.

The box-office success or failure of such films and productions may be a good indicator of the public’s social awareness, Dr. James feels. If a film like “The Other Side of the Mountain” does become a big money maker, it may mean that handicapped are becoming more accepted, he explained.

And if more militant productions like “Creeps” are made and succeed, it may indicate a new attitude by the handicapped, Dr. James added.

In his work at the NCEMMH, Dr. James reviews products such as film strips, films and video tapes which the center receives to assure they are helpful in teaching the handicapped and that the materials are technically usable, he said.

He received his PhD degree from Ohio State in 1968, has done work for the Film Board of Canada, and was an assistant professor at Sir George Williams University in Montreal, teaching film and television courses. He is also a member of the British Kinematograph Sound and Television Society.

His father is Clifford L. James, an emeritus professor of economics at Ohio State who retired last year.
Disabled OSU Students Honor Man Who Cared

By Graydon Hambright
Of The Express Staff

The big action in the Ohio Union’s east ballroom Friday was in honor of William A. Fulghum, who has retired after 35 years in education, 14 of them at Ohio State University.

The bash — really a reception — was sponsored by the Disability Services Action Council (DSAC), a student group formed to help ease the problems of handicapped students.

ABOUT 150 STUDENTS and others working with and for the handicapped came to pay honor to a man they respect, admire and love.

Fulghum, 61, a native of Toledo, retired in December from the OSU Office for the Physically Impaired, a post he had held for the past seven years.

Before that, he was with the university’s student counseling service.

FULGHUM WAS STIRRED to start OSU’s program of disability services after two blind students on the campus were hit by cars. At about the same time, he and others in the counseling service were talking about doing something for students who suffered physical and mental handicaps.

Those who organized the reception Friday listed his “major” accomplishments in helping the handicapped:

- He was directly responsible for starting a taping program and reader service for blind students.
- WORKING WITH the state Rehabilitation Services Commission, he helped establish a library for the blind with materials in braille.
- He established and coordinated a campus transportation service so students who don’t get around too easily can get where they need to go.
- He conceived and carried out the publication of braille maps for the blind in conjunction with the Scarlet and Gray honorary society.

PRESENT AND FORMER OSU students had nothing but praise for his work with the impaired.

Raymon Byrd of Canton, a blind sophomore journalism major and president of DSAC, said, “He’s been our advocate. He finds solutions to our problems if they can be solved.”

Jane Davis of Washington C.H., now working from a wheelchair toward a master’s degree in English, credits Fulghum as the person most responsible for her obtaining the bachelor’s degree a year ago.

MISS DAVIS QUIT school at OSU after three years back in the late 1950s. But in 1970, she returned and talked with Fulghum.

“He encouraged me, helped me in so many little ways. I’m sure I wouldn’t have graduated if it hadn’t been for his encouragement.”

Now, after her graduation, “I can live in the dormitories here, thanks to him. He talked to the people in charge and got them to put in a phone in the dorm and to modify the room so I could get my wheelchair through the doors and get around in the room.”

AS PART OF the honoring of Fulghum, State Rep. Mike Stinziano, D-Columbus, presented him with a resolution adopted by the Ohio House citing the honoree’s “dedicated service to the handicapped.”

Edward Mahr, a former associate of Fulghum’s, presented him with a handmade block O with Fulghum’s initials on it in braille.

Central Ohio Rehabilitation Association President Penny Purviance gave Fulghum a wall plaque attesting to his “outstanding service” to the handicapped.

And the DSAC gave him a large wall clock inscribed, “Bill, all our gratitude, love and thanks.”

OSU removes obstacles to handicapped

By Judy Stewart

Imagine going to class in a wheelchair and facing obstacles like high curbs or flights of stairs each day.

These and similar barriers to the physically impaired are nearly eliminated at Ohio State.

By 1978, the university’s campus will be one of the largest and most accessible to physically impaired persons in the nation.

The improvements are the result of a project first conceived in 1970 by campus planner Jean D. Hansford.

HANSFORD NOTICE a physically impaired girl who had to be carried to the upper floors of Derby Hall for class each day.

He became aware of other students with similar problems and sought a plan to remedy the situation.

“I got together with student counselors and landscape architects and started to look at the problem,” Hansford said.

HANSFORD submitted an outline of renovations to the Ohio Rehabilitation Services Center and received two federal grants. Combined with University funds, over $1 million was provided to finance the project.

Barrier removal has ranged from new elevators to remodeling in the University’s Buckeye Village apartments, said Richard D. Roberts, superintendent of physical facilities.

Lower elevator controls and drinking fountains and improved toilet facilities were installed, he said.

Installation begins in June and should be finished by autumn, Roberts said.
Robert S. Spencer Jr. (center), a quadriplegic victim of a shooting accident, now operates his wheelchair and paints award-winning canvases with the help of a mouthstick developed by Dr. A. J. Cloran (left), adjunct professor of dentistry. Dr. Wendell Lotz, associate professor of dentistry, holds one of Spencer’s works. With the help of $2,500 in undesignated gifts, the three were able to travel to a meeting of the American Prosthodontic Society to demonstrate the mouthstick. The purpose of their trip was to attract a manufacturer for the mouthstick and, thus, help free other quadriplegics for normal activities.
Handbook Guides Physically Impaired

With the heavy snow and ice this winter, moving around campus has been difficult; but for physically impaired persons getting around can be an uphill job regardless of the season. A new book, the Accessibility Guide, prepared by the Office of Campus Planning and Space Utilization, may make getting around a bit easier.

According to Dick Maxwell of the Office for the Physically Impaired, the guidebook got its start with a volunteer project. In 1972, members of Alpha Phi Omega, a service organization at the University, distributed questionnaires to find out what special facilities were available to physically impaired persons.

After the survey was completed, a gift from the 1972 Senior Class, a donation from former University President Novice G. Fawcett and matching funds from the federal government permitted modifications to be made for curb ramps, restrooms, elevators and other facilities on campus.

The Accessibility guide includes a building index, listing modified restrooms and elevators, and campus maps, marking curb ramps, building accesses, handicapped parking places, as well as the Office for the Physically Impaired. The information will be reviewed and updated periodically.

If you are a physically impaired person, or know of a physically impaired individual, who would like to obtain an Accessibility Guide, contact the Office for the Physically Impaired at 422-3307.

A sign in the Northwest Parking Ramp marks the way to handicapped parking.

A building access ramp stretches up to Cockins Hall. Access ramps and other facilities for physically impaired persons are listed in the 'Accessibility Guide'.
Improved phones with new colors help handicapped

By Michael Gaskill
4-12-78

Ten additional emergency telephone stations will be installed on campus, according to Alan J. Miller, director of the OSU Department of Public Safety.

The new telephones will be as accessible to the handicapped as the present 13 phones but will be more visible, Miller said.

The present gray telephone boxes that were installed Autumn Quarter 1972 "haven't been used to their fullest extent," Miller said, due to lack of visibility.

People cannot find them when needed, he said.

The additional telephone boxes will be bright red and white, mounted on 12-foot poles, and topped by an illuminated plastic cube, he said.

Daniel A. Gilmore, crime prevention officer for OSU Police, said records are not kept on the use of the emergency telephones which are connected directly to the radio desk at university police.

He said people use the telephones for auto trouble, when in need of medical attention and reporting crimes in progress such as bicycle thefts. He added they receive a low percentage of prank calls.

The locations of the 13 existing emergency telephones are: the southeast corner of Dodd Hall; the corner of Cannon Drive and West 12th Avenue; southwest of the Ohio Union; the corner of Belmont and Highland avenues; the north side of West 12th Avenue across from the College of Dentistry; east of Mirror Lake in the Hollow; the southwest end of Ohio Stadium; in front of Page Hall; the northeast corner of Bohannan Drive and West 17th Avenue; the west side of College Road south of West 18th Avenue; Hackett Hall south of West Woodruff Avenue; the west end of the footbridge over the Olentangy River and the stadium tennis courts.

OSU to get state grant to assist handicapped

By Kathryn L. Hunley
5-12-78

OSU will receive a $209,000 grant to continue elimination of physical barriers hindering handicapped persons from participating in many university programs.

The grant is provided under the Ohio Legislature's amended capital improvements bill, which provides funds to state institutions for the elimination of physical barriers, said William E. Griffith, director of the Office of Campus Planning.

OSU will use the grant to purchase two vans to give handicapped persons better mobility around the university.

The focus of additional modifications has moved indoors, according to Griffith.

The installation of elevators is a primary goal. Elevators either have or are presently being installed in Stillman, Hayes, Brown and Sage halls, according to Griffith.

Any new buildings constructed on the OSU campus will be built with elevators and with other modifications already installed to serve the handicapped, Griffith explained.

Other modifications being made include lowering drinking fountains and telephones for easier accessibility, adding braille or incised room numbers to be placed in one standard place at every room, installing audible elevator signals to aid the blind and modifying restroom facilities, Hansford said.

All outdoor modifications are being accomplished along with routine campus maintenance. For example, if a section of a curb needs to be repaired, and studies reveal it is a good location for a ramp, a ramp is installed when repairs are made.

Often modifications are made as a result of remodeling, as in the Sullivan Hall and Hayes Hall cas-

s," said Hansford.

With the completion of Hayes Hall, the entire fine arts program will be accessible to the handicapped.

Another future modification will be the installation of motorized door openers that will open doors with the push of a button, according to Hansford.

The building of special places for wheelchair students in lecture halls and the lowering of electrical light switches are also planned, Hansford said.

The project is very close to completion, Hansford said, and by the end of 1978, OSU programs will be "essentially barrier-free."

The "goal is program accessibility. All programs, not just academic but recreational and social as well, must be accessible and available," Griffith said.

Griffith stressed this does not mean that every building, but every program, has been made accessible.
Handicapped honored for leadership, service

By Cindy Mendicino
5-24-78

Handicapped students at Ohio State University were honored Monday night at the first Disabled Services Action Council (DSAC) banquet.

Six persons received awards from Roger Tackett, who represented Lt. Gov. Richard Celeste’s office. Receiving the proclamations were: Raymond Byrd, a junior from Columbus; Sally Friedman, a graduate student from New York; Pat Hornbostel, a graduate student from Oklahoma; Josch O Wan, a graduate student from Malaysia; Murial Sumner, a sophomore from Columbus and Harry Quesinberry, a junior from Columbus.

Receiving awards from DSAC for leadership were: Friedman, O Wan and Byrd, DSAC president. Hornbostel, Sumner and Quesinberry won awards for service.

William Johnson, director of minority affairs at OSU, was the guest speaker, filling in for Sen. William Bowen, D-Cincinnati, who was unable to attend.

Johnson told the group there are three types of people in the world: those who make things happen, those who watch a thing happen, and those who wonder what happened.

Johnson said by working together the handicapped can break both barriers, physical and psychological.

The two-year-old group has lobbied at city council to have public telephones lowered and to have access ramps put on campus sidewalks.

In addition, they have lobbied within the Ohio Legislature to ensure participation of disabled consumers within various governmental branches.

DSAC has also provided input to the Central Ohio Transit Authority, COTA, by forming an advisory committee for mass transportation of disabled persons.

Byrd said the physical barriers facing the handicapped at Ohio State have been greatly reduced. However, the attitude barrier is still present, he said. We do not meet each other’s needs.

Clinic offers free treatment to students with disabilities

By Leslie Jean Dykes
5-31-78

The Speech and Hearing Clinic in Derby Hall offers free treatment to students with speech, hearing and language disabilities.

About 80 persons use the service each quarter. “We serve anyone in the community from 15 months to 93 years old,” said James Lynn, assistant director of the clinic. Non-students are charged a fee.

Five to 10 percent of the world’s population have speech or hearing problems, Lynn added.

The speech clinic helps persons improve or change their voices and treats a variety of problems including stutterers and non-communicative clients, said Jane Jarrow, assistant director of the clinic.

Articulation and language problems are treated frequently at the clinic. These problems may result from environmental deprivation or physical limitations, Jarrow said.

Foreign teaching assistants sometimes visit the clinic for help in communicating with their students. “We try helping them adopt a more American pronunciation,” Jarrow said.

Speech problems may result from faulty learning during childhood, Jarrow said. If a child learns to say certain words while his front teeth are missing, he may acquire articulation problems. For instance, he may learn to say “thither” instead of sister, Jarrow said.

Treatment might begin by helping the child to hear the difference between the two words. Through repetition of the correct sound, a building process takes place and the right pronunciation appears in normal dialogue, Jarrow said.

A hearing aid may be part of the treatment for persons with hearing problems, Lynn said. Clients are taught how to use and adjust to a hearing aid.

“Too often hearing aids are just handed out,” with no educational program provided, Lynn said.

The clinic also serves as a training facility for graduate students in speech pathology or audiology.

During clients’ first visit, they go through a battery of tests to determine their type of speech, hearing or language problem. Patients do not have to be referred by a physician to be treated at the clinic, Jarrow said.

“We see how well they understand what’s being said, listen to the quality of their language and screen their hearing and voice capabilities,” Jarrow said.

If therapy is needed, student clinicians work with the clients and submit treatment plans to their supervisors, licensed in speech pathology or audiology.

Therapy sessions usually take place twice a week until the problem is corrected.

The clinic will be open during Summer Quarter, from 8 a.m. to 5 p.m. Monday through Friday.
Dear Friend:

Enclosed please find the revised edition, effective 9/78, of the Access Guide to The Ohio State University.

As you will notice, significant progress relative to campus accessibility has been effected since the Guide was first developed by the Office of Campus Planning and Space Utilization and printed in September, 1977. Certain legend changes have also been made, such as the location of drinking fountains and routes between connecting buildings.

Please advise us of any discrepancies or errors you may find in your travels and, of course, suggestions or recommendations you may have for the next revision.

Sincerely,

Nancy J. Brower
Director

NJB:egr
Enc.
<table>
<thead>
<tr>
<th>Map #</th>
<th>Coordinates</th>
<th>Building Name</th>
<th>Restrooms</th>
<th>Elevator</th>
<th>Drinking Fountain</th>
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<td>Dulles Hall</td>
<td>103V</td>
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\*aElevator is not modified
\*bBuilding accessible ground floor only
\*cElevator has manual door
\*dModification scheduled for completion by Fall Quarter, 1978
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*aElevator is not modified

bBuilding accessible ground floor only

cElevator has manual door

dModification scheduled for completion by Fall Quarter, 1978
<table>
<thead>
<tr>
<th>Map #</th>
<th>Coordinates</th>
<th>Building Name</th>
<th>Restrooms</th>
<th>Elevator</th>
<th>Drinking Fountain</th>
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<td>McCampbell Hall</td>
<td>127</td>
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<tr>
<td>1</td>
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<td>Ohio Legal Center</td>
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<tr>
<td>4</td>
<td>G-6</td>
<td>Ohio Stadium</td>
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<tr>
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<td>102T</td>
<td>W. End(^a)</td>
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<td>S.W. Lobby(^a)</td>
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<td>Parks Hall (Pharmacy Building)</td>
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<td>Paterson Hall</td>
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<td>C-12</td>
<td>Pressey Hall (West Campus Library)</td>
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<td>Raney Commons</td>
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<td>6</td>
<td>C-13</td>
<td>Rightmire Hall</td>
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<tr>
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<td>L-5</td>
<td>Robinson Laboratory</td>
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<td>5</td>
<td>F-8</td>
<td>Ross House</td>
<td>None</td>
<td>SEE Residential Facilities</td>
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</tbody>
</table>

\(^a\)Elevator is not modified  
\(^b\)Building accessible ground floor only  
\(^c\)Elevator has manual door  
\(^d\)Modification scheduled for completion by Fall Quarter, 1978
<table>
<thead>
<tr>
<th>Map #</th>
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<th>Restrooms</th>
<th>Elevator</th>
<th>Drinking Fountain</th>
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<tbody>
<tr>
<td>2</td>
<td>N-3</td>
<td>Royer Student Activities Center</td>
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<td>6</td>
<td>C-13</td>
<td>Scott Hall</td>
<td>165T</td>
<td>S.E. Corner&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>Scott House</td>
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<td>E. End&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>1</td>
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<td>Siebert Hall</td>
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<td>C-8</td>
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<td>N.W. Hall</td>
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<td>Smith Hall</td>
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<td>Smith Laboratory</td>
<td>1174T</td>
<td>S.W.&lt;sup&gt;c&lt;/sup&gt; &amp; N.E. Hall</td>
<td>DF&lt;sup&gt;d&lt;/sup&gt;</td>
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<td>H-3</td>
<td>St. John Arena</td>
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<td>Starling-Loving Hall</td>
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<td>N.E. Hall&lt;sup&gt;d&lt;/sup&gt;</td>
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<td>N.E. Corner&lt;sup&gt;a&lt;/sup&gt;</td>
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</table>

<sup>a</sup>Elevator is not modified  
<sup>b</sup>Building accessible ground floor only  
<sup>c</sup>Elevator has manual door  
<sup>d</sup>Modification scheduled for completion by Fall Quarter, 1978
Key Map
The Ohio State University
ACCESS AND FACILITIES FOR THE HANDICAPPED

The Ohio State University

LEGEND

- CURB RAMP OR NO GRADE CHANGE
- BUILDING ACCESS
- HANDICAPPED PARKING
- OFFICE FOR THE PHYSICALLY IMPAIRED
- COUNSELING AND CONSULTATION SERVICES
Residential Facilities

OSU maintains a variety of living and dining accommodations in several sectors of the campus. In order to provide a reasonable choice for the physically impaired among the facilities available, it is the policy of the University in its effort to provide accessibility to avoid centralization of all modified living units in any one sector but, rather, to provide modified accommodations in several structures among the dispersed residential areas. To simplify use of this Guide, the following is a current list of residential facilities on campus which have a limited number of rooms specifically modified for physically impaired individuals.

Other campus residential facilities may be "accessible" but do not have adapted or modified facilities. For further information, please refer to specific listings in the BUILDING INDEX.

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Residential Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackburn House</td>
<td>North Campus</td>
</tr>
<tr>
<td>Bradley Hall</td>
<td>South Campus</td>
</tr>
<tr>
<td>604 Cuyahoga Court</td>
<td>Married Student Housing</td>
</tr>
<tr>
<td>Haverfield House</td>
<td>North Campus</td>
</tr>
<tr>
<td>Jones Graduate Tower</td>
<td>North Campus</td>
</tr>
<tr>
<td>525 Mahoning Court</td>
<td>Married Student Housing</td>
</tr>
<tr>
<td>534 Montgomery Court</td>
<td>Married Student Housing</td>
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<td>North Commons</td>
<td>Married Student Housing</td>
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<tr>
<td>Patterson Hall</td>
<td>North Campus</td>
</tr>
<tr>
<td>645 Trumbull Court</td>
<td>South Campus</td>
</tr>
<tr>
<td>Women's Dining Hall</td>
<td>Married Student Housing</td>
</tr>
</tbody>
</table>

aElevator is not modified
bBuilding accessible ground floor only
cElevator has manual door
dModification scheduled for completion by Fall Quarter, 1978
NOTE: BEVIS HALL, RIGHTMIRE HALL, SCOTT HALL, AND WEST HALL ARE ACCESSIBLE BY TUNNELS

Scale

Office of Campus Planning & Space Utilization
Revised: July 25, 1978
Seating changes to help impaired

By Pat Howe

Wheelchair accessibility at St. John Arena and the Ice Rink is being improved in time for the upcoming basketball and hockey seasons.

At St. John Arena, 14 seats in sections 13 and 14 of the mezzanine will be removed, providing room for six persons in wheelchairs and their attendants, said Tom Patton of the athletic ticket office.

These seats are located behind the railing on the mezzanine above the east net overlooking the court. This section is directly above the band seating and is served by a ramped entrance, said Richard Maxwell, coordinator of the Office for the Physically Impaired.

While the regular seats have not yet been removed, the row of mezzanine seating will be accommodated for wheelchairs prior to the start of the OSU basketball season, said Hugh Hindman, Director of Athletics.

In the past, persons in wheelchairs sat on the court on risers in the northeast and southeast corners, Maxwell said.

Usher assistance is required to get onto these risers, Maxwell said, and unless the person is seated on the end, he has to stay for the whole game due to the limited ramp access.

There are also visibility problems from these risers, Maxwell said.

The new section will include a platform built just behind the plexiglass at the southeast corner of the ice rink, said Joseph Smith, the manager of the rink.

The wooden platform, located to the right of the band seating, will be four inches high and 12 feet wide with a two foot ramp leading up to it, said Mike Dolan, superintendent of athletic facilities. There will be room for five wheelchairs, he said.

Dolan plans to have the platform built sometime this week.

The platform will be located close to the exit doors which will provide quick exit in case of emergency, Dolan said.
Charges of handicapped reviewed

By Sally Romoser

John Paul Jones, a blind student, was forced to drop out of school last winter quarter because he could not find his way to class in the ice and snow.

When Jones, a senior from Columbus, asked to ride the handi-van for handicapped students provided by the Office for the Physically Impaired (OPI), he said he was told the van was for "mobility impaired" students only.

Greg Davis, media technical assistant for the Library Services for the Physically Impaired (LSPI), said, "Snow is a very dangerous thing for us. Snow muffles sound. We have to be able to feel with our canes the difference between concrete and grass lines. Who's mobility impaired then?"

Jones filed discrimination complaints against OSU in July with the Department of Labor (DOL) and the Department of Health, Education and Welfare (HEW). The complaints stemmed from the handi-van incident and from alleged inadequate reader services for the blind.

Jones' complaint, and complaints filed by other OSU students and employees, spurred investigations this summer by HEW and DOL into the university's compliance with the Rehabilitation Act of 1973.

The act states that "no otherwise qualified individual shall, solely by the reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

DOL officials were on campus last week and Wednesday to continue their review.

Officials from DOL and HEW said they cannot discuss the status of the investiga-

Jones and other handicapped people claim the university fails to provide "reasonable accommodation."

Some visually impaired students specifically criticized the reader service and LSPI.

Jones said another reason he dropped out winter quarter was because it took OPI so long to tape his text books.

Francine Naphier, a senior from Columbus majoring in social work who also is blind, said, "I have tried the reader service, but I have not had much success with the volunteer readers. They're not dependable."

Sue Kirchner, a senior from Aurora, said people who have trouble with OPI expect too much from them. "Their volunteers are volunteers. I've found that they (OPI) try their best," she said.

Davis and Ron Hutchinson, chairman of the employment committee of the National Federation for the Blind sent a memorandum to library officials recommending ways to improve LSPI services.

Specific requests included emergency reader service, six talking calculators, six four-track cassette recorders and compressors, a tape duplicator, a cassette library, and venetian blinds to eliminate glare which is painful to some partially-sighted patrons.

Virginia Tiefel, assistant professor of university libraries, said she would be supportive of anything that can be done to improve LSPI.

She said, however, that there is little money in the library budget.

"It would seem to me that it is an issue of power — whether the administration is going to let us have the authority to decide what our needs are. It's not up to the university. It's our definition of what our needs are. It's their (the administrators') responsibility to respond to legitimate needs," Hutchinson said.
Charges discrimination

Employee demoted

By Sally Romoser

Pat Greene, a handicapped employee at OSU, charges the university denied her a promotion for a job she had been doing, demoted her without due cause and placed her in a job she cannot physically perform.

Following the demotion, Greene was placed in her present job as a clerk in the operating room of University Hospitals.

She said 80 percent of the job requires typing.

"I have two fingers to use. I am not a typist, I never claimed to be one. I never applied for a typing job because I can't type, but that's the job they said I had to take," she said.

Greene has a connective tissue disease affecting her coordination and making it difficult to perform any task requiring manual dexterity.

She said her employers were not required to give her a choice regarding the position she was to take after the demotion.

Greene was employed as a receptionist at OSU's Center for Human Resource Research from May 1976 to April 1979.

The center researches factors of the labor market such as mobility, job transfer, personal motivations and decisions in employment.

Greene said she was denied an editing position at the center for which she was qualified. In addition to answering phones, taking messages and sorting mail, Greene said she edited research papers and books.

When the position of associate editor was posted, Greene, who has a bachelor's degree in social sciences and was completing her master's degree in English literature, was not granted the position.

The job included interpreting, researching and writing labor market behavior reports, editing staff work and preparing materials for publication. The qualifications posted for the job included a master's degree in social or behavioral sciences and required journalism experience.

But according to the university specifications and job description, the job required a bachelor's degree and editorial and journalism experience.

Donald Groom, director for classification administration of personnel services, said the posting was "uncharacteristic." However, he said the department specifically requested the additional qualifications, and the personnel office supported the request.

The editor's position was posted again six months later, in accordance with university specifications.

Michael Borus, program director for the center, said Greene was not granted the position because it was filled by someone better qualified.

The job was given to a person with bachelor's and master's degrees, a doctorate in English, and experience in technical editing.

Greene said by giving her typing jobs, the university "demonstrates their bad faith in what was supposed to be an agreement with the federal government."

She was referring to Sections 504 and 503 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of handicap in any institution receiving federal financial assistance. Section 503 requires that employers take affirmative action and advance handicapped individuals in employment.

The act also states that recipients of federal funds must make reasonable accommodations to those with known physical or mental limitations, unless the employer can show the accommodation will impose undue hardship on the operation of programs.

Complaints filed by Greene and other OSU employees and students spurred an investigation and policy review this summer by the Department of Health, Education and Welfare and the Department of Labor of OSU's compliance with the Rehabilitation Act.

Department officials said they cannot discuss the results of the investigations until the review is complete.

Greene also charged she has applied for a number of jobs at the university but only was able to get interviews for clerical positions.

"That's all I've ever been able to get, in spite of the fact that I am well educated, in spite of the fact that I have accumulated quite a bit of experience," she said.

Greene, who acquired editing experience at the center, requested a job reclassification in autumn 1977 to include editing in her job description. A reclassification was drafted stating the job involved editing 50 percent of the time.

Greene refused the reclassification offer because she said editing was more than 50 percent of her job.

Last April, Greene applied for, and received a position as clerical specialist at University Hospitals. The position constituted a promotion from her previous job as a clerk.

When Greene began working at the hospital, she discovered her desk was too high. Her supervisor, Kathy Hyams, assistant director of central staffing, was asked to have it lowered.

A typing table was provided for Greene, but she said the table was too low and caused her "severe backaches."

"To an impaired person there is a thin line (between) being able to function and not being able to function. Sometimes that line can consist of a few inches in the height of a desk," she said.

Greene was serving a 120-day probationary period following her promotion and said she decided to "let things ride" about the desk and a chair which kept tipping over.

Greene was demoted from her job as clerical specialist to her former
position on August 22 — a week before the probationary period ended.
Hyams said she requested the demotion because Greene was unable to accept criticism and get along with co-workers. She also said Greene had a negative attitude on the job and made repeated negative remarks.

"She got things done, but resented help and suggestions. I don't see how you can call someone competent when they cannot communicate with their boss," Hyams said.

According to a memo written by Hyams which appeared in Greene's personnel file following the demotion, Hyams said the clerks in clerical staffing had become resentful of her efforts to accommodate Greene. Hyams said because it is important for personnel to work together with a minimum of conflict and resentment, she could not continue to accommodate Greene.

Denise Byerly and Ann Prior, the other clerical specialists, would not comment on Greene's attitude. However, Byerly said she was not resentful of accommodations made for Greene.

Craig Young, library media technical assistant and chief steward for Communications Workers of America (CWA), said Greene's alleged negative attitude did not justify her demotion.

"The university hadn't proved that she (Greene) had failed to do her job. They're claiming that because your supervisor doesn't like you is reason for demotion," he said.

Greene said she never made negative remarks about her job. "I know I never did that because I liked my job. It was the best job I ever had at the university," she said.

Handicapped OSU employee Pat Greene sits at the typing table she used in her former job at the university's Center for Human Resource Research. Greene charges that she was unfairly denied an editing position at the center. Further, Greene charges the university demoted her to a job she cannot physically perform.
Paraplegic gets wish: a seat in upper deck

By Pat Howe

Keith Weber, paraplegic due to a high school football injury, has finally won a two-year battle to take advantage of his upperclassman priority seating at OSU football games and sit in the upper deck.

Weber, who sat in the wheelchair section for his freshman and sophomore years, said "you can't see a thing sitting on the field; it's blind."

The wheelchair section is located on the east side of the field from approximately the 10 to 20 yard lines, said Weber, a senior from Forest. The section has a board platform which slopes up from the ground to the first row of regular field seats and has room for 42 persons in wheelchairs and their attendants.

The standing players from the visiting team block a great deal of the field from the vision of the persons in the wheelchair section, Weber said.

The players stand from approximately one 30-yard line to the other, he said. Because the persons in wheelchairs can't stand up, there is no way to see over the players, Weber said.

The only time the persons in wheelchairs can see is when the game has moved right in front of them, a 20 yard span. When the action is near the north goal line, the distance makes it impossible to see, he added.

Weber said that many times he would have to ask his fiance, Cheryl, what was occurring on the field.

His junior year, Weber decided that "it just wasn't fair" that he couldn't see the game, and that it was wrong to make his fiance sit in the wheelchair section.

Weber turned his wheelchair sideways so that there would be room for people to walk by. However, Weber said that the ticket office hadn't realized that he was actually going to have his wheelchair in the aisle. He was told he could no longer sit on the deck and should return to the wheelchair section, Weber said.

Weber didn't want to go back down there, so he didn't attend the rest of the games that season.

This year, however, he arranged to have his fiance help him to a regular bleacher seat and store his wheelchair in a first aid station nearby.

So far, Weber "has not been hassled," he said. He is taking full advantage of priority seating — just like the rest of the seniors.

Presently, there are no plans to improve or expand the wheelchair seating at Ohio Stadium.

Richard Maxwell, coordinator for the Office for the Physically Impaired, calls the football seating "satisfactory" and "adequate for right now." "Obviously we would like to be higher, but it is very difficult to do" due to the age of the stadium, he said.

Hugh Hindman, Director of Athletics, said that he "hasn't seen the need to increase the seating for handicapped students."
Ramp area planned

A proposal has been made to build a ramped platform area at Mershon Auditorium to accommodate persons in wheelchairs, said Tim Van Lear, director of Mershon.

Presently there are only a few spaces in the back row for wheelchairs, he said.

The platform will be located in the rear of the auditorium either to the right or left side, Van Lear said.

The proposal was recently sent to engineers at the Office of Physical Facilities who will determine the cost and the best way to construct the platform, Van Lear said.

The engineers will make an estimate on the platform's cost in a few weeks.

After the estimate is made and there is certification of funding, construction will begin.

--Pat Howe
The handicapped person faces more than physical hurdles

By Melissa Green

Pretend for a moment that, like Dorothy of Oz, you're tossed into a bizarre new world. You must stoop through doorways designed for wheelchairs. You can't read the books written in braille. And you spend cocktail hours drinking in a corner while others gossip in sign language.

A fairy tale? Maybe. In reality, the roles are reversed. Today, although man can boogie on the moon or fly the Atlantic in two hours, disabled persons still face barriers.

Shirley Mlynek is "nearly 40" and a freshman at Ohio State University. She's a functional quadriplegic. This means she can't use her legs and has limited use of her arms. She spent the past 15 years in a nursing home with a "pumping desire to do something," but resigned to a state of near dormancy.

Now awakened to her own abilities, Mlynek lives among able-bodied students in a South Campus dorm and is thriving in a personal crusade to make others aware of the inhibiting barriers faced daily by disabled students.

Keith Weber, a paraplegic and senior in education, has found "attitudes get in the way" even while student teaching. "One student in my class seems to feel slighted that someone like me is teaching him."

An ex-high school football player, Weber has his own ideas on football strategies, but many people won't listen. "They can't conceive that I know how to run sprints correctly," he says.

Dick Maxwell, coordinator in the Office for the Physically Impaired (OPI) and a quadriplegic, remembers being an Ohio State student 13 years ago when Denney Hall, Hitchcock Hall, and Robinson Lab were the only accessible buildings on campus.

"If you had told me then that there would be the awareness and accessibility there is now, I would've said you're out of your head."

Hammering away at preconceived ideas

But ramps don't mean a thing if the environment isn't conducive in social, academic, and employment areas. Nancy Brower, director of OPI, says, "We have to hammer away at preconceived ideas to remove attitude barriers."

Brower says her office stresses independence among disabled students. One of the most effective ways to dilute these inhibiting attitudes is through assertiveness on the part of disabled students, she says.

In addition, as the number of disabled students increases, that, in itself, will be an education for able-bodied persons.

Meanwhile, OPI is trying to smooth the rocky road for disabled students with services such as adapted door-to-door transportation, interpreter services, and volunteer assistance in reading, test-taking, and recording classroom materials along with many other services.

But what happens to disabled students who wait patiently while changes seem to just poke along? Maxwell believes rehabilitation should center on social adjustments facing most disabled students.

Not a mom-and-dad environment

"The campus isn't a sheltered mom-and-dad environment," Maxwell said. "It's not meant to be. Disabled students coming to the campus often have a low self-esteem. They must learn to be assertive. They should be able to express what they need and how they need it in a courteous, yet firm, manner."

It's easy to feel sorry for disabled students. "That's the first feeling evoked. But we don't want sympathy for these students. We want to accommodate them so they can meet the academic requirements of their courses."

But the most extensive efforts may never completely destroy all the structures and attitudes that persistently block the paths of handicapped students.

And although Shirley Mlynek has reached a point in her life when she can say, "Amen, Hallelujah! There's places to go and people to meet," she'll probably never walk down a yellow brick road. But perhaps her ride can be made just a bit easier.

Melissa Green is an Ohio State graduate student and an assistant in the OSU government relations office.
Attitudes must change
but barriers are more than physical problems.
Attitudes have to change, too. A neighbor of
Mlynek's was once asked if it's depressing living
with people in wheelchairs. She said no. And
Benjamin has trouble taking a test while juggling a
calculator and books on his lap board. He's afraid
professors will think he wants an easier exam
when he asks to take them home on his larger
desk.

Barriers: From top-loading washers to doorknobs

Opening heavy fire doors on the way to breakfast
or doing laundry in a top-loading machine too
high to reach are major ordeals for wheelchair
students in dorms.

Mlynek's not alone on campus. Raymon Byrd is a
blind senior in social work. His life revolves
around planning his next move. For him, a step off
a bus must be mapped out in his mind. Snow is a
major obstacle. “How can I find the sidewalk when
there's snow on the ground?”

Doorknobs also are a problem. “I can't grip them,”
says another quadriplegic student, Tim Benjamin.
A junior in accounting, Benjamin is bothered by
classrooms with limited space for wheelchairs. “I
don’t want to block anyone’s way, but I want to sit
with the class — not across the hall.”

Removing physical barriers to handicapped
students requires more than building a ramp here
or cutting a curb there. Accessibility is the key.
According to recent legislation, all new buildings
as well as programs and activities in existing
buildings must be made accessible to disabled
students.

Ohio State has spent $1.5 million

Campus planner Jean Hansford, who helped create
awareness of the needs of handicapped students as
early as 1970, says Ohio State has spent more than
$1.5 million to improve accessibility since that
time. Now most major projects are nearly
completed.

“You simply need to use your head during the
design process to ensure you're not creating
barriers,” Hansford said. “When you deal with
people in wheelchairs, every change in grade or
lack of clearance is a barrier.”

A key difficulty is keeping curb cuts away from
paths of movement. Placing a curb cut to one side
of an intersection allows students in wheelchairs
to cross the street, yet blind students with canes
still can find the curb and street.

Overhead signs, low-hanging tree branches, and
other obstructions should be eliminated. But not
all difficulties should be removed, Hansford says,
because “it would destroy the person’s ability to
deal with obstacles when they leave the campus.”

Improved quality of accessibility is the target.
Automatic door openers are being tested for
possible use. Increased number of ramps into
buildings, accessible restrooms, and modified
elevators are all potential changes to the campus.
Program helps the handicapped

By Jan M. Keller

"Reach out and touch someone." These words are more than a familiar telephone company commercial. They express the concept behind a program in which Ohio State students provide social friendship for handicapped children.

The program, "Reach Out to Children," matches OSU students on a one-to-one basis with physically handicapped children in Franklin County. It is sponsored by the Crippled Children's Center of Central Ohio, an Easter Seal Society organization.

Thirty-two students, many of whom are occupational or physical therapy majors, are involved in the volunteer project, said program director David Rearick.

They are responsible for keeping in touch with their matches and getting them involved in social activities, he said.

Rearick said the students are required to contact the children with whom they work at least three times a quarter. Contacts can consist of phone calls, letters or participation in an activity. Two group activities are organized each quarter.

Cathy Clair, one of the student volunteers, has been involved in the program for three years and said she feels the project is "super."

Clair, a junior from Archbold, enjoys working with the children because, "most don't regard themselves as handicapped," she said. "They just want to be treated like other kids."

She said most of the students and their matches have developed close friendships. Although time and transportation often limit the number of meetings, "it's as close as you make it," Clair said.

The handicapped children in the program are between the ages of 10 and 18. They come from various public schools in the county.
Barriers come down
Physically impaired students challenge attitudes

By Liz Solomon
10 Chap., 4.5-79

The University campus is "essentially barrier free" to the handicapped, says Nancy Brower, director of the five-year-old Office for the Physically Impaired.

"I'm not suggesting that every area of the University is accessible, or that every floor of every building has all the features that it could or should have—such things as modified toilet facilities, water fountains and telephones," Brower said.

"I can state though that all programs are accessible. There is no academic program or point of employment that we can't access in some degree. But there is always room for improvement," she added.

The Office for the Physically Impaired has coordinated the University's efforts to integrate handicapped persons into the campus community since its creation in November 1974.

Brower, who has headed the office since its inception, is quick to point out, however, that discussions about campus accessibility began several years earlier:

"The issue was raised in the mid-1950s and by the late 1960s and early 1970s the various factors involved were under serious review.

In 1970 the Office of Campus Planning and Space Utilization began providing access to curbs cuts and access ramps. Senior Class gifts in 1972, 1973 and 1974 contributed to the work with funds earmarked for removal of architectural barriers and for the development of a library for the blind and visually impaired.

With functional accessibility by and large assured, the University now has tackled the more elusive problem of providing programmatic access, Brower said.

"This is a much more gray area, because of the social dimensions involved," she said. "But we are following the attitudes barriers that must come down if there is to be true social integration of the physically impaired."

This involves an educational and sensitization process not only of the able-bodied population but of the physically impaired themselves, Brower said.

Federal anti-discrimination legislation in the mid-1970s has assured the handicapped of their rights to an education, Brower said. Part of the University's task now is educating individuals about this right.

As an otherwise qualified handicapped person, you do indeed have a right to attend the University and once you are here there are certain things you should expect. All of us who are employed here, both in the support areas and the faculty, are not just nice people doing you a favor. It's our responsibility to assure that whatever our specific tasks are in the University, it is also to serve you as a student or employee, who incidentally may have special needs because of your impairment," she said.

And what of the University's able-bodied population?

Brower said that too often it is the preconceived ideas of the non-impaired about what the so-called handicapped can and cannot do that present the biggest obstacles to them. It may not be malicious in intent but it is still an insidious form of discrimination. The physically impaired may be as likely to encounter such attitudes in the classroom as in the supermarket.

Few people today would tell a disabled person straight out that he or she cannot hold a job or attend a class because of a handicap, Brower said. But the professor who assumes a person in a wheelchair cannot possibly take a class because it includes field trips to out-of-the-way places, is discriminating. The impaired person must be able to make the decision himself whether or not to take the course and to succeed or fail on the basis of his ability.

By the same token the faculty member who gives a disabled person a higher grade than he or she deserves out of a feeling of pity or guilt is doing that student a disservice and also is in fact discriminating, Brower said.

The Office for the Physically Impaired offers services for the able-bodied, be they faculty, staff or students, to sensitize them to the special problems and needs of physically impaired individuals. It also provides assistance with specific accommodations, techniques and tools that may help the professor or staff person to work with the disabled individual.

Brower said it is possible to have a more or less accurate figure on the number of seriously impaired persons served by the office. About 210 such individuals receive help with priority class scheduling each quarter. But this does not comprise the entire impaired population.

"Our estimate of the total number of handicapped is just that, an estimate," she said. "The reason is that there is a whole range of disabilities which are not apparent, such as partial sight or hearing impairment. People with such problems may be able to function with little or no assistance.

People with dyslexia or other related learning disabilities are another group with a legitimate need for assistance but who have not been fully identified.

"I feel the important thing is that the numbers (of impaired persons) are increasing and that we are reaching those who do need support services or who could advise us as to what other services could or should be established," she said.

Brower predicted that the number of impaired students at Ohio State will grow in the coming years with a parallel growth in the office's task of providing support services to these students. And because the scope of the office extends beyond providing support services into the knottier issue of breaking down attitudinal barriers much still needs to be done.

The mere presence of larger numbers of impaired persons in classrooms, dormitories and offices is the single most important factor in breaking down the attitudinal barriers as the able-bodied become sensitized through one-to-one contact, she said.

With this interaction and the continued educational efforts of her office, Brower said she looks forward to the time when faculty and staff in all areas of the University will be able to work with physically impaired individuals with confidence and sensitivity.
Workshop aids teaching of impaired

"ON CAMPUS" 4.5.79

Jane E. Jarrow, an assistant professor of speech and hearing sciences, plans to hold a workshop spring quarter to assist members of the English department faculty in working with handicapped students.

Working with the Office for the Physically Impaired, she hopes to provide a series of similar workshops in the fall for faculty from other departments.

"As more and more handicapped students come to the University, professors need to understand the special problems these students face and what they as faculty can do to help them succeed in getting an education," Jarrow said.

Federal law requires institutions such as Ohio State that receive federal funds to provide the physically handicapped with access to buildings through the installation of such things as ramps and elevators. The same law also requires that assistance be given to those with hearing and visual impairments as well as other less apparent handicaps, Jarrow said.

"It's largely a matter of awareness, making the faculty aware of the particular problems facing an individual handicapped student and helping the faculty with specific techniques to overcome whatever obstacles there are to teaching that student," she said.

One source of help is the Office for the Physically Impaired.

"We're here to help the students, but we're also here to help faculty members do their job," said Nancy Brower, office director. She noted that a number of professors have sought advice in what they can do to assist handicapped students in their classes. Several others have offered to share techniques that they have found successful in overcoming special problems caused by some impairment.

Jarrow's workshops offer a structured format for this kind of faculty exchange, said Richard Maxwell, office coordinator.

Jarrow already had given one workshop for the faculty in the School of Home Economics. She has submitted a proposal for a small grant to the University's Task Force on Learning to develop materials for additional workshops in the fall. She hopes to attract faculty participation from throughout the University.

She has also submitted a grant proposal to the National Center for Health Services Research for funding to develop materials for similar workshops with nursing students.

Maxwell said, "As we see more and more handicapped students coming here, the faculty is beginning to understand their problems and beginning to feel more comfortable in dealing with these students. Once they have had the contact, most faculty members are interested in accommodating the handicapped students."
Quadriplegic overcomes barriers

By Chari McFadden
5-4-79

Pity, revulsion and misunderstanding are only part of the negative attitudes and attitudinal barriers that the physically impaired must cope with daily, said Dick Maxwell, coordinator of the Office for the Physically Impaired.

Asking a blind person to go to a movie, a deaf person to go to a concert or a person in a wheelchair to go swimming are examples of how to break down attitudinal barriers between the impaired and the non-impaired, he said.

"Architectural and attitudinal barriers handicap me daily," said Maxwell, a quadriplegic since an accident during an intramural football game 15 years ago.

At the time of the accident, Maxwell was an OSU student. After an operation and extensive rehabilitation, he was able to return to classes in a wheelchair and graduate with a Bachelor of Science in Business Administration.

Since that time, he has served as patient services coordinator in the Department of Physical Medicine and is now very active in his present position with the Office for the Physically Impaired.

Maxwell frequently speaks to groups about the severely disabled, stressing that although they are physically dependent, each person, with proper rehabilitation and training, can and will be a functioning and contributing part of society.

"One of the problems is that people sometimes don't react, respond to or help a disabled person in need. Because of my positive environment, some people forget I am disabled. I feel this is a compliment in the sense that I am accepted as a person, not a disabled person," Maxwell said.

"Often it is the preconceived ideas of the non-impaired about what the so-called disabled can and cannot do that present the biggest problems to them,"

he added.

Maxwell described a common misconception concerning the difference between physically impaired and physically disabled. An impairment results from an accident, a congenital problem or a disease, he said. Disability is how that impairment affects the body's functioning.

About 210 people at the university use Maxwell's office to obtain priority scheduling, parking stickers and other assistance.

"There are many more who have partial paralysis, partial blindness or a slight hearing problem that never seek our help. Sometimes these people are the ones that have the biggest problems, because they go on sitting in the back of the classrooms or avoiding letting their instructors know that they have a problem," Maxwell said.

"This office is trying to inform both the impaired and the non-impaired of the importance of a dignified lifestyle for the person who is different because of a physical imperfection," he added.

"Remember that the disabled individual has the same activities of daily living as you do, only we are more dependent on people to understand and assist us with these activities," he said.

"People often freeze when they first see me. Because I'm sitting there in my shining chrome wheelchair, I must smile and break the ice by beginning the conversation," he said.

"If you feel awkward, it is always best to ask a person who is disabled how you should act or communicate rather than stay uncomfortable. Look for the person beyond the disability."

For Maxwell, the ultimate goal is to change the description that a quadriplegic is one who is paralyzed from the neck down.

"My philosophy is that a quadriplegic is a person who is active and very much alive from the shoulders up," he said.

Lantern Photo by Janet Hillman

Dick Maxwell, a quadriplegic, works as the coor-
OSU to be investigated for discrimination

By Erin Anderson
5- '79

Ohio State will be investigated for allegedly failing to comply with federal laws prohibiting discrimination on the basis of physical handicaps.

Complaints have been filed against the university by the American Civil Liberties Union (ACLU), the Communications Workers of America (CWA), Local 4501 and by OSU students and employees.

Complaints against the university include: firing a handicapped person because she/he complained about services to the handicapped; refusing to hire individuals because of their handicaps and requiring handicapped individuals to do work which they were not capable of doing, according to Robert D. Lynch, chairman of CWA's Labor and Political Education Committee.

Sections 503 and 504 of the federal Rehabilitation Act of 1973 prohibit discrimination on the basis of handicap and require employers to actively seek handicapped persons for employment.

"Our union has long felt that the university's treatment of employees with disabilities was in violation of federal guidelines," Lynch said.

The U.S. Department of Labor (DOL), which administers 503, has agreed that "a full and complete compliance review will be conducted of Ohio State University," in a letter to Lynch.

Eric R. Gilbertson, special assistant to OSU President Harold L. Enarson, said he did not know about the investigation under 503.

According to J. Robert Mack, a supervisory equal employment opportunity specialist for DOL in Columbus, the department has not notified the university as to the extent of the investigation.

"Our directions are from Chicago to do a comprehensive, complete review which will deal with all of the outstanding complaints at the university," Mack said.

Mack refused to say how many complaints were outstanding at OSU. ACLU has requested that DOL examine the National Center for Research in Vocational Education in particular.

OSU has never had a 503 compliance review, according to a public information officer for DOL.

Section 503 requires employers to give "reasonable accommodation" to handicapped workers, said Sue Kindred, associate director of OSU's affirmative action program. Part of the problem in complying with that law is "reasonable accommodation" is not clearly defined, Kindred said.

Reasonable accommodation, she said, could range from providing a reader for a blind worker to remodeling an office so that a wheelchair would fit through the doorway.

The university has no set policy on reasonable accommodation, Kindred said. Each case is examined individually, she said.

At least three persons have alleged lack of accommodation in employment at OSU, according to ACLU's Mark B. Levy.

According to Kindred, "We get them (complaints) all the time." Ninety percent of those who complain do not file formal proceedings, Kindred said. About 10 complaints are filed each month.

The Department of Health, Education and Welfare (HEW), which administers section 504, also will perform a compliance review, according to Betty Miller, the acting division chief in post-secondary education for HEW in Washington, D.C.

Miller said the investigation will review compliance with section 504, program accessibility and admissions to graduate and undergraduate school for the handicapped. Compliance under Title VI (race discrimination) and Title IX (sex discrimination) will also be checked, she said.

"Our understanding is that HEW will be conducting soon an investigation under Title VI, Title IX and 504," Gilbertson said.
OSU policy for handicapped under review

By Lisa Charles
July 1979

The Department of Labor (DOL) began Thursday its review of Ohio State’s programs to determine whether OSU complies with the regulations of the Rehabilitation Act of 1973.

The act states that “no qualified handicapped individual shall, solely by reason of his handicap, be subjected to discrimination under any program or activity receiving federal assistance.”

OSU receives federal funds from the Department of Health, Education and Welfare and must comply with the act’s guidelines.

According to the act, a handicapped individual is defined as one “with special needs due to physical impairments.”

Nancy Brower, director of the Office for the Physically Impaired, said about 240 people use the office’s services yearly.

The office provides services such as vans for those who need mobility through its office of Affirmative Action.

Lynch claims that OSU is not complying with the regulations because it is not providing reasonable accommodations for its handicapped employees. “Although reasonable accommodations is not explicitly defined, we feel that the university is not making the most obvious accommodations.

“Once man who had a mobility handicap received a 10-day suspension for habitual tardiness. We don’t assist those who are physically impaired, sign-language interpreters for those who have hearing impairments and various other services.

However, the American Civil Liberties Union (ACLU), working on behalf of several OSU students and employees who registered complaints with it, asked the DOL to conduct the review.

Robert Lynch, chief steward of grievances for the ACLU, said he drafted a letter to the DOL request-
OSU handicap program reviewed

Aid sought by ‘nonvisibly disabled’

By Lisa Charles

“The nonvisibly impaired aspect of the handicap issue has been virtually ignored,” said Muriel Sumner, a nonvisibly impaired graduate student working on a personalized study program in the College of Arts and Science.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicaps in federally assisted programs or activities.

The Department of Health, Education and Welfare (HEW) is presently reviewing OSU’s programs to determine compliance with this and two other equal opportunity regulations.

“The university seems to think there are no other kinds of handicaps except physical ones,” Sumner said.

“The attitudinal barriers against the handicapped are compounded when one cannot see the handicap.”

Nonvisible impairments include diabetes, hearing impairments, mental and emotional handicaps and several others.

The legislation states that recipients of federal assistance must make “reasonable accommodations” in job related or academic work for those who are handicapped.

Sumner said she was academically dismissed in 1977 because her grades suffered after she could not get the alternative means of testing she needed. Sumner said she suffers from severe depression and, subsequently, severe test anxiety. She was reinstated 15 test months later.

“The office (Office of the Physically Impaired, or OPI), mandated to function for the handicapped, is selectively acknowledging or ignoring the needs of the nonvisibly impaired,” Sumner said.

“No one is arguing against the most profoundly disabled being serviced first, but the other disabled people cannot be ignored,” she added.

Nancy Brower, director for the OPI, said some priorities must be established, but the office does not set handicaps against each other. Instead, she said, the OPI tries to provide services for all the handicapped.

“The major problem with the OPI is the lack of consumer input,” said Jan Curtin, a junior from Dallas majoring in social work who also has a nonvisible handicap.

Curtin said that although she is no expert, she could tell someone what her special needs are in order to make improvements. She added that the reader service and note taking service provided by the OPI is haphazardly administered but the volunteers for the services are usually good.

Other suggestions for improving the university’s programs which affect the handicapped were sent to President Harold L. Enarson by the Capital Chapter of the National Federation of the Blind on July 20.

Among the suggestions was one to move the OPI from the jurisdiction of Personnel Services.

Brower said the suggestion is a valid one because the OPI is mainly concerned with student services.

William R. Nester, vice president for Students Services, said the OPI will be moved to his jurisdiction during the first few weeks of Autumn Quarter.

Nester said he knew of no suggestion from a group representing handicapped individuals. He said the decision to move OPI under the jurisdiction of Student Services has been going on for months because Madison Scott, vice president for Personnel Services, has acquired extra duties as secretary of the OSU Board of Trustees.

Some handicapped individuals who wish to speak directly to the HEW officials while, they are on campus, to offer suggestions and voice their concerns are having a difficult time reaching them.

The HEW are stationed in Archer House and those who wish to speak to them were instructed to call 422-4207.

However, instead of talking to HEW officials, the caller talks to a university Affirmative Action employee. The procedure annoyed some handicapped individuals who tried to talk to the HEW officials.

“There is no guarantee that the handicapped don’t want to leave their name or phone number because they fear retaliation,” said one handicapped individual who wished to remain anonymous.

The HEW officials are usually in meetings with university adminis-
Handicapped, OSU Disagree on Adequacy of Its Services

By Charles Freadhoff
Of The Dispatch Staff

Problems for the handicapped at Ohio State University remain despite years of efforts to end them, school officials, students and faculty say.

Handicapped persons associated with the university, especially blind persons, say the school is indifferent to their needs and isn’t complying with the law.

UNIVERSITY OFFICIALS said the task of eliminating barriers, both literally and figuratively, is far from complete. However, they said the university does comply with the law. Progress is being made, they claim.

A group of blind persons recently complained to the U.S. Department of Health, Education and Welfare (HEW) about treatment by the university.

From Aug. 20 through Aug. 24 four HEW investigators visited the university. Their report won’t be published for about four months.

Mary Frances O’Shea, director of the Post Secondary Education Division of Region Five of the U.S. Office of Civil Rights, said the investigators were sent to OSU for a routine check, not just because of the complaints.

ANY SCHOOL THAT gets federal money, such as OSU, is routinely checked by the government to make sure it isn’t breaking the law, Mrs. O’Shea said. HEW had already planned the OSU investigation before the blind people contacted it, she said.

HEW’s investigators also checked to see if laws against discrimination because of race, age and sex were being broken, Mrs. O’Shea said. However, the majority of complaints the four investigators heard were from blind persons, she said.

In 1977 the federal government passed a sweeping civil rights law supposedly banning forever discrimination against the handicapped.

THE UNIVERSITY SAID the investigators talked to between 20 and 30 persons during the week they were at the school. The majority were people with sight problems, Mrs. O’Shea said.

The blind persons’ complaints stem in part from a section of federal law buried deep in the fine print of the law banning discrimination. Called merely “504” in bureaucratic shorthand, the law says “a recipient (such as OSU) shall make reasonable accommodation to the known physical or mental limitations.”

OSU isn’t complying with the law, the handicapped persons said. Students, staff and faculty interviewed by The Dispatch—who asked that their names be withheld—level a variety of charges against the university.

THE LIBRARY FOR the Blind is inadequate, they claim. The university doesn’t provide enough readers.

Fontaine Doran, corresponding secretary of the Capital Chapter of the National Federation of the Blind, said, “You can’t find that many people who are willing to read for you at what the students can pay.”

Not enough money is spent on services for the blind, they said. “I’ll bet you a nickel to a doughnut if someone in the Chemistry Department needed new test tubes that would come through,” Mrs. Doran said.

Blind students also said they can’t get needed textbooks recorded, and that they weren’t permitted to ride a special bus for the handicapped.

NANCY BROWER, director of OSU’s Office of the Physically Impaired, disagrees with claims the university isn’t meeting the needs of handicapped persons. Her office deals with about 250 handicapped persons.

She quickly admits, however, some of the blind persons’ complaints are justified.

The university needs more readers and needs to pay them, she said. “That’s a valid criticism. I’m very dependent on the people that volunteer. Not that the quality would be different but the dignity would be different. Yes, I would like to have more paid readers.”

Ms. Brower, in her turn, criticizes students, staff and faculty who complained to the newspapers. “Most of the criticism I heard came first through the media.

“I’VE HEARD WE don’t have a tape service. We do.

“I’m aware of one (academic) quarter in which we were not able to honor a reader request, and I take full responsibility.

“Another criticism that’s valid is not getting textbooks recorded in time. I don’t know how to crack that nut. If the tenured faculty person doesn’t know what he’s teaching... how can the books be recorded?

“The blind have not been denied use of the special bus, she said. And this year, she added, the university will have a new $45,000 bus for the handicapped in addition to its other buses.

“THE STUDENT has to make us aware of the problem. We don’t call up students and say, ‘How are you doing?’”

Ms. Brower also claims OSU’s involvement in the civil rights struggle of the handicapped started long before the federal law was passed. Her office, she said, was born in 1974. She also points to the millions of dollars spent building ramps and making curb cuts as evidence of the university’s commitment.

Is there still discrimination against the handicapped at OSU and how big a problem is it? The question isn’t easy to answer, Karla M. Lortz, representative of Ohio Coalition of Citizens with Disabilities, said.

“THE SUBLTNESS OF discrimination is very difficult to document. How do you document the attitude of a supervisor. It’s like trying to catch the wind.”

Ms. Brower echoes the sentiment.

Yes, there is discrimination on campus. But, she said, “Look at the word ‘handicapped’. Look at the Jerry Lewis Telethon. It’s the pity-the-poor-handicapped approach. These are vestiges of the old notions... think it’s individual. I really think that’s best answered by each individual.

“We’ve made progress in Columbus.”
Handicapped Fear Reprisals, Delay Complaints At OSU

By Charles Freadhoff

University officials, however, said the fear is unjustified. Persons are not retaliated against for complaining, officials said.

"THE REASON we're afraid to go public (with complaints) is there have been a number of times the people have tried to fight the system and been stomped into the earth," a former employee said.

"Retaliation is a big problem. It's something we live with on a daily basis," a current faculty member said.

Charles Batey, director of the university's Affirmative Action Office, said fear of reprisal is unjustified. Handicapped persons who lodge formal complaints are protected by federal law, he said.

"IF COMPLAINTS are aired, fear of reprisal is universal, showing up in businesses as well as schools," he said. "I think it's universal," he said. But, Batey said, students, staff and faculty members are guaranteed privacy when contacting his office. "If they come in and just talk with us, we'll talk about this office's responsibilities. If they come in for advice, of course that's confidential."

Karla Lortz, a representative of the Ohio Coalition of Citizens with Disabilities, said "From where I am I can't honestly say that it's a totally valid point but there is some truth in the way they feel about it. They're not the only university experiencing this type of problem. This is not a unique problem" with OSU, she said. "I suspect we are all a little reluctant to jeopardize our positions."

"I don't think there are any easy answers. I think it's a situation that has been building for about three years," she said.

"One handicapped student told The Dispatch her professors have been very helpful and she has no complaints. But, she said, "I've learned over the years, I don't trust the system. They're never logical or rational. I've worked so hard for something. I just don't want any grief. I just want out. I know they've retaliated against some people and I don't want them digging at me."

THE CAPITAL Chapter (Columbus) National Federation of the Blind complained in March to the U.S. Department of Health, Education and Welfare (HEW) about treatment of blind persons at the university.

They said the university has transferred persons who have complained, taken readers away from blind persons and increased the work load of those who object to policy. One handicapped employee told The Dispatch he was given a reprimand when he was late during a blizzard. Other employees who were also late weren't reprimanded, he said.

HEW sent four investigators to the university between Aug. 20 and Aug. 24. Mary Frances O'Shea, director of the Post Secondary Education Division of the Region Five of the Office of Civil Rights, said the visit to OSU was scheduled before HEW received the complaint, she said.

"THE MAJORITY of complaints were from the visually impaired persons," she said. Asked if the investigators found evidence of retaliation against complainers, Mrs. O'Shea said "I really can't answer that. We're fact finders that was the purpose of going on site and that conclusions will take some time."

Robert Lynch, chairman of the labor and political education committee of the local chapter of Communication Workers of America, which represents OSU employees, said retaliations against workers is a reality."Absolutely. There's a strong pattern that indicates that it's a reality." Faculty and students said the university uses several methods of retaliation. Those who complain may be suddenly transferred to another department. They may receive reprimands or, in the case of the blind, no longer be furnished readers.

MS. LORTZ said persons have complained to her of reprisals. "All of the ones that have (publicly) expressed concern have reached the point of feeling we can't lose anything. It takes some people two years to get the nerve up."

However, she said, "I've not talked with the university. In some cases there may be legitimate reasons for what they do." There is no doubt, Ms Lortz said, of the commitment of the administration to the civil rights struggle of the handicapped. She pointed to the work of Audrey Enarson, wife of OSU President Harold Enarson, who worked on the Governor's Committee on the Handicapped for four years.

"The size of the university may be such that it's getting lost in the transition. At least at the top the concern and interest is there."

Batey blamed fear of reprisals on a misunderstanding of the university's grievance procedure. "I just don't think they have enough knowledge of our official action process. I don't think they have enough knowledge on our grievance procedure."
'Independence increases'

New tactual maps guide blind, partially sighted

By Don Rubin

Visually impaired persons now can negotiate the Ohio State campus with the assistance of a new set of three-dimensional maps carrying instructions in both Braille and large type.

Developed by an Ohio State graduate student in geodetic science, the 'tactual maps' are a 'significant contribution to the entire field of tactual cartography,' said Nancy J. Brower, director of Ohio State's Office for the Physically Impaired.

The maps are being distributed to blind and partially sighted students, faculty and staff members on the Columbus campus. Each map is accompanied by an audio cassette with a recording of the map's index for those who do not read type or Braille. In addition, persons using the maps can receive personal orientation from one of a number of sighted students trained in their use.

'The real significance of these maps is that they increase the independence of the visually impaired person using them,' Brower said. 'They have greater ease in adjusting to an unfamiliar environment. They can reduce their anxiety level and make their travel more efficient and effective. This leads to social and emotional benefits through more control over one's own time.'

The maps were developed by Susan Von Gruenigen, who received her Master of Science degree from OSU in August 1979. She spent more than a year on the project—studying tactual maps in use at other institutions, devising a sample map, and testing it with the help of several visually impaired students.

Jean Hansford, OSU campus planner, explained the new maps are classified as orientation maps. 'They provide a minimum of information, but provide it in such a way that a blind person can find certain buildings on campus, then select a route to get from one to another.'

Directional maps, which would provide much more detail than the orientation maps, would be confusing and cumbersome if they were produced in the size and format used by Von Gruenigen, Hansford said. He said the University hopes to develop this type of map sometime in the future.

'The orientation map provides the basic orientation that the visually impaired need,' he said.

When a visually impaired person requests the new maps, he or she is given a set of six index pages and six pages of maps fastened together into booklet form. The index pages identify—in Braille and large black type—each building on the campus' central academic area by its full name, a two-letter identification code, its address and a map key.

The individual area maps divide the campus into southeast, southwest, northeast, northwest, central and west campus sections—each designated by a one- or two-letter code. A map of the entire campus, indicating where each of the individual sections is located in relation to one another, is included in the package.

To find a building on the campus, the blind user first locates the building in Braille in the index. By using the map key and identification code, this user can then tell which individual map contains that

Continued on page 2
Program deals with disabled

By Peggy Hulit
4-4-80

Workshops to help OSU faculty members deal with handicapped students in the classroom are being initiated by Jane Jarrow, assistant professor of communications.

Jarrow said the workshops are meant to help the faculty and staff understand learning impairments so they can learn to accommodate the disabled students.

Impairments that will be discussed include sight, hearing, and communication; and emotional, mental, physical and learning disabilities.

Each type of problem will be explained in depth, then acted out by the faculty members without alterations in teaching techniques to accommodate the handicaps, "so the faculty can see how frustrating the classroom can be for disabled students," Jarrow said.

"For example, when an instructor continually makes references to written material, the blind student is at a disadvantage." Jarrow said.

Accommodations and solutions for handicapped students' problems will then be explored. "For some students high pressure situations are not just difficult but impossible. If a student couldn't take a timed test because of the pressure, a paper might be the alternative," Jarrow said.

It is impossible to accommodate a problem, like a reading disability, if the instructor is not made aware of it. Jarrow said that some of the impairments are not apparent, so it is the student's responsibility to tell the faculty member that there is a handicap.

There will be three eight-hour workshops this quarter. The first will begin at 11 a.m. Monday, April 14, at the Ohio Union. Anyone who is interested in participating in the programs should contact Jarrow at 422-6251.

Jarrow said the workshops are being done on a trial basis on a grant from the university.

OSU criticizes labor probe; Handicap service inadequate

By Sandra Huggler
4-8-80

University administrators sharply criticized federal investigators Monday after being cited for the second time in two months for inadequacies in OSU's employment program for the handicapped.

"The federal investigators (from the Department of Labor) seem to believe their task is to find us not in compliance," said Madison H. Scott, vice president for personnel services, in a statement released Monday.

Without acknowledging a written response to a list of charges sent to OSU in February, a local office of the labor department (DOL) sent a second letter of identical charges which was received by the Office of Personnel Services Thursday. The letter listed seven points where the university allegedly failed to comply with the Rehabilitation Act of 1973.

A complaint filed with the DOL by the Vendors Chapter of the National Federation of the Blind of Ohio prompted the department's investigation, according to the letter.

The letter said Ohio State "has attempted to develop a viable handicapped program," but that attempt "falls short of meeting requirements."

DOL's findings included a lack of equal opportunity for handicapped employees, a failure to encourage individuals to identify themselves as handicapped, an absence of posted hours and location of the affirmative action program and inadequate recruitment sources for handicapped employees.

William J. Napier, executive assistant to the president, said an identical letter was sent to the university by DOL in February. The university sent its written response March 6, he said.

"We pledge continuing efforts to encourage employment of the physically impaired," Scott said.

"Yet they (federal officials) consistently are unable to define precisely what constitutes compliance," he said. "Meanwhile good faith efforts by the university are faulted, and the university's good name besmirched."
DOL exceeds role, official says

By Michael Sopko

The U.S. Department of Labor (DOL) had no authority to receive and investigate complaints made by three organizations representing handicapped employees, according to an OSU official.

A federal order of 1965 gives the Secretary of Labor the authority to "receive and investigate complaints by employees or prospective employees of a Government contractor or subcontractor which alleges discrimination."

Nowhere in the order is reference made to a third party making complaints on behalf of government employees, Madison H. Scott, vice president for personnel services, said.

During the past year, DOL had received complaints about OSU's treatment of the handicapped from the Capitol Chapter of the National Federation of the Blind, the president of the Vendors Chapter of the National Federation of the Blind of Ohio and Mark Levy of the American Civil Liberties Union of Ohio Federation.

DOL received these complaints and recently ruled Ohio State "has attempted to develop a viable handicapped program," but its attempt "falls short of meeting requirements."

Scott said the decision by DOL originated from its Columbus office and is only a recommendation to its regional office in Chicago. The recommendation must be approved by Chicago before it becomes a ruling, Scott said.

Scott also took issue with a particular section of the labor department's ruling. It stated that OSU failed to tell applicants that if they identify themselves as handicapped the information will be kept confidential.

Applicants at OSU are asked to fill out a data sheet which contradicts DOL's ruling, Scott said.

The sheet states, "You are invited to complete this form by providing the information requested below (sex, race, handicaps, Vietnam veteran, birth date). Please note that provision of this information is strictly voluntary and, if provided, this information will be handled confidentially."

However, the other side of the sheet says the information provided will "remain confidential unless you are a handicapped applicant," in which case the university may need to notify supervisors of any restrictions on work abilities.

Scott said many of the points brought up in the DOL ruling concern "abstract questions that have no practical applications."

He added that many of the points contain "catch 22's." He particularly cited DOL's claim that the university failed "to determine the job relatedness of physical requirements except on a scattered vacancy-by-vacancy basis."

Scott said it is impossible to set requirements for each of the university's 1,400 job classifications. He said the university prefers to deal with each case individually. Until a person applies for a job, it cannot be determined whether impairment will prevent that person from doing the job, he said.

DOL officer, former staffer criticize official's statement

By Michael Sopko

A handicapped former university employee and a local Department of Labor (DOL) officer disagree with an OSU official's statement that the DOL has no authority to investigate third-party complaints on Ohio State's treatment of handicapped employees.

Madison H. Scott, vice president for personnel services, said last week the DOL had no authority to make investigations in response to the complaints from third parties.

But according to recent federal regulations, DOL did have the right to investigate the complaints made by three groups representing handicapped employees.

Representing the workers are the Capital Chapter of the National Federation of the Blind, the Vendors Chapter of the National Federation of the Blind of Ohio and the American Civil Liberties Union of Ohio Federation.

A federal order of 1965 gives the Secretary of Labor the authority to "receive and investigate complaints by employees or prospective employees of a government contractor or subcontractor which alleges discrimination."

Nowhere in the order is reference made to a third party making complaints on behalf of employees, Scott said.

However, the federal order Scott referred to does not apply to discrimination against the handicapped, but instead to affirmative action programs for women and minorities, said L.W. Farrow, area officer for the Columbus DOL.

The Columbus DOL found Ohio State "has attempted to develop a viable handicapped program," but its attempt "falls short of meeting requirements."

Scott also claimed DOL erred in finding OSU failed to tell applicants that if they identify themselves as handicapped it will be kept confidential. He said OSU promises no discriminatory treatment if a handicapped person indicates so.

According to Scott, all applicants are given a form asking them to identify themselves as handicapped and promising the information will be kept confidential.

One handicapped former university employee says he never received this form with his application.

However, a mandatory section of the job application given to civil service job applicants asks, "Do you now have or have you had any illnesses, injuries or surgical procedures which might interfere with or be aggravated by the work you are seeking?"

But the former employee claims this statement is discriminatory because most handicapped have had surgery and because of the negative way it is stated.

Farrow said OSU will be contacted by the Columbus DOL to begin modifying its programs to satisfy labor department requirements.

If the university and DOL fail to reach an agreement on program changes, or if the negotiations break down, the case will be heard by an administrative judge from the labor department, Farrow said.
Handicapped face bias

By Deborah Schipper

There is still a lot of bias and prejudice against the handicapped, says Thomas Stephens, professor in the Faculty for Exceptional Children in the College of Education.

To focus public attention on the needs of handicapped children, Gov. James A. Rhodes declared May 5-12 Exceptional Children Week.

"This week will call attention to the exceptional people in this world," Stephens said.

Exceptional children may be handicapped by physical or emotional disabilities, mental retardation or specific learning disabilities. Children who possess superior intellectual abilities or talents are also identified as exceptional.

"There is a tremendous political and social movement for the handicapped across the country similar to other civil rights groups," Stephens said.

"But there is still a lot of ignorance around, despite the movement."

The Faculty for Exceptional Children trains teachers, school psychologists and administrators to provide for the special needs of handicapped and gifted children.

OSU students gain practical experience working with exceptional children at the Huelsmann Education Clinic in Ramseyer Hall 165. The clinic provides instruction and psychological evaluation to children with learning and behavioral problems.

Intensive clinical experience is also offered by the Starr Commonwealth of Columbus through the Hannah Neil Center for Children, 301 Obetz Road. This center provides residential and outpatient programs to children with emotional problems.

Gifted and talented children also need school programs to meet their special educational requirements, says Raymond H. Swassing, associate professor in the Faculty for Exceptional Children.

"Some gifted children could become average students if they are not identified and given the opportunity to participate in appropriate educational programs," Swassing said.

Swassing is developing a list of gifted and talented pre-school children that will serve as the basis for a long-term study of exceptional children.

A realistic setting where the gifted can interact with average students and still enjoy a creative, individualized program is offered by Learning Unlimited, 345 W. Eighth Ave.

Pounah Alcott, director and founder of the school, says more than half of her students, aged 3-14, are gifted.

"It is a problem for school systems and teachers to deal with the gifted child, because he has special needs that require funding and expertise, and many school systems don't have either," Alcott said.

Older gifted children in Ohio have an opportunity to attend the Martin W. Essex School for the Gifted held for the past four years at Ohio State. The university, the Ohio Department of Education and the Madison County Board of Education sponsor the week-long summer school for gifted high school seniors.

The purpose of the school is to provide talented students with opportunities for educational growth and stimulation. The students are nominated from every school district in Ohio and are selected on the basis of written essays and teacher evaluations.

"We have a responsibility in our school systems to respond to the unique differences of all people," Swassing said. "The unique differences of some are far above the usual, some are far below, and they have an equal right to an appropriate education."
Recreational opportunities expanded for handicapped

"ON CAMPUS" 9-13-80

Physically impaired faculty, staff and students will be offered three recreational alternatives as classes resume this fall.

The idea behind Partners in Play, as well as the alternative swimming and conditioning programs, is to encourage more handicapped persons to join in the activities offered by the Department of University Recreation and Intramural Sports, said Mary Daniels.

Through Partners in Play, the recreation department will help handicapped persons locate others who share the same recreational interests, said Daniels, assistant director of recreation and intramurals. Both persons will be able to use the department’s facilities, even if the partner is not enrolled in or employed by the University.

“We want to establish a network of people who would enjoy spending their leisure time together,” she said.

For instance, a sighted person could be paired with a visually impaired person for tandem bicycle riding. Or, someone with limited mobility may want to enlist the aid of a friend in the conditioning room, she said.

The swimming and conditioning programs will focus on knowledge of equipment and access to the activities.

“Recreation workers will be given special training in assisting the handicapped in the use of equipment,” Daniels said.

In addition to these programs, the recreation department has made some other changes to make the use of Larkins Hall easier for those with physical impairments.

Benches have been removed from certain areas of the locker rooms to make lockers more accessible. And arrangements can be made for free admittance and use of facilities for those accompanying handicapped persons. Special parking spaces have been designated in the area closest to Larkins.

“I think it’s important to stress that persons with physical impairments are always welcome in any program sponsored by the department,” Daniels said.

The partners program, swimming and conditioning are a means of reaching out to those who may not have considered using the recreational facilities before.

Last spring, surveys were sent out to about 400 physically impaired faculty, staff and students.

“The surveys indicated that the focus for a program for the physically impaired should be on informal recreation,” Daniels said.

Of the more than 115 who responded, most said they would be interested in swimming and conditioning programs. Most said they would also like assistance in overcoming the physical barriers to recreational equipment sometimes created and would feel more comfortable if a worker would be present to explain equipment use.

Recreation and intramurals has been exploring alternative programs for the handicapped since the facilities at Larkins opened in 1977, Daniels said.

“It’s time has come,” she said, adding that the support and suggestions from the handicapped persons on campus got the program moving this fall.

For now the goals are to get more people involved and help them feel comfortable with the building and programs.

What about the future?

“I’d like to see some competitive and more structured activities. And maybe a sports club where persons with physical impairments could follow their own recreational interests,” Daniels said. “It depends on what activities they’d like to take part in.”

Persons interested in programs for the physically impaired should contact Mary Daniels, Room 106, Larkins Hall, 422-7671.
Handicapped get musical benefits

By Deborah Hoch
The Lantern
9-26-80

Teaching music to the handicapped while dealing with their special needs is the goal of a series of courses for OSU education majors.

With the passage of new legislation in 1975 calling for better education for the handicapped, "a new program was needed," said Joan K. Lehr, assistant professor of music.

Aside from the legislation, Lehr said, there was also an "interest and realization that teachers going into the schools need to deal with people with learning disabilities.

Lehr and Jere L. Forsythe, assistant professor of music, worked together to develop the program.

The series consists of four courses. Music 773, a three-hour course, is an introduction to music for the handicapped, and provides a broad overview using research and observation to understand the ways in which music can be taught and applied to the handicapped.

Music 774, a directive teaching class, will be offered winter quarter. This course, taught by Forsythe, will focus on improving class discipline, musical skills and concepts.

A methodology course, Music 775, will focus on understanding how to adapt musical arrangements to the many disabilities that could be encountered in the classroom.

"A broad range of abilities are found in any class, and one has to be aware of the many physical or mental impairments, and be able to adjust or adapt the equipment and material accordingly."

The final course, Music 777, ranges from four to 10 credit hours and will offer practical experience. Students will actually visit developmental centers and do a limited amount of work with the handicapped, Lehr said.

This program is structured to achieve educational goals rather than therapy goals, Lehr said. The educational goal focuses on understanding music concepts, whereas, the therapy goal focuses on changing behavior through music, she said.

Lehr feels "there is no such thing as handicapped music. One uses the same materials, those which are socially appropriate, but modifies them so they are physically and mentally appropriate."

Lehr, who has a Master of Arts and a Ph.D. in music, has taken several courses dealing with the psychology of exceptional children.

From her observations, Lehr says she feels that the handicapped are very responsive when adequately taught.
Mission Accomplished

Well-intentioned friends once advised Jean E. Williams not to try to go to college. They felt she would never complete her course.

Last month, 25-year-old Jean was one of the 949 students graduated from Ohio State.

Jean has been handicapped with polio since she was 15 years old. But, says she:

"Even before I got sick I wanted to go to college and major in foreign languages. I have always been fascinated by foreign languages.

"Friends thought it might be too much for me. They all knew of people like me who tried college but weren't able to finish."

She graduated from North High in Columbus in 1960. Dr. Ernest W. Johnson, chairman of the department of physical medicine, was one of the persons who urged her to try college. He considers her an exceptional person for her ability to cope with problems.

She enrolled in Ohio State in 1962. And one of her basic problems was just getting around the several hundred acres on the main campus. She has to use a wheelchair and get to class on time posed a major concern.

"My brother, who attended here before he transferred to Youngstown University, was the biggest help. He would carry me up steps in the buildings without elevators, such as University Hall. And, of course, he was always around to see to it that I got from building to building.

"I also had a lot of help from the people working here. Sometimes I could get classes changed to buildings that were accessible to me. I was able to work my schedule around so that I could take my required courses without too many problems," she said.

After her brother left, she was able to hire a student to take her to classes. The Ohio Bureau of Vocational Rehabilitation provided funds for the hiring. The bureau also provided her fees and books.

Eager to help with the college expenses, Jean held a job in the Main Library; worked two mornings each week.

Her major, Russian, might be enough to stymie many students, but she was able to maintain a 2.8 average. "I was trying for a three-point ... but then I took a math course."

Her plans? She wants to be a translator of foreign books and documents.

"When I was still in high school, I wrote to Battelle Memorial Institute, which employs translators for several different projects. I asked them what college courses I should take. When they told me to study Russian and German as well as science, that's just what I did."

Receiving her degree last month did not mean the end of Jean's stay at the University. She has been accepted for Graduate School and will continue her study of languages.

After that? She may apply for a job in Columbus. Some day, she hopes to travel and see some of the countries she has studied.

"My secret goal is to learn to speak at least five languages. I don't know if I will ever make it, but I'm going to try."

And a lot of convinced friends are willing to bet that she will make it.

Commencement speaker was Dr. Elvis J. Stahr, president of Indiana University and former Secretary of the Army. His advice to graduates: "... keep clear the crucial difference between dissent — and disruption."

Dissent carried to the "point of physical interference with the right of others ... is alien to the environment in which knowledge and truth can be pursued and to the spirit without which academic freedom is dead."

A total of 949 received degrees: 73 doctorates; 216 masters' and 660 bachelors' degrees. At the top of the class was Walter D. Burnside who majored in electrical engineering. He compiled a 3.93 point-hour average for a summa cum laude degree, as well as a master's degree.

Eleanor McFarland, Wyncote, Pa., received the only bachelor of science in medical illustration degree. She has been working at the University Hospitals and plans to specialize in the areas of obstetric and gynecology illustration.

Fifty-eight ROTC candidates were commissioned as officers in the Armed Forces: 39 in the Army and Army Reserve; 12 in the Air Force and Air Force Reserve; three in the Navy: four in the Marine Corps and Marine Corps Reserve.
ACCESSIBILITY GUIDE
The Ohio State University

Contents
I.............................................................. Building Index
II.......................................................... Campus Map (key to Area Maps)
III.......................................................... Area Maps

Welcome to The Ohio State University! The Office for the Physically Impaired, located at 1971 Neil Avenue, Columbus, Ohio 43210 (614/422-3307), provides academic and physical support service to those members of the University community who may have special needs due to a physical impairment. In addition to providing some direct services and coordinating many indirect services with other appropriate University offices and departments to best serve "handicapped" students, faculty, and staff, we also serve as a resource for any individual or group requesting information and/or "in service training" (sensitization) relative to the needs of physically impaired individuals.

This access guide was developed and designed for your use by the Office of Campus Planning and Space Utilization, 8 Administration Building, 190 North Oval Mall, Columbus, Ohio 43210 (614/422-6081). Please assist us by sharing your experiences; if you discover any inaccuracies or are aware of any conditions of access not covered by this guide, please contact us at the above address and telephone. The guide will be reviewed periodically and updated as required.

September 1977
Revised - September 1978
Revised - August 1979
Revised - October 1980
<table>
<thead>
<tr>
<th>Map #</th>
<th>Coordinates</th>
<th>Building Name</th>
<th>Restrooms Men</th>
<th>Restrooms Women</th>
<th>Elevator</th>
<th>Drinking Fountain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>M-7</td>
<td>Administration Building</td>
<td>113, 377</td>
<td>110</td>
<td>N.W. Lobby &amp; East End (to basement)</td>
<td>DF</td>
</tr>
<tr>
<td>5</td>
<td>B-3</td>
<td>Agricultural Administration Building</td>
<td>27, 102T</td>
<td>31, 100T</td>
<td>N.W. Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>3</td>
<td>H-13</td>
<td>Allied Medical Professions, School of</td>
<td>125T</td>
<td>103T</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>5</td>
<td>A-5</td>
<td>Animal Science Building</td>
<td>131</td>
<td>103</td>
<td>S.E. Corner</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>L-3</td>
<td>Archer House</td>
<td>21T</td>
<td>19T</td>
<td>S. Entrance</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>O-6</td>
<td>Arps Hall</td>
<td>224M, 338T</td>
<td>278W, 168</td>
<td>S.E. Corner</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>O-5.</td>
<td>Arps Hall Parking Garage</td>
<td>None Modified</td>
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<td></td>
<td>N/A</td>
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<tr>
<td>1</td>
<td>O-10</td>
<td>Baker Hall</td>
<td>SEE Residential Facilities</td>
<td></td>
<td>Main Hall</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>K-6</td>
<td>Baker Systems Engineering Building</td>
<td>315T, 112T</td>
<td>114T, 212T</td>
<td>S. Lobby</td>
<td>(S. Elevator only)</td>
</tr>
<tr>
<td>2</td>
<td>N-3</td>
<td>Barrett House</td>
<td>SEE Residential Facilities</td>
<td></td>
<td>West End</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>C-13</td>
<td>Bevis Hall</td>
<td>134T, 234T, 152T, 252T</td>
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<td>N.E. Corner</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>G-11</td>
<td>Biological Sciences Building</td>
<td>334T, 352T</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>M-4</td>
<td>Blackburn House</td>
<td>162T</td>
<td>164T</td>
<td>S. End, N. End</td>
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</tr>
<tr>
<td>3</td>
<td>K-10</td>
<td>Botany &amp; Zoology Building</td>
<td>8, 130</td>
<td>38, 127</td>
<td>S.W. Corner</td>
<td>DF</td>
</tr>
<tr>
<td>3</td>
<td>K-10</td>
<td>Botany &amp; Zoology Greenhouses</td>
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<td>None (one level)</td>
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</tr>
<tr>
<td>2</td>
<td>M-4</td>
<td>Boyd Laboratory</td>
<td>109, 210, 310</td>
<td>107, 206</td>
<td>E. Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>1</td>
<td>N-11</td>
<td>Bradford Commons</td>
<td>105</td>
<td>103A</td>
<td>None</td>
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<tr>
<td>1</td>
<td>M-10</td>
<td>Bradley Hall</td>
<td>Suites 121, 123, 125</td>
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<td>Main Hall</td>
<td>N/A</td>
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<tr>
<td>2</td>
<td>M-6</td>
<td>Brown Hall</td>
<td>82</td>
<td>92</td>
<td>North Wing</td>
<td>DF</td>
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<td>4</td>
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<td>Brown Hall Annex</td>
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<tr>
<td>3</td>
<td>K-9</td>
<td>Campbell Hall</td>
<td>202</td>
<td>102</td>
<td>S.W. Corner</td>
<td>DF</td>
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<td>Canfield Hall</td>
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<td>Main Lobby</td>
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<td>4</td>
<td>J-6</td>
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<td>In McCracken Power Plant &amp; Main Hall</td>
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<td>233T</td>
<td>133T</td>
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<td>DF</td>
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<td>4</td>
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<td>5</td>
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<td>SEE Residential Facilities (Access thru Morrill Tower)</td>
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<td>4</td>
<td>J-9</td>
<td>Cunz Hall of Languages</td>
<td>223T</td>
<td>221T</td>
<td>Central Lobby</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M-6</td>
<td>Denney Hall</td>
<td>223, 321</td>
<td>233, 333</td>
<td>E. Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>M-7</td>
<td>Derby Hall</td>
<td>159T, 226T</td>
<td>133T, 230T</td>
<td>W. Entrance</td>
<td>DF</td>
</tr>
<tr>
<td>3</td>
<td>H-14</td>
<td>Dodd Hall</td>
<td>1181T</td>
<td>1175T</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>L-2</td>
<td>Drackett Tower</td>
<td>SEE Residential Facilities</td>
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<td>5</td>
<td>E-8</td>
<td>Drake Union</td>
<td>1026T, 1084T, 1024T, 1082T</td>
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<td>N. Hall</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>K-5</td>
<td>Dreese Laboratory (Electronics Laboratory)</td>
<td>136T</td>
<td>142T</td>
<td>W. Hall</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>L-6</td>
<td>Dulles Hall</td>
<td>103V</td>
<td>105V</td>
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<td>DF</td>
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<tr>
<td>1</td>
<td>P-12</td>
<td>53 W. Eleventh</td>
<td>106</td>
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*aElevator is not modified  
bBuilding accessible ground floor only  
cElevator has manual door  
dModification scheduled for completion by Winter Quarter, 1984"
<table>
<thead>
<tr>
<th>Map #</th>
<th>Coordinates</th>
<th>Building Name</th>
<th>Restrooms</th>
<th>Elevator</th>
<th>Drinking Fountain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M-12</td>
<td>Eleventh Avenue Parking Ramp</td>
<td>101T</td>
<td>N. Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>N-5</td>
<td>Evans Laboratory</td>
<td>22</td>
<td>Main Hall</td>
<td>DF</td>
</tr>
<tr>
<td>1</td>
<td>M-9</td>
<td>Faculty Club</td>
<td>119</td>
<td>Main Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>C-16</td>
<td>Foundry Glass Building</td>
<td>4T</td>
<td>None (one level)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>G-3</td>
<td>French Field House</td>
<td>10T</td>
<td>None (one level)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>B-8</td>
<td>Goss Laboratory</td>
<td>208, 320</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>3</td>
<td>K-13</td>
<td>Graves Hall</td>
<td>1073T</td>
<td>Main Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>O-8</td>
<td>Hagerty Hall</td>
<td>155, 255</td>
<td>Main Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>O-2</td>
<td>Halloran House</td>
<td>SEE Residential Facilities</td>
<td>East End</td>
<td>DF</td>
</tr>
<tr>
<td>3</td>
<td>L-12</td>
<td>Hamilton Hall</td>
<td>102</td>
<td>S. End</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>M-4</td>
<td>Haskett Hall</td>
<td>218T, 318T</td>
<td>Main Hall</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>N-4</td>
<td>Haverfield House</td>
<td>Suite 8</td>
<td>E. End</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>N-7</td>
<td>Hayes Hall</td>
<td>11T, 201T</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>3</td>
<td>J-12</td>
<td>Health Sciences Library</td>
<td>271T</td>
<td>Main Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>K-4</td>
<td>Hitchcock Hall</td>
<td>None Modified</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>N-6</td>
<td>Hopkins Hall</td>
<td>165, 365T</td>
<td>N.E. End</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>N-3</td>
<td>Houck House</td>
<td>SEE Residential Facilities</td>
<td>West End</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>A-6</td>
<td>Howlett Greenhouses</td>
<td>G109T</td>
<td>Main Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>A-5</td>
<td>Howlett Hall</td>
<td>71T</td>
<td>Main Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>N-6</td>
<td>Hughes Hall</td>
<td>4T, 203</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>H-3</td>
<td>Ice Rink</td>
<td>None Modified</td>
<td>None</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>K-7</td>
<td>Independence Hall</td>
<td>100V</td>
<td>None (one level)</td>
<td></td>
</tr>
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<td>4</td>
<td>J-4</td>
<td>Ives Hall</td>
<td>None Modified</td>
<td>None</td>
<td>DF</td>
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<tr>
<td>2</td>
<td>M-4</td>
<td>Johnston Laboratory</td>
<td>206, 306</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>M-3</td>
<td>Jones Graduate Tower</td>
<td>70T</td>
<td>Main Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>L-6</td>
<td>Journalism Building</td>
<td>103T</td>
<td>N.E. Corner</td>
<td>DF</td>
</tr>
<tr>
<td>6</td>
<td>E-17</td>
<td>1900 Kenny Road</td>
<td>1090T</td>
<td>E. Hall</td>
<td>DF</td>
</tr>
<tr>
<td>6</td>
<td>E-16</td>
<td>1960 Kenny Road</td>
<td>119T</td>
<td>Main Lobby</td>
<td>DF</td>
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<tr>
<td>6</td>
<td>D-16</td>
<td>1991 Kenny Road</td>
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<td>DF</td>
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<tr>
<td>2</td>
<td>M-4</td>
<td>Koffolt Laboratories (Chem. Engineering)</td>
<td>104/128,426</td>
<td>W. Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>J-8</td>
<td>Larkins Hall (Physical Education)</td>
<td>103T, 113T</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>1</td>
<td>P-11</td>
<td>Law Building</td>
<td>101T, 166T</td>
<td>215T</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>K-9</td>
<td>Lazenby Hall</td>
<td>6, 130</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>5</td>
<td>F-9</td>
<td>Lincoln Tower</td>
<td>15, 111</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>5</td>
<td>F-9</td>
<td>Lincoln House</td>
<td>201T</td>
<td>Central Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>N-6</td>
<td>Lord Hall</td>
<td>60-130, 5T</td>
<td>E. Side</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>N-4</td>
<td>MacQuigg Laboratory</td>
<td>147, 347, 547</td>
<td>S.W. End</td>
<td>DF</td>
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<tr>
<td>1</td>
<td>L-11</td>
<td>Mack Hall</td>
<td>SEE Residential Facilities</td>
<td>Access thru Canfield Hall</td>
<td>N/A</td>
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<td>4</td>
<td>L-8</td>
<td>Main Library</td>
<td>109T, 206</td>
<td>Main Lobby</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>J-6</td>
<td>Maintenance Building</td>
<td>113T, 230</td>
<td>Main Lobby</td>
<td>DF</td>
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<tr>
<td>4</td>
<td>L-6</td>
<td>Mathematics Building</td>
<td>2T</td>
<td>E. Side</td>
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</table>

*a Elevator is not modified
*b Building accessible ground floor only
*c Elevator has manual door
*d Modification scheduled for completion by Winter Quarter, 1981
<table>
<thead>
<tr>
<th>Map #</th>
<th>Coordinates</th>
<th>Building Name</th>
<th>Restrooms</th>
<th>Women</th>
<th>Elevator</th>
<th>Drinking Fountain</th>
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<tbody>
<tr>
<td>3</td>
<td>G-13</td>
<td>McCampbell Hall</td>
<td>127</td>
<td>131</td>
<td>N &amp; S Lobbies&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>K-6</td>
<td>McCracken Power Plant</td>
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<td>N-5</td>
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<td>109, 222</td>
<td>102, 204</td>
<td>W. Hall</td>
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<td>H-12</td>
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<td>N143T</td>
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<td>G-12</td>
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<td>Medicine Administration Ctr., College of Mendenhall Laboratory</td>
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<td>S.W. Corner</td>
<td>N.E. Hall&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>Mershon Auditorium&lt;sup&gt;b&lt;/sup&gt;</td>
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<td>Morrill Tower</td>
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<td>164 W. Nineteenth</td>
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<td>G-6</td>
<td>Ohio Stadium</td>
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<td>S.W. Corridor&lt;sup&gt;d&lt;/sup&gt;</td>
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<td>Parks Hall (Pharmacy Building)</td>
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<td>Postle Hall (Dentistry Building)</td>
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<td>C-12</td>
<td>Pressey Hall (West Campus Library)</td>
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<td>J-5</td>
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</table>

<sup>a</sup>Elevator is not modified

<sup>b</sup>Building accessible ground floor only

<sup>c</sup>Elevator has manual door

<sup>d</sup>Modification scheduled for completion by Winter Quarter, 1981
<table>
<thead>
<tr>
<th>Map #</th>
<th>Coordinates</th>
<th>Building Name</th>
<th>Restrooms Men</th>
<th>Women</th>
<th>Elevator</th>
<th>Drinking Fountain</th>
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<td>Royer Student Activities Center</td>
<td>5-1C</td>
<td>5-1B</td>
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<td>6</td>
<td>C-13</td>
<td>Scott Hall</td>
<td>165T</td>
<td>105T</td>
<td>S.E. Corner&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>H-3</td>
<td>St. John Arena</td>
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<td>Stadium Scholarship Dormitory</td>
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<td>Main Hall&lt;sup&gt;a&lt;/sup&gt; &amp; A &amp; M Wing&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>146, 509T, 513T</td>
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<td>H-11</td>
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<td>1405T, 2504T</td>
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<td>Wiseman Hall</td>
<td>1713T, 217T</td>
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<td>N.E. Corner&lt;sup&gt;a&lt;/sup&gt;</td>
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<sup>a</sup>Elevator is not modified

<sup>b</sup>Building accessible ground floor only

<sup>c</sup>Elevator has manual door

<sup>d</sup>Modification scheduled for completion by Winter Quarter 1981
## Facilities Not Shown on Map

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Restrooms Men</th>
<th>Restrooms Women</th>
<th>Elevator</th>
<th>Drinking Fountain</th>
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<td>134T</td>
<td>130T</td>
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<td>Main Lobby&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>Food Facility</td>
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<td>Lane Manor</td>
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<td>Laundry</td>
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</table>

### Residential Facilities

OSU maintains a variety of living and dining accommodations in several sectors of the campus. In order to provide a reasonable choice for the physically impaired among the facilities available, it is the policy of the University in its effort to provide accessibility to avoid centralization of all modified living units in any one sector but, rather, to provide modified accommodations in several structures among the dispersed residential areas. To simplify use of this Guide, the following is a current list of residential facilities on campus which have a limited number of rooms specifically modified for physically impaired individuals.

Other campus residential facilities may be "accessible" but do not have adapted or modified facilities. For further information, please refer to specific listings in the BUILDING INDEX.

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Residential Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackburn House</td>
<td>North Campus</td>
</tr>
<tr>
<td>Bradley Hall</td>
<td>South Campus</td>
</tr>
<tr>
<td>604 Cuyahoga Court</td>
<td>Married Student Housing (Buckeye Village)</td>
</tr>
<tr>
<td>Haverfield House</td>
<td>North Campus</td>
</tr>
<tr>
<td>Jones Graduate Tower</td>
<td>North Campus</td>
</tr>
<tr>
<td>525 Mahoning Court</td>
<td>Married Student Housing (Buckeye Village)</td>
</tr>
<tr>
<td>534 Montgomery Court</td>
<td>Married Student Housing (Buckeye Village)</td>
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<tr>
<td>Morrison Tower</td>
<td>South Campus</td>
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<tr>
<td>North Commons</td>
<td>North Campus</td>
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<tr>
<td>Patterson Hall</td>
<td>South Campus</td>
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<tr>
<td>Raney Commons</td>
<td>North Campus</td>
</tr>
<tr>
<td>Royer Student Activities Center</td>
<td>South Campus</td>
</tr>
<tr>
<td>Siebert Hall</td>
<td>North Campus</td>
</tr>
<tr>
<td>645 Trumbull Court</td>
<td>Married Student Housing</td>
</tr>
<tr>
<td>Women's Dining Hall</td>
<td>South Campus</td>
</tr>
</tbody>
</table>

<sup>a</sup>Elevator is not modified
<sup>b</sup>Building accessible ground floor only
<sup>c</sup>Elevator has manual door
<sup>d</sup>Modification scheduled for completion by Winter Quarter, 1981
ACCESS AND FACILITIES FOR THE HANDICAPPED

The Ohio State University

LEGEND

○ Curb Ramp or No Grade Change
◆ Building Access
P Handicapped Parking
O Office for the Physically Impaired
C Counseling and Consultation Services
Rec Programs Offered For Physically Impaired

Three recreational alternatives are being offered to physically impaired faculty, staff and students this fall.

"Partners in Play," as well as swimming and conditioning programs, encourage more handicapped persons to join in activities offered by the Department of University Recreation and Intramurals, according to Mary Daniels, assistant director.

Through Partners in Play, the recreation department will help handicapped persons locate others who share the same recreational interests, Daniels said. Both persons will be able to use the department's facilities, even if the partner is not a member of the university.

"We want to establish a network of people who would enjoy spending their leisure time together," she said. For instance, a sighted person could be paired with a visually impaired person for tandem bicycle riding. Or, someone with limited mobility may want to enlist the aid of a friend in the conditioning room, she said.

The swimming and conditioning programs will focus on knowledge of equipment and access to the activities.

"Recreation workers will be given special training in assisting the handicapped in the use of equipment," Daniels said.

In addition to these programs, the recreation department has made some other changes to make the use of Larkins Hall easier for those with physical impairments.

Benches have been removed from certain areas of the locker rooms to make lockers more accessible. And arrangements can be made for free admittance and use of facilities for those accompanying handicapped persons. Special parking spaces have also been designated in the area closest to Larkins Hall.

"I think it's important to stress that persons with physical impairments are always welcome in any program sponsored by the department," Daniels said.

The partners program, swimming and conditioning are a means of reaching out to those who may not have considered using the recreational facilities before.

Last spring, surveys were sent out to about 400 physically impaired faculty, staff and students. "The surveys indicated that the focus for a program for the physically impaired should be on informal recreation," Daniels said.

Of the more than 115 who responded, most said they would be interested in swimming and conditioning programs. Most said they would like assistance in overcoming the physical barriers recreational equipment sometimes created and would feel more comfortable if a worker would be present to explain equipment use.

Recreation and Intramurals has been exploring alternative programs for the handicapped since the facilities at Larkins opened in 1977. Daniels said.

"It's time has come," she said, adding that the support and suggestions from the handicapped persons on campus got the program moving this fall.

For now the goals are to get more people involved and help them feel comfortable with the building and programs.
Student learning to cope after paralyzing accident

By Michael Norman
The Lantern

Bob Lynch spent most of the summer after his graduation from Granville High School in 1979 like most of his classmates — working, getting ready for college, taking it easy and having a good time.

While hiking with friends near Old Man's Cave in Hocking Hills State Park, Lynch decided to try his luck at scaling down the rocky face of a cliff overlooking the park. It was a "spur of the moment" decision that was to leave him a quadraplegic.

Lynch said he doesn't remember much about his attempt, only that somewhere among the rocks he slipped.

By the time he fell to the bottom, he had broke the fourth and fifth cervical vertebra in his neck. He woke up the next morning in a hospital, paralyzed from the neck down.

Today, just a year after his accident, he is a freshman honor student at OSU with hopes of becoming a lawyer.

The transition from a hospital bed to the classroom was interrupted by six months of intensive rehabilitation at Dodd Hall.

Today Lynch lives off campus by himself in an apartment complex designed for and inhabited by quadraplegics. Each morning, an attendant wakes him up, dresses him, feeds him breakfast and prepares him for school.

The university's bus for the handicapped pulls up in front of Lynch's apartment and takes him to class where he is on his own.

"I know that I am as independent now as I'll probably ever be," Lynch said. "But you just have to realize that there is no alternative. You can sit around and waste away. You can get mad at the world and withdraw and not do anything. I just never could do that. It seemed stupid to me. You have to keep going," he said.

The barriers he faces each day might seem insurmountable to some people, but Lynch takes them in stride.

When a professor rattles off a lecture in his anthropology class, Lynch falls behind because although he regained limited use of his left arm after the accident, he still can't write fast enough to keep up on his notes. He said students have helped by giving him copies of their notes.

When he enters the elevator in a building, he usually has to wait until somebody else gets on before he can use it because most of the elevators have buttons that are too high for him to reach.

When he has math homework due, he usually has to call a volunteer to help him write it out. The specially designed typewriter he can use doesn't have enough math symbols to finish the work.

But he says he manages, and that his biggest concerns about going to college are no more out of the ordinary than most students experience.

"I thought maybe I would be a little homesick, but I wasn't," he said. "I thought I would spend a lot of time down here just sitting by myself, but it seems like there is always somebody coming by."

"I'm as adjusted to my handicap as I'll ever be," he continued. "I don't know if I'll ever be able to think of a time when I can say I have adjusted completely. You just take it in stride because it's not going to change."

Lynch said it was while he was undergoing treatment in Dodd Hall that he realized he'd have to develop a sense of independence or risk being cooped up all his life.

"They taught us what we could do for ourselves and what other people would have to do for us," he said. "It's the mechanical, everyday things that are hard to get done, but I have no intention of letting anybody do anything for me if I can possibly do them for myself."

It was that attitude that prompted Lynch to go on to college after the accident. "I stayed in the hospital for almost a year with nothing to do except watch television and read," he said. "I couldn't do that for the rest of my life, and if you're going to do any kind of work it's got to be something intellectual, so I had to continue my education."

Lynch said he comes from an "OSU family" with his father and sister as alumni. His brother also attends school here, but Lynch said he didn't decide on OSU until after he had the accident.

"To tell you the truth, I really didn't think I would like it too well," he said. "I had planned on going to a smaller school and had a lot of negative ideas about OSU, but now that I'm here, I kind of like it."

He said he chose OSU because of the facilities it had to handle severely handicapped students.

"They do the best job they can of making it relatively easy for you to get around here," Lynch said.

"Most of the buildings have elevators and ramps and nearly all of the sidewalks have curb cuts for wheelchairs."

Whenever he can, Lynch says he avoids riding the handicap bus and makes his way across campus in his wheelchair.

He said he also likes to visit the High Street bars on occasion with his brother and a few friends, and they sometimes take in a movie before they go.

Most of his time, however, is spent studying and listening to music.

The former football player is nearly a straight 'A' student at OSU. He is also an ardent Buckeye fan.

Right now, like most freshman, he says he's getting acclimated to college. He plans to join a number of social organizations in the near future.

"Whatever motivated me to climb down that cliff, I'll never know," he said. "That's something I've thought about a lot, but you'd drive yourself crazy thinking about that kind of stuff."
Quadraplegic Bob Lynch is helped from the university's bus for the handicapped.
Mom Earns Degree From Wheelchair

By Terry Anderson

Connie Sue Rowlands finished something Friday that she started more than 20 years ago — her college career.

Mrs. Rowlands was a senior nursing student at Ohio State University when she was stricken by polio in 1958. She spent the next year fighting for her life.

"I always said that I would finish what I started," Mrs. Rowlands said. But, it wasn't practical then.

The 44-year-old mother of three was confined to a wheelchair and at that time there were physical and social barriers that stood between her and resuming her education.

Mrs. Rowlands, who lives at 343 Caren Ave. in Worthington never had any doubts that she would someday receive her diploma.

"It never entered my mind that I couldn't do it," she said. "After all, I've always been fighting. I raised three sons from a wheelchair."

In 1977, new laws removed the physical barriers that stood in her way. Her sons grown, she returned to school.

She said that her husband, Jack, a safety engineer for Buckeye Union Insurance, was completely supportive. "My family and my fellow students were tremendous in helping me," she said.

Mrs. Rowlands is proud to point out that besides being the first OSU nursing student to graduate from a wheelchair, she is graduating with high marks. And, she graduated from the same program as all other nursing students. "They didn't change the program for me, at all," she said.

Eventually, she would like to go to work with high-risk children or perhaps in rehabilitation. First, however, she will spend a few months at home with her family.

"If there's one message that my graduation should get across to other handicapped students," she said, "it's that yes, it can be done."
OSU Officials Angered By Federal Charges

1-15-8
By Steve Berry
Of The Register Staff

Ohio State University officials were upset Thursday after the U.S. Department of Labor again charged the university with not complying with federal regulations protecting the rights of handicapped persons, women, minorities and Vietnam veterans.

The university has 30 days to take action toward rectifying the deficiencies or face loss of all future federal contracts, a labor department letter to OSU President Harold L. Enarson said.

Madison H. Scott, OSU vice president for personnel services, said the university’s concern is that they are simply restating earlier charges.

THE LABOR department made identical charges early last year, and the university answered those charges in March, Scott said.

“We’re just simply appalled,” Scott said. “We responded nine months ago. Why are they contacting us now?”

OSU officials, in a written reply to the labor department, called the timing of the charges “dilatory and inappropriate with respect to the nation’s political transition.”

“Is this some kind of shell game they’re playing with us?” Scott said. “The whole thing is clouded by the political transition.”

UNDER LABOR department regulations, Scott said, OSU has 30 days to respond formally to the charges.

Scott said the university will answer the department’s latest complaint, although OSU officials feel they are “baseless and transparently political.”

The university will meet the 30-day response deadline after the president’s staff, deans and other university officials review the labor department letter, received Monday.

Bradley K. Mitchell, a labor department spokesman in Chicago, said the letter to OSU “was merely a request for an informal hearing to discuss what the department feels are deficiencies at the university.”

The labor department claims the university lacks adequate records on the race and sex of persons recruited and considered for hiring.

In addition, the department said the university has failed to give women faculty members “the same salary, rank package, and rate of promotion as it accorded equally or less qualified male faculty members.”

The department also claims OSU has failed to develop and update an affirmative action program for handicapped persons and Viet Nam veterans.

MITCHELL SAID OSU has 30 days to answer the charges or face an administrative court hearing and possible cutoff of all future federal contracts.

“I’d be very surprised to see this go that far, but that’s our ultimate weapon to force compliance,” Mitchell said.

Scott estimated that current federal contracts to OSU are worth between $68 million and $70 million annually.
Federal agency charges discrimination

Labor letter irks OSU officials

By Linda Bien
1/14/81

Ohio State is "very frustrated" by its recurring flap with the U.S. Department of Labor (DOL), a university official says.

William E. Vandament, vice president for finance and planning, Thursday called DOL's Jan. 6 letter to OSU regarding personnel practices "a deja vu phenomenon." The federal department claims Ohio State is still violating employment guidelines with respect to Vietnam veterans, handicapped people and women. The university responded to the same charges in March 1980.

DOL first began investigating OSU in 1979 after receiving complaints from the Capital Chapter of the National Federation of the Blind of Ohio.

The DOL letter, which was received by OSU President Harold L. Enarson Monday, said OSU is still not complying with sections of the Rehabilitation Act of 1973.

One section concerns the consideration of Vietnam veterans for employment. Another requires all employers holding more than $2,500 in annual federal contracts to either hire the handicapped or lose their federal contracts.

Vandament estimated OSU will receive between $65 and $70 million in federal funds this year.

The DOL letter also stated OSU has been "deficient" and has discriminated against female faculty. The letter said OSU has failed to offer female faculty members the same salary, rank package and promotion as it offers equally or less qualified male faculty members.

DOL also gave Ohio State 30 days to "show cause" why these violations have not been resolved.

Brad Mitchell, a Labor Department representative in Chicago, said the DOL letter was simply a request for OSU and DOL officials to sit down and discuss OSU's "deficiencies."

Mitchell said the possibility of Ohio State losing federal funds was "quite a step quite a ways down the road," and added he did not think the case would go that far.

Madison Scott, vice president for personnel services, said he was quite surprised by the DOL letter and thought the case had been resolved.

Scott said these latest charges by DOL were the same issues OSU had responded to in March 1980.

He said there had been no contact between OSU and DOL officials regarding the case for the last nine months.

He also questioned the timing of DOL's letter and asked why it would come just eight days before there will be a new secretary of labor.

William J. Napier, assistant to Enarson, said OSU will be responding in writing to DOL in Chicago, but he would not comment on what that response would be.
Program aids handicapped

By Marcy Waxman
1-28-9

In order to fulfill requirements for a teaching degree, an OSU education student taught a deaf girl during the half days she worked at Whetstone High School.

The girl had an interpreter in class with her, explained Jane Fruth, a senior from Attica. "She had trouble; she couldn't watch her interpreter and take notes at the same time. So she had another student take notes for her."

This is an example of mainstreaming.

Mainstreaming takes place when a handicapped student is placed in a "normal" school, or less restricted environment. The handicapped child may be placed in a regular classroom setting as a full-time student with "normal" children, or put into a regular classroom for part of the day, spending the remaining school hours in a research room to receive direct instruction on basic skills. The child is placed in a classroom with others who are handicapped, but in the same building with non-handicapped students.

This type of placement allows the handicapped child to have contact with children who have no disabilities — the purpose of mainstreaming.

Ruth Lane, a senior from Columbus, worked with junior high school students in a handicap simulation program autumn quarter. "The students would select a handicap, such as being blind, deaf, or lacking the use of a limb," Lane explained. "The students went for an entire day with the handicap. They were given no special privileges, just treated as a regular student."

Lane said the next day the students discussed problems and came up with solutions as to how they would change buildings to facilitate mainstreamed children.

"The program made the children more aware of what it is like to have a handicap," Lane said. "At first they joked, but then began to see how it would feel."

The students came up with some ideas on how they would help mainstreamed children. Lane suggested that for one period a day or a few times a week, they would work with the handicapped children.

"The handicapped children would then teach them to read braille, to read lips. They would both help each other," she said.

At some time during primary or secondary education, children may require some type of special assistance, or mainstreaming. This assistance may be used in cases ranging from a divorce in the family to a child who has become a paraplegic due to an accident.

In the Columbus Public School System, 80 percent of children in kindergarten through grade 12 receive some type of special assistance during their school years, said Patricia A. Looney, assistant professor in the College of Education.

The special assistance deals with students who have problems such as hearing loss, are accident victims, or have suffered an emotional crisis in their family.

Looney explained that in the 1979-80 school year, 11 percent of the children attending Columbus public schools were handicapped. All of these 6,944 students received some type of special programing, Looney said.
Door openers to aid handicapped

By Sharon Rubrecht

Automatic door openers will be installed sometime this month in buildings on the OSU campus to aid those confined to wheelchairs, according to Jean D. Hansford, campus planner.

The door openers will be installed on a trial basis in 10 frequently used buildings. The 10 buildings are: the Baker Systems Engineering Building, the Administration Building, the main library, Derby Hall, Denney Hall, Lincoln Tower, Stillman Hall, Campbell Hall, Hagerty Hall and Page Hall, said Richard D. Roberts, superintendent of construction and renovation.

Several different types of door openers will be tested in these buildings for durability and reliability, said Hansford. At the end of a nine-month trial period, the most preferred opener will be selected for use throughout the campus.

The automatic openers will be installed in most campus facilities over the next several years, Roberts said. The cost of the project is estimated at $3,500 per unit, he said.

The automatic doors will be conveniently located for those who are confined to wheelchairs, Hansford said. The system will be easy to use no matter what disability a person may have, he added.

The system will allow plenty of time for passage through the doorway. The doors will automatically re-open if there are any problems, Hansford said.

Research for the doors began about one-and-one-half years ago to determine which products would best suit the campus area, Roberts said. The tests over the next several months will be the deciding factor in which system to use.

The installation of the automatic doors is not required by law, but they will be an aid to those confined to wheelchairs.

Future plans include installation of the system at OSU branch campuses, Roberts said.
DOL alleges lack of affirmative action

By Linda Bien

With the addition of access ramps to many campus buildings and such services as the Veterans’ Center, it would appear that the handicapped and Vietnam-era veterans have been well-accommodated at OSU. Some, however, disagree.

Despite these physical improvements, many OSU employees and the U.S. Department of Labor (DOL) have alleged OSU is not doing all it can to aid the employment of the handicapped and Vietnam-era veterans.

The employment situation for the handicapped is “dismal at best,” said one handicapped employee, who asked not to be identified. This employee said many others share this opinion, but are afraid to “make waves” because they fear losing their jobs.

The handicapped, in particular, find jobs very hard to come by, said another handicapped employee, who also did not wish to be identified. The handicapped usually work at public institutions like OSU, because private businesses will not hire them, the employee said.

The Rehabilitation Act of 1973 requires federal contractors, or those receiving federal funds, to not discriminate against the handicapped or Vietnam-era veterans.

DOL, however, alleged in February 1980, April 1980 and again in January that OSU is violating Sections 402 and 503 of that act and discriminating against female faculty. OSU and DOL are discussing these issues.

Section 402 requires government contractors receiving more than $10,000 annually in federal contracts not to discriminate against Vietnam veterans, or those who served at least 181 consecutive days in the armed forces between August 5, 1994 and May 6, 1975.

Section 503 requires government contractors receiving more than $2,500 annually in federal contracts not to discriminate against the handicapped. Violations of these sections can result in the loss of federal contracts, OSU will receive approximately $65 million to $75 million in federal contracts this year.

OSU does have some handicapped and Vietnam-era veteran employees, said Terry C. Corkerton, director of staff development and Section 503/402 coordinator. An exact figure, however, was not available because calculating that number requires a lengthy computer analysis, Corkerton explained.

Among DOL’s allegations is OSU’s failure to develop and maintain an affirmative action program for the handicapped and Vietnam-era veterans. One handicapped employee termed the OSU affirmative action program as “non-existent.”

OSU, however, has stated it has integrated affirmative action programs for the handicapped and Vietnam-era veterans into its overall affirmative action program. Sue T. Kindred, director of the OSU affirmative action office, said affirmative action extends into every OSU department.

When any employee has a job-related problem, a complaint can be filed with the Affirmative Action Office, Kindred said. Most complaints result from lack of communication and are resolved at the informal level, she said. If that is not satisfactory, however, a formal complaint can be filed, she added.

In addition, OSU offers workshops designed to help teach job skills to handicapped employees from OSU and Columbus area, Corkerton said.

OSU also lists its job openings, as required by law, with the Bureau of Vocational Rehabilitation, a Bureau of Employment Services for the Visually Impaired, and the Bureau of Employment Services, he said.

Another of DOL’s allegations is that OSU’s employment applications do not meet federal standards. The application includes an invitation to identify veteran or handicapped status. DOL alleges there are no assurances that the information will remain confidential or that the applicant will not be subject to adverse treatment. It also does not state the purpose of the questions, DOL alleges.

Included in the OSU employment application, however, is an affirmative action insert which states the information being requested is necessary so OSU can “comply with federal and state laws, regulations and guidelines.”

The insert reads, “Please note that provision of this information is strictly voluntary and, if provided, will be handled confidentially. Failure to provide the information will not subject you to any adverse treatment.”

On the back of the insert, however, it states the information will remain confidential and not be forwarded to the employing department unless the applicant is handicapped.

But Corkerton said that statement is nearly verbatim from Section 503 of the Rehabilitation Act of 1973. The information is handled confidentially, he said, and is only released to a supervisor if the applicant is being considered for a job — so that the proper accommodations can be made.

Many handicapped employees also have complained about another insert to the employment application, Addendum C, which is given to those applying for classified civil service positions.

The employees allege Addendum C is discriminatory because it is not voluntary and asks questions about injuries and illnesses in a “negative tone.”

But Corkerton said Addendum C is currently being revised and will no longer ask that question. He did not know, however, when the new form will begin to be used.

He also disputed another of DOL’s allegations that OSU has not established a schedule to determine the physical requirements of a job.

OSU revises job requirements every time there is a job opening, he said. Last year there were 5,500 job openings.

In addition to the job requirement revision, a handicapped person can receive any accommodations needed to perform a job, Corkerton said. Such accommodations usually are handled when an employee begins to work at OSU, he added.
Special class helps disabled

By Michael Garner

Carolyn Miller was born with dislocated hips and knees that bent backwards. Her bulbous joints and the large scars that stripe her leg testify to the 14 years of operations she has endured.

The sophomore nursing major from Fairmont, W. Va., moves with an awkward shifting of weight from one bent, gnarled leg to the other.

However, Miller is improving her walking by participating in the special conditioning class offered in the Adapted Physical Education Program.

The program is for handicapped students who are interested in participating in various sports and activities without aggravating their condition, according to Walter Ersing, the program's supervisor.

The conditioning class helps handicapped students deal with their disabilities both physically and psychologically, Ersing said.

"The course has improved my walking," Miller said. "It has strengthened and improved the flexibility in my legs."

Limited flexibility in her right knee caused her to swing it to the side as she walked. After working in the class she moves with a straighter, more forward motion.

The class involves various flexing and weight-lifting exercises designed for each student's specific needs.

The students work at their own pace and keep records of their progress.

Patrick O'Shannon, a 50-year-old graduate student in physical education, lost his left leg in 1978 when the bone became infected after a motorcycle accident.

"A year ago, I couldn't lay flat on my back and roll over," he said. "I had no flexibility in my shoulders and couldn't make a circular motion with my arms. And I also couldn't do a sit up."

Not only can O'Shannon now perform all of these tasks, but he lost 19 pounds and can more easily maneuver in his wheelchair.

"This is one of the greatest classes on campus," stated O'Shannon.

The class is not for the permanently impaired only. Many temporarily handicapped students sign up for the course.
Handicapped employee pursues discrimination suit

By Teresa Frisbee

Patricia A. Greene's recent filing of a complaint of retaliation against OSU follows a nearly 16-month stalemate since her initial charge of university discrimination.

Greene, a handicapped university employee, filed a complaint against OSU with the U.S. Department of Labor (DOL) in December 1979. She charged the university with discrimination against her on the basis of her handicap.

By filing a retaliation complaint, Greene is charging OSU officials with deliberately being uncooperative and treating her unfairly over the past year because of her discrimination charge.

Ohio State officials, however, say they are doing their best to comply with federal guidelines and Greene's requests.

When the matter is settled, Greene hopes she will have found a suitable OSU job, but also that handicapped people will find better opportunities at Ohio State.

In the past year and a half, Greene has been moved from a clerical job she held for three years, into a typing position unsuitable for her disability. She now is being kept on extended leave without pay while a new position is agreed upon.

Because of several complaints, DOL investigated OSU. In February 1980, DOL charged the university with violating an agreement with the federal government. Since the university accepts more than $50,000 per year in federal monies, it must have non-discriminatory practices for hiring the handicapped, women and Vietnam veterans.

In this specific case, DOL charged OSU with forcing Greene to take an unsuitable position, failure to accommodate her physical and mental limitations and failure to continue trying to place Greene in a better position after giving her the inadequate job.

Greene has had an unusual joint disease since birth limiting her ability to do manual labor such as typing or key-punching for extensive periods of time.

Both DOL and Greene claim she suffered emotional stress beyond her mental limitations when she was given a job in University Hospitals operating room. She had requested not to be placed there because of extensive surgery due to her disability.

Greene says she is demanding a suitable job and back pay for the lost time since she has been on leave. She also wants payment for bank and private loans she has taken out to support herself during the extended leave.

If the case cannot be solved out of court, a hearing will be requested. A judge from DOL will hear the case and determine the penalties.

The worst penalty against OSU would be discontinuing all federal monies to the university, one DOL official explained.

OSU officials say they only can offer positions that are available at the time of the search and Greene must be reasonable.

"It's a problem trying to mesh Pat's (Greene's) notions with what the university community is able to accommodate," said Madison Scott, vice president for personnel services.

A personnel officer cannot walk into a university department and demand a job for someone, Scott said.

Both parties have been trying to settle the case out of court since early last year. Greene filed the suit when she was transferred from a clerical position with Center for Human Resources Research to an operating room typing job in University Hospitals.

A graduate student in English literature, Greene kept the typing job for a probationary period, then was told she would be removed from the position. Her employer refused to explain whether she would be transferred or fired, Greene said.

She requested a six-week leave of absence without pay. Greene said she had hoped the leave would give OSU officials time to decide what to do and also give herself relief from the typing position.

Because of the ensuing disagreements between OSU, DOL and herself, Greene is still on leave without pay 13 months later.

Under federal stipulations, OSU is committed to make accommodations to the physical and mental limitations of an employee unless such a move causes too many problems for the university, for example, nothing that would interfere with the operation of a hospital office is required.

Ohio State is required to review its records to see if qualified handicapped employees could possibly be promoted or transferred to other jobs more suitable to their needs. OSU also must determine whether handicap employees' skills are being fully utilized.

Although DOL's investigation discovered other jobs at the same level were available when the one was offered to Greene, she said Ohio State officials told her the position was the only position available to her at the time.

In October 1980, Scott wrote Greene saying an effort would be made to help her get interviews.

Greene says she has applied for several jobs since October including one as counselor for the physically impaired. Although she apparently met the qualifications for most of the positions, Greene said she rarely was interviewed.

Sue Kindred, director of OSU's Affirmative Action program to help the handicapped, women and Vietnam veterans, refused to comment on the case.
Handicapped to get special phone rates

By United Press International

Ohio Bell Telephone Co. says it will provide discounts on long-distance calls within the state for customers with speech and hearing impairments who must use special telephone equipment.

Tom Lindeman, public relations manager for Ohio Bell in Columbus, said the company had been studying the situation for some time.

"The difference in communications speed between the spoken word and teletypewriter or similar manual equipment results in higher long-distance charges for customers whose speech or hearing impairment requires they use such equipment to communicate over the long-distance network," Lindeman said.

"While we feel that handicapped individuals should be treated as non-handicapped people we realize special accommodations are sometimes necessary in order to equalize their ability to participate in the total society," Lindeman said.

With the discounts, users of the special equipment will pay evening rates of 35 percent on all long-distance calls placed within the state on weekdays.

Guide dogs help handicapped

By Susan Haldeman

Determined to be independent, Sandy Maze, a victim of Muscular Dystrophy, has been able to live alone, work part time and attend school full time with the help of a dog, Stormy.

Three years ago Maze, a junior from Columbus, had an idea to train dogs to help other handicapped people the same way they help blind people. The idea, which was inspired by a television show about pilot dogs for the blind, is now a non-profit organization working to train dogs for the handicapped.

The organization is led by Maze, her mother, Marvel and Stormy's trainer Scott Mueller. Maze and her dog will be at Dodd Hall at 4 p.m. today to demonstrate how Stormy aids the student in her daily tasks.

Maze became ill four years ago when she was 24. She explained, "I had always been active, strong, independent and on the go but I quit going places alone, quit going anywhere there were stairs. Depressed, but determined to fight, I thought 'if I have to depend on something for strength, I'll be damned if it will be another person.'"

"After trying numerous trainers, I found Scott Mueller. Scott sent inquiries all over the country seeking the right dog for me. He finally chose two and had them flown into Columbus. I had to choose between the two and I selected Stormy.

Mueller, a professional obedience trainer, said he remembers thinking back in 1977 when the Mazes approached him, how difficult it would be. He said at the time he was not really geared to do that sort of thing, but decided to give it his best shot because the idea had good possibilities. "Funny," he noted, "it isn't as difficult as we first thought. We had never heard of these things before. Sure, you want to quit sometimes. It took two and a half to three years to train Stormy, but I'm convinced it could be done in three and a half months now."

Mueller explained it's like building. "Somebody gives you a pile of lumber and asks you to build a house. At first there's a mass confusion, until you've worked out all the bugs. Now we've got the plans and I know we could train a dozen dogs right now."

Mueller, Maze and her mother are so convinced the idea will work they have started a non-profit organization to provide trained support dogs to the physically handicapped.

They are seeking funds from local agencies and hope to receive funding before the end of the year. They estimate that total cost to train one dog is $3,000.

At a recent demonstration they gave in Columbus, Mueller met a mother and her handicapped son who had been trying to train a dog of their own to help the little boy. Mueller agreed to help and said he thinks that dog will work for the boy the same way that Stormy has helped Maze.

Dick Maxwell, of the OSU Office of the Physically Impaired has arranged a demonstration of how trained dogs can help the handicapped at 4 p.m. today in Dodd Hall.

Maxwell said he is pleased with the help he has seen Stormy give Sandy and arranged the demonstration so others could see too. Although Maxwell said dogs would not be possible for all handicapped persons, such as those permanently confined to wheelchairs or those severely mentally handicapped, the dogs could help the elderly, persons in certain stages of Multiple Sclerosis and persons like Maze who suffer from Muscular Dystrophy.
Wider wheelchair ramp unlikely

By Douglas R. Alter

Lack of funding has prevented the university from building a more accessible wheelchair ramp for the handicapped at the north entrance to Larkins Hall, according to Jean Hansford, campus planner. Hansford said the wheelchair ramp located at the north entrance to Larkins is too narrow and poorly constructed. Although Hansford believes the ramp should be replaced, university budget cuts probably will continue to make it improbable.

General Handicapped Access Rules which were enacted in 1977 under Section 504 of the Federal Rehabilitation Act state that every building on a federally funded college must have at least one principal entrance accessible to the handicapped.

Hansford said the design for the Larkins ramp was done before the regulations came out, but the building is still in accordance with federal regulations because the south side entrance is accessible to the handicapped.

"The university has been audited several times during the last year and all the buildings on campus have been found to be in compliance with federal regulations," Hansford said.

Federal regulations also state the slope of ramps can only go up one inch for every foot and he said all buildings with ramps meet those requirements.

Hansford believes the main problems with the Larkins ramp are that it is too long and the turns are too tight.

Mark Stange, a freshman from Cincinnati, who is confined to a wheelchair said he does not like the Larkins ramp. Stange said visibility is bad when using the ramp and the turns on the ramp are too tight.

Stange said if a person in a wheelchair is coming down the ramp he can not see if a person in another wheelchair is coming up the ramp thus forcing one of the persons to back up.
University receives award for handicapped efforts

"ON CAMPUS" 11-12-81

The Handicapped Employability Awareness Council last month presented awards to Ohio State and to two other Columbus employers for outstanding achievement in service to the handicapped.

The council, in presenting the award to representatives of the University’s Office of Personnel Services, cited Ohio State’s commitment to “take outreach and recruitment one step further, into training and employment.”

The council described the University’s responsiveness to the training and employment needs of special populations as being especially noteworthy.

Columbus Mayor Tom Moody, in presenting the award on behalf of the council, applauded the University for its longstanding, continuing commitment to the handicapped, both as an employer and as an educational institution.

Terry Corkerton, Ohio State’s coordinator of employment and employment-related services for the handicapped, said the award recognizes the University’s training program begun in 1979 which is designed to provide the disabled with the training and work experience necessary to acquire office-type jobs, primarily clerical.

"Further, we attempt to place the persons who successfully complete the program into the regular employment mainstream of the University," Corkerton said.

Nearly 50 disabled persons have been trained through the program, he added, and 33 of them have found permanent employment, many of them at Ohio State.

The training program is operated in cooperation with the Ohio Bureau of Vocational Rehabilitation and the Trades and Industries Center of Columbus City Schools.

The Handicapped Employability Awareness Council is a community organization whose primary objective is to improve employment of the disabled.

COLUMBUS MAYOR TOM MOODY (center) presents an award for outstanding achievement from the Handicapped Employability Awareness Council to two representatives from Ohio State, William Schwartz (right), coordinator of the special projects for handicapped employment between 1979 and 1981, and Terry Corkerton, coordinator of employment and employment-related services for the handicapped.
Office helps disabled in job hunt

By Carl Gyarmaty
Lantern staff writer 1-15-82

While braille signs and wheelchair ramps are conspicuous signs of Ohio State's disability services, one campus office deals with some less visible concerns of the handicapped.

The Office of Personnel Services assists handicapped people primarily in the area of employment, said Terry Corkerton, the office's director of staff.

Services include recruitment, training, employment, and job accommodations for the disabled as well as workshops and seminars for those who deal with handicapped people, Corkerton said.

Whenever there is a campus job vacancy for a handicapped person, the Office of Personnel Services sends application forms to the Bureau of Vocational Rehabilitation and the Bureau of Services for the Visually Impaired, Corkerton said.

The office also helps employers set up interviews with disabled persons who may need special job accommodations.

Job accommodations involve minor changes in the way a job is done so that a disabled person can fulfill the responsibilities, Corkerton said. For example, an employer can convey messages to a blind secretary by a Dictaphone rather than in writing, he said.

Another service of the personnel office is counseling employers or disabled workers when problems arise.

"We're not only dealing with getting people employed," Corkerton said. "We want to be equally responsive once they are employed to any question, problem or situation in which we can be of assistance."

Workshops and seminars are held to help employers feel comfortable dealing with handicapped people.

Although OSU and its handicapped employment programs have been the subjects of discrimination suits and investigations by organizations like the Department of Labor, one program has been given an award the past two years by a community group.

The Handicapped Employability Council presented certificates of award to OSU for a program that specializes in providing training and work experience in clerical jobs for the disabled.
Improvements make all classes accessible to OSU handicapped

By Mark Warth 4-5-82

Lantern staff writer

When Campus Staff Planner Jean Hansford came to Ohio State in 1970, handicapped students had trouble getting in and out of every building on campus.

Today, every class has at least one section that is accessible to these students.

Hansford, campus planner for all OSU campuses, is responsible for physical planning and took a special interest in handicapped students after being informed of the difficulty a student had getting into the main library.

Buildings that every student would likely have to use had to be modified so handicapped students would not have difficulty entering or leaving, Hansford said.

"In 1970, handicapped students needed someone to open doors for them, to help them find rooms and even to carry them up steps to get to class," he said.

Hansford and his staff, along with the Office of Disability Services, started planning ways to improve building accessibility in 1970. By 1972, they had a list of 50 buildings on which to start.

Buildings such as the Ohio Union, the main library, the Administration Building and other buildings that everyone had to use received top priority.

Buildings where basic educational requirements classes were held received second priority because every student would eventually have a class there.

Third priority was given to those buildings where handicapped people worked.

In 1972, Hansford started contacting federal agencies to try to get funds to start these projects.

With federal and state funds and private donations, OSU installed elevators, wheelchair ramps, curb ramps on the streets, restrooms for the handicapped, automatic doors in 10 buildings and a library for the blind.

Hansford estimated that these projects cost around $5 million, but he received only $2 million from government funds and private donations.

The rest of the money was included in the plans of new buildings or came from other sources.

Hansford said planners should understand the needs of the handicapped.

"Once I became aware of the problem, I became an advocate for the change," he said.

The goal is equal access to every building for every student because there is no way to determine how many handicapped students there are on campus, Hansford said.

Hansford believes OSU is now the most accessible campus in the United States.

Every future building on campus will be accessible to handicapped students, he said.
OSU sued for $50,000

By John J. Joyce
Lantern staff writer 2-9-82

An OSU student who is confined to a wheelchair is suing Ohio State for $50,000 because she says a malfunctioning elevator in the Ohio Union caused her to break her arm.

Colleen Jane Priest, 22, of 1701 Huy Road, claims in a suit filed in the Ohio Court of Claims that she broke her arm while leaving a union elevator on April 24, 1981, at about 1 p.m.

Her wheelchair pitched forward because the elevator car had not aligned properly with the first floor and was six inches above floor level, according to the suit.

Priest incurred $411 in medical expenses and all but $78 was reimbursed by insurance. She filed a complaint demanding $78 on Jan. 4.

After seeing an attorney, however, she motioned to amend the complaint and demanded $50,000. Ohio Court of Claims Judge Gerald A. Baynes granted that motion Feb. 4.

Priest suffers from osteogenesis imperfecta, a disorder characterized by brittle bones.
Creative Living aids disabled

By Diane Richards
Lantern staff writer 2-15-82

Creative Living Apartments once was only the idea of some campus area residents. But since 1974, the apartments have given quadriplegics and other physically disabled people independence they might not have living elsewhere.

Eighteen residents, 13 of them OSU students, use Creative Living facilities designed for the convenience of disabled people.

Staff assistants are on duty 24 hours a day to give assistance and make sure things are "OK" in residents' apartments, said Barbara Doak, manager of the Creative Living Apartments.

It is always possible for a resident to get in touch with a staff assistant because the assistants carry portable phones so that problems can be taken care of, Doak said.

Creative Living Apartments is located at 445 W. Eighth Ave. The facility is located on the south side of campus so it can be near University Hospitals, Dodd Hall and the downtown area, Doak said. Most of the residents go to Dodd Hall for physical treatment.

Creative Living offers a transportation service even though OSU vans will bring residents home from classes and some residents have their own vans, Doak said.

"We don't advertise because most of the residents know about Creative Living by going to Dodd Hall," Doak said. Because the complex houses only 18 people, there is a waiting list to get apartments, she said. Residents must be 18 years old and sign one-year leases. The rent is $200 a month plus $48 for the staff assistants.

Some residents have personal attendants to help them get in and out of bed, bath and cook. "It is up to the resident to get their own personal attendant. The apartment doesn't hire the attendants," she said.

Tom Hack, a computer technology major from Youngstown, said if Creative Living wasn't around, he probably would have had a major setback in his abilities. He heard about Creative Living from a friend and has lived there for almost two years.
University striving to remove remaining physical barriers

By John Backderf
Lantern staff writer 2-24-83

Imagine the frustration of being confined to a wheelchair and trying to function as an average student. Everywhere you turn you are confronted with barriers: a flight of stairs, a stubborn door or just the sheer size of the campus. These obstacles are minor inconveniences to most people, but to the disabled they can be major hurdles.

Ohio State has been steadily eliminating many of these barriers, said Warren King, director of the Office for Disability Services.

Since 1970, approximately $2.5 million has been spent to make campus facilities accessible to the handicapped, he said.

The Office for Disability Services serves 477 permanently disabled students, King said. This figure includes blind, deaf, quadriplegic, paraplegic and mentally disabled students.

Disability Services keeps figures on only the students it serves, so the actual number of disabled students attending Ohio State is not known.

All federally funded institutions are required by the Rehabilitation Act of 1973 to provide their disabled students with the same rights, benefits, advantages and opportunities that other students receive.

The act further states that "no qualified handicapped person may be excluded from any program or activity because of facility inaccessibility."

This includes not only classrooms, but dormitories as well. Housing that is comparable to what is offered to others must be provided to the handicapped.

The act emphasizes that not every building must be accessible. But if a disabled student registers for a class in an inaccessible building, that class must be moved.

Only two campus classroom buildings, Lord Hall and Townshend Hall, are not modified for the handicapped. However, Townshend Hall is undergoing renovation, King said.

"A lot of what we've been doing is chipping away at things — a ramp cut here, an accessibility ramp built here, a power door here...

"For an institution this size, we have as hassle-free an environment as possible," King said.

Several handicapped students agreed.

Chuck Fairbanks, a senior from Columbus, said he has no major complaints about campus accessibility.

"I have no problems with the campus. There are a few things that need to be fixed," he said.

Dan Ellerman, a senior from Columbus, has been in a wheelchair since 1975. He previously attended two Iowa colleges, North Iowa Area Community College and Wartburg College, and said OSU was much more accessible.

"There's really no comparison. There are a few bad spots, but they're working on them," he said.

Old elevators a problem

Old elevators that have not been modified for use by the handicapped are particularly troublesome, Ellerman said.

Campus officials admit that elevators are one of the main areas left for improvement.

Jean Hansford, campus planner for the Office of Campus Planning and Office Utilization, said the problem with replacing old elevators is the cost. Each new elevator costs between $100,000 and $130,000 to install.

It is much more economical to modify existing elevators. But modification depends on the type and age of the elevator involved, he added.

Hansford estimates about half of the campus buildings have new or modified elevators. The university has spent more than $1 million to upgrade campus elevators, he said.

A comparison of OSU with other Ohio colleges reveals that, despite the size of the campus and the age of many of the buildings, it is one of the most accessible state institutions.

Jan Scottby, director of Handicapped Services at Bowling Green State University, said Bowling Green has about 150 disabled students, but the campus is not very accessible.

The university requested $800,000 in 1978 from the Ohio Board of Regents to remodel for the handicapped, Scottby said. It received only $323,000.

"With the money we've had to work with, we did as much as we could," she said.

Susan Kessler, coordinator of Handicapped Students Services at Miami University, said students at Miami must contend with a bad terrain and very old buildings, which accounts for why only 54 disabled (including three wheelchair-bound) students attend.

"As far as accessibility goes, we're in the middle. I think there are universities ahead of us, such as Wright State, Kent State and Ohio State, and I think there are universities below us," Kessler said.

Grace Olmstead is coordinator of the University of Akron Handicapped Services, which serves about 100 students. She said Akron also has problems with bad hills.

"From when I first came here five years ago, Akron U. has gone up. Ramps have been installed; the student center is now completely accessible; elevators have been installed," Olmstead said.

Wright State University is the most accessible college in the state, claimed Jeff Vernoy, assistant director of the Handicapped Student Services at Wright State.

"Our campus is almost totally accessible. We have elevators, power doors, lowered drinking fountains, bathroom facilities and an underground tunnel system that connects most of the major buildings."
Overcoming barriers

Student sees society’s attitudes as greatest obstacle the handicapped must face

By Tom Havener
Lantern staff writer

A year and a half ago, when I was 20, I learned for the first time what it means to be handicapped. Five days after finishing my second year at Ohio State, all I had on my mind was lying in the sun and enjoying being free of any problems.

Little did I know that a trip to a park with some friends would end up in a nightmare. I was walking through some woods looking for firewood when I fell off of a cliff into the river below. I woke up in the hospital the next day confused, scared and paralyzed. I now use a wheelchair to get around, but I am learning to walk again with braces and crutches.

Adjusting to a disability is different than accepting it. Faced with any obstacle one must either overcome it or be defeated by it. A physical handicap, like mine, can bring frustration and anger, but also, strangely enough, a bit of enlightenment. I had to experience the darkness before I could appreciate the light.

The term “handicapped” is often equated with people who use wheelchairs or pilot dogs, but many handicaps are invisible; and disabilities take many forms.

So when I am asked what it is like to be handicapped, I am inclined to say that I am not exactly sure.

The physical barriers are apparent enough; but curbs and stairs do not define the limits of my abilities. Curbcuts and elevators solve most of the physical problems.

The real problems with being handicapped are the attitudinal barriers put in place by a society which feels uncomfortable with anything or anyone out of the ordinary.

Some able-bodied people share the attitude that handicapped people should somehow exist outside the social spheres of “normal” people. When I go to campus bars or parties I am often the object of intense curiosity. I once was asked what my reasons were for being in one of the south campus bars; as if my reasons were somehow different than everyone else’s because I was sitting in a wheelchair.

The false image of the handicapped as helpless makes disabled people a target for guilt-ridden sympathy. That sympathy can be so overwhelming and all-consuming that many people never look beyond the wheelchair to see the person sitting in it.

Many times I notice people staring at my legs. I understand that some are simply curious about why I cannot walk, but I sometimes feel as though many are frightened that somehow they might catch whatever I have. They avoid looking me in the eye and generally step in their tracks or take a few steps to the side when they see me coming toward them. Sometimes I feel like running into them, just to force them to deal with me instead of avoiding me.

To make people feel more at ease with me, the disabled person, I first must have confidence in myself. If I am confident in my abilities, they will be too. Understanding from others, not sympathy, is the key.

Disabled students at OSU are fortunate because of the exceptional facilities and services provided for them. Money spent on wheelchair ramps and handi-vans is not simply charity, but an investment in the future. With such expenditures, the opportunity to become active, productive members of society is given to people who otherwise might have spent a lifetime rotting in an institution at a much higher cost to taxpayers.

In the final analysis disabled people are not really much different from anyone else. We may have to fight harder just to achieve the same things as other people, but that always has been the struggle of minorities.

So the next time you see a handicapped person on the street, smile and say “Hello” instead of feeling sad and avoiding their eyes.
Accessiblity, services attract handicapped to OSU

By C. Jan Fields
Lantern staff writer

OSU ranks very high in accessibility and services for the handicapped in spite of the large size of the campus and the number of old buildings, said Warren King, director of the Office for Disability Services.

"Enrollment of the disabled has more than doubled in the past two years. OSU is getting something of a reputation in this area," said King, who is disabled and must use a wheelchair.

Last year Disability Services provided services for 447 permanently disabled students, 350 temporarily disabled students and 110 disabled staff and faculty members, King said.

The most common disabilities are mobility impairment, vision impairment, hearing impairment, and the learning disability dyslexia. But Disability Services also provides services for hidden disabilities, like heart and kidney conditions, he said.

Some of services provided include taped text books, one-to-one reading, tutor referral, priority scheduling, counseling and adapted transportation. The office also provides test-taking assistance.

In many cases the visually impaired, dyslexic, or mobility impaired students have trouble finishing a test in the time allowed in class, King said. Under the test accommodation program the tests are given by the Office for Disability Services and the students are allowed up to twice the amount of class time to take the test. If necessary, tests can be given orally.

Disability Services recently renovated their offices to double the available space for test accommodation and text book taping, he said.

The office puts out two types of maps for the disabled. One is an access guide for students in wheelchairs. It shows the location of modified restrooms, elevators, curb ramps and accessible entrances. It also lists on-campus modified dorms.

The second is a tactile map for the sight impaired. Names of streets and buildings are listed in both Braille and large print.

Disability Services does not provide note-takers because it doesn't have enough money in its budget. But it does provide free testing to students who think they might have dyslexia. Previously, this test cost $40, he said.

Getting around is biggest problem

Although Disability Services provides special services for the handicapped, most disabled people need the same type of help as all other OSU students, King said.

"The biggest difficulty handicapped students have at OSU is what any student on a large campus has; that is, wandering around to find assistance," King said.

Winter can create special problems for the disabled. Snow can make it harder for mobility impaired students to get around campus.

Students using crutches have the most trouble inside buildings where snow melts on the waxed floors. Partially sighted people cannot tell where the sidewalk ends and the snow begins, and they can't tap the sidewalk when it is covered with snow, he said.

The thoughtlessness of some students also creates special problems for the disabled, King said.

Some students have chained their bikes to wheelchair ramps with the handlebars extending into the rampway. Students in wheelchairs have been hurt when they hit the handlebars. Once they start down the ramp, they don't have the strength to stop, he said.

"It is hard to say whether all the needs of the disabled are being met. I doubt if there is any student on campus who can say all of his needs are being met. There is always room for improvement. That's what we are striving for.

To help Disability Services better assess the needs of the disabled on campus, King has set up the Consumer Advisory Council. Students representing each of the major disabilities were appointed to the council, which had its
first meeting this month.

The council listens to complaints from other students and recommends possible solutions. Council members also base their recommendations on their own experiences.

"The only people qualified to critique the quality of the services are those who use them," said King.

Council member Stella Nafziger, 71, graduated in 1978 with a B.A. in political science. Nafziger, who has glaucoma and has trouble walking because of arthritis, represents both vision impaired and mobility impaired students who are not in wheelchairs.

Nafziger said she could not have gotten her degree without the help of Disability Services. She is continuing to take classes at OSU under Program 60.

Disabled must voice their needs

She said the only way the council can discover what is needed is if the disabled come forward and voice their needs. Often, disabled people are too proud to admit they are disabled or that they need help.

They feel able people look down at them, she said, noting that she learned a lot when she began telling others that she is disabled.

"If you believe that the able person does not look down on disabled people. Any time an able person helps you it is out of a desire to help, not because they pity you," she said.

"Once you come forward and overcome your shyness, you can become part of the mainstream."

"I was astonished at the number of students who were aware of me that I didn't know. Young people come up to me in the store and ask how I did on a test. They just want to chat. A camaraderie is developed."

She said she would like to see note-taking services provided.

"The visually impaired have such a hard time seeing the board that by the time they figure out what it says, the professor is erasing it," she said.

Diane Lyle, a junior from Houston, represents hearing impaired students on the council. Lyle, who has a 75 percent hearing loss, uses note-takers in most of her classes.

Some professors even let her use their notes. She said this helps her concentrate on reading the professor's lips.

Lyle said the best thing for a hearing impaired student to do is to make friends with someone in the same major who will be in the same classes and can help with notes.

Disability Services is a backup system when students cannot work out their own problems, she said. The office has helped her get into special recitation sections that have TAs who are easier for her to understand, she said.

Sue Kirchner, a third-year law student, represents dyslexic students.

Dyslexia is an neurological imbalance between the right and left halves of the brain that affects one out of 10 Americans. People with dyslexia have trouble reading, writing, and spelling. To them, letters or whole words appear turned around. They may have trouble with math because they have problems with placement of numbers and the order of formulas.

Most professors considered helpful

Kirchner said most of the students with dyslexia say their professors are helpful. If the professors are a problem, the Office for Disability Services will talk to them.

"Very few people have had to do that. Most people know about it, so they are cooperative," she said.

Doug Bischoff, a sophomore from Fremont, also represents dyslexic students on the council.

"You have to have patience with the professors because they may not understand your problems. I have not had any problems with professors here. Sometimes the other students will say, 'Why is he getting extra time on his test?' But you have to cope with society," he said.

Bischoff seemed to sum up the feelings that most disabled students expressed when he said, "My disability may slow me down, but it doesn't stop me."
New wheelchair loading system allows disabled to use small cars

By Veronika Taylor
Lantern staff writer 5-4-83

A new wheelchair loading system, designed for disabled drivers, will soon make it possible for a handicapped person to buy small cars rather than expensive specially equipped vans.

The University Hospital's rehabilitation center, Dodd Hall, is one of six such facilities chosen in the United States and Canada to teach and utilize this new system, said Charles W. Puckett, driver education instructor at Dodd Hall.

"This will help people who have some mobility but lack strength to lift the wheelchair into the vehicle," Puckett said.

"People who suffer from spinal cord injuries, multiple sclerosis, polio and severe arthritis will benefit most."

He said before this new system existed, a disabled person had to buy vans, which cost at least $30,000.

"Not only are small cars less expensive, but they are safer for drivers to use, because they will be sitting in a regular car seat," Puckett said.

Those driving vans sit in a wheelchair, which could collapse during a sudden stop or impact, Puckett explained.

It takes approximately two minutes for a handicapped person to transfer into the car using the new system, he said. The handicapped driver hooks the wheelchair on the passenger side of the car and folds down a transfer bridge used to slide onto the front seat.

Using a door belt and dash handle for balance, the individual touches a switch and the system then electrically lifts and folds the wheelchair against the door. Then the person folds up the bridge and lifts the side of the front seat to make room for the wheelchair when the door is shut.

Patients at Dodd Hall tried out the new system Monday and found it favorable.

"I think it is outstanding and fantastic to have this system. It will allow me to become much more mobile and independent," said George Bradley, 59, from Columbus who had both legs amputated because of blood clots.

Another Columbus patient, Eleanor Gilbert, agreed. "I really think it's fantastic," she said. "Now I will be much more independent and no longer depend on other modes of travel. I will be able to go to places I want to go to on my own and won't need to bother others."

Skip Staten, 23, a resident of Columbus and student at the Ohio Technical Institute, also agreed but thought it would be more useful to others.

"It's pretty good. But I wouldn't need it as much as someone with more serious problems, because I can move a lot more and I'm strong," said Staten, who has been paralyzed from the waist down since he was shot during St. Patrick's Day celebrations in 1976.

Presently, cars equipped with the Improved Mobility Package are only available at Bob Boyd Lincoln-Mercury dealer in Columbus — the only Ohio dealer handling it. The current models are the two door 1981 to 1983 Escort and Lynx.

Starting in August, the full-sized Ford Crown Victoria and Mercury Grand Marquis will also offer the new system, Puckett said.

The system will be in use in a driver training car at Dodd Hall. Further information may be obtained from Puckett.
Boxtopper opens boxes, aids handicapped

By Deena M. Forment
Lantern staff writer

What a can opener is to a can, a Boxtopper is to a box. That is how Gregg Converse describes his invention.

Four years ago Converse, from Bath, Ohio, watched a friend of his struggle to open a box of spaghetti. It was supposed to be one of those easy-open boxes, but rather than break a fingernail, she resorted to her teeth.

"I thought she was going to rip her teeth out," he said.

It was then that the idea for the Boxtopper was born.

The Boxtopper is a six-inch plastic device with prongs that are easily slipped into the top of a box. With a quick lift of the wrist, the box is opened.

The finished product, which is patented, took three tries before Converse got what he wanted.

After winning second place in an inventor's contest in Cleveland, he decided to continue working on his product and attempt to market it.

"I wanted to design a safe product that could be mass-produced," he said.

He explained that it is very hard to get venture capital to market an item. "It takes about $50,000 at least to market a product," he said. His father gave him the choice of going to college or taking the money and using it for finances. He chose the latter.

Converse, who has been working on the Boxtopper for four years, spends most of his time promoting his invention. He has shown his product to major companies in the state and has had some positive results. This week he is in Columbus to introduce the Boxtopper. His next stop is Cincinnati.

"The first time I thought of the idea (for the Boxtopper), everyone thought I was crazy," Converse said. "I sat on the idea for a year and then went for it full steam."

Converse handles all his own public relations and has advertised his product on radio and television but came up with an idea that he feels is more effective.

"I figured since I was on the road so much, the best advertising would be on my car," he said. Rather than just print the name on his car he went for a more original approach.

He built a Boxtopper, eight times its original size and attached it to the roof of his car.

"I wanted to start a craze of people saying 'what's a Boxtopper,' and it worked," Converse said.

Converse originally designed his product to make it easier to open boxes but he found it was very beneficial to those with arthritis or handicaps.

This was not his original intent but it could have been, he said. Converse lost his left hand in a fireworks accident years ago but claims he can open any box with one hand.

"I got the idea of helping the handicapped from my friends; and medical associations have now shown an interest in the Boxtopper," he said.

"The Boxtopper is soon going to be a nationwide, common, household name," Converse said. If that does not work, he is already working on four other inventions.
OSU to get money for aid to handicapped

Barriers to disabled reduced with grant

By Tom Jewell 3-8-84
Lantern staff writer

The Ohio Legislature has appropriated $363,000 in its biennial funding to OSU for further elimination of architectural barriers to the disabled.

Most of the grant will go to the installment of automatic door openers at over 70 locations on the Columbus and the regional campuses. The average cost of each door is $5,450.

This leaves 25 campus locations on the Priority 1 list of accessibility projects, which may remain unfunded until the next appropriation from the legislature in 1986.

The priority list was compiled through a joint study by the OSU Office of Campus Planning and Space Utilization and the Office of Disability Services.

Other projects on the priority list, which will receive funding include exterior ramps and handrails, curb ramps, and parking lot modifications.

Despite a lack of funds, the Office of Campus Planning will also proceed with the construction of ramps in the second floor corridors of Larkins Hall for wheelchair access to pools, said Jean Hansford, OSU campus planner.

"Our goal really isn't to provide access anymore, but to improve access," Hansford said.

Since the formulation of the Handicapped Accessibility Plan in 1970, Hansford has been involved in seeking funding for and implementation of barrier removal projects at OSU.

The current OSU list of projects for handicapped barrier removal also includes Priority 2 and 3 levels. Priority 2 projects deal with restroom modifications, new accessible drinking fountains and modified elevator car controls.

The current OSU list of projects includes Priority 3 listings containing new elevators; interior ramps; door, stair, and handrail modifications; and additional wheelchair space in classrooms, lecture halls, and auditoriums.

Modifications for wheelchair space in classrooms involves removing fixed seating for accessibility and accommodation.

The federal government has set a single project limit of $50,000 which effectively rules out funding for elevators. But Hansford said an elevator or at least a chairlift may be necessary if there is not enough space to provide a ramp.

handicap programs, said Richard Maxwell, assistant director of the OSU Office for Disability Services.

A library for the blind was established in 1974 with $50,000 and in 1975 OSU received about $1 million in federal grants for disability access projects.

It wasn't until 1977 that it became a federal requirement for all public buildings to accommodate for the handicapped. Today OSU rates high in accessibility along with the University of Illinois and Wright State University in Dayton.

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Pomerene makes room for Disability Services

By Grant Sonju
Lantern staff writer

A section of Pomerene Hall will be renovated to provide office space for the Office of Disability Services.

The Board of Trustees authorized a request for construction bids on the $354,000 project Friday.

Some of the space will be annexed from the ground floor of Pomerene, where the Office of Residence and Dining Halls used to run the Rathskeller.

The Rathskeller, now operated by Sanese Services, was remodeled last summer into a quick-service cafeteria. Sanese provides deli service and hot foods.

"It will give us more capacity and also an area where we can have some computer instruction. We definitely need the space for our existing staff," said Richard N. Maxwell, assistant director for the Office of Disability Services.

The office is currently located in the Baker Systems Engineering building. Severe overcrowding has forced office personnel to occupy four of the six sound-proof studios normally used for special disability instruction.

Maxwell hopes to have ten studios in Pomerene Hall along with ample space to house all staff, some of which are scattered throughout the campus area.

"We would hope to be able to move in sometime by the first of October, and if we're lucky we might be in there before autumn quarter," he said.
Accessibility is key to apartments for disabled

By Gregory J. Ritter
Lantern staff writer

A new 18-unit apartment complex for handicapped students, under construction on the corner of 10th and Highland avenues, will be completed by June 30.

The $800,000 complex will be ready to move into August 1, said Phil Griffith, construction superintendent for Lincoln Construction. It is the second such project for Creative Living, a Columbus-based non-profit organization created in 1986 to provide housing for the disabled.

Creative Living currently operates an 18-unit complex, opened in 1974, at 445 W. 8th Ave.

The new complex will provide more accessible housing for mobility-handicapped students at Ohio State, said Barbara Doak, executive director of Creative Living.

Griffith said there will be a new 18-space, handicapped-only parking lot. The spaces will be about one and one-half times the size of normal spaces.

Caleb Brunson, manager of the Division of Traffic and Parking, said the site was formerly a 150-space student parking lot, and that the lost spaces won't be replaced immediately.

Jean Hansford, Campus Planner, said the university is leasing the plot to Creative Living because the majority of the occupants are university employees and students.

Doak said the planning office works closely with her organization "because we provide something that's important to them."

Both Doak and Hansford said the site was chosen because of its ideal proximity to campus.

Doak said the complex will create about 100 part-time job opportunities for OSU students. Because the South Campus dormitories are so close, students wouldn't have far to travel.

Resident Bob Orewiler, a sophomore from Mansfield and a quadriplegic, said Creative Living is ideal for his needs.

"Creative Living is an excellent opportunity. It's almost like a little community within itself."

"You are your own individual, you manage your own life, but there's a little social interaction here. We're all in a wheelchair, so that puts us all on common ground real quick," he said.

The most important thing Creative Living offers its residents is almost total independence while providing them the aid of a full-time staff assistant when they need it, Doak said.

Doak said the new complex is funded by a $833,500 loan from the federal government's Housing and Urban Development department, along with an $80,000 grant from the Columbus Foundation, $50,000 from the Leo Yassenoff Foundation, and help from other community sources.

Griffith said it's not much harder to build apartments for handicapped people because the blueprints spell out all the specifications. He said there is also a handbook that the company follows in order to stay within guidelines.

"You've got to think lower on everything, that's all," he said.
Quadriplegic discovers independence at college

By Gregory J. Ritter
Lantern staff writer

To most students, coming to Ohio State means a chance to be independent from their parents. For Bob Orewiler, it means a chance to build a special type of independence.

Orewiler, a sophomore from Mansfield, is a quadriplegic confined to a wheelchair as a result of a sports injury to his back. "For a physically impaired individual like myself, (being handicapped) involves a cost of living that's going to be higher, which means you need the education to get the job to make that money," he said.

Orewiler is one of about 850 permanently disabled students at Ohio State, according to Dick Maxwell, assistant director of the Office for Disability Services. The office serves the handicapped population at Ohio State.

Orewiler said he thinks the experiences of Ohio State are fairly representative of the disabled population on campus.

"I think that probably the single most (problem), if you want to call it a real problem, is that the campus is really geographically big." Orewiler said bad weather creates special problems for someone in a wheelchair trying to get around.

"It's almost as though you come here in September, you register with (the Office for Disability Services); you're awestruck at the size of this university and you're wondering, 'Wait a minute. How am I in this wheelchair, going to get anything done around here?'"

However, Orewiler said he's been getting around much better since he transferred from Bowling Green State University.

"We're given priority, but yet you can't (accept) that — everybody's paying the same dollar for the class time," he said.

In other words, Orewiler has learned about life at Ohio State. "I cannot write with a pencil," he said. "I don't have enough force, so that a lead pencil's too much friction for me, so when I do the standardized color-in-the-little-circle deals, I have to either circle my stuff on paper in ink, or have a TA or professor transcribe it in pencil."

He said one day in Robinson Lab, his pen fell out of its special holder attached to his arm brace. It left him with no way to take notes for his next class.

Fortunately, some maintenance men nearby took the time to search their pockets until they found a pen with the right diameter, and installed it for him.

"You essentially become part of the university just like any other student — that's what I have found," he said.

Orewiler said the disability services office is one reason he has gotten along so well.

The office has done an exceptional job in giving disabled students the opportunity to function normally, Orewiler said.

He said facilities for handicapped students are far superior at Ohio State than those at Bowling Green, where he spent a year before coming to Columbus.

"One reason is because at Bowling Green, they had some administrative problems in even attempting to adapt buildings or classes. They went through three (disability service) directors in five years because all the university wanted to do was the bare minimum, just enough to maintain their federal funds coming in, and the (current) director says it's like beating your head against a brick wall.

"Before you know it, one would resign, another one would come in," he said.

Orewiler attributes much of Ohio State's success at disability adaptation to the assistant director of disability services, who is also a quadriplegic.

"I think Richard Maxwell probably has been one of many forces in changing the university and making it physically accessible and making the academic staff mentally aware of the needs and the desires for people who are mobility-impaired to continue mentally as normal human beings, which a long time ago was taboo; you know, 'throw 'em in the closet and leave 'em there' — but that's not it anymore," he said.

Orewiler said Maxwell, as a former student at Ohio State, was one of the first to travel around campus in a wheelchair.

Maybe that's why Maxwell has played such a key role in adapting the university to the needs of disabled students and employees.

Maxwell said, "There's substantial accessibility. We've got modified restrooms, we've got lowered water fountains, a whole gamut of things that one would not find to this degree at other campuses in the United States."

Maxwell echoed Orewiler's commitment to personal independence for handicapped students. "We work with the students to provide assertiveness and self-advocacy on their part," he said.

"It's necessary for them to learn the skills in approaching individuals about their disability and the accommodations they require, particularly faculty members," he said.

"If anyone did that for them, that's a disservice. When they cross High Street, who does it for them, and who will do it for them when they graduate?"

Orewiler, a human resources management major, said although disability services provides special testing rooms for handicapped students to take exams, he tries to
Bob Orewiler

work out an arrangement with each instructor.

The instructors have been very flexible in scheduling exams, he said.

Professors take the time to arrange for Orewiler to take exams in the classroom. "If I'm not done when everyone else is done, (I) simply take a little longer to finish up in an office or in an empty conference room," he said.

Orewiler said the Handivan and Handibus service, the university's transportation service for permanently and temporarily disabled students and employees, has been the biggest help in getting around campus.

"I was really surprised fall quarter when I came down. I thought 'This is almost too good to be true,'" he said.

Between the adapted transportation service and Creative Living, a complex which houses disabled students, Orewiler said he is able to live a very productive life, where otherwise he wouldn't.

"(Creative Living) provides you that independent environment where you are responsible for your class schedule, you are responsible for your personal attendance. If you're not up in time to catch the handibus or the handivan ride, it's nobody's fault but your own," he said.

Life around the Creative Living complex is much the same as any other place where a group of students live.

"On Friday afternoons everybody gets a little laid back, the weather's nice, somebody'll open up their apartment door and we'll crank up the stereo. You know, we kick back and relax too," he said.

Sometimes the complex will have parties and cookouts, or go to the campus bars. Orewiler said it is nice to be able to come and go as he pleases without restrictions.

"I guess it's the independence that Creative Living allows you that makes you more responsible for yourself, your time, and how much effort you put into achieving goals that you have set forth.

"I guess that responsibility of relying on oneself is the impetus to work that much harder to realize those goals."
Support group provides help to epileptic students

By Lisa Kempfer
Lantern staff writer

Being feared by others and not being able to drive or hold a job are obstacles most of us would have a difficult time handling. However, epileptics face these problems every day.

An epileptic support group is now being formed to provide help for OSU students with epilepsy. It is sponsored by the Epilepsy Association of Central Ohio.

Becky Spies, a social worker with the association, said many epileptics feel outcast and rejected. The group will give them a chance to talk to others with similar experiences. It will also focus on increasing the epileptic’s sense of independence, Spies said.

“Things that weren’t handicaps are becoming handicaps,” said Elena Chandler, a senior from Cincinnati. Chandler, an epileptic, said she can’t drive because state law requires an epileptic to be seizure-free for one year. The requirement adds to the difficulty of getting and keeping a job, she said.

Social drinking poses another problem for epileptics, Chandler said, because alcohol aggravates the disorder.

Chandler, the student organizer of the support group, said the group will offer her the chance to talk to others about common problems they face socially and in the job market.

OSU Disability Services has no specific programs developed for epileptics. Dick Maxwell, assistant director of disability services, said the counselors try to meet the needs of each case individually.

Priority scheduling, administration of exams and diagnostic testing for learning disabilities are some of the services the office offers, Maxwell said.

Chandler, who is majoring in psychology and chemistry, said her biggest handicap is that most people don’t recognize a seizure and don’t know what to do when they see one. It is usually best, to do nothing except clear the area and make certain the epileptic isn’t going to get hurt, Chandler said.

Chandler added that when an epileptic has a seizure, it is important not to attempt to restrain him. If a person has two or more consecutive seizures without regaining consciousness, an ambulance should be called.

The association said there are many types of seizures, including convulsions, momentary lapses of attention and disoriented behavior.

Epilepsy is a disorder, not a disease, which affects over two million people. More than 8,000 people have epilepsy in Franklin County, according to the Epilepsy Association.

There is no single cause for epilepsy. It results from conditions that injure or affect the function of the brain, such as head injuries, childhood fevers, infectious diseases and poor nutrition. Many times the cause is unknown.

The epilepsy support group will meet at 8:30 p.m. Monday in Ohio Union Buckeye Suite D. More information can be obtained from the Epilepsy Association at 238-4401.
Disabled students gain from services

By Charli Hassalbarg
Lantern staff writer

When people hear the word "disabled," they often associate it immediately with physically handicapped people in wheelchairs.

Warren King, director of the Office for Disability Services, located in Baker Systems Engineering 339, said "there is not one, but (there are) four basic groups of disabled or impaired students at Ohio State."

"There are mobility-impaired, learning-disabled, visually-impaired and hearing-impaired students," he said.

Each group has its own set of general services that are provided. There are direct services and also indirect services that are coordinated to serve students, faculty and staff.

Dick Maxwell, assistant director for the Office for Disability Services, said "the ultimate goal of the program is to enable students to be able to compete equitably with able-bodied students and to be able to attend the university with the appropriate support services."

The approximate number of disabled students at Ohio State is unknown because they are not required to register their disability. "There are 995 students that use the disability services," said King.

What most people do not realize is that the services available are not limited to those with permanent disabilities. Services are also available for students, faculty or staff who have a temporary disability resulting from an injury or accident.

King said a few of the services available are:

* academic support
* accessibility guides and tactile maps
* accessible campus transportation
* accommodation for those with special testing needs
* class scheduling priority
* disability parking

A guide and map listing features such as buildings with automatic doors, restroom locations and building names with matching coordinates is available.

Priority scheduling, for example, is used "if a student has a medical disability—such as diabetes—and needs to eat at specific times, their schedule for classes will be arranged to meet their eating pattern," King said.

Disability Services uses workshops to inform UVC advisers and other departments of the available services so they can pass the information on to students, Maxwell said.

One packet for each of the four disability groups is available for the students, Maxwell said. Included in the packets are services and other resources available on campus. They can be picked up at 1971 Nell Ave. or mailed upon request.

The Office for Disability Services will be moving to Pomerene Hall at the beginning of fall quarter.
Apartment life frees disabled

By Lisa D. Crooks
Lantern staff writer

Severely handicapped people are getting the chance to live independent lives, with a little help from Creative Living.

"Creative Living provides housing for people with severe physical disabilities that require assistance with their daily living," said Barbara Doke, executive director of Creative Living.

Severely handicapped people have lost most, if not all, use of their limbs.

The idea for a housing complex, like Creative Living, began back in 1968 when a cross-section of the community became aware of all the people who had suffered traumatic injuries from various kinds of accidents, Doke said.

Most of the injuries resulted from spinal cord damage, she said.

"What they found was that they had a population of young people who were mentally just fine, but physically were severely disabled. This group in particular was young, 16 to 24," Doke said.

The first Creative Living complex was built in 1974 and a second one, with 16 apartments, was just completed on 150 W. 10th Ave.

The new apartments are built on land owned by the university, and an annual rent fee of $1 is charged. Doke said the rent for the land is so low because Creative Living is geared to Ohio State students and "because they believe in what we're doing."

Residents must be at least 18, and some are quite a bit older, said Doke. "Some (residents) have been in nursing homes. We have some who have lived at home for 15 years. Creative Living is an opportunity for them to be independent."

Each apartment has an intercom in the kitchen and bedroom so help can be summoned any time.

"Severely handicapped people require great personal care. They have to have someone bathe them, turn them over in their sleep and help them go to the bathroom. We have a staff member here at all times to provide that help," she said.

Gary Scheer, a sophomore from Toledo, is a staff member. "Some people really feel the need to help others," he said. "I have always enjoyed helping people and working with people."

At first, Scheer said he was slightly uncomfortable to be around disabled people. "In my interview, three of the people were disabled. I had never really been around people who were in wheelchairs before," he said. "It was a little strange because the woman who was interviewing had a respirator on her chair and it was making noise, she had all these devices on her arms so she could use them slightly, and she had a stick near her mouth."

Scheer got over his initial discomfort in about a month. "Now it's second nature," he said. "It's like a job. I get upset with people, they get upset with me."

Part of Scheer's job is to be the resident's hands. "Some have limited arm movement so they can do some things for themselves, but there are certain things which are a little bit too difficult, or a little bit too low or a little bit too high for them to get on their own," he said.

He said he used to feel bad about having the use of his limbs when residents did not. "There were times I even dreamed about them walking. Now I feel lucky," he said. "I really feel like I'm actually doing something that's useful."

Rent at Creative Living is about $469 a month. "These are specialized apartments, and we require a lot of electricity." However, rent subsidies are available, she said.
LIVING CREATIVELY

Every day is Independence Day
at these OSU apartments

Barbara Doak, executive director of Creative Living, in front of new complex
By Julia Keller
Dispatch Accent Reporter

Thus does nature mock the paths of lowly undergraduates: On the first day of classes for Ohio State University's fall quarter, it rained. Hard. Down it came, great gray sheets that dismantled hairstyles, warped new notebooks, filled shoes and ruined moods.

With such weather, anybody this side of Sandy Duncan would have been discouraged. Kami Proctor, however, was not discouraged: She was furious.

"This is so irritating," said Proctor. Her teeth locked in a sort of good-natured grimace, she contemplated not only the leakiness of Ohio skies, but the irresponsibility of a certain bus assigned to pick her up at 1 p.m.

IT WAS now 1:22 p.m. Even a lowly undergraduate can tell time, and Proctor knew she was going to miss her first class. The 19-year-old freshman from Solon, Ohio, near Cleveland, was not used to missing school. She also is not used to being dependent on anything but her own effort and pluck.

That's why she moved in here, at Creative Living, shortly before classes started Sept. 24. The facility, the second of its kind on the OSU campus, enables handicapped students to live in their own apartments within easy reach of classes, friends, social activities and a 24-hour attendant service for help with domestic and personal chores.

For classes farther away, though, Creative Living residents rely on a special vehicle the university provides to get them where they need to go.

Sometimes.

"It's just a kink on the first day," said Barbara Doak, executive director of Creative Living, consoling Proctor. "The university people will get it worked out."

And they would, probably. Things have been working out well for Creative Living residents since 1974, the year the first facility was established at 445 W. 8th Ave.

"When this idea was first hatched in the Columbus area, it seemed pretty wild," Doak recalled. People confined to wheelchairs by disease or disabling accidents were usually relegated to nursing homes or their parents' homes, Doak said. That was just fine, except when they wanted to attend college.

ONE ANSWER was Creative Living. The first structure has 18 apartments, where people in wheelchairs live, work, study and socialize. The second structure, which opened in late August at 150 W. 10th Ave., has 16 apartments. Ten are already occupied.

Its formal grand opening is scheduled Oct. 19 from 4 to 6 p.m., but in the meantime, students such as Proctor have already moved in and buckled down.

"This changes the independence level so much," Doak said of Creative Living, which is a private, non-profit facility maintained partially with federal funds. Students pay a subsidized rent, hire attendants (usually fellow students) to help them with activities such as housework and personal hygiene, and otherwise live the lives of typical college students—which means lots of studying, lots of anxiety about studying, and lots of partying to relieve all that anxiety about studying.

"These kids are as normal as blueberry pie," Doak said. "You walk in here and it's no different than going into any dormitory, except that the people are in wheelchairs.

"It's a vital place. It's not an institution."
THE CREATIVE Living facilities are distinctive in the nation, she said. Other colleges have studied the concept while designing their own housing for the handicapped, but none has established a complete, independent living situation for students with special needs.

"It's the little things we have to plan for, not the emergencies," Doak said. Each apartment has approximately 520 square feet of space and includes such features as lowered cabinets, closets, windows and mailboxes, and a rope attached to the front doorknob for easy opening — the "little things" to which Doak alluded.

When emergencies do arise, however, there are call buttons in the living room and bedroom that bring immediate assistance. Students have varying degrees of physical ability. Some are like Proctor, who suffers from muscular dystrophy but still retains the use of her hands. Others are quadriplegics and have no sensation from the neck down.

But all are glad to be living independently. "Everything's accessible here. That's the best part," said Jennifer Flynn, 19, of Grove City, who hopes to study English at OSU this winter."

SIX YEARS ago, Richard Maxwell lived at the first Creative Living facility while obtaining his degree from OSU. Now he owns a home in Upper Arlington and works as assistant director for the university's Office of Disability Services. When he talks about Creative Living, the word "independence" is always hovering just at the periphery.

"All we wanted were the basics. Somebody to help you put on a hat and coat when you leave in the morning. Somebody to pop you a Budweiser when you get home. The independence is a critical, critical factor."

"Creative Living gives you a stepping stone to get that education. It gives you the emotional and financial maturity to get back out into the mainstream and decide where you want to go."

Proctor knew where she wanted to go. Trouble was, she couldn't get there without the special van. But the rain was relaxing its grip, and there was even a faint mauve glow on the horizon that might, just might, have been sunshine. Proctor, who hopes to become a medical technologist, was already looking forward to her next day's classes. "I couldn't ever stand just sitting around," she said.

No chance. Asked to identify the facility's chief virtue, Proctor didn't name the shiny-new apartments, the big recreation room, the impressive accouterments. The best thing about Creative Living?

"Independence," she said with a firm nod. "Independence."
OSU student will stand trial today for driving his wheelchair on I-70

By David M. Sweet
Lantern staff writer

Being in a wheelchair is a major battle for anyone. But George Lindsey, a quadriplegic Ohio State student, fights a larger battle — trying to secure better access and transportation for all disabled persons.

Lindsey will be tried today in Franklin County Municipal Court for driving his electric wheelchair on Interstate 71 on June 1. He also faces charges of disorderly conduct, resisting arrest, being a pedestrian on a freeway and recklessly crossing the street as a pedestrian.

Lindsey contends the lack of adequate transportation for the handicapped in Columbus is the real problem, not where he drove his wheelchair.

Columbus Police Officer Craig A. Stone told the court last month he stopped Lindsey as he was traveling southbound on the berm of I-71, just south of 5th Avenue. Stone escorted Lindsey off the freeway and told him to use the sidewalks. He said Lindsey then drove his wheelchair across Cleveland Avenue, against a red light in front of oncoming traffic.

He was arrested and also charged with resisting arrest, because he would not operate his wheelchair properly to allow police to take him to a mental health center.

Lindsey said police took him to a hot basement and told him that his mental stability was being questioned. Police wanted a psychiatric examination performed, but Lindsey said he just wanted to leave as fast as he could.

"I admit I'm crazy. Now get me out of here," Lindsey told police.

Lindsey has had problems with transportation around Columbus. Project Mainstream, a service operated by the Central Ohio Transit Authority, could use more funding, he said, but he said that he believes that it is better than no service at all.

"It (Mainstream) sure beats the hell out of going down the street and getting picked up by the police," he said.

A recent move to Creative Living, a facility south of campus that allows the handicapped to live independently, gives Lindsey freedom from having to use the city system. He says that handicapped transportation on campus is adequate.

While studying to become a social welfare attorney, Lindsey, 20, has gone to Kent State and Ohio Wesleyan universities. He has attended Ohio State since spring quarter, 1983, and rates it the best
of any college he has attended in terms of handicapped access.

"I'd give OSU an A-, but it's come a long way since the 'give a damn and give a dollar program,' when there were no ramps in '75," he said. "And it's got a long way to go."

Lindsey, who grew up in Sunbury, Ohio, has been a quadriplegic since a swimming accident in the Muskingum River as a teenager.

"I was 15 and I did a swan dive off of a 45-foot house and broke my neck," he said. "I started out totally paralyzed; I couldn't feel anything from the neck down."

After two years, he had regained feeling in the upper parts of his body and was able to move his arms. Since his paralysis, he said he has had 15 serious operations.

Lindsey said he would like more research to be done in bio-medical engineering, so that one day it will be possible to re-connect nerve endings. If that happens, he said he is willing to participate in the research.

"I'd be a guinea pig. I've been a guinea pig since day one," he said. "Anytime they do neurosurgery, you're a guinea pig . . ."

Lindsey now receives welfare benefits, but is frustrated with the current system.

"With the social welfare systems of the day, you're actually penalized for trying to get out of the hole, such as making more than $65 a month. I can make $65 a month in my sleep," he said.

"I should be a wheelchair salesman," Lindsey mused, estimating that his wheelchair, with the extra options, costs about $10,000.

Lindsey has developed his own philosophy about being handicapped over the years.
Creative Living offers choice

By Jodi Oman
Lantern staff writer

Creative Living II, a new 16-unit apartment complex, is designed to give severely disabled students the independence to live on their own. The building, the second of its kind in the campus area, opened Aug. 1. The complex, at 150 W. 10th Ave., houses 10 students in their own rooms.

The residents are all quadriplegics who are confined to wheelchairs and occasionally require some assistance, said Barbara Doak, executive director of Creative Living.

The building was designed to care for the special needs of the severely disabled.

In addition to wheelchair accessibility, each apartment has approximately 520 square feet of living space, Doak said.

The doors have lever handles with ropes to open and close more easily.

Mailboxes outside each residence are at wheelchair height.

To promote convenience, closet shelves, rods and windows are lower, while kitchen counters, sinks and ranges are raised to allow knee space underneath.

"Because everyone uses shower chairs, we have no need for bathtubs, so we installed hand-held showers," Doak said.

Each apartment still has some familiar luxuries of home.

Each unit has its own microwave oven, side-by-side refrigerator and wiring for cable television.

There is also a Laundromat and lobby living room with a kitchen on the premises for the residents' use.

In case the residents need assistance, there is an intercom system which connects each room with the 24-hour staff assistant office, Doak said.

"These staff assistants provide the 'assisted' part of assisted, independent living," she said.

"If they need help with something, we are the ones who help them," said Tom Trommer, a staff assistant at the new Creative Living.

Trommer, who also worked at the original Creative Living at 1531 Perry St., said he found that people who live in the new building are more physically independent than at the other complex.

Another part of the independent lifestyle involves each resident having his or her own personal service attendant. They provide such services as helping the resident get in and out of bed, dressing each day and personal hygiene.

Each resident is responsible for finding and training his or her own attendant.

Although the residents have special expenses such as paying the salary of an attendant, rent is subsidized by the federal Department of Housing and Urban Development.

"Because HUD believes in all of this, they have offered rent subsidy," Doak said. "HUD's rules and regulations say that a person is not allowed to spend more than 30 percent of his income on rent."

A resident pays about $90 a month and HUD makes up the difference in the $469 monthly rent.

Each of the residents receives a social security disability, which means they get approximately $300 a month minus expenses such as wheelchair repairs.
George Lindsey illegally drives his wheelchair on Nell Avenue at 10th Avenue, because, he said, there is no ramp for the handicapped at the intersection.
ACCESS
OSU in top three for disabled persons

By David M. Sweet
Lantern staff writer

Getting from class to class may seem the least of your worries when you are thinking about a midterm or next weekend. But for many Ohio State students, it is a major concern.

There are hundreds of permanently or temporarily disabled people who attend or work at Ohio State, said Matthew A. Scott, assistant manager of transportation.

"It's definitely been a recruiting tool for the university, as far as bringing in additional disabled people. Because we have what we consider the best system in the country, a lot of disabled people have come to Ohio State," Scott said.

Current Services

Scott said that his department now operates five Handivans and one Handibus.

The Handibus, which costs approximately $28,000 is in service from 7:15 a.m. to 3:30 p.m., autumn, winter and spring quarters. It is designed to transport people once they are on campus, and operates on a fixed route just like regular campus buses.

Handivans, which are converted 15-passenger Ford vans, are used for door-to-door pickup, both on and off campus. These specially equipped vans are also expensive.

"The two vans we got last year were bought from a company that made the vans to our specifications for $21,000 each," Scott said.

The department also operates three 1981 models that are scheduled to be replaced next year. Scott added that one van operates strictly as a backup vehicle.

Scott said the number of passengers the department services varies. "For the first part of the year, we normally carry between 100-200 riders a day," he said. "On Fridays, we are usually much lighter and fall quarter is usually our busiest quarter."

Last October the vans carried 2790 passengers.

According to Scott, temporarily disabled persons are encouraged to obtain proximity parking stickers or carpool instead of initially attempting to ride the Handivans.

"We try to keep people off the service unless they absolutely need it," he said. "We are operating at about half our maximum and we have closed times on our schedule where we cannot pick up anymore people."

Eligibility for either of the services must first be determined by the Office for Disability Services before any arrangements can be made.

Disabled people who have their own transportation may be eligible to park in the existing handicapped parking spaces on campus.

Caleb W. Brunson, manager of traffic and parking, said that since the end of July, the university had 80 spaces reserved for generally handicapped people and 197 permanently assigned spaces.

Brunson said vehicles must display the handicapped logo on either their license plates or on the windshields to be eligible for the general spaces. The emblems are available at the Bureau of Motor Vehicles or through the Office for Disability Services.

For those who live off campus, van service will be provided only if the person lives within a two-mile radius of campus and has no other transportation.

Citywide Services

All permanently disabled riders requesting any off-campus transportation service from the university must be registered with the Central Ohio Transit Authority and must make an initial request to Project Mainstream (COTA's buses for the handicapped) for the off-campus service.

Mari-jean Porterfield, COTA public relations officer, said Project Mainstream began in 1977 and increases its services each year. The service carried 49,159 riders in 1984 and 51,159 in '85. It expects to carry 60,000 this year, Porterfield said.

The Mainstream fleet consists of nine buses, each capable of transporting three wheelchairs as well as a number of ambulatory patients.

Each passenger's fare is 75 cents.
meeting needs of handicapped
Maxwell, who is also a quadriplegic, said he has seen many changes at Ohio State in the past two decades. He received his degree in Business Administration in 1969 and has worked for the university ever since.

"I was here from '65-'69, as a student. I had my own van. My mother and fraternity brothers drove me around. There were only a few buildings that were accessible," Maxwell recalled.

He said Denney Hall, Robinson Lab, Hitchcock Hall and most of the engineering buildings were the only ones that were negotiable for handicapped students because they had freight elevators and wide doorways.

Maxwell said one reason Ohio State has become one of the premier schools in the country in handicapped access is because of commitment.

"There's been a commitment on the part of the administration, particularly beginning with (former) President Emeritus Jennings, and Dr. Hansford has continued that support."

Before the university began to make the campus accessible to the disabled, something as simple as crossing the street was nearly impossible for someone in a wheelchair.

"A curb four or five inches high might as well be Mt. Everest," Maxwell said. "The ramp at Hagerly Hall brings tears to my eyes. Every day I had my friends and fraternity brothers meet me and carry me up those four stairs," he said.

Maxwell believes efforts must continue to make more areas accessible to the disabled.

"There are 36 million Americans who have some type of disability. That includes our elderly population," he said. "Building for the Pepsi generation just doesn't get it done."

Ramps and elevators are not enough alone, though. "A doorknob is an excellent example," he said. "Cosmetically, it is attractive, it's traditional, everybody has one. Stop and look at how functional it is. For someone like myself, obviously you can't grasp it, and somebody with wet hands, an armful of groceries, or people with arthritis can't either," Maxwell said.

"Look at the lever on the door. A simple concept, gravity can assist you pulling down on it," he said, referring to his office door.

Maxwell said the class of '72 made a gift to the university that initiated accessibility construction.

Jean D. Hansford, campus planner, said "With the help of people like Dick Maxwell and some other disabled individuals, I produced a plan in 1970, having to do with access for the handicapped."

"In 1972, they were able to get a federal grant to get some work done here. We started quite early doing accessibility projects," said Hansford. "We were lucky in some cases, because the newer buildings had level entrances."

Ohio State got another grant in 1974 and a $1 million grant in 1975. That enabled the university to become a national leader in handicapped accessibility, Hansford said. Federal requirements weren't actually issued until 1977.

In the early '70s, the university enacted a policy that required all new buildings to have accessible entrances and facilities for the handicapped.

"We've built a tremendous number of buildings in the last 15 years, so every one of those is accessible," Hansford said. "We've been able to concentrate the money we've gotten from grants and from the state government on the older buildings."

Hansford estimated more than 95 percent of the university's buildings are now accessible to the handicapped.

Nationwide, Ohio State ranks in the top three universities in handicapped accessibility. "For its size, it's the best in the country," Hansford said.

Wright State University, the University of Illinois and the University of California at Irvine have also done a good job at providing modern facilities for the handicapped, Hansford added.
but it costs COTA $12.46 per passenger to operate the program, Porterfield said.

According to Rosanne Carmichael, coordinator for Project Mainstream, the 1986 operating budget is $747,704.

Mainstream provides subscription and reservation services. Subscription service provides permanent transportation to jobs or school. Reservation service is for infrequent trips, such as a visit to the doctor.

To qualify for either service, a person must be physically unable to use the regular COTA bus service. An application must be completed and signed by a doctor.

COTA transportation can be arranged through the Student Health Center for Ohio State students, but there is no guarantee the service will be provided. In August, 144 people were on the waiting list for subscription service, Carmichael said.

But Richard N. Maxwell, assistant director of the Office for Disability Services said, "It (Mainstream) is vastly improved over the previous operation. But it's a token system. There's really been no significant effort in momentum from the handicapped population."

Maxwell said people will not be aware of the issues facing the disabled until the handicapped become more vocal about the problems they face."

"They're not as politically
Sport area opened, will serve disabled

By Stasia Altomare
Lantern staff writer

The Larkins Hall Multi-Rec Pad was opened Wednesday in a ribbon-cutting ceremony held by the Department of University Recreation and Intramural Sports.

The area consists of two volleyball courts, three horseshoe courts, a picnic and children's play area, and a parcours cluster.

“The parcours cluster is a series of exercise stations designed to improve fitness, strength and endurance,” said Bruce Maurer, director of recreation and intramural sports.

The facility was designed to be used also by disabled students and community members.

The Multi-Rec Pad was originally located near Denney Hall, said Liz Davis, assistant director of recreation and intramural sports. It was moved in the spring to an area west of Larkins Hall and renovated.

A new pool lift for the 50-meter pool at Larkins was also dedicated at the ceremony. The lift will provide easier access to the pool for the physically disabled.

“We want to make disabled students feel as independent as possible,” said Gina Freeman-Johnson, coordinator for Project Leisure-Education Participation.

This organization was created to provide conditioning, exercise and other leisure activities for disabled students and disabled community members, Freeman-Johnson said.

“Swimming is such a great exercise, especially for the disabled,” she said.

“For some people, such as quadriplegics, swimming is one of the only activities they can participate in because the buoyancy of the water keeps them afloat,” Freeman-Johnson said.

“The new chair will make getting in and out of the pool easier for the disabled as well as the staff.”

Before the lift was installed, about four people were needed to get a disabled person into the pool.

“We also had a lot of staff members complaining of back problems because of all the lifting involved,” Freeman-Johnson said.

Now there will be one staff member to lower the chair into the water with a handle. That staff member can also make sure the disabled person gets into the chair safely, Freeman-Johnson said.

The lift was donated by freshman honor societies Alpha Lambda Delta and Phi Eta Sigma.

Susan Wisvari, a sophomore from St. Clairsville majoring in therapeutic recreation, shows Ed McCrory, a university employee, how to use the parcours equipment near Larkins.
THE EDUCATION OF JOHN FREEMAN
Catch-22 threatens deaf student's ear to the world

By Julia Keller
Dispatch Accent Reporter

Earthquake? Apocalypse? Nope. Just the typical noise level in an Ohio State University dormitory, where the constant, livid pulse of rock music makes the building hop.

"Of course, I don't have to worry too much about that," noted John Freeman, smiling as he spoke through an interpreter.

But Freeman, the only full-time deaf student at OSU, and the only deaf student ever to live on campus, has something more serious to worry about. Because of a shortage of interpreters, highlighted by a quarrel over how the state of Ohio pays those interpreters, Freeman's college career recently was in jeopardy and continues to be threatened.

"It makes me mad," said Freeman, 18, a freshman. "I like to learn. I want to go to college. But I must have an interpreter."

LAST WEEK Freeman and his mother, Columbus resident Bonnie Freeman, were told by the Ohio Bureau of Vocational Rehabilitation that he would not have interpreters after last Friday. Today, then, Freeman could not have attended classes. He is enrolled in 15 hours of course work, including math, English, sociology, rock climbing and hang gliding.

Federal law requires the state to provide interpreters for deaf students who want an education. Usually the state contracts with private agencies to coordinate interpreting services, since, for a full-time student such as Freeman, scheduling interpreters for his classes is complex. Freeman requires eight interpreters each week.

Two non-profit agencies in Columbus maintain pools of interpreters, and do some of their work under BVR contracts: Interpreting Services, 2200 E. Main St., and the Community Center for the Deaf, 554 W. Town St. BVR pays the agencies a fee for the interpreter, and a coordinating fee.

About a year ago, the BVR lowered the coordinating fee. Interpreters at both Interpreting Services and Community Center for the Deaf — Cheryl Petry and Carol Francis, respectively — said that with the present fee, they can't offer services to clients such as Freeman, who require long-term service and multiple interpreters.

Petry said, "It comes out to 50 cents an hour. Could anybody keep their doors open for 50 cents an
"It makes me mad. I like to learn. I want to go to college. But I must have an interpreter."

The coordinating fee, said Francis, "doesn't pay our actual costs. It's not cost-effective for an agency to take long-term assignments."

But Robert Rabe, administrator of the Ohio Rehabilitation Services Commission, under which responsibility for Freeman's interpretative services ultimately falls, said the fee is fair.

The real problem is a shortage of interpreters, Rabe said. Since the agencies turned down BVF's contract for Freeman's interpreting services, state employees have been unable to find enough interpreters to give Freeman what he needs.

Although Freeman and his mother said they were notified last week that Freeman would not have interpreters today, Rabe said, "We're trying to find him an interpreter. He will have an interpreter, if we have to send our own staff. He won't miss any classes."

Even if the immediate crisis has passed, however, Mrs. Freeman is angry. "I'm screaming mad," she said. "He shouldn't have to worry about this. It's so distracting to him."

HER SON was born with his hearing, but the bacterial meningitis he contracted at age 4 left him profoundly deaf, said Mrs. Freeman, who works at Bank One. "He's always been an overachiever," she said of her son, a 1986 honor graduate of the Model High School for the Deaf in Washington, D.C.

Richard Maxwell, assistant director of disability services at OSU, called Freeman "a great, assertive, fun-loving kid who fits into campus life superbly well."

Freeman admitted that he has his fun, but it's an education he wants, and wants desperately. "His problems with obtaining interpretative services," he said, "might make other deaf people not try to come here. But they should. I'd prefer to have more deaf people here."

Toward her son, who hopes to become an electrical engineer, Mrs. Freeman maintained only one rule: "My philosophy has been to never tell him, 'No.' I didn't want him to think there were things he couldn't do because he was deaf."

And there haven't been so far..."
Agency ends contract for deaf man

By Pat O'Bryan
Lantern Staff Writer

A lack of interpreters may delay John Freeman, the only full-time deaf student at Ohio State, from achieving his goal of becoming an electrical engineer.

Freeman, a freshman from Westerville, has to have interpreters for all of his classes to understand his instructors.

The Ohio Rehabilitation Services Commission (RSC) is required by federal law to provide the interpreters to deaf students like Freeman.

However, the agency that has provided Freeman's interpreters has backed out of their agreement with him because of a dispute over how much the agency will be paid.

The RSC authorized the Ohio Bureau of Vocational Rehabilitation to provide interpreters for deaf students or reimburse an outside agency to do so.

In Freeman's case, he contacted Interpreting Services, one of two interpreting agencies for the deaf in Columbus.

Interpreting Services has provided and coordinated interpreters for Freeman's classes since this summer.

But according to Cheryl Pettry, executive director of Interpreting Services, the fee provided by the Ohio Bureau of Vocational Rehabilitation is no sufficient to cover expenses for a long-term assignment like Freeman's.

Interpreting Services had one contract with Freeman for 90 hours and that, Pettry said, translated to 45 cents an hour for her agency.

Pettry said in order for her agency to survive, the coordination fee should be no less than $5 an hour. "I've been losing money on this since last June," she said. "I feel I've carried the state long enough."

Robert Rabe, administrator of the RSC, said agencies are paid between $10 and $60 per assignment. The fee depends on the number of interpreting hours an agency coordinates.

Rabe said this fee schedule was put together in January by a committee which included interpreters, deaf, and hearing-impaired individuals. "This wasn't an arbitrary decision made on my part or someone's part in the bureaucracy."

Rabe said Pettry made a poor
John Freeman makes a telephone call using his dorm phone and a keyboard that relays and receives messages on a screen above the board.

business decision and should have anticipated her costs before agreeing to take Freeman’s case. “To cut somebody off in the middle of a program, to me, is irresponsible. When she agreed to do his interpreting, she agreed to do it at the cost we had published,” Rabe said.

Pettry said she agreed to provide services for Freeman, but did not realize just how inadequate the fee was until well into summer quarter.

Carol Francis, an interpreter with the Community Center for the Deaf, another Columbus agency that provides interpreters, said her agency no longer takes long-term assignments. “We’d lose money on contracts like that,” she said.

Pettry said she has been warning RSC since September that her agency would no longer provide coordination or interpreters for Freeman. She said she did not think the RSC would be able to provide the interpreters themselves. They were unable to provide interpreters this week and asked her to extend service until today.

But Rabe guaranteed that Freeman would have interpreters for his classes Monday. “We’ll find interpreters,” he said, “John Freeman will have interpreters.”

Richard Maxwell, assistant director of disability services at Ohio State, said he had received assurance from RSC that Freeman would be provided with interpreters. In the event this did not happen, he said, the university would act as an advocate for Freeman.

Freeman graduated with honors in 1986 from Model High School for the Deaf in Washington, D.C. He enjoys hang gliding, rock climbing, Tae Kwon Do and is enrolled in a Tai Chi Chun class this quarter.

Freeman, who cannot speak, wrote that he would not let a lack of interpreters stop him from getting his degree. “I will ask the teachers to change their grading system for me so it will be more fair,” he wrote.
John Freeman, right, receives rope climbing instructions through his interpreter Ben Hall, left. Mac McIntee, middle, a graduate assistant for the program of Outdoor Pursuits, instructs Hall.
Deaf student considering

By Maryellen O'Shaughnessy
Lantern staff writer

As the first and only full-time residential deaf student at Ohio State, John Freeman has become a trailblazer for deaf services at the university.

Although he is determined to finish college, Freeman said he is no longer sure he wants to remain at Ohio State.

Autumn quarter was a first for Freeman at both the college level, and at a school without an established program for deaf students. He said the quarter was filled with adjustment problems on the part of the university and himself.

Despite an easy-going manner and a ready smile, Freeman, a freshman from Westerville majoring in engineering, occasionally finds himself frustrated and isolated on a campus of 58,000 hearing students.

"It's hard communicating with people," he said. "If only more people could sign."

Freeman came to Ohio State from the Model School for the Deaf in Washington, D.C., where he was an honors student.

But when he got to Ohio State, his interpreters, from a local independent agency contracted by the Ohio Bureau of Vocational Rehabilitation, were often late for class or did an inadequate job of helping him understand his instructors, he said.

By the end of the quarter, the entire arrangement for interpreters was in danger of falling through because the agency was not making enough money for the time spent, Freeman said.

He said the inconsistency of last quarter's interpreters affected his class performance.

This quarter, the Ohio Bureau of Vocational Rehabilitation provides its own interpreters, he said, and the situation has improved greatly.

"They show up on time," Freeman said, except for one morning, when an interpreter missed his sociology class.

He is confident, however, that the new arrangement will work well. "They have promised me it wouldn't happen again," he said.

Freeman now has a group of three interpreters who work together to make sure he gets a consistent flow of accurate information from his instructors, he said.

However, he would like to have a study partner who can sign to talk with him about class assignments, and make his study time more effective. But since his classmates don't know sign language, that doesn't seem possible, he said.

transfer

To attend Ohio State, Freeman has to alter his lifestyle to fit into a hearing world, he said.

"On weekends, I go to a deaf club, talk with other deaf people and live with deaf people."

"I'm stuck with hearing people on weekdays," he said with a laugh.

Ohio State has been slow in accommodating his special needs, Freeman said. "I've been waiting since summer quarter for a doorbell." The doorbell, which flashes a light when someone comes to visit his dorm room, was installed last week.

Also, since the fire alarm system in his dorm makes only noise, he is temporarily using a portable flashing system until a special system is hooked up, he said.

Freeman has been considering transferring to a college with an established program, especially for deaf students, such as California State University at Northridge or the National Institute for the Deaf in Rochester, N.Y., he said.

"The engineering school here is good, but the program for the deaf is not," he said. "If the program was better, I'd stay here."

"Being the only deaf person, no one advised me to go to school here," he said. "I chose Ohio State because there are many activities and studies to choose from."

The fact that Ohio State is close to home also helped in his decision.

Richard Maxwell, assistant director for
Continued from Page One

disability services, said Freeman came here knowing that Ohio State has a lot of progress to make in providing for a deaf student population.

Maxwell said that despite the shortcomings, "John has been very good about the adjustment."

Some of the arrangements have not been made as quickly as they had hoped, he said. "We've worked to accommodate him as best we can."

"Things aren't as set up now for deaf students as they will be for the next deaf student," he said.

He hopes Freeman's presence at Ohio State will encourage other deaf students to attend.

Statistics on the area's deaf population are rough, but projections from 1972 show that presently there are about 1,000 people in Franklin County between the ages of 17 and 24 who have a significant loss of hearing in both ears.

Besides Freeman, there are only about six part-time totally deaf students on campus. In addition, there are several hearing-impaired students who use the services provided by Maxwell's office.

"The totally deaf population (at Ohio State) is small because many individuals choose to go to schools that have specific programs and have a social base (of deaf people)," Maxwell said.

"At Ohio State, if a person has the communication difficulties that John does, it creates a real burden," he said.

Freeman has gotten along well with his hearing peers, Maxwell said.

One of these is his friend Clif McElfresh, a senior from Dallas, who was the informal interpreter for the Lantern's interview with Freeman.

McElfresh decided to learn American Sign Language about a year and a half ago, after seeing a film by the Photography and Cinema department on suicide among deaf teen-agers.

"Of teen-age suicides, the deaf have the highest percentage," he said.

"I saw the beauty of the language and the openness of the kids," he said, so he signed up for his first 10-week course at the Community Center for the Deaf.

McElfresh also has volunteered at the Ohio School for the Deaf and has tutored deaf OSU students in math.

He said more people should learn to speak the language of the deaf, and that he finds his knowledge useful.

"I use my sign language ability at least once a day," he said.
Daily endeavors and 

By Julia Wermert
Lantern staff writer

Some obstacles students encounter while going to college consist merely of not owning a car or perhaps having to schedule a night class. But for Bob Orewiler, the obstacles have been far greater.

Orewiler, 30, from Mansfield, has been attending Ohio State for two years and is majoring in Human Natural Resources. He has been physically disabled for 12 years because of an athletic injury.

However, being disabled and confined to a wheelchair has not discouraged him from going to college and seeking a career.

Before coming to Ohio State, Orewiler attended two other universities that he said didn't seem to provide the essential services for the disabled like Ohio State did.

Ohio State has definitely taken the necessary steps to make the entire campus accessible for disabled students, Orewiler said.

When Orewiler first came to Ohio State two years ago, he said the geographical size of the campus amazed him.

But once he became familiar with the Office of Disabilities Services, which provides services such as transportation, the task for a disabled student to make it to classes on time didn't seem quite as impossible as it once did.

The services for the disabled at Ohio State provided by the office has impressed Orewiler more than anything else.

However, he does not feel that the office and its workers, such as drivers of Adaptive Transportation, a department that coordinates with it, get the credit they deserve for their hard work and dedication.

"Sure there are times when we're a few minutes late for class, but that can only be expected. If it weren't for ODS, we wouldn't get there at all," Orewiler said.

In addition to providing services for the physically disabled, Orewiler said the office of disabilities services also assists those with learning disabilities such as dyslexia and blindness.

Scheduling is often one of the biggest problems that Orewiler said he faces.

However, he said the office of disabilities services will go out of its way to help get him into a class if it has been closed.

"I don't need a desk, and I certainly don't need a seat," Orewiler said. "But like any other student, I still have to go through all of the red tape like going over to Lincoln Tower and dealing with the add/drop slips."

Orewiler has also been very impressed with the faculty and students at Ohio State.

He said there hasn't been a time when an OSU professor or instructor hasn't offered to let him take a test orally as opposed
classes fade disability
to written or allow him extra time if necessary.
He also doesn’t feel that students look upon him as being that different.
"Sure they see me coming down the sidewalk in a wheelchair and, although they realize that I am physically disabled, they know my mind works just fine," Orewiler said.
Students in his classes are always willing to help him out especially when he needs help with getting his books out of his backpack.
Orewiler doesn’t limit himself to just going to college. He also serves as the resident manager for Creative Living, a single housing apartment complex located on 10th Avenue, specially equipped for the physically disabled.
As resident manager, Orewiler’s main responsibility is the hiring and scheduling of staff assistants, Ohio State students who serve as attendants for the 16 residents.
Currently, there are 21 part-time assistants working at Creative Living and it is up to Orewiler to make sure there is one on duty 24 hours a day.
Orewiler said the assistants help the residents in any way possible whether it’s helping them pick up a stack of papers they might have dropped while studying or changing a type writer ribbon.
In addition to the staff assistants, Orewiler said the residents, including himself, must recruit and hire their own personal attendants to assist them with tasks such as bathing and preparing meals.
The staff assistants are available to help out when the personal attendants, who are often students, cannot be there.
Sherrie Buss, 22, a senior from Mentor, who served as a personal attendant for Orewiler, said, "Working for Bob has not only been a wonderful experience for myself, but at the same time, it has made me realize that just because Bob is a quadriplegic and is in a wheelchair, doesn’t make him different. He’s ambitious and going on with his life just like everybody else is. He’s an extremely inspiring person to know."
Orewiler describes Creative Living as another benefit for himself and other disabled students.
Prior to Orewiler’s injury, he said he had always planned on going to college and even after the injury, knew it was something he still had to do.
Being disabled, Orewiler said he has always had an inner drive to reach his goals and succeed. Fortunately, he said, it’s been a lot easier with the care and support he receives from his family and friends.
The ride is rough.
Metal frames covered in vinyl provide seats for passengers who don't come with their own.
Slowly, deliberately, the van makes its way to campus, along Neil Avenue, through the access control gate and onto campus.
As the van passes Mirror Lake, Kristy Elliott throws a glance at the water, lifeless in the cold March morning.
The van goes on.
Past the library, across campus and over to Hitchcock Hall.
The driver moves out of his seat and into the back of the van.
He releases the brakes on Kristy's chair, then goes out the side door.

With robotic movements, the hydraulic chair-lift unrolls like a giant tongue from the van's side.
Kristy rolls out onto the lift's platform. The platform lowers and Kristy drives her chair onto the sidewalk.
"Thanks."
"No problem," the driver replies.
"I'll need a pick up after this class, but I'll call," Kristy says.
"OK."

This is a big change from how Kristy made her way to campus a year ago last fall. There have been a lot of big changes in Kristy's life since then.

Nov. 4, 1985, the headline read, "Swimmer injured in Mirror Lake."
Kristy swam for Ohio State, which may have seemed only normal, as both her mother and step-father are OSU swim coaches.
Kristy was a sophomore majoring in education.

Then things changed.

Kristy and her friend Michelle Stewart were walking across campus after a football game in the autumn of 1985. When they got to Neil, they started down the ramp leading to Mirror Lake.
They ran into an acquaintance, and after some good-natured
pushing, Kristy was thrown into the lake.
She hasn't walked since.
The man who threw Kristy into the lake doesn't come to see her anymore. After the accident, he stopped in to see her twice, but she hasn't seen him since. Kristy says she feels she could have made an effort to stop by, but she understands the guilt he lives with.

"I don't know how much you know about quad or paraplegia, I sure know a lot more than I did," explains Kristy's mother, Beverly Montrell.

But, when Kris hit her head on the bottom of the lake, she lost consciousness. The force on her head compressed her fourth and fifth vertebrae.
She demonstrated by bringing her hands together, one on top of the other and sliding them across each other.

"This doesn't leave enough room for the spinal cord to pass through normally," she says.

What this means to Kristy is full paralysis of her legs and partial paralysis of her arms and body.
She has limited control over her wrists, so she wears braces to keep them stiff. With the braces, she can steer her wheelchair.
The wheelchair and the transportation system provided by Ohio State made Kristy more mobile than she had been since the accident.

The equipment has allowed her to return to school, which she did last autumn.

Kristy speaks highly of the school and its staff.

"They're great. I live close enough to campus that they'll pick me up at my apartment and take me just about anywhere I need to go.

"Just about anywhere" includes her parents' home in Upper Arlington.

Kristy moved out of her parents' home last autumn and into an apartment in the Creative Living 2 complex.

Located on 10th Ave, between Neil and High, Creative Living 2 is an apartment complex that tends to the special needs of the handicapped. These include getting a drink for someone to being there to get help if an emergency arises.
The complex has a staff on duty 24 hours, to help when a resident's personal attendant isn't there.

Kristy's apartment has one bedroom with a living room, kitchen and a bathroom.

"Moving out has been good for Kristy and for me," her mother said.

"When she was at home I would do everything for her. That wasn't good for either of us."

Kristy's apartment is tidy, and swimming plays an important part of the decor. On the walls are pictures of swimmers and divers. The couch is an OSU banner with the names of all the members of the women's swim team embroidered on it. A gift from the team.

Team members are good to Kristy. She says they've helped keep her from becoming a recluse.

When she wanted to always stay home, they invited her out. When she's feeling low, they stop in to see her.

"The team's been really great. They're always stopping over, or asking me to go to their parties," Kristy says.

"I'm such a chicken that usually someone from the team will go to my classes with me the first few days, until I feel comfortable.

Classes present some problems. From trying not to roll down the ramp in her Russian class to fast, to getting a reliable person to take notes. Kristy's paralysis doesn't allow her to write.

I'm such a chicken that usually someone from the team will go to my classes with me the first few days, until I feel comfortable.

"I sit in my classes for a few days and watch to see who is pretty good about taking notes. Then I ask them if I can have copies. Everyone has been really helpful. I just give them carbon paper and they give me the copies.

Kristy has also found new challenges other than her academics. Physical therapy has given her a new way to work her body, such as swimming did before.

She receives her therapy from Sportmed, a clinic at 1313 Olentangy River Road, that normally specializes in rehabilitating people with injuries much less serious than hers.

"They had never worked on a quad before, so I've been like a guinea pig for them," Kristy says.

Inside the clean well-kept building, Kristy takes the elevator up to the second floor and moves into the reception room. She registers at the desk, and goes through the glass doors into the therapy room.

The room resembles a modern health club, carpeted and complete with a variety of weight machines.

H er two therapists, Cydney Munk and Doug Patch, lift Kristy out of her chair, lay her out on a large padded table and begin to work her muscles.

"You know I went to that physical therapy seminar," Munk tells Kristy. "I have so many things I want to show you."

Kristy smiles and nods her head. She smiles a lot during therapy.

"Close your eyes," Munk says gently. "Put your hands on Kristy's shoulders.

"Now I want you to think of something that you want more than anything else in the world. Imagine it right there in front of you."

Kristy smiles.

"OK, open your eyes," Munk tells her.

"Even if you can't feel it, when you where thinking of the good thing, I could feel you muscles tensing to make you move toward that.

"Just the opposite happened when you thought of the bad thing."

Kristy has little control over many of her muscles, Munk explains, but this type of mind exercise forces them to move as a natural reaction rather than a planned movement.

Kristy smiles.

The therapists put her through a tough workout. All her arm muscles are stretched and Kristy is forced to work them again and again.

"I'm so sore the next morning, but it feels great," Kristy said.

"Up until I started therapy, they didn't think I had any triceps. But last week, we found that they were coming back."

Photos and story by Dale Bagwell
Kristy is helped from the handicap van on her way to class.

Swimmer moves on
‘Isolated’ deaf student to transfer

By Michele Ohi
Lantern staff writer

John Freeman, Ohio State’s first and only full-time residential deaf student, said Monday that he is transferring from Ohio State to the National Technical Institute for the Deaf, a branch of the Rochester Institute of Technology in Rochester, N.Y.

Freeman, a freshman from Westerville majoring in mechanical engineering, said he is leaving because he has had trouble studying and felt isolated from more than 53,000 hearing students attending the university.

Richard Maxwell, assistant director of disability services, said there are four other totally deaf OSU students, but they attend part-time.

"These part-time students have not encountered the isolation from the hearing population that John, who lived in the residence halls, experienced," he said.

"We knew John was going to run into problems. The first individual in any program is going to have problems. We compounded those by having delays in getting equipment for John’s dorm room, and a few other odds and ends," Maxwell said.

There are about 25 students at Ohio State who identify themselves as being hearing impaired. Some students with hearing impairments choose not to identify themselves. They use lip reading and volunteers to take notes for them in class, instead of using the assistance offered by the Office of Disability Services.

Freeman said he was sad to leave Ohio State because he made a lot of new friends and was starting to build good relationships with them.

"I never felt discriminated against by other students because I was deaf. Some conflicts arose but they were just normal conflicts with everyday people," Freeman said.

Freeman said studying alone was the hardest thing to cope with and he believes that the lack of deaf students at Ohio State added to his problems.

"I have tried to study with classmates who are not deaf, but it is hard to communicate one on one with an interpreter. It is not a very good way to study," Freeman said.

There are very few students on campus who know sign language.

Through Nancy Rife, an interpreter-coordinator for the Ohio Bureau of Vocal Rehabilitation, Freeman said he was transferring to the National Technical Institute for the Deaf because they have a better program with resources deaf students need to live normal lives.

Maxwell believes Freeman did the best he could with the facilities at Ohio State.

Maxwell said Ohio State offers interpreters for part-time deaf students, who are not supplied interpreters by the Ohio Bureau of Vocal Rehabilitation. Interpreters and audio systems called phonic ears, are used to magnify sounds for the hearing impaired for partially deaf students, he added.

"In an overall sense, I think with what we had at that point in time, we did everything we could possibly do to make life easier for John.

"Accommodations by the residence halls to make John’s life easier, such as the installation of flashing lights on the smoke detector/fire alarm system, a doorbell and a telephone with flashing lights when rung, were slow to be done," Maxwell said.

Maxwell said they attempted to get the equipment sooner but "the wiring, the availability of the equipment and a variety of other problems were encountered. Once we had the equipment, we could not always get it installed right away."

Freeman said he did not fully realize all the problems he would encounter at Ohio State.

"Well, it was the first time that I had been in college and I didn’t know what to expect and I didn’t know what I would get out of it. It was very new for me," he said.

Freeman has been deaf since he was 4-years-old. His deafness was caused by meningitis, an inflammation of membranes surrounding the brain and spinal cord caused by a bacterial infection.

He attended a public elementary school, but said it was so long ago that he doesn’t remember having any problems then. He said he knew if he needed something, he had to ask for it and he had to work with whatever was provided.

Freeman said he did not have any problems in high school and graduated with honors from an all-deaf high school in Washington D.C. The school had specific programs for deaf students and a large deaf population who studied together, socialized together and did a variety of other things together, Maxwell said.

Freeman said he expects to find this same atmosphere at the institute he will be attending this fall.
Night golf lights way for disabled

By Terri Eakins
Lantern staff writer

Amateur and professional golfers from central Ohio tried golfing in the dark Friday night to raise money for Creative Living II, a residential apartment facility for disabled young adults.

The Werewolf Open, a six-hole scramble tournament sponsored by Wolfe Associates, raised $12,000 through entry fees and donations. The money will help finance the newest 16-unit Creative Living apartment complex, located at 150 W. 10th Ave., which opened August 1, 1986.

Golfers hit glow-in-the-dark golf balls filled with green cyalume light sticks during the best-ball event. Larger cyalume light sticks were attached to the flags on each green and were used to help light golf cart paths.

Six-person teams played with the aid of flashlights to tee off and putt. Many of the 130 participants also used flashlights to help drive their golf carts.

Every golfer and spectator was provided with a glow-in-the-dark plastic necklace to help increase their visibility on and off the golf course.

"I think everyone enjoyed golfing in the dark," said Judge Richard B. Metcalf, one of the developers of the Werewolf Open. "They're all giggling — (all) having a good time."

"We were trying to think of a fundraiser that was a little bit different, a little more appealing," said Terry Metcalf, a sustaining board member of the Creative Living program. "I know we're going to try this again next year."

Judge Metcalf was the first to tee off following a skyrocket blast that officially opened the fundraiser at 9:30 p.m. Other tournament players included OSU President Edward H. Jennings, assistant athletic director Dan Minert, Judge Richard Sheward and Judge Ronald Solove. Professional golfers included Rob Bragg, Bob Patton and Gary Howlett.

All golfers and spectators received plaques for participating or assisting with the event.

"Creative Living is really not very well known. The first complex is about 10 years old and the second complex was just finished last year," Mrs. Metcalf said.

"The whole idea of a complex is unique here in Columbus," she said. "As far as having something like this — I don't know that there's another one in the whole country."

Leah Gilmore, a sophomore architecture student, was one of several residents from Creative Living II at the Werewolf Open.

Gilmore said Ohio State has a lot to offer the handicapped, but there is room for improvement by making more people aware of the special needs of the handicapped.

"Basically, I came to Ohio State for the facilities," Gilmore said. "I didn't want to wait until I could walk (to come to college)."

Contributions for the Creative Living program can be sent to 400 E. Mound St., Columbus, 43215.
Quadriplegics lead independent lives

By Molly Gler
Current staff writer

As you walk into the apartment, MTV blares from the television, and newspapers lie scattered around the living room and a black-and-white kitten scratches at the curtains.

A bare bulb flashes red from a Pabst Blue Ribbon beer light from its perch on an overstuffed couch, and an empty trash can from a garbage can and straightens up the kitchen.

Another woman lives in the apartment. They are helping their friend, Kamy Proctor.

Proctor, who rents the apartment, enjoys going to parties, occasionally oversleeps and misses a class, and is probably mostly interested in parties.

Proctor is like many OSU students—born with muscular dystrophy, Proctor, a 20-year-old freshman from Northfield, has been confined to a wheelchair all of her life.

Muscular dystrophy is a disease characterized by progressive deterioration of muscles.

"When I was born, the doctors told my parents they didn't expect me to live past the age of two. I haven't gone to the doctors recently because I'm a little afraid of what they would tell me," Proctor said.

Proctor says her parents are her personal attendants. They help her in getting out of bed in the morning and going to bed at night.

Her apartment is typical of many campus apartments, but the kitchen, bathroom and bedroom have been modified to make them more wheelchair-accessible.

The most noticeable difference in the modified apartment is the height of the counters and appliances—everything is lower, including the space occupied by the window.

Proctor would like to go to Ohio State because she could live in these apartments. When I saw the apartment, I was amazed at the convenience it offered for people in wheelchairs," Proctor said.

Proctor said that if she did not live in this apartment, she would have been in a dorm for the physically handicapped.

"The only difference from a dorm for the physically handicapped and a regular dorm room is that the telephone is lower and the door is wider," she said.

Proctor is one of 34 residents living in apartments modified for the severely physically handicapped.

Creative Living I, 445 W. 8th Ave., and Creative Living II, 150 W. 15th Ave., are apartment complexes specifically designed to provide housing for people with severe physical handicaps.

Creative Living is a non-profit organization created in 1968 and based in Columbus. The first Creative Living complex was built in 1974 and housed only quadriplegics.

A quadriplegic is a person who has partial or complete paralysis in both arms and both legs.

"In the late sixties, our society was becoming more aware of the large numbers of people who had suffered from traumatic injuries from various kinds of accidents and the concept for Creative Living was born," said Creative Living executive director Barbara Doak.

The Creative Living II complex was built in 1986 and extended housing to muscular dystrophy and multiple sclerosis victims.

Multiple sclerosis is a disease that affects the nervous system, attacking the brain and the spinal cord. It can result in permanent disability, with progressive weakness in arms and legs.

Most quadriplegics at Creative Living were injured in accidents which damaged their spinal cord, Doak said.

"Creative Living residents, because of their injuries, had to live in a nursing home," Doak said. "Creative Living offers residents the opportunity to live an independent life.

"The only difference from these apartments and other apartments around campus is the staff assistant, who is within call via an intercom at all times," Doak said.

Proctor also has personal attendants, who the residents must hire, pay and live in their apartment.

When I was born, the doctors told my parents they didn't expect me to live past the age of two. I haven't gone to the doctors recently because I'm a little afraid of what they would tell me.

-Kamy Proctor

People who want to live in the Creative Living apartments must pass a tough application and interview process, Doak said.

"Residents of Creative Living are people who will succeed at living on their own," Proctor said.

Doak said Creative Living has three criteria for applicants: they must be at least 18 years old, they must be single, and they must be in a wheelchair because of damage to the spinal cord.

"We are looking for highly motivated people who have goals set and are going after them," Doak said.

Doak said they turn down applicants because the person doesn't appear to be able to handle their own apartment and live independently.

"The apartments are a transitional type of place because we want residents to live here for three to five years, do their thing and then move on to something better," Doak said.

Mark Sotak, 24, is a first-year law student from Rocky River and the newest resident at Creative Living.

Sotak moved into the Creative Living II complex two weeks ago.

"I was attending the University of Cincinnati on a partial baseball scholarship six years ago when I was in an automobile accident," said Sotak.

"My friends and I were taking a road trip and the driver was drunk. We crashed. I was the only one hurt," he said.

Sotak has spina bifida on his arms to maximize the movement he has and keep the muscles from contracting and shrinking.

"At first I asked, 'Why me?' I went through a lot of disappointments. Eventually, I pulled myself together and started regaining some movement in my arms," Sotak said.

Creative Living is the first independent living center Sotak has seen, although there are similar centers around the country.

"There are only a handful of living centers that operate like ours, giving residents the opportunity to be completely independent. Most of the other centers are much more involved with the residents' lives. Those centers are organized more for the residents to come up with something to help spinal cord injuries," Sotak said.

Imogene Prichard is the resident manager of Creative Living.

Prichard's apartment walls are covered with paintings of landscapes and seascapes that Prichard painted herself, with a paintbrush tied to a mouthpiece.

Prichard contracted polio when she was 12 and is almost completely paralyzed from the neck down; she has limited use of her arms.

"I can't fix food, bathe myself, dress myself or even open a door," Prichard said.

Prichard moved into Creative Living I when it opened in 1974, and has lived there since.

Prichard is a teacher for the Columbus Public Schools. She teaches in-patients at Dodd Hall, where the department of physical medicine is located.

"It was after getting her bachelor's degree in English from Ohio State, Prichard began working on a master's degree."

"I was taking a night class every quarter, but gave up with pneumonia three times. I ran out of time to finish my master's," and is still three hours short of a degree, Prichard said.

"The center gives me the opportunity to be as independent as possible, have my own castle, and still have a support system," Prichard said.

"A big plus of this place is the people. If I ever need help I know there is always someone I could call," Prichard said.

"They wouldn't have gotten here if they weren't," Prichard said.

"The residents are on a lot of medication for pain," Doak said, "and the partying and the drugs, as anything else, can get out of hand and impede motivation. That's when we become more involved.

"The point of Creative Living is to be independent and take care of yourself, but when we see residents who are doing something in a house, we have to get them to do it themselves," Prichard said.
Kami Proctor, a freshman from Solon, watches television with her cat Mickey at her apartment in the Creative Living Center, 150 W. 10th Ave.

"Creative Living is just like any other place — everyone stubs their toe, but no one has given up. Over 13 years, only a handful of people have left and that was because they weren't as motivated or as goal-oriented as they thought," Doak said.

Creative Living is not considered a unique complex, but is described as a sign of the rising awareness of quadriplegics, Sotak said. "Creative Living promotes an awareness and lets people know we aren't any different," Sotak said.
Student is ‘private cop’ for disabled

By JEAN-JACQUES TAYLOR
Lantern staff writer

Leah Gilmore has Muscular Dystrophy and she spends much of her time in a wheelchair, but that doesn’t prevent her from stalking campus looking for bikes that are illegally locked to handicap ramps.

Gilmore, a sophomore from Denver majoring in architecture, had her electric wheelchair power box ripped out last spring when a bike illegally locked to a ramp snagged her wheelchair and left her without an adequate way to move around campus.

“I’m on campus all day long,” said Gilmore, “and I just like a private cop calling the police on these people.

“I want students to spread rumors that I’m around and I’ll get the cops to write tickets just like they do for illegally parked cars. A lot of people are getting to know me and if they notice me they aren’t putting their bikes anywhere near the ramps.”

Bob Orewiler, a junior from Mansfield majoring in consumer affairs, who sustained a bad cut on his hand in a similar incident last spring, disagrees with Gilmore’s approach.

“I see people getting an image that all people in wheelchairs do is complain, but most don’t,” he said. “I don’t think it should become a personal crusade or a personal endeavor by a group of (handicapped) people. To turn it into anti-bike type of thing is totally wrong.”

Students locking their bikes to handicapped ramps is not an isolated incident, said Dick Maxwell, assistant director for disability services.

“Unfortunately we have a high percentage of cases like these,” he said. “Between our office and disabled persons, who call, we must take an average of 10-15 calls a day.

“Eighty-five to 90 percent of the time a bike ramp is not more than 15 yards away. I guess the rails look like fences to (students) so they think they can lock their bikes to them,” he said.

“There are ample bike ramps at each building and I’ve never seen one totally full,” Orewiler said.

Gilmore said several people in Creative Living have come to her for assistance because, “They’re mad, but they can’t do much about it because they’re scared.

“They don’t have a lot of strength,” she added, “and they don’t believe anyone will help them so they say, Why waste my time?”

Creative Living is a campus housing complex that serves the needs of handicap students.

Maxwell said making campus police more aware of the situation is essential to solving the problem.

Gilmore agreed saying, “Campus police provide some help, but one big problem they have is that...”
CORRECTION

It was incorrectly reported on page 3 in Wednesday's Lantern that Leolu Gilmore has muscular dystrophy. Gilmore suffers from multiple sclerosis.
Program evaluates handicaps

Seminar makes students experience life of disabled

By ANN-MARIA NOLAND
Lantern staff writer

A seminar for education majors blurs the students' vision, impairs their hearing and cripples their normally healthy limbs.

But only for a few hours.

OSU education majors get a chance to experience these disabilities so they will better understand the needs that handicapped children have in their classrooms.

The two-hour seminar is sponsored by the Central Ohio Special Education Regional Research Center.

The seminar is required for people taking Education 450, said Susan Chadler, a teaching assistant in the College of Education.

Everyone who goes through the program experiences five handicaps: a learning disability, a developmental handicap, a visual handicap, a hearing impairment and an orthopedic handicap, said Robert Snyder, an instructional research consultant.

During the seminar, participants role-play situations which an impaired student may have problems with, Snyder said.

In one situation, participants put on glasses which simulate eye conditions such as tunnel vision or cataracts, he said.

"The main purpose of the program is to give an awareness to non-handicapped of what the handicap experience," he added.

"He said they hope future teachers will learn what it's like to be handicapped and be aware of the students' limitations.

Marion Crock, a junior from Grove City, said, "the thing that impressed me the most was the empathy which I developed during the experience."

She said she could never imagine what it would feel like to be in a world where you are misunderstood because of a handicap.

Anyone who wants to be a teacher should participate in this workshop, said Jim Dickey, a junior from Jackson Center majoring in education.

"I got an idea of some of the problems the handicap experience and I only had my "handicap" for an hour," he said. "It makes you think about what you have to do for kids you'll have in your classes."

He said by the time he finished a simple task, he was tired from the amount of effort it took to complete it.

This and the other experiences gave him information that will be useful when he has his own class, he said.

Snyder said students from Ohio State and the other universities in Columbus have participated in the seminar.
Disability services not priority, students say

Although Ron Hutchinson graduated 16 years ago, he believes problems for the visually impaired still exist at Ohio State.

Students and administrators have varying opinions on the subject.

"With all fairness to the people who work (in the Office for Disability Services), that office doesn't get the respect it should," Hutchinson said. "You can tell where the priorities are when you look at all the hoopla over the firing of a football coach."

Hutchinson said the office should have more prestige and more money to better serve disabled students.

REGGIE ANGLEn, a senior from Cleveland majoring in journalism, said the office does not have enough volunteers, who are called readers, to read his textbooks for him to keep up with classes.

A reader records the material from a textbook on a tape, which is given to a blind student at no cost.

"It's really making it difficult because I'm having to use the resources at (Columbus State Community College) to get me through school this quarter," he said.

Anglen said the Ohio Bureau of Services for the Visually Impaired, which pays his tuition, is paying Columbus State Community College so he can use their services.

"STUDENTS SHOULD not have to go outside the university to get help," Anglen said. "I'm not trying to criticize the system, but I'm paying my fees to go to Ohio State, and I'm not getting the services I need. It's just not right."

Anglen said he went to the Office for Disability Services on campus the first day of the quarter, but was told he could not get his books recorded right away because there were many other students ahead of him who needed help.

Jim Baker, resource specialist for the Office for Disability Services, said they would have helped Anglen, but he never returned after that first day to see what help was available.

"I told him that we could do it," he said. "He's making the decision not to use our services, not us."

BAKER SAIID although the office can always use more volunteers, getting books read for the visually impaired is not a problem.

"We have improved the quality of our reader service and seen dramatic changes," he said. "We started out with 15 books that needed to be read (for winter quarter) and now we're down to seven."

Gayle Horton, a junior from Reynoldsburg majoring in social work, has used the services provided by the office for three years.

"I think it's definitely helped me," she said. "Obviously, any organization can be perfected, but for a service that's no charge to the visually impaired, it's been effective enough," she said.

HORTON, WHO is totally blind, said she has primarily used the test-taking facilities and has had some text-books read for her.

Horton agrees that there are not enough readers and said more public awareness would help the problem.

"I don't think it would be that hard to get more volunteers," she said.

The Office for Disability Services has about 150 volunteers. Most of the volunteers are in a sorority or an honorary.

Anyone interested in being a reader can contact the office at 292-3307 to set up a time for a 45-minute orientation and training period.
Special needs ignored on campus

By Tonja D. Stewart
Lantern staff writer

The convenience of 24-hour banking machines around campus extends only as far as you can reach.

"The bank machines were designed to make banking easier," said a handicapped student who asked to remain anonymous. "But they obviously were not designed for people in wheelchairs."

"I have lost my card in a bank machine because I could not read what the next transaction was telling me to do," the student said. "It would be nice if there was just one machine at chair level."

"I would be willing to switch my account to a bank that has a machine at chair level," he said.

Elizabeth Alino, executive secretary for the Government Council of Disabled Persons, said the office has received several complaints about the design of bank machines. She said the banks have done nothing to alleviate the problem.

"There is no law that specifically says that a bank machine must be accessible to the handicapped," Alino said. "But an individual who cannot use them because of a disability could file a complaint with the Ohio Civil Rights Commission based on the public accommodation law."

Creative Living Center II, 150 W. 10th Ave, is an apartment complex designed for the special needs of the handicapped, including those in wheelchairs. The center allows the student residents to lead a more independent lifestyle.

Students living in the complex said there are many difficulties for handicapped students living in the campus area. Some university buildings are difficult to access, and many High Street businesses have no handicapped access at all, the students said.

One Creative Living resident who asked to remain anonymous said the glass on the streets and sidewalks in the campus area is troublesome. "A couple of times I've been riding along and ran over glass and got a flat tire."

"Some of the buildings on campus are bad as far as wheelchairs are concerned," said Brad Shimp, executive director of the University Business Association, said he thinks the traffic lights crossing High Street have too short a time span and are difficult to use.

I think it's kind of ridiculous that we have to push a button to cross the street. It's difficult for people in wheelchairs, and especially for blind people.

— Brad Shimp, executive director

Another resident who asked to remain anonymous. "The only way I can get into the Biological Sciences building is down through the parking garage."

The recently completed renovations on High Street include wheelchair ramps in the curbs to make traveling easier.

"I think it's kind of ridiculous that we have to push a button to cross the street," Shimp said. "It's difficult for people in wheelchairs, and especially for blind people."

Many campus bars are below ground-level, but one resident who asked to remain anonymous finds them not too difficult to enter.
arrangements with our office at least five days before the exam.
- Spend time studying throughout the day. Do not leave all of your work to the evening hours. Make sure you use your time before and after classes.
- Plan a realistic schedule. If reading or math is a problem, do not schedule all reading or math classes during the same quarter. Consider a reduced course load.
- Plan ahead at least one quarter in advance for use of taped textbooks. Find out through the course department what books you will need to have on tape.
- Plan your transportation needs and routes prior to the first day of classes. Orientate yourself to buildings and classrooms or seek individual orientation from a friend.
- Use priority scheduling to plan breaks that will facilitate your mobility and transportation needs between classes.
- Students with hearing impairments need to inform their instructor if they need front row seating. If you are using an interpreter, introduce him or her to your instructor.
- Schedule a well balanced day and week. Plan fun activities, get enough sleep, exercise, and eat right.
- When a class is difficult, ask for help immediately.

Hints for Faculty

- Provide students with a syllabus indicating due dates for assignments, topics covered, exam dates, and criteria for evaluation.
- Provide plenty of opportunities for students to meet with you.
- Assist students with disabilities to get appropriate test accommodations, such as readers, scribes, and/or extra time on exams. (This can be coordinated by Disability Services.)
- Many students with hearing impairments need to sit near the front of the classroom. They often read lips, so it is important that you are facing the student while lecturing.
- An outline of the material to be covered is helpful.
- When reviewing for exams, provide an auditory approach and a visual approach. A review section with a question and answer period will help clarify last minute confusion. A study guide or study questions will help students to focus on the correct material.

- Students with visual impairments need to sit near the front of the classroom. Some students tape the lectures, while others may be able to see the board or screen if they are in close proximity.
- If a student has a seizure during class, remove objects from the area surrounding the student. Do not attempt to restrain the student nor insert anything in the individual's mouth.
- Be aware of building emergency evacuation procedures and your responsibilities. Make sure students with disabilities are aware of these emergency procedures.
- Academic expectations should be the same for students with disabilities as they are for other students. Accommodations and support services for students with disabilities are the only difference.

Talk to Us

For more information on how a disabled student can make the most of his or her college years, contact the Office for Disability Services, 150 Innereere Hall, 1760 Neil Avenue, Columbus, Ohio 43210-1297, or call (614) 292-3307 (voice or TDD).

All students are encouraged to contact Disability Services in the early stages of their college planning. Our pre-admission services include information regarding academic support services, adapted transportation and equipment, accessible housing, and admission requirements. Counselors are available to discuss college preparatory course work as it relates to the selective admissions policy. During the pre-admission interview, students are assisted in planning for their maximum personal and academic independence. Students will be asked to provide documentation of their disability, test results, and any school records for review. This information will help Disability Services to provide the academic accommodations and support services each individual may need.
Maximize Potential, Maintain Independence

The student with a disability is continually challenged to maximize his or her educational potential. The Office for Disability Services understands that challenge and provides services and coordinates accommodations to meet the needs of students who have disabilities.

As a result of institutional needs and priorities, the Office for Disability Services was established in 1974. A legal mandate came later in 1977 with the implementation of Section 504 of the Rehabilitation Act of 1973. Section 504 guarantees the rights of all students to equal access to an education which is limited only by personal ability and not by physical or psychological disability. The goal is to maximize a student's educational potential while helping him or her develop and maintain independence. This program philosophy is one that encourages self-advocacy.

Who Is Eligible?

Our services are available to any member of the Ohio State community—student, faculty, or staff member—who has a disability. Individuals eligible for services include, but are not limited to, those with mobility, orthopedic, hearing, vision, or speech impairments, as well as those with learning disabilities. Individuals with temporary disabilities, such as those resulting from injury or surgery, are also eligible for services.

Services for All Disabilities

Pre-admission interview before entering Ohio State
- New student orientation, as well as information on services and resources available through Disability Services and the University
- Priority scheduling that allows students with disabilities to schedule their classes at a given location, at a certain time of day, or with specific instructors
- Academic, vocational, and psychosocial counseling in both group and individual settings
- Support groups for the development of academic strategies and psychosocial adjustment
- Referral and liaison services with Ohio Rehabilitation Services Commission's Bureau of Vocational Rehabilitation (BVR)

Services for Students Who Are Blind or Visually Impaired

- A Braille tactile map of the Ohio State campus
- Referrals and liaison services with Recording for the Blind (RFB) and the Talking Book Program
- Taping of textbooks not available through RFB
- Readers for blind students for supplemental academic needs
- Orientation to the campus (both initial and ongoing)
- Technical assistance in adapting academic materials and requirements
- Specialized adapted equipment that includes: Vista (large print enlarging system for the IBM computer), Vantage (a new closed circuit TV system), an IBM computer with voice output, Optacon, Braile writers, and a high-speed tape duplicator
- Referral and liaison services with the Library for Disability Services (located in the Main Library).
- This library provides a Kurzwel Reading Machine, several CCTVC's, four-track recorders, a Braille collection of books, and specialized library services for visually impaired students
- Extended time, taped exams, readers, and scribes for exam taking as needed
- Reading/study rooms available with specialized equipment
- Technical assistance for field placement and employment
- Support groups for the development of academic strategies and psychosocial adjustment
- Referral and liaison services with the Ohio Rehabilitation Services Commission's Bureau of Services for the Visually Impaired (BSVI)

Tips for Successful Learning

- Use a schedule book, designate study times, and stay with the schedule.
- Study with a classmate and exchange information about class notes and readings.
- Ask a classmate to help you take notes. Provide the classmate with a notebook and carbon paper. Take notes yourself to remain attentive and involved in the learning process.
- Discuss your disability and appropriate accommodations with your instructor at the beginning of each class. Agree upon testing accommodations.
- Meet with your instructor to discuss academic problems. He or she may be able to explain an unfamiliar concept, refer you to a tutor, or be willing to meet with you more regularly.
- Find a quiet study area. Eliminate distractions.
- Plan ahead for exams. If you are going to use a testing studio or require testing assistance, make
Better wheelchair seats needed

Universities look to improve stadium’s handicapped areas

By Scott Bowman

Ohio State and Michigan State are considering ways to improve stadium wheelchair seating facilities, said university officials.

The change is being considered because the seating visibility for handicapped individuals is inadequate, said Dick Maxwell, assistant director for disability services at Ohio State.

"There has been discussion with the athletic department regarding to renovation of an area right above Block 'O' that is accessible by elevator," he said.

The current section available for the physically disabled is section 22 in the field seat area, Maxwell said.

Dan Meiners, assistant director of the Department of Athletics, said the current system in Ohio Stadium is set up to accommodate 72 wheelchairs.

"We are always looking at ways to improve the seating facilities, but at this point in time we have no specific plans," Meiners said.

A plan to seat physically disabled students in Spartan Stadium is also currently being decided on by Michigan State University President, John Illigsoio.

However, Judy Gentile, director of MSU's Office of Programs for Handicapped, said the plans have been changed since they were originally proposed. The original proposal would have allocated 70 seats for the physically disabled plus additional room for their guests, she said.

"On April 29, the anti-discrimination judicial board released a proposal to locate 64 seats in the lower level of the end zone, which is not what was originally proposed," she said.

"From this point on, we still plan on doing as good as if they were on the field," she said. "One team would block the view of the other." Gentile said it was recommended to the university that the seating be located on the sidelines on a higher level.

Currently, 30 to 40 physically disabled people have to sit on the field, Gentile said.
Assistance to deaf may be eliminated

By Reggie Anglen
Lancerti Staff writer

Visually impaired students who attend Ohio State may have to look elsewhere for math tutors, and the deaf will lose classroom interpreters beginning Fall Quarter if current budget cut proposals are accepted.

"These are the areas that the director of the Office of Disability Services has recommended to our office to be cut," said Russell Spellman, vice provost for the Office of Student Affairs.

Spellman recently approved the cuts that the office suggested. Now they must be approved by Myles Brand, provost for the Office of Student Affairs, or President Edward Jennings, to become effective, said Richard Hollingsworth, assistant dean for the Office of Student Life.

The Office of Disability Services, which is staffed by 14 full-time employees, will trim its budget in accordance with Jennings' call for all departments on campus to cut costs.

"Our office was given a target by the university that we had to cut in dollars, both in personnel and cash," said Warren King, office director. "We are cutting back in the areas of wages, services, equipment and supplies.

"Interpreters for deaf students will be eliminated, because funds are gone," King said. "And, because of the continual cuts, we have not been able to expand services to keep up with demands, therefore, our diagnostic program for learning disabled students is going to fall further behind," King said.

The math tutoring program provides disabled students with paid tutors available on an individual and group basis for math help. An average of 10 students per quarter use the service.

"If you have an internship off-campus within the Columbus area and were not able to use public transportation, we would provide that service for education-related jobs," King said. "Now we will have to ask students and faculty to locate placements that are within the university boundaries."

Gayle Fox, who has been using the services of the Office of Disability Services for the past two years said, "This office is an integral part of my academic efforts here at Ohio State."

"Eliminating these services will place more barriers in front of the disabled student. Ohio State has moved in good directions toward the elimination of such barriers, and becoming barrier free for the disabled student," he said.

The office, located in the basement of Peomerie Hall, serves 800 students.

"By proposing to cut funds, Ohio State is re-establishing these barriers. It's taking steps backward," Fox said. "When they start cutting funds, these things seem to spiral. First it's the tutors and transportation. To these students, that transportation is a very, very major component to a full education."
Disability Services snags affirmative action grant

By Nadine Collins

The Office of Disability Services was recently awarded an Affirmative Action Grant to provide services that will increase the employment of disabled students. The grant will assist career placement offices around campus in working with the disabled.

"Although career placement personnel are aware of the physically disabled, they do not have specific services for the learning disabled," said Bill Hyde, a graduate research associate for Office of Disability Services.

"We want to make career placement personnel more aware of the learning disabled," Hyde said.

There are approximately 800 disabled students on campus. These students are mobility, visually, and hearing impaired, as well as learning disabled.

Patricia Carlton, a counselor at the Office of Disability Services, said, "Statistics show at least 40 percent of the skilled disabled populations who desire jobs, do not have jobs."

"We hope that this will lead to disabled students getting employment right out of college in the field they're majoring in," said Jim Baker, resource specialist and counselor at the Office of Disability Services.

"Right now, because of their disability, students don't have equal access to the same opportunities, in regards to career placement, as the able-bodied," he said.

"We know by talking to a few disabled students who've graduated, that it can take as long as two years for them to find a job," Baker said.

This is often the case with a learning disabled student who doesn't have a grade point as high as the average student, he said.

The service will include a winter quarter workshop dealing with how to work with the disabled student for career placement personnel on campus.

"If I were confronted with a learning disabled student, I wouldn't know how to help them because I'm not familiar with learning disabilities," said James R. Decker, director of Career Development Services in the College of Business.

"I'm interested in the workshop because I'll feel more comfortable to have some kind of background of disabilities to help the students," Decker said.

"This will educate disabled students about what is being offered at the career placement offices," Baker said. "Most disabled students don't know what's being offered or are reluctant to go."

It will also aid students in helping to explain their disability to career placement personnel and how it can be accommodated. They'll be able to emphasize the skills they do have, and explain that the disability has nothing to do with the job, Hyde said.

"It's very important that the student identifies him or herself to us so that we can provide assistance," said Marianne Mueller, assistant dean and Director of Engineering Placement.

Through this workshop, we'll be more accessible to the disabled student because we'll become more aware of the students' needs, Mueller said.

Barbara J. Bryant, director of Career Services in the College of Education, said, "If there are some barriers that a student has, I want to be able to help (students) overcome them and get the job."
Disability services holds job workshop

By Marilyn Rinker
Lantern staff writer

The Office of Disability Services held the first in a series of workshops to help job placement counselors assist disabled students on Wednesday.

An affirmative action grant for this academic year will fund the projects and help increase the possibilities that disabled graduates will get jobs.

Statistics have shown at least 40 percent of skilled disabled people who want jobs are unemployed. Ohio State has about 800 disabled students.

"People with disabilities often aren't very good about telling what they can do," said Janet Kohn, job development coordinator for the Ohio Rehabilitation Services Commission.

The commission works to help Ohioans with disabilities get jobs or become more independent.

Each year, about 10,000 people are assisted statewide, according to literature from the commission.

The project began with a survey of the 17 placement services on campus to determine what is available for students with a disability.

The project proposal stated disabled students are not really given "equal access" to job opportunities if they use the same services as other students. "Non-disabled individuals do not have to explain special needs, job modifications or environmental adjustments," the proposal reported.

In the first session, counselors were given information about students with physical handicaps or learning disabilities. A handbook for the placement offices will be developed to help train personnel in the future.

The other two workshops will be held Jan. 26 and Feb. 14.

Chuck Fairbanks, a disabled OSU broadcast engineer in the School of Journalism, had this advice for students: "Try to make potential employers comfortable about what your ability would be on the job."

Mike Shumate, a junior in history education from Mansfield, said his grades should be proof of his ability when he applies for a job. His physical disability should not interfere with any job prospects, he said.
New law to give disabled equality

By Cheryl Curry
Latern staff writer

Recent OSU law school graduate
Mark Sotak said he hopes new le-
gislation will help potential em-
ployers see more than his wheel-
chair.

The Americans with Disabilities
Act, which mandates access in all
aspects of life to disabled people,
has already been passed by the Se-
nate and House of Representa-
tives. It is expected to be signed into
law this week by President Bush.

"This will definitely make em-
ployers more aware that they can't
consider disabilities when inter-
vewing someone for a job," Sotak
said.

The act is a comprehensive civil
rights statute prohibiting discrimi-
nation against people with disabili-
ties in private sector employment,
public services, public accommoda-
tions, transportation and telecom-
munications.

An estimated 43 million Ameri-
cans, including more than 1,000
Ohio State students, faculty and
staff, live with various disabilities.
Sotak, a quadriplegic, said he be-
lieves accessibility requirements
may initially be costly to busines-
ses, but will eventually increase
profits.

"If you go down High Street you
can see how one or two steps, in-
stead of a ramp, close off a business
to hundreds of disabled custom-
ers," he said.

Even though Ohio State is al-
ready required to follow guidelines
of the act under separate legisla-
tion, the new bill will still affect
members of the OSU community,
said Warren King, director of the
Office for Disabiltie Services.

"Equal and fair treatment in the
private sector will help all disabled
people be more aware of their
rights and more vocal about de-
manding them," King said.

He called the act the most impor-
tant legislation since the Civil
Rights Act of 1964.

The Americans with Disabilities
Act requires any business with
more than 14 employees to follow
non-discriminatory employment
provisions and allows for the gra-
dual phasing in of changes for
smaller businesses.

Public accommodations such as re-
tail establishments, restaurants,
thrers and public transit systems
will also be affected by the legisla-
tion.

In the telecommunications field,
companies will have to accommoodate
the hearing impaired and television
stations will be required to provide
closed caption programming.

"Ideally, in five years, disabled
people will know they can go any-
where in the country without being
physically or psychologically discri-
ninated against," King said.

Mark Sotak, 27, a law student from
Rocky River is preparing to demon-
strate how he uses his computer.

Barbara Duke, executive director
of Creative Living, apartment
buildings for disabled people in
the campus area, said the act will
help eliminate stereotypes.
Wanted: clear ramps for wheelchairs

By Stephanie Brunet

Police may begin using blue paint to remove bicycles chained to wheelchair ramps as a means of clearing the way for handicapped students.

Once the bicycles are removed they will be impounded, costing students STA to retrieve their two-wheeled possessions.

Though it may be convenient for bicycle riders, the ramps are for disabled students, said Dick Maxwell, assistant director for the Center for Developmental Disabilities.

"I love the idea of accessibility, but people just don’t think about the consequences of when they park their bikes," Maxwell said.

There are 125 to 150 students and faculty at Ohio State who have various mobility concerns, Maxwell said. Their situations range from using a wheelchair to walking with a cane or on crutches.

Bicycles on wheelchair ramps make it difficult and even impossible for some impaired students to get in and out.

"We have had a community from Columbus mapping in special education, ease the ramps," he said. "The thing that bothered me is that there are ample bike ramps for students...

Maxwell said the point is students should not have to call traffic and parking to have a bike impounded before they can get into a building.

"A student had a student in a wheelchair who lamented his hand because he had to walk on a ramp and with a cane and was finding it difficult," Maxwell said. "But some of our students who are visually impaired have had problems with bikes parked, not on the ramps, but chained to fences or walkways.

Maxwell said it is too easy for a student who is visually-impaired to be walking with a cane and miss the wheel of a bicycle but run into the handicapper that is sticking out into the walkway.

Brunson said traffic and parking has no new policies to keep the bicycles off the wheelchair ramps.

"This is the year to amend the rules we now have," Brunson said. "It’s up to the students to park their bicycles in a responsible place or they will be impounded."
Volunteers help disabled learn in reading program

By Stacey Donovan
Lantern campus reporter

The Office for Disability Services offers a specially Readers Service Program that is rewarding not only for disabled students but also for the people who volunteer their help to the program.

A spokesman for the office said the program helps people who have either a visual impairment, learning disability or a physical disability and have difficulty using traditional printed material.

Jim Baker, resource specialist for Disability Services, said a national service, Recordings for the Blind, that will tape textbooks for students to use, but it does not always provide tapings of all the books required of the students in their classes.

Baker said when the Recording for the Blind service does not have the tapes the students need, volunteers record the books onto tapes.

"The program relies on volunteers who give their time to read textbooks and assist students during exams or tutor students," Baker said.

Kathy Moore, a volunteer and recent OSU graduate, said she heard about the program through an article in the Lantern when she was a junior.

She said she was interested in helping the program because of her own ability to read well.

"I wanted to help someone that was a good way to do it," she said. "It was real flexible on time."

Moore said she was a resident assistant in Stoebl Hall and always had to stay until the very last day of every quarter, so she could also help people in the program during finals week.

"My availability fit with their needs," she said.

Moore said she not only reads textbooks for tapings, but also student notes. She also spends time spot testing texts for students, she said.

"I wasn’t around blind people that much until I got involved with reading for the blind and it’s really something to see how they operate. I have great admiration for them."

— Winifred Robinson

Winifred Robinson, a 73-year-old Columbus resident, has been volunteering her time to the program for almost four years.

Robinson lives in a retirement home and walks to campus once a week to read texts that need to be taped.

She said she used to read to her mother.

I’ve just always liked to read," Robinson said. "I get as much out of it as the listeners do." Robinson said it has made her more aware of other people around her.

She also reads for the Central Ohio Radio Reading Service. She reads newspaper ads and magazine articles over the radio for that service.

"I don’t really care what I read because I am doing it for someone else," she said. "I recommended it to other people who live in the retirement home."

Robinson said, "I wasn’t around blind people that much until I got involved with reading for the blind and it’s really something to see how they operate. I have great admiration for them."

Moore said it made her realize that there are many people who do not let their disabilities show.

"It makes you feel good that you can help that person," she said.

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"It makes you feel good that you can help that person," she said.
Lack of awareness, funding prevents immediate changes

By Jennifer Crall
Lantern staff writer

Although OSU officials say they are attempting to create maximum accessibility for mobility-impaired students, an OSU graduate student says rest room accommodations for the handicapped are still inadequate.

Daphne Hill, a graduate student in re habilitative counseling, says many rest rooms the university has designated as accessible by wheelchair users were designed according to outdated standards. People who use newer, slightly larger wheelchairs, cannot enter the stalls and still close the doors for privacy, she said.

AT FIRST, she said, she thought her insistence on privacy and her complaints to university officials would yield immediate results. Now she wonders if OSU administrators intend to respond to her problem. "It makes me question my rights," she said.

While the university is responding to the needs of Ohio State's 200 to 250 mobility-impaired students, accessibility problems have not been solved completely, said Richard N. Maxwell, assistant director of the Office for Disability Services.

THIS IS PARTLY because the problems were not addressed by the university until the 1970s, he said.

"If you go back 20 years, much of this awareness and legislation did not exist," Maxwell said. "Architects and administrators ... were not building buildings to keep people out. There was just an ignorance ... a lack of awareness.

"Better than $3 million has gone into barrier removal in the form of ramps, curb cuts, and the addition of power door openers," Maxwell said.

FEDERAL PROJECT FUNDING gave Ohio State about $1.5 million for barrier removal in the 1970s, said Jean Hancox, campus planner. "It turned this campus from a generally inaccessible campus to one that was accessible."

Other sources of funding for barrier removal were Ohio Board of Regents grants, individual project grants, and development funding, he said.

"The university has made a genuine effort to create substantial accessibility on this campus," Maxwell said. "It's one of the most accessible of any institution its size in the country."

"There are areas that we're short-changing. Rest rooms are one of those, But that's not the university's fault," he said. "It was the standard at that point."

LACK OF FUNDING makes immediate changes virtually impossible," said Thomas A. Heretta, who works in the University Architect's Office.

The disability services department works closely with the architect's office to review construction and renovation plans to ensure access to mobility-impaired students and staff, Maxwell said.

One of the university's goals is to eventually have at least one accessible stall for each sex in every building on campus, Heretta said.

BUT MONEY is the greatest barrier to achieving this goal, he said.

The estimated cost of enlarging a toilet stall and installing a handrail is $500, according to the Bureau of National Affairs.

Compromise might be necessary before full accessibility is reached, Heretta said. "An awkward accessible route is better than none at all," he said.

THROUGH CAREFUL PLANNING, inaccessible areas will eventually be eliminated, Hansford said.

"The only way to make sure we're going to reach accessibility is to make every space accessible," he said.

"We haven't reached that goal, but we're on our way," Hansford said.
Paralyzed man’s dog back home

Rotweiler trained to help with tasks

By Greg Moser
Dispatch Staff Writer

Charger may be the name, but this dog’s lifestyle is going to change. The Rotweiler has, since last Saturday, become Columbus’ best known fugitive. Pet and companion of Jeff Burke, a partially paralyzed Ohio State University junior, Charger slipped away last Saturday during an ununsupervised romp outside Burke’s apartment south of the OSU medical complex.

After a painful week for both of them, Charger and Burke were reunited last night after telephone calls and television publicity finally paid off.

Family members said Charger had been picked up by a motorist about 3 miles from his home only hours after he disappeared, but the dog’s identity wasn’t established until yesterday.

There was a big welcome home party, of course, but Burke said Charger’s freedoms may have to be curbed.

“He’s going out with me at all times from now on,” he said. “I’m buying a 30-foot leash.”

Burke needs Charger to pick items off the floor, help him open doors and make it easier to get his wheelchair up hills. Charger can pick up anything, from a dime to a phone, Burke said.

The dog also helps Burke lift himself into his wheelchair.

Burke was shot in the back of the neck during an argument June 18, 1988, leaving him paralyzed. Before the shooting, he was always in fights. Burke said. He also had been to rehabilitation for alcohol abuse.

“I did the rehab for my parents, not for me, and it didn’t do any good,” Burke said. “I was lying in bed paralyzed . . . it really woke me up. I got my life together.”

He went through alcoholic rehabilitation again, successfully this time, he said.

Almost a year ago, Burke went to Happy Canine Helpers, which has trained 16 dogs for handicapped people since 1984. Training the dogs takes six months. Training the owner takes two months to a year, said Linda Bidwell, founder and executive director of Happy Canine Helpers.

Although Charger “works” for Burke, a special bond exists between the two. Burke said.

He could simply rev his car, and Charger usually would jump in. Burke also discovered that Charger would join him any time in a “howling” competition.

“Having a dog like Charger helps people who are afraid of you because you are in a wheelchair,” Burke said. “He is like an ice breaker.”

Charger’s training costs $5,000, but, he said, “To me, it’s not just a dog.

“These dogs mean so much to the clients,” Bidwell said. “Jeff really needed Charger.”
Play raises awareness of handicaps’ problems

By Heather Hixon
Lantern arts writer

Students can go behind the scenes in the lives of the handicapped in “A Horse of a Different Color” Feb. 16-20.

The Minority Issues Committee presented the play last May for Disability Awareness Week and has been asked to perform the play again, said Venita A. Rammell, director.

The play, written by OSU faculty member Jane E. Jarrow, is about five handicapped people discussing their disabilities which include deafness, blindness, cancer, dyslexia and paralysis.

The characters go through the alphabet and give each letter a characteristic from their lives. “C is for Coping,” the deaf woman says.

The message is that people with a handicap think and feel like everyone else, said Stephanie L. Perrine who played the deaf woman in the play.

Perrine said that people look first at the disability and do not see the person, but this play allows students to see another side of the situation.

Rammell said last year the play was performed in the North, South and University residence areas and about 150 students attended the performances.

The Committee for the Physically Challenged asked Rammell to perform the play again this year because of request from students and faculty, Rammell said.

The actors are all students who do not have a handicap, but they had to learn how disabled people feel in order to play the part, Rammell said.

She said the only difficulty in doing “A Horse of a Different Color” again is finding all of the original cast members. She said some parts may have to be recast.

Later this year Rammell will direct a new play, an audience participation murder mystery, entitled “Death by Accommodation: A Permanent Disability” for Disability Awareness Week.

For more information, call 292-8340.
Tutoring programs improved

By Jeanine Martini
Lantern staff writer

Improved tutoring programs and a new counselor are available at the OSU Office for Disability Services to assist students, staff and faculty with mobility, orthopedic, hearing, vision, speech impairments and learning disabilities.

Kate Lenzo, the new educational specialist for the office, said she is taking a different approach to students with academic problems, and is working on a one-to-one basis to help them process material more efficiently. She focuses on textbook reading, note taking, test anxiety, organizational skills and time management with her students.

The office's tutor program which began winter quarter 1989 is finally starting to succeed. "Students are beating down the door to get a tutor," Lenzo said.

Tutors conduct sessions in different subjects at the Disability Service's office in Pomerene Hall Tuesday through Thursday from 4 p.m. to 6 p.m., she said. Only students who receive services at the office are eligible for the free tutoring sessions.

Twenty-eight students participated in the tutor program this quarter, she said.

Lois Burke, a counselor for learning disabled students, said no one had been coordinating the tutor program until Lenzo started working last quarter.

Lenzo said office counselors refer students to the tutor program and check their progress at the end of the quarter if they use the service.

The sessions have helped the students and it is reflected in their grades, she said.

Since September, more than 200 students per month have been visiting the office, compared to about 100 per month last school year, Lenzo said.

Prior to autumn quarter 1989, students first visiting the office had to wait between four to six weeks to see a counselor, Burke said.

This problem only occurred with learning disabled students because they have to be interviewed and tested before they can receive any services, said Jim Baker, research specialist and counselor for visually impaired students.

The actual diagnostic testing takes about seven and a half hours, Burke said.

The office provides informational meetings three times a quarter, and staff members gather background material from the students and perform informal assessments of their study skills and attitudes before scheduling individual appointments with counselors, she said.

Pat Carlon, a counselor for the office, said autumn quarter is a high usage time because many freshmen need help orientating themselves to the university.

"We encourage them to come in their first quarter," Burke said. "That's what we're here for - to foster their independence."

Lenzo said the office needs more volunteers for their tutor program so the office can offer more sessions.

Other services offered include: extended examination time, quiet space to take the exams, computer resources, priority scheduling, academic and personal counseling and peer support groups.
Disability Awareness Week promoted

By Dona S. Klinger
Lansford staff writer

Starting today, people with disabilities will hold a variety of events to promote awareness and understanding in the fourth annual Disability Awareness Week.

Molly Ranz, who is in charge of decorating in Residence and Dining Halls, said there will be a Wheel-A-Thon on the Oval, Wednesday from 9 a.m. to 4 p.m.

Michelle Marva, a representative for Project, Leisure, Education and Participation (PLEP), is in charge of the Wheel-A-Thon.

Marva said participants get sponsors for the event and anyone is welcome to make donations to PLEP.

PLEP is a program which gives people with disabilities the chance to work out in an able-bodied environment with adaptive equipment, Marva said.

Ranz said there will be a comedian who bases his humor on mobility impairment, Friday at the Malting Hall hospital complex.

There will be a murder/mystery play where the audience will take part in deciding who did it, Ranz said. The play will take place in the Roger Student Activity Center May 13 at 2 p.m. and 7 p.m., May 14 at 7 p.m., and in the Morrill Tower Browsing Room May 15 at 2 p.m. and 7 p.m., she said.

Ranz said after the play, there will be a panel discussion with students that have disabilities to discuss any problems they have had or might be having.

On May 17, 18 and 19, the Wheel Chair Games will be held in Larkins Hall and the Ohio Stadium, she said. Events will include swimming, billiards, bowling and track.

All events are free and open to the public.

Ranz said able-bodied people need to see that people with disabilities are like everyone else. They need to see the ability, not the disability, she said.

Last year the week focused on attracting people from the residence halls and those who came for the first time usually came back with a better understanding, she said.

This year the events are going to be more publicized outside of the campus community to get more people involved, Ranz said.

Dick Maxwell, assistant director of the Office for Disability Services, said able-bodied people should realize people with disabilities are individuals like everyone else and happen to have disabilities for which they need special accommodations.

Maxwell said the awareness week helps relieve the stereotype and stigma that accompanies the disability.

"The last thing any disabled person wants is sympathy," he said. "They just want the needed accommodations for life."

Ranz said awareness of the disabled has definitely increased, but there is still a long way to go.
Comedian rolls into career in wheelchair

By Carla Bonner

Jeff Charlebois, who is paralyzed from the waist down because of a car accident when he was 15, adds humor to his own disability to enhance his upbeat and infectious style of entertaiment.

He got his start at a "sit-down" comedy club six years ago when his friends wheeled him up on stage as a bet. He was called "Wappy" or "Jazzy Charlebois" until then. Now, he's a 1995 Wright State University graduate, and just written jokes.

"At first I thought "who's going to laugh at a guy in a wheelchair?" Charlebois said. "But then I started to write jokes about handicapped people. It gets people to vote."
Wheelchairs roll in cash for disabled students

By Effie Deamonou

A total of more than $3,000 was collected, a third of which, $1,000, was in wheelchair donations. Effie Deamonou//Ohio State Lantern

Wheelchair donations varied from a simple $1 to a generous $200. "It was a wheelchair, at my life," said one donor who chose to remain anonymous. "I don't know what happened to my wheelchair," said another. "But I know it's a wheelchair, at my life." 

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Disabilities addressed in residence hall play

The disabilities of students make them the suspects in the murder mystery "Death By Accommodation: A Permanent Disability," which is being performed for Disability Awareness Week.

Directed and produced by Venita Rammel, the play will be performed by a panel of residence hall students chosen by audition.

"It's an audience-participatory murder mystery," Rammel said. "It's a sort of 'whodunit.'"

The mystery begins when someone kills a well-known and very disliked professor on the campus of Anytown, USA. The professor was prejudiced against students with disabilities, both physical and otherwise. It made it difficult for the students to function normally in his classroom.

Inspector Ali, played by T. Ryan Jenkins, is called in to interrogate the students. All of the students have some type of handicap. The inspector finds himself uncomfortable at times because he does not understand their disabilities.

Ursula N. Delpaid, played by Lisa Wilkens, tries to explain to the inspector that the students' disabilities do not take away from their daily activities and that they learn to adjust.

The suspects are: Alease Mon classification as Helen I'd, a deaf student; C. Christian Sevler as Joe Wheeler, a paraplegic; Shawn Beck as Dexter Lea, a student with dyslexia; Katie "Sunny" Dorch as Inertia Gibb, a student with epilepsy; and Jacquelyn Calvary as Betty Lou Ind, a blind student. Michael A. Lieberman is the narrator of the play.

"Death By Accommodation: A Permanent Disability" will be performed today at 2 p.m. and Tuesday at 7 p.m. in the north room of Royer Student Activities Center and Wednesday at 2 and 7 p.m. in the Merrill Tower Browsing Room.
DISABILITY AWARENESS WEEK '91

presents

DEATH BY ACCOMMODATION—A PERMANENT DISABILITY
An Audience Participatory Murder Mystery Drama

May 13 2:00 p.m. & 7:00 p.m.  Royer Student Center North Room
                                      85 Curl Drive
May 14 7:00 p.m.  Royer Student Center North Room
                                      85 Curl Drive
May 15 2:00 p.m. & 7:00 p.m.  Morrill Tower Browsing Room
                                      1900 Cannon Drive

Panel Discussions with impaired students will follow. Admission is free.

Sponsored by Residence and Dining Halls Minority Issues Committee, Office for Disability Services, and Office of Human Relations
Disability volunteers honored

By Samantha G. Haney

Student and organizational volunteers from the OSU Office of Disability Services were recognized with certificates of appreciation Thursday afternoon for their dedication to helping disabled students at Ohio State.

"We couldn't function without the number of volunteers that we have," said Jim Baker, coordinator of academic support services at the Office of Disability Services. "The office staff can't provide the necessary services alone," he said.

Baker said the volunteers' activities include helping students with test-taking, tutoring students and assisting with laboratories. Volunteers also did a survey of building accessibility for disabled students.

OSU President E. Gordon Gee said volunteers help build a caring community. "It's a natural aspect of what we're about," he said.

Gee said it is a goal of the university to make all buildings accessible to students even though some of the buildings are old and such changes would be costly. "I chose Ohio State because of the Office of Disability Services," said Ben Kelly, a freshman from Akron majoring in music education. Kelly said volunteers are always available to read his texts onto tape and tutor him.

Darrin Lee Bushong, a junior in marketing from Retriev, said the volunteers help students be more competitive and independent in their studies. "A lot of students wouldn't go to college because of disabilities, but they know Ohio State has a strong volunteer force so they can go here without disability affecting their work," he said.

Tom Alexander, an OSU journalism graduate, said the work is very rewarding. Alexander promotes music and "reads to kids of blind students when he volunteers. He said it is important that students are given the support so they can learn independence."
Relocation leaves behind three disabled employees

By Laura Briggs

Three physically disabled faculty and staff members in the communication department will not be moving to Neil Hall with their co-workers this fall, because the building does not have an elevator.

Faculty and staff who work in Derby Hall are moving to Neil Hall while renovation is completed at Derby Hall.

Warren King, director of the Office for Disability Services, and faculty and staff from Derby Hall who are unable to use the stairs in Neil Hall will temporarily have their offices in Hamilton Hall, 1465 Neil Ave., across the street from Neil Hall.

Neil Hall is not a desirable site for relocation, but it is the only option, King said.

"Nobody's happy with it," he said.

David Marsh, assistant vice president for facilities planning, said Neil Hall was the only building available for temporary offices.

Renovating Derby Hall would be too difficult, it was still occupied by faculty, he said.

Derby Hall, 134 N. Oval Mall, will be completely renovated with a new heating system, new windows and an air-conditioning system.

The estimated cost of the project is $7.8 million, with construction to begin in mid-October. Renovation will last about 18 months, and Jack Rash, architect with the Office of the President, said.

Derby Hall currently houses the departments of communication and political science, a polymerics lab, the office of legal and contract services, the American Political Science Review, and offices for networking, teaching assistants.

Neil Hall will be completely renovated after Derby Hall construction is completed, King said. Ramp, power doors, and an elevator will also be installed, he said.

Neil Hall will serve as a relocation site for faculty whose buildings will undergo construction in the future.

Catherine Gynn, a graduate student in communication, said she is concerned that mobility-impaired students will not have access to faculty and staff when the communication department moves to Neil Hall.

King said access to the first floor of Neil Hall will be available for mobility-impaired students to meet with faculty and staff members.

As long as mobility-impaired students have the same degree of freedom as another student, there is no violation of federal or state law, King said.

Communication 100, 200, and 300, which are telecommunication video labs, will be held in the first floor of Neil Hall until the renovation of Derby Hall is complete. During Autumn Quarter 1991, all eight sections of these classes will be inaccessible to mobility-impaired students.

Several communication faculty members signed a letter asking Joseph Fuler, communication chairman, to reconsider the department move and consider other options.

Fuler said Neil Hall was the only building available to the department.

Fuler said he renounced the Office for Disability Services during Winter Quarter to alert students who might be affected by the building change.

The office told students to take video courses during Spring Quarter, he said. The video labs may be moved to Derby Hall to accommodate students.

See DERBY / Page 2

With no elevator in the building, the stairs at Neil Hall will present a problem for students and staff who use wheelchairs or are otherwise physically disabled.
Bicycle parking poses problems for handicapped OSU students

By Doug Peterseim
Lantern staff writer

Bicycles on campus are being parked and locked in unauthorized areas, according to Dick Maxwell, assistant director of the office for disability services.

"We have a quarterly problem with students locking or chaining their bikes to railings near building entrance ramps and handle bars hang out into the sidewalk or ramp area," Maxwell said.

"This is a significant hazard to persons with disabilities, especially those in wheelchairs and our visually impaired population," he added.

Caleb Brunson, director of traffic and parking, said any bicycle locked or chained to anything that prohibits the movement of other people will be impounded.

"We cut off the locks with a torch and impound (bicycles) at the university impound lot on Kenney Road," Brunson said.

Brunson said bicycles locked to other things such as poles, signs and fences will not be impounded, but will receive a red warning tag informing bicycle owners that their bikes are illegally parked.

According to Brunson, people will be charged $18 to remove their bikes from impoundment.

Brunson said his office has already impounded some bikes this quarter, but he did not know how many.

Maxwell said bikes locked to these railings block the path of wheelchairs and cause hazards to the visually impaired who use the railings as a guide to building entrances.
Disabled alumni honored for service

By Doug Petersen
Lantern Staff

Ohio State's assistant director of the Office for Disability Services is being honored for his dedication in assisting people with severe disabilities.

Richard N. Maxwell, a 1969 OSU graduate, will receive the Creative Living 1 and 2 Award during a "toast" to his honor Nov. 28 at the Freerick Center for Tomorrow.

Maxwell is a founder of Creative Living, a private, non-profit corporation that operates two apartment complexes (Creative Living 1 and 2) specifically designed for severely disabled people.

Maxwell himself was left a quadriplegic in 1963 after he suffered an injury in an intramural football game.

When he returned to Ohio State in 1968, there were about six buildings on campus that were accessible for disabled people. Maxwell said he is proud of his association with Creative Living.

"We have an opportunity of changing the quality of life for persons with physical disabilities," Maxwell said.

In order to have employment and other kinds of needs, you need a stable base of operation, basically somewhere to live." He said a committee was developed to form the corporation.

It was incorporated in 1969 and the first facility was completed in March of 1974," Maxwell said.

Creative Living I is located at Perry Street near Battelle Memorial Institute. Creative Living II, completed in 1980, is on West 18th Avenue, behind the Jesse Owens Recreation Center. Both complexes are wheelchair accessible.

"It's not a nursing home, you're not locked up, you're not isolated," said Maxwell.

"You're moving toward whatever goal you've got." Maxwell lived in Creative Living I from 1974 until he got married in 1980.

"The hardest thing is being 100% dependent on your environment," Maxwell said. "You have to be able to get past people's attitudes." He said many people focus on what disabled people cannot do versus what they can do.

There are about 600 students who are registered with the Office for Disability Services, Maxwell said. He said he would like to see attitude about disabilities change.

"Most people with disabilities don't consider themselves disabled. They consider themselves normal. Unfortunately, some people don't view them in that way and we need to work with that communication." Barbara Drask, Creative Living's executive director since 1981, said Maxwell is very deserving of the leadership award.

"This is only the fourth time we've given the award," Drask said.

"Dick has worked for the past 20 years for the rights, responsibilities and making a lot of headway for people with disabilities. Many residents of the complex are students at Ohio State, she said. Some residents have graduated and are looking for employment, and others already have jobs.

Drask said there are certain things that must be met before a person can qualify to live in the complex.

"You must be 18 years old, your disability must be of a permanent nature and you must meet the eligibility requirements for low-income standards," Drask said.

"Most residents have a permanent spinal cord injury as a result of accidents ranging from automobile accidents to doing and sports accidents," she added.

Drask is a real estate agent in Ohio State because he can't afford any whom he knows might be interested in living here. Drask said that there were the first Creative Living residents, and even though we are not part of the university, we have an excellent relationship."

Joan Hanford, campus planner in the Office of Campus Planning and Space Utilization, assisted Maxwell and Creative Living in getting the land from the university to build a second complex.

"They were able to get a federal grant to build their building, but

Richard N. Maxwell, assistant director of OSU Disability Services, they had no money to buy the land and so we said what they do by providing housing for severely disabled individuals is really a service to the university, so we let them the land for a dollar per year," Hanford said.

He said both departments handle the university's need of housing for severely disabled people.

He said Maxwell and the university can't be living by referring students who have serious disabilities and have a need for this type of housing.

Kenneth Johnson, a 1967 OSU graduate, is one of Maxwell's fraternity brothers and helped him to attend classes when he returned to Ohio State in 1960.

Johnson, who has remained class president since the 1960s, said Maxwell has influenced many people.

"Dick has been an incredibly positive influence on a lot of people in what he has achieved, including myself," he said.

Maxwell said he is looking forward to receiving the award and being "rewarded." He is going to be happy and the people involved are having a lot of fun with it." Maxwell said.
Disability awareness progressing at OSU

By Doug Petersen
Lancer staff writer

Ohio State has come a long way from the days when handicap accessibility on campus was virtually nil.

Richard W. Maxwell, assistant director of OSU’s Office for Disability Services, said the biggest problems in the late 1960s and early 1970s were the lack of accessibility in the university’s academic buildings and the lack of accessibility for the handicapped.

"We knew that if the overall administration was aware of the problem, they would try to solve it, but there just wasn’t enough awareness," Maxwell said.

Maxwell observed that in his role as an OSU intramural football game in 1969 and became a part-time student, he said it was a natural progression for the university to become more accessible to the handicapped.

"We were trying to think of ways to get more awareness, especially involving in the spring of 1972 making their senior class gift a fund to eliminate architectural barriers for disabled students on campus," he said.

Maxwell said the class gift created a lot of awareness for the non-visibility problems on campus.

"We were trying to stress that there were already some students on campus attempting to get their education here with a variety of disabilities," he said. "If any awareness was provided, more students would choose to come here," Maxwell said.

Maxwell said there was even a "student awareness day" to help stimulate interest.

"Several administrators, including OSU President Nance F. Fennell, took part in an awareness in the spring of 1972," he said. "If we can get the students, faculty and administration on campus, help them understand the problems of non-visibility." Maxwell said there was still a lot of work the university needed to do to improve handicap accessibility.

"We are concentrating on the residence halls, interior doors are a problem, where wheelchair users like myself can’t just simply open the doors and we have problems with the lighting in the residence halls where a door can be closed," Maxwell said.

The OSU Office of the Director of Campus Planning said they were now working with the University Building Board and Maxwell with the accessibility and planning of OSU handicap accessibility.

"I think we have taken a definite step forward in the necessity of handicap accessibility," Maxwell said. "I think we’ve improved our facilities and have now begun to make our buildings more accessible to people with disabilities." Maxwell said there was still a lot of work to be done.

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University will be affected by Disabilities Act

By Becky Brooks
Lantern staff writer

Using a pay phone, climbing stairs or using a computer are all activities that many of us take for granted. But for a student with disabilities, these activities present a challenge every day of the week.

The Americans with Disabilities Act was passed by Congress on July 26, 1990 to help make these activities easier for students with disabilities — and to strengthen federal standards regarding how public institutions accommodate people with disabilities.

Ohio State will be affected by the passage of this act.

The Association on Handicapped Student Service Programs in Postsecondary Education defines a person with a disability as anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.

The act has been hailed as a civil rights bill for people with disabilities in the United States, according to the association.

"The university will get a more astute population of people with disabilities as they become more aware of their rights," said Warren King, director of the Office for Disability Services.

"Ohio State has been required to comply with a similar disability nondiscrimination law since 1973 — Section 504 of the Rehabilitation Act," according to the Association on Handicapped Student Service Programs in Postsecondary Education.

The act extends the standards for compliance in Section 504 to include employment and promotion practices, according to the association.

The Americans with Disabilities Act contains five separate titles. The act has two components that will affect the university, Title I and Title II.

Title I becomes effective for employers with 25 or more employees on July 26. "Title I's purpose is to remove the barriers preventing qualified individuals with disabilities from enjoying the same employment opportunities available to people without disabilities," according to the Analysis of the Americans with Disabilities Act.

The act provides civil rights for employment to people with disabilities in areas including public institutions and the private sector, according to the analysis.

"Title II will effect how the university writes its position descriptions," said Steve Stoffel, associate vice president of Human Resources.

A position description is supposed to contain what — if any — physical requirements there are to do a job, he said.

"The university needs to revise their existing position descriptions," Stoffel said.

The university will be required to make changes in examinations, training materials and training policies, according to the association.

The university will also be affected by Title III.

Title III extends general disability discrimination prohibitions of the 1973 Discrimination Act to privately operated public accommodations, according to the Analysis of the Americans with Disabilities Act.

The provision affects providers of public accommodations and is primarily concerned with accessibility to individuals with disabilities, the analysis stated.

This affects OSU in two ways: Title III dictates how new public accommodations are to be built and also gives guidelines on improving the existing structures.

OSU has been constantly upgrading their facilities, said Tom Heretta, an architect with the University Architect's Office.

"Right now the act is vague. The state has building codes the university has to comply with, but there are no inspectors for the ADA," Heretta said.

When building or remodeling a new structure, the university tries to meet the new standards, said James Stevens, associate vice president for Physical Facilities.

"If the building already exists, we enhance the structure to make it easily accessible," Stevens said.

Some of the building changes the university will have to make are installing accessible restroom facilities and telephones for the visually and hearing impaired, Stevens said.

"The new act covers a much broader range of society, it's much more comprehensive," Stevens said.

The university has established a committee to look at three things when analyzing the new regulations, said Kevin Carey, assistant to the associate vice president of human resources.

• 1. The committee has to examine how the ADA applies to the university.
• 2. The committee has to make recommendations on how the university should comply with the ADA regulations.
• 3. The committee has to explore alternative measures that will enhance the university.

"We have to approach these issues in a comprehensive manner," Carey said.

"There are few institutions that have spent as much time and money to provide accessibility," Stoffel said.
OSU fun run to benefit non-profit organization

By Christy Kilby
Lantern staff writer

The senior class of the physical therapy department at Ohio State is sponsoring a 5K race Sunday to benefit Creative Living, a non-profit housing complex in Columbus.

The department sponsors this race for Creative Living as part of a community service project, said Cheryl Perozek, a senior in physical therapy and co-race director. Last year, the race brought in approximately $2,500 for Creative Living, she said.

“Our goal is to raise as much money as possible and to get the physical therapy department name out into the community,” Perozek said.

Creative Living provides two apartment complexes for people with severe disabilities, said Marilyn Beerman, the assistant director at Creative Living. Residents in these apartments receive subsidized housing through the Department of Housing and Urban Development, Beerman said.

Any money given to Creative Living goes towards repairs or new items needed in the apartments, Beerman said.

Proceeds from the race will go towards paying staff assistants at Creative Living, said Mark Warner, a senior in physical therapy and co-race director.

Various local businesses are helping the cause with donations, Warner said.

The race begins on Sunday morning at the corner of King Avenue and Cannon Drive. The race is open to all and registration packets can be picked up at Creative Living, 150 W. 10th Ave.

The cost of registration is $8 both Sunday and $10 the day of the race, Perozek said.

Registration begins at 7:30 a.m. Sunday and will continue until the race starts. T-shirts will be given to the first 200 applicants and then sold at the race for $7, Warner said.

The race for wheelchair participants begins at 9:20 a.m. and the runners and walkers will begin at 9:30 a.m.

Awards will be given to the overall male and female winners, the top three wheelchair winners and to winners in seven different age groups, Perozek said.
On the oval

Director of the Office for Disability Services Warren King participates in wheelchair races Wednesday on the Oval.
Bill provides equal opportunity for disabled

Act requires accessibility for disabled

By Gloria Profusek
Lantern staff writer

When Kristi Elliott attended Ohio State, she was a member of the 1985 Ohio State Women's Varsity Swim Team and loved the water. Mirror Lake was her haven—a refreshing getaway, where she could relax, take a quiet walk and think about life.

Until November 1985, that is, when she accidentally fell into the icy, cold waters. Elliott fell head first into the shallow lake and hit her head on a pile of rocks. She woke up in the hospital with two dislocated cervical vertebrae in her neck that permanently impaired her mobility.

But Elliott, who has used a wheelchair ever since, was able to continue her education at Ohio State because most of its buildings have been renovated to accommodate the disabled.

Accidents, birth defects and disease leave thousands of people disabled every year. But being disabled does not mean it's the end of a productive and happy life.

In July, the federal government passed an enhanced civil rights law that gives the disabled equal rights in all public and private institutions. Elliott can now compete in a workforce that wasn't always open or accessible to the disabled.

The Americans with Disabilities Act, legislation that opens the door to equal opportunity for disabled persons, was developed to renew the public's awareness of persons with disabilities, said Richard N. Maxwell, assistant director for the Office of Disability Services.

"ADA provides (disabled persons) with equal opportunity to participate in every day life," Maxwell said.

The ADA states that a disabled person is anyone who "has a physical or mental impairment that substantially limits a major life activity."

The ADA also protects individuals who have significant impairments with their sight, hearing, speaking, breathing, mobility, and learning or who are unable to care for themselves. Persons with the HIV virus and AIDS are also protected under ADA.

Something as simple as opening a door, using a restroom or operating an elevator can be difficult or impossible for disabled persons on campus and in private buildings, Maxwell said.

ADA is an updated version of the 1973 discrimination law, section 504, that addressed the civil rights of disabled persons working in federally funded institutions.

The ADA was extended to include private businesses, state and local services, transportation systems, public facilities and telecommunications.

Title I of the ADA prohibits private businesses from discriminating in all phases of the employment process. Public and private employers cannot reject a job applicant based on his or her disability.

Employers must also provide services or accommodations to the disabled as long as it is "reasonable" and does not impose a hardship on the organization.

The term "reasonable accommodation" is a broad statement that could include altering equipment, modifying work schedules or job restructuring.

Helen Ninos, director for Legal Services for Human Resources, said employers are not required to hire or promote disabled workers over able-bodied workers and that ADA does not address job quotas.

Disabled workers will be hired and promoted based on their skill, Ninos said. An employer cannot accommodate an impaired worker who is unable to perform his or her job duties, the employee could be assigned part-time work or be reassigned to another position. Salary and benefits would be adjusted as well, she said.

Ninos said the personnel committee has suggested that training seminars be implemented to ensure that all employment related practices are being followed as stated in Title I.

Eunice Hornsby, program development and training specialist for the Office of Training and Career Development, has taken on the task of ADA training.

Hornsby has conducted eight three-hour Title I sessions. So far, about 200 people have attended classes to find out more about ADA.

"Anybody that has anything to do with any personnel process needs to know about the ADA," Hornsby said. "Although it's not required, it certainly is a good idea (to attend)."

Classes explaining Title II of the ADA, which requires programs and services to be accessible to all individuals regardless of disability, will be held eight different times between Aug. 17 and 20. Preregistration is required, and classes are open to anyone who wants to attend.

Ohio State's Department of Physical Facilities and the Office of Disability Services have worked together over the years to make Title II changes throughout the university, Maxwell said.

Terri Stankiewicz, assistant director for Physical Facilities in Resource Management, said buildings and services must be accessible or accommodations must be made to everyone, regardless of disability.

Ohio State has been under the Section 504 requirements since 1973, mandating that the Facilities Office make several modifications over the years, Stankiewicz said.

For example, bathroom stalls have been widened to give a person privacy, curb cuts were made and electric openers and levers were put on doors. Students with disabilities can take examinations at the Office of Disability Services where readers, interpreters and extended time have been implemented to accommodate students.

With the exception of surveying buildings and services, Title II of the ADA has little impact on the Department of Physical Facilities.

"By next January, the university will have to complete an evaluation of programs and practices to be sure we are taking the disabled into account," Stankiewicz said.
Illegally parked bicycles hurt mobility of visually impaired

By Jeffrey A. Thornhill
Lantern staff writer

Dan Kelly knows the dangers of illegally parked bicycles around the Ohio State campus. Kelly, who is visually impaired, has tripped over bicycle tires sticking out onto sidewalks and has been bruised by walking into handlebars.

"The way I want to put it is, it's time for the pedestrians to take the sidewalks back," said Kelly, a sophomore from Akron. Even though the ongoing construction adds obstacles, the bicycles are even more of a problem, he said.

Kelly said that because students are locking their bikes to railings, on wheelchair ramps, signs and posts along sidewalks, students are making it increasingly difficult for people with disabilities to get around campus.

"The handlebars of the bikes stick out over the sidewalk," he said. "When I walk around, I walk on one edge of the sidewalk to avoid people coming the other way. When I'm walking along, my cane goes underneath of the handlebars and the handlebars catch you around the waist," Kelly said.

Dick Maxwell, assistant director of Disability Services, said he is aware of the problem.

"A big problem exists in front of Lazenby and Townshend Halls. Students are locking their bikes to handrails on the steps leading into the buildings. Anyone either coming out or going up could seriously get hurt," he said.

"We'd just like students to be aware of what a hazard it really is. Especially for students with hidden disabilities, such as arthritis and partial mobility impairedness. Students are at risk when handlebars and wheels are sticking out into the walkways," Maxwell said. "Just be courteous to other people and their mobility needs."

Dave Fillhart, assistant director of Traffic and Parking, said any illegally parked bikes that are removed are either found by Traffic and Parking officers or through complaints filed by the public. He said his main concern is bicycles that are obstructing handicap ramps or exits.

Fillhart said there is no particular day Traffic and Parking takes bicycles. "We do it on a daily basis," he said.

"Be courteous. Do not lock your bike to any kind of handicap ramp or close to a handicap curb cut, or block any type of egress to any building, mainly, just for a safety factor. If we see it, yes, we will remove the bike," Fillhart said.
MEMORANDUM

TO: University Faculty and Staff

FROM: Linda Tom (2-4164)

DATE: October 29, 1992

RE: Affirmative Action Programs for Vietnam era Veterans, Disabled Veterans and Individuals with Disabilities

As a government contractor, the University is subject to Section 402 of the Vietnam era Veterans Readjustment Assistance Act of 1974 and Section 503 of the Rehabilitation Act of 1973, which requires us to take affirmative action to employ and advance in employment qualified Vietnam era Veterans, disabled Veterans and individuals with disabilities.

If you are a Vietnam era Veteran, Disabled Veteran or an Individual with a Disability and would like to be considered under the University’s Affirmative Action programs, please complete the form on the back and forward to the indicated address.

Submission of this information is voluntary and will be used only in accordance with the Act. Information obtained concerning individuals will be kept confidential with the exception that (i.) supervisors and managers may be informed regarding restrictions on the work or duties of disabled individuals, and regarding necessary accommodations; (ii.) first aid and safety personnel may be informed when and to the extent appropriate the condition might require emergency treatment, and (iii.) government officials investigating compliance with the Acts may be informed.
INDIVIDUALS WITH NON-MILITARY DISABILITIES

Are you a person with a non-military disability?
   Yes ____  No ____

Disabled Person--means any person who (i.) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (ii.) has a record of such impairment, or (iii.) is regarded as having such an impairment (Section 503, Rehabilitation Act of 1973, as amended).

If you have a disability (military or non-military), please use the space below to provide us with any information concerning placement and any accommodations you wish to be considered.

* * * * * * * * * * * * * *

Name: ______________________ S.S.# ______________________
Department: ______________________ Telephone: ______________________
Campus Address: ______________________
Classification: CCS ____  A&P ____  Faculty ____
Signature: ______________________

If you have questions or would like more information concerning these policies, please contact the Office of Affirmative Action Compliance at 292-4207; the Office of Veteran Affairs at 292-8383 (concerning Vietnam era and disabled veterans); or, the Office of Dispute Resolution Services at 292-2800 (concerning non-military disabilities).

Please Return by November 23 to:
Office of Affirmative Action Compliance
1100 Lincoln Tower
1800 Cannon Drive
CAMPUS
Disabilities hard for abled to accept

By Tonya Ewing
Lantern staff writer

People with different disabilities face different challenges, but all face one common challenge, being accepted.

Vance Anania, a junior majoring in communications, has cerebral palsy and has used a walker all his life. He has lived in the Stadium dorm for three years and finally has a roommate who accepts him.

"Most people don’t know how to talk to you. They think you’re strange or different and can’t look past the disability," Anania said.

Last year, Anania had to get up early in the morning to get ready for his 8 a.m. class.

"My roommate would stare at me and give me dirty looks but he would never come out and tell me what the problem was," he said.

Anania’s resident advisor last year rode around in a wheelchair for a week. He thought it would make others more aware of the challenges with disabilities face. However, he only used the wheelchair in the dormitory.

Anania said as soon as the resident advisor would leave for class, the wheelchair would stay in his room.

"Wherever I go there are different obstacles," Anania said. "A disability is always with you; you can’t leave it at home.”

Dick Maxwell, assistant director of Disability Services, said they offer many services to students with disabilities, such as priority scheduling, adapted transportation and a guide listing building accessibility.

However, he said they don’t have a good way of teaching people how to respond to people with disabilities.

"Many people are ignorant of how to respond, they show a lack of respect by acting sympathetic or parental," he said.

Anania said he asked a friend to move into an apartment with him last year. Last Spring Quarter they looked at several different apartments that were accessible for him. After all of this the ‘friend’ told him it would be too much of a burden on him to live with Anania.

"I asked him two or three times if my disability would be a problem and he said no every time," Anania said. "I just didn’t understand.”

Anania said it is very awkward for him to ask women out. One woman told him she already had a boyfriend, but they could go out as friends.

"That just doesn’t work, he said. "I felt like she was feeling sorry for me.”

Shannon Spangler, a senior aviation major, has been friends with Anania for almost three years.

"It was hard at first because I had the typical viewpoint, but once I got to know the person I forgot the disability," Spangler said.

Spangler said he has invited Anania over to his apartment and has taken him out to eat, to movies and to parties.

"He’s just like everyone else, he likes to have a good time, too," he said.

Anania is like every other college student he just has a different way of ambulating, Maxwell said.

Anania said he would like to see Ohio State develop a weekend transportation service so he could go places on his own.
Operation Access

Ohio State Continues to Make Its Campuses More User-Friendly for People with Disabilities

By David Sondheimer

Nancy Brewer could feef confident in 1979. Federal legislation had been handed down that decade that helped ensure the rights and access of people with disabilities, and the university had spent the previous two years updating older buildings and making them accessible. In fact, Ohio State had almost beaten Commerce Department regulations by applying for federal grants earmarked for improvements as early as 1971. The university had made many changes before the Rehabilitation Act of 1973 had even taken effect late in the decade.

Today, some 13 years later, what held then holds now. The Americans with Disabilities Act (ADA) took effect in July. And again, Ohio State is looking up its way to compliance. But again, what Brewer said then holds today: There is always room for improvement.

From instituting strict building codes that exceed federal standards to ensuring fair hiring practices, Ohio State is making itself accessible and looks itself in much better shape than many institutions and most businesses were as the ADA became law. But many feel the work is far from complete.

As a public entity receiving federal funds, Ohio State is subject to both sections 501 and 504 of the Rehabilitation Act of 1973. Sections 501 and 504 require programs receiving federal funds to make employment practices unbiased, specifically in terms of employment and disabilities. Similarly, Section 504 requires Ohio State to make programs accessible, which includes ensuring physical access to buildings.

Today, while the Rehabilitation Act is still in effect, the ADA extends the coverage of 501 and 504 to both public and private enterprises. Similarly, the ADA has different sections, or titles. Title I of the ADA addresses employment, and Title II addresses public accommodations, such as hotels, restaurants, and doctors' offices.

While the passage of the ADA surely sent shivers down the spines of many corporate personnel officers, public entities like Ohio State were glad to embrace new legislation into the employment practices already set forth by Title I.

The university has already adopted the provisions of Title I into its own employment guidelines, according to Helen Ninos, director of dispute resolution services. The office is responsible for inquiries about the ADA and employment rights.

"The reason the ADA has different requirements [than non-discriminatory laws for other minorities] is that, unlike other protected groups, an employee's disability may have an effect on his or her work," explained Ninos.

"Title I is designed to make sure persons with disabilities are not overlooked or not covered by these guidelines." The question employers must ask, she says, is, can a potential applicant do the job? "There may be some marginal parts of the job the disabled person can't perform, but if those aren't important to the essence of the job, then there is no reason not to hire the person."

Title I also extends coverage under the law—people who at one time had a disability and have overcome it, those who have family members with a disability, and those who never had a disability but are treated as if they do are now guaranteed fair employment.

"I remember one case in which a man was shown to have sclerosis of the spine in an X-ray, but never had a back problem his whole life. His [potential] employer, however, worried that there might be problems later on, and so he was not hired," Ninos recalls.

An improvement in Title I is the avenue available for addressing grievances. "Complaints will now be handled by the Equal Employment Opportunity Commission in the same way as sexual and racial discrimination cases," Ninos said.

In fact, the EEOC filed its first ADA suit against a Chicago security company on November 7, saying the company had illegally dismissed an employee because of his medical condition.

And while the concepts behind the ADA may not necessarily be new, Ninos says the university has used its implementation as a vehicle to educate the university community about the rights of persons with disabilities and to update its hiring practices.

Chuck Holst, like many people with disabilities, already knows about the ADA. The senior systems analyst has waited for it to become law because of the better access and opportunities it will afford him. But he hopes to find those in private businesses—he has already found success and opportunities at Ohio State.

"There have really only been rare occasions when I have been getting around at Ohio State," says Holst, who is in a wheelchair since a spinal injury 14 years ago.

The university was ahead of its time—and at least ahead of the ADA. Being ahead of the ADA (and its predecessor, Section 504) is something Joan Hansford has been working on for over 20 years. As the university's campus planner, Hansford has been instrumental in keeping Ohio State's older buildings accessible and updating the university's building codes to provide easy access. This, in turn, has helped increase access and opportunities.

In 1976, Hansford discovered that there was grant money available from the federal government to make buildings accessible for people with disabilities. She applied, and the university received its first grant in 1977. His work caught the eye of the Class of '72 and they raised $35,000 for improvements—one of the first times a class gift was for something without the class name on it.

By 1978, the university had spent about $1.5 million making the campus more accessible. Handsford says the first grants were used to make the most-used buildings accessible—in many cases using wheelchair ramps at the main library was one of the first priorities. Later funds were spread throughout the campus to some 90 projects: 22 male and 16 female restrooms in each building. By the time '84 became law, Hansford says, Ohio State was already on its way to compliance.

"But sometimes there is a difference between compliance and accessibility," Hansford and the Campus Planning Office on several instances have taken the federal guidelines and improved upon them. For instance, most university buildings have at least one power door opener for disability access—federal law requires such measures.

When 504 required wheelchair ramps and curb cuts along streets, the guidelines allowed for a 1:8 ratio for the gradient over a short distance; Campus Planning found that the gradient was too steep for many people and changed the university's minimum to 1:12.

"Of course, when the next guidelines came down, [the legislators] also had realized that the grade was not too steep—but we had already changed ours," Hansford recalls.

Fortunately, because we kept on top of these things, the ADA did not take us by surprise as it did many other institutions and businesses," Hansford said. "For a university as old as we are, we are amazingly accessible," he insists.

Warren King, director of dietary services, agrees that the university is very accessible, but says there is still work to be done.

He explained that making programs accessible, not necessarily buildings, is the crux of the ADA. "And our programs are very accessible. We started in the early 1970s with physical barrier barriers that is one of the first places you can begin to make programs accessible."

"But, as with any civil rights legislation, just getting in the door is not compliance."

One thing the university can do to make itself more accessible, King said, would be to evaluate how accessible programs are to all individuals. Another is to install a main TDD (Telephone-communication Device for the Deaf)

"I'm not suggesting that every area of the university is accessible or that every floor of every building has all the features that it could or should have—such things as modified toilet facilities, water fountains, and telephones.

"I can state though that all programs are accessible, there is no academic program or point of employment that we can't access in some degree. But there is always room for improvement."

—Nancy Brewer, director of the then Office for the Physically Impaired, on campus, April 5, 1979

"Telephones number for people with hearing disabilities. TDDs allow people to read words over telephone lines and reply by typing responses.

He adds that because many of Ohio State's buildings were built prior to current standards for accessibility, the university is constantly struggling to play catch-up and make sure renovations are up to standards.

James Stevens, associate vice president for physical facilities, agrees. There are still some places you cannot get to, such as the third floor of Cockins Hall, and there are areas that need updated phones, new elevators, and accessible drinking fountains.

Stevens has called for an audit of the university's buildings to gauge their accessibility in terms of physical barriers. The results will be tabulated in January. "But we are making programs accessible, and that is the important thing. Instead of putting a program office on the third floor of Cockins, you put it on the first."

Making programs accessible, regardless of physical barriers, sometimes means moving the program. One example is the University Computer Store, which was moved to the book store building because its previous location was not accessible.

Stevens adds that removing barriers to comply with Title II will take some time, "since we figure out what needs to be done." The ADA requires compliance on physical facilities in three years.

Hansford, however, continues to be optimistic. "I am very positive about the position of the university. We may have overlooked something, but the university has always been responsible and responsive."

"If people will just take the approach of telling us what the problem is, we'll fix it."

David Sondheimer is an assistant editor in the Office of University Communications.

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A PLACE TO CALL HOME

Creative Living succeeds as transitional housing for quadriplegics seeking independence

Stories by Dennis Fiely
Dispatch Akron Reporter

They study, work, attend classes and parties, visit bars on High Street, fall in love and, occasionally, fall down drunk.

Sometimes, to the chagrin of neighbors, they blast stereo music into the morning's wee hours.

Life at Creative Living apartments resembles that at any other off-campus housing complex near Ohio State University, with one exception: The residents are in wheelchairs.

ON THEIR OWN

Quadriplegics often face two choices after rehabilitation: They can return to their parents' home or live in a nursing home.

Creative Living offers an alternative: the sweet taste of independence — away from Mom, Dad or an institution.

Donna Starcher owned a business and two residences with her husband when she broke her neck in an automobile accident in 1983. Suddenly, at 24, she was divorced and living with her parents in Warren, Ohio.

"It was like being 2 years old all over again," she said. "I had to ask, 'Can I get out of bed now? Can I have a cookie or a glass of water?'"

When she heard of Creative Living, "it sounded like a dream," she said. It turned out to be a dream come true; Starcher left home for the complex in 1987.

"From the day of my accident to the day I moved here, I never liked myself," Starcher recently said from her handsomely decorated apartment in Creative Living II, 180 W. 10th Ave.

At Creative Living, I started to feel good about me. I could stay up until 4 a.m. and watch TV. I could fix myself a cup of tea, have a date, go to a bar. I was on a high. It offered me the chance to have a real life.

After roof repair Michael Blake became paralyzed from a fall in 1991, he didn't know where to turn.

"My parents were getting old," he said from his apartment at Creative Living I, 1831 Perry St. "I could either be a burden on them or live in a nursing home, which would be kind of a bummer."

When his parents showed him a brochure that described Creative Living, he said, "Man, that's great."

In April, Blake moved in. "I was elated," he said.

CAREER GOALS

Creative Living is a non-profit corporation that has constructed and operated two barrier-free apartment complexes — of 16 and 18 units — to serve adults with severe physical disabilities.

It provides transitional housing while residents work toward obtaining a degree or full-time employment. A committee rigorously screens housing applicants and regularly reviews the residents' progress toward their goals. The average stay is about six years.

"An awful lot of people just want to leave Mommy and Daddy's nest, but you need to be doing something"
Assisted living a proven concept

It isn't new anymore, but it remains novel.

What began as a grand experiment in independent living for people with severe disabilities continues to be an unusual endeavor.

The idea for Creative Living was born in a committee meeting 22 years ago.


Many independent-living centers have sprouted nationwide to help prepare quadriplegics for lives on their own. But the Creative Living buildings are thought to be the only ones that provide transitional housing with round-the-clock staff assistance in a non-institutional setting.

By helping with minor chores and emergencies, the staff assistants "enable you to go to work or school," said a Creative Living founder, Dick Maxwell, assistant director in Ohio State University's Office for Disability Services.

The concept has proved successful but may be too expensive for other facilities, according to Executive Director Barbara Doak.

The staff assistance program costs more than $300 a day to operate, she said.

Medical advances sparked the need for Creative Living, its founders said. Young adults who in earlier years would have died in car wrecks and falls were being saved.

To restart their lives and rebuild self-esteem, such patients require residential quarters away from their parents' homes or nursing homes.

When construction of the first Creative Living complex was being planned, "many people thought it needed a therapy room," Maxwell said, "but we did not want a nursing-home environment."

Maxwell was the Columbus "guinea pig" who demonstrated that Creative Living could work.

In November 1963, while an OSU student, he suffered a paralyzing injury in an intramural football game on campus.

Because Maxwell's lawyer also was involved in a property deal that would greatly benefit OSU, the university strained to keep Maxwell happy, said Ernest Johnson, retired chairman of OSU's department of physical medicine.

The university gave Maxwell a job and allowed him to live in Dodd Hall — OSU's rehabilitation hospital — for several years.

"I did my undergraduate work (while living) at Dodd Hall," Maxwell said. "I was an example of how assisted living could work."

The first housing complex became a reality after Battelle donated the land.

Residents' rental fees, public money, private grants, service organizations and individual donors support Creative Living.

Supporters have a belief — not always shared by the public — that life need not be over for those whose arms and legs become paralyzed.

"The founders of Creative Living were visionaries in 1963," Doak said. "Even today, a lot of professionals cannot believe these people can live alone. We still have a 'do-for' attitude in this society."

with your life," Executive Director Barbara Doak said. "This is not a place to hang out."

Taxpayers have a substantial interest in the success of Creative Living. It costs about $30,000 a year to keep a resident in one of the apartments.

Doak said. Government programs and subsidies pick up most of the tab.

Advocates for the disabled insist that the short-term investment yields long-term dividends. When program graduates find jobs instead of living on Medicaid in a nursing home, tax-takers become taxpayers.

Starcher, for instance, expects to pay her five years at Creative Living into a full-time job next

Please see HOME Page 21

"I'll be living in an apartment on the second floor of a high-rise," she said proudly.

Creative Living offered Blake the opportunity to enroll in OSU and pursue a new career path. The 35-year-old former roofer is a freshman beginning work on a degree in engineering or computer science.

"When my accident first happened, I wondered if it was worth going on living," he said. "I thought, 'Am I going to have to design greeting cards with mouth sticks?' But computers are real adaptable for someone in my condition."

In 18 years, 53 people have left Creative Living to launch careers, build homes and raise families.

"The numbers sound small," Doak said, "but we're talking about 40 or 50 productive years in the life of each of those people."

EASY ACCESSIBILITY

Able-bodied visitors often are struck by the normalcy of life at Creative Living. Most of the buildings' design features — such as low windows and switches, wide and open rooms, roll-in showers, knee space at sinks and counters, and the absence of steps — are inconspicuous to the casual observer.

"We can't afford high-tech," Doak said.

The apartments are notable for what they lack, said Columbus lawyer Mark Sotak, a former resident.

"If everybody could spend a day at Creative Living, they would understand that accessibility means a little bit of change — removing a step or putting in a curb cut," he said.

The most unusual feature is the round-the-clock presence of a staff assistant, on call to help with daily chores or emergencies.

Staff assistants help residents maintain schedules and keep appointments. Paralysis puts a premium on time.

Starcher, for instance, had to arise at 5 a.m. to leave for work at 8.

Jim Duffy, 23, of Akron, who broke his neck in a motorcycle accident in the summer of 1980, expressed the differences in his life today: "You have to plan everything, and everything takes more time. It's tough to be totally spontaneous. If you go out to eat, you have to carry a splint, bent fork and long straw."

HIRED HELP

Despite the availability of staff assistants, residents are responsible for hiring attendants. Most residents need help two to four hours a day for tasks such as getting out of bed, preparing meals, shaving, showering and getting dressed.

"Independence," Doak said, "means you control your life. It doesn't mean you do everything for yourself."

Sotak, who recently built a house in Westerville, used his years at Creative Living to assess his requirements.

"I learned what a personal-care attendant needs to do for me and what a staff assistant needs to do for me," he said. "I kept track of my use of these people and pinned down the times I needed help."

Living with other quadriplegics provides a support group.

"I don't have to explain myself to the neighbors," Starcher said.

The residents share knowledge on coping with paralysis. For Blake, that has meant learning "how to hold a beer can or light a cigarette."

Duffy said: "Every day is a learning process. You're learning how to arrange furniture and put things away in places where you can still reach them. Here, I get to see how others do things and learn from that."

COLLEGE FUN

Creative Living residents don't miss much of the typical college scene.

Duffy's able-bodied girlfriend, Bobbie Cole, sometimes rides home from the bars on Duffy's lap.

"We got loaded once, hit a curb with Jim's wheelchair, and he fell flat on his face," Cole recalled with a laugh. A police officer helped Duffy back into his wheelchair, she said.

Rumors that one resident was dealing drugs swept through one of the complexes.

Publicly, officials make no apologies for such behavior.

"We've seen drugs; we've had people move in together," said OSU's Ernest Johnson, one of Creative Living's founders.

Paraplegics "have the same emotions, likes and dislikes, the same urges and desires, as anybody else," he said. "The only difference is they don't walk. This is just a slice of the population. We have the same number of thieves and saints."

Doak added: "Our residents are adults. We are not here to run their lives. They do not have to sign in and out. If they want somebody to stay overnight, that's their business. They can drink beer and have friends in for the weekend. We're not parents."

STAFF PRESSURE?

"Private, some residents complain that they are held to higher standards of behavior than other college students."

"You hear a lot of bull here about how much freedom we have," one said. "But officials are trying to keep up an image to attract and please donors."

The same resident said the staff discourages drinking. He also said he had been questioned about spending too much time with a girlfried in his apartment.

"You can lead your own life," Starcher said, "but there's still a certain way you have to be."

Sotak, like Starcher, sympathizes with the residents who have complaints but encouraged them to take a more charitable view toward management.

"In order for the apartments to be successful and allow young adults to pursue goals, the residents should realize that they need to project an image and conduct themselves in a responsible fashion that's respectful of the people involved in the project," he said. "It wouldn't be there without those people."

Another Creative Living founder, Dick Maxwell, conceded that, no matter how hard it tries, Creative Living never will completely resemble a complex for the able-bodied.

Creative Living "is a fishbowl in a lot of ways," he said. "You have staff assistants coming in and out of apartments and tours from donors and contributors. Residents have to be a little more outgoing."

Some residents have overdosed on their newfound freedom and had to be removed. Spoiled by the convenience of 24-hour assistance and subsidized rent, others have tried to overextend their stays. Some remain too dependent; others insist on being too independent.

"There's a fine line between trying to do too much and not doing enough," Starcher said. "I have dozens of burns on my arms from trying to do too much."

Creative Living offers people with a high level of disability the opportunity to succeed or fail. The board tries to select residents who will succeed, but the opportunity is as significant as the result.

"We're just regular people," Sotak said.

Creative Living proves it.
ADA
The Americans with Disabilities Act
University continues to refine programs, hiring, access

By David Sonderman

"I'm not suggesting that every area of the University is accessible or that every floor of every building has all the features that it could or should have — such things as modified toilet facilities, water fountains and telephones. I can state though that all programs are accessible. There is no academic program or point of employment that we can't access in some degree. But there is always room for improvement."
— Nancy Brower, director of the then Office for the Physically Impaired, onCampus, April 5, 1979.

Nancy Brower could feel confident in 1979. Federal legislation had been handed down that decade which helped ensure the rights and access of persons with disabilities and the University had spent over $1.5 million to update older buildings and make them accessible. In fact, Ohio State had almost beaten Congress to the punch — applying for federal grants earmarked for improvements as early as 1971. The University completed many changes before the Rehabilitation Act of 1973 had taken effect late in the decade.

Today, some 13 years later, what held then holds now. The Americans with Disabilities Act (ADA) took effect in July. And again Ohio State is well on its way to compliance. But again, what Brower said then holds today: there is always room for improvement.

From instituting strict building codes that exceed federal standards to ensuring fair hiring practices, Ohio State is making itself accessible and found itself in much better shape than many institutions and most businesses as the ADA became law. But many feel the work is far from complete.

As a public entity receiving federal funds, Ohio State is subject to both sections 503 and 504 of the Rehabilitation Act of 1973. 503 requires programs receiving federal funds to make employment practices unbiased, specifically in terms of employees with disabilities. Similarly, 504 requires Ohio State to make programs accessible, which includes ensuring physical access to buildings.

And while the Rehabilitation Act is still canon, the ADA extends the coverage of 503 and 504 to both public and private enterprises. Similar to the 1973 act, the ADA has different sections, or titles. Title I of the ADA, for instance, further ensures fair working conditions for people with disabilities. Title II sets guidelines for building and program accessibility for public employers. And Title III instills the codes of accessibility and working conditions onto private enterprises which operate public accommodations, such as hotels, restaurants and doctors’ offices.

While the passage of the ADA surely sent shivers down the spines of many corporate personnel officers, public entities like Ohio State were adapting the new legislation into the employment practices already set forth by 503.

The University has already adopted the provisions of Title I into its own employment guidelines, according to Helen Ninos, director for Dispute Resolution Services. The office is responsible for inquiries about the ADA and employment rights.

“The reason the ADA has different requirements (than nondiscriminatory laws for other minorities) is that, unlike other protected groups, an employee’s disability may have an effect on his or her work,” explains Ninos.

“Title I is designed to make sure persons with disabilities are not screened out based on their disability.”

The question employers must ask, she says, is Can the person do the job?

“There may be some marginal parts of the job the disabled person can’t perform, but if those aren’t important to the essence of the job, then there is no reason not to hire the person.”

Title I also extends coverage under the law — people who at one time had a disability and have overcome it; those who have family members with a disability; and those who never had a disability but are treated as if they do are now guaranteed fair employment.

“I remember one case in which a man was shown to have sclerosis of the spine in an X-ray, but never had a back problem his whole life. An employer, however, worried that there might be problems later on and, so, he was not hired,” she recalls.

Another improvement in Title I is the avenue available for redressing grievances. “Complaints will now be handled by the Equal Employment Opportunity Commission in the same way as sexual and racial discrimination cases,” Ninos said.

In fact, the EEOC filed its first ADA suit against a Chicago security company Nov. 7, saying the company had illegally dismissed an employee because of a medical condition.

And while the concepts behind the ADA may not necessarily be new, Ninos says the University has used its implementation as a vehicle to educate the University community about the rights of people with disabilities and to update its hiring practices.
The fine print: Ohio State's policy for people with disabilities

Editor's note: The following is printed as a service to the University community.

The Office of Human Resources has placed this policy concerning equal employment for people with disabilities in the Operating Manual. The policy applies to faculty and staff.

Policy: It is the policy of The Ohio State University that discrimination against qualified individuals with disabilities is prohibited.

Pursuant to Titles I and II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, the University provides equal employment opportunities and reasonable accommodation for qualified individuals with disabilities.

Policy Guidelines

A. Regulations

1. It is a violation of University policy to discriminate in employment against a qualified person, in regard to any employment practice or term, condition and privilege of employment, because that person currently has a disability or because the person had a disability but no longer has that impairment, or because the person is regarded as having a disability. It is also a violation of this policy to deny an employment opportunity or benefit or otherwise discriminate against an individual, whether or not that individual has a disability, because that individual has a known relationship or association with a person who has a disability. This prohibition applies to job application procedures, hiring, advancement or discharge of employees, employee compensation, job training, and all other terms and conditions of employment.

2. It is University policy to determine essential job functions based on an individualized inquiry into each position filled and to determine whether the person with a disability can perform these functions unaided or with reasonable accommodation.

3. It is against University policy to use qualification standards or selection criteria which would screen out or tend to screen out individuals with disabilities, unless such measures are both job-related and necessary to the safe and efficient operation of the business.

4. The affirmative obligation to provide reasonable accommodation applies to individuals seeking employment with the University as well as to current staff members who become disabled while employed with the University.

B. Responsibilities

1. The Office of Human Resources is responsible for the coordination and implementation of this policy and these guidelines.

2. Each dean, director, department chair and/or administrative officer of an operational unit shall assist the Office of Human Resources in the implementation and dissemination of this policy. Such officials are responsible for reviewing their unit's recruitment, interviewing, selection and employment practices and to implement changes as necessary to assure compliance with this policy.

3. It is the obligation of every faculty and staff member of the University in his or her area of responsibility to adhere to this policy.

C. Definitions

For purposes of this policy and guidelines, the following definitions apply:

1. "Disability" — a physical or mental impairment that substantially limits one or more of the major life activities of an individual or a record of such an impairment or being regarded as having such an impairment.

2. "Qualified individual with a disability" — an individual with a disability who, with or without reasonable accommodation, can perform essential functions of the employment position that such individual holds or desires.

3. "Essential job functions" — those functions actually performed in the job, the removal of which would fundamentally alter the position. To determine whether a function is essential, it must be determined whether the position exists to perform that function, and whether there are other employees available to share that function, as well as the degree of expertise required to perform the function. Whether a function is essential also depends on the content of the written job descriptions, the terms of the collective bargaining agreement, the time spent performing the particular function and the consequences of failing to require the employee to perform the function.

4. "Reasonable Accommodation" — a modification or adjustment to a job, the work environment, or the way things are done that enables a qualified individual with a disability to perform essential job functions. Such accommodation is required unless it poses an undue hardship on the employer.

The determination of which accommodation is reasonable in a particular situation involves a process in which the department and the employee identify the precise limitations imposed by the disability and explore potential accommodations that would overcome those limitations.

6. "Undue hardship" — any accommodation which is substantial, or disruptive or would be unduly costly to the University or that would fundamentally alter the nature or operation of the unit.

7. "Major Life Activities" — include caring for one's self, performing manual tasks, walking, sitting, standing, lifting, reaching, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive.

8. "Substantially Limits" — an impairment is substantially limiting if it significantly restricts the duration, manner, or condition under which an individual can perform a particular major life activity as compared to the average person in the general population's ability to perform that same major life activity.

D. Grievances

Individuals who believe they have been treated in a discriminatory manner in violation of this policy are encouraged to contact the Office of Human Resources. The staff of this office is available for consultation and assistance relative to complaints of this nature and to facilitate the resolution of such problems in a manner which is fair and equitable for the individual and which is consistent with the University's policy of nondiscrimination. The first effort in response to a complaint shall be made on an informal basis.
Buildings are only one point of accessibility

By David Sonderman

The Americans with Disabilities Act is still a law, and the ADA extends the coverage of 503 and 504 to both public and private enterprises.

Similar to the 1973 act, the ADA has different sections, or titles. Title I of the ADA, for instance, further ensures fair working conditions for people with disabilities. Title II sets guidelines for building and program accessibility for public employers. And Title III insuits the codes of accessibility and working conditions onto private enterprises which operate public accommodations, such as hotels, restaurants and doctors' offices. In 1970, Hansford discovered that there was grant money available from the federal government to make buildings accessible for people with disabilities. He applied, and the University received its first grant in 1971. Hansford's work caught the eye of the Office of '72. The graduates raised $25,000 for improvements — one of the first times a class gift was for something without the class's name on it. By 1978, the University had spent about $1.5 million making the campus easier to navigate. Hansford says the first grants were used to make the most-used buildings accessible — installing wheelchair ramps at the Main Library was one of the highest priorities. Later funds were spread through the campus, modifying at least one men's and one women's restroom in each building. By the time 504 became law, Hansford says, Ohio State was already on its way to compliance.

But sometimes there is a difference between compliance and accessibility. Hansford and the Campus Planning office on several instances have taken the federal guidelines and improved upon them. For instance, most University buildings have at least one power door opener for disability access — no federal law requires such measures.

Warren King

"Fortunately, by doing these things and keeping on top of things, the ADA did not take us by surprise as it did many other institutions and businesses," Hansford says.

"For a university as old as we are, we are amazingly accessible," he insists.

Warren King, director of disability services, agrees that the University is very accessible, but says there is still work to be done.

He explains that making classes, jobs and resources accessible, not necessarily buildings, is the crux of ADA. "We started in the early 1970s with physical barriers because that is one of the first places you can begin to make programs accessible.

"But, as with any civil rights legislation, just getting in the door is not compliance."

King says there are still some things the University can do. One would be an evaluation of how accessible jobs, classes and resources are to all individuals. Another is to install a main TDD (Telecommunication Device for the Deaf) telephone number for people with hearing disabilities. TDDS allow people to read words sent over telephone lines and reply by typing in responses.

James Stevens, associate vice president for physical facilities, adds, "We are making programs accessible, and that is the important thing. Instead of putting a program office on the third floor of Cockins, you put it on the first floor."

Making programs accessible, regardless of physical barriers, sometimes means moving the program itself. One example is the University Computer Store, which was moved to the Book Store building because its previous location was not accessible.

King adds that because many of Ohio State's buildings were built prior to current standards for accessibility, there is a constant struggle to catch up and to make sure renovations are up to standards.

Stevens points out that "there are still some places you cannot get to, such as the third floor of Cockins Hall, and there are areas that need updated phones, new elevators and accessible drinking fountains."

He has called for an audit of all buildings to gauge their accessibility in terms of physical barriers. The results are to be tabulated this month.

Removing barriers to comply with Title II will take some time "once we figure out what needs to be done," Stevens adds. The ADA requires compliance on physical facilities in three years. Hansford, however, continues to be optimistic: "I am very positive about the position of the University. We may have overlooked something, but Ohio State has always been responsible and responsive."

"If people will just take the approach of telling us what the problem is, we'll fix it."
Construction poses problems for students with disabilities

By Kyle Sharp
Lantern staff writer

Construction on campus blocking roads and sidewalks might be an inconvenience for some students, but it can be a real problem for students with disabilities.

"It slows down mobility and could interfere with the direct path of travel for students with disabilities," said Dick Maxwell, assistant director for the Office of Disability Services.

This has generally not been a big problem, but it does cause some difficulties, Maxwell said. If a wheelchair ramp is blocked, students in wheelchairs cannot just step off the curb. Students have to go to a different ramp, which takes longer.

Visually impaired students have an even bigger problem when it comes to dealing with new construction sites. They must memorize their paths to class, and if their route is blocked, they must learn a new one.

There are 75 visually impaired students at Ohio State. Of those, 20 to 30 had to take new routes, said Jim Baker, resource specialist for the Office of Disability Services.

"It doesn't take long to adjust once they know they have to learn new routes," Baker said. "It's just a matter of being notified."

"There needs to be some kind of marking nearer to the ground, because visually-impaired students miss the yellow tape with their canes," Baker said.

To solve the problem, Baker suggests putting concrete blocks or safety fencing around the perimeter of the construction zone.

"I've tripped over pipes and things," said Dan Kelley, a junior from Alabama, who is visually impaired.

Trucks or construction vehicles that park on sidewalks are also a problem, Kelley said, because his cane goes under the bumper and he cannot stop until it is too late.

Blocked roads are also a problem for the Handivan, which transports disabled students, faculty and staff to campus buildings.

More than 260 people are eligible for van service, which has about 90 regular pickups. Pickups must be adjusted whenever construction causes road closings.

"We're used to dropping off students, faculty and staff as close to buildings as possible, and end up dropping them off farther away," said Beth Bame, assistant director for OSU transportation.

Bame said they work closely with Traffic and Parking, who lets them know which roads are going to be closed and when, allowing them to make adjustments before the roads are closed.

Maxwell, Baker and Bame agree that the construction does cause some problems. They said the Office of Physical Facilities tries to make the work not disruptive.

"Communication has improved between disability services and physical facilities," Maxwell said.

Maxwell said he has been to physical facility staff meetings and they were very receptive.

Construction has closed 18th Avenue from Magruder to Neil Avenues, and 17th Avenue was closed between Neil and College Avenues.

Initially, 17th Avenue was going to be kept open, so the Handivan could continue to use it, Stevens said. However, the road was closed because it would be dangerous for workers to work in such a confined area.

The construction on 17th Avenue will be completed as quickly as possible, so the road can be reopened in 10 days or two weeks, Stevens said.

The construction that closed 17th Avenue is part of the same work on a sewer line project in the Oval. The project began because of a need to upgrade the existing sewer system after new buildings were built.

The new sewer system will prevent an overflow of sanitary sewage into the Olentangy River. The project is scheduled to be completed by mid-summer.
Campus construction roadblock for disabled

By Ramona Evans
Lantern staff writer

Advancing construction on the OSU main campus continues to build new problems for disabled students.

"The construction sites change almost daily, and the students are not being properly notified," said Jim Baker, a counselor in the Office for Disability Services. Many of the physically challenged students, faculty, and staff face numerous unforeseen obstacles everyday, Baker said.

According to reports from the Office for Disability Services, Ohio State's main campus has about 900 disabled students. Among these are 450 blind and physically challenged students who are directly affected by the construction.

They trip, fall and bump into construction signs and equipment posted along the cracked walkways and roads, Baker said. He said he is disturbed by the lack of effective action taken to resolve these problems.

Baker said proper notice as to when and where construction on campus will be is not given, and when it is, it's often too late.

"It's a real mess," Baker said. "There are a multitude of problems. They don't know where the construction starts or stops."

Normally, the Adaptive Transportation handicaps bring students safely to their classroom door. However, now even the van drivers have difficulty dropping students off in a safe spot. Baker suggested that construction workers and staff become more alert and sensitive to the disabled students.

"The OSU community should become more aware of these problems and do something about it," he said. "If you see a blind student heading toward the construction, talk to them -- guide them through."

Students for Disability Awareness met Friday with Russell Spillman, vice president for Student Affairs, to discuss these and other unresolved issues. The new organization was created by students who are physically challenged to address the concerns of their constituency. Some of the issues discussed at the meeting included access to campus classrooms and buildings, and the lack of communication about construction changes.

The group's vice president, Carolyn Tyzewski, a junior majoring in English, said the construction has caused physical and academic difficulties for the students. She said the construction causes many students to be late to class, if they get to class at all.

"If you're visually impaired, you set up a route for yourself," she said. "But if you don't know that your route is blocked by construction, you will be completely lost."

Spillman said he was pleased that the students assembled a group to address these concerns. He agreed to help the month-old organization in any way possible. SDA meets biweekly from 7:30 p.m. to 9 p.m. in Ohio Union Grey H to expand awareness of the physically challenged to the OSU and Columbus community.

Reggie Anglen, communications specialist for the Office of University Communications, said he has a possible solution to the problem.

"It's the local hot line for students and staff that will inform them on where construction is on campus. The UNITS system can do it. It is an efficient and quick way to solve this problem."

Anglen said the metal signs that have been placed along the sidewalks are extremely dangerous to the visually impaired.

Officials in the Office of Physical Facilities and the Office of the University Architect did not respond to repeated inquiries from the Lantern regarding the construction on campus and its effect on students with disabilities.
Disability Awareness Day

Disability Awareness Day will be marked Thursday with a series of activities planned by Students for Disability Awareness.

From 10 a.m. to 2 p.m., information tables will be set up at the east end of the Oval, said Dick Maxwell, assistant director for the Office for Disability Services.

"The tables will be manned by SDA volunteers, and there will be handouts and information on people with disabilities as well as disability simulations — an opportunity to simulate being visually or hearing impaired, learning disabled, and the chance to try to maneuver a wheelchair," he said.

A Wheel-A-Thon will be held at 11:30 a.m. Representatives from different campus organizations will try to complete the most laps around the Oval in wheelchairs. Participants will collect donations from sponsors to benefit the OSU Project Leisure Education Participation Program.

The day will wrap up with a student panel discussion in the boardroom of the Ohio Union from 6 p.m. to 7:30 p.m. About five or six disabled people will be on hand to discuss their unique life situations, Maxwell said.

"The day is an opportunity to have fun and learn more about people with disabilities," he said.

— Katherine Johns
Wheel-A-Thon a success in promoting awareness

By Jody Allen
Lantern staff writer

Scott Geduldig just wanted to do it.

Geduldig, a junior majoring in Pharmacy, wheeled on behalf of Students for Disability Awareness, during Thursday's Wheel-a-thon, and raised the most money of any participant.

Geduldig raised more than $500 to help the Project Leisure Education-Participation program, a recreational program at Ohio State.

The OSU Department of Recreation and Intramural Sports and the Office of Disability Services sponsored the 8th Annual Student Affairs Departmental Challenge Wheel-a-thon. All proceeds will go towards new equipment for the participation program.

The program is a university leisure-recreation program for people with physical disabilities. Its purpose is to provide recreation experiences that enhance independence and integration.

"Disabled persons are a vast part of this campus, and I know how important it is to get their needs met," Geduldig said.

The program's goal is to get disabled people into a normal workout atmosphere, said Rich Wagner, a senior majoring in communications, and the conditioning supervisor for the program.

Angela Baumann, graduate assistant for Recreation and Intramural Sports, said this type of fundraising event is good because it gives her an opportunity to work with people in the community and allows for social awareness.

SDA provided information about disabilities. The group also set up an SDA Challenge, which gave people an opportunity to experience what it would be like to have a disability. The simulations included mobility, visual, hearing impairments and learning disabilities.

Marshall Rose, assistant director for admissions, tried the visual impairment exercise and said he can understand better the frustrations of being visually impaired.

Rose said he has learned to be more sensitive to people with disabilities.

These activities and the Wheel-a-thon race were held at the east end of the Oval. Staff members and students from university offices and organizations competed against each other to see who could wheel the most laps in an hour-and-a-half.

The wheelers that participated asked co-workers, friends, relatives and businesses to pledge a certain amount of money per lap or give a fixed donation to sponsor them.

The department that had the most laps at the end of the race received a trophy, said Dick Maxwell, assistant director of ODS.

Residence and Dining Halls won the race with 193 laps and ODS came in a close second with 165 laps. The office was presented a plaque by Dr. Russell Spillman, vice-president of Student Affairs.

"We have been involved in this for at least five years now and it has become a tradition," said Vi Glenn, a resident hall assistant. "The trophy has been passed back and forth between us and the Office of Disability Services for the last several years, so our employees are motivated to do this because it's competitive," she said.
Nice doggie

Addison Freeman, from Columbus, reaches out to pet a dog while hanging onto his mother on the Oval Thursday during the Disability Awareness Week Wheel-A-Thon.
Deaf actors pave the way for awareness

By Jennifer Schnetzer
Lantern arts writer

If you've ever wondered what it's like to live in a world without noise — without telephones ringing, horns honking or even music playing — you can get a glimpse into the world of the deaf Tuesday at the Ohio Union Conference Theatre.

The Fairmount Theatre of the Deaf will present a one-act play, “Eight Handfuls of Myths,” at 11 a.m. There will also be several workshops, held from 1:30 p.m. to 2:15 p.m.

The play tells ancient tales from around the world, taking the audience from the deserts of Arabia to the islands of Greece and into the jungles of Africa. The actors — two hearing and two deaf people — sign and speak the tales to accommodate both hearing and deaf audience members.

Dale Melsness, production manager for the Fairmount Theatre of the Deaf, said the play relates “a common bond with diverse cultures and communities.” He added that one of the stories tells a fascinating tale of the Chinese version of the creation myth.

After the 45-minute play, there will be several workshops with topics ranging from theater improvisation to developing an awareness and appreciation of sign language. One workshop consists of theater games which concentrate on developing creativity, self-expression and group dynamics.

This one-day event is part of the group's tour across America to educate and raise awareness of the abilities rather than the disabilities of deaf people.

As Melsness stressed, “The only thing deaf people can't do is hear. They can do everything else.”

The group was started 14 years ago by deaf playwright/actor Shanny Mow, to bridge the gap between deaf people and hearing audiences.

The Cleveland troupe is in Columbus at the Ohio School for the Deaf for four weeks as part of a three-year, federally-funded program called Instant Theatre. While in Ohio, the group will be teaching classes at public schools, performing the play at various universities, and recruiting deaf and hearing people to participate in the performance.

Linda Ross, counselor for deaf and hard-of-hearing students at the OSU Office for Disability Services, said the goal is “to create awareness of deaf people and their abilities and to show what it means to be deaf.”

Melsness added that the group will have achieved its mission if it can "grab the audience with interesting sign language" and enthral onlookers as it did in Albuquerque, where students “were totally wrapped up in it.”

Admission is free for the play and the workshops. People with experience in sign language are encouraged to speak with the play’s participants about getting involved with the group.
Blind OSU senior copes with college

By Melissa Bare
Lantern Staff Writer

Imagine losing the sight in one eye, then losing most of the sight in the other. Then imagine having to wear hearing aids in both ears to understand what people are saying.

For most people, the loss of these senses would be devastating. For Pam Stapleton, a senior majoring in occupational therapy, it is just a fact of life.

Stapleton lost sight in her left eye when she was 12, because of glaucoma and the formation of a blood clot. She now has a glass eye.

Twice she has had a problem with retinal detachment in her right eye, each time losing a little more sight. In 1991, she developed a cataract that had to be surgically removed.

Stapleton said before she had the cataract in her eye removed, she was unable to see anything.

"I sold my hand in front of my face and couldn't even make out the shapes," she explained.

The lens of her eye was surgically removed and she was forced to wear glasses to see.

Lent removal of an eye with a cataract is normal, said Nancy Riener, an ophthalmology assistant. The lens is completely opaque and there is no way to regain the clarity of vision.

Stapleton has tinal deficiency in both ears, meaning she can hear sounds, but is unable to distinguish between them.

Hearing aids allow her to differentiate between the sounds of voices, cars and other everyday noises.

Stapleton has been completely blind four times in her life, but her sight has been semi-restored through surgery. Now, she is happy to have the little sight she does have, although even with glasses she is legally blind.

Stapleton uses a tape recorder to record her lectures. "The biggest adjustment has been trying to learn through listening, rather than seeing. When I was young, I learned visually, but now I have to learn with my ears," Stapleton said.

The most difficult classes for Stapleton have been math and physics. She was unable to take notes during her math class and couldn't find anyone to lend them to her. She talked to members of the faculty, but received no help.

After talking to a few students who had vision problems and were encountering the same problem with the math department, Stapleton started a study group.

Stapleton said this experience taught her a valuable lesson in handling her own problems and seeking the resources available to solve them.

"I found out other people were having the same problem I was. Rather than complain about it," she said, "we got together and came up with a solution. Learning to access my peers has really helped me in other areas of my life," she said.

Another obstacle was Physics 11, a requirement for the College of Allied Medicine. Stapleton used tutors to help her with readings and labs. Katie Eisenhigh, a graduate student in engineering, tutored Stapleton four hours a week for two quarters.

"It was a big challenge," Eisenhigh said. "The hardest part was trying to describe diagrams in a way in which Pam could visualize the picture. I had trouble coming up with words to describe what I was seeing." Eisenhigh said.

"I have to memorize more than most students since I can't just look something up in a book or go back to my notes," Stapleton said.

Stapleton uses a cane to get around campus. "I can see shapes, but not well enough to identify them. I was hit once by a car when I wasn't using my cane, so now I use one all the time. It keeps me safe. People know right away I have a vision problem and they usually watch out for me," she said.

She has found a source of support and assistance in the Office for Disability Services. "They don't do things for the students with disabilities. Instead, they encourage us to find the resources we need to help ourselves. Taking that approach gives me pride in myself," she said.

The Office for Disability Services provides support and resources for people with disabilities. Services for visually impaired students include the taping of textbooks, equipment to aid in reading and writing, and assistance in employment. Transportation is also provided for students who are unable to drive because of an impairment.

Stapleton now rides the van to and from school in the Handi-Van.

"I'm legally blind, so I can't drive. I walked to and from campus for a couple of years, but now it takes too much time, so I use the van. I'm on my own around campus though," Stapleton said.

J.P. Finet/Lantern

Pam Stapleton, a blind and hearing impaired student at Ohio State, walks through the food court at the Ohio Union on her way to lunch. Stapleton is a senior in occupational therapy.
Group helps people who lack attention

By Jennifer R. Kinsey
Lantern staff writer

After becoming "fed up" with the lack of information and resources available to him, Jeff Larcomb set out to establish a support group on campus for adults who have Attention Deficit Disorder, a learning disability most often defined as the inability to concentrate.

Larcomb, a senior majoring in accounting was diagnosed with ADD four years ago at the age of 25. He said the purpose of the support group is to help adult students who have ADD become aware of the services available to them through the Office for Disability Services in Pomerene Hall, 1760 Neil Ave.

"The services include things like a distraction-free environment to take a test," Larcomb said.

Larcomb said when something is called a disorder, there is a tendency to view it as a defect and to think that the person cannot function properly.

"That turns out not to be the case," Larcomb said. "There are a lot of ADD adults who do function well."

People with ADD have relatively short attention spans, but the topic with which a person is dealing determines the extent to which they can concentrate, according to Danielle Manello, who was diagnosed with ADD at the age of seven.

"I can sit and read a book for seven hours at a time. I can sit at my computer for 12 hours at a time. But I can’t study biology for more than 10 minutes," said Manello, a junior majoring in English.

According to Lois Burke, a counselor in the Office for Disability Services and adviser for the support group, many people think children will outgrow ADD, but that’s not necessarily true.

Many people who are diagnosed with ADD have also been found to be very intelligent, Burke said.

Larcomb said he has "checkbook chaos" despite having received a score of 800 on his math SAT.

According to Burke, there are students who didn’t receive any help with their ADD in high school and therefore, they think it doesn’t exist at the college level.

"I'm sure there are a lot of students who looked before and just figured there was nothing here for them. We need to let them know that there is something here now," said Larcomb. "Resources are hard to find. It’s not as if you can just look up ADD in the yellow pages."

Currently, the Office for Disability Services is not successfully communicating with the registered ADD students. They also do not know how many other students at Ohio State have ADD.

"We had so few ADD students registered with us before a year or two ago that we don’t have a specific labeling system just for them, so they’ve been filed under categories of other disabilities," said Burke. "We can catch them once they come in, but it’s the ones who are already being served that we’re trying to get a hold of."

Larcomb said the process of accessing the names through the Office for Disability Services’ computer system will be lengthy, but it is possible.
Weather's a dilemma for disabled students

By Heather McGurk
Lantern staff writer

When he came to Ohio State for orientation, Joshua Renner thought it was great. The way the university presented its treatment of disabled students made him want to come here.

The 19-year-old freshman physics major from Cincinnati said it was easy getting around in his wheelchair during orientation because there was no snow.

Problems begin arising his first quarter here. He couldn't get to the recreation room in his own dormitory. There were only stairs.

At orientation, representatives of Ohio State told him to call anytime he had a problem and they'd take care of it.

"It's all a big lie," Renner said. "They say that they're an accessible school... and you have to fight to get anything done."

Now, Renner has trouble getting a path near his door to his own dorm cleared.

"I couldn't get to North Commons last night, and I was hungry," Renner said.

He would have had to miss three classes because of weather conditions this quarter if his friends hadn't cleared a way for him.

Physical Facilities and Traffic and Parking clear the sidewalks, roads and parking garages.

"Last week I couldn't get out of my building," Renner said.

Tuesday he thought he couldn't get out of his building, either. "The curb cuts are all covered with snow, too."

As far as getting lunch was concerned, "I can't get to North Commons right now," Renner said.

Handicapped people haven't had any problems getting to the North Commons, a spokesperson said.

"That's bull," Renner said.

The OSU Handivan takes Renner to some classes. Renner said the Handivan does a good job, but once he actually gets to his destination, "Who knows how it will be then."

OSU alumnus Chuck Fairbanks who works in the School of Journalism agrees. "It was not only impossible for me to get to the curb cut, I couldn't even see it." The Handivan driver had to use her feet and her clipboard to get enough snow away from the curb. After that he could get on it, he said.

Traffic and Parking and Physical Facilities have "gotten right on the problem when we've called" with concerns, said Warren King, Director of Disability Services.

Right now the main concern Disability Services has is the clearing of parking spaces for the disabled and the wind chill for people who wait for the Handivan, he said.
Disabled students in need of more services

By Lori Axelrod
Lantern staff writer

OSU President E. Gordon Gee will meet with disabled students to discuss what services are necessary on campus and in what ways Ohio State can better accommodate their needs.

The Office for Disability Services provides students with the academic and social support they need. There are three paid professionals available but the core of the program is supported by over 80 volunteers. The volunteers provide eight to ten hours of their time a quarter and are placed in group settings on a one-to-one basis.

Warren King, director of the Office for Disability Services at Ohio State, feels that his department has developed an effective approach to helping the universities disadvantaged students.

"The services we provide are based on the nature of the disability. We assist students in making it through the academic maze," King said.

The services provided by the department are more than accommodating. They offer extended time for quizzes and exams with volunteers to help them take it as well as support groups with counselors. There is also specialized equipment including computers with speech output.

Eric Dingler, a seeing-impaired freshman from Atwood, Ohio feels that the attitudes towards people with disabilities are generally negative.

"Students with disabilities get the feeling from the university that we are not welcomed here. It's not the office that has the problem, it's the university."

Caroline Tyjewski, vice president of the organization Students for Disability Awareness, feels OSU's program needs to be expanded in order to meet all student needs. The equipment provided for them is only accessible at the department, which closes at 5 p.m. during the week and is closed on the weekends.

"They do as good of a job as they can, but with the lack of funds they can't do what they need to do," Tyjewski said.

"Just because we are doing it (having a meeting with Gee), doesn't mean things are going to change," Dingler said. "It's going to take a long time and people are going to have to realize this is something we are willing to fight for."

"Ideally, a learning disabled student should not have to go through any more than any other student," King added. "We want to make sure he (Gee) knows they are here. They are the forgotten minority."

Eric Kleier, a junior majoring in Speech and Hearing, feels that through volunteering her time, she has a better understanding of what these students face on a daily basis.

"Most people are uneducated about learning disabled people," Kleier said. "They don't even try to make an extra effort to see through their disabilities and realize they are only human."

"I'm giving the students the chance to perform at a pace that is not always provided for them in some classrooms," Kleier said.

The meeting is scheduled for Feb. 4 at the Rathskeller cafeteria in Fymerone Hall.
Special performance for impaired students

ShadoArt Productions will provide special services for visually and hearing impaired viewers at the premiere of "Lone Season," the group's latest performance rock piece.

"Lone Season" will have its world premiere this Thursday at the Thurber Theatre in the Drake Union. ShadoArt will provide interpreting services for the deaf and hearing impaired on April 8. There will also be audio descriptions provided for the visually impaired, which was not offered on the March 31, and April 1, 2 shows.

Tickets for the performance are $18 for adults and $8 for students and senior citizens and are on sale through ShadoArt Production at 224-3374 or Ticketmaster at 431-3600.

— Rebecca Prose
Winter worries for disabled solved by snowplow priority

By Melissa Marshall
Lantern staff writer

Disabled students should have less trouble getting around campus this winter once plans proposed by Physical Facilities, Disability Services and Students for Disabilities Awareness are carried out.

Dick Maxwell, Assistant Director for Disability Services, said parking areas for the OSU Handivan will be designated as a priority for snow removal. In addition, three snow removal crews will remove snow on the streets, sidewalks and disability access areas, including curb cuts.

The Handivan provides transportation for any student who has special needs because of a mobility, hearing or visual disability.

Maxwell said workers from Physical Facilities and Handivan will meet in September or October to look at parking areas for the Handivan and discuss snow removal at Handivan stops.

These plans are the result of a meeting organized last February by Maurice Madry, President of Students for Disabilities Awareness, after hearing that some disabled students had to miss classes and meals because sidewalks and curb cuts were not cleared.

Chuck Smith, Director of Roads and Goods for Physical Facilities, said the ice and cold air were a problem last winter, but lack of salt prevented better clearing of disability access areas.

Smith admitted Physical Facilities waited too long to order more salt.

"This winter we won't wait until the salt is half-gone before we order more," Smith said, "but salt is only good to 12 degrees, so below that we just plow and do the best we can."

Despite criticism Physical Facilities received for being slow to salt sidewalks and remove snow, Smith said it's the standard for snow removal.

"We caught hell last winter, but if you went off campus and looked at parking lots and other streets they were terrible," Smith said.

Budget cuts forced Physical Facilities to cut back personnel this winter, but Smith said working with Maxwell and Madry helped Physical Facilities focus on needs of the disabled.

Madry said excuses about budget cuts, not enough salt and too much overtime from Physical Facilities are a "bunch of crap."

"I understand that Physical Facilities had to do overtime and they felt no one appreciated their efforts, but the fact is disabled people couldn't get across the street to do what they had to do," Madry said.

Last winter, plows cleared one side of the street and curb cuts leaving the other side covered.

"Doing one side of the street is not going to help us get across," Madry said.

Another problem occurred when crews used snow shovels to clear ramps, but the path cleared was not wide enough for wheelchairs.

Madry suggested sidewalks outside buildings can be cleared by maintenance personnel, and residence hall monitors can check on disabled students to make sure they are able to get to class and the commons.

Other improvements Madry is working on for next winter include a meals-on-wheels program and a phone tree.

"If disabled students get snowed in again this winter, at least someone could bring them a meal, and the phone tree can help them check on each other by calling," he said.

Smith and Maxwell said there should be no problems carrying out the plans this winter, but Madry is uncertain.

"If Physical Facilities considers themselves to be the standard in snow removal, they better be consistent," Madry said, "If not, they create a problem for disabled students—missed classes and meals."
Winter worries for disabled solved by snowplow priority

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Student succeeds despite disability

By Beth M. Weeks
Lantern staff writer

Having a disability doesn’t have to be an obstacle to academic success at Ohio State.

That’s the message Maurice T. Madry, a disabled fourth-year real estate student, wants to convey.

“I’m pretty active,” said Madry, who has been awarded a scholarship for his ideas about property management for the disabled.

“I want to come out with a way to have accessible and affordable housing for disabled individuals,” Madry said. “I am a big proponent of independent living.”

He was awarded a $1,000 George M. Brooker Collegiate Scholarship for Minorities from the Institute of Real Estate Management Foundation in Chicago.

“I received quite a few scholarships,” Madry said. “Everything that I applied for, I got. The Lord must be on my side, because I have been very fortunate.”

Madry declined to disclose the cause of his disability, which binds him to a wheelchair.

Madry is an activist for disabled rights, a recipient of multiple scholarships and an honors student.

Madry’s interest in real estate

Maurice T. Madry has worked to make life better for disabled students.

“My parents owned a small apartment complex of about six units, and I used to manage the complex and do some of the repairs,” Madry said.

Madry has dreams of opening his own property management and maintenance company.

Madry has been involved in founding and serving as president of Students for Disability Awareness, the OSU Advisory Committee for Diversity, the steering committee for the National Disabled and Proud Students with Disabilities and many other diversity and minority groups.

“Maurice is very concerned with the treatment of disabled students on campus,” said Ronald Racster, professor of finance.

The AXIS Center for Public Awareness of People with Disabilities, 4550 Indiana Ave., is celebrating Americans With Disabilities Act Day today.

“Americans With Disabilities Act Day is to promote public awareness of people with disabilities,” said Joyce Talkowski, AXIS Center administrative assistant.

AXIS wants to raise the awareness of disabled persons on how the ADA can benefit and motivate them.

A one-hour call-in program with a panel of experts to answer questions about the Americans With Disabilities Act will be broadcast on television from the Allied Medical Building’s media center today at noon. There also will be entertainment.

Madry insists the type of disability he has is irrelevant compared to all he has accomplished, and he still looks for ways to do more.

“I have applied to be on the Ohio Governor’s Council on People With Disabilities, and I also want to get involved with helping the Undergraduate Student Government to fulfill their campaign promises about diversity,” Madry said. “I just want to get everyone involved and do the right thing.”
Report: Adjust attitudes

By: Jeanette Drake

"We're not asking faculty to modify their curriculum or to give unfair advantages," Block said. But they are obligated to make special arrangements where necessary. Some students, for example, may need to take exams with the help of a scribe, a reader, extra time or a distraction-free space.

"A take-home exam is not necessarily a reason to get a student out of trouble," said Lois Burke, counselor for disability services. She said the office can help faculty understand what reasonable accommodations are and still help in making those accommodations if an instructor contacts them.

Students with disabilities are responsible for making special needs known to a teacher if they want appropriate accommodations. If students do not wish to identify themselves or do so in an unnecessary fashion, instructors cannot be faulted, the task force said.

"There are a lot of invisible disabilities such as attention deficit disorder, emotional disorders and dyslexia," said Jim Iker, resource specialist for disability services. "It's a disability that is hard to understand if it is not visible."

One of the most important conclusions of the task force is "in getting lessons in academic units so that faculty and staff will become knowledgeable about how to better serve students with disabilities," Bean said. Disability Services staff are available to consult with faculty and help make accommodations.

"People with disabilities aren't hidden anymore," Anglen said. He supports the recommendation for University-wide training.

"In general, I think our office is very helpful, but the University needs to do a better job," he said.

He suggested a coded mailing system that would mark pieces of mail to employers who can't see. Braille documents, instead of printed documents, could then automatically be sent to those individuals. Currently, Human Resources will provide Braille documents upon request, Anglen said. It is difficult, however, to ask for something that he can't see.

However, a $20,000 investment this year in Braille computer equipment has been an eye-opener for Anglen. Human Resources, University Communications and the Bureau of Services for the Visually Impaired purchased a scanner, Powerpoint system, printer and Braille Writers for the office. The technology enables him to work with the same tools as his colleagues, making documents and e-mail accessible.

A Braille power strip below the keyboard serves as Anglen's computer screen, where he feels the information is on the scanner or on the computer or can be heard. He reads the information aloud. "Typical documents can be converted to Braille through this inner and special paper," he said. "Technology doesn't allow me to do everything," Anglen said. For instance, one day he couldn't understand why he couldn't log onto his computer. Unbeknownst to him, he had walked by hand-lettered signs that said, 'Computers are down.'

Disability Services provides resources and understanding

By Stephen Kappas and Jeanette Drake

Imagine trying to maneuver through 342 buildings spread over 1,444 acres with a map from 1986. Now imagine doing it without being able to see. That is just what people with severe visual impairments must do on the Columbus campus since the University's tactile map is nine years old.

If they let their fingers walk them across campus, students who are blind are likely to bump into small developments that have been built since the map was produced, such as the James Cancer Hospital or the Wexner Center.

For students who can't see, finding their way around the University is an arduous task that makes them very nervous, according to Sheri Huffman, a graduate student from Bryan, Ohio, and an intern in the Office for Disability Services.

The tactile maps help them understand the general University layout. The maps are six square notebooks that hold 15 photoplate pages embossed with raised representations of buildings, walkways and streets.

In other departments, the budget and staffing for the Office for Disability Services has been cut, so some services — like the outdated tactile map — suffer.

But there are many ways the office assists students who are visually impaired. They receive personal campus tours before the first day of classes to acquaint them with specific buildings, classrooms, restrooms and drinking fountains. Their guides also describe a classroom's configuration and where the teacher will stand.

The University Handbook takes students to and from their homes, classes and other necessary places within three miles of campus.

As for studying, "we have to put in double the time that the sighted do," Huffman said. She explained that students must tape record every lecture and play the entire lecture again at home where they are better able to write notes in Braille using a special machine.

Computer scanners are available that allow students to insert non-Braille notes so that a voice-activated computer may verbally read them. The computer also can convert typed notes to Braille.

Disability Services was established in 1974 and assists 881 students with mobility, orthopedic, hearing, vision, psychological, speech or learning disabilities.

The office in Paton Hall offers priority scheduling; exam accommodations; an adapted Computer Learning Center with special software and instruction; housing information; programs for intramural sports, recreation and physical education; career training; and quiet study space.

The office also hosts study groups and special sessions to help students prepare for the challenges of college life.

"Students can no longer be expected to be satisfied simply getting into the classroom. They have a right to expect an education equal to that of their peers," said Lydia Block, assistant director of disability services.

With legislation mandating accessiblity, the number of college freshmen with disabilities rose from 2.4 percent in 1978 to 8.8 percent in 1991. It is estimated that 140,000 college freshmen across America have a disability.
A BRAILLE VERSION of the Students With Disabilities Task Force report makes for some heavy reading for Reggie Anglen (top left), public relations coordinator. Braille computer equipment (top center) is an eye opener for Anglen. At the Nisonger Center's disability awareness day for girl scouts April 8, Mark Henderson, master's student, explains the difficulties of simple tasks when the sense of touch is diminished while Nora Metzker tries buttoning with gloves (top right). Liz Harzoff, teacher for the Nisonger Center, helps Kiera Woodworth (bottom left) complete a project while blindfolded. Natalie Brunton discovers the challenges of dyslexia when she tries a mirror-writing exercise at the "Just Differently Abled" workshop (bottom right).

Disabilities Awareness Week

- "Legal Issues and Disability"
  Presentation and discussion by attorney Jeanne Kincaid. In Ohio Union's Conference Theater; pre-registration required.
  9:30 a.m.-3:30 p.m. May 15. (4:30-6 p.m. student session)
  9:30 a.m.-12:30 p.m. May 16.

- Speech-Language-Hearing Clinic celebrates Better Hearing and Speech Month
  Free speech-language and hearing screenings by appointment only for faculty, staff, students and their families.
  8 a.m.-4:30 p.m. May 15, 17 and 19 in 139 Pressey Hall.
  To schedule an appointment, call 292-6251.

- Information Technology and Disabilities
  Equal Access to Software and Information Project has developed a new on-line publication that discusses how to teach graphical calculus to blind students; new developments for making scientific literature available to people with visual impairments or learning disabilities; and a new machine to quickly create plastic, three-dimensional, tactile, molecular objects that people with disabilities can examine.

  To get to the articles, open Gopher, then click on "Other Gopher and Information Services," "North America," "USA," "New York," "St. John's University, Jamaica, NY," "Disability and Rehabilitation Resources," "EASI: Equal Access to Software & Information-Main Menu," and, finally, "EASI's Information Technology and Disabilities (journal)."
Ohio State students, faculty discuss disabilities act on its 5th anniversary

By Jason Sherman
Lantern staff writer

July 26 marked the fifth anniversary of the passage of the Americans with Disabilities Act, which was designed to combat discrimination in public and private establishments.

Warren King, ADA coordinator for the Office for Disability Services, said Ohio State actually began accommodating people with disabilities as early as 1977, under the Rehabilitation Act of 1973.

One section of the act states that no otherwise qualified person with a disability can be discriminated against under any program or activity receiving federal financial assistance.

King said ADA simply expands this to include all public and private accommodations, such as restaurants and public transportation.

"ADA places a quality stipulation on the requirements," King said. For example, an interpreter for a person with a visual impairment must prove that they can speak clearly and pronounce words correctly, he said.

King also said that with the ADA, some definitions have been expanded and clarified.

"For instance, people with a history of substance abuse are now protected under certain ADA guidelines," King said.

The ADA consists of three parts; the first deals with employment, the second deals with public entities including public schools, and the third deals with the private sector including private schools.

Janet Wills has been employed by University Hospitals for 15 years, and uses a wheelchair. Wills said improvements in adaptation of the ADA have been slow at Ohio State.

"I work in a building that's supposed to be accessible, and I still have problems with the doors," she said.

King said employers should look at the ADA as a challenge and not an obstacle.

"The biggest challenge is that it (the ADA) challenges people to be creative," King said.

Adaptation at Ohio State may just mean trading specific job responsibilities with someone else, King said. He also said that with improving technology, adaptation does not have to mean a lot of expensive improvements.

"Spell check on the computer may help someone who is dyslexic; that's an adaptation," he said.

Wills said she would like to see even more people with disabilities hired on campus. She said she feels that hiring practices have not been improved by the ADA. Even though change has come slowly, Wills feels that Ohio State is far ahead of other public establishments.

Pat Greene, a program associate at the Main Library who also uses a wheelchair, has been a university employee for 21 years. Prior to that, she was also a graduate and undergraduate student at Ohio State. She said that before improvements were made in the mid-1970s, she had to crawl up stairs in order to enter some buildings.

"It's a thousand times better now," she said. "I can go just about anywhere I want to."

Greene said she feels that the ADA was developed more for an aging population with mobility problems than for people with disabilities.

"I feel it was instituted to help accommodations for everyone in general; not the handicapped," Greene said. Like Wills, Greene said she feels that hiring practices leave a lot to be desired.

"You have to keep pushing," she said. Greene said she feels that in general the ADA has not greatly improved conditions for people with disabilities.

"Society as a whole has to come to a different mind set," she said.

King said improvements to the campus under the ADA are gradual and constant.

"It's been an ongoing process to improve the campus," he said. King feels that overall, passage of the ADA has had a positive impact on the quality of life for people with disabilities.
OSU engineers working to meet ADA standards

Workers making buildings accessible to disabled people

By Jason Sherman
Lantern staff writer

Five years after passing the American Disabilities Act, university engineers continue to bring elevators in campus buildings up to ADA standards.

The act, signed by former President George Bush in 1990, calls for providing greater accessibility to public buildings and public transportation for the disabled.

At Ohio State, many elevators in buildings built before 1990 need at least minor improvements in order to comply with all ADA standards, said Gene Hughes, project coordinator in charge of elevator maintenance for the Office of Physical Facilities.

"Elevators are now required to have 'floor passing gongs' which ring once when the elevator passes a floor going up, and twice when it passes a floor going down," Hughes said. Elevators must also have lights which indicate the direction in which the elevator is going, telephones with flashing lights, handrails and other safety features, Hughes said.

Hughes said some older elevators do not meet size requirements. The university is working to replace older, smaller elevators with bigger ones, which would have room for a gurney, Hughes said.

Pat Greene, a program associate with the Main Library who uses a wheelchair, said there are several elevators on campus considered to be accessible, but in reality are difficult to use. She cited the freight elevator in Bricker Hall that was remodeled for regular use as an example.

Greene said the doors on the elevator do not always open all the way, and that even people who are not in wheelchairs have difficulty using it.

Bricker Hall is one building on campus where the elevators are slated to be replaced in the near future.

There are two elevators in Bricker Hall, but only one of them serves the basement, where several offices and a Cop-Ez are located.

Phil Soule, university engineer with the Office of Physical Facilities, said the Bricker Hall project should be ready for bidding sometime during Autumn Quarter.

"Our intent is to take the old elevator out of service. The newer one will be renovated, and the shaft extended to the basement," Soule said.

Soule said all existing buildings do not have to have elevators installed. He said that according to the ADA guidelines, the university has to accommodate programs, and sometimes, it is cheaper to move a program to a building that already has an elevator than it is to add one to an older building.

All new buildings, and all buildings that undergo major renovations get modern elevator service, Soule said.

"It's not a very typical project to add an elevator to a building," he said. Soule said that most ADA requirements are related to issues such as the location of the buttons.

Soule said funding for elevator improvements comes from a state basic renovation fund for projects under $500,000.

Elevators in the Biological Sciences building and low-rise elevators in Lincoln Tower are also to be replaced in the near future, Hughes said.

Hughes said the university began making improvements such as wheelchair ramps and handrails to open up the campus to the disabled in 1973.
OSU walkways to get upgrade

By James K. Majcen
Lantern staff writer

Reduced student enrollment during Summer Quarter provides a perfect opportunity for the university to restore damaged walkways to the standards set by the Americans with Disabilities Act.

This act, passed by Congress in 1990, is designed to eliminate discrimination against people with disabilities and to provide them with a chance to be successful, regardless of physical limitations.

Walkways are being replaced around Mirror Lake, College Road, 12th Avenue, Woody Hayes Drive and Lane Avenue, as well as around Enarson, Orton and Hagerty halls.

"The asphalt walks have become brittle," said Mike Whitehead, project engineer. "Heavy vehicles, snow plows and expanding tree roots have broken up the walks through the years, causing uneven surfaces."

Some areas are more than 70 years old, Whitehead said.

University Engineer Phil Soule, said injuries from the uneven walkways have been reported in the past.

The Sidewalk Safety Improvement Project, which will cost $469,800 in state funds, is designed to make Ohio State more accessible for handicapped students.

"It's the largest project to date," Soule said.

Some smaller ADA renovations have already been made around north campus dorms, Denney, Brickner and Larkins halls, and the Oval, he said.

More walkway projects are on the agenda for the future, Soule said.

Specially designed bathrooms, water fountains and extra handicap ramps are also being installed around campus to ADA standards.

"I think the money is well worth it," said Kristen Costello, a senior majoring in elementary education. "The university should accommodate everyone, especially those with handicaps."

Associate Vice President of Physical Facilities James Stevens, said the new sidewalks are about 65 percent complete.

Construction was originally scheduled for completion in August, but will extend into September because of rain, Stevens said.
Disability suit prompts Ohio State to improve facilities

By Charley H. Gillespie
Lantern staff writer

Ohio State has promised operational and policy changes to better accommodate students with disabilities following a complaint of discrimination filed against the university.

The U.S. Department of Education's Office for Civil Rights is investigating claims made by an OSU student last fall. The woman said the university on several occasions discriminated against her on the basis of her disabilities, including asthma and visual impairment.

The student, who the department would only identify as being a woman, accused OSU of failing to help her acquire textbooks and prepare her class schedule in a format that she can use to accommodate her visual impairment.

"The university is implementing some measures to assure that students with visual impairments have access to materials in a format that they can use," said Mary Lou Bean, employee relations specialist with the OSU Office of Human Resources.

In an agreement submitted to the U.S. Department of Education's Office for Civil Rights last month, OSU promised to do the following:

— The Office of Disability Services will make available on audio tape key university publications. In addition to The Student Handbook, which is already available on tape, the office will tape the Course Offerings Book, The Bulletin Series and the Master Schedule.

— The office also will inform other university publications of their legal and educational responsibility to make materials available upon request to students with visual impairments. The office will also ask them to provide it with one large-print copy to serve as a reference copy.

— The university will train front-line staff to assist students with disabilities and survey students with visual impairments on a regular basis to rate the quality of the office's service.

— OSU will hire specialists to train "readers" and monitor requests for materials in alternate formats.

— OSU will send a memorandum from the Provost to all faculty and teaching assistants regarding their responsibility to provide class materials in an accessible format for visually disabled students.

The student also said in her complaint that she was denied accommodations in the university libraries because she was unable to use reference materials because of her impairment.

"The individual in question has poor vision, but doesn't read Braille," Bean said. "She needs the material available in large print."

OSU has planned the following changes at the Main Library to better accommodate visually impaired students:

— It will conduct extensive training of staff to better serve people with disabilities. Each library will have at least one fully trained staff member to aid the visually impaired.

— The Main Library's closed-circuit television will be evaluated to determine whether it can accommodate visually-impaired students.

"The closed-circuit television is actually a device that magnifies text onto a computer monitor," Bean said.

The student also said the university failed to provide housing for her on a non-smoking floor, which she requested because she has asthma. She said that OSU has excluded her from certain intramural sports on an ongoing basis because of her visual impairment.

"The university has moved her to a non-smoking floor and advised the intramural coaches of the university's non-discriminatory policy," Bean said.

The university has promised to provide a report to the Office of Civil Rights by Oct. 30. This report is supposed to contain evidence documenting the completion of each of these policy changes.
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MICHAEL MCNAMARA RECEIVES STUDENT RECOGNITION AWARD

COLUMBUS -- Michael McNamara of CLEVELAND HEIGHTS, a junior
majoring in microbiology, has won The Ohio State University Board
of Trustees Student Recognition Award. The award was presented
during the Feb. 2 meeting of the board.

McNamara was honored for his work as a volunteer in the
Office for Disability Services. McNamara reads, tutors and
assists blind and other students with learning disabilities in
exam taking. He has provided some 70 hours of volunteer service
to the Office for Disability Services since July 1995.

"Without students like Michael, our office could not provide
the quality services needed by our disabled students," said Jim
Baker, coordinator of academic support services at the Office for
Disability Services. "He has been a true asset to our staff and
students."

McNamara is the son of James and Roberta McNamara of
Cleveland Heights. He is a 1992 graduate of Cleveland Heights
High School.

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Contact: Tracy Turner, University Communications, (614) 688-3682.
Student wins award for volunteer work

By Tyler Day
Lantern staff writer

Woody Hayes would say "pay forward," but a student who has gotten the opportunity to pay back has received an award as a bonus.

Michael McNamara, a junior majoring in microbiology, has won this month's Student Recognition Award from the Board of Trustees for volunteering more than 70 hours of his time to the Office of Disability Services.

"I think Mike is a great example of someone who has given a great amount of time for the university," said Holly Smith, a student trustee.

Disability Services could not function without the help of volunteers like McNamara, said Jim Baker, coordinator of academic support services to the Office of Academic Affairs. The office has between 80 and 100 student workers, he said.

McNamara was first involved with Disability Services during Winter Quarter of 1995. He sprained his ankle and he could not go to class because it was difficult to use crutches in the ice and snow. He said the shuttle service provided by Disability Services kept him from failing that quarter.

"I would have been quite content to lay on the couch all day and watch soaps," he said.

McNamara paid Disability Services back by becoming a volunteer with the program during Summer Quarter of 1995.

"I saw a sign on the door that said 'volunteers needed,' and I thought it would be a useful way to spend my time," McNamara said.

He helped students with disabilities take tests, recorded books onto audio tapes to assist blind students and also tutored in the group counseling program, Baker said.

When he first started volunteering McNamara said he didn't know what he was getting into, but said Disability Services has done a good job of working with students and their schedules and has made it easy to be a volunteer, he said.

The work has given him a perspective on the difficulties facing disabled students, he said. The little problems in life, like exams, seem more trivial, he said.

McNamara said his tough schedule during Fall Quarter caused him to quit his job at University Hospitals, but added that he now has more time to help at Disability Services.

The Student Recognition Award gives the trustees an opportunity to see students who do positive things for the university, Smith said.

At the beginning of the year the trustees sent out letters to departments asking them to nominate students who have done outstanding service to either the university or the community.

McNamara is the fourth recipient of the award which is given out at the monthly Board of Trustees meeting.

Michael McNamara holds the Student Achievement Award he received for volunteering with the Office of Disability Services.
Access to classes denied to some students

By Kristen Foley
Lantern staff writer

An Ohio State student skipped two of her classes last week. Her excuse was not that she overslept or just didn’t feel like going. She missed class because she was physically unable to get to the classroom.

Raeanne True, a graduating senior majoring in English, relies on her wheelchair to get from class to class. She was unable to attend her comparative studies class when it was moved to the second floor of Cockins Hall.

There was an elevator in the building, True said. However, her wheelchair would not fit through the door.

"They called it a freight elevator, but I don’t know what kind of freight they would fit in there," True said. "It would literally have to be smaller than a wheelchair to get in there."

When the instructor requested a room change with the Office of the University Registrar, True said she told the office there was a disabled student in the class.

The instructor and the registrar’s office were not available for comment.

Cockins Hall, 1856 Neil Ave., is one of the buildings scheduled to be renovated to meet the requirements of the Americans with Disabilities Act, said Warren King, director of the Office for Disability Services.

According to the act, buildings are required to meet standards for people with disabilities.

Some of those standards include two restrooms that are accessible to everyone in every building, fire alarms designed to flash when they are activated and braille marks on elevator buttons and classroom numbers, King said.

Lubna Mazzri, a junior majoring in English who is blind, said it seems a lot of the elevators on campus do not have braille marks.

"It is difficult to reach the floors without these," Mazzri said.

Another visually-impaired student, Sharon Schmidt, a second-year doctoral student in counselor education agrees, but suggests elevator buttons should also have raised numbers because not everyone reads braille.

"Accessibility is for everyone," Schmidt said.

Usually a student with a physical disability is supposed to register with disability services, said Jim Baker, a counselor for disability services.

More than 940 students were registered with OSU’s disability services by the end of Winter Quarter 1996.

"They have to bring in a documentation of a disability and we determine whether or not they have a legitimate disability," Baker said.

A student with a disability is not identified on any roster, so a professor or a department does not know a student has a disability unless they identify themselves or it is obvious in the classroom, Baker said.

"We encourage students to contact their professors and departments ahead of time and let them know so they can make some arrangements," Baker said.
Nicole Negulesco
Lantern staff writer

The doctor told his mother he wouldn't live past 17.

Robert McNamee has been confined to a wheelchair since the age of four and has spent the last seven years in a nursing home.

It was there five years ago McNamee realized his dream: to get a degree in journalism and earn his living as a writer.

This quarter McNamee, 25, is finally on the road to his dream. After a five-year struggle to fund his dream, he is a now a freshman at Ohio State.

He has Duchenne Muscular Dystrophy, a disease that weakens muscles. He would rather people call him differently abled than disabled.

"I am in a wheelchair, what difference does it make in the whole scheme of things?" McNamee said. "I can still think."

Before moving to his single room in Jones Graduate Tower, McNamee lived at Northland Terrace Medical Center in Columbus. It was there he decided what he wanted to do with his life.

"I always loved to write," McNamee said. "I discovered, not only do I like it, I can do it."

The Hilliard native has already had an article published in the Columbus Times and said he is working on two novels and an autobiography.

McNamee had no problems getting accepted into OSU, nor were housing, fees or transportation a problem.

His college dreams were in jeopardy, however, when the Bureau of Vocational Rehabilitation, a state agency that helps handicapped people find employment, told him they would not pay for the nursing hours he needed to cover while living in the dorm. They told him he was unemployed, McNamee said.

The bureau was paying for two other students at OSU but not for McNamee, said Helene Thomas, one of McNamee's nurses.

"They were basing it on when he was sick three years ago, but since that time he made three other referral applications that were all turned down," Thomas said. "Other clients at OSU are getting funding and are diagnosed with the same thing as Rob and also have 24-hour nursing care like Rob. What is the problem?"

McNamee said he thinks the bureau gave him

See HANDICAP / Page 3

Robert McNamee, a freshman majoring in journalism who suffers from Duchenne Muscular Dystrophy, waits in front of Jones Graduate Tower.
McNamer's counselor, Rob, is the third person that we have at the university that is severely disabled that needs 24-hour care who lives in the dorms and participates in campus life,” Baker said. “OSU is obligated to give him academic and support services.”

McNamer is also getting practical advice from those, like Chuck Fairbanks whose cerebral palsy requires him to use a wheelchair, who have already done what he has set out to do.

Fairbanks, a broadcast engineer for the School of Journalism, said the biggest obstacle in journalism is reporting in places that are not wheelchair accessible.

“Improve,” Fairbanks said about the challenges of reporting from a wheelchair. “You have to find ways to do things that other people do easily. It can be done. I did it.”

“No one is unemployable,” he said. “If you can wake up and open your eyes, there is something you can do to earn your keep. Only people in comas are unemployable.”

McNamer said his parents have also been very supportive.

“I am happy,” said Carolyn Faussey, McNamer’s mother. “It seems to be working out. He is learning a lot about the outside world like gas prices for the van and how much it costs to eat out.”

McNamer, who requires 24-hour care, said he will be fine.

“All I need is my foot in the door,” McNamer said. “Failure is not an option. I will make it.”
Construction dangerous for blind

By Chiaki Tatamoto
Lantern staff writer

Imagine trying to find your way to class when every familiar route has been changed. Now imagine doing it with a blindfold on.

"It is a hassle," said Tracie Reiser, a senior majoring in science education. "It's just too much stress to have to worry about where the holes are. Is this pile of dirt I'm walking on safe or is that going to start crumbling?"

Reiser is blind.

Kent, her guide dog, is a great support around the construction areas, she said.

"It's really much, much more difficult if you don't have a dog with you," Reiser said. "If you're just using a cane, it's too complicated."

But even Kent cannot avoid every danger.

Reiser said a lot of times the barriers and tape around construction sites are not sturdy and fall down easily.

"Sometimes it is so high that Kent can go under it and we end up in the construction site," she said.

Sometimes contractors don't put up fencing, and blind people end up tumbling or twisting their ankles, she said.

Jim Stevens, associate vice president of the Department of Physical Facilities, said contractors are required to have adequate fencing and barricades in the construction site.

"Sometimes they don't put an adequate barricade until we catch them and enforce it. But we do it actively," he said.

The department considers the safety of disabled students and works regularly with the Office of Disability Services, Stevens said.

Reiser said frequent changes of routes and conditions of the sites make it more difficult for disabled people to get around.

"If I know there is a construction, I avoid it," she said. "I'll go out of my way to find another way to wherever I'm going."

Disability Services does not give much information about constructions when she calls in, she said.

Sheri Huffman, a counselor of Disability Services, said the office has a bulletin board that indicates construction sites on campus.

The office can also provide students with detailed information and the easiest and safest way to get to their destination, but the office needs to be aware of it, she said.

Stevens said Physical Facilities notifies Disability Services about construction sites and route changes.

"We thought they (Disability Services) were passing the word out to students," he said.

Reiser said she wants a hotline to inform people about the location and condition of ongoing construction on campus.

Huffman said she likes the idea of a hotline and will propose it in the next staff meeting.
Homes give health to disabled students

By Julie Branco
Lantern staff writer

Much like other college students, Dan Kohler left home to attend Ohio State University. He has his own apartment in the off-campus area with a kitchen, bedroom, bathroom and everything one would expect to find in an apartment.

Kohler also has an intercom in his apartment and his light switches and electric outlets may seem a little too low for other students, but they are the perfect height for him.

Kohler is a quadriplegic who lives in one of the two Creative Living facilities which allow adults with a disability to live independently away from their family but still have the care they sometimes require.

Both facilities have a 24-hour program to assist residents when needed. "They're here in case we drop something or need help getting dressed," said Kohler, a recent graduate with a degree in business. "They're here to help with the little things that keep most of us from living alone."

The program costs more than $115,000 each year. Each resident pays a monthly fee to help offset the cost.

The assistants monitor emergency systems in the facility and the intercom system in addition to helping residents with everyday problems.

Creative Living and the OSU Division of Physical Therapy are sponsoring the 10th annual PT 5000 5K Fun Race on Sunday, April 27 to help fund the staff assistance program at the Creative Living facilities.

Marilyn Beerman, the administrative coordinator of Creative Living, said they are hoping to raise $5,000 from the race, all of which benefits the program.

Beerman said the Creative Living facilities have a total of 34 residents, most of whom are students at Ohio State or Columbus State Community College who each have their own apartment.

She said that each year, Creative Living must raise more than $80,000 to pay for the staff assistance program which the residents could not live there without.

"They're able to live alone in apartments because of the staff assistance," Beerman said.

Kohler said he has been living in the Creative Living home for the past five years.

"This place gives me a lot more freedom than any other place would," Kohler said.

John Rose, a co-director of the PT 5000 race, said the Division of Physical Therapy started the race as a community service to benefit Creative Living.

The Creative Living facilities were founded in 1974 to allow adults with severe disabilities to live away from home while pursuing a degree.

The race on Sunday will begin in front of Dodd Hall on the corner of West Ninth Avenue and Cannon Drive. Special guests will include Andrea Camburn from WBNS-TV and Jimmy Crum, a retired sports anchor for WCMH-TV. More than 300 runners and 30 wheelchair participants are expected.
Where wings grow

Creative Living helps the severely disabled take flight

Tom Hack, left, with his wife, Lynne, and their 3-year-old daughter, Alexandra
By Dennis Foley
Dispatch Senior Reporter

Leaving home for a new job in a new city is a daunting prospect for many young adults. The change can be especially frightening for a quadriplegic.

Donna Starcher was "scared to death" six years ago when she left Columbus for a position with the federal government near Washington, D.C.

"It was a huge step for me," Starcher said, but one that proved to be worth the risk.

Today, the 40-year-old native of Warren, Ohio, is happily ensconced in an apartment on the second floor of a 20-story high rise across the street from the Pentagon, where she works in the Office of the Inspector General, helping audit expenditures by the Department of Defense.

Despite nearly total paralysis below her shoulders, Starcher speaks as much as 95 percent of her time traveling "all over the United States," visiting contractors and subcontractors.

"We make sure there is no fraud, waste or abuse with appropriated money," Starcher said from her office in Arlington, Va. "We're the ones who find the $400 hangmans and the $10,000 toilet seats."

Starcher, who injured her neck in an automobile accident in 1973, credits her unusual assisted-living arrangement in Columbus for her achievements.

"I was shocked and surprised that I can live the way I do. It would not have been possible without Creative Living," she said.

Creative Living, a nonprofit corporation, built and operates two barrier-free apartment complexes — of 10 and 18 units — near Ohio State University to serve adults with severe physical disabilities.

Its purpose is to provide transitional housing for residents — most of whom are quadriplegics — work toward obtaining a degree for full-time employment.

Starcher lost her mobility and more — a business, two residences and a husband.

After the accident, at age 59, she was divorced and staying at home with her parents.

"It was like being 2 years old all over again," she said.

She eventually moved to the Creative Living complex at 190 W. 10th Ave, where she spent six years renewing her life and pursuing fresh dreams.

"At first, when I went to my bedroom, I felt awkward and abnormal," Starcher said. "I didn't want to be seen in public, I wanted to be a hermit. But Creative Living gave me back to me my confidence, sensitivity and self-esteem. It made me feel good about myself again."

Convicted and confirmed as a bridge to independence, Creative Living measures its success in the lives of former residents such as Starcher.

Since Creative Living opened its first complex at 5317 N. Mayfield Ave. in 1982, more than 110 "graduate" have become taxpayers. They have claimed careers as lawyers, computer programmers, sales representatives, administrators and insurance adjusters. Many have married, built homes and raised families.

"They've got the skill set, the intellect, the drive," said Brian Cook, executive director. "You're talking about 40 or 50 productive years in the life of one of our people.

Government housing subsidies, donations and volunteer services enable Creative Living to house

Please see PAGE 38

Donna Starcher, a Creative Living graduate, lives independently in Washington, D.C.

"We were creating an awareness that quadriplegics and other folks with severe disabilities did not have to be tucked away, that they could work and go to school."

DICK MAXWELL
a Creative Living founder

Creative Living, a nonprofit corporation that provides transitional housing for young adults with severe disabilities, will celebrate its 25th anniversary noon - 3 p.m. Sept. 12 with a buffet lunch at the Buckeye Hall of Fame Cafe and tours of its two Creative Living apartment complexes near Ohio State University.

Tickets cost $25. For more information, call 614-421-1220.

Ron Lesuik is a learning disabilities specialist at Columbus State Community College.
34 residents on an annual budget of $500,000, about one-third of the cost to house an equal number in skilled nursing facilities, Doak said.

Each dollar invested in one Creative Living resident returns an average $10-$12 to the community after that resident is employed, Doak added.

Dr. Ernest Johnson, retired chairman of Ohio State University's Department of Physical Medicine, founded Creative Living in the belief that a mind was a terrible thing to waste.

Recognizing the potential of quadriplegics, he sought to offer them an alternative to institutional care in nursing homes or family care at home.

"We were creating an awareness that quadriplegics and other folks with severe disabilities did not have to be tucked away, that they could work and go to school," said Dick Maxwell, a Creative Living founder and retired assistant director of OSU's Office of Disability Services.

Maxwell described Creative Living as a "base of operations where residents can continue their job training and education and gain the emotional, physical and financial stability to move into the community."

Roll-in showers, wide doorways with lever handles and rope pulls lowered light switches, windowsills and thermostats, and sinks and counters with knee space are some of the design features that make Creative Living apartments accessible.

The design creates a relatively stress-free environment that helps residents focus on their education and careers.

"I couldn't just grab a newspaper, find an apartment, make a deposit and go live there," said former resident Heidi Johnson-Wright, a lawyer with the Ohio Department of Commerce who has permanent joint damage from rheumatoid arthritis. "When you have a disability, you have a lot of considerations. You may need a ramp installed or you might have to live closer to school. Staying at Creative Living was a big load off my mind, especially during my first year of law school, which was very difficult."

The most convenient feature is a staff assistant, available to residents 24 hours a day for emergencies or physically demanding tasks such as transferring from bed to chair.

"It was almost like being rich and having a servant at your beck and call," Starcher said.

The average stay at Creative Living is six years, although the amenities tempt some to stay longer.

A committee screens applicants for highly motivated people eager to strike out on their own someday.

Creative Living "was like heaven to me; I really loved it," Johnson-Wright said. "But when I moved in, the committee made it clear to me from the beginning that this was my home for now. I knew I was not going to be there permanently."

Tom Hack, an underwriter for Nationwide Insurance, viewed his five years at Creative Living as a time to practice his independence.

"My goal from the beginning was never to touch that call button for the staff attendant," said Hack, a native of Youngstown who was paralyzed in a diving accident in 1978. "I wanted to simulate as closely as possible how I would function outside the realm of Creative Living."

Creative Living, Johnson-Wright said, "gave me breathing space and time to think through accessibility issues."

The "safety net" of a staff attendant encouraged former resident Ron Lofton to try to remove a hot bowl of noodles from the microwave oven with his teeth, reverse his wheelchair and place the bowl on a table behind him.

"I really found out what I could do there," said Lofton, a learning-disabilities counselor at Columbus State Community College who was born with cerebral palsy.

Through Creative Living, Hack met his wife, Lynne, while she was working as a personal attendant for another resident.

The New Albany couple has a 3-year-old daughter, Alexandra, and is adopting another child.

"I used Creative Living as a steppingstone into mainstreaming myself into a normal life," Hack said.

A meeting at Creative Living with its first resident, Bob Spencer, a sales rep for Columbus Medical Equipment, helped inspire Lofton's drive for independence.

"I was living at home at the time, and when I went to his apartment and saw Bobby. I thought, 'Someday that could be me.' His disability was much more severe than mine," Lofton said. "I thought if he could do so well on his own, I could do well on my own."

Without Creative Living, Starcher knows where she would be today.

"Living with my parents," she said. "No question about it."
Ohio State programs raise awareness of disability issues

COLUMBUS -- Ohio State University’s Office for Disability Services is reaching out to the university community through a series of programs and workshops designed to foster a greater understanding of disability issues on campus and in society during Disability Awareness Month, April 4-28.

"Persons with disabilities are a significant part of diversity, and perhaps a most diverse population in itself in that it encompasses individuals of all races, nationalities, religions, genders and sexual orientations,” said Ann Yurcisin, director of the Office for Disability Services. “Unfortunately, it is a population that anyone can join in a moment's notice because of illness, accident and or age.”

More than 1,500 students with disabilities are enrolled Ohio State, and there are numerous faculty and staff members with disabilities as well, Yurcisin said. The programming being offered as part of Disability Awareness Month recognizes and celebrates all persons with disabilities and is open to all, she said.

The month’s events include:

Residence Hall Presentations -- April 4 in Patterson Hall, 191 West 12th Avenue; April 11 in Halloran Hall, 23 Curl Drive; and April 13 in Stradley Hall, 138 West 11th Avenue. Presentations will focus on disability simulation exercises and techniques for assisting people with disabilities. All presentations begin at 8 p.m.

Disability Film Festival -- “Shine” -- 6 p.m., April 17, Room 150, Pomerene Hall.
“Passion Fish” -- 6 p.m., April 18, Room 150, Pomerene Hall.
“Girl Interrupted” -- 6 p.m., April 19, Room 150, Pomerene Hall.
“Frances” -- 6 p.m., April 20, Room 150, Pomerene Hall.
*A light dinner will be provided each night.

- more -
APRIL 6 -- College Day for High School Students With Learning Disabilities -- 9 a.m. to noon, Ohio Union Conference Theatre, 1739 N. High St.

APRIL 7 -- College of Law ADA Symposium -- 9 a.m. to 6 p.m., College of Law auditorium, Drinko Hall, 55 West 12th Avenue. Call 292-3442 for more information. Pre-registration is required.

APRIL 11 -- Personal Safety Workshop for Women With Disabilities -- 4-6 p.m., Room 150, Pomerene Hall, 1760 Neil Avenue. A combination of discussion and practical training in safety techniques will be led by staff members from the OSU Rape Education and Prevention Program. The workshop is free, but pre-registration is required. For more information, call Leah Moreland at 292-3307.

APRIL 13 -- Career Services Workshop for Students With Disabilities -- 4:30 p.m., Room 150, Pomerene Hall. For more information, call Leah Moreland at 292-3307.

APRIL 14 -- Improving Parent Involvement With the Transition Process from School to Work -- noon to 1 p.m., Room 150, Pomerene Hall. Bring a sack lunch. Tom Fish, program director of the Nisonger Center, will be the speaker.

APRIL 21 -- Working with Students with Psychiatric Disabilities in the Classroom and in Advising Situations -- noon to 1 p.m., Room 150, Pomerene Hall. Faculty and staff members are invited to bring a lunch and learn how to work effectively with students with disabilities.

APRIL 27 -- Art Fair and Cookout -- 5-7 p.m., Room 150, Pomerene Hall. Food and beverages are provided.

-- Take Your Daughter to Work Day -- 9:30 a.m. to 11 a.m., Room 150, Pomerene Hall. Participants will take part in disability simulations and discussion of careers working with persons with disabilities.

APRIL 28 -- Everything You Want to Ask About the Americans With Disabilities Act -- noon to 1 p.m., Room 150, Pomerene Hall. Bring a sack lunch. Scott Lissner, ADA coordinator, will be the speaker.

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(LO)
Frank, a Creative Living founder, recalled

By LIZ THOMPSON
Upper Arlington News Reporter

Charles Frank, 87, was a leader in Upper Arlington, a gifted architect, landscape architect and gardener. Frank was known for his strong opinions and generosity.
He died Thursday of pneumonia.

"His way of celebrating
the freedom of speech was
writing letters to the editors
of various newspapers," said Bruce Frank, his son.

"We agreed with him about
50 percent of the time. Most
people in this country are
followers. Dad was not a
follower, but a leader."

Charles Frank earned his
bachelor's degree in land-
scape architecture and went
into business with his fa-
ter, who was an architect.

Bruce Frank said:
"My grandfather and my

"He was a design
genius."

-Bruce Frank

father designed Great
Southern, Town and Coun-
try and Great Western shop-
ing centers, but this
became boring for Dad and
he branched out to remodel-
ing. That would include the
contracting, architecture
and landscape architecture.
It is unusual to have one
contact for all that," Bruce
Frank said.

His business was Charles
M. Frank & Assoc.

"He was a design genius.
He was slow to change, but
he would change. He was a
smart guy but very conser-
ватive and had to have good
reasons to do things," Bruce
Frank said.

Charles Frank designed
his home on Roxbury to be
accessible for his son,
Tommy, who had severe
polio and used a wheelchair
till he died at 29.

Charles Frank was one of
six founders of Creative
Living on Ohio State Uni-
versity's campus, which is
living space for people who
use wheelchairs. Dr. Ernest
Johnson of UA, attorney
Edward Whips of Pataskala,
Bud Savage of UA and the late Peg Dick-
haut began Creative Living.

"Dad was good friends
with Congressmen Sam
Devine and Chalmers Wylie
and they really went to bat
for Creative Living and get
federal funding. Dad had a
lot of good players on his
side. Dad did the design
work for Creative Living
and donated his $15,000
fee."

"He was a generous soul
with his time and financial
resources," Bruce Frank
said.

Dick Maxwell was in-
jured in an OSU football
game and was one of the
first residents of Creative
Living along with Bobby
Spencer, Bruce Frank said.

"Dick became head of the
Office of Disability Ser-
vices that was formed after
Creative Living at OSU.
OSU started becoming
accessible and kids who have
disabilities gravitated to
OSU because of housing,
and they would have a
future," Bruce Frank said.

"When we moved onto
Roxbury there were flower-
ing crabapple trees. When
the trees started to die out,
Dad got together with Oak-
land Nursery because he
wanted the trees to stay. He
put together a program if
your tree died you filled out

Charles Frank at home in his garden.

Frank's wife and the direc-
tor of Creative Living.

Charles Frank also is sur-
vided by his second wife,
Charlotte Drake Frank; sis-
ters Margaret Ludwig of
Jacksonville, Fla., and
Kathleen Shaffer of Colum-
bus; granddaughters Tracy
Scott and her husband John
of Maryland, Christy Frank

and Shelley Frank; and
three nephews.
Contributions in his
memory may be made to
Creative Living, 150 W.
10th Ave., Columbus
43201.
Disability Awareness Month Activities

At the Movies

April 4 — My Left Foot, 5:30 p.m., 102 Pomerene Hall. A look at life, laughter and the occasional miracle.

April 11 — Murderball, 6:30 p.m., 100 Mendenhall Laboratory. Paraplegics give rugby a new look. Starring Mark Zupan.

April 18 — What’s Eating Gilbert Grape, 5:30 p.m., 102 Pomerene Hall. Gilbert has to care for his brother, Arnie, and mother, which gets in the way when love walks into his life.

April 25 — Look Who’s Laughing, 5:30 p.m., 102 Pomerene Hall. A funny documentary about the lives and experiences of six comedians who have disabilities.

The Arts

Throughout April, art featuring artists with disabilities or art relating to disabilities will be on display on the second floor of Bricker Hall.

April 5 — Art Reception. 4-6 p.m., Bricker Hall.

April 12 — Art and the Disability Experience, 2:30-5 p.m., Browning Amphitheater. An interactive artistic challenge!
April 19 — **Gallery Talk**, 4-6 p.m., second floor, Bricker Hall. Meet the artists whose works are on display.

April 26 — **Open Mic Jam**, 7 p.m., Mirror Lake Café. Bring your music, poetry, etc.

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**Sports**

April 27 — **Beep Ball**, 3 p.m., South Oval. An adapted version of baseball — come as a team or on your own!

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**Education**

April 13 — **Meet Mark Zupan**, 7:30 p.m., Ohio Union. The star of Murderball talks about his experiences.

April 17 — **Student Panel**, 7:30 p.m., 300 Younkin. Explore what college is like for a student with a disability.

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*Anyone with needs accommodations to participate in any of the above activities, please call ODS at 292-3307 and ask to speak to Caity McCandless.*

For a calendar view of these activities, please click [HERE](#).

OSU Office for Disability Services (ODS)
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