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American Translators Association
225 Reinekers Lane, Suite 590 • Alexandria VA 22314
Tel: (703) 683-6100 • Fax (703) 683-6122
E-mail: Chronicle@atanet.org • Website: www.atanet.org
The ATA Chronicle Submission Guidelines

The ATA Chronicle enthusiastically encourages members to submit articles of interest to the fields of translation and interpretation.

1. Articles (see length specifications below) are due the first of the month, two months prior to the month of publication (i.e., June 1 for August issue).
2. Articles should not exceed 3,500 words. Articles containing words or phrases in non-European writing systems (e.g., Japanese, Arabic) should be submitted by mail and fax.
3. Include your fax, phone, e-mail, and mailing address on the first page.
4. Include a brief abstract (two sentences maximum) emphasizing the most salient points of your article. The abstract will be included in the table of contents.
5. Include a brief biography (three sentences maximum) along with a picture (color or B/W). Please be sure to specify if you would like your photo returned. Do not send irreplaceable photos.
6. In addition to a hard copy version of the article, please submit an electronic version either on disk or via e-mail (Jeff@atanet.org).
7. Texts should be formatted for Word or Wordperfect 8.0.
8. All articles are subject to editing for grammar, style, punctuation, and space limitations.
9. A proof will be sent to you for review prior to publication.

Standard Length
Letters to the editor: 350 words; Opinion/Editorial: 300-600 words; Feature Articles: 750-3,500 words; Column: 400-1,000 words

An Easy Reference To ATA Member Benefits

Your ATA membership has never been more valuable. Take advantage of the discounted programs and services available to you as an ATA member. Be sure to tell these companies you are an ATA member and refer to any codes provided below.

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...And, of course, as an ATA member you receive discounts on the Annual Conference registration fees and ATA publications, and you are eligible to join ATA Divisions, participate in the online Translation Services Directory, and much more. For more information, contact ATA (703) 683-6100; fax (703) 683-6122; and e-mail: ata@atanet.org.
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at jeff@atanet.org.
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Tom Moore has been fascinated by the language and culture of Brazil since 1994. In addition to Portuguese, he translates from Spanish, French, Italian, and German. He is the music/media librarian at The College of New Jersey. Contact: querflote@yahoo.com.

Courtney Searls-Ridge has been a translation project manager, freelance translator, and bureau owner since the 1970s. She is currently the director of German Language Services (est. 1979) in Seattle, Washington. She taught in the New York University Translation Studies Program in its early years and currently teaches the “Ethics and Business Practices of T&I” course at the Translation and Interpretation Institute in Seattle, where she is also academic director of translation. She served two terms as ATA secretary and is the co-chair of ATA’s Mentoring Program. Contact: courtney@germanlanguageservices.com.

ATA Members

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Associations Make A Better World
The American Translators Association’s Board of Directors set aside a full day at its first meeting of 2004 to work intensively on long-range planning.

As volunteers, we have a tendency to want to strike out in new directions. That is why it is important to step back, see the big picture, and make sure that our diverse activities are moving the association—and translation and interpreting in this country—in the direction we intend. Where do we want to be in two years, five, ten? What do we need to do to get there? I said I would keep you posted, so here goes.

Three main strategic fronts emerged from structured discussion and priority-setting exercises that ranged from budget analysis to consideration of the association’s strengths, weaknesses, opportunities, and threats. We even spent a little time on “Jetsons thinking” about the distant future, unbound by the laws of physics. One memorable contribution came from Kirk Anderson, who suggested half-seriously that translators and interpreters might someday replace firemen and astronauts at the end of the sentence that begins, “When I grow up, I want to be….”

Back on planet Earth, there was general consensus that ATA’s focus should stay on professional development, certification, and recognition of translators and interpreters as skilled professionals through proactive public relations. These three programs are the most practical way to deliver long-term value to ATA members: greater status, greater income, and greater job satisfaction.

We have made tremendous strides in all three of these areas in the last four years. Indeed, no coordinated local professional development or public relations program existed before then. Both are now mature and thriving. And years of sustained work and carefully considered decisions by more than a hundred volunteers have made ATA certification more rigorous and a better predictor of translator performance. For the time being, the feeling was that the certification program could benefit from a year of consolidation.

Of course, ATA’s activities go far beyond these, touching nearly every aspect of our working lives. This is because they have grown naturally out of members’ own interests, the things we decide to volunteer our time and energy to make happen. Opportunities for growth in the next few years lie in making sure that interpreters participate fully in the life of the association, opening channels of communication and cooperation with sister organizations on certification and other shared issues, advocacy for translators and interpreters in government affairs, expanding our mentoring networks, providing support for divisions and chapters, and building consensus on professional standards.

For this year, we have also singled out greater two-way communication with members as a special focus. Although our website redesign will showcase ATA translators and interpreters and our extensive resources to the outside world, we are also implementing tools to solicit direct member input on a broad scale, and so further sharpen our focus and keep us on track with what ATA translators and interpreters agree we want for our association.

Mid-America Chapter of ATA Annual Symposium

For more information on MICATA’s Annual Symposium, contact Bradley Shaw at (785) 532-1988 or e-mail bradshaw@ksu.edu. You can also visit www.ata-micata.org

“The Translator/Interpreter as Mediator of Culture”

April 16-18, 2004
Kansas State University
Manhattan, Kansas
2004 Translation and Interpretation Awards

American Foundation for Translation and Interpretation
JTG Scholarship in Scientific and Technical Translation or Interpretation

Description of Award
This is a $2,500 non-renewable scholarship for the 2004-2005 academic year for students enrolled or planning to enroll in a degree program in scientific and technical translation or in interpreter training.

Eligibility
1. Applicants must be graduate or undergraduate students enrolled or planning to enroll in a program leading to a degree in scientific and technical translation or in interpretation at an accredited U.S. college or university.
2. Applicants must be full-time students who have completed at least one year of college or university studies.
3. Generally, an applicant should present a minimum GPA of 3.00 overall and a 3.50 in translation- and interpretation-related courses.
4. Applicants should have at least one year of study remaining in their program; however, in certain circumstances, one residual semester may be accepted.
5. Applicants must be U.S. citizens.

Selection Criteria
1. Demonstrated achievement in translation and interpretation;
2. Academic record;
3. Three letters of recommendation by faculty or non-academic supervisor;
4. A 300-500-word essay outlining the applicant's interests and goals as they relate to the field of translation or interpretation.

Application Process
1. Application forms may be obtained by contacting the American Foundation for Translation and Interpretation at: Columbia Plaza, Suite 101, 350 E. Michigan Avenue Kalamazoo, MI 49007; or by e-mail at aftiorg@aol.com.
2. Completed applications must be received by AFTI by June 1, 2004
3. A completed application consists of:
   a) Application cover sheet;
   b) Three letters of recommendation in a sealed envelope with the recommender’s signature over the envelope flap;
   c) Essay;
   d) A copy of the applicant’s academic record with a copy of the major/minor or other program form, or a departmental statement of admission to the translation or interpretation program.

Award
A national award committee will announce the name of the scholarship winner by August 2004. The committee’s decision is final. Disbursement of the award will occur at the beginning of the 2004 Fall Semester.

Call for Nominations
ATA 2004
Lewis Galantière Award

The American Translators Association invites nominations for the 2004 Lewis Galantière Award. This award is bestowed biennially in even-numbered years for a distinguished book-length literary translation from any language, except German, into English published in the United States. (A German translation award is awarded in odd-numbered years.)

To be eligible for the award, to be presented at the ATA Annual Conference in Toronto, Canada, October 2004, the published translation must meet the following criteria:
• The work was translated from any language, except German, into English.
• The work was published in the United States in 2002 or 2003.
• The translator's name appears on the title page, preferably on the dust jacket. (Preference will be given to works that include a translator's biographical information.)
• The translator need not be an ATA member, however, the translator must be a U.S. citizen or resident.
• The nomination must be submitted by the publisher of the translated work.

The nomination must include the following:
• A cover letter with complete publication information for the work being nominated;
• A brief vita of the translator;
• At least two copies of the nominated work with one extra copy of the dust jacket;
• Two copies of at least 10 consecutive pages from the original work keyed to the page numbers of the translation (this item is essential!)
• Two copies of the translated pages that correspond to the 10 consecutive pages provided from the original work.

Nomination Deadline: May 1, 2004. Publishers are encouraged to submit nominations early!

Award: $1,000, a certificate of recognition, and up to $500 toward expenses for attending the ATA Annual Conference in Toronto, Canada, October 13-16, 2004.

This award honors distinguished ATA founding member Lewis Galantière (1894-1977). His translations from French drama, fiction, poetry, and scholarship enriched cultural life during the middle decades of the 20th century, and are still being read a quarter century after his death.

Please send your nominations to:
Marilyn Gaddis Rose, Chair, ATA Honors & Awards Committee
American Translators Association, 225 Reinekers Lane, Suite 590, Alexandria VA 22314
Phone: (703) 683-6100; Fax: (703) 683-6122; E-mail: ata@atanet.org
Applications Now Open

ATA 2004

Student Translation Award

In 2004, the American Translators Association will award a grant-in-aid to a student for a literary or sci-tech translation or translation-related project.

The award, to be presented at the ATA Annual Conference in Toronto, Canada, October 2004, is open to any graduate or undergraduate student or group of students attending an accredited college or university in the United States. Preference will be given to students who have been or are currently enrolled in translator training programs. Students who are already published translators are ineligible. No individual student may submit more than one entry.

The project, which may be derived from any facet of translation studies, should result in a project with post-grant applicability, such as publication, a conference presentation, or teaching material. Computerized materials are ineligible, as are dissertations and theses. Translations must be from a foreign language INTO ENGLISH. Previously untranslated works are preferred.

Applicants must complete an entry form (available from ATA Headquarters) and submit a project description not to exceed 500 words. If the project is a translation, the description must present the work in its context and include a substantive statement of the difficulties and innovations involved in the project as well as the post-competition form the work will take. The application must be accompanied by a statement of support from the faculty member who is supervising the project. This letter should demonstrate the supervisor's intimate familiarity with the student's work, and include detailed assessments of the project's significance and of the student's growth and development in translation.

If the project involves an actual translation, a translation sample of not less than 400 and not more than 500 words, together with the corresponding source-language text, must accompany the application. The translation sample may consist of two or more separate passages from the same work. For poetry, the number of words must total at least 300.


Award: $500, a certificate of recognition, and up to $500 toward expenses for attending the ATA Annual Conference in Toronto, Canada, October 13-16, 2004. One or more certificates may also be awarded to runners-up.

Please send your entry form and application materials to:
Marilyn Gaddis Rose, Chair, ATA Honors & Awards Committee
American Translators Association, 225 Reinekers Lane, Suite 590, Alexandria VA 22314
Phone: (703) 683-6100; Fax: (703) 683-6122;
E-mail: ata@atanet.org

Call for Nominations

ATA Alexander Gode Medal

The Alexander Gode Medal, the American Translators Association’s most prestigious award, is named for its first recipient, ATA’s founder and guiding spirit. This award recognizes an individual or institution for outstanding service to the translation and interpreting professions. Thus, the list of medalists is a record of achievement in a variety of venues including not only translators and interpreters, but lexicographers, theorists, association leaders, and institutions. This award may be given annually.

Individuals or institutions nominated do not have to be members of ATA. However, a history of constructive relations with ATA and the language professions in general is desirable. Nominees do not have to be U.S. citizens. Petitions and letter campaigns are not encouraged.

Nominations should include a sufficiently detailed description of the individual's or institution's record of service to the translation and/or interpreting professions to enable the Honors & Awards Committee to draw up a meaningful short list for approval by the ATA Board of Directors.


Please send your nominations of the individual or institution you consider worthy of receiving the next Gode Medal to:
Marilyn Gaddis Rose, Chair, ATA Honors & Awards Committee
American Translators Association, 225 Reinekers Lane, Suite 590, Alexandria VA 22314
Phone: (703) 683-6100; Fax: (703) 683-6122;
E-mail: ata@atanet.org

Call for Speakers

New England Translators Association
8th Annual Conference • Saturday, May 1, 2004
Radisson Hotel • Marlborough, Massachusetts

Presentations may focus on theoretical or practical/technical aspects and relate to translation or interpretation. Please send resumes/CVs and presentation outline to:
conferenceinformation@netaweb.org

At its recent meeting, the ATA Board of Directors selected New York City as the site for ATA’s 50th Annual Conference. The 50th anniversary celebration will be held at the Marriott Marquis Hotel, New York City, October 31-November 3, 2009. (ATA was founded in New York.)

The Board met at the Marriott Marquis Hotel January 30-February 1 for a one-day strategic planning meeting (See From the President, page 7) and the Board meeting. Starting this year, the Board meets four times a year—February, May, July, and at the Annual Conference—rather than three times a year. The more frequent meetings should allow the Board to be more responsive and provide more time at each meeting to further analyze and work through various issues and policies.

For example, at this meeting the Board spent time looking at ways to enhance the ATA Chronicle through more member feedback and an advisory board. The membership will be surveyed to get feedback on the ATA Chronicle with an eye toward what is working and what needs work.

The Board also discussed the printed membership directory versus the online membership directory. (Please note: the online membership directory is in the Members Only section of the ATA website—not to be confused with the online Directory of Translation and Interpreting Services and the Directory of Language Services Companies, which may be accessed from ATA’s homepage.) We would like to increase the usage of the online directory because it is up-to-date, as opposed to the printed directory, which literally has outdated information as soon as it is printed.

Regarding the website, the Board was updated on the plans for its redesign. The three key points of the redesign are to update the look, improve the navigation, and establish a consistent format. In addition, the “Find a Translator, Interpreter, or Language Services Company” search will be put in a prominent fixed position on ATA’s homepage. The new website should be online by the summer.

Moving to the online Directory of Translation and Interpreting Services and the Directory of Language Services Companies, the Board approved adding the search capabilities for non-English into/from non-English in response to member feedback. More information on this change will be published as soon as the programming and related administrative matters are set.

The minutes of the meeting will be posted in the Members Only section of ATA’s website (www.atanet.org/membersonly). Past meeting minutes are also posted on the site. The next Board meeting is set for May 15-16, 2004, in Alexandria, Virginia. As always, the meeting is open to the membership.

### ATA Chapter Seed Money Fund

Is your ATA chapter planning an event? Does that event have need for a distinguished, dynamic, industry-relevant speaker? If so, ATA’s Professional Development Committee wants to help! ATA’s Professional Development Committee offers a seed money fund for speakers. Be sure to call ATA today for application guidelines and a list of fabulous speakers who could be guests at your next meeting, workshop, or seminar.

ATA’s chapters play a key role in the continuing education of their members. Since the chapters vary greatly in number and composition of members, it can be hard for some chapters to offer educational opportunities to everyone. As a service to all ATA members and as a benefit of chapterhood, ATA would like to support these educational efforts by subsidizing presentations that might otherwise prove to be a financial burden for individual chapters.

The fund was designed for ATA chapters, so don’t let the opportunity pass you by. Contact: Mary@atanet.org at ATA Headquarters soon for all the details!
The Association Community and the Mentor

By Lynn Melby

(Note: This article is reprinted from Connections, the newsletter of Melby, Cameron & Hull, an association management and consulting firm in Edmonds, Washington.)

During the past few years, as professional societies and trade associations attempt to create true “communities of practice,” they have focused much of their attention on “community building.” All communities have things in common (that’s why they call them communities)—things that bind them together—like purpose, values, relationships, economics, history, and common experience.

One of the aspects of any strong community is diversity of experience and age levels. Nearly every association has this kind of diversity, which provides a certain richness to the association experience. While age does not always bring wisdom, or long experience assure competence, we can all think of senior persons in our career paths who have provided us with guidance and modeling. Chances are that many are people we encountered through our association involvement.

They are our mentors.

Mentors have been around for thousands of years. They are part of the cultural transfusive process of communities, as one generation passes on its wisdom and experience to allow the next generation to build upon it. It’s a symbiotic relationship for both the mentor, who has an opportunity to be a teacher, and for the protégé/mentee (what should we call them?), who has an opportunity to learn from another’s experience and to be guided by solid role-modeling. It’s a great dynamic within the association community of practice.

Mentoring has a mythological quality about it. We see the mentor/protégé relationship between Socrates and Plato in ancient Greece, Luke Skywalker and Obi Wan in Star Wars, Dante and Virgil in The Divine Comedy, Frodo and Gandalf in Tolkien’s stories, and the list goes on.

In his book, Mentor: Guiding the Journey of Adult Learning, author Laurent Daloz notes that mentorship is particularly important to an adult learning during times of great challenge and social transition, and that the end result is a person who emerges transformed. Mentoring is a significant value associations can provide during times of professional transition, such as we are experiencing now.

“At a recent seminar I attended, Daloz and Sharon Parks identified seven functions of mentoring that bear listing here:

1. The mentor recognizes you. The mentor sees in the protégé a potential for excellence and the protégé recognizes not only that he or she has been seen, but that there are possibilities and benefits in establishing a mentoring relationship.

2. The mentor challenges you. This involves setting high expectations and holding the protégé accountable in some way.

3. The mentor supports you. This is a way of building a “scaffold” under the challenging part to provide stability through affirmation, encouragement, listening, and assurance.

4. The mentor inspires you. There is a spiritual and internal dimension to this part, where the protégé begins forming a sense of vocation and a picture of what he or she wants to be in the future. How do I relate to the rest of the world? We use the mentor as a role model.

5. The mentor is accountable. This is an important ethical aspect of mentoring. We are all aware of the vulnerability of the student/client/child/patient relationship and the need to be aware that relationships can get messy. The mentor has a special responsibility to protect the integrity of the relationship and not abuse the power that goes with it.

6. The mentor sticks around. The mentor is there for the protégé when things get tough and the career path needs some guidance. Not in an intrusive way, but in a supportive way. Sometimes the mentor is “around” in a sense when we ask ourselves, “What would he or she do in this situation?”

7. The mentor lets go. At some point, the protégé needs the freedom to move ahead and move on. In The Divine Comedy, for example, Virgil leaves Dante to go through the ring of fire in the final stage of his journey. Luke Skywalker is cut loose to take charge of his greatest challenge. Sometimes moving on takes a motivational kick in the seat of the pants.

All of us, no matter what life or career stage we are in, have relied heavily on “mentors” in our professional and personal development. Sometimes it helps me to list these individuals so I can truly appreciate what they have meant to me. The list is not too long…maybe six or...
Who may participate in the ATA Mentoring Program?
The ATA Mentoring Program is available to any ATA member who takes one of the three-hour mentoring workshops offered at the ATA Annual Conference and other venues throughout the country. This workshop is required for mentors as well as for mentees. The focus of these training sessions is how to make the most of a mentoring relationship.

How is the mentor/mentee relationship structured?
ATA mentor/mentee relationships last for one year and are “mentee-driven.” The mentor and mentee negotiate how the relationship will play out, but the mentee sets the goals and the pace. Most of the relationships are long-distance.

How do you find a mentor or mentee if you have already taken the ATA mentoring workshop, but are not currently matched?
The ATA is in the process of posting a list of available mentors and mentees on a Yahoo! group (temporarily, until the ATA website redesign project is completed). As soon as the list is posted, everyone who has completed a workshop will receive an e-mail message to let them know that the list is up and running. Anyone who has taken a mentoring workshop will then be able to search these lists for a match. Current and past participants in the Mentoring Program are invited to join this Yahoo! discussion list. To subscribe, send an e-mail to ata_mentoring-subscribe@yahoogroups.com.

“…The focus of these training sessions is how to make the most of a mentoring relationship…”

What if you would like to be a mentor or mentee and have not yet been able to attend an ATA mentoring workshop?
Although you will not be part of the “official” ATA Mentoring Program until you have taken one of the mentoring workshops, you can order the materials for the program from The Mentoring Group website at www.mentoringgroup.com. Many ATA members have worked through these materials on their own and have subsequently matched themselves with mentors or mentees at local chapter meetings or various ATA division listserv online discussion lists.

What about if I can never attend an ATA Annual Conference?
Attending an ATA Annual Conference is one of the easiest ways to jump-start your career in translation and interpreting (see www.atanet.org/conf2003/whyattend.htm), so we encourage you to attend a conference at some point. The next ATA Annual Conference is in Toronto (October 13-16, 2004)!

In addition, beginning in 2004, we are planning to offer mentoring workshops at several of the ATA Professional Development Seminars throughout the country (see www.atanet.org/pd/calendar.htm for the tentative schedule). Your local ATA chapter may also arrange to have a mentoring workshop.

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mary@atanet.org
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The Association Community and the Mentor Continued

seven people. About half of them have come through my professional affiliations, and I am reminded about how much my past involvement in associations and professional societies has connected me with those people. I am grateful for those communities of practice.

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Today, every business should have a website, if only to provide credentials, locations, directions, and other general information for the purpose of building credibility about your organization’s products and services to prospective partners, clients, and prospects. For small and large organizations alike, the Web offers a wealth of opportunities for marketing. Despite what you may think, effective online marketing does not have to cost a fortune. A website can range from $100 per month to hundreds of thousands of dollars. How much you spend depends on how advanced you want the site to be and how many benefits you want to provide.

A Level Playing Field

People are increasingly looking to the Web to find information and products they need and to discover who provides them in their area. In particular, small- and medium-sized companies stand to benefit from the ability of the Web to level the playing field and allow them to stand side-by-side with the big guys regardless of physical size. Even if you do not have the wealth of resources, large expense accounts, and huge marketing budget that large conglomerates possess, you still can tap into your online presence to find an angle that sets your company apart from the rest. You can offer a higher quality of specialized, personal service to your customers by educating them about your translation services and by communicating with them on the Web. In addition to educating your clients on your firm’s background, translation services, and experience, you can use the Web to offer personalized attention. Technology can help you build customer profiles so you can keep track of names, business details, upcoming projects, and the international needs of companies. This information can be used to keep your customers coming back. The cost of setting up and an Internet domain will more than pay for itself through increased opportunities for client interaction and outreach. You can even enhance productivity by enabling certain transactions (such as purchasing and billing) to take place online. The opportunities for client education are also endless. Your site can offer tips on working with a translator (what to expect, realistic lead times for a project, etc.) or even white papers detailing why hiring a professional translator is important and the benefits of such services to the client.

Elements of Successful Sites

Two key elements are critical to any business website: 1) the site needs to look professional; and 2) people need to be able to find the site easily. Without these two attributes, you may do more damage than good for your company with a presence that is not reflective of the solid, professional business that you are running. If your site is hard to find, the search engines might rank your company below other less experienced and knowledgeable businesses in the area.

While this article will focus primarily on marketing your website so that prospects can find you, there are several key points to keep in mind to ensure that your website maintains a professional image and is “marketable.”

Making Clients Feel Comfortable Online

Consider that prospects will most likely use your website to validate a recommendation or support their decision to go with you for their translation needs before or after having met with you personally or talking with you on the phone. Your site should provide background information about your firm’s experience and support why prospects should go with you in the first place. In turn, you can use your site to reinforce your business efforts by suggesting that individuals e-mail you with questions or visit your website, where they can leisurely browse information about the translation services you provide. Offering this information at the close of your meeting or phone call can be comforting to prospects. However, before referring clients and prospects to your site, make sure your site portrays a professional image.

Putting Your Best Site Forward

Inexpensive sites do not have to look that way as long as you keep the layout clean and focused. Make it easy for existing clients and prospects to find your contact information and other pertinent facts about your business. Avoid using flashy, glaring stock graphics if you cannot afford professionally developed images.

Keep your site simple, focused, and personal to ensure that it is reflective of your physical business. Do not mislead visitors into thinking that your firm is larger than it really is, because eventually the client may walk in the door and feel...
Increasing Your Business by Marketing Online Continued

betrayed. Play on your strengths—whether it is personal service, extensive experience, an impressive client list, fast turnarounds, or reliability—and treat your site as if it was a company representative at business events. Avoid using superlatives or knocking competitors. Scan the content of your site carefully, since little things like typos can make a bad lasting impression.

Your Virtual Address

Making sure that people can find your site is much more important than investing thousands of dollars on a sleek site with high-powered images and streaming video. How can you ensure that your users will be able to track down your translation business from the millions of other companies online offering similar services?

The first step is, of course, is to tell people your site is out there. Notify your current customers of your new site by putting your URL on business cards, bills, flyers, and stationary to make customers aware of where they can find you. Use “visit our website at: (your site here)” on your advertisements and publicity materials. Refer to it on mailers and promotions to drive your current customers (or referrals) to your website for discounts and other information. Change your e-mail signature so that your URL appears below your name on all e-mail.

Capitalizing on Search Engines

Unfortunately, there is no true “Times Square” on the Internet that will lead users to your site. However, there are hubs of information (search engines are one source, as are directories). In addition to choosing an obvious URL, such as your company name (assuming it is available), you should also register with the major search engines to make sure that your company appears in searches on Google, Alta Vista, Yahoo! and others.

Search engines and directories can be valuable ways to drive traffic to your website. It is important for your site to be found on search engines when people are searching according to your name (at the very least) or your category (translation services) and location (city, state). If you do a search on your name and your website does not come up, speak with a professional to find out why. At times, the solution can be as simple as submitting your website to the search engine and requesting them to index you. At other times, it may be more complicated, such as removing frames from your site to allow the text to be more easily read and categorized by the search engine. You may also find that your site has been “blacklisted” for violating listing rules and guidelines set forth by a specific engine. Each search engine has their own guidelines for ranking websites by search words. Many rely on the use of metatags or embedded text classifying your site (please note that some charge for the top search positions).

The vast and varying number of rules from each provider can make optimization a daunting, but not impossible, task for a novice, which is why you may want to consult an expert if your site is not ranked highly on a particular search engine.

Sending E-mail Updates

E-mail is a powerful tool to drive traffic to your site. A regular newsletter can help to ensure top-of-mind awareness about your company, especially before peak seasons, such as at the beginning of a new calendar year. Provide an easy way to sign up for this newsletter. Initially, ask for permission to send this out to your existing client base. Make sure you get the information you need to follow up with people (name, e-mail, etc.), but don’t ask for too much information or it will turn people off. As you meet people and network, ask them if they would like to be included on your newsletter distribution list.

In order to avoid unintentionally harassing your prospects, make sure the information is valuable and useful. Also, do not send out more than one batch e-mail per month, but at the same time make sure you send out something at least once a quarter to avoid seeming inattentive. Maintain a consistent e-mail distribution schedule and try to provide information that will make your readers say, “Wow, I didn’t know that.” Keep the content of your newsletters short, sweet, and simple, since people don’t like to read through gobs of information. Offer tidbits, links to interesting resources and news, and little-known facts. Provide your customers with the option to be able to forward the newsletter to friends, family, and colleagues. If possible, it would also be a good idea to provide a link within the newsletter or some other method that would allow anyone who receives it the ability to subscribe.

Many prospects will appreciate e-mail reminders, such as tips on how they can save money or tidbits on emerging translation packages. E-mail reminders can automate the process. An incentive to call your business should be included in the message. One important thing to remember is to provide a way for prospects to “opt out” of your list if they no longer wish to get your e-mails (and make sure you take them off the mailing list immediately after receiving their “unsubscribe” notification).
What’s in it for Them?

Another great way to market your website is to offer useful, related services online, such as a key word or phrase translation calculator, an international time clock or prefix calling list, or a list of common questions and answers. This establishes you as a true professional and makes your site more memorable. It may also get people to recommend your site to friends. Consider making somewhat frequent changes to your site (once a quarter) and providing updates on information or translation plans, reflective of your e-mail newsletters, to encourage visitors to come back repeatedly. Any tools or information that you offer on your site should be closely related to your business to prevent from detracting from who you are and what you can do to help your customers.

Back Scratching and Other Methods to Increase Traffic

Online links and referrals can be a great source of traffic to your website. Aim to be visible in the places where people look for your services or products. Link to sites that list similar businesses or purchase ads on appropriate sites (such as the business section of your online newspaper) that will link to your site. Then, ask non-competing companies to link to you and reciprocate. The best referrals are complementary websites, such as relevant organizations and business sites. But, you have to provide excellent service and build partnerships to gain those referrals. Be forthcoming with information, advice, and appropriate links from your site (scratch others’ backs). This will get people to come to your site and, hopefully, remember it and you. Even in cyberspace, every good business operates off of referrals. Your website will have increased traffic if other sites refer traffic to you.

In Summary

Ensuring and promoting a professional Internet presence is a necessity today. Establishing such a presence may take some time and effort on your part, but your site can provide benefits many times over that of your investment. By keeping your site simple and focused and providing valuable information to your clients and prospects, you can put individuals’ minds at ease and offer a more interactive relationship-building experience. You may be surprised at the benefits you find.

Call for Candidates:
Putting a Human Face on Linguists

“The American public doesn’t understand the relationship between interpreters and translators and their own prosperity, well-being, and security,” said former White House Press Secretary Dee Dee Myers in November 1999, acknowledging an image vacuum that plagues language service providers.

One way to raise awareness, she told her ATA audience, is to “put a human face on the translators and interpreters who are out there doing the hard work.” To connect translation to the lives of the American public by telling the story of translators on the job, “whether it’s at the Olympics or at a trade summit, or as part of some private business deal.”

ATA’s PR Committee agrees. And in our ongoing effort to raise awareness of the profession, we will be profiling a selection of translators and interpreters drawn from the association’s membership this year.

If you have a story to tell—an interesting assignment, a notable success, an unusual language combination, or simply a passion for your work—please contact us. If you can recommend a colleague with a story, we’re interested, too. You provide the background, we’ll do the write-up. Send a brief description of what makes your practice special to ata@atanet.org (mark your mail “translator profile candidate”), and help us promote the profession!

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Marketing translation projects involve translations used for marketing purposes, such as advertisements, brochures, catalogs, pamphlets, etc.

From a translator’s perspective, readability is probably the foremost consideration when dealing with a marketing translation project. The translator’s task is to break through linguistic barriers in order to make things easy for the reader. Consistency in terminology, date formats, spacing, product names, punctuation, and measurement conversion are also very important.

Overall appearance is an equally important concern from the standpoint of the end user. How something looks may well determine whether or not someone reads it. Design and layout are vital to make a project visually appealing.

In the translation process, however, design issues are often overlooked. Here are some examples. Take a close look at Graphic 1 before reading further.

When you picked up your program at the 43rd ATA Annual Conference in Atlanta, did you happen to notice two distinct font sizes, three lines, and two colors in the conference program title (Forty-Third Annual Conference)? If not, you are in good company. When I showed this graphic to those attending my ATA conference presentation, the majority had overlooked these design ideas.

Such oversight is common and occurs all too often. You may think this is a trivial matter. Clients, however, may see things quite differently. For their own reasons, they consider such intentional design features to be important. This is where the creative design effort kicks into the translation process.

When the title from the ATA conference program was localized into traditional Chinese, we came up with four different options, illustrated in Graphic 2. Although all are acceptable, which one do you feel would be most appealing to a Chinese audience? Here, the translator can play an important role. He or she can assist in making an aesthetic judgment based on familiarity with and knowledge of Chinese culture.

You may wonder: Is this a design or translation issue? The answer is both. We need translators to help us get messages across and desktop publishing experts to put ideas in motion. Such collaboration is the essence of the creative design process in translation.

Graphic 3 offers another example. Again, examine the following carefully before reading on. Did you notice the use of the unusual font in the program title (44th Annual Conference)—the serrated A and tumbleweed O? Even though they were included to convey a distinctive Southwestern flavor, most of those attending my conference session had not noticed this feature until I pointed it out to them. Some dismiss the importance of these
design elements, but the client may expect these nuances to be translated. Translating these artistic fonts into Chinese is a challenge. Here again, the translator can play a role, assisting, for example, in font selection.

Graphic 4 shows some Chinese decorative fonts which attempt to convey the Southwestern motif in the original design. Taking things one step further, we can even create certain graphic effects. This opens the door to a world of possibilities limited only by one’s imagination. The first line in Graphic 5 is unelaborated traditional Chinese. The second has been embellished and is bound to attract attention.

The point is simple. Although additional time, expense, and resources are required, it is all well worth the effort because the overall appearance of the text has become more appealing.

Although adding design effects will enhance the quality of marketing projects, it is still necessary to give careful attention to other steps in the translation process. For example, it is important to perform a post-graphics check before submitting the final product to the client. Elements you need to verify include: font type and size, spacing, line breaks, punctuation, and numeration. It is highly recommended that you have the client review translations for unseen problems. Doing a post-delivery color or digital proof is also advisable. Ask the client’s printer to submit a pre-publication copy, which should be reviewed for blown-out characters, double printing (duplication), cut-off text, and incorrectly processed colors.

This article has attempted to demonstrate that effective cooperation among translators, project managers, and desktop publishing specialists is key to the success of marketing translation projects. When each of these parties has a thorough understanding of the creative design process, they are better equipped to assist with the overall production.

A successful marketing project should not only follow routine procedures, it should strive to go beyond them. A “good-enough” approach leads to mediocre results. Client and user satisfaction require careful attention to detail and quality assurance. Design elements can contribute significantly to a project’s appeal.
Ever since I started working as a full-time freelance translator in 1996, I have read many articles that describe the criteria for better translations, underscore the importance of consistent terminology and localization techniques, support and explain the use of various computer-assisted translation (CAT) tools, educate the client, and state the necessity for the original writer to understand that the document is targeting a global audience, etc. I have seldom read anything about editing and proofreading, although most people in the translation business understand that this task plays a critical role in the overall quality of a document and should not be neglected. Over the years, I have thought about the importance of editing and proofreading, written articles on the subject, and have even given a presentation about it at ATA’s 43rd Annual Conference in Atlanta. This is where I found out that I had somehow been trying to painstakingly reinvent the wheel. I learned through Louise Brunette, who teaches translation at Concordia University, that a book called Pratique de la Révision would answer some of my questions and support some of my views.

Definitions

Since editing, proofreading, and reviewing are often referred to as if they were interchangeable, I would like to give their respective definitions as they appeared in an article in the ATA Chronicle by Richard Weltz.¹

• Copyediting: “...a procedure in which a translation is revised and ‘polished’ to correct errors and improve accuracy and style.”

This task is often paid by the word, like a translation, albeit at a much lower rate. The editor is often asked to use the “Revision” or “Track Changes” mode in MS Word so that the changes appear in a different color and can be easily tracked. In my own experience, copyediting can also be done by annotating PDF documents with Adobe Acrobat.

• Proofreading: “...a comparison of one text to another to discover and mark errors which have been introduced in the process of reformatting and, if appropriate, to ensure conformity to required layout and typographic specifications.”

This task is often the final step in the publication process and should bring only minor changes to the edited text. Sometimes it is part of the editor's responsibility. It may also be assigned to the original translator, who has to approve or reject the changes brought in by the copyediting and has the final say in what the translated document will be. Sometimes proofreading is done “in-house” at the translation agency, such as when a translated document (for example, software) needs to be verified and compared to the original English version.

• Review: “...an overall opinion as to quality, suitability for purpose, and general suggestions about areas in which improvement may be needed, if any.”

The review may be conducted by the client or by someone (not always a qualified linguist) living in the country where the translation will be used.

A Few Misconceptions

A good editor should be able to “fix” any translation.

This is not true. Some translations are so awful that they simply need to be redone.

This translator is a seasoned professional and the job will not require any editing.

Wrong again! The best professionals make errors, do not have enough time or alertness of mind to come up with the best idiomatic phrase all the time, every time, or are not experts in the field covered by the document they agreed to translate.

It is less demanding to correct other people’s translation than to do the job.

This is not always true. The qualities a good editor must possess and the responsibility he or she bears for the end product require training and expertise that is as valuable as the training and skills we expect from the translator.

The Quality Levels of a Good Translation

In Pratique de la Révision, the authors refer to a study published in 1977 by J. Dalbernet, Niveaux de traduction, that establishes a correspondence between the various levels at which a translation operates. These levels must be taken into account by the editor.

Semantic: The meaning of the source language (SL) text must be intact. The need for accuracy is obvious, as the consequences in most documents, and not only in the legal or medical ones, can be catastrophic.
Idiomatic: The translation must comply with grammar and syntax rules. A translation must also flow naturally, as if it had been originally written in the target language (TL).

Stylistic: This is also called Register. A journalist does not use the same style as the writer of a user guide for a vacuum cleaner. Some companies have established stylistic guidelines to help their translators. For instance, in a phrase like “Remove the test tube,” the verb “remove” can either be translated as an infinitive (Retirer le tube à essai), or imperative (Retirez le tube à essai”). The guidelines to French translators will say that an infinitive is used when translating instructions for a medical device, whereas it is okay to use an imperative in a software guide, as in “Click on Del,” translated as Cliquez sur Suppr.

Cultural: This has to do with the realities of the ways of life in the target country. For instance: imperial measurements versus the metric system; the use of commas in U.S. English when the French use periods or a space (e.g., 12,500 = 12 500, or 12,500, in French); and the location and representation of the currency symbol (e.g., $150 will be rendered as 150 USD in French). In the U.S., total strangers write to me starting their letter with “Dear Michèle,” while nobody I do not know on a first-name basis has ever written “Chère Michèle” to me in my native country. Likewise, in a formal letter, it is not acceptable to use a person’s name when addressing him or her. Therefore, if I have to translate a letter starting with “Dear Mr. Dupont,” I will simply put: “Cher monsieur.”

Allusions and Metaphors: They are part of the cultural level. Sports references, for instance, should be adapted to the audience. How many people among the French employees of a U.S. international company would understand and appreciate the encouragement given to them to emulate the Tampa Bay Buccaneers, show their grit, and win the Super Bowl? In this case, the translation should use a suitable metaphor from the French culture as an equivalent (for instance, some French soccer team that won the “Coupe des Nations” or the “Coupe des Nations” in France).

Setting Parameters for the Editor

It is the responsibility of the editor to check if the above quality levels are satisfied and to be as objective as possible in correcting errors. Horguelin & Brunette establish five parameters to codify this process.

Accuracy: The full meaning of the SL text must be conveyed, and various kinds of mistranslations, omissions, additions, ambiguity, etc., corrected.

Correctness of syntax and grammar: This means making sure agreements between verbs and subjects, adjectives and nouns, and past participles and complement preceding the “avoir” auxiliary verb are correct and that conjugation rules are being observed. It could entail rewording an entire sentence in which the English structure has been copied, thereby making it syntactically incorrect in French.

Legibility: To facilitate the understanding of the TL text by shortening sentences to make them more precise, enhancing clarity, picking a better term, etc. I would put consistency in this category.

Functional adaptation: Check the register, the choice of terms, the references, and measurements to make sure they are adapted to the audience.

Profitability: Estimate the time required to complete the editing process. Make sure the client is warned if the translation has to be heavily edited and cannot be “fixed” before the deadline.

How Can this Work in the Real World?

After identifying the parameters that the editor should bear in mind while performing the job, it is, in my opinion, a good idea to read the translated text first without looking at the source text, thus performing a monolingual editing (provided the allowed time is not too tight and the compensation adequate). Even a perfunctory reading can isolate awkward or unclear sentences that may not appear as such during a comparative reading between the SL and TL texts. Practically, this is rarely feasible. Other elements of the technique described in Pratique de la Révision involving collaboration and identification rarely happen in real life as far as I can tell from my experience. Like Horguelin & Brunette, I think that cooperation and teamwork (which cannot be achieved among anonymous protagonists) are key factors in obtaining the best quality. Here are two opposite situations:

• The translator receives the translation after it has been edited and accepts or rejects the proposed changes. In most cases, he or she does not know who did the editing. It can be a humbling experience. Who, in good conscience,
The Unheard I: Interpreters in the Judiciary

By Arlene M. Kelly

As professional interpreters and translators, we must constantly educate clients and non-interpreting colleagues, since many do not have a clear understanding of the job we perform. This is particularly true for court interpreters, since there seems to be quite a bit of confusion regarding the parameters surrounding our professional duties. For instance, many are unaware that interactions between the interpreter and the parties involved in a court proceeding are restricted in accordance with the Judiciary Interpreters’ Code of Professional Conduct, also known as the Canons of Court Interpreting (see González et al., pp. 415-521 and 585-586 for more information).

While we expect non-interpreters to be uninformed of our ethical and practical limitations, it is exasperating to encounter a similar ignorance among our interpreting colleagues. Occasionally, interpreters intentionally commit unethical acts in the performance of their regular duties. However, most transgressions are committed by well-intentioned individuals who simply do not have adequate training or who choose to ignore the training they have received. After all, most people want to be liked, and interpreters are no exception. Some have been acting (at least in their own minds) as advocates for their national or ethnic group, or for those who simply speak one of their languages. As we are well aware, court interpreters bridge the gap between those who know the language and the legal system and those who do not. These goodly intentions (of advocating instead of interpreting professionally) often backfire on the perpetrator, and mislead others regarding the correct behavior for professional interpreters. Their actions also make working conditions worse for their fellow interpreters, and often jeopardize the very people they intended to assist, their clients.

Very often, the clients and the interpreters are from the same country or similar cultures, making it easy to create an instant bond. Our work is rife with the temptation to ignore the rule of the “Unheard I,” the maxim stating that interpreters must remain impartial during all courtroom proceedings for which they

―A court interpreter who wishes to advance professionally will strive for the maximum degree of neutrality in the performance of her or his work…‖

interpret. The canons of impartiality and avoidance of conflict of interest enjoin us to be invisible in our work. Well, not literally invisible, of course, but invisible in the sense that we not interject our own personal opinion into any of the exchanges during the proceedings, either in the courtroom or out of it.

This is one of the most difficult concepts for novice interpreters to internalize, and for experienced ones to maintain with tranquility throughout their careers. To speak as if one is another person cuts into one’s sense of self. Nevertheless, this is what is required of us by the profession we have chosen. To achieve the delicate balance of active yet passive participation, one might think of our role as that of an actor taking the parts of the various speakers for whom we interpret. Just as actors are not responsible for the ideas expressed by the lines they are given in screenplays or scripts, neither are interpreters responsible for the ideas, grammar, or insults expressed by those for whom they interpret. We are responsible for delivering our client’s message succinctly, so that it achieves the same impact intended by the original speaker. Interpreters practicing detached participation, thereby maintaining the “Unheard I,” will experience fewer difficulties and serve their clients much better than if they were to give in to well-intentioned, but misdirected, temptations to show support, give advice to, or censor their clients.

Here are some situations in which an interpreter chose to act unwisely, making his or her “I” heard instead of remaining detached from the unfolding situation.

Situation 1: This case involved a victim who requested a restraining or protective order. In this scenario, the victim arrived at the courthouse in despair. Her husband of many years had slapped and punched her after she accused him of seeing another woman and fathering a child with that woman. The interpreter appointed to the case had just been through a similar situation in her own personal life. The interpreter, emotionally fragile herself, began to commiserate with the victim and confided her own struggles and problems with her husband. When the case was heard before the judge, the victim clammed up and pointed at the interpreter, telling her, “Well, you know what to say. You’ve been through the same thing. Tell the judge what it’s like!”

The attorney for the defendant happened to speak the same language and objected. The attorney claimed that the victim received instructions from the interpreter about what she
should say, and demanded that the restraining order not be granted against the defendant and that the criminal charges pending for assault and battery be dropped. The judge became annoyed because the proceedings had been interrupted, as well as concerned that the interpreter had gone awry of the Code of Ethics that demands that interpreters avoid conflicts of interest. The appearance to the court was one of impropriety, since it seemed like the interpreter was a friend of the victim’s. Ultimately, the interpreter’s integrity came into question and she was barred from the case. The judge and the attorney both decided to complain formally to the Interpreters Office, resulting in the possibility that the interpreter would be dropped from the court list.

What steps could this interpreter have taken to avoid this situation? There were several options open to her. She could have withdrawn from the case, recognizing that it was too soon perhaps to be involved in something so fraught with emotional danger for her. (Interpreters who are in the process of an acrimonious divorce, for example, may prefer to stay away from probate court cases until their personal situation becomes less charged.) Withdrawing from a case is always an option for interpreters. Another path open to the interpreter was to remain silent about personal matters. This course of action generally leads to fewer difficulties and less confusion for any professional working situation. A third alternative, perhaps less satisfactory than the prior two possibilities, would be to set the parameters for the victim despite having “spilled the beans.” The interpreter could have commiserated with the victim, but impressed on her that interpreters are bound to interpret only what is actually said during a hearing, and that they are not allowed to speak on behalf of the victim (or any client).

Not only did this interpreter risk her own position, she affected the professional environment for the second interpreter who was called in to replace her. At the next hearing, the new interpreter, following the rules, carried on no extra-procedural conversation with the victim, who became indignant with this interpreter, stating “The last interpreter here was very nice. She talked to me about her own troubles with her husband. All you do is sit there. You’re not nice to me. I don’t want you to be my interpreter.”

**Situation 2:** This case involved a defendant who had been arrested for indecent assault and battery as well as for rape and sodomy. The defendant was handsome and intelligent. He flirted with the (female) interpreter as well as with anyone else who was willing to succumb to his charms. The interpreter, defense attorney, and defendant were allowed to conference in a cell away from the other prisoners. During the conference, the defendant related the series of events leading to his arrest. He wove a sorrowful tale of how the victim deceived him, accepted room and board from him, but was never grateful—in sum, how the victim traumatized the defendant, took his peace of mind, and now wanted to steal his good name and liberty by trumping up these charges against him. His defense attorney took notes and accepted his story, which is as it should be (after all, the defense attorney’s role is to provide the defendant with the best possible legal defense). The problem here began when the interpreter was drawn into believing the defendant’s story. In doing so, she had already begun to shrug off her professional position and to become complicit in her own undoing.

The victim was also due in court that day. The proceeding that had been scheduled was called a probable cause hearing. In such cases, the judge needs to decide if there is probable cause to believe that the alleged crime occurred. If so, then the case will be kept open so that the accused can be prosecuted. Generally, only the arresting police officers testify, but in this case, the victim did not go to the police immediately. Nor did she go to the hospital after the assault. Therefore, the victim was required to testify on the stand, so she also needed the services of the interpreter. In this case, the same interpreter who had been appointed to the defendant was also called upon to interpret for the victim. Up to this point, a victim-witness advocate had assisted the victim. (An advocate is employed by the district attorney’s office to accompany victims and those who witness crimes while they are traversing the judicial process.) In this specific instance, the advocate spoke the victim’s language and, until the moment when the victim had to testify on the stand, was able to see to her needs. The victim and the interpreter had almost no contact until the time arrived for the victim to take the witness stand and testify.

However, since this particular interpreter had already sided with the defendant, she let her bias cloud her performance when interpreting for the victim. When the victim took the stand, the interpreter chose less graphic nouns and less drastic verbs. Therefore, the impact of the victim’s testimony was diminished greatly, leading the judge to allow the defendant to remain out of jail on a low bail with minimal conditions for
his release, and questioning the validity of prosecuting the case. The judge did grant the victim a restraining order requiring the accused to remain at least 100 yards away from the victim, and prohibiting him from contacting her in any way.

In a few weeks time, all the participants returned to court because the defendant had been arrested on a violation of the restraining order (he had attacked the victim, bruising her back and legs). The defendant’s bail was increased and the conditions of his liberty were made more stringent. Although the victim did not need to be present for the arraignment, she was there. She and the same interpreter found themselves in the ladies’ room at the same time, and the victim emerged sobbing. The victim-witness advocate had difficulty discovering just what had happened, but it seemed that the interpreter had informed the victim that if she kept calling the police, the defendant would end up having to serve time in jail and that he did not deserve that. The victim only managed to regain control after some time. The advocate informed the district attorney of what had occurred. They discussed the possibility of complaining about the interpreter, but neither knew how to do so. Instead, they both hoped that the offending interpreter would not be assigned to the case again, especially since the victim had said she was afraid to confront that interpreter again. From here on, this interpreter will be known as “interpreter X.”

The day of trial in superior court arrived. The attorneys had agreed on 12 jurors who would hear the evidence, view any exhibits, and decide the facts of the case and whether the defendant was guilty or not. An interpreter arrived and another was on the way. Both the district attorney and the advocate informed the first interpreter that if interpreter X appeared, they would be very unhappy. The victim would accept any other interpreter but interpreter X. So when X appeared and the victim refused to testify, the first interpreter assumed responsibility for interpreting the victim’s testimony. Fortunately, interpreter X was able to assist clients in another courtroom, so she did not participate in this trial.

Due to her radical lack of impartiality, interpreter X has subsequently lost out on interpreting jobs for the grand jury and other superior court procedures in that county. No formal complaint has ever been issued against her. However, due to her imperfect rendering of the victim’s testimony at the probable cause hearing, the judge came close to dropping the charges against the defendant altogether. In an even more violent situation, an assailant could have been let loose to attack and seriously injure his victim again. In any event, interpreter X forgot or ignored her crucial role in transmitting the message exactly as it is heard, and to avoid inserting herself into the message she is interpreting by changing its intent.

An interpreter who inserts herself in the message betrays her profession and besmirches her own professional image. Is it possible for an interpreter to transgress ethical boundaries and remain working? Sadly, yes. Due to a lack of high expectations regarding interpreter performance, attorneys and other professionals have accepted and continue to accept substandard performance from many interpreters. Unless and until interpreters begin to exact high standards of professionalism from themselves and their colleagues, the profession will advance at a painfully slow pace, or may even founder.

**Situation 3:** This case involved defendants who wanted to speak with an interpreter about their cases before the court had even convened. There were three interpreters present, all of them conversant in several languages, although their interpreting credentials restricted each one to a separate language. One interpreter decided to chat with the defendants and proceeded to dole out advice as he pleased. He questioned the defendants waiting there about the charges they faced. He blithely ignored the fact that many people in court for the first time have little or no understanding of their situation. In this instance, one defendant complained bitterly that he had been arrested only for driving without a license, and that he did not want to return again to court and miss another day of work. In Massachusetts, driving without a license is a misdemeanor whose penalty can be a fine that ranges between $50 and $200. Many cases are dismissed if the defendant can show a valid driver’s license. So, our helpful interpreter, let’s say, interpreter Y, told this defendant that his case would be dismissed as long as he paid about $200. However, interpreter Y would not be the interpreter for this defendant during the courtroom proceedings. Y sat on the sidelines since he was not certified in the language this defendant spoke. Instead, the task fell to one of the other two interpreters.

Whenever time and circumstance permit, the judiciary interpreter ought to take the opportunity to briefly explain the exact nature of his or her duties to the defendant, setting the parameters of what an interpreter does and does not do. Some participants may never have had any interaction
with a professional interpreter in courthouse situations. For example, an introduction could proceed thus: “Good morning. I am your interpreter for the court procedure today. Anything you say that is audible, I will repeat in English, and anything said in English concerning you and your case will be interpreted into your language. If you make a comment about the judge, an attorney, or anyone else that is unflattering or complimentary, I will repeat that also. I am not afraid to say bad words or any other comments in court. If you do not understand anything, please say so. I will repeat that in English so that someone can explain things for you. I do not explain, give advice, or make any decision about cases. Do you have any questions?”

Of course, there is not always time, and many defendants do not care about the interpreter’s boundaries. Many problems ensue, however, when interpreter colleagues do not bother to respect the boundaries of judiciary interpreting. But let’s return to the actions of interpreter Y and the defendant he had informed would have his case dismissed. Eventually, the defendant was called to the microphone for his hearing. Alas! His charges were not restricted to simply driving without a license! He had also been charged on a previous occasion with driving without a license and leaving the scene of an accident after property damage! And, surprise...he was arraigned on two additional charges of leaving the scene of an accident after property damage, charges much more serious than that of simply driving without a license. When the judge continued the colloquy to inform the defendant of his rights and asked the defendant if he wanted an attorney, the man turned and asked interpreter Y “What do I do?” in his own language (duly interpreted by the proper interpreter) and then turned to the interpreter at the microphone and repeated his question, which was then transmitted in English to the court. The judge responded that advice was not within the interpreter’s permitted actions. The defendant grew angry and said, “but this was supposed to be dismissed!” The judge reasonably asked, “Who told you that?” and the response was, “the interpreter.”

In this situation, interpreter Y just sat back and laughed since he was happy to have caused problems for his colleague. The real loser in this case, however, was the defendant, who chose not to accept the appointment of a bar advocate (a public defense attorney), but to represent himself on charges that carried possible jail time. The defendant’s reactions did not endear himself to the judge, either with his angry countenance or his apparent dependence on the legal advice of another interpreter. The accused was given a date to return to court and no public defender. The repercussions of interpreter Y’s “heard I” negatively affected the non-English-speaking client, not the interpreter.

Interpreters Beware!

Other instances occur in which an interpreter might want to lose his or her cool, justified or not. There will be times where the interpreter will be required to transmit insulting or degrading comments. Our efforts to remain impartial need more energetic application at those times. We must be cautious about expressing our feelings. We may be mistaken about assumptions made concerning other professionals’ intentions. There are times when lack of knowledge of the host culture can be limiting. For example, an interpreter vented her angry reaction to what she perceived as demeaning treatment to non-English-speaking defendants on the part of an assistant district attorney (ADA). This interpreter went through some moments of misplaced empathy for the defendants and launched into a tirade about the lack of consideration on the part of the ADA. What this interpreter did not realize is that this particular ADA used humor as a method of communication. His intention was not to demean anyone, and indeed, he used this same technique with English-speaking defendants.

Ah, but the interpreter had been chatting with the defendants and was listening to the defendants’ version of their court visits. They complained about missing work and that they were not being attended to properly, and the interpreter accepted all they said as truth. The defendants then began to complain about other interpreters who had been assigned to their cases. They asserted that one of the other interpreters had given them advice about what to do, which, according to the defendants, had made them feel inferior since they did not know English and were not acculturated. Again, interpreters beware!! This is another situation in which impartiality serves the professional interpreter particularly well.

Defendants may be trying to win the interpreter over to their side by denigrating another interpreter. The defendant may also be truly offended by another interpreter’s actions. Interpreters are often seen as representing the “system,” and defendants may believe that having their interpreter on their side will benefit them during the proceedings. The wise interpreter would do well to take any such complaints with the proverbial grain of salt. In other words, the complaints may not have any basis.
in truth. Most jurisdictions establish procedures to lodge complaints about any professional working in the system, and that responsibility rarely would fall to another interpreter unless she or he were present while the inappropriate actions occurred.

Any fatigue interpreters experience, be it physical or emotional, can endanger their maintenance of neutrality, and can even lead them to stray beyond ethical boundaries. No matter the source of an interpreter’s fatigue—a stressful commute, the end of a long day of intensive interpreting, or insufficient sleep the previous night—being tired can cause him or her to make poor decisions. At any moment in which an interpreter begins to feel that his or her judgment may be impaired, that interpreter should not hesitate to request a break or a replacement. There is no shame in asking for respite or for help. The same holds true for any emotional tie to a case that may exist that could cloud one’s judgment.

If you are a working judiciary interpreter and recognized yourself being portrayed in any of the above scenarios, please wake up and read the Code of Professional Conduct. Please think through to all of the possible consequences of your actions. Your role as an interpreter in the legal process is not to make your own opinions heard, but to make the non- or limited-English speaker present at the proceedings and to create the record in English.

Professional interpreters have the future before them to mold. The profession and its importance are growing despite resistance from some pockets of misunderstanding. Interpreters are responsible for their development and for the promotion of their profession. Although perfection may not be within reach, progress definitely is a possibility. One long stride towards progress can occur if emphasis on the ethics of judicial interpreting remains constant during an interpreter’s training and in actual practice. A court interpreter who wishes to advance professionally will strive for the maximum degree of neutrality in the performance of her or his work. In other words, the ego, or the “I,” will be unheard.

The author gratefully acknowledges the assistance and advice from her colleagues, especially Ms. Beatriz Noguera and Mr. Larry Smith. Any inaccuracies or mistakes contained in the foregoing article belong solely to the author.

Reference:

Is There a School for Editing? The Answer is Yes and You Should Know About It Continued from page 19

has never looked back at a text one has previously translated and thought: “How could I have made such a stupid error? Why didn’t I think of this term?” Everybody makes errors, even the best among us. For some people, being edited is an unbearable experience, and they stubbornly refuse to amend their original text.

• The translator and the editor know each other, have already worked on common projects, trust each other, and pool their talents to improve the final document. If they work for an agency that does not think that establishing a connection between the translator and editor is a waste of time and energy, it is likely to be a great and rewarding experience for all the parties involved.

Conclusion
As a translator, I always try to have a look at the edited translation, even though I know it has already been sent to the client. Like most of us, I have had to cope with fussy editors who make frivolous changes (like replacing “cependant” with “toutefois” to translate “however”), or I have felt really frustrated because an unfair censor struck out entire paragraphs of my translation to recopy them without significant change, ruining my reputation with a prospective employer who does not know French, but sees a lot of red. If you apply the Golden Rule “Do onto Others…”, you try to avoid such pitfalls as an editor and you do your best to provide fair and well-balanced corrections, using the objective criteria described in this article. In Canada, where translation is taken very seriously, they teach the art of editing. I only wish more people knew about it.
Having a way to describe the attributes of a text presented for translation is useful in dealing with clients, analyzing and breaking down the text, and evaluating the time and resources needed to complete a job. Various methods of classifying language ability exist, including the one used by the American Council on the Teaching of Foreign Language. In this article, I will take one such method—the Interagency Language Roundtable (ILR) Language Level system—and use it to discuss attributes of texts rather than language learner performance.

The ILR Language Level system is used by the U.S. government to evaluate language proficiency. The system originated in tests given by the Foreign Service Institute in the 1950s to determine speaking ability on a scale of 0 (no ability) to 5 (well-educated native). Later, the system was refined through the addition of “plus values.” In the 1980s, definitions for all four language skills—speaking, listening, reading, and writing—were added. The full form of these can be found on the ILR homepage (www.utm.edu/~globeg/ilrhome.shtml). The skill that is of direct concern to translators is, of course, reading.

Some Caveats

In the following description of the ILR Languages Levels, the classifications “nearly native ability” and “functionally equivalent to that of the well-educated native” are used to indicate people who score at the higher levels. While that seems to imply that native speakers are inherently at Level 4 or 5, not many people test that high in their native languages. What’s more, all four skills are often not at the same level in a given individual. Most Americans read English somewhere in the area of a low Level 3. An across-the-board Level 5 is extremely rare, and to have that in two languages would be remarkable indeed.

The definitions of the levels are very clear and work very well up through Level 3, get hazier at Level 4, and are vague almost to the point of being useless at Level 5. Also, while attributes of the text are addressed somewhat in the published descriptions at the lower levels, at the higher levels, only the ability of the language learner is described. Therefore, I have deduced text parameters from what is asked of the reader. Technical material is mentioned in the definition, but, to my knowledge, no serious efforts have been made to incorporate scientific and technical material into the system. Therefore, the technical examples given in the definitions of the language levels in this article are entirely dependent on my interpretation for their classification.

The ILR definition of reading is: “The word ‘read,’ in the context of [the] proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case, the reader could be expected to make a full representative, thorough summary, or translation of the text into English [or into another language from English].”

The Language Levels

Level 0 is just what one might imagine.

Level 0+ is memorized proficiency. In textual terms, this would include isolated words and phrases, as well as personal and place names, but not connected prose. Almost no translation work exists at Level 0+, although I have occasionally translated a single name or place name for a client. A weather report with pictures and no more text than “Today: Early Showers” is an example of a Level 0+ text.

Level 1 (elementary proficiency) contains very simple connected written material (e.g., straightforward descriptions of persons, places, or things). A characteristic of Level 1 texts is that the information consists of a series of main ideas that can be easily reordered (“One year for $46” or “Only $1 an issue!”). Switching the order of those phrases is not going to change the meaning.

Level 1+ includes such texts as announcements of public events, simple presentations of biographical information or events, and straightforward newspaper headlines. In contrast to Level 1 texts, the information in Level 1+ texts is not easy to reorder. An example from an advertisement: “Please join us to learn about the educational opportunities in the School of Public Health and Health Services’ new Department of Health Policy on Thursday, October 30, 6-7:30 pm.” Texts at this level present almost no translation problems: a nearly word-for-word rendering should be possible.

Level 2 (limited working proficiency) includes news articles describing
frequently occurring events, social notices, formulaic business letters, and simple technical material written for the general reader. Sentence patterns are straightforward with no unusual grammatical elements; the primary structure pattern is a main idea with supporting facts. Texts are usually meant to inform readers about concrete subject matter. The following example was taken from the National Institutes of Health website (notice how simple the verb tenses are).

A sprain is an injury to a ligament—a stretching or a tearing. One or more ligaments can be injured during a sprain. The severity of the injury will depend on the extent of injury to a single ligament (whether the tear is partial or complete) and the number of ligaments involved.

A strain is an injury to either a muscle or a tendon. Depending on the severity of the injury, a strain may be a simple overstretch of the muscle or tendon, or it can result in a partial or complete tear.

Many texts presented for translation are at Level 2, and I would like to be able to say that they don’t present any particular challenges. However, we have all seen simple instructions—typical Level 2 texts—mangled in translation. The problem is probably not the translator’s ability to understand the original text, but his or her ability to write at the appropriate level. If a translator cannot write the target language at a Level 3 or 4, then he or she should not be trying to translate into that language.

**Level 2+ texts** remain factual, but may begin to have some degree of individual style. At this point, the translator needs to be able to pick up on the shaping being done in the text and to reflect this style in the target language. Note the word choice in this article from *The Wall Street Journal*:

> It’s the Holy Grail of high heels: a shoe that’s tall, sexy—and comfortable.

For years, designers have stumbled over the dilemma: high heels constrict, cramp, and stress the foot. Yet “comfort” shoes usually sacrifice style.

**Level 3** (general professional proficiency) texts typically include editorials, which is why they are often used in translation tests. Materials at this level have hypothesis, argumentation, and supported opinion, as well as author inference.

**Level 3+** includes contemporary expository, technical, and literary texts that may feature a large range of intentionally complex structures and low frequency idioms. Because the author’s voice becomes stronger and the text requires more from the reader, the translator may need to act as a cultural transducer who makes cultural inferences in the source text explicit in the final translation.

A further characteristic of Level 3+ texts is that the actual subject may be presented obliquely. For example, an editorial in *The Economist* condemning French support for the European common agricultural policy opens with a different topic:

Jacques Chirac, France’s president, is clearly not a man who worries too much about the price of vegetables. This month an investigating magistrate in Paris announced an inquiry into how Mr. Chirac and his wife managed to spend over €2.1m on groceries from 1987-95, during his long spell as mayor of Paris before he became head of state. Newspapers calculate that he and his wife Bernadette munched up fruit and vegetables worth up to €150 ($177) a day, despite having an entirely separate budget for entertainment. Auditors think something smells a bit off.

In a Level 3+ article by Joan Didion entitled “Newt Gingrich, Superstar” (from *Political Fictions*, Knopf, New York: 2001, pp. 176-190), the author begins with a sentence of 28 lines listing personalities and books that Gingrich claims influenced him. Despite being basically a list, with parenthetical comments, juxtapositions in the enumeration make the sentence resplendent with sarcasm, which might be lost on the unattuned reader (or translator).

**Level 4** (advanced professional proficiency) texts frequently display the writer’s use of nuance and inferences to the wider cultural, political, or social environment. I like to think of the sophistication of this level in terms of a cocktail party at *The New Yorker;* where highly topical jokes at the party are addressed to people in “the know.” The challenge for the translator of Level 4 texts is, first, to make sure that she or he actually gets the jokes, and second, to ensure that they are understandable to the target language reader. A word-for-word translation at this level will quite likely reduce an interesting piece of prose down to a Level 2 “just-the-facts-ma’am” text.

Examples of Level 4 texts include literary texts, reviews, and technical articles written for the specialist. The following patent abstract (U.S. 6,514,441), about nothing terribly
complicated, is written at Level 4 because of the oddness of the English syntax. A more difficult topic would take the level even higher.

In order to manufacture a radial tire, first, in an average waveform recording step, a waveform component of radial force variation (RFV) by a molding factor in each molding machine, and a waveform component of RFV by a vulcanization factor in each vulcanizer are respectively acquired and recorded in a computer.

**Level 4+** materials comprise the same categories of materials, but with more abstract or difficult prose and an even wider variety of vocabulary, idioms, and colloquialisms. Many English legal documents and contracts are written at this level.

Anthony Lane provides an example of Level 4+ in his *New Yorker* review of “The Lord of the Rings: The Return of the King”:

As Alfred Hitchcock said to one of his leading ladies, “It’s only a movie, Ingrid.” The nub of “The Return of the King” is a ring of simple design but unrivalled potency, which must be destroyed before it falls into the grasp of Sauron—a character so purely villainous that, under union rules, he is played not by an actor but by a single eye, blazing from the top of a tower. Frodo Baggins (Elijah Wood) and his sidekick Sam (Sean Austin) are two-thirds through their appointed missions, which is to bear the ring to Mordor and cast it into the maw of Mount Doom, at which point the power will cut out and the universe coagulating about the sufferer into a material of overwhelming horror, surrounding him without opening or end. Not the conception or intellectual perception of evil, but the grisly blood-freezing heart-palysying sensation of it close upon one, and no other conception or sensation able to live for a moment in its presence. How irrelevantly remote seem all our usual refined optimisms and intellectual and moral consolations in presence of a need of help like this!


**Level 5** (functional native proficiency) includes literary texts such as contemporary avant-garde prose and poetry, as well as classical literature. I first became aware of the problem of language levels, although without knowing that the system existed, when I was a teaching assistant in graduate school. The students were assigned to read selections from William James’ *Varieties of the Religious Experience*, and when they came to my tutorial, the overwhelming majority said that they hadn’t been able to read it. The book is in splendid English prose, and I was baffled by the students’ failure to understand it. Only later did I realize that the students had been given a Level 5 text, while most of them were accustomed to materials at the lower end of Level 3. Here is a sample of the linguistic opulence of James:

In none of these cases was there any intellectual insanity or delusion about matters of fact; but were we disposed to open the chapter of really insane melancholia, with its hallucinations and delusions, it would be a worse story still—desperation absolute and complete, the whole universe coagulating about the sufferer into a material of overwhelming horror, surrounding him without opening or end. Not the conception or intellectual perception of evil, but the grisly blood-freezing heart-palysying sensation of it close upon one, and no other conception or sensation able to live for a moment in its presence. How irrelevantly remote seem all our usual refined optimisms and intellectual and moral consolations in presence of a need of help like this!


Consider breaking that down for translation.

**Why Translators Should Care**

There are several reasons why translators will find the ILR Language Level system useful. First, the level system is an inherently interesting way to look at texts and helps in analyzing a text for translation. Once you have determined the level of a text, you have fairly well established what the major characteristics of the text are and have an idea of the problems you are likely to encounter. Figuring out the language level also helps in following the argument of a given piece and in pulling out the cultural references and nuances.

Second, knowing the level of a text helps in determining whether you should accept a given job and in determining how long it will take. The ILR Language Level system also provides vocabulary for discussing work with clients and in explaining why a review article with many cultural references may need to be either heavily footnoted or rewritten. However, one should not confuse language level with degree of difficulty. While it is generally true that the higher the level, the more difficult the text, it is not necessarily individually true. Someone specializing in Level 4 medical articles may find it much easier to translate a text at this level than a Level 3 editorial on an unfamiliar topic. Level 2 instruction manuals can also eat up a great deal of time with the hunt for precisely the right terms.

Third, knowing the levels—and what level you are in a given skill—is useful in both formal and independent language training. The ILR Language Level system is used in an

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Translators: Adding Value as Knowledge Workers

By Ingrid Haussteiner

There is this age-old myth about translators that classifies us as wordsmiths (which ties in with the often-heard references to “craftsmen” and “artists”) who package other people’s content. This assumption is also applied when referring to technical communicators (Henry 1998, Hughes 2002). In actuality, a translator is no different from any other professional who employs various skills to create or improve a product (in this case, content). As classical knowledge workers, translators add value, which becomes most evident in an organizational setting. Unfortunately, the added value translators bring to the workplace is typically underestimated. Even worse, translation services frequently struggle for recognition and appropriate funding. In his article, “Moving from Information Transfer to Knowledge Creation: A New Value Proposition for Technical Communicators (Technical Communication, 49 [3], 2002), Michael Hughes analyzes the ways in which technical communicators add value by creating organizational (internal) knowledge. His findings and new value proposition for technical communicators are extremely relevant to the translation profession, especially for in-house translators. Freelance translators also fit into this model when they collaborate closely with the customer and/or author representing an organization.

Dealing in Knowledge

Translators deal in knowledge, as may be illustrated by the commonly used distinction between data, information, knowledge, and wisdom. First, we have data. Machines can process data. By adding context, we get information. The Internet, for instance, provides a wealth of information. Through understanding, we get knowledge, and this is where we have to draw the line between machines and humans. This is also where machine translation stops and human translation begins. Through judgment (values), we get wisdom. Another term that frequently crops up in this context is content. Content is used to describe information that is represented for human use in different types of media. For example, “15°C” represents data. “On January 12, 2003, it was 26°C in Vienna, Austria.” gives context and provides information. An insightful human can process this piece of information in order to draw meaningful conclusions (e.g., that this temperature is unusual in that part of the world at that time of the year). Humans can also evaluate these facts to determine the reliability of the information they receive (for instance, concluding the information is inaccurate due to a typographic error). Experts use their experience and knowledge of the purpose at hand to gather additional information if necessary. Thomas Davenport and Lawrence Prusak (1998) define knowledge as a “flux of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. Knowledge originates and is applied in the minds of the “knowers.” In organizations, knowledge often becomes embedded not only in documents or repositories, but also in organizational routines, processes, practices, and norms.” Another definition of knowledge (Dixon 1994) reads, “ways we organize data to make sense of it.”

In line with the skopos theory as defined by Hans Vermeer/Katharina Reiss and the functionalist approach propagated by Christiane Nord (1997), for translators, context also refers to the translation brief (i.e., clear specifications about the purpose of the translation, the target audience, etc.). By transferring the information provided in the source text (input) according to this brief and mapping it with the requirements (which go beyond linguistic ones) of the target audience, translators engage in knowledge work. Translators negotiate meaning within and between communities in a multilingual setting and according to user contexts, and capture the resulting consensus as knowledge assets (cf. Hughes 2002). The output of their knowledge work is an information product with added value (in this case, the added value is

Data

Data + context = information
Information + human understanding = knowledge
Knowledge + judgment = wisdom

Information + specific media representation for human use = content

Machine

Human

Figure 1: Fundamental Data/Information/Knowledge Equations

…”Nothing is accomplished if translators just talk about value-added services without providing figures to prove what these services are…”

By Ingrid Haussteiner
Characteristics of Knowledge Work(ers)

Peter F. Drucker, a writer, teacher, and consultant specializing in strategy and policy for businesses and social sector organizations, coined the term “knowledge worker” in the late 1950s in his book *Landmarks of Tomorrow*. Decades later, Drucker (1999) asserted that, following the Industrial Revolution, the most valuable asset of a 21st-century institution, whether business or nonbusiness, would be its knowledge workers and their productivity. Translators meet the characteristics of knowledge workers (Aaron), since they: a) analyze, transform, and repackage information; b) know more about what they do on a day-to-day basis than their bosses; c) engage in continuing education; d) frequently work in an unstable environment; and (e) perform knowledge work. From a strictly business perspective (Fourth Wave Group), knowledge work is “the intellectual activity that is performed by people upon data, information, and knowledge in order to discover business options. Knowledge work produces mature content...” From the top-down view of decision makers, knowledge work is often referred to as decision support [italics mine].” In other words, knowledge workers are highly specialized people (with formal education) who know how to learn and continue learning, work in teams, and are somehow affiliated with an organization. Today’s work unit is the team, and the team’s performance and productivity are all-important to the success of the organization. Translators have become very aware of the need or sheer inevitability of working in a team of highly specialized people, be it in virtual teams (including the exchange of information on Internet-based platforms, also referred to as communities of practice) or as members of in-house language services that cooperate closely with subject matter experts, proofreaders, printers, etc.

Translators as a Quality Filter

In the age of globalization, translators are central to providing decision support. What is more, expert translators naturally act as a quality filter (Joscelyne 2000) in the production of information, the importance of which some translators and most of their employers/clients have yet to grasp fully. Organizations should acknowledge this great potential and afford translators or language services the appropriate role and position in their information production value chains. The end purpose of organizations such as the Organization for Economic Cooperation and Development (OECD) and the European Central Bank (ECB) is the production of information that takes a discursive form—i.e., is packaged for human use (by and for knowledge workers). The language service unit acts as a quality filter through which the organization’s bilingual or multilingual discourse passes. Knowledge work aimed at providing decision support in such organizations is characterized by a set of distinctive features. These include: a) many authors of the source texts write in a non-native language, thus frequently coming up with nonstandard expressions (L2 authoring); b) documents are often committee-authored, which also means that they are serially rather than synchronously edited (committee authoring and serial editing); c) given the multiculturalism of the staff, the information producers draw on and allude to extremely culturally heterogeneous information (multiculturalism); d) documents show a high reference index (for instance, when legally binding texts are quoted). Thus, Joscelyne concludes that, “the Translation Division does not simply translate all relevant documents into its [OECD] two official languages, but serves as a quality assurance filter in delivering the organization’s major products.”

The two-way arrows in...
Figure 2 (on the previous page) indicates that translators are involved in cognitively rich feedback loops, as they contact the author for verification and clarification, invent neologisms as new concepts emerge, and establish official usage (e.g., in the form of an organizational style guide). For translators to be able to serve as contributing agents in the information production chain, the organization’s foundational multilinguality is key, since in such a setting the source documents have not yet been finalized when they are being translated. For instance, the annual report of the European Central Bank (ECB) is published simultaneously in all official EU languages. In the absence of the precondition of foundational multilinguality, translation will most often be subordinate to, rather than coordinate with, the information production chain. In this case, it takes perceptive management as well as authors and/or proactive translators to adapt the workflow so that, ideally, the outcome of feedback loops may be incorporated in both the original and translated publications.

Let us take a closer look at one of the above-mentioned characteristics of organizational information, the sheer wealth of cross-references, and its implications for translation. For instance, take the annual reports of international organizations. What would be an average translation reference index (TRI) of such translation projects? Table 1 shows an exemplary calculation of the TRI of a four-page section (statistical infrastructure) of the 2002 Annual Report of the European Central Bank. This report was authored and reviewed by a committee of native and non-native speakers of English based in Frankfurt and at the national central banks of the euro area countries. It also underwent editing by a team of English-speaking linguists before it was sent to the national central banks to be translated into the 10 other official languages of the European Union. The Austrian central bank is primarily in charge of producing the German versions of the ECB's annual reports, and in February 2003, I happened to translate the four pages (in print) on the statistical infrastructure into German.

The text referred to a total of 16 legal instruments and other pertinent documents, which amounted to some 800 letter-size pages (in print). Upon perusal of the reference material and during the translation process, I found close to 240 pages to be most relevant for the translation. Therefore, with 570 pages having been factored out, the translation reference index of this four-page translation package was 59.5. In other words, for each page that needed to be translated, I had to process some 60 pages of reference material to translate (= understand) the concise information in the annual report. Subject matter expertise into which new technical translation jobs can be embedded is a great asset, and collaboration with other expert translators and subject matter experts is a given. In an organizational setting, the TRI patently underscores the inadequacy of quantitative benchmarks, such as the number of pages to be translated in a given time.

In-house translators frequently work in organizations whose sole or primary purpose is to churn out information products or content. Such organizations essentially employ knowledge workers processing and authoring immense quantities of information because the organizations must either comply with disclosure requirements, aim at exerting influence in certain markets, or are committed to transparency for reasons of public accountability. How can translators help organizations create knowledge? To be able to answer this question, let us first turn to a theoretical concept of knowledge creation.

Tacit and Explicit Knowledge
Ikujiro Nonaka and Hirotaka Takeuchi (1995) examine the nature of knowledge creation within organizations. They describe the epistemological dimension of knowledge, drawing on Michael Polanyi’s theory. According to Polanyi, knowledge essentially comes in two forms: tacit and explicit. Tacit, or implicit, knowledge includes insights, intuitions, and hunches, is difficult to express and formalize, and is therefore difficult to share. Explicit knowledge, on the other hand, can be expressed in numbers and words and

<table>
<thead>
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<th>Table 1: Translation Reference Index (TRI) Matrix</th>
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<tr>
<td>Relevant material (no. of pages)</td>
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<tr>
<td>Source text*</td>
</tr>
<tr>
<td>Reference material</td>
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<td>Translation reference index</td>
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* 2002 Annual Report of the ECB, Chapter X (Statistical infrastructure)
shared formally and systematically in the form of data, specifications, manuals, etc. Nonaka and Takeuchi show that the knowledge of greatest value to an organization, expert knowledge, is often tacit. Furthermore, they point out that tacit knowledge becomes explicit through action. In a multilingual organization, such action may include editing and translation, where editors and translators analyze the content and interact with the authors and other experts using active inquiry methods. Translators and editors also perform terminology research. In fact, according to some studies, the search for terminology (or terminology mining) can take up to 75% of a translator’s time (Arntz, Picht, and Mayer 2002). Such knowledge may then be captured, categorized and stored in a structured way, and, in the best-case scenario, transferred and shared.

Knowledge Creation

For knowledge to be created, there has to be interaction between tacit and explicit knowledge. Nonaka and Takeuchi (1995) identify four types of knowledge conversion: socialization, externalization, combination, and internalization. The knowledge spiral shown in Figure 3 shows a two-by-two matrix of knowledge, moving from explicit to tacit or tacit to explicit. Each quadrant calls for a different kind of thinking and interaction. According to Nonaka and Takeuchi, the key to knowledge creation and innovation is externalization. Therefore, action transforms tacit (or “body”) into explicit knowledge. Nonaka and Takeuchi also suggest that all problem solving, design, and knowledge-creating processes are more effective when they spiral through all the quadrants.

Knowledge Escalation Through the Dissemination of Terminology

Along an ontological dimension, Nonaka and Takeuchi (1995) categorize knowledge as individual, group, and organization knowledge. As Figure 4 on page 32 shows, organizations should strive for knowledge escalation in order to achieve the longest possible durability of knowledge. On the right-hand side of the figure, this concept has been applied to one type of linguistic asset (terminology). As Michael Wetzel (2002) states, terminology management is knowledge management. Knowledge management without a common terminology would not be feasible (Davenport and Prusak 1998). Drawing on the individual knowledge work of each translation team member, language service units may create group knowledge by employing network terminology solutions and organization knowledge by providing access to their terminological resources via an intranet. In fact, organizational learning revolves around such knowledge transfer—i.e., "getting knowledge that exists in one part of the organization put to use in another part” (Dixon 2000). Against this backdrop, translators’ terminology work facilitates the transfer of both tacit and explicit knowledge among individuals and groups in an organization. Knowledge is said to be self-reinforcing, and thus gains value when shared. Therefore, the last step would be to make terminology available in the public domain (for example, on the Internet).

Terminology work is time-consuming, costly, and primarily has an indirect value rather than a direct (measurable) one (Heyn and Schmitz 2002). It is difficult to quantify the opportunity costs of terminology work. However, terminology is a crucial “intermediate good” and an integral part of translation. For example, the translators of the Language Services of the Oesterreichische Nationalbank (OeNB) implemented computer-aided terminology management in 1998, made their German-English terminology available on the company intranet in 2000, and put parts of it into the public domain in 2001 at http://dictionary.oenb.at.
As an extra incentive for intranet users, who happen to be the translators’ “customers” within the organization, the OeNB translators created a “Social English” module within the intranet terminology database. It offers advice on how, for instance, to open and close letters in English, address conference attendees as chair, compose curricula vitae, and decipher dress code information. According to the literature on organizational learning, the latter occurs only if that which is learned becomes the property of a collective unit (in which case, it remains within the organization even if individuals leave). Providing a central repository of organizational knowledge in the form of a terminology database could help lessen an asymmetry of knowledge among parts of an organization.

**Issues in Knowledge Sharing**

The knowledge management paradigm of the past decade and the increasing establishment of collaborative (frequently virtual) teams are closely associated with knowledge sharing (Budin 2002). In the language industry, more emphasis is being placed on gaining and providing access to terminological resources. Improved access to technical information and digital content has been recognized as a key objective in today’s information society, and is also being promoted and sponsored by the European Union. However, as Gerhard Budin points out, consolidation of electronically available terminological resources stemming from different sources or organizations is very difficult given their extreme diversity and incongruity. These two problematic characteristics concern various levels: ontologies, categorization, data modeling and formats, as well as granularity. The SALT (Standards-based Access Service to Multilingual NLP Lexicon and Human-oriented Terminology Resources) initiative aims at attaining meta-level or even meta-meta-level interoperability. The interoperability requirement, of course, also concerns the workflow. The European Union has undertaken a large terminology consolidation project called IATE.

**Conclusion: A Translation (T) Spiral**

In order to establish and/or strengthen translators’ role as knowledge workers who add value in information-centric organizations, we can use the translation (T) spiral proposed in Figure 5 (page 33). (Note that this model is a work in progress to be refined and tested.) The spiral presented here aims at capturing a general perspective of the translation process. As a rule, a customer presents a translator with a source text (upper right-hand explicit quadrant) and expects the translator to create the target text (again, the same explicit quadrant). The activity to be carried out by the translator is viewed as a rather straightforward explicit process. Plus, since there is allegedly no interaction between implicit and explicit knowledge, the translator would not really add value or create knowledge in the translation exercise. In fact, this is probably only as much as could/can be expected from machine translation.

By contrast, the human translator spirals through the four quadrants and therefore engages in knowledge creation, thus adding value. First, the translation expert helps the customer externalize tacit intentions and assumptions by inquiring about the purpose and function of the translation. In short, most of the time translators have to enable their customers to specify the translation brief together. The analysis of the source text is another example of externalization. The translator embeds the source text and prospective translation into his or her experience and
expertise (tacit knowledge), evaluates reference material (this is where the translation reference index comes in), and researches additional terminology and other explicit information (combination). Ideally, translators document such expert (mostly tacit) knowledge in an organizational database. A great deal of the cultural and linguistic specificity of texts consists in the left-hand tacit realm of Figure 5. Tapping into their intercultural and translation expertise, relying on their cultural awareness, and negotiating the meaning of the source text, translators draw from their implicit knowledge to make details explicit for the target readership (e.g., by explaining cultural allusions or relating specifics to the target culture). Putting layer upon layer (by spiraling through the quadrants) and filtering the input, the translator creates a new text geared toward the target readership that is in line with the translation brief.

**Ideas for Designing Metrics**

As pointed out by Janice Redish (2003), nothing is accomplished if translators just talk about value-added services without providing figures to prove what these services are. For this reason, translators should design metrics for measuring the value they add. To convince management, it certainly helps to show that one’s work improves the organization’s return on investment. Therefore, it is worthwhile for translators to collect anecdotal evidence, (e.g., how many serious mistakes they identified in source texts during translation). Translators could also conduct a survey, asking about the time and money they help the organization save by supporting, for example, subject matter experts and office staff by translating, editing, and providing terminology and style guide information. Translators could also ask management to think about how much time and effort can be saved by having translators on a project team from the beginning.

Another good way to go about designing metrics is to use historical data and comparisons. One could, for instance, conduct a comparative test with a few end users of a given information product, using a translation that works well for the target audience and another one that does not. Rework and printing costs could be reference points as well. For example, how many presentations and how many publications reached how many people per quarter or year owing to the translator’s work? And why not ask some regular clients in your organization, “How many hours would you estimate the language services unit saves you per month?” The answers to this and similar questions will show the value translators add to an organization.

**References**


Haussteiner, Ingrid. 2003. Terminology, Translation, and Knowledge Organization—Structured Knowledge from the Translator’s Workplace. Studies in English Language and Literature. No. 11, February, National Taiwan University of Science and Technology, pp. 61-71.


Notes
1. Skopos is Greek for purpose. The prime principle determining any translation process is the purpose of the overall translational action.

Harvie Jordan Endowment Fund

Throughout his multifaceted career, Harvie Jordan fostered the development of a great number of translators and interpreters, many times in ways some of us did not fully recognize until he was no longer with us. Harvie’s sudden death on November 8, 2002, was an immeasurable loss for all of us who knew him and for all the groups in which he participated.

To honor Harvie for his lifelong contributions, carry forward his personal goals, and serve ATA’s Spanish Language Division, the Harvie Jordan Endowment Fund was created to provide financial assistance for continuing education for translators and interpreters. If you would like to help carry forward Harvie’s legacy, please consider making a donation to the fund by writing a check to: American Foundation for Translation and Interpretation, Columbia Plaza, Suite 101, 350 E Michigan Avenue, Kalamazoo, MI 49007. Include the annotation in the memo section, Harvie Jordan Endowment Fund.
The efforts put into creating an international auxiliary language for communication all begin from the assumption that the woes of humanity stem from incomprehension. If men could understand one another, they would end by understanding each other. This thesis demands a healthy dose of optimism, and the skeptics, who are lacking in this quality, think that even if they speak the same language, men can always find things to quarrel about. During the civil wars of ancient Rome, the religious wars of the 16th century, or, closer to our time, the class struggle, the adversaries curse and exterminate each other with no need for interpreters. Nevertheless, and even if war is inherent to our wretched human condition, who could deny the advantages which would come with the adoption of an international language? It seems that such advantages are sufficient enough to have induced the scholars of the last two centuries to welcome the idea and to rack their brains in trying to invent such a language.

But, then, perhaps it might not even be necessary to invent this universal language. It would be so simple to choose an existing language and have it taught in schools around the world! But this choice would give such an advantage to the nation whose language was chosen that other nations would certainly not allow it. Thus, every now and then the notion pops up that the adoption of Latin would be a neutral solution.

This idea seems particularly straightforward, seeing that Latin already served for centuries, and to general satisfaction, in this capacity as a universal second language. During the Middle Ages, and for a considerable time thereafter, was it not the medium not only for theology, but also for all the sciences, for legislation, and administration throughout Europe?

This fact, however, if it speaks in favor of Latin, also speaks against it. The language’s progressive disappearance, its adversaries claim, was a natural phenomenon, an organic process impossible to hold back, motivated by the rapid development of the national languages. Were Latin not to have become enfeebled, scholars would never have seen a necessity for a new means of communication.

“The question raised in Babel continues to be unresolved…”

Norbert Wiener’s interpretation of the disappearance of Latin as an international language is one of the most convincing. For him, its disappearance had nothing to do with the growth of the neo-Latin languages, since Sanskrit survived in spite of having given rise to modern languages and literary Arabic continues to unite the Muslim world (notwithstanding the split of spoken Arabic into many different dialects). Those to blame for the death of Latin are precisely those who had already revived it: the scholars of the Renaissance.

Wiener states: “Starting during the Renaissance, the artistic demands of the Latinists became more stringent, and the tendency to reject all post-classical neologisms ever stronger. In the hands of the great Italian scholars of the Renaissance, reformed Latin could be, and frequently was, a work of art. But at the same time, this exquisite and delicate tool demanded a period of training that exceeded that of the scientist, who was more preoccupied with the essence of his work and content than with the perfection of form. For this reason, an ever wider abyss opened between those who taught Latin and those who used it. This void eventually lead the Latinists to teach the most purified, but less useful, Ciceronian discourse, thus limiting their function to that of specialists. And, as this specialty was ever less in demand, these Latinists destroyed their own function. This sin of pride we are now paying for with the absence of an international language well adapted to current needs and much superior to the artificial languages, such as Esperanto.”

Others arguing in favor of artificial languages allege that Latin, being a natural language, suffers from all the defects of its kind, such as illogi-calities, contradictions, tautologies, and obscurities. Its grammar, which is excessively complex, demands years of study. Its vocabulary has not kept up with the progress of technology and lacks terms for the most common notions of modern life. Its pronunciation differs depending on the country where it is taught. Finally, Latin is detested by the majority of those who learn it. In order for Latin to be adopted as an international auxiliary language, it would require such numerous and radical modifications that it would end up being transformed into another language entirely. But if that is the case, let’s simply charge our scholars with creating a new language, one without the imperfections of the natural languages (which, let it be noted, are creations as well, but ones that should be credited to illiterates and not linguists).

The partisans of modern Latin, however, are not willing to lay down their arms, despite this host of reasons in opposition. When it appeared that they had finally resigned themselves to the withering away of...
the lingua mater, they returned to the fray with new and improved justifications, anxious to promote a new Renaissance in the 20th century.

The penultimate attempt came in 1925, when the League of Nations formed a commission to examine the problem of creating an international language. The Swiss writer Gonzague de Reynold, reporting for the commission, decided to reject Esperanto as a universal language and proposed the adoption of a “simplified medieval Latin,” stripped of its classical syntax and of part of its inflections. But the proposal went no further, since neither the writer nor the commission took on the work of making the suggested simplifications.

Scarcely 30 years later, Latin attempted to rise once more, this time under the auspices of a conclave of scientists and philologists. In 1956, the First International Congress for Living Latin was called together to revivify the movement of adopting Latin as an international language. The proceedings of the Congress are worth examining.

Naturally, those participating in the meeting were aware of the reasons for which the aficionados of artificial languages, in particular the Esperantists, opposed the reincarnation of Latin. In fact, part of the sessions were devoted to rebutting these arguments and reducing their importance.

The speakers at the Congress, the preponderance of whom expressed themselves in Latin (and let it be said in passing, quite a Ciceronian Latin, with nothing medieval about it), took as a given the ineffectiveness of artificial languages. Had the devotees of Volapuk, Esperanto, Ido, Novial, and Interlingua, they asked, been able to put an end to the confusion resulting from bellicose misunderstanding? Certainly not. On the contrary, such individuals had only increased the confusion by adding half a dozen artificial languages to the already enormous number of natural languages.

Given this impasse, there was only one possible way out: Latin. It was then necessary to check Latin’s capacity for renovation and to face head-on the modifications the language would need in order to able to return to its former universality.

Having met in Avignon, the capital of Provence, a city sprinkled with Roman monuments, and strolling about Vaucluse, where in former days Petrarch had reanimated the Latin muses, the scholars at the Congress were in an environment favoring enthusiasm and optimism. The conclave opened amidst high hopes. The problems began when the commissions got down to business.

The commission charged with unifying pronunciation was the one which most easily wriggled out of its difficulty. According to the report from Professor Erich Burck, this commission recommended the adoption of the Roman pronunciation from the time of the birth of Christ, which, he reasoned, would eliminate the differences found in the traditional pronunciations. It is true that the suggested pronunciation differs from those traditionally used in any of the countries where Latin is still taught. For this reason, a large number of Latin teachers still refuse to accept it. Those opposed to this suggestion argued that it would deprive the regenerated language of one of its principal advantages, namely, the ease of comprehension and assimilation. Moreover, there was no way to impose this measure, so the Congress could only recommend it to the respective ministries of education.

Another commission reviewed the methods proposed to end the jaundiced eye cast on Latin by younger generations. Professor Goodwin Beach, an American, suggested modern practices such as listening to records with conversations in Latin, reading plays, conducting exercises in editing, and offering students incentives for reading at home. Excellent ideas, indeed, but they were fundamentally flawed, since it was noted that any one of these innovations would require time, and everywhere the time allotted to teachers of Latin was diminishing (in fact, the only South American representative in attendance complained of the total suppression of Latin in the curricula of his country). Thus, one arrives at a vicious circle: In order to improve results, one needs to expand class time. In order to expand class time, one needs to show improved results.

Perhaps the greatest interest was aroused by the work of the commission charged with simplifying Latin grammar. The commission was confronted by a dilemma. They could either choose to let go of the complex system of grammar, thus sacrificing some of the principal characteristics of the language, or maintain the traditional scheme with its wealth of shades of meaning, thus renouncing the yearned-for international expansion of the language.

Professor Jean Bayet finally showed himself to be a better Latinist than world citizen. When re-examining the rules of morphology and syntax, he saw so many admirable qualities that he opted to conserve them almost untouched. “It is unthinkable to reduce the number of cases for nouns, and not to modify the tenses for the verbs,” he initially declared. As far as the adjectives were concerned, he recognized the inconvenience of having various paradigms, in addition to the exceptions and ambiguities of gender and case, but felt these were
“compensated for by various advantages.” Later, he admitted that it was not impossible to do away with infinitival and participial clauses. However, he noted that this “could not be done without gravely affecting the very physiognomy of the language.” He then moved on to fulsome praise of the ablative absolute, followed by a justification for relative clauses. Those in attendance, relieved, applauded the few and timid measures which he dared to suggest, one of which consisted in always writing numbers with Arabic numerals in order to avoid the snares of declension, and the other in preferring the analytical forms of the comparative and superlative to the synthetic forms.

Mindful of the criticisms which had been made regarding the antiquated vocabulary of the language, the Congress entrusted another commission with the task of neutralizing these. According to Professor Guerino Pacitti, the commission suggested that neologisms be adopted very cautiously, only after the lexical resources of archaic, classical, medieval, and modern Latin had been exhausted (an easier recommendation to make than to carry out). It counseled that in the case of extreme necessity, one might have recourse to derivation according to Latin practice (accepting, in rare cases, borrowings from classic Greek, and only very exceptionally borrowings from the modern languages). The commission categorically advised against accepting hybrid forms.

Interestingly, theses also appeared concerning the teaching of Latin. An eminent French Latinist showed that poor performance in this area was unavoidably tied to general ignorance of French grammar. Another scholar suggested that the Commentaries of Caesar, the vocabulary of which was so much dead weight, be excluded from secondary school curricula, and proposed they be replaced by passages from Plautus and Terence.

From a strictly interlinguistic point of view, the conclusions of the Congress were modest. In substance, the scholars had confronted the necessity of an intensification in the teaching of Latin, and then considered the measure to be taken to increase its diffusion and internationalization. The teachers were advised to practice speaking the language among themselves, and the possibility of inserting abstracts in Latin in scientific journals with an international readership was put forward. Finally, they decided on the publication of a magazine, Vita Latina (Leuven: Peeters, 1957-).

Three years later, in 1959, a second Congress was held in Lyons, the annals of which are in print. These proceedings reiterated all the conclusions arrived at by the first Congress. It also advised new measures, such as the promotion of letter exchanges in Latin between students in different countries, and the creation of workshops or even specialized schools in which all the classes would be conducted in Latin.

As can be seen, the second Congress did not broaden the movement’s objectives. It did not propose Latin as a universal language for intercommunication. Its efforts were limited to making Latin a medium of communication between scientists. There was not much emphasis on the simplification of syntax, perhaps out of fear that it would injure the essence of the language itself. In principle, the broadening of the scientific vocabulary through the adoption of neologisms was accepted, and various participants to the Congress pointed to modern Hebrew as a model to be followed in this area. However, a practical method for bringing this to fruition was not agreed upon. The question of pronunciation, although it had been resolved at the first Congress, which had opted for “reconstituted” pronunciation, came up once more, but was not re-examined. As far as the renewal of Latin curricula in high schools was concerned, the majority was in favor of a pedagogy similar to that used for living languages, with conversation in the foreground. However, there were those who continued to think that translation, carefully and methodically explained, with attention to all the historical and philosophical details of each passage, was more important. Furthermore, some participants believed that this problem was not entirely appropriate for the conclave, which was supposed to have been focused on how to broaden the use of Latin among adults, especially scientists. The percentage of presentations made in Latin was greater than the first Congress, but those attending decided not to vote on a motion that would have proscribed the use of any other language for the third Congress that was to be organized.

To sum up, the resolutions of both Congresses were quite prudent. Even the most passionate admirers of Sleeping Beauty hesitated to awake her for fear that a sudden shock could be fatal.

Let us note two facts of undeniable importance for the future of Latin, occurring after the Second International Congress for Living Latin, but which presumably will have differing effects. The first, the unexpected and inexplicable success

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Translating Children’s Literature, Including the Poetry of Dr. Seuss

By Aída E. Marcuse

The translation of children’s literature presents some unique challenges above and beyond those faced by translators of adult literature. Aside from being faithful to the contents of the work and reconstructing the author’s style, the translator must also be careful to choose equivalents in the target language that are age-appropriate for the intended reader. It is especially important that you know the age range the book is targeting, since children’s language comprehension levels are quite different between, say, grade school and middle school. Using an inappropriate language register will result in a translation which will fail to make an impact on its reader (it will also ruin the marketability of that book in the target language).

Among the children’s books I have translated, Why Noah Chose the Dove, by Nobel laureate Isaac Bashevis Singer, was one of the most interesting. This take on Noah and the Great Flood picks up the story after the rain has stopped. Noah has decided to send out a messenger to see if the land is dry and safe to walk upon. Every animal wants to be chosen, and brags about the qualities that make him suitable for the task.

I began the translation process by reading the book over several times and noting the particularities of the author’s style. I found that Singer used verbs in the same fashion as J.K. Rowling would later on in her Harry Potter series. In order to avoid using too many adjectives, which would have overloaded the text and rendered it somewhat less precise, Singer transferred their meaning to the verbs. Hence, the story is practically a prose poem. Because of this, I had to find verbs that carried the onomatopoeic sounds of the voices of each animal, since this adds charm and enlivens the style.

In literature, synonyms won’t do. Synonyms are only approximations and never have the exact meaning of the original word. They exist to add nuance to what’s said. However, when we translate literature, we need words in the target language that convey the totality of meaning of the original.

Keeping this in mind, I started translating the voices of the animals. “The lion roared... the elephant blared... the fox yapped...” was easy: “El león rugió... el elefante barrió... el zorro gañó...” But suddenly...

“...The ear is a poet’s best tool...”

the skunk speaks! Singer wrote: “the skunk yipped.” In Spanish, this means “aullar, gruñir o gañir.” However, other animals also grunt or growl. So, instead of using any of the above words, I decided to go for an extension of meaning. Therefore, I translated yipped as refunfúíó. This word means “to growl or to grunt” and to “mutter angrily.” And when the skunk refers to his famous odor as a “renowned perfume,” he doesn’t say this ironically, but resentfully, since, to him, his smell is not malodorous.

I translated the word buzzed in the same manner. In Spanish, to buzz can be rendered as zumbar, susurrar, llamar, cuchichear, or rumorear, but none of these verbs conveyed the intention of the housefly in the story when it spoke from inside the horse’s ear. Zumbar describes the sound that is generally made by honeybees. Llamar (to call) is too general. Susurrar means to talk in a low voice, while cuchichear means to speak in a low voice so as not to be heard by other people. Rumorear is to pass along news and gossip. None of these words would do. So, I used musitó la mosca: “Musitar” means to mumble, mutter, or whisper. This verb served to add the hidden intention of the fly, which was to bother and almost threaten the horse by speaking from inside his ear. The term also gave me the opportunity to play around with the sounds “mus/mos.”

I followed the same translation tactic with “squawked,” which is graznar or chillar. I translated it as remedar, which means to mimic, copy, or imitate. This is exactly what the parrot does. It doesn’t talk, but imitates the sounds it hears without understanding their meaning.

When we use an “extension of meaning,” we must make sure that the word we choose is more expressive, precise, and better sounding than the original one.

Another problem that arises when translating children’s books into Spanish relates to language expansion. Children’s books tend to be profusely illustrated, with the accompanying text often wrapping around or appearing below the picture. This creates a unique design challenge, since written Spanish tends to be about 25% longer than written English. Because of this, it is important that we count the words and characters to make sure the translation fits into the space occupied by the English text.

I learned this the hard way when Farrar, Straus, and Giroux asked me to translate Puss in Boots into Spanish. Since I speak French, I suggested doing the translation directly from the French original instead of from an English translation. (I have the Contes de Charles Perrault, with Le Chat Botté, in a facsimile of the first edition from 1698.) I was glad when the publisher agreed to this
suggestion. However, when I got the galleys, I noticed that my translation took more room than the English version, but I thought the problem would be easily solved by reducing the size of the typeface in order to preserve every word of the French text. Unfortunately, the celebrated artist Fred Marcellino, who had just won the Caldecott Medal for his marvelous illustrations for the book, did not care for this suggestion. The only solution was to count the characters in the three languages and compress the Spanish translation until it was the exact length of the English version. Since this occurred 10 years ago, when there were no computers or scanners available to accomplish the task automatically in a few seconds, I had to manually count all the characters. It took me hours! Of course, it was worthwhile because I learned several things, among which is to:

1. Suppress adjectives when they aren’t really necessary.
2. Incorporate their meaning into the verbs.
3. Use only the shortest forms of the verbs.

Another book I enjoyed translating into Spanish was *It Can Always Be Worse*, by Margot Zemach. Compared to the other two books, it was an easy task for several reasons:

- The author uses very simple language in English, which was easy to replicate in the target language.
- The style is direct, without any literary devices, images, or excessive adjectives.
- Zemach uses dialogue to quickly advance the action, and the problem associated with the length of the Spanish version doesn’t arise.

### Translating Poetry in Children’s Literature

We constantly hear that poetry can’t be translated, but poets keep translating it anyway. It’s true that, by definition, poets can hear the internal “music” inherent to every word. Perhaps this is why they can transfer those sounds from one language to another. Of course, it’s much harder for poets to translate poetry than to write their own, but they rarely resist the temptation of the challenge!

The skills required to translate poetry are:

- Perfect knowledge of both languages and the ability to write in either one.
- The capacity to transfer the content in its entirety, from the source language to the target language.
- The ability to reproduce the sounds of the original verses.
- A gift for finding the best possible rhymes.
- Sufficient technical knowledge to reproduce the meter, rhythms, and accents of the source language in the target language.

Many times, though, we must do a partial adaptation of the poem. In this case, we have to exercise restraint, since otherwise we’re writing a new poem instead of translating one. In the case of *Mother Goose*, for example, I translated:

*Here we go round the mulberry bush,*

*the mulberry bush, the mulberry bush. Here we go round the mulberry bush,*

*on a cold and frosty morning!*

as:

*Zarzamora, mora, mora, ronda, ronda, sin demora. Zarzamora, mora, mora, la mañana helada llora!*

and:

*When pussy cat has got the gout the rats and mice can play about.*

as:

*Cuando tiene gota el gato el ratón pasa un buen rato.*

In other cases, the structure of the poems is completely different in the two languages, as in sonnets and limericks. When we translate them, we have to follow the rules of construction for each genre in the target language. Doing so automatically converts the translation into an adaptation. But paradoxically, following the rules of construction respects the content and the musicality of the original poem.

### Translating Dr. Seuss

Before Lectorum and Co. asked me to translate *Green Eggs and Ham*, I had never translated poetry. I had, however, already published several books of my own poems. I began the translation process by reading the book aloud. Then I called my daughter, who lives in Boston and is herself a published children’s book author and poet.

“We need the AA,” I told her, referring to the key words I look for in each verse. “This book is pure music!”

An hour later she called me back. “Mom, the AA is Sam, because it rhymes with ham. In Spanish, we need a name that rhymes with jamón. How about Ramón?”

I had found the word myself after discarding “Simón” because it didn’t have the right vowels. But I also wanted the sound of “I Am Sam,” so I used “Juan Ramón.” Thus, the original English:
I am Sam,
I am Sam,
do you like
green eggs and ham?

became in Spanish:
Yo soy Juan,
yo soy Juan,
yo soy Juan Ramón.
¿Te gustan
los huevos verdes con jamón?

The rest was easy because the book has only a few repetitive sounds and there were many rhymes for each of them in Spanish. I finished this translation in only four hours. Huevos verdes con jamón has given me great satisfaction. Several specialized magazines awarded it very good marks, and Amazon.com gave the translation a “5 Star” rating. And, according to the publishers, it also became one of the bestselling translations of a Dr. Seuss book.

After this project, Lectorum then entrusted me with the translation of The Lorax and Oh, the Places You’ll Go! I thought they would be easy, too...but they were not!

These two books contain most of the difficulties and traps a translator can face. They are “conceptual” books, not purely literary works. And though they have the playfulness and freshness characteristic of Dr. Seuss, when he wrote The Lorax, the author was concerned with passing along an ecological message to a new generation. Later on he wrote Oh, the Places You’ll Go!, his testament to young people. Here, the old and very sick author sacrificed the beauty of form to the importance of content. It took me a year to translate each of these books, and I’m grateful to my publishers for their continued support and guidance during that difficult process.

The difficulties were related to rhyme, vocabulary, meaning, linguistics, and semantics. I did have to invent words to replace those invented by Dr. Seuss, but I found this to be the easy part due to the fact that I’d written poetry for children for a number of years and had often made up names for things. Of course, Dr. Seuss didn’t only invent words. He also invented puns, many of which did not have equivalents in Spanish.

Also, the words he invented had particular meanings: I translated “Grickle-grass” as “trecésped” and “Once-Ler” as “Fueuna-Vez.” And then I stumbled upon “Thneed.”

The hidden meaning of this invented word was need. Dr. Seuss had added the th in order to give the idea of something that was knitted.

I came up with “Necesero,” but my publishers didn’t like the sound of the word. They suggested “tepez,” “tejez,” and “tapante.” I chose the latter because its two a’s make it more musical. This word, however, didn’t incorporate the meaning of “need” that “necesero” had.

In order to accomplish this task, I had to invent a method to translate the books. I have used it ever since. It consists of:

1. As a first draft, I make a literal translation, verse by verse. That gives me the contents of the poems.
2. I look for the “key” words: (the AA) in each verse. They can be nouns, verbs, or names. I put every word next to the one in the verse it came from.
3. I look for words that rhyme with the AA words and make a list of them.
4. I rewrite the poem, reconstructing the meaning and the rhymes.
5. I change many words, trying to reconstruct the sound, rhymes, and accents of the original. When I do this, I need to change several words in the verses. I place the ones with few rhymes in the middle of the verse, look for another word that has the rhyme I need, and place it at the end. This often means rewriting the entire poem.
6. I read my translation and compare it to the original. I replace many words with others which carry more precise meanings, and read the result aloud. If it doesn’t sound as if the poem had been written in Spanish, I rewrite it (time and again) until it does.
7. What results from this process is an adaptation of the original book. I revise and improve the vocabulary, check every word to make sure it’s appropriate for the age and comprehension level of the children, and replace some difficult words with simpler ones. At this stage, I have a translation that is coherent, clear, faithful to the original, and has the sounds I need.
8. I now rewrite the entire book, verse by verse, as if it were my own, without taking into consideration any changes of content.
9. I again compare the translated work with the original and adjust the differences, trying not to modify the rhymes and the rhythms I’ve achieved.
10. I read the work aloud and replace any rhymes that sound forced with more natural ones. (So, if necessary, I have to rewrite parts of the book once again!)
11. I read it aloud several more times, changing a word here and there, until my ear tells me that the translation flows smoothly. The ear is a poet’s best tool. It always picks up discrepancies of sound and rejects internal accents that differ from those of the target language.

12. More than once, I have had recourse to additions or subtractions.

In The Lorax, for instance:

“He makes a most careful count/to see if you’ve paid him the proper amount.”

I put:

“para ver si le has pagado/hará una y otra vez/ la suma con gran cuidado”

On another occasion, I translated:

“and the song of the Swomee-Swans rang out in space one morning, I came to this glorious place.”

as:

“y la canción de los Cisnes-Cisneros/ llevaba el aire, gustoso, llegué una mañana a este lugar glorioso.”

A year later, there were still a couple of verses that weren’t perfect. They occur in the final pages of the book, and even in English don’t have a pleasant sound:

“And all that the Lorax left here in this mess was a small pile of rocks, with the one word: “UNLESS.” Whatever that meant, well, I just couldn’t guess.”

After many unsuccessful attempts, I decided to use internal rhymes in the last verse:

“Lo único que el Lórax dejó en este lugar triste fue un montoncito de piedras con la frase que leíste: “A MENOS QUE…” ¿Qué significaba eso? No entendí el mensaje, te confieso.”

Internal rhyme consists of obtaining the key word of the verse (in this case, I translated that as eso) and then rhyming the word:

I guess….te confieso.

When I started the translation of Oh, the Places You’ll Go!, the difficulties started with the title. It seemed logical and correct to translate “places” as “lugares,” but the publisher wanted the title to suggest the contents of the book. The etymological meanings of “lugar” include: ocasión, tiempo, oportunidad. So, instead of going someplace, ir a un lugar, the title could also mean “alcanzar una meta, ocurrir algo, tener lugar alguna cosa” (to reach a goal, something happening). This was a spiritual extension of the meaning, like “to start one’s path in life,” (empezar el camino de la vida). And that was exactly what Dr. Seuss meant. And the title became:

¡Oh, cuán lejos llegarás!

Once I had solved the translation of the title, I opened the book and read the first word: Congratulations! That’s so easy! I told myself: ¡Felicitaciones! I wrote ¡Felicidades! because it sounded better, but the publishers wanted a more specific word. “What about Enhorabuena?” they asked. This is a full sentence condensed into a single word. It means simultaneously (Today is your day! Go ahead! Godspeed! and We wish you luck and success!) This was the ideal word, and I adopted it.

I encountered the greatest problems when I tried to recreate the English sounds in Spanish. This was Dr. Seuss’s last book, and he was not particularly concerned about the form of the verses. That made the text very hard to translate...and I’m not yet fully satisfied with the translation of the last verse:

Be your name Buxbaum, or Bixby or Bray. you’re off to Great Places! Today is your day! Your mountain is waiting. So, get on your way!

I translated:

Te llames Juan o Pedro o Rosalía, o Mordejai, Ali del Campo o María, te marchas a ver el mundo! ¡Hoy es tu día! ¡Tu montaña te espera y te desafía! ¡Sal ya, en este mismo segundo!

That last word, segundo, sounds really awkward. I’m still looking for a better one....

References


Language Limbo: Casablanca-Tokyo

Language features prominently in Sofia Coppola’s second film “Lost in Translation,” as the main characters—two Americans adrift in Tokyo—indulge in soul-searching against a backdrop of serious culture clash.

Has-been actor Bob (Bill Murray) is in town to shoot a whiskey commercial, while young Charlotte (Scarlett Johansson) is a tag-along wife questioning her marriage and life. Neither speaks Japanese, Bob’s on-set interpreter is clearly no professional, and subtitles are used sparingly, giving the audience a taste of just how disorienting a language handicap can be.

Writing in The New York Times (“What Else Was Lost in Translation,” September 21, 2003), Motoko Rich translated one telling exchange as follows:

DIRECTOR (in Japanese to the interpreter): The translation is very important, O.K.? The translation.

INTERPRETER: Yes, turn to camera.

The scene continues with an extended and animated exchange between the uncomfortable interpreter and the excitable Japanese director. Bob interjects a plaintive “Is that everything? It seemed like he said quite a bit more than that.”

According to Ms. Coppola, the scene was based on personal experience. In Japan to promote her first film, she had been struck by how much longer her comments seemed when rendered by an interpreter. “I would think that she was adding to what I was saying and getting carried away, so I wanted to have that in the scene,” Coppola said in an interview.

It seems unlikely that her interpreter on that first trip was a trained professional, but the feeling of frustration and powerlessness that results from being in language limbo is one many travelers will identify with. Enter qualified interpreter and the panic starts to subside.

Play it again, Manako

A scant week later, The New York Times returned to language transfer issues in its Letters column, where proactive ATA member Manako Ihaya of Lake Forest, California, wrote:

As a Japanese interpreter and translator, I read Motoko Rich’s “What Else Was Lost in Translation” (Sept. 21) with great interest. There was one part, however, which caught my attention as an example of something being lost in translation. Perhaps Ms. Rich, who presumably translated the Japanese spoken by the director character into English, is too young to know one of the most famous lines in “Casablanca.” That line is “Kimi no hitomi ni kanpai” in Japanese, which literally means “Cheers to your eyes.” Strange as it may sound in English, in Japanese, it actually conveys the meaning and the spirit of “Here’s looking at you, kid.” It is considered a classic example of a good movie script translation.

What the director wanted Bob-san to imitate was Bogie saying, “Here’s looking at you, kid,” not, “Cheers to you guys.” This demonstrates again the difficulty of not losing anything in translation.

It’s time for more ATA members to take a page from Ihaya’s book. Courteous, succinct, and articulate, her letter gives non-linguists fresh insight into what makes translation so challenging, illustrating in 150 words (1) the shortcomings of literal renderings and (2) the importance of specialization.

For tips on writing letters to the editor that make the cut, see Neil Inglis’s article on page 28 of the June 2003 ATA Chronicle, “Ten Hot Tips for Writing Letters to the Editor and Translation-Related.”

One.Tel Speaks in Tongues

Snippets of foreign language and/or icons showing national flags are a handy if somewhat over-used way to drive home the “we operate around the world” message.

But what happens when the flags are mismatched or upside down, or—the text equivalent—the foreign words say something other than what was intended?

A recent example appeared in the U.K. daily The Independent on January 7.

In an advertisement running clear
across page two, low-cost telephone service provider One.Tel set out to establish its global credentials with a banner headline: “No matter how you say it, you can make great international calls with One.Tel.” Four flag icons are displayed prominently to the left with SAVE for Australia, ECONOMISER for France (so far so good), RISPARMI for Italy (hmm...), and (uh-oh) Außer for Germany. As the reader who sent this in notes, außer means “save” but not “set aside for a rainy day,” rather “with the exception of.” As in “This Christmas Santa Claus brought me everything I needed save a good bilingual dictionary.”

Rate cards set the cost of the ad at £3,040 (over $5,000).

One.Tel is part of Centrica, whose corporate vision is summed up in its strapline: taking care of the essentials. If foreign expressions are your visual hook, checking an authoritative source for four (4) words in translation would appear to be pretty essential.

So who goofed? Our investigation revealed that the ad was put together over the Christmas holidays, when the specialist translation agency normally used by One.Tel’s communications agency had no human talent available. Thus, the communications specialists turned to a free online translation tool (confirmed: Google’s language tool generates außer as the first option for “save”).

Rush jobs happen—it is not all that unusual for advertisers to suddenly decide they absolutely must have a presence in some publication for a specific event or time of year (e.g., Christmas), leaving an agency just a few days to come up with an ad to fit into the media schedule.

But just as tight deadlines exacerbate language problems, forward planning offers a way out. Failing wide circulation of basic do’s and don’ts for dealing with foreign-language texts—“don’t rely on raw machine translation for promotional texts” is a good starter—a little black book with names of trusted people to call when the going gets rough would have helped.

Sadly, as one experienced supplier of translations for advertising copy notes, “The panic projects almost always get dumped on the desk of the most junior account executive”—leaving the hapless client to bear the cost of his or her learning curve.

Mike Holliday-Williams, marketing director of One.Tel, commented, “We agree that such matters exemplify some of the problems facing European marketers, who deal in a market comparable in size to the U.S. But whilst the U.S. market operates largely with one language—apologies to Spanish speakers!—in Europe we have to deal with the consequent problems (and opportunities) of working with a couple of dozen languages.”

It’s a challenge, no doubt about that. And to ensure that One.Tel can make the most of those opportunities—tackling this exciting market from a position of (linguistic) strength, we have sent Mr. Holliday-Williams a stack of Translation, Getting it Right brochures.

With thanks to Bob Blake, Neil Inglis, Terence Lewis, Bill Maslen, Jayne White.

Understanding Language Levels Continued from page 27

increasing number of academic programs to rate the ability of translation students. For example, the new University of Chicago Graham School Certificate in Translation Studies (full disclosure: I am the academic coordinator for this program) tests incoming students to make sure that they can read Level 2 texts in their target language before admission to the program. The program also requires students to pass a Level 3 exit test to receive the certificate. With the new ATA continuing education requirements, we could all resolve to take our reading and writing abilities up a level and to organize our continuing education credits to that end.

Finally, the ILR Language Level system is used by the U.S. government in hiring translators and in discussing language ability. I think that with the increased focus on government needs for translation, the system is very likely to be adopted by translation agencies in the near future.
Dictionary Reviews  Compiled by Boris Silversteyn

Silversteyn is chair of the ATA Dictionary Review Committee.

Elsevier’s Dictionary of Nutrition and Food Processing (Multilingual dictionary in English, German, French, and Portuguese)
Compiled by: Henry Erwin Philippsborn
Publisher: Elsevier Science B.V., Amsterdam, The Netherlands
Publication date: 2002
ISBN: 0-444-51017-6
Price: $180/€180

Reviewed by: Marie-France Schreiber

Available from:
Order directly from Elsevier’s Amsterdam or New York offices, or by visiting www.elsevier.com

Amsterdam Office: Elsevier Science Inc.
Sara Burgerhartstraat 25
P.O. Box 211
1000 AE Amsterdam
The Netherlands

P.O. Box 945
Madison Square Station
New York, NY 10160-0757

Hardbound with heavy stock quality paper and semi-glossy, very legible typeface;
596 pages, 5,970 terms.

The dictionary contains terminology covering nutrition and food processing and related fields, such as agriculture, products and production, biochemistry, and medicine, with pertinent sub-fields within these areas (namely, farming, botany, horticulture, viticulture, live-stock, additives, antioxidants, preservatives, aromas, colorants, vitamins, gastronomy, microbiology, fermentation, baby nutrition, diets, nutritional diseases, and veterinary science).

In his preface, Henry Philippsborn provides great insight into the history and evolution of nutrition and food processing as far back as 5,000 years. In the closing paragraph, he reminds us that the earth is the basis of life from which all things come. It is a fascinating introduction to this discipline.

The dictionary contains four indices. English is the main look-up section, with terms in alphabetical order, each preceded by a number in sequence and identified by field and sub-field, with an abridged definition in parentheses. Please observe that it is written for a British English audience. Subsequent to the main look-up section in English are the German, French, and Portuguese sections, which simply list terms and refer the reader back to the English section for more information. Following the preface are four pages outlining each subject area and sub-field in its respective language for easy reference.

With respect to terminology, the dictionary is a hodgepodge of terms with no particular focus on any given area of specialization. Each term is simply listed alphabetically and is preceded by a reference number. Therefore, you have to thumb through the entire alphabet looking for subheadings below each term that would identify a sub-field you are particularly interested in.

I began my review by carefully scrutinizing this work for every known vitamin and mineral, using a reliable chart supplied by a nutritionist. Interestingly enough, I found them all, except selenium and trace minerals. I then sought to find diseases related to diet or poor nutrition as well as immune disorders, and I was quite surprised to find the terms chronic fatigue syndrome, eating disorders, and high blood pressure omitted. Also, among various eating disorders, anorexia was listed, but bulimia and compulsive overeating were not. I continued on with my search by looking up various fruits and vegetables. I could not find an entry for ugli fruit or noni fruit (morinda citriflora). I also noticed that there were no subentries under the terms “apple” and “pear” defining the different varieties of these fruits, such as Macintosh apple or Bosc pear. On the other hand, in addition to wild game, you will find many animals, fish, and birds raised for consumption, as well as cuts of meat (i.e., osso bucco [referred to as knuckle of veal in this dictionary] and rump steak, although hamburger is omitted). Dishes such as meat salad, beef stew, and sauerbraten are well represented, although a favorite French provincial vegetable dish of mine, ratatouille, is missing from the index. There are references to animal anatomy (udder) and veterinary diseases (sawdust liver), but there is no mention of mad cow disease.

There’s plenty of information on baby nutrition, bakery and confectionary items, alcoholic and non-alcoholic beverages, herbs and spices, as well as food additives and colorants. It’s a food lover’s dream, a cook’s companion, and medicinal tool all in one. Food allergy sufferers who are sensitive to wheat can find alternative...
grains, such as amaranth and millet, but there are no entries for kamut, quinoa, or spelt. The dictionary even provides the formula to chemical names (e.g., \( C_5H_8NNaO_4 \) for monosodium glutamate). I found only one reference to a unit of measure: yield per hectare. For our wine enthusiasts, the dictionary contains an array of facts on the science and art of grape growing and wine making.

Finally, I sought to assess the accuracy of the dictionary’s contents by looking up every word on various “Nutrition Facts” labels that are affixed to U.S. food packaging. I was astonished to find that quite a few terms had been omitted from the dictionary. It could be that food packaging labels are more detailed in the U.S. than in Europe; however, such terminology merits more careful consideration in future editions.

In retrospect, despite the shortcomings of this dictionary-glossary, it could be useful for developing a terminology database or learning new vocabulary in this subject area. However, in my opinion, additional resources should be consulted, as I did find some inaccuracies and inconsistencies. For instance, pinch of salt is not prise de sel, but pincée de sel. Also, we would say milk intolerance and gluten intolerance instead of intolerance against cow’s milk and intolerance against gluten.

Glossary-like dictionaries are quick reference tools, but lack thorough definitions. Yet, this book attempts to provide at least a concise description to alert you to the term’s potential usage in context.

All in all, it is a welcomed addition to my reference library, and I surely will put it to good use.

Marie-France O. Schreiber’s career as a professional interpreter/translator has spanned nearly 20 years, working in various capacities for U.S. subsidiaries of French multinational corporations. Today, she focuses on developing her freelance business as a translator, French consecutive/escort interpreter, voice-over talent, and language instructor. She translates English→French, Spanish/English, and Spanish/French, specializing in business, legal, and technical fields. Contact: mfsconx@core.com.
Laws: RAFSA (Mexico), Reglamento de Autotransporte Federal y Servicios Auxiliares; LO (Costa Rica) Ley de Ocupantes;

Radio Stations: RAE, Radiodifusión Argentina al Exterior; RCTV, Radio Caracas Televisión;

Company Names: QUILUBRISA (Guatemala), Químicos y Lubricantes, SA; and

Mexican States: Tamps., for Tamaulipas; Gro., for Guerrero (but not Dgo., for Durango).

Among general abbreviations, we find: CI (cédula de identidad) in Chile and Venezuela; QGG (Que gloria goce); and entlo. (entresuelo).

There are no equivalents given, even where such exist, in particular for internationally known organizations. For example, OTAN is commonly NATO in English, OLP is PLO, and OMS is WHO, but this sort of information is not included (only the expansion). If you know the equivalent English acronym, however, the expansion is often available online and in reference books, such as the comprehensive, international-in-scope Acronyms, Initialisms & Abbreviations Dictionary, published by Gale (but the 2003 edition costs $865). A propos of political parties, I once obtained a 1991 glossary, Acronyms and Abbreviations of Spain, from the Foreign Broadcast Information Service (U.S. Government Printing Office, Washington DC), which also includes a number of general terms (zls [zona de seguridad, safety zone] and GI [grupo de intendencia, quartermaster group]. This glossary provides English translations.

Where West’s dictionary will prove valuable is for governmental abbreviations in specific countries. If the document is from Argentina, you will find the expansion of FAV to be Federación de Agronomía y Veterinaria, but if the document is from Venezuela, it stands for Fuerzas Aéreas Venezolanas. CENAP stands for Centro Nacional de Productividad in El Salvador, but for Corriente Estudiantil Nacionalista Popular in Argentina. In Mexico, PAG refers to a programa anual global, but in Peru, PAAG means porcentaje de ajuste sobre el año gravable.

Browsing through this dictionary has led to a discovery that may be a reinvention of the wheel. At any rate, it is clear that Spanish tends to make abbreviations by using the beginning and ending of a word. Good examples are Ote. (for Oriente) and Vo.Bo. (for visto bueno). On the other hand, English tends to fashion abbreviations using the beginning or first syllable of each word. For example, English uses Pl. for Place in street addresses, whereas Spanish uses Pza. for Plaza to replace the city name. English uses Ave. (Avenue) in contrast to the Spanish Avda. (Avenida).

An estimate of the number of entries, with an average of 22 per page and 290 pages, gives us more than 6,300 entries to mine when needed.

Postscript
Since this review was written, I have had a number of opportunities to confirm the usefulness of the dictionary. Many of the consultations have been fruitful. Hurrah!

Sharlee Merner Bradley has a doctorate in Romance lexicography, has translated for the United Nations in Geneva, the U.S. federal courts, California government agencies, the Marin County Health Department, and has been a freelance translator of French and Spanish into English for many years, in addition to being the long-time secretary of ATA’s Dictionary Review Committee. Contact: smbradley@compuserve.com.
Ours is an amazing profession. One of my colleagues, whom I have never met face to face, produced a fat, very comprehensive, and very useful specialized dictionary that I own. I believe it is only one of several that he has issued over a long career. And then for the last two December in a row, he has sent me (and presumably others) a delightful compact disk of him singing popular music favorites. How is there room for such diverse talents within one person? I suspect a lot of us are like that.

[Abbreviations used with this column: E–English; F–French; G–German; I–Italian; Po–Polish; Pt–Portuguese; R–Russian; Sp–Spanish.]

New Queries

(E-Po 3-04/1) In a context that also included such items as convenience of opening hours, a ProZ member asked about ease of parking. All this clearly refers to a commercial establishment of some sort. Can this be rendered into satisfying Polish?

(E-R 3-04/2) The troublesome technical term is amended water. Thankfully, we have quite a satisfactory definition for this: water that has an added wetting agent that makes it soak into a material quickly and thoroughly. Now, what’s the Russian, asks a ProZ member?

(E-Sp 3-04/3) A ProZ member wants to know a good Spanish term for goop (a red substance released by an aircraft to extinguish fires on the ground). Clearly a nine-word translation won’t do.

(G-E 3-04/4) Perhaps the problem word in the following technical sentence is a typo, but we can’t assume this is so. A ProZ denizen questions the meaning of “einsparbar” in this passage: “Am Werkzeugträger 3 ist dabei eine zentrische Bohrung 7 vorgesehen, in die ein weiteres Einsatzwerkzeug über fachnotorisch bekannt, nicht gezeigte Spannmittel—beispielsweise ein Hydrodehnspann-futter—einsparbar ist, so dass das Werkzeug als Stufenbohrer bzw. als Stufenreibhale einsetzbar ist.” Patents are usually gone over with a fine-tooth comb, so is it reasonable to assume a typo here? And it wouldn’t hurt to get some clarification about “fachnotorisch” as well.

(G-E 3-04/5) What is the difference between “Rechtsberatung” and “Rechtsschutzberatungen,” as offered by a labor union to its members? A member of Lantra-l wants to know.

(G-E 3-04/6) In a column heading in a report of a chemical analysis of a food product, which also included things such as chloride/mg/100%, a ProZ member found “Aschel.” What could it be? The original query was for a Farsi equivalent, but let’s not get ridiculous here.

(G-I 3-04/7) This text, worked on by a ProZ member, mentioned the baffling “H-Stein:” “Außenanlage: Betonverbundsteinplaster (H-Stein oder Knochenstein, ungefasst.).” What does the abbreviation stand for, and what can be used as an equivalent, either in English or the Italian originally asked for, or both?

(I-E 3-04/8) The phrase “in via principale o in via gradata e alternativa” caused problems for a ProZ member. It was used in headings in an appeal submission concerning damages awarded in a civil case. What is it?

(Pt-I 3-04/9) English will do just fine for this query from the world of importing and exporting. The Portuguese term is “despachante aduaneiro.”

(R-E 3-04/10) In working on an aerospace text, a ProZ habitué stumbled over the last four words in this phrase: болты используются операторами при демонтаже X и выполнены по специальному инструменту. The preposition по appears to be playing one of its many tricks here. Can anybody help?

(Sp-E. 3-04/11) Working on a text that included references to the Spanish commercial banking sector, a Lantra-l member saw references to “recurrencia,” along with the comment that this sector of the financial services industry has the most of this quality, “recurrencia.” Exactly what is it?

Replies to Old Queries

(F-E 1-04/3) (“la retraite chapeau”): Jean Lachaud did not know this term, but it refers to companies paying for additional insurance. Such policies will provide high-salary executives with additional money when they retire, above the maximum pension provided by the French social security system. Therefore, these executives will get between 60% and 80% of their pre-retirement salaries.

(F-E 1-04/4) (four unclear sections of a sentence about chemistry—see page 58 of the January 2004 Chronicle): Sorel Kohn tackled all four. “Calcimétrie” is a method for calculating the amount or proportion of calcium in a carbonate sample. “À froid” is a way of measuring, without applying heat, the volume of CO₂ released at the ambient temperature. “Au demi” is when a half-strength solution of hydrochloric acid (“homogéniséés”) is applied to homogenized samples weighing 500 mg each.

Protesting that “au demi” in the French original appears to be somewhat sloppy, Imre Takacs puts
the entire sentence back together again: The carbonates were determined by calcimetry by measuring the volume of carbon dioxide released without heating by the action of 0.5-N hydrochloric acid on homogenized 500 mg samples.

(F-E 1-04/5) (“sans prejudice de”): This, says Jean Lachaud, normally means notwithstanding, but he notes that it is not found in the context sentence (!), so he cannot be perfectly sure. Most likely, in the original query, these three words were adjacent to the context sentence.

(G-E 1-04/6) (“Leistungsfach”): In the 11th grade in Germany, says Sabine Michael, students must choose two “Leistungsfächer” (high-impact or dominant subjects) that have more classroom hours than any “Grundkurs” or “Grundfach.” Students will carry the “Leistungsfach” through to their high school diploma exam. Dr. Jean Elizabeth Wotschke adds that it meets four to five hours a week, and studies a subject in more depth. It can be considered a major, which does exist in some American high schools these days. Hans Fisher calls it an achievement subject. Ellen Riemschneider prefers concentration subject. Ted Crump goes with intensive course.

(R-E 1-04/9) (растормошить) David Goldman says this means to rouse, nudge, or prod. The context indicates that it was necessary to prod themselves into seeing themselves as potential leaders. Jim Shipp (mentioned above) renders it like this: It was necessary to stir them up, to show to them that they could be leaders.

(Sp-E 9-03/9) (“esta validando bachillerato”): Victoria Spellman wishes to respectfully disagree with Leonor Valderrama de Sillars’s reply on page 59 of the January 2004 Chronicle. The Colombian way to make amends for failing an academic subject is “habilitar,” or in the case of a second failure, “rehabilitar.” She had to do some of the former herself. “Validar” is something else. If one goes abroad during years normally associated with schooling (from Colombia, that is) and returns, then it will be necessary to “validar” those subjects that are compulsory to obtain the Colombian bachillerato (high school) diploma. In her case, she came back in time for the second year of bachillerato, and therefore had to “validar” the mandatory subjects of fifth (elementary) grade and first bachillerato.

(Sp-E 11-03/7) (“H” in “Literatura H. del Arte”): Teresa Triana and Leonor Giudici both feel that the abbreviation stands for “Historia.”

(Sp-E 1-04/10) (“chales”): Evidently, this could be one of two things. In the context given, it appears to mean shawls (defined by Nehama Winecki as pieces of cloth of oblong shape worn around the shoulders), according to Yvonne Daugherty, Victoria Spellman, Andrea Bullrich, Tony Beckwith, Sorel Kohn, Patricia Acosta, Nehama Winecki, Sabine Michael, Maria Somogyi, D. Vilma Vosskaemper, Beatriz Urraca, Prado Antolino, Victor de la Puente, and Leticia Calcada. Prado derives the word from the French “châle;” and this, in turn, comes from Persian “sal.”

Gilmar Mejia was the only one to offer a translation of the entire phrase (see page 58 of the January 2004 Chronicle). He writes: This bazaar is a poor market place, like those found in the small towns of our countryside. Some cheap shops that sell shawls, material (cloth, fabric), and groceries fill its streets.

But Filemón Sosa calls the word the Mexican Spanish equivalent of chink, which is perhaps a little less offensive than the English slang. He notes the existence of terms for business establishments: “tiendas de chales,” “lavanderia de chales,” and “café de chales.” Better, he says, to use “chinos” in these contexts.

(Sp-E 1-04/11) (“…y con su resultado se acordaré”): Maria Somogyi notes that the problem lies precisely on the last accent mark, because it indicates that the verb “acordar” (to agree upon) is in the first person of the future tense, thus making the phrase totally confusing. By simply deleting said accent mark, the phrase would be put in a conditional form, and would loosely translate as: …and based on its result, it will be agreed upon that… Gilmar Mejia offers: …and its result will be agreed upon (by the parties involved). D. Vilma Vosskaemper prefers: …and, with its result, it shall be agreed upon… or “…it shall agree with the result.”

You think you have troubles with weird subject matter in your jobs? You haven’t seen anything. The Translation Inquirer, to his horror, stumbled on a German website having to do with paintball that contained much jargon from that semi-sport. Pray that you never have to get involved in it!
Herman is a librettist and translator. Submit items for future columns via e-mail to hermaner@earthlink.net or via snail mail to Mark Herman, 5748 W Brooks Rd., Shepherd, MI 48883-9202. Discussions of the translation of humor and examples thereof are preferred, but humorous anecdotes about translators, translations, and mistranslations are also welcome. Include copyright information and permission if relevant.

Astérix

Last month’s column discussed the translation of jokes in opera libretti. This month’s is concerned with the far more popular genre of comic strips. The French comic strip Astérix is so popular as to constitute a translation industry in its own right. It has been translated into 103 languages, including British and American English, 23 different dialects of German, Esperanto, and four dialects of French (Alsatian, Breton, Corsican, and Occitan). And these are just the translations; there have also been several adaptations. Altogether, over 300 million books have been sold worldwide.

Despite great disparities in audience and commercial success, the translations of opera libretti and comic strips have one thing in common: both have extra-verbal translation constraints: opera translations must fit the music, comic strip translations must fit the drawings.

The information in this month’s column derives from a paper written by Christine Lemor-Drake, a translator from English into French and a French-American cultural liaison. She wrote the paper a couple of years ago while obtaining a certificate in French-American cultural liaison. The examples below are just three of the many included in her paper, which examined translations of humor from the original French into both Spanish and English. She was aided by Daniel Paz, a Spanish teacher at the San Francisco French-American International School. A complete copy of the paper may be obtained via e-mail by writing to christine@appletopomme.com. Additional information in this column was obtained by Lemor-Drake from various websites, and by me from the website www.astérix-international.de.

Astérix was created by writer René Goscinny and illustrator Albert Uderzo, who has been both writer and illustrator since Goscinny’s death in 1977. The French publisher was originally Dargaud Publishing International Ltd., and is now Hachette. The American translator is Robert Steven Caron (originally published by Dargaud, then by Orion), the British translators are Anthea Bell and Derek Hockridge (published by Hodder/Dargaud), and two Spanish translators are Jaime Perich and Victor Mora (published by Grijalbo/Dargaud). As a result of a lawsuit, the printing of Astérix in English has been temporarily discontinued, but amazon.uk has announced the “relaunch of the re-linked, re-coloured and re-designed [but apparently not re-translated] Astérix series, now published in the correct order for the first time.”

Astérix is set in ancient Gaul, in a village whose inhabitants are fighting against Julius Caesar’s invading legions. Since the strip is about the clash of peoples who speak different languages, there are plot developments and jokes regarding translation and interpretation. The strip is becoming a symbol of French-language resistance to invasion by English.

Among the most successfully translated humor examples examined by Lemor-Drake are what she and others call graphological humor, which relies on the drawing as much as on the words (or, in some cases, on “drawn” words). For example, in Astérix légionnaire (pp. 20-21), an army recruiter speaks to prospective warriors through an interpreter. The typography changes with the language being spoken, and extra-linguistic signs are included, such as pseudo-hieroglyphs for Egyptian and a skull and crossbones wearing a German helmet for German.

Harder to translate are purely verbal puns. In Astérix et le chaudron (p. 6), the joke in the French, “Et il n’est jamais revenu?” “Jamais! Donc, pas de revenu, pas d’impôts!”, depends on the fact that “revenu” has two meanings: “to come back” and “income.” The English translation by Bell and Hockridge, according to Lemor-Drake, ultimately fails: “You mean he never returned? That’s right. No return, no tax return, no taxes.” The Spanish, by Mora, is also less than completely successful. The translator relies on the fact that “ingresar” means both “to enter” and “to deposit (money),” and that “ingreso” means both “entrance” and, (usually) in the plural form, “income”: “Y nunca ha regresado para ingresar? Jamás, y al no haber ingreso... No hay impuesto!”

Cultural associations, especially those not alterable because they are signaled by the drawing, frequently do not cross the translation barrier. In Astérix légionnaire (p.35), “Je suis médusé!” means “I am astonished,” and also refers to a famous painting, “le radeau de la Méduse,” because the accompanying drawing shows pirates—recurrent characters in the comic strip—on a raft as in the painting. The English by Caron gives up on any cognate for “méduse” and on the joke. In Spanish, the word—meaning both the mythological Medusa and the verb “to frighten”—is retained, but the joke is still lost.

Among Lemor-Drake’s overall conclusions is that translations of Astérix’s humor into Spanish have usually been less successful than...
translations into English, despite the fact that French is more closely related to Spanish than to English. This is because the English translators are usually more willing than the Spanish translators to substitute new puns in the target language when the original puns are not directly translatable.

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ATA Certification Exam Information

Upcoming Exams

All candidates applying for ATA certification must provide proof that they meet the certification program eligibility requirements. Please direct all inquiries regarding general certification information to ATA Headquarters at (703) 683-6100. Registration for all certification exams should be made through ATA Headquarters. All sittings have a maximum capacity and admission is based on the order in which registrations are received. Forms are available from the ATA website or from Headquarters.

Colorado
April 10, 2004
Denver
Registration Deadline: March 26, 2004
September 18, 2004
Boulder
Registration Deadline: September 3, 2004

Georgia
August 7, 2004
Atlanta
Registration Deadline: July 23, 2004

Kansas
April 18, 2004
Manhattan
Registration Deadline: April 2, 2004

Massachusetts
May 2, 2004
Somerville
Registration Deadline: April 16, 2004

Michigan
May 1, 2004
Kalamazoo
Registration Deadline: April 17, 2004
August 7, 2004
Novi
Registration Deadline: July 23, 2004

New Jersey
April 24, 2004
Jersey City
Registration Deadline: April 9, 2004

New Mexico
May 22, 2004
Albuquerque
Registration Deadline: May 7, 2004

Ohio
June 19, 2004
Kent
Registration Deadline: June 4, 2004

Tennessee
September 12, 2004
Nashville
Registration Deadline: August 27, 2004

Texas
August 1, 2004
Austin
Registration Deadline: July 17, 2004
August 14, 2004
Houston
Registration Deadline: July 30, 2004

Washington
April 24, 2004
Seattle
Registration Deadline: April 9, 2004

The Netherlands
June 5, 2004
Utrecht
Registration Deadline: May 21, 2004

New Certified Members

Congratulations! The following people have successfully passed ATA’s certification exam.

Arabic into English
Hebatalla M. Yahya
Cairo, Egypt

Danish into English
Edith M. Matteson
Ballwin, MO

Christian Schoenberg
New York, NY

Humor in Translation Continued from page 49

translations into English, despite the fact that French is more closely related to Spanish than to English. This is because the English translators are usually more willing than the Spanish translators to substitute new puns in the target language when the original puns are not directly translatable.

Sleeping Beauty Continued from page 37

in the bookshops of a certain number of books published in Latin, among them translations of such different works as the children’s book by A.A. Milne, Winnie-the-Pooh, and a novel for those over 18, Bonjour Tristesse, by François Sagan (both translated by Alexandre Lenard), and the neo-Latin poetry of today (collected or written by Joseph Eberle). The second important resolution was the restriction of the use of Latin to some parts of the Catholic mass by the Second Vatican Council at the end of 1963.

In the meantime, the question raised in Babel continues to be unresolved.

Notes:

2. Premier Congrès International pour le Latin Vivant.

Call for Papers

45th Annual Conference of the American Translators Association

Toronto, Canada • October 13-16, 2004

Proposals are invited on topics in all areas of translation and interpreting, including the following:

- Agencies, Bureaus, and Companies; Financial Translation and Interpreting; Independent Contractors; Interpreting; Language-Specific Sessions; Legal Translation and Interpreting; Literary; Medical Translation and Interpreting; Scientific and Technology; Social Sciences; Terminology; Training and Pedagogy; Translators and Computers.

Suggestions for additional topics are welcome. Proposals for sessions must be submitted on the Conference Presentation Proposal Form to: Conference Organizer, ATA Headquarters, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Fax: (703) 683-6122. All proposals for sessions must be in English.

There’s no time like the present! Download a Conference Presentation Proposal Form at www.atanet.org/abstract.htm.
Upcoming Events

IJET-15
Yokohama, Japan
May 22-23, 2004
Theme: “The Translator as an Entrepreneur”
For more information, please go to www.jat.org/ijet/ijet-15/program.html.

World to World/Mundo a Mundo
Literary Translation Workshop
July 19-30, 2004
Querétaro, Mexico
Binational workshop offered by the Inter-American University Studies Institute, and co-sponsored with the University Autónoma de Querétaro and the University of Oregon. Open to university, college, and high school teachers, graduate students, creative writers, journalists, professional translators, among others. Details: www.iusi.org.

Refresher Course for Professional Simultaneous Conference Interpreters
2004 Cambridge Conference Interpretation Course
Cambridge, United Kingdom
August 1-14, 2004
Course languages are English, French, German, Russian, and Spanish. The language of general instruction is English. Early enrolment is recommended. For all information, detailed course brochure, fees and enrolment forms, please contact: Christopher Guichot de Fortis Tel: (+32-2) 654 2080 (Brussels) • Fax: (+32-2) 652 5826 (Brussels) E-mail: defortis@belgacom.net

6th Conference of the Association for Machine Translation in the Americas
Levy Conference Center, Georgetown University
Washington, DC
September 28-October 2, 2004
For more information, visit www.amtaweb.org/amta2004.

Global Security:
Implications for Translation and Interpretation
New York University
Kimmel Center for University Life
New York City
June 3-5, 2004
Registration Fee:
Before: April 15: $270
After April 15: $320
To register and for more information, go to www.scps.nyu.edu/translationconf or call (212) 998-7200.

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aatinfo@aaait.org • www.aaait.org

Carolina Association of Translators and Interpreters (CATI)
318 Bandock Drive
Durham, NC 27703
Tel: (919) 577-0840
catiweb@pobox.com • www.catiweb.org

Florida Chapter of ATA (FLATA)
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Coral Gables, FL 33141-1057
Tel/Voice: (305) 274-3434
Fax: (305) 387-6712
info@atafl.org • www.atafl.org

Michigan Translators/Interpreters Network (MITIN)
P.O. Box 852
Novi, MI 48376
Tel: (248) 344-0909 • Fax: (248) 344-0092
info@mitinweb.org • www.mitinweb.org

Mid-America Chapter of ATA (MICATA)
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translate@kc.rr.com • www.ata-micata.org

Midwest Association of Translators and Interpreters (MATI)
542 S Dearborn Street, Suite 1060
Chicago, IL 60605
Tel: (312) 427-5450 • Fax: (312) 427-1505
moirapujols@aol.com
www.geocities.com/futureata

National Capital Area Chapter of ATA (NCATA)
P.O. Box 65200
Washington, DC 20035-5200
Tel: (703) 255-9290 • Fax (202) 234-5656
johnvazquez@msn.com • www.ncata.org

New York Circle of Translators (NYCT)
P.O. Box 4051, Grand Central Station
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Tel: (212) 334-3060
president@nyctranslators.org
www.nyctranslators.org

Northeast Ohio Translators Association (NOTA)
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js@jill-sommer.com • www.ohiotranslators.org

Northern California Translators Association (NCTA)
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ncta@ncta.org • www.ncta.org

Northwest Translators and Interpreters Society (NOTIS)
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Seattle, WA 98125-2201
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info@notisnet.org • www.notisnet.org

Southern California Area Translators and Interpreters Association (SCATIA)
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Upper Midwest Translators and Interpreters Association (UMTIA)
Minnesota Translation Laboratory
218 Nolte Center • 315 Pillsbury Drive SE
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laurence.h.bogoslaw-1@tc.umn.edu

Affiliated Group
Utah Translators and Interpreters Association (UTIA)
P.O. Box 433
Salt Lake City, UT 84110
jcallemann@aol.com
www.stampscapes.com/utia

Other Groups
This list gives contact information for translation and interpretation groups as a service to ATA members. Inclusion does not imply affiliation with or endorsement by ATA.

American Literary Translators Association (ALTA)
The University of Texas at Dallas
Box 830688 Mail Station MC35
Richardson TX 75083-0688
Tel: (972) 883-2093 • Fax: (972) 883-6303
ert@utdallas.edu • www.literarytranslators.org

Austin Area Translators and Interpreters Association (AATIA)
P.O. Box 13331
Austin, TX 78711-3331
Tel: (512) 707-3900
president@aatia.org • www.aatia.org

The California Court Interpreters Association (CCIA)
345 S Hwy 101, Suite D
Encinitas, CA 92024
Tel: (760) 635-0273 • Fax: (760) 635-0276
ccia345@earthlink.net • www.ccia.org

Chicago Area Translators and Interpreters Association (CHICATA)
P.O. Box 804595
Chicago, IL 60680-4107
Tel: (312) 836-0961
webmaster@chicata.org • www.chicata.org

Colorado Translators Association (CTA)
941 Cedwick Street
Lafayette, CO 80026
tel: (720) 890-7934
kathy@ktdtranslations.com
www.cta-web.org

Delaware Translators Network (DTN)
2401 Pennsylvania Avenue #912
Wilmington, DE 19806
Tel: (302) 655-5368
www.fortunecity.de/lindenpark/kuenstler/59/dvta.htm
devinney@temple.edu
Delaware Valley Translators Association (DVTA)
606 John Anthony Drive
West Chester, PA 19382-7191
Tel: (215) 222-0955
cytran@compuserve.com

El Paso Interpreters and Translators Association (EPITA)
1003 Alethea Place
El Paso, TX 79902
Tel: (915) 532-8566 • Fax: (915) 544-8354
grdelgado@aol.com

Houston Interpreters and Translators Association (HITA)
P.O. Box 421343
Houston, TX 77242-1343
Tel: (713) 202-6169
www.hitagroup.org

The Kentucky Translators and Interpreters Association (KTIA)
P.O. Box 7468
Louisville, KY 40257-0468
Tel: (502) 548-3988
E-mail: vapues@insightbb.com

Metroplex Interpreters and Translators Association (MITA)
712 Cornfield Drive
Arlington, TX 76017
Tel: (817) 417-4747
www.dfw-mita.com

National Association of Judiciary Interpreters and Translators (NAJIT)
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Seattle, WA 98133-9009
Tel: (206) 367-8704 • Fax: (206) 367-8777
headquarters@najit.org • www.najit.org

New England Translators Association (NETA)
419 Grove Street
Reading, MA 01867
tel: (781) 942-3632
drhudick@attbi.com • www.netaweb.org

New Mexico Translators and Interpreters Association (NMTIA)
P.O. Box 36263
Albuquerque, NM 87176
Tel: (505) 352-9258 • Fax: (505) 352-9372
uweschroeter@prodigy.net
www.cybermesa.com/~nmtia

The Translators and Interpreters Guild (TTIG)
962 Wayne Avenue, Suite 500
Silver Spring, MD 20910
Tel: (301) 563-6450 • (866) 563-6456
Fax: (301) 563-6020
info@ttig.org • www.ttig.org

Washington State Court Interpreters and Translators Society (WITS)
P.O. Box 1012
Seattle, WA 98111-1012
Tel: (206) 382-5690
www.witsnet.org

International Groups
FIT
Fédération Internationale des Traducteurs/International Federation of Translators (FIT)
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Montreal, Quebec, Canada H3A 2S9
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secretariat@fit-ift.org
www.fit-ift.org

AUSTRALIA
Australian Institute of Interpreters and Translators, Inc. (AUSIT)
P.O. Box A202
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Association of Translators and Interpreters of Alberta (ATIA)
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Tel: (403) 243-3477 (Alberta office) or (780) 434-8384 (Edmonton office)
www.atia.ab.ca

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1 Nicholas Street, Suite 1202
Ottawa, Ontario, Canada K1N 7B7
Tel: (613) 241-2846,
Toll-free: 1-800-234-5030
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atio@fox.nstn.ca • www.ATIO.on.ca

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Fax: (514) 845-9903
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info@ITI.org.uk • www.iti.org.uk

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postmaster@atpp.org.pe
http://www.atpp.org.pe

Note: For more information on chapters or to start a chapter, please contact ATA Headquarters. Send updates to Mary David, ATA Chronicle, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Tel: (703) 683-6100; Fax: (703) 683-6122; Mary@atanet.org.
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You can begin accruing continuing education points on January 1, 2004, or as soon as you become certified. ATA-certified translators who will be 60 and older on the date their reporting period ends are exempt from continuing education requirements. All others must provide evidence of their continuing education activities as described here.

Keep track of your continuing education points and supporting documentation: this is your responsibility. Use the forms on pages 59 and 60 to request approval, if required, either before or after the event. ATA Headquarters will notify you and provide materials for reporting your continuing education points, when due.

You must earn 1 continuing education point on the ethics of translation and interpreting during your first 3-year reporting period. You may choose between attending an ethics workshop at the ATA Annual Conference or taking a self-directed course available online and in print. The self-directed course is expected to be available by mid-2004. The Continuing Education Requirements Committee may approve other ethics classes.

A. Translation/interpreting courses, seminars, workshops, and conferences

**Points:** 1 point per hour for attending translation/interpreting seminars, workshops, and conferences (up to 10 points per event); 1 point per hour for college and university courses (up to 5 points per course); 2 points per hour for teaching/presenting classes, seminars, workshops, and conference sessions.

**Maximum:** Up to 10 points in any given year.

**No approval required:** ATA annual/regional conferences, preconference seminars, and professional development seminars. ATA chapter and division seminars, conferences, and workshops. Courses, seminars, and conferences offered by nationally accredited university translation/interpreting programs in the United States. ATA Certification Program grader training.

**Approval required (before or after the event):** Translation/interpreting courses, seminars, workshops, and conferences offered by other translation/interpreting associations in the United States or abroad, or by university translation/interpreting programs abroad. Privately offered seminars on translation/interpreting.

**Approval process:** While no approval is required, ATA chapters, divisions, and nationally accredited translation/interpreting programs in the United States are encouraged to submit an approval request to ATA Headquarters for record keeping prior to their classes, seminars, and conferences. For other events, use the forms on pages 59 and 60 to submit instructor credentials and a session abstract, course description, syllabus, conference proceedings, or other supporting documentation to the Certification Program Manager at ATA Headquarters for approval, either before or after the event.

**Examples:** ATA Spanish Division Mid-Year Conference; NYU Translation Program online courses; Kent State University’s Terminology Summer Academy; conferences organized by the National Association of Judiciary and Interpreters and Translators.

B. Other courses and seminars

**Points:** 1 point per hour for attending, 2 points per hour for teaching/presenting (up to 2 points per course or seminar).

**Maximum:** Up to 5 points in a 3-year period.

**No approval required:** Courses, seminars, and workshops in your area of specialization, such as law, medicine, finance, or technical fields. ATA translation/interpreting ethics workshop. Target-language grammar and writing courses. Seminars and workshops on translation-support software and other tools of the trade.

**Approval required (before or after the event):** Seminars and workshops on running your business.

**Approval process:** You will be asked to provide a statement at reporting time attesting that each course, seminar, or workshop relates to your specialization. You can claim the ATA ethics workshop only once. For seminars and workshops on running your business, use the forms on pages 59 and 60 to submit instructor credentials and a session abstract, course description, syllabus, conference proceedings, or other supporting documentation to the Certification Program Manager at ATA Headquarters for approval, either before or after the event.

**Examples:** Financial Accounting course at the University of Vermont; California Bar Association online legal continuing education; training sessions on TRADOS, Déjà Vu, Star, Transit, and other translation-support tools; Pharmacological Update at the Georgetown School of Nursing and Health Studies.
C. Memberships in professional associations

Points: 1 point for each current membership in a professional association of each type: translation/interpreting or specialization-specific.

Maximum: Up to 2 points per 3-year period.

No approval required: Membership in a translation/interpreting professional association.

Approval required: Membership in a specialization-specific professional association.

Approval process: You will be asked to provide evidence of membership at reporting time. For specialization-specific professional associations, you will be asked to provide a description of the association and how it relates to your translation work.

Examples: ATA and ATA local chapters; National Association of Judiciary Interpreters and Translators; International Association of Conference Interpreters; Austin Area Translators and Interpreters Association; Société Française des Traducteurs; Society for Technical Communication; Society of Automotive Engineers; European Society of Clinical Pharmacy.

D. Mentors, mentees, and ATA Certification Program graders

Points: 1 point for each activity per year.

Maximum: Up to 6 points per 3-year period.

Approval required: ATA certification exam grading. ATA certification exam passage selection. Participating as a mentor or mentee in the ATA Mentoring Program.

Approval process: ATA Certification Program graders must have graded exams or selected passages during the year for which they claim points. Mentors and mentees must provide a statement from the Mentoring Committee Chair at reporting time.

E. New certifications and accreditations

Points: 1 point for each new certification or accreditation acquired from an approved professional organization or government agency.

Maximum: Up to 3 points per 3-year period.

No approval required: National Association of Judiciary Interpreters and Translators, Federal Court, and foreign sworn translator credentials.

Approval required: Other credentials.

Approval process: National Association of Judiciary Interpreters and Translators, Federal Court, and foreign sworn translator credentials are pre-approved, but proof must be provided. For other credentials, a description of the criteria for conferring the credential must be submitted to the Certification Program Manager at ATA Headquarters for approval. Attach a copy of the certificate awarded to your approval request.

F. Authoring articles or books

Points: 4 points for each new book published; 2 points for each new article published.

Maximum: Up to 4 points during the 3-year period.

Approval required: Published book on translation/interpreting. Published article on translation/interpreting in a professional journal/publication. (Translating a book or article is not counted as authoring a book or article.)

Approval process: Submit a copy of the title page of the book or article with the author’s name.

If you have any questions or comments, please contact Terry Hanlen, ATA Certification Program Manager, at terry@atanet.org, or (703) 683-6100, ext. 3004.
## Approval Request Form

### ATA Continuing Education Points (Individuals)

Refer to CE Guidelines in print or online at www.atanet.org for further information!

<table>
<thead>
<tr>
<th>Please print or type.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Name of requesting individual:</strong></td>
<td><strong>Daytime Phone:</strong></td>
</tr>
<tr>
<td><strong>2. Event sponsor’s contact information</strong></td>
<td></td>
</tr>
<tr>
<td>Name of Sponsor:</td>
<td></td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Email:</td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td><strong>3. Event/presentation:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. Brief description of content:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Speaker’s name &amp; title:</strong></td>
<td></td>
</tr>
<tr>
<td><em>For conference or multi-day events, please list names and titles of speakers on a separate sheet</em></td>
<td></td>
</tr>
<tr>
<td><strong>6. Date(s) of activity:</strong></td>
<td><strong>7. Time of activity:</strong> (from) (to)</td>
</tr>
<tr>
<td><strong>8. Number of continuing education points requested:</strong></td>
<td></td>
</tr>
<tr>
<td>1 point per hour credit for seminars, workshops, and conferences, with a max. 10 points/event; 5 points max./university course</td>
<td></td>
</tr>
<tr>
<td><strong>9. Signature of requesting individual:</strong></td>
<td>Date:</td>
</tr>
</tbody>
</table>

---

**For ATA Use Only**

| Points approved: | Comments: |
| Reviewed by: |  |
| Date: |  |
### Approval Request Form

**ATA Continuing Education Points (Groups)**

American Translators Association  
225 Reinekers Lane, Suite 590 • Alexandria VA 22314  
Tel: (703) 683-6100 • Fax (703) 683-6122 • E-mail: Certification@atanet.org • Website: www.atanet.org

Refer to CE Guidelines in print or online at www.atanet.org for further information!

<table>
<thead>
<tr>
<th>Please print or type.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Event sponsor's contact information</strong></td>
</tr>
</tbody>
</table>
| Name of Sponsor:  
ATA Chapter/Division:  
Other*: |

*Approval for non-ATA-sponsored activities must be sought by either the sponsor or the individual attending the activity

| Contact Person: | Email: |
| Address: |
| Phone: | Fax: |

| **2. Event/presentation:** |

| **3. Brief description of content:** |

| **4. Speaker's name & title:** |

*For conference or multi-day events, please list names and titles of speakers on a separate sheet*

| **5. Date(s) of activity:** | **6. Time of activity:** (from) (to) |

| **7. Number of continuing education points requested:** |

*1 point per hour credit for seminars, workshops, and conferences, with a max. 10 points/event; 5 points max. university course*

| **8. Signature of requesting individual:** | Title: | Date: |

---

**For ATA Use Only**

| Points approved: | Comments: |
| Reviewed by: | |
| Date: | |
Instructions for Completing ATA Continuing Education Approval Request Form

General Information:
• ATA maintains a database of approved events at which ATA-certified members may earn continuing education points (CEPs).
• For events not listed, an ATA approval request form must be completed and submitted to ATA Headquarters.
• Approval may be requested either prior to an event or after an event, with the understanding that the approval may be denied if documentation is insufficient or if the educational content does not meet ATA criteria.
• Individuals and groups requesting CEPs will be notified by ATA Headquarters that the event has been approved for a particular number of CEPs or that approval is denied.
• Individuals must keep track of their earned CEPs and report them to ATA Headquarters every three years upon request.

Select one of the following forms to complete:
1. If you represent a chapter, regional group, organization, institution, or other sponsor of activities, complete the Approval Request Form for Groups (page 60).
2. If you are an individual, complete the Approval Request Form for Individuals (page 59).

CEP Request Form for Groups
1) Provide the name and contact information for the group sponsoring the event.
   a) Check the appropriate box for your group and provide the group's name.
   b) “Other” can include affiliated groups, international translation organizations, and universities.

   All ATA chapter educational events are automatically eligible for continuing education points. Events not sponsored by ATA or ATA chapters must be approved individually. Approval may be denied if documentation is insufficient or if the educational content does not meet ATA criteria.

2) Provide the name of the event or presentation.
3) Provide a brief description of the content of the event or presentation—two or three sentences should be sufficient.
4) Provide the speaker's name and title.
   a) If this is a single session, one name and descriptive title are sufficient.
   b) If this is a conference or multi-day event, provide all names and titles on a separate page.
5) Provide the date(s) of the event.
6) Provide the starting and ending times.
   a) If this is a conference or multi-day event, provide the number of session hours for each day of the event. Session hours do not include breaks or meals.
7) Provide the number of CEPs you are requesting for your attendees—one hour of creditworthy activity equals one CEP—no partial hours can be counted.
8) The form must be signed and dated by the individual recommending the presentation or event for CEP approval.

CEP Request Form for Individuals
1) The individual requesting the CEPs must provide his/her ATA membership number and sign and date the form.
2) Provide the name and contact information for the group sponsoring the event.

   All ATA chapter educational events are automatically eligible for continuing education points. Events not sponsored by ATA or ATA chapters must be approved individually. Approval may be denied if documentation is insufficient or if the educational content does not meet ATA criteria.

3) Provide the name of the event or presentation.
4) Provide a brief description of the content of the event or presentation—two or three sentences should be sufficient.
5) Provide the speaker's name and title.
   a) If this is a single session, one name and descriptive title are sufficient.
   b) If this is a conference or multi-day event, provide all names and titles on a separate page.
6) Provide the date(s) of the event.
7) Provide the starting and ending times.
   a) If this is a conference or multi-day event, provide the number of session-hours for each day of the event—session hours do not include breaks or meals.
8) Provide the number of CEPs you are requesting—one hour of creditworthy activity equals one CEP.

REMINDER
• ATA offers 1 CEP per hour for approved seminars, workshops, conferences, and presentations based on full hours (not including meals and breaks), up to a maximum of 10 CEPs per event. No partial hours will be counted.
• ATA offers a maximum of 5 CEPs for an approved college, university, or other course regardless of its length.
• The requesting group or individual will be notified if ATA does not approve the number of points requested.
• When reporting points, an ATA member is allowed a maximum of 10 CEPs for any given year.
45th Annual Conference
Toronto, Canada

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Check out the photo gallery from ATA’s 44th Annual Conference at www.partypics.us.
The pictures are available for purchase in a variety of sizes.

Plan now!
American Translators Association
45th Annual Conference
October 13-16, 2004
Toronto, Canada
Gain insight and training from experts in Washington; learn what qualifications, certifications, and skills are required to work as a translator or interpreter in the Federal Government; hear from influential members of the State Department, the National Security Agency, the National Virtual Translation Center, and other prominent agencies.

Saturday, April 3
ATA will provide a full day of in-depth sessions on translation and interpreting for the government, including a continental breakfast in the morning and a Networking Session following the final presentation. Attendees can earn points for the ATA Continuing Education Certification Program. Sessions will also be submitted for CIMCE credit in the States of California and Washington.

Hotel Information
Make your hotel reservations at the Hamilton Crowne Plaza, 14th and K Streets, NW, Washington, DC 20005. Contact Hamilton Crowne Plaza at 1-800-637-3788 for reservations. Be sure to ask for the ATA group rate.

Registration Form

First Name Middle Initial Last Name ATA Member#

Employer/School (only list employer or school if you want it to appear on your badge)

Street Address

City State/Province Zip/Postal Code Country

Telephone Fax Email

Saturday, April 3 ATA Member Nonmember Payment

Early-Bird (before March 26): $145 $260
After March 26 and Onsite: $215 $330

☒ Credit Card: Charge my ___American Express ___VISA ___MasterCard ___Discover

Card No: ____________________________ Expiration Date:____________________

Name on Card: ____________________________ Signature:____________________

☐ Please check here if you require special accessibility or assistance. (Attach sheet with your requirements.)

To learn more about the Translating and Interpreting for the Government Seminar, visit www.atanet.org/pd/government or contact ATA at (703) 683-6100 or ata@atanet.org.
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* A majority of members of ProZ.com, the world’s largest community of translators, agree with the statement, “The translation industry has never been busier.”

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