

Students' legal advisers teach Ags their rights

By DEBBIE REEVES
Battalion Reporter

If you feel your landlord has cheated you or your speeding ticket was unfair, there is a place on the Texas A&M University campus where you can get legal advice and counseling.

Students at Texas A&M who are faced with legal problems such as consumer protection, auto accidents, and even divorce laws can get help from the Office of the Student Legal Adviser.

The office, in room 306 of the YMCA building, includes two full-time attorneys, James Locke and Lowell Denton.

"We try to explain what the law is and what to expect," Locke said. "We also advise students of what rights they have."

Locke said during the regular school year the office advises about

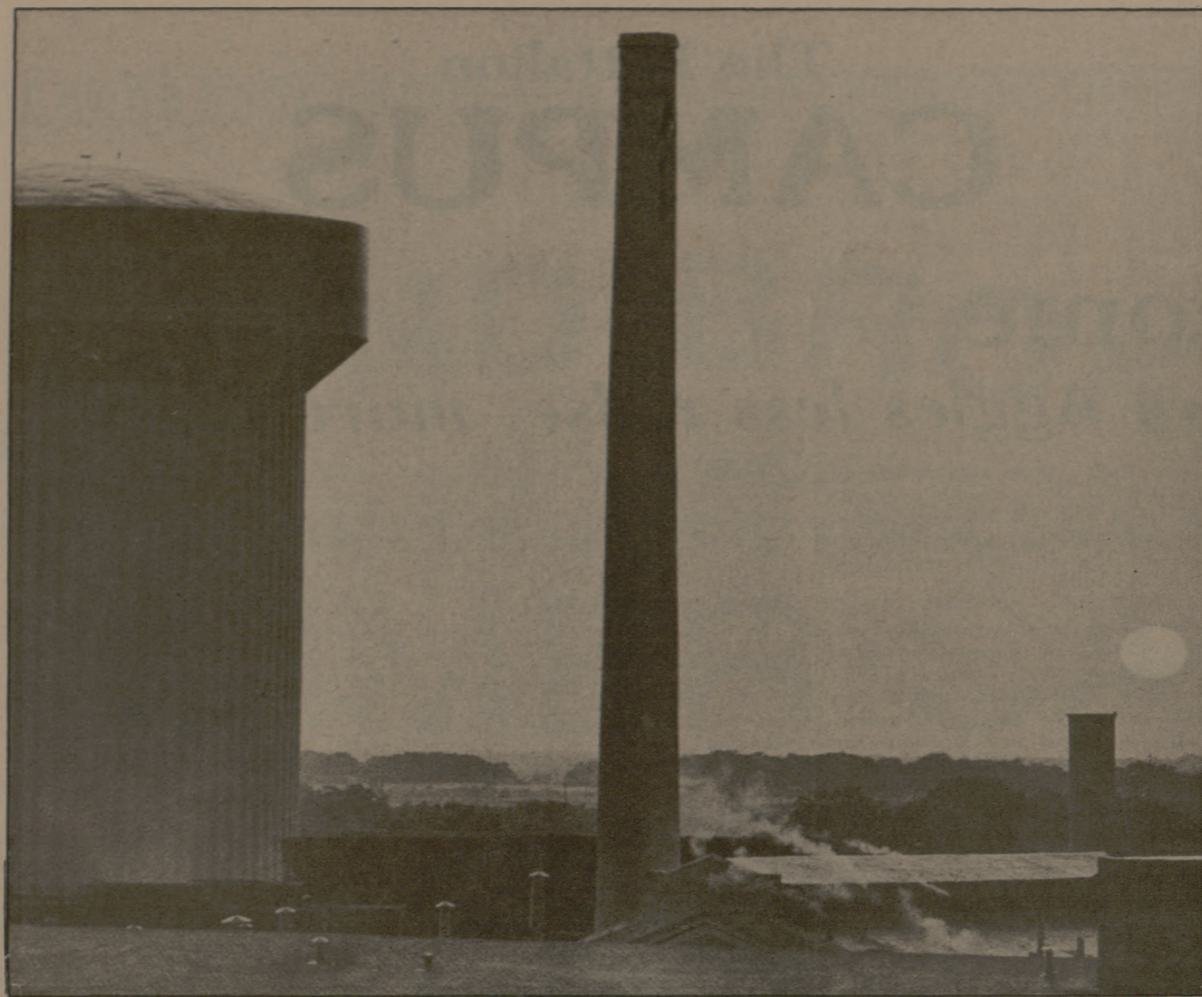
250 students a month. The office can also advise spouses of students. Locke said most of the problems they advise on and represent students about are landlord-tenant and traffic disputes. Court representation is limited to consumer protection, but if a student needs help in some other way the office refers them to another attorney.

The office cannot represent a student against Texas A&M or against another student, Locke said.

The office is funded by the student service fee that students pay each semester. There is no limit to how many times a student can get help from them, Locke said.

Locke said they can also make up legal documents for students.

Appointments should be made to see one of the attorneys, unless it is an emergency.



Across the evening rooftops of A&M

Two of the most familiar sites at Texas A&M University are the water tower and the smokestack, but they are not often seen from this perspective. The picture was made August 8 with a telephoto lens from the fifth floor

of the new library addition. Flying above the water tower is a flock of pigeons, while in the lower right corner to the Northwest sets a glowing sun.

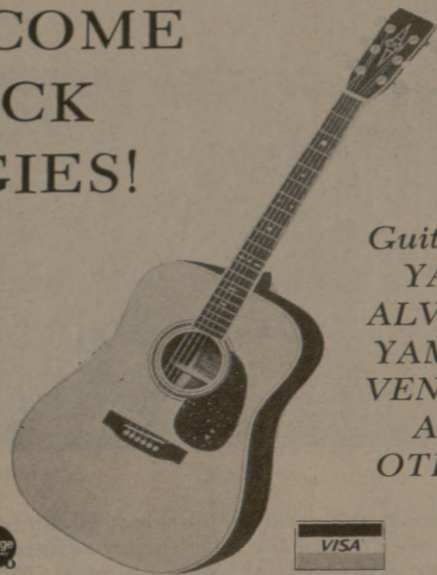
Battalion photo by Todd Gross

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Junior college opens doors to blind students seeking medical careers

United Press International
MINNEAPOLIS — Put yourself in someone else's shoes: You've got a scientific bent. You're bright and eager to learn. But you're blind. Where can you learn if you're interested in some aspect of the medical profession, an area which has until recently been traditionally closed to blind practitioners?

St. Mary's Junior College initiated a project in 1977 designed to

educate blind and visually impaired students for the occupational and physical therapy assistant fields.

Jim Sevdy, coordinator of the allied health project for visually impaired students, said the project began because "we wanted to study the feasibility of training the blind in their jobs, placing them in the field, and then develop a model for other colleges."

Of the six students recruited in

the summer of 1977 three graduated this spring. One, who has functional vision, was placed in a job at a nursing home.

That left 10 blind students in a school population of 800.

Sevdy said the project will flourish at St. Mary's because "we have a traditional educational system here." But he is concerned about the necessity of spreading the word.

"If we succeed here, it won't mean anything," he said. "It's necessary to let people know and eventually nobody will think twice about the person being blind if he has the academic qualifications."

Patricia Miller, coordinator of the physically handicapped in science project, has adapted the science learning experience for visually impaired students. She has focused on making abstract concepts visual and tangible.

Since she believes more students will be moving into higher educational levels as a result of mainstreaming of the handicapped, "We want to assure that the blind can be successful college students and can learn science and benefit from laboratory experience."

Although she had no prior experience in working with the blind, Miller said she worked in the lab to get the idea of what might be useful, and her familiarity with the college curriculum and interest in effective teaching techniques spurred her on.

Most students in the project have come through Minnesota Services

for the Blind which works closely with the school.

Sevdy said Minnesota Services makes tapes and some Braille materials for the project, and provides a reader service to students and funding resources.

Modified equipment was purchased when needed to accommodate the special needs of the blind students. This included braille measuring and timing devices, thermometers, light probes that emit a beep in the presence of light, braille labeling devices, modified recreational and craft devices and

"We want to assure that the blind can be successful college students and can learn science and benefit from laboratory experience."

erythemameters which indicate the degree of skin redness by emitting a range of differently pitched sounds.

The college also has increased supportive services available to the students. A testing center was created so students could be tested more efficiently in a non-visual manner.

Students receive clinical experience in local hospitals and nursing homes where some accommodations are necessary, beginning with modification of equipment at the site.

Plans call for including the hearing impaired in the school project in

the fall of 1980. "We will enrich language component of our course and use sign language for science terms," Miller said.

In 1978 the college formed a national Advisory Committee composed of leaders in both health fields and in Services to the Blind. Dr. David Hartman, commencement speaker this year, committee member and first physician in the United States. One of the St. Mary's graduates, Debra Schuerman of Harrisburg, Pa., has a speech pathology degree from Moorhead State.

Physical therapy was her first choice, however, and she went to Moorhead when she was unable to get into a school where she could pursue that profession.

"I really thought my acceptance at St. Mary's was the answer to my prayers," she said, "that doors were being opened up to let me in. I had to prove myself."

During her studies she found using ultra-violet treatments "scary" and she practiced on all classmates to build up my confidence." She also discovered frustrations of having to slow down and learn where things were on her practical experience in hospitals.

She has not yet been placed. Schuerman hopes for work in a habilitation center. "I've been working with people is rewarding for me," she said.

"A lot of people," he said, "don't know how to respond to the blind."

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