in this issue: science and technology

with this issue:

Preliminary Program

45th Annual Conference
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October 13-16, 2004
Understanding world languages is key to fulfilling the mission of the CIA. That’s why the Agency offers in-depth training to provide students with the foreign language communication skills and cross-cultural awareness they need to live and work abroad.

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Features

15 Translating and Interpreting for the Government
By Jill R. Sommer
Representatives from the FBI, State Department, as well as other lesser-known organizations took time out of their busy schedules to speak to attendees at ATA's latest Professional Development Seminar about the various ways the federal government utilizes translators and interpreters.

20 Job Shadowing: Promoting the Profession from the Comfort of Your Own Home
By Lillian Clementi
If you like the idea of school outreach, but can’t stand the thought of public speaking, here’s an alternative.

22 News from the Organización Mexicana de Traductores
By Ann G. Macfarlane
A brief rundown of what our colleagues in Mexico have accomplished.

23 Don’t Let Windows Push You Around: Optimizing Your Windows XP Desktop
By Lesley Andrews
How to set up one-step access to your programs in Windows XP and make it easier to manage multiple programs while they are running simultaneously.

26 Taking Inventory With Saint Jerome: How Well Equipped Are Our Computers?
By Jost Zetzsche
As translators, we need to incorporate both the linguistic passion of Saint Jerome and the technical savvy required to equip and use our computers well. This article gives practical tips for outfitting our computers to achieve optimal translation efficiency and accuracy.

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American Translators Association
225 Reinekers Lane, Suite 590 • Alexandria VA 22314
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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

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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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Wiki: A Liberating Model of Web-Based Collaboration  
By Alex Lane
An introduction to the wiki technology and how translators can use it to share translation knowledge, insights, and data to coordinate team translation activities.

Web Design Made Simple for Language Professionals  
By Jill R. Sommer and Anne Chemali
An introduction to the process behind building a professional site, including tips on how to best market yourself online.

The Joy of Translating  
By Leandro Wolfson and Translated by Alicia Marshall
As with any other literary work, the act of translating generates pleasure for the person who does it. The following exams the eight main elements that contribute to that pleasure.

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Many of this month’s advertisers will have exhibits at ATA’s 45th Annual Conference in Toronto, Canada. Be sure to check them out!
Lesley Andrews taught university-level Spanish and English as a Second Language for 10 years. She has been working in the Multimedia Language Lab of the Center for English Language and Orientation Programs at Boston University for the past five years, and does freelance translation work from Spanish and Portuguese into English. Contact: lesleya@bu.edu.

Anne Chemali is a French native speaker. She holds an engineering degree from France and has successfully completed language-related graduate courses for her master’s degree at Kent State University. She has been working as an English→French translator for six years. She localizes clients’ websites as part of her translation activities, and designed www.frenchlink.com in 2001 to advertise her services. Contact: intofrench@frenchlink.com.

Lillian Clementi is a French and German→English freelance translator and a member of ATA's Public Relations Committee. Contact: clementil@cs.com.

Alex Lane is the principal translator and interpreter at Galexi Wordsmiths, LLC. He is ATA-certified (Russian→English), and is currently serving as the administrator of ATA’s Slavic Languages Division. He lives in Colorado and is a licensed professional engineer. Contact: words@galexi.com.

Ann G. Macfarlane served as ATA president from 1999 to 2001, and is now the executive director of the National Association of Judiciary Interpreters and Translators (www.najit.org). After 35 years of volunteer work, she enjoys it more all the time. Contact: info@russianresourcesint.com.

Alicia S. V. Marshall, an ATA-certified English→Spanish translator, is cofounder of TIP-Lab, an organization that created and has coordinated for the past 10 consecutive years the Distance Translation/Revision Workshop for Spanish translators who reside in the U.S. (with Leandro Wolfson as the reviser). She retired as the supervisor of Spanish Translation of Rotary International in Evanston, Illinois, in June 2003, after almost 18 years of service. She is one of the founders and the first administrator of ATA's Spanish Language Division. She is a past editor of The Chicata News, the newsletter of the Chicago Area Translators and Interpreters Association (www.chicata.org) and served as CHICATA board secretary for several terms. She has been listed in the International Who's Who in Translation & Terminology and has published numerous articles and translations of articles on translation and terminology in the ATA Chronicle and other professional journals. Contact: aliciamarshall@comcast.net.

Jill R. Sommer is the current president of the Northeast Ohio Translators Association (www.ohiotranslators.org) and a freelance German→English translator. She received her master’s degree in German translation from Kent State University in 1995, and has been an adjunct faculty member there since 2003. She lived in Bonn, Germany from 1995-2001, where she worked as a freelance translator and Internet researcher, as well as for a local Internet service provider. She was appointed as a contract linguist for the FBI in October 2003. Contact: js@jill-sommer.com.

Leandro Wolfson is an Argentine scientific and literary translator. He has translated over 180 books and numerous articles for specialized journals, mostly in the field of social sciences. He has also translated a selection of poems from Walt Whitman's Leaves of Grass, with notes and comments (2nd edition, 2002). Since 1995, he has been conducting distance translation/revision workshops for Spanish translators who reside in the U.S. and other countries. In his home country, he teaches the Spanish translation workshops called “El Placer de Traducir” (The Joy of Translating), and has authored many articles on translation. Contact: leandrow@arnet.com.ar.


ATA Members

Make sure you check out the Guide to ATA Continuing Education Points on page 57.
am pleased to report that at the ATA Board of Directors meeting held in Alexandria, Virginia, on May 15-16, 2004, the ATA Board approved the budget for the fiscal year starting on July 1, 2004. The budget is balanced at $2,137,025 for both revenues and expenses, a slight decrease of $65,996 compared to the budget for the preceding fiscal year. As in previous years, membership dues constitute the main source of revenues (55%), followed by the annual conference (19%). For the complete picture, please see the accompanying graph.

In the new budget, we are projecting only a slight increase in membership (1.6%) for a total of 9,200 members. Certification is an unknown variable because of the recent changes to the Certification Program. Our guess is that the number of exams will remain unchanged at 600, but that the number of practice tests will decrease while the number of reviews will increase—the Certification Committee representatives confirmed that the institution of eligibility requirements has changed the pool of candidates, and that there are more borderline cases now than we have seen in previous years. Another unknown variable is this year’s conference, which will take place in Toronto—for the first time outside of the U.S. We are budgeting on the conservative side for 1,200 attendees, which is 100 fewer than in Phoenix.

For our investment funds, we budgeted for a slight gain, encouraged by the improving economy. In addition, we added a new line item for the reserve fund. The rule of thumb in the association world is to have the equivalent of 50% of the annual

Continued on p.8
operating budget in reserves. Other new headings include public relations and mentoring. We budgeted for both in the preceding budget as well, however, the first was included under Volunteers and Governance and the latter under Committees. The new structure gives a clearer picture of cost allocation.

These are the highlights of the new budget. As I am writing this report, we have another month to go in the current fiscal year. Therefore, it is quite early to make any conclusions about this period’s financial results, but as of now the outcome looks positive and the association is continuing to move in a good direction. The shift of the fiscal year by six months compared to the calendar year helps us to stay on course, because the least predictable variable, the conference, occurs early in the fiscal year and we can adjust our expenditures in various areas should our prediction concerning the attendance and other conference-related revenues prove less than accurate.

In closing, I would like to thank our Executive Director, Walter Bacak, and our new Accounting Manager, Rowena Moyer, for their hard work on the budget and good communication throughout the budgeting process.

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Check out information on ATA’s Annual Conference at www.atanet.org!
From the Executive Director

Register today....

The preliminary program and registration form for ATA’s 45th Annual Conference in Toronto, October 13-16, are included with this edition of the Chronicle. For more detailed information, be sure to check out the conference page on the association’s website: www.atanet.org/conf2004.

Online, we have the full abstracts for the nearly 200 presentations and the speakers’ bios and contact info. Related, you can also see the most up-to-date schedule with a list of cancellations and additions. You will also see the growing list of exhibitors and sponsors.

Toronto is truly an interesting and inviting city. Multiculturalism abounds, as ATA President-elect and Conference Organizer Marian S. Greenfield stated in last month’s Chronicle. There is something for everyone. In addition, it is easy to get to—most of the world’s major airlines fly to Toronto, it is a major train hub, and, as John Decker has been mentioning in his columns, there is now ferry service from Rochester, New York. Once you are there, you will find the Sheraton Centre, the headquarters hotel, is downtown near the theater district, city hall, and plenty of restaurants and shops.

On top of all the attractions, Toronto is also a good value. Since most ATA conference attendees are from the U.S., they will find the currency exchange rate is favorable. Attendees from Europe will obviously find it even more so.

We are working closely with our colleagues in Canada on this event. Aside from joint activities, you will also see that we are offering conference registration in both U.S. and Canadian dollars to ease the process for our more than 200 members in Canada and hopefully many other Canadians. We are also working on other issues that the majority of attendees normally do not have to handle, such as reminding folks to have a current passport and assisting exhibitors with customs. (For exhibitors, we have contracted with a customs broker to help move your materials back and forth across the border. The customs info is located on the “Exhibitors” section of the ATA conference web page.)

Speaking of the exhibits, we have added several events to draw more attendees into the exhibit hall more often. Of note, the Networking Session will be held in the exhibit hall this year. In addition, the Job Marketplace, formerly the Job Exchange, will be expanded and featured in the exhibit hall.

Please note that the Book Splash is back. The Book Splash is a chance for translators to display their recent book translations and talk one-on-one with attendees about the project. There is no fee to participate or attend. If you want to feature your book(s), you do need to register in advance. The registration form is online.

Of course, you can also count on many of the activities that have made the conference the success that it is, from the in-depth Preconference Seminars and the Welcome Reception on Wednesday to the great educational sessions over the three days to the rousing Closing Dance on Saturday night. Further your career, build on your network, have some fun, and invest in yourself all at the same time. Register today for ATA’s 45th Annual Conference.

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LogiTerm — Quality Through Information

LogiTerm can be used to recycle already translated sentences, much like a translation memory tool, but it has been designed especially for translators who produce original translations, where texts do not lend themselves to using TMs. LogiTerm is both an information tool and a productivity tool. With LogiTerm, information drives productivity; by working smarter, translators can work more quickly without sacrificing quality.

For those who translate for a living, quality is paramount—and experience shows that nothing can replace the personal touch for achieving this quality. However, the personal touch is time intensive, so it helps to have an information tool that can free up time.

It also helps if this tool can reduce the amount of guesswork, enabling translators to choose terminology quickly based on solid information.

Of course, this kind of tool needs a large bank of information to be useful. Experience shows that spending a lot of time building a bank could defeat any gains in productivity. LogiTerm has been designed to build banks of information quickly and easily. For example, to create a database containing the bulk of your translation archives, all you have to do is drag-and-drop the required folders and tell LogiTerm to index them.

Also, with LogiTerm, the bitext database soon becomes a translator’s most valued source of information. Bitexts created with LogiTerm’s alignment tool are surprisingly robust and accurate. Translators quickly discover that their own bitexts are a wonderful source of terminology and sentences in context, as well as a great help for quality control. Bitexts save a lot of time, which encourages translators to create more bitexts, and the time savings snowball.

LogiTerm also works with your terminology your way. Its term extraction tool quickly finds the information you need to enrich your terminology database with the terms you use most often. What is more, you create your terminology records in a Microsoft Word document, a format familiar to many translators. If you have glossaries in other formats, LogiTerm simply indexes them as flat text files and quickly finds information in them for you.

When you ask LogiTerm to find information, it seldom answers “Sorry,” for if there are no perfect matches to your search term, it can still find the best matches. Translators also appreciate that search results are ranked by relevance—the best matches are always shown first—which in itself saves enormous amounts of time. You can also narrow your search and consult only a portion of your information banks.

Finding information quickly is one way to enhance the quality-productivity ratio, and putting the information to work for you is another. LogiTerm offers several ways to do so. It compares texts against what you have in your information banks. It scans a set of documents for terms and repeated sentences. It tracks down similar documents or chunks of text in your archives, if they exist. It inserts selected terminology or sentences into a text to be translated. In all cases, quality is achieved through the use of terminology in context and sentences that go well together because they are retrieved from the same block of text. Even so, LogiTerm does not oblige you to use prepackaged terms or archived sentences—professionals should be able to translate as the context warrants or demands.

Simply put, LogiTerm helps you to do your work your way more quickly, which means gains will vary from one translator to the next and from one job to another. But what is certain is that LogiTerm enables you to translate better and more intelligently, and obtain the level of quality you want.

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In Memoriam
Dr. Margareta Brosch Bowen

By Kathleen Forest Chamberlain

On April 27, 2004, the world of translation and interpretation lost one of its most colorful and respected figures. After a long and courageous fight, Dr. Margareta Brosch Bowen finally succumbed to cancer at her home in Arlington, Virginia. An interpreter of unsurpassed skill, she was perhaps best known for her 30 years at the helm of the Division of Interpretation and Translation at Georgetown University, where she and her late husband, David, trained a generation of translators and interpreters from around the world. Their students have gone on to hold permanent and freelance positions at most major international organizations and many government agencies.

She and her husband co-authored the widely-used textbook *Steps to Consecutive Interpretation*, edited *Interpreting: Yesterday, Today, and Tomorrow* for the ATA Scholarly Monograph Series, contributed to numerous specialized journals, and produced *The Jerome Quarterly*, which had a run of 13 years. The publication began as an outreach newsletter to disseminate information on the various facets of interpretation and translation, but grew to become a widely cited source of research and reflection. It was in large part thanks to Dr. Bowen’s personality and her extensive contacts with other educators, professionals, and alumni that the *JQ* was able to draw on such a talented pool of contributors over the years.

Prior to her arrival at Georgetown, Dr. Bowen had served as chief interpreter at the United Nations Industrial Development Organization and frequently interpreted for major conferences of the European Community and the International Atomic Energy Agency. (Drawing on this experience, she later enjoyed “separating the wheat from the chaff” in her classes by subjecting her students to very complicated speeches on nuclear technology.) Her work as a conference interpreter included assignments around the world, with stints in Australia, Iran, Japan, Morocco, Europe, and throughout the U.S.

Dr. Bowen was a long-time member of the prestigious Association Internationale des Interprètes de Conférence. For many years, she was also active in The American Association of Language Specialists and the International Permanent Conference of University Institutes of Translators and Interpreters. She gave presentations at several ATA conferences, mainly on aspects of interpreter training.

After her retirement, she remained active professionally and continued to co-revise the German-language version of the International Monetary Fund’s *Annual Report*.

Her Georgetown “family” appreciates the outpouring of support received from her friends, colleagues, and former students. Their special memories and entertaining anecdotes have been very comforting at this time of sadness as we cope with the loss of a brilliant mind, a respected colleague, and a good friend.

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Medical Translation and Interpreting: A Resource Guide

This compilation of articles from ATA publications is a comprehensive resource for translating and interpreting in the medical field.

$20 Members • $25 Nonmembers

Order online—atanet.org—or call Headquarters at 703.683.6100.
Who: Bob Killingsworth is an ATA-certified French→English translator specializing in finance and economics. Overeducated in his field, he admits to not having studied his source language past high school, where he was taught more French grammar than he has ever needed to know.

Where: Bob currently lives in Palo Alto, California, although his clients are all three to six time zones away. The Northern California Translators Association (NCTA, www.ncta.org) holds general meetings (always on topics of interest to translators!) four times a year in San Francisco, and offers continuing education workshops at various Bay Area locations. In July, Bob will be traveling to France to give a presentation at the Société Française des Traducteurs’s second summer seminar for financial translators in La Baule (Loire).

How: Bob writes: “As I look at ATA’s continuing education point grid to determine how I might meet the CE requirement, I start by identifying the categories in which I probably won’t soon be earning points. Those are categories D (Mentors, Mentees, and ATA Certification Program Graders) and E (New Certifications and Accreditations). Having been a grader of Chartered Financial Analyst® (CFA) exams during most of the past 10 years, I need a bit of a respite before getting involved in another exam process—but I don’t rule out doing so eventually. And at this stage of my life, I have no ambition to pick up another T&I credential. One language is more than enough for me, and interpreting is far too demanding.

“I’ll qualify for the maximum 2 points in category C (Professional Memberships), since I’m a member of the CFA Institute as well as ATA. I’ll be ashamed if I don’t pick up at least 2 points in category F (Authoring Articles or Books) for publishing an article on translation in my field. That leaves me needing 16 points from the two remaining categories. If I would just hop on the train into the city more often, I could easily amass the maximum 5 points in category B (Other Courses and Seminars) by attending events sponsored by the Security Analysts of San Francisco (which already provides certificates of attendance for the CFA Institute’s voluntary CE program), not to mention NCTA’s outstanding tools-of-the-trade workshops.

“Unfortunately, my incentive to do so will be undermined by my probable attendance at ATA’s annual conferences, which I always find rewarding and educational. I’ve been to six of the past eight; at that pace, two of the next three will earn me all the CE points I need—or rather, would need, if I were not about to be grandfathered owing to my advanced age!”
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Quality, Speed, Accuracy
Translating and Interpreting for the Government

By Jill R. Sommer

When I was a little girl, my parents took me to Washington, DC, where we toured the White House, the Smithsonian, and the FBI building. My mother tells me that all I could talk about afterwards was working for the FBI, but the dream was soon replaced by other goals as I got older. Things seem to be on track now, however. After having passed the mandatory background and security check, I have recently been appointed as a contract linguist for the FBI, although I have yet to translate a single word. Therefore, I was especially interested in attending ATA's recent professional development seminar, “Translating and Interpreting for the Government,” and learning about other opportunities to work with the federal government.

The ATA, and specifically its Public Relations Committee, has done an exemplary job publicizing our profession, especially within the federal government. The town hall meeting at the Atlanta conference and Everette Jordan’s keynote speech in Phoenix last year, in which he announced the formation of the National Virtual Translation Center (www.nvtc.gov) and asked for our help, are the result of a lot of hard work to convince the federal government of the need for qualified translators and interpreters. And it appears that federal government officials have been listening.

On April 3-4, 170 translators and interpreters gathered at the Hamilton Crowne Plaza Hotel in downtown Washington, DC, to hear esteemed speakers from many areas of the government and to network with one another. It’s extremely encouraging to think that representatives from the FBI and State Department (as well as lesser-known organizations) took time out of their busy schedules to tell us about the various ways the federal government utilizes translators and interpreters and to offer tips on how we can work with them.

The first presentation, “Working with the U.S. Government: Information Resources,” was an informative introduction to working for the federal government. Jennifer DeCamp, the Foreign Language Technology Program manager of the Foreign Language Resource Center at MITRE Corporation, a federally funded research and development center, started off by praising the ATA publication Translating and Interpreting in the Federal Government by Ted Crump, which features over 70 organizations that employ translators and interpreters. Ms. DeCamp offered an excellent overview of the various ways linguists can work for the federal government and other major governmental organizations, such as the National Virtual Translation Center, the Department of Commerce, and the Defense Security Cooperation Agency. She pointed us to www.fedbizopps.gov, which is the federal government’s procurement site. Another site of particular interest is www2.eps.gov, where you can sign up to receive e-mail notification of procurements and apply for grants through REFLEX (Research on English and Foreign Language Exploitation). Ms. DeCamp also offered several resources that are of interest to translators and interpreters, such as the Foreign Language Resource Center (flrc.mitre.org) and organizations such as the Association for Machine Translation in the Americas (www.amtaweb.org), the Association for Computational Linguistics (www.aclweb.org), the Human Language Technology Conference/North American Chapter of the Association for Computational Linguistics (www.cs.columbia.edu/~pablo/hlt-naacl04), and the Localization Industry Standards Association (www.lisa.org). Ms. DeCamp also invited an attendee from the Center for Advanced Study of Language (CASL) to come forward to discuss CASL’s program with the University of Maryland. The CASL program studies the management of foreign-language resources, and will serve as a hub of translation and machine translation. Ms. DeCamp also addressed grants and the U.S. General Services Administration schedule (www.gsa.gov), which were most likely of particular interest to the agencies in attendance.

“I have a feeling everyone, both individuals and companies, benefited from this particular session, since a lot of valuable information was conveyed in just two hours.

Olga Navarrette, unit chief of Language Services at the FBI, gave the second presentation. The FBI employs 1,300 linguists (the majority being contractors like me) in 56 field offices. Fifty FBI field offices have linguists on-site. FBI headquarters manages everything, and the job offers
plenty of flexibility. The FBI deals with counterterrorism, counterintelligence, cyber crime, and crime. Ms. Navarette informed us that 80-90% of the FBI’s cases need language assistance, and that the majority of the cases are resolved because of linguists. For instance, most of us were unaware that Unabomber Theodore Kaczynski wrote meticulous notes and described even the most minute detail, such as the placement of the drops of glue—all in Spanish. She stated that it is a very satisfying feeling to hear about a case in the news and to know you played a key role that made a difference.

FBI linguists must be U.S. citizens. The FBI’s rates are competitive and are based on experience and education. They pay up to $38 an hour as well as overtime. The screening process is rigorous. The candidate is first invited to the field office to take a written test. Once you have passed the written test, they invite you to return for an oral exam with audio-cassettes and phone interviews with trained screeners in both languages. If you pass this battery of tests, you must submit to a polygraph and undergo an extensive screening process, during which the FBI verifies your past residencies, references, and past and current clients. If you pass the arduous screening process, you will most likely work out of a local field office. The head field office is in New York. If you translate for the FBI, you must provide a verbatim rendering of the source text with no beautification. You may also be asked to provide summaries, cultural assessments, and personality assessments. A team of two screens the translations for quality control.

Joseph Mazza, chief of the Romance Branch of the Translating Division of the Office of Language Services (LS) at the State Department, was a particular highlight of the seminar. He described how the LS was organized, gave an overview of the duties of the Translating Division, and offered a fascinating lesson on the history of the U.S. State Department. He also talked about some of the most notable linguists who have worked at LS since its inception in 1781. The Translating Division is in charge of translating diplomatic correspondence, treaties, international agreements, and other documents for the White House and Department of State, as well as the U.S. Agency for International Development and the U.S. Arms Control & Disarmament Agency. Mr. Mazza explained that the LS is “there to serve the government,” and is, therefore, beyond politics. The Translating Division works with several thousand outside contractors, and one of the Division’s main duties is reviewing the work of contractors. They also sort, screen, and summarize foreign mail sent to the White House and State Department from private citizens of other countries. It surprised me to learn how well stocked the Translating Division is. The Division has an 8,000-volume library and works with state-of-the-art equipment and electronic resources, such as TRADOS and MultiTerm, Terminus, and CD-ROM glossaries, as well as various Internet resources. They also maintain 5-10 years of translation work and many treaties and international agreements on file for reference purposes.

The State Department is willing to work with non-U.S. citizens (green card holders) as contractors, and employs a strict testing and evaluation process. All LS staffers must have top-secret security clearance. Since the LS needs top-quality, letter-perfect translations that may sometimes not be reviewed, they must be confident that their translators are knowledgeable and can maintain strict confidentiality. If you want to work as a translator for the LS, Mr. Mazza stresses that you keep abreast of current events and foreign-language publications. You should also be well versed in your target language’s rules of style and usage and have extensive experience translating texts dealing with international affairs.

Co-presenter Marc Fallow, with whom I had spoken at the ATA conference in Phoenix, is chief of the Interpreter Assigning Unit within the Interpreting Division at the Office of Language Services. The Interpreting Division has 15 full-time staff interpreters who work in 11 foreign languages. The Interpreting Division also relies on the work of 1,500 independent contractors to carry out assignments in 40 different languages. The Division’s main clients are the White House and bureaus throughout the Department of State. Like the Translation Division, you do not need to be a U.S. citizen unless you are working for the White House or on a job in which classified information is being discussed. In order to work as a contractor, each candidate must undergo a background investigation and acceptability review by the Bureau of Diplomatic Security.

The LS provides interpreting services at several different levels to reflect the specific needs of its clients. The highest skill level, conference interpreting, requires the ability to work in the simultaneous mode in a language booth at major international conferences. The next level, seminar interpreting, requires the ability to work in the simultaneous mode in a less formal setting. The lowest level, consecutive inter-
interpreting, requires the ability to work in the consecutive mode in an informal setting.

The LS also relies upon contract interpreters to provide this support in less commonly spoken languages, or to meet requirements during periods of peak diplomatic activity. However, the overwhelming majority of contractor support is devoted to three principal users—the International Visitor Program, the Anti-Terrorism Training Program, and the International Law Enforcement Academy. These assignments do not require the same level of interpreting expertise and experience as conference interpreting.

The International Visitor Program is a non-protocol program in which dignitaries from overseas come to the U.S. to meet their professional counterparts around the country. Interpreters working in this program must be available for extended travel, have a certain degree of mental stamina, as well as the physical energy to keep up with fast-moving programs that often fill up 16-hour days. Running a close second is the Bureau of Diplomatic Security (DS), which operates the Anti-Terrorism Assistance Program (ATAP). If you work as an interpreter on an ATAP assignment, you must be prepared for hands-on experience (Mr. Fallow cited encountering snakes and wearing helmets as two common working conditions). The DS also sponsors a very popular program in which dogs (yellow and black Labradors) are trained to detect bombs, drugs, cash, explosives, or other contraband. Interpreters work in the field with the dog trainers and foreign police officers who will be the animals’ future handlers. Obviously, one stipulation for this job assignment is a love of dogs.

I was surprised to learn of just how many ways the State Department uses interpreting services. Two other major employers of LS interpreters are the Bureau of International Narcotics and Law Enforcement Affairs’ law enforcement training program in Roswell, New Mexico, where interpreters work primarily in a booth setting, and the DC Superior Court and U.S. Superior Court in Washington. Interpreters hired to work in the courts in Washington must be local, since there are no per diem or travel funds available for court assignments issued through the Office of Language Services. Unlike the Administrative Office of the U.S. Courts, which issues certifications for those who pass its interpreting test, the State Department does not offer any such certification. Candidates who perform successfully on the State Department exam are simply deemed qualified to interpret for State Department-sponsored programs. The LS also assigns interpreters to the Department of Justice, the Department of Commerce, and the Office of the United States Trade Representative.

The LS is working to respond in a more timely fashion to the crushing and constant inflow of applications. If you are deemed qualified after taking a mini-interpreting test over the phone (telephone screening), you will be invited to the LS headquarters to take an interpreting aptitude test. When asked how the LS finds interpreters in so many languages, Mr. Fallow stated that the Department “invents” them, rather than trains them. However, in some of the more exotic languages for which training programs are few or nonexistent, such as Indonesian, Korean, or Dari, the LS will bring in 10-12 candidates at the same time and present a five-day training program in which candidates read and practice interpreting using earphones and television monitors. Candidates also have the opportunity to record their renditions and then review them as part of a self-critique.

To demonstrate how difficult it is to interpret, Mr. Fallow led us in an exercise in which he read a series of sentences in English about pineapples and asked members of the audience to repeat what they had heard. Very few of us were able to convey the sentences accurately and completely, so imagine having to do it in a foreign language! Even though I had taken an interpreting course at Kent State University, I gained a newfound respect for interpreters based on this exercise.

The final session for the day was a panel of speakers from different levels of government that require translation and interpreting services. Martin Roldan, unit chief of the Language Services Unit at the Department of Justice, was the first panelist. He serves as an immigration court interpreter for the Department of Justice. There are 52 courts, and staffers are asked to interpret during formal court proceedings and hearings with regard to deportation from the U.S., political or religious asylum, and protection against torture. They interpret in 311 languages, with 15 of the most widely spoken languages receiving 1,000+ orders a year. The primary language is Spanish, but Haitian Creole and Punjabi are also in high demand. Mr. Roldan stressed that interpreters are there to act as impartial mediators. They are there to serve as interpreters, not lawyers, and must often explain this fact to the judges. The Language Services Unit’s main contractors are Bowne Global Solutions, for on-site and telephonic interpreting, and Language Services Associates of Willow Grove, Pennsylvania, for telephonic interpreting. The Depart-
ment of Justice does not certify interpreters. Employees are required to have at least one year of experience and must pass the screening process (low-risk, escorted, public access with fingerprinting and a credit check). Staffers must be U.S. citizens, and contractors should have resident status. Most interpreters find familiarity with weapons, medical, legal, and region-specific terms essential to their jobs. Knowledge of Christianity is also helpful for religious asylum cases. Most of the interpreting is consecutive, although there is some simultaneous and sight translation.

The second panelist was James W. Plunkett III, the coordinator of foreign languages for the DC Superior Court. His staffers are often asked to interpret in civil, criminal, family, and probate courts; for local, state, and national prosecutors; for public defenders; at depositions at private law firms and jails; work with investigative units; and offer telephone interpreting. Interpreters should be fluent in the target language and have strong knowledge of legal terms in both languages, the terms of the court in which they are serving, and familiarity with names and places. Another area of expertise is an awareness of the cultural background of the subject being interpreted. Interpreters should also be prepared to work with limited speakers of English with speech impediments and regional dialects. Many of Mr. Plunkett’s staffers work in teams since cases can be lengthy.

As a court interpreter, you are sworn in and must interpret everything (no additions, omissions, or paraphrasing). You must clarify your role to all involved and sit/stand where you can see and hear everyone and not block the jury’s view. An interpreter speaks in the third person, should convey the defendant’s tone without mimicking, and avoids any appearance of conflict.

Joann Roosa was the final speaker of the day. Ms. Roosa is the coordinator of multicultural services for the City of Alexandria, Virginia, which has residents from 125 countries who speak 65 languages. In 1999, the United Way performed a needs assessment, and the city was surprised to learn that many of its citizens did not access city services because of language barriers. Ms. Roosa has created a preferred vendors list that the city uses when the need for language assistance arises. They also utilize the services of Language Line Services. She encouraged participants to fill out a request for qualification, and had applications available to become a preferred vendor. If the job pays less than $5,000, agencies and contractors do not need to bid for a job before a contract is awarded.

The second day of the seminar was hosted by the National Capital Area Chapter of ATA (www.ncata.org), and several of its members shared their knowledge and experiences. They undoubtedly had a wealth of information, but due to time constraints were only able to speak for 30 minutes each, which did not offer enough time to cover some of the topics in the detail they deserved.

Cheryl Fain shared her experience as the translator and editor for the Embassy of Switzerland to illustrate how an embassy translator contributes toward carrying out a foreign embassy’s mission of representing the home country and defending its interests in the U.S. One way is through “Americanizing,” which she defined as translating and editing embassy documents with a U.S. reader or audience in mind in order to achieve the desired results or objective for the home country and to improve its image in the host country. In addition to typical translation and editing duties, she also determines appropriate U.S. equivalents for titles and institutions, and for Swiss concepts that do not exist in the U.S. She also corrects unintentionally humorous and potentially embarrassing errors that might be misunderstood and misinterpreted by an American. Ms. Fain also provided us with a handout with useful websites, dictionaries, and reference works from a Swiss perspective.

NCATA President John Vazquez spoke about his experiences translating extradition procedures for Mexico. As his informative handout explains: “Extradition is the formal process by which an individual who is suspected or convicted of a crime is delivered by the state where he or she has taken refuge to the state that asserts jurisdiction over him or her to
face prosecution, or if already convicted, serve a sentence." He defined his role as a jack-of-all-trades, since translators in extradition proceedings need a wide range of knowledge. He also explained the difference between common law and civil law, and how different countries that base their legal systems on different legal systems have conflicts. Mr. Vazquez also presented everyday ethical dilemmas, such as whether or not to send incorrectly translated documents back if there is an extradition deadline. His stories were both entertaining and informative.

Bob Feron spoke of the necessity of precision, ambiguity, and diplomacy based on his experience translating for the Brazilian embassy. Speed and perfection are particularly important traits for an embassy translator. Of particular interest was his claim that often no official standard translation exists, and that the Internet may not always be a good source of terms. One example was “heritage of mankind,” which is translated incorrectly on most websites as “patrimony.” Another interesting point was that sometimes treaty names, and even the text itself, do not correspond and require additional research. This is necessary, since each country has its own interests and requirements and will not sign an agreement otherwise. Mr. Feron stressed the use of “global English,” citing the preference of “Official Gazette” over “Federal Register” as an example. He suggested we look to Louisiana when researching foreign treaties and laws, because this is the only state whose system is based on civil law.

Alexandra Russell-Bitting, an in-house translator for the Inter-American Development Bank (IDB), offered an overview of the many international organizations in existence. International organizations work for the common good and serve interests that range from regional to international. They employ translators, interpreters, terminologists, editors, and proofreaders. For example, the International Monetary Fund has 65 in-house employees, the World Bank employs 16 in-house staffers, the Organization of American States has 11, while the IDB has 12. All these organizations rely heavily on freelance translators and interpreters.

To work in-house for an international organization, a university degree (preferably a graduate degree) is required in translation or a specific field, such as medicine or economics. Translators should be fluent in two source languages, if not more, and have previous experience working with international organizations (as a freelancer). One last requirement is to pass a demanding test. If you are a freelancer, it is okay to have one source language, but you should focus on a specialization. Translators can also enter this field through agencies, government organizations, non-governmental organizations, and pro bono work. International organizations are always on the lookout for good translators. The application process does not seem to be much different from applying to work for an agency. You should send a resume and a cover letter (Ms. Russell-Bitting suggested you write a letter inquiring about sitting for the next exam). Your resume should be concise and flawless, highlighting your language pairs, education, experience, and relevant clients. She also suggested a list of computer applications and stressed the importance of an e-mail address. Follow up with a telephone call or two, but realize that it could take many months to get an answer, even after you pass the test. This all seems like great advice for anyone who wants to work for the federal government.

Having attended this seminar, I feel better informed and prepared to work for the government in whichever capacity I choose. This seminar was a huge benefit for me, in that I learned a great deal and snagged two new clients along with new friends.
Job Shadowing: Promoting the Profession from the Comfort of Your Own Home

By Lillian Clementi

If you like the idea of school outreach, but can’t stand the thought of public speaking, here’s an alternative: job shadowing. It’s a low-pressure, one-on-one approach to school outreach that can pack a powerful punch. For some practical insights into job shadowing, the Chronicle talked to experienced ATA members, the students they’ve hosted, and the coordinators of Hartwick College’s award-winning MetroLink program, one of the most comprehensive job shadowing initiatives in the U.S.

So what is it already?
Job shadowing involves inviting a student into your workplace for all or part of a business day to give a young person a chance to “try on” your profession for the day. Your shadow may be anyone from an eighth-grader to a second-year graduate student, but the purpose is the same: an honest, hands-on look at what your job is like.

In short, it’s a way to do school outreach without the terrors of public speaking—and without ever leaving the comfort of your office. No ties, no pantyhose, no sweaty palms.

Why should I do it?
Because it gives you a chance to set the record straight. Many teachers and guidance counselors still believe that teaching is the only career path for students of foreign languages, or that translation and interpreting are being replaced by Babelfish and handheld interpreting devices. As a result, some teachers actively discourage students from studying foreign languages—at a time when language skills are increasingly critical to the security and economic competitiveness of the U.S.

By stepping in to fill the gap, we can shape the future in a very real way, educating the next generation of language professionals (and clients!) about the limits of computer translation and the specialized knowledge and experience required for quality human translation. Done right, this will ultimately raise standards and compensation for everyone in the profession. At the very least, one student will leave your office with a realistic idea of the demands of the profession and what it takes to do it well. There’s no telling how important that can be.

Getting acquainted upfront pays off in several ways. In addition to allowing you to adapt your approach to your shadow’s age and education level, knowing her needs will enable you to identify the primary purpose of the exercise and manage your time effectively.

3. Once you’ve sounded the kid out, focus on plugging holes in his knowledge. What does he need to know about fluency, skill levels, programs of study, language careers, and the translation and interpreting professions? Racette recalls hosting a middle school student who was interested in a career using French: “The student was well prepared, but he had never heard of exchange programs. Canada is less than 50 miles to the north! I encouraged him to study in a French summer program.”

It’s a good idea to stress a few core points:

- Translation is written and interpreting is spoken: they’re two different skills. If your shadow isn’t familiar with the difference, demonstrate with a few examples.
• **Being bilingual isn’t enough to make you a translator or interpreter:** you need additional training. Highlight education requirements and helpful life experiences. Emphasize the need for excellent English vocabulary, grammar, and writing in addition to foreign language skills.

• **Translation is more than word substitution.** Give specific examples of bad or literal translation and challenge your shadow to improve on them.

• **Machine translation isn’t going to replace human translators anytime soon.** Try running source-language text through Babelfish. Discuss the strengths and weaknesses of machine translation.

• **Foreign language skills pay off in the workplace.** Highlight the need for language proficiency in hospitals, schools, and courts, in the entertainment world, and in international law and business. Emphasize that language skills are an advantage in any of the well-known professions (doctors, engineers, nurses, business executives).

4. **Make the shadowing experience very concrete.** Most students have a limited range of experience—that’s why this exercise is so valuable. “Make it as realistic as possible,” says Lara Sanford, coordinator of MetroLink’s Washington, DC Program. Possible activities include:

- Reviewing the American Council on the Teaching of Foreign Languages scale of language levels. (Go to www.actfl.org and click on “Proficiency Guidelines” at the bottom of the home page.)
- Searching the Internet for colleges and universities that offer training programs in T&I.
- Running a source-language text through Babelfish.
- Looking at the ProZ search engine or ATA’s online directories and checking resumes.
- Reviewing the ProZ search engine or ATA’s online directories and checking resumes.
- Reviewing draft or completed translations and/or glossaries (make sure they aren’t confidential!).
- Researching terms online with Google or other terminology databases.

Most of these exercises are useful regardless of the student’s age, though older or more advanced students can take them to a higher level. As you go through each activity, explain what you’re doing and encourage questions. For more ideas, visit ATA’s school outreach website at: www.atanet.org/ata_school/welcome.htm.

5. **Be honest about the profession.** This isn’t a sales job—it’s about the real deal. Balance the glamorous interpreting assignments and dream clients with the bizarre deadlines, unrealistic demands, and late nights.

6. **Handle the issue of rates with caution.** Use ranges rather than isolated figures, and point out that there are no standard rates within the profession. For example, ATA’s *Translation and Interpreting Compensation Survey* found that the average 2001 income for full-time independent translators and interpreters ranged from $30,090 to $64,234, depending on level of experience. The bottom line: you can earn up to six figures as a translator or interpreter if you work full-time, specialize, invest in yourself through professional development, and diligently build up your practice.

**What if the kid hates it?**

Don’t feel like the Lone Ranger: you’re not the first, and you certainly won’t be the last. Hartwick’s MetroLink seminar prepares students for this eventuality, and hosts should be prepared for it as well. Though most are very enthusiastic, “some students come away saying, ‘What I thought I wanted to do isn’t what I wanted to do,’” says Andy Leighton, a Hartwick alumnus and member of the Washington, DC MetroLink Committee.

“It’s just as important to knock stuff off your list as to add to it,” Leighton adds. So don’t have any regrets if your shadow decides your job isn’t for him: you’ve done him an enormous favor.

**So how do I get started?**

Think about the age level you’d be most comfortable with, and contact a conveniently located school to offer your services. The guidance counselor’s office is a good place to start. If you’re located in Boston, New York, or Washington, Hartwick’s MetroLink program is an excellent choice. A detailed description of the program is available at www.hartwick.edu/x1965.xml. For more information, contact Shannon Forbes, director of Career Services, at (607) 431-4433 or forbess@hartwick.edu.

I don’t suppose there’s any instant gratification involved?

Well, yes, now that you mention it, there is. Job shadowing isn’t just about the future. Taking a would-be

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T he Mid-America Chapter of the ATA is celebrating its 25th anniversary this year. During the Symposium on Translation and Interpretation that MICATA and Kansas State University arranged in April to celebrate, Esteban Cadena Chávez, president of the Organización Mexicana de Traductores (OMT), gave me a briefing on recent developments. The OMT has been very active on a number of fronts, and Chronicle readers may enjoy learning more about what has been happening in Mexico.

The OMT is structured as a loose federation of regional chapters. The Central Chapter in Mexico City, the Eastern Chapter in Puebla, and the Western Chapter in Guadalajara are currently active, while the Southeastern Chapter in Villahermosa Tabasco is in process of reorganization. The presidency and administration of the OMT rotate among the chapters; the Western Chapter (OMT WC) has held these responsibilities for the last three years.

For the last seven years, the OMT WC has celebrated International Translation Day with a special conference on the Feast of Saint Jerome. Last year’s event drew participants from Texas, Indiana, Colorado, California, and Mexico. The ambitious three-day program received rave reviews. ATA members are invited to attend the forthcoming conference, September 24-26, in Guadalajara. Preliminary topics for discussion include: community outreach interpretation; civil law procedures; translation problem solving; introduction to simultaneous interpretation; culture clash; and literary translation. For more information, contact conference organizer Salvador Virgen at salvadorvirgen@prodigy.net.mx.

In order to serve the needs of local residents and to generate the cash flow necessary to support its professional activities, the OMT WC has established a vigorous program of educational courses. Under the leadership of Professor Luis Lopez of the Independent University of Guadalajara, five certificates (“diplomados”) are offered. The courses in commercial/financial translation, the translation of personal documents, and the translation of academic documents require 120 hours of instruction, while the courses in civil law and criminal law require 160 hours each. In addition, courses are being offered in Latin and advanced English composition. There is strong interest in German and Portuguese (Brazil is one of Mexico’s largest trading partners), which the OMT hopes to offer in the future. Finally, the OMT WC is working to establish distance-learning opportunities.

In addition to providing these courses, the OMT WC is working on public policy issues. The OMT WC has proposed certification programs to the Supreme Court and to the Consejo General de Poder Judicial of Jalisco State. If accepted, this would allow the State of Jalisco to move away from the informal and ad hoc verification of credentials and ability that now prevails, and to establish a reliable standard for interpreters and translators who appear in these venues. In addition, at the suggestion of Lic. Jesús Durán Juárez, Consejo General del Poder Judicial del Estado, the OMT WC is drafting proposed legislation to establish the credential of “figura jurídica.” This credential, if established, would function in a similar way to the role of the “sworn translator” or “traductor público” in Argentina.

Many translators and interpreters in Mexico, like those in the U.S., are self-taught professionals who have been trained in the school of “hard knocks” rather than in a university. Since by law in Mexico only a “colegio,” a professional association that requires formal studies and attainment of a degree, may issue certifications for public use, the OMT WC has decided to establish an internal certification program strictly for its members. The program will initially award certifications to members working in English, French, and German translation and interpretation. There is strong interest in German in Guadalajara. The local Goethe Institute has been translating short stories for pleasure, and always draws a good audience for its presentations on German literature and culture.

Other aspects of literary translation are not neglected in Guadalajara. OMT President Esteban Cadena Chávez has given a series of lectures at the Fondo de Cultura Económica, one of the most respected publishing houses in Mexico. As a result of the interest generated by these lectures, the Feria Internacional del Libro de Guadalajara (FIL) has invited the OMT to collaborate. The FIL is a book fair held in late November or early December in Guadalajara, and is reported to be second only to the...
Microsoft’s Windows operating system is designed to make it easier for the average user to find programs, files, and documents on his or her computer and work with them. The system has been steadily improving over the years, so it does a fairly good job these days. For instance, Microsoft provides shortcuts to its programs in the form of graphic icons located on the desktop interface for easy visual reference and access. The concept is simple—just click on the icon for the particular program, and it launches directly from your desktop. The problem is that many of the shortcuts currently taking up space on your desktop are for programs you rarely use. Of course, the more programs you add, the more shortcuts appear, leading to a cluttered screen that makes it difficult to locate the applications you want.

If you are used to the way Windows organizes things, great. However, if you would prefer to set up your desktop in a different way to make access to your programs more convenient, it just takes a little tinkering.

Don’t worry, the changes that will be suggested in this article will not alter your programs or interfere with their functions. We will simply be adding, deleting, and moving shortcuts around.

If you have recently upgraded to Windows XP from an earlier version, you have probably noticed that the My Computer and My Documents icons do not automatically appear on the desktop in XP. Instead, these very handy icons have been moved to the Start Menu. If you want them back on your desktop so you don’t have to go to the Start Menu every time you need to open a document or access a drive, go to the Start Menu and locate the My Computer icon, then right-click on it and select Send to...Desktop (Create Shortcut). See Figure 1 for an example. You can then do the same with My Documents or anything else you find in your Start Menu or Programs List that you would like to have easy access to.

As I mentioned before, if you have installed any software on your computer, you will likely have quite a few shortcuts on your desktop (for example, icons for AOL and Windows Media Player). Like a classroom full of kids with their hands up to answer a question, it seems that every new program wants your attention nowadays. However, if you don’t use a particular program often, you may not want to see it waving its hand at you all the time. The good news is that as long as these program icons have a small box with a check in the lower left corner, you can delete any and all of them without affecting the installed programs. Right-click on the icon and select Delete. You may get a warning message advising you that deleting the shortcut does not remove the program. This is exactly what you want to see, so click Delete Shortcut.

Using the two strategies I just described, you should be able to clear most of the unused shortcuts off your desktop and insert some shortcuts to programs you use often. What they don’t help you with, though, is if you want to be able to open a new program without closing or minimizing the program you are already working with. To do this, you will have to go into your Start Menu Properties and User Preferences files.

The Start Menu has a few tricks of its own, such as listing the programs you have used most recently in
the left-hand column. This is convenient if you use a few programs regularly, but Murphy’s Law for Windows says that the program you are looking for at the time will probably not be there when you want it. Also, these shortcuts will change daily, depending on which programs were used most recently. If you’d prefer to see where you’re going rather than where you’ve been, you can tell Windows to stop showing your recently-used programs and put only what you want in that column.

To do this, you first have to open the Start Menu and right-click on an empty space within it to open the Properties window. Under the Taskbar and Start Menu Properties, select the Start Menu tab and click Customize. Under Programs, select 0 for “Number of Programs on Start Menu” and click Clear List. Now you can go to your Program List, find a program, right-click on it, and select “Pin to Start Menu.” Once the programs you want are on your Start Menu, you can move them around however you like by clicking and dragging. If you have any stubborn programs that have icons living in that left column that you don’t want, right-click on them and select “Unpin from Start Menu.”

Adding a shortcut to your Internet connection will enable you to access an online dictionary when you are working in Word without minimizing the application window. For TRADOS users, having shortcuts for Workbench and MultiTerm in the Start Menu can be very convenient.

Now, if you’d like to go even further, open your Start Menu and look at your All Programs List. If it goes on for several columns and seems to be in a fairly random order so you have to hunt for your programs, take heart, since you can manipulate this as well. Under My Computer/Local Disk (C:/Documents and Settings/All Users/Start Menu/Programs, you will find a list of most of the programs you have in the Start Menu program list. The location of this folder is shown in Figure 2 using Windows Explorer, but you should access it by opening the folders in sequence in order to make changes. Some programs may be listed under “Owner” or “Your Name” instead of “All Users.” You can move these to the Start Menu/Programs folder under a different user with the Move option in the left column of the window. I have moved all my programs to “All Users,” but you can choose whichever folder is most convenient for your particular setup.

Consolidating the program shortcuts in the Start Menu/Programs folder for only one user will allow you to organize them into subfolders and shrink the All Programs List down to a more manageable size. In whichever User/Start Menu/Programs folder you are working with, you can create folders (such as “Translation Tools,” “Internet,” and “Word Processing,” etc.) and move your program icons into them. Then, from within the Program List itself, you can move the programs into a more convenient order by clicking and dragging.

If you want ultimate convenience and would like to open programs without going to either the Desktop or the Start Menu, then you have the Quick Launch option. In Windows XP, the Quick Launch bar is turned off by default, so unless you went looking for it, you might never know it was there. The Taskbar is also locked by default, so in order to access it and add shortcuts to it, you have to change several settings in your Start Menu Properties.

First, right-click on the Start Menu to open the Properties control panel. Click on the Taskbar tab if it is not already selected, then select (check)
the box for Show Quick Launch and deselect the box for Lock the Taskbar. Now click Apply and close the panel (see Figure 3). The Quick Launch bar will appear just to the right of “Start” and will have two icons in it already: Show Desktop and Internet Explorer. These icons will be inside two double rows of dots or borders which indicate that the Taskbar is not locked, so you can add and delete items to Quick Launch. You can also click and drag the right-hand border to make the Quick Launch area larger.

To add items, you can either click and drag their shortcuts from the desktop, or from the All Programs Menu in the Start Menu, but if you do this you run the risk of removing the program icon from the Program Menu entirely. If this happens, you’ll then have to spend time figuring out how to put it back in My Computer/Local Disk (C:)/Documents and Settings/All Users/Start Menu/Programs. To delete an item from the Quick Launch bar, right-click on its icon and select Delete.

The problem with the Quick Launch bar is that the icons are very small and may be hard to see. To solve this problem, you can click and drag the left border to the desktop, which will change your Quick Launch bar into a box on your desktop. By right-clicking in this box, you can choose View—Large Icons. Unfortunately, by doing this, you will lose access to the Quick Launch bar while you have other application windows open. It can also be tricky to move the box back onto the Taskbar.

When you finish customizing your Quick Launch bar, you can go back to the Start Menu Properties—Taskbar and click Lock the Taskbar to prevent any accidental changes.

If you find yourself frustrated with the way Windows works, I hope that these quick tips will help make your XP experience more enjoyable and productive. For further information on working with Windows, solving problems, and customizing your computer, there is a great deal of information on Microsoft.com. You can also find excellent and free tutorials at learnthat.com, techtutorials.com, and winplanet.com, among others.

Figure 3

Getting Started: A Newcomer’s Guide to Translation and Interpretation

This compilation of articles from ATA publications is a straightforward guide for newcomers to the professions.

$15. Members
$25. Nonmembers

Order online atanet.org or call Headquarters at 703.683.6100.
Taking Inventory With Saint Jerome: How Well Equipped Are Our Computers?

By Jost Zetzsche

Last year, I wrote an article in the Chronicle speculating on why so many of us translators shy away from becoming more skilled with our computers. Since then, I believe I may have found one answer.

As I was browsing through websites recently, I noticed that the image used most often on translators’ home pages is of Saint Jerome, the patron saint of translators and the foremost translator of the Bible into common Latin. Now, don’t misunderstand me—I have nothing against Saint Jerome; in fact, most of my academic life was spent researching the translation of the Bible. But I believe these images of Jerome, quill in hand, bent over a roll of parchment, communicate something else: a romanticized idea of translation that has very little in common with our work as modern translators in a highly computerized world. I may be guilty of over extending this interpretation, but I believe that many of us would prefer to identify with figures like Saint Jerome than with a computer geek hunched over a keyboard. The truth is, however, that we need both sides of the coin.

We do well to devote ourselves to Saint Jerome’s craft of translation, but we must also be able to work successfully with the tools of our day, our computers. And to work successfully with these computers, we must fulfill two requirements: 1) our computers must be equipped with the tools that are necessary for our translation tasks; and 2) we need to acquire the expertise to use these tools. In this article, I would like to provide you with a short checklist that will be helpful in assembling or complementing your equipment.

Which Operating System?
The choice of an operating system is one of the most contentious issues you’ll encounter, but it’s of crucial importance. People who use Linux and Macintosh will fiercely defend the benefits of their systems, especially when it comes to security and stability. And they’re right. I don’t have much experience with Linux computers, but I do love my Macintosh. I can’t remember the last time it crashed, and I don’t even have virus protection on it (imagine that, Windows users!).

…”I believe that many of us would prefer to identify with figures like Saint Jerome than with a computer geek hunched over a keyboard. The truth is, however, that we need both sides of the coin.”

However, I still think Windows is a better choice for translators because there simply aren’t enough translation-specific tools for the other platforms. For example, only one of the more common computer-assisted translation tools (Wordfast) is designed to work on a Mac. All the others either don’t run well or don’t run at all on Mac.

Which Word Processing and Other Office Software?
The state of affairs is much the same here as it is for Windows. There are numerous office suites available for Windows, some of which I think are better than Microsoft Office.

The free OpenOffice.org suite is simply fabulous, as is its commercial sibling Sun StarOffice. These weigh much less heavily on your system than their Windows counterpart, and the Word equivalent Write has features that make life a lot easier (such as a direct PDF conversion and a very advanced AutoComplete function).

Anyone who’s worked with WordPerfect, Corel’s word processing program, raves about many of its features, including the noteworthy “Reveal Codes” function or the ability to start typing anywhere on a page.

However, because we’re service providers working on files that are furnished by our clients, we have no choice but to work in the environment provided, or in one that is compatible. All of the office suites claim compatibility with Microsoft Office, but none of them converts perfectly. To prove (or disprove) this point, I downloaded a copy of the new WordPerfect 12 yesterday, opened a fairly complex Microsoft Word file, and saved it back to Word format. The result: the file size had increased from 2 to 116 MB, the headers on most pages were gone, the pagination was completely different, and the fonts of the footnotes were altered. In a conservative estimate, I would have had to spend several hours “fixing” the file. I also know my clients well enough to know...
that they wouldn’t be thrilled at having to reformat files on their end.

**Which Microsoft Office?**

There are really two parts to this question. The first: Which edition of Microsoft Office should you use (Home, Professional, etc.)? Unless you’re working with a lot of databases (with Microsoft Access), there’s no reason for you to need anything but the basic package, which typically includes Word, PowerPoint, Excel, and Outlook. If only Word is relevant for you, you may be just as well off with the much less expensive version of Microsoft Works—just make sure that the package really does contain Word.

The second part of this question is which version of Microsoft Office you should use. The short answer: if you work in Asian, Eastern European, or other non-Western languages, you’ll want to use Office 2000 or higher because it supports Unicode. Naturally there are differences between Office 2000, XP, and 2003, but I still haven’t found the magic option that would justify the fairly steep upgrade price. Besides, all the versions are compatible with each other.

**Are the Right Versions of Windows and Word Enough?**

Well…no.

Here’s the lowdown on what we’ve covered so far. There are many tasks that you’ll be able to do quite well with this equipment, but there’s much more that can be accomplished with the help of some other more specialized tools. Windows and Word would like to make you think they can cover everything, but there’s almost nothing that can’t be done just a little bit better.

The great thing is that most of the tools—called utilities—that you can use for these specific tasks are free. Even if there’s some cost involved, most of them are shareware, which means that you can download them in order to test them extensively.

Here are some of my favorite tools:

- **HTML editors**: NEVER use Word to work in HTML files. Instead, use one of the many free or inexpensive tools like Sausage’s HotDog (www.sausage.com/products), Arachnophilia (www.arachnoid.com), or Macromedia (formerly Allaire) HomeSite (www.macromedia.com/software/homesite).

- **Text editors**: If you want to sort, search, compare, or otherwise manipulate text files, you will want to work with text editors such as TextPad (www.textpad.com), MultiEdit (www.multiedit.com), or UltraEdit (www.ulTRAedit.com). For non-Western languages, try EmEditor (www.emeditor.com).

- **Search tools**: When it’s important to search through a large number of files at once (such as different glossaries), you might want to look at the beloved Search and Replace (www.funduc.com/search_replace.htm).

- **Conversion utilities**: Convert (www.joshmadison.com/software) places every possible (and impossible) conversion at your fingertips.

- **Copy and paste programs**: Tired of overwriting your clipboard content? ClipMate (www.thornsoft.com) may be just what you’re looking for. It stores copied content indefinitely, ready for you to access at any time.

By now you’ve probably realized that I could go on for a long time. The great thing is this—if you have a task that you would love your computer to do just a little more efficiently, chances are that someone else has already had the same wish—and has actually developed an application that will do just that. A single search in Google will frequently direct you to that tool in a matter of seconds.

**Does My Utility Library Make My Computer Inventory Complete?**

Some translators are content with what we’ve put together so far, but in my opinion, there’s still something missing. I tend to divide my translation career into two phases: pre-CAT tool discovery and post-CAT tool discovery. The term CAT tool refers to computer-assisted translation tools, and in particular to translation memory tools (SDLX, Déjà Vu, TRADOS, Wordfast, and Star Transit, to name a few).

When I first began looking at these tools, I was skeptical. I didn’t want to change the workflow I’d become comfortable with. I thought my own memory was good enough to retain what I’d translated before, and I feared that my translation creativity would suffer with a CAT tool hanging around my neck.

Today, with a translation memory database of almost a million and a terminology database of about 100,000 records, I can’t help but smile at my early fears. No matter how good my own memory is, it still isn’t that good! And creativity? Given the choices that I have in these large data repositories, I have no doubt that my translations are just as creative as they were before—or even more so.

**Which Translation Memory Tool Should I Select?**

To decide which tool fits your needs, make a list of criteria that seem important to you. Some of these might include the following:
Taking Inventory With Saint Jerome: How Well Equipped Are Our Computers? Continued

- The file formats that your tool will need to support;
- The variety or uniformity of its user interface;
- Your preference for working in single files or several files at once; and
- The supportiveness of the tool’s user group and distributor.

Most of these tools offer an evaluation version, and some even provide a completely free version that you can use for specific files that have been prepared by your clients—a great way of getting to know a variety of tools! And if you find out that the tool you’ve chosen is not the right one, it’s usually quite easy to transfer the databases between different tools.

It’s certainly important to uphold the love of language and meaning that Saint Jerome personifies. But as we cultivate those qualities, remember also that it’s acceptable and even advisable to replace the quill with a keyboard and the parchment with a well-equipped computer.

If you’re interested in these and many more computer-related details, please subscribe to my free newsletter at www.internationalwriters.com/toolkit.

Job Shadowing: Promoting the Profession from the Comfort of Your Own Home Continued from page 21

language professional on a virtual tour of your field, even for just a few hours, will give you a new perspective on your work. “I spent a whole morning looking at the forest instead of the trees,” said one job shadowing host. “I found myself asking new questions and looking for ways to work smarter and better.”

Finally, as Racette notes, “It’s energizing to see newcomers who are excited about the field.” Many shadows are fascinating and entertaining people, and in selective programs like MetroLink they tend to be self-starters and go-getters. Connecting with a bright kid who’s enthusiastic about a career in languages can be enormously rewarding. “I really appreciated your advice and candidness….” wrote one MetroLink student to her ATA host, “I can honestly say that you have given me hope for the future!”

News from the Organización Mexicana de Traductores Continued from page 22

Frankfurt Book Fair in size and prestige. The OMT is in touch with the literary mavens of the Fédération internationale des traducteurs, and hopes to secure their assistance in celebrating literary translation at the FIL this year.

This impressive program is being accomplished by a dedicated band of translators and interpreters acting entirely on their own initiative, with no financial support from any outside body. I was stunned to learn that the entire membership of the OMT across Mexico is 125 people. I was also impressed to learn that each member of the OMT is obliged, as a condition of membership, to provide community interpreting or sight translation to indigent Mexican residents on at least one occasion per year. The commitment to social service is yet another aspect of the admirable work being accomplished by our colleagues in Mexico. I salute them, and I hope that ATA members will find ways to become more informed about their work and support their activities.

August 28, 2004 • Seattle, Washington
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An ATA Professional Development Seminar
For more information about this seminar and other ATA events, visit www.atanet.org/pd/calendar
Wiki: A Liberating Model of Web-Based Collaboration

By Alex Lane

One of the seminal events in the history of the World Wide Web was the release of the Mosaic web browser just over a decade ago, in April 1993. Although Mosaic was not the first web browser, it established a basic usage paradigm that has tremendously influenced the development and evolution of the web and the way people interact with websites.

The very first web browser was created by Tim Berners-Lee at CERN to help scientists from around the world collaborate in their work, and included features to help researchers make material available to each other. One of the features that distinguishes Mosaic, and virtually every browser since its creation, from this first browser is that it has been designed to operate on a provider/consumer interaction model. In such an arrangement, most users act as more or less passive consumers. Their browsers fetch and display information that is made available by providers who employ technologies such as HTML, CGI, ASP, SQL, C, Perl, and Python to deliver content.

Over the past few years, as the web has become ubiquitous, there has been an explosion of interest in techniques that allow an ever-broadening circle of users to create web content that is accessible to other users. For example, many sites now incorporate a “threaded discussion” feature that, in a departure from earlier computer bulletin board systems (which merely queued replies to messages in one large list in chronological order), allow users to follow exchanges by subject. Threaded discussions can foster a strong sense of community and, in theory at least, serve as a valuable information resource.

Users who wish to actually create and manage websites have a number of resources available to them. Commercial programs, such as CityDesk, largely automate the process of letting you convert raw content into individual web pages on your computer and “publishing” them to a web server. Other systems, such as Movable Type, don’t quite offer the same level of flexibility, but do move the editing function from your computer to a server on the web itself. Moreover, this description doesn’t even begin to mention many fine programs that are intended for use by professional web developers.

Then there are wikis.

“…The work really isn’t finished until you are organized to the point where you can lay your hands on critical files, references, notes, logs, and so on without having to spend time searching for them…”

What is a Wiki?

According to Ward Cunningham (the originator of the wiki concept): “Wiki is a composition system; it’s a discussion medium; it’s a repository; it’s a mail system; it’s a tool for collaboration.” What makes a wiki unusual among group communication mechanisms is, according to wiki.org (a site run by Cunningham and Bo Leuf, who wrote the book The Wiki Way), that it “allows the organization of contributions to be edited in addition to the content itself.” As is the case with many simple concepts, this approach entails some profound and often subtle consequences that are beyond the scope of this article (please refer to the links in the sidebar “Wiki Resources” for more information).

The term “wiki” is borrowed from the Hawaiian word for “quick,” as wiki systems are designed to make it easy to quickly create or modify web pages using any web browser. Part of the simplification provides a rudimentary text syntax for creating new wiki pages and links between wiki pages, and eliminates the need on the part of the user to know how to mark up text—for example, to render it in italic font, or as a bullet point, or to create a link to an external page—using HyperText Markup Language (HTML). More detail on this is presented in the sidebar “BumpyWords and Other Markup.”

Under the Hood: A Quick Look

Accessing a wiki with your web browser doesn’t, as with most traditional sites, cause the web server merely to open an HTML file and stream its content to you for display on your computer’s screen. Instead, the web server executes one of a suite of programs written in some programming language and directs the program’s output (which is indistinguishable from the content of an HTML file) to your browser.

Like most programming concepts, wikis can be implemented in a variety of ways, with a variety of features, using a variety of languages. This article confines itself to a brief overview of only two wiki variants: TWiki and WackoWiki.

Both systems provide the basic wiki functionality: the ability to create and modify web page content. Both systems also keep track of changes to pages so that nothing is ever actually lost. Both systems also allow you to search for specific text on a page, although the TWiki...
What can you do with a wiki?

Because wikis are inherently flexible, there are a number of applications in which they can be put to use. The following subsections describe four different tasks the author has implemented using wiki software.

Case 1: Planning

In my early experiments with the wiki concept, I tried to combine what I thought was the best of both worlds by running a wiki on a Sharp Zaurus PDA. This allowed me to conveniently work with the wiki from my desktop or laptop (using the Zaurus, upon which I was running the Apache web server), or directly on the Zaurus itself (using both Apache and the unit’s built-in Opera web browser). After a few weeks, I found the necessity of carrying the Zaurus around with me to be onerous, so I moved my planning information to a commercially hosted website, where I installed and currently use WackoWiki.

The advantage of using a wiki as a PDA is the flexibility offered by the wiki concept. My planning needs, for example, are very specific and relatively modest. I don’t compile detailed dossiers on business associates (indeed, sometimes all I have to go on is a name and a phone number), so programs that offer me the opportunity to store exhaustive data, including the names and birthdays of clients’ spouses and offspring, aren’t offering me useful functionality. Moreover, since my work and personal lives don’t revolve around numerous meetings and appointments, I don’t find the ability to perform elaborate scheduling tricks to be very useful.

On a wiki page, I generally start by displaying a date as a heading and then listing my to-do items as bullet points beneath the heading. As wikis typically have no fancy bells and whistles (such as check boxes), I’ve found it necessary to implement some home-rolled conventions. For example, I render unfinished to-do items in bold font (and in red text if critical or late), with the bolding removed once the item has been addressed. The inherent wiki design allows me to add any comments I wish to the item, or to the day as a whole.

In addition, the flexibility offered by wikis allows me to create a page devoted to, say, an upcoming travel assignment as easily as I can type an identifying name, such as MayTravelAssignment. Doing this allows me to easily take the next step and actually create content for the MayTravelAssignment page (i.e., add, modify, and store information related to any issues, long-term to-do’s, milestones, itineraries, contact information, etc.) in one place, which I find very convenient.

With the proper security safeguards, your private planning information will remain private (I would assess the security offered by an online wiki with good access control to be better than that of an ordinary PDA or planner, which have their own vulnerabilities). Alternatively, you can choose to make some part of your wiki accessible to the world, thereby using the wiki concept to create an increasing number of public wiki-based weblogs. By making your wiki available only to a few select individuals, you can create an effective planning tool for a group.

Paper planners and PDAs are wonderful organizing tools, except that to be useful you’ve got to carry them around with you just about everywhere. However, as web access becomes ubiquitous (and as wireless technology increasingly enables people to be online all the time), I think it only makes sense to move your planning data from your pocket to the web.

Case 2: Assignment Management

Once you reach a certain volume of work, keeping track of things starts to become a job in itself (and a non-paying one, at that). In my practice, I get various types of files (.zip, .doc, .txt, .xls, .ppt, .pdf) that represent
source files, reference files, assignment sheets, and other kinds of client-related paperwork. In turn, I develop assignment-related files (translations, comments, translation memories, as well as the all-important invoice).

I used to use an Open Source program called PHProjekt (an excellent application from Germany) to manage my assignments, but all of the requisite information associated with one assignment was distributed through the application. I found myself wanting to be able to see everything related to a job (the who-what-when details, specific contact information, any expense records, the phone conversation log, and links to incoming and outgoing files) on one web page. I was able to do this effectively using TWiki, which I had installed on a standalone Linux server in my office.

Although I have not used the wiki for translations involving small teams of translators, it’s easy to see how well this approach will scale to coordinate data flow among groups of users.

As is the case with most things in life, translating well is only half the job. The work really isn’t finished until you are organized to the point where you can lay your hands on critical files, references, notes, logs, and so on without having to spend time searching for them.

Case 3: Client Support

Electronic mail is a marvelous tool, but has its limits. For one thing, it’s generally not a good way to transfer large files (~10MB or more). For another, e-mail messages don’t always get to their destinations in a timely manner, and some don’t get there at all. (There are few things more troubling for a freelancer than to have a client’s heels cool because a sent assignment was never received.) For sure, “did they get the file” anxiety is responsible for many unnecessary phone calls to make sure files have been delivered.

On a related theme, I’ve scrambled to set things up to allow clients direct access to my office’s Linux server so they could throw large amounts of data my way (in one case, ~40 MB for one assignment). Since I don’t allow my server to be “visible” from the Internet for longer than is absolutely necessary (that’s my chosen security policy), it is an approach that has inherent limitations.

While experimenting with the WackoWiki implementation, I found it was possible to create pages that could be accessed only by specified users (such access being enforced by the features of MySQL, an Open Source database application that’s used fairly widely on the web). This is a distinction from TWiki, where restrictions can easily be put in place to prevent unauthorized changes to a page, but where pretty much anyone can view the contents of a page.

The implications were clear. With WackoWiki, I could create pages that could only be accessed by me and my clients. By adding the capability to upload and download files to such pages (a feature common to many wikis), I very easily created a secure “drop box” where clients can leave messages and source files for me, and where I can reply and leave target files for them.

I have found that some clients prefer this avenue of data exchange.

Wiki Resources

- The Portland Pattern Repository (http://c2.com/cgi/wiki/) is the home of the original wiki, developed by Ward Cunningham in 1995. A number of pages are devoted to issues of collaboration (http://c2.com/cgi/wiki?WhyWikiWorks) and to introducing the nuts and bolts of the wiki concept (http://c2.com/cgi/wiki?OneMinuteWiki).

- The Wiki Way: Collaboration and Sharing on the Internet, by Ward Cunningham and Bo Leuf, is to date the only book available on the subject. Although it does discuss some of the philosophy behind wikis, most of the text is devoted to technical programming issues associated with the wiki open source distribution developed by the authors, and how to modify that distribution to add functionality. The associated site is located at http://wiki.org/wiki.cgi.

- Wikipedia (http://en.wikipedia.org/wiki/Main_Page) is probably one of the highest profile examples of the wiki concept at work. The project is, as the name implies, an encyclopedia (actually, a collection of encyclopedias in different languages) compiled using the wiki philosophy.

- TWiki.org (http://twiki.org) serves as the site for the TWiki distribution.

- WackoWiki.com (http://wackowiki.com) serves as the site for the WackoWiki distribution.

- GalexiWiki (http://gwiki.com) is the author’s wiki site, which, among other subjects, is devoted to anything related to the Slavic languages: linguistics, translation, interpretation, terminology, reviews, and tips.
For clients who prefer e-mail delivery, the e-mail is "insured" by uploading a copy of the sent file to the client’s page at the same time the e-mail is sent. In this way, if the file arrives without incident, I delete the uploaded file; if it doesn’t, I don’t have to be in the office or anywhere near a computer to be able to “deliver” another copy of the file to the client. It’s a bit more work, but pays big dividends if an e-mail never arrives.

This technique is scalable and flexible. It can be made to work with more than two people simply by specifying their WikiNames in the page’s “access control list” (a WackoWiki feature). If necessary, access can be restricted to read-only (meaning that files can be downloaded, but not uploaded), thereby creating a one-way distribution channel.

Case 4: Terminology Discussions
In my experience, I’ve found that most traditional methods of Internet interaction have strong pros and cons when it comes to dealing with group discussions of terminology. In my browsing of numerous wikis, I’ve concluded that wikis preserve the positive aspects and eliminate the negative ones.

Take terminological queries, for example. On the pro side, such queries posted on mailing lists (LANTRA-L) or threaded discussion groups (ProZ) generally elicit quick responses, which are then often commented upon by others.

The cons arise not in medias res, as it were, when the issue is hot and someone is looking for an answer now, but afterward, when you—a third party to the discussion—may want to go back and revisit the issue, weigh the comments, and put together a summary of what was said for the sake of your own reference and curiosity.

The problem with mailing lists, or anything involving e-mail, has to do with the nature of e-mail itself. E-mail is easy to compose, but sometimes difficult to read. In fact, some folks never do get the hang of editing text they’re “quoting” from an original e-mail, and simply include the entire original text verbatim in their replies. It is nearly always difficult to manage, since each message “lives” in its own unmodifiable entry in an e-mail application (e.g., Outlook, Eudora). Very much the same organizational problem plagues threaded discussions, which typically have no mechanism for deleting off-topic messages.

In a wiki, terminology discussions can take place on an entirely different level. Several people can collaborate in a discussion that unfolds in one place, and include relevant links, examples of usage, and any necessary (or desirable) background information at a later time. (A very brief example of how this might occur is presented in the sidebar “Terminology Discussion.”) The usefulness of such a technique by teams of translators working on a single project are obvious.
Challenges and Possibilities
Like any new online activity, joining in the activities of a wiki can be something one approaches with trepidation (think of the first time you posted to a mailing list or threaded discussion group). Such anxiety can be exacerbated by our upbringing and chosen profession, which instructs us to respect the words others use (perhaps one of the main things that holds people—and not just translators—back from participating in wikis is the feeling that somehow pages originated by others “belong” to them). However, once these obstacles are overcome, it’s easy to become enthusiastic about the collaborative possibilities offered by this form of web interaction.

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Terminology Discussion

Without getting into technical details, a query might progress like this:

1. **UserAllan asks a question:**
   What is an \texttt{illuminator}? — UserAllan

2. **UserBarbara responds with an answer, and offers some advice for future queries:**
   What is an \texttt{illuminator}? — UserAllan
   It’s a window, sometimes a “porthole” in naval contexts. (For future queries, keep in mind that often the more information you provide, the easier it is to get a proper answer. Check out QueryTips.) — UserBarbara

3. **UserAllan responds with thanks after having read (and made changes to) the response. This is normal wiki interaction.**
   What is an \texttt{illuminator}? — UserAllan

4. **In the interim, UserBarbara adds a “You’re welcome,” but now UserCharlie weighs in with some additional comments:**
   What is an \texttt{illuminator}? — UserAllan
   It’s a window, sometimes a “porthole” in naval contexts. — UserBarbara
   Thanks for the response. — UserAllan
   You’re welcome — UserBarbara
   Although “porthole” is an alternative, “window” is often the preferred term, even in naval contexts, and said NASA uses \texttt{window} for \texttt{illuminators} on the International Space Station.
   See FalseCognates, since the word might be mistakenly assumed to mean “illuminator” (whatever that might be). — UserCharlie

5. **Finally, UserAllan “refactors” (rearranges and summarizes) the text so it reads like this:**
   **Query:** \texttt{illuminator}
   A window, sometimes a porthole in naval contexts (according to UserBarbara), although UserCharlie noted that \texttt{window} is often the preferred term, even in naval contexts, and said NASA uses \texttt{window} for \texttt{illuminators} on the International Space Station.
   (Thanks to UserBarbara and UserCharlie! You guys are great! — UserAllan)

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Language Policies and Language Professions

5th Symposium on Translation, Terminology, and Interpretation in Cuba and Canada
Havana, Cuba
December 7-8, 2004

The Canadian Translators and Interpreters Council and the Cuban Association of Translators and Interpreters invite participants to examine how the complex relationship between the public authorities and the language disciplines has evolved over the years.

In Canada and Europe, language policies have been a powerful driver in the development of our professions. Although translators, terminologists, and interpreters have benefited from language policies, what has been the trade-off? How instrumental have they been in the promotion of political objectives? Have they had a passive or active influence on policy? Has the collaboration always been easy? Will a new status for these professions emerge from this tension? Are they aware of their power within the political framework? And finally, does a monolingual country have any interest in developing language policy?

These are just some of the issues to be discussed. For more information, visit www.aiic.net/ViewPage.cfm/page1363.htm.
The World Wide Web is an excellent way to get your message out to anyone, and can be a useful tool for reaching potential clients. There are many different kinds of websites (private, news, entertainment, or professional). If you have never created a webpage before, it is generally a good idea to create a personal site before creating a professional one. A well-designed website may not bring you a lot of work directly, but it serves as your virtual business card and shows a potential client what you can do. A poorly designed site may not cause you to lose a job, but leaves a lasting impression that may not be so easy to shake.

Planning Your Website

Designing a website takes a considerable amount of planning, and you should spend some time thinking about the overall layout of your site. Decide whether the site should be monolingual, bilingual, or even multilingual. Think about who your target audience will be. Most of us want to attract new business, but perhaps you could also include information for colleagues who are starting out in the industry or perspective clients who are unfamiliar with the language professions. You might also want to offer general information for people interested in another language or country. The sky is the limit. Giving serious thought to the content of your site will make it easier for you to figure out what features you want to include, what pages you’ll need to create to implement those features, and how the pages will fit together.

It is generally a good idea to map out which pages will link to each other and to give some thought to how visitors will navigate through the site. One good way to do this is to sketch a simple diagram or outline (sometimes called a “storyboard”) on paper. Another method is to use sticky notes on a large piece of paper to represent all the pages on the site, with arrows or lines showing the links between the pages. You can be as detailed or as vague as you want. Good planning at this stage will be rewarded in the long run with a site that is easy to navigate. Remember, if visitors to your site get lost and do not know how to find the information they are seeking, your efforts will be useless.

“… A well-designed website may not bring you a lot of work directly, but it will serve as your virtual business card…”

Keeping your target group in mind is imperative. Decide who will visit your site and design it with their needs in mind. Even a purely professional site can include a touch of personality. There was a discussion on a major online discussion list last year about whether or not websites should include anything personal. Most participants felt that a translator’s site should be businesslike and professional and not include any hint of a translator’s personal life. However, I believe that a touch of the translator’s personality should certainly be allowed to shine through.

Navigation Links

Although every web page should contain unique and useful information, all pages must contain the following three elements:

Title
Be sure to have a title at the top of every page. A specific title on each page is important because some visitors may not enter your site through your home page. Instead, they may go directly to one of the content pages on the site. After all, who among us has not found a great site through Google or AltaVista?

Although the title can be simple text, many websites use an attractive graphic banner to display the title, since this creates a distinctive look for your pages. No matter what you decide to use, remember to use the same style, format, or elements throughout your site to create a cohesive look.

Web pages also include a title that appears in the top bar of your browser, which is separate from the title that appears at the top of the page. Most beginners will probably want to worry about the title later, but it’s an important component because that will be the name under which the site will be bookmarked in the browser.

Author/Copyright Information

Every page should also include author credits and a copyright notice.
This information is usually placed at the bottom of the page. Because visitors can enter your site by going directly to any page, placing the authorship and copyright notices on only the home page is not sufficient.

It is also common to include an e-mail link on each page. That way, visitors can e-mail to tell you how wonderful your site is or (more likely) to inform you of any problems they have encountered.

What Kind of Pages to Include In Your Site

You can include anything you want on your site; however, there are certain common elements on most websites.

Home Page

The home page generally serves as an entry point into the site. It is the first page most visitors will see (unless you include a cover page, which is described next). Because of this, be sure to devote considerable time and energy to ensuring that your home page makes a good first impression.

Remember that most visitors have to scroll down to read all of your home page. However, they will see the top of the page first, so you want to make sure that the title is immediately visible. If possible, try to keep the home page to 640 pixels across and 460 pixels down for visitors with smaller monitors.

Here are a few other optional ideas to include in your home page:

- A copyright notice. You can include a link to a separate copyright page where you spell out whether others can copy the information you have placed on your site, or you may decide that having your name and copyright on the bottom of the page is sufficient.
- A hit counter. If visitors see that a few thousand people have visited your site, they automatically assume that it must be popular. On the other hand, if they see that only three people have visited, they may yawn and leave quickly. Hit counters can be manipulated by hitting the refresh button, but you may decide it is simply not worth your while. You can find companies that offer hit counters by doing a simple search in Google, or your Internet service provider (ISP) may offer one.
- Avoid placing a lot of graphics (especially animated or extremely large graphics) on your home page. Again, your home page is the first page most visitors see. If it takes more than 15 seconds for your page to load, visitors may lose patience and skip it altogether. A simple test is to try holding your breath while your home page downloads. If you turn blue before the page finishes downloading, the page is too big!

Cover Page

A cover page is one that is displayed temporarily before your home page pops up. Cover pages usually feature a flashy graphic logo or an animation. In most cover pages, the visitor must click the logo or some other element on the page to enter the home page. The cover page can also be programmed so that it automatically jumps to the home page after a certain amount of time has elapsed (usually 10 or 15 seconds, but less if it is a simple graphic).

Many visitors are annoyed by cover pages, especially those that take more than a few seconds to download and display. Think carefully about whether the splashy cover page actually enhances your site or is more of an annoyance. If your cover page has a lengthy animation, it is a good idea to also offer a link that allows impatient visitors to bypass the cover page and go directly to your site.

Contact Information

Be sure your site includes information about how to contact you or your translation company. You can easily include your e-mail address as a link directly on the home page using the <mailto:> tag. When the visitor clicks this link, most web browsers launch the default e-mail program that allows you to compose a message with your e-mail address already filled in.

If you want to include your complete contact information, such as your address and phone number, or if you want to list contact information for several individuals, you may want to place the contact information on a separate page that can be accessed from the home page.

Frequently Asked Questions

Frequently asked questions (FAQs) are among the most popular sources of information on the Internet. You can organize your own FAQs page on any topic you want. Simply come up with a list of questions and provide the answers. This is a great way to educate your visitors on the difference between a translator and an interpreter or common grammatical errors. Be creative and keep it fun and informative.
Links

Links are among the most popular pages on a website. You can offer a list of links to related sites about translation or interpreting, a link to ATA’s website (www.atanet.org), or your local chapter, etc. As the compiler of your own links page, you can do something that search engines cannot. You can pick and choose the links you want to include, and you can provide your own commentary about the information contained on each site. You can also view your links page as your personal bookmarks, for example, so you do not have to continually search for translation sites such as Eurodictautom or The Translator’s Home Companion. One very important tip: avoid the “here” pitfall. Choose descriptive words for your links and avoid linking the word “here” (as in “Click here for…”).

Be sure to check your links regularly to make sure they still work. Websites are extremely dynamic, and pages often disappear or are moved during a redesign. Nothing irritates a visitor more than clicking on a link and finding that it is broken.

Web Log

A web log (or “blog”) is a discussion group that adds interactivity to your website by allowing you or your visitors to post ideas or articles that can be read and responded to by other visitors. You can find a lot of information on blogs by visiting www.blogger.com or by doing a search on Google. Blogs are fairly new to the Internet scene, but can really liven up your site.

Site Map

If your site has a lot of pages, you may want to include a site map. A site map is a detailed menu that provides links to every page on the site. By using a site map, visitors can bypass intermediate menus and go directly to the pages that interest them. However, most sites by language professionals only consist of a few pages, so a site map is not as important as if you were a big translation company—in which case, you would not be reading this article, but would have hired a professional web designer!

Promotional Pages

You can include anything you want on your site, but your main objective is to advertise your services and reach out to the global community. There are a variety of different pages that are unique to our industry that you can use, including: a toolbox featuring your favorite tips and the software applications you use; a biography or resume listing your accomplishments; a list of references (such as quotes from clients); a page listing your rates or services; a client list (Do not include a client list if you have not worked directly for that client. If you have worked for the client through an agency, the agency may not be too keen on your taking credit for the client.); and anything else you may think of.

Deciding on a Domain Name and Host

You will need to find a server to host (store) your web pages. Your ISP may allow you to store your website for free, so be sure to ask. Also, ask your colleagues who hosts their sites. Call a local web designer and ask if they can recommend anyone. The cost of hosting a site varies. There may be a setup fee or you may have to pay, depending on your site’s network traffic (the number of published bytes and/or visitors). Ask how much space you get, how many e-mail accounts (if any) are included in the fee, and whether you will be able to update the site yourself from home. It is a good idea to ask several ISPs for a quote and compare services and fees. It pays to shop around. If you want your own domain name, it will cost you, but that cost may be tax deductible.

Domain names ending with .biz, .com, .info, .name, .net, or .org can be registered through several authorized companies (“registrars”). All domain names are publicly available, and you can easily look up whether the domain name you want is available at any of these registrars’ sites or at the InterNICs “Whois” database at www.internic.net/whois.html. Each registrar sets the price it charges for registering names, and the costs vary significantly. Some companies offer discounted or free registration services in connection with other offerings, such as web hosting. Again, it pays to shop around and visit the sites of various registrars. You can find a list of registrars at www.internic.net/register.html. You can also register your domain name yourself. You will need the pertinent information from your host to register, or your host may even offer to register it for you.

Choosing the Tools to Create Your Web Pages

When you are ready to start creating web pages for your site, you will need to decide which web page editor to use. There are many different alternatives to choose from. Some of the most popular are described below.

FrontPage. Front Page is a popular web page editor that is part of MSOffice, although it ships only with certain editions. FrontPage is like a word processor for creating websites. It includes a WYSIWYG (What You See Is What You Get) web page editor that lets you type information the way
you want it to appear without worrying about knowing how to express it in HTML, as well as a mode that lets you work directly in HTML. FrontPage also offers an FTP function that allows you to upload all or some of your pages to the server as you see fit. It also offers a global search and replace function, which allows you to make a change without opening each individual page. If you have absolutely no experience with creating web pages, FrontPage is a good place to start. However, the more you learn about web development and HTML, the more FrontPage may end up frustrating you because of its limitations. When that happens, you may want to move on to a more advanced development tool, such as HomeSite or Dreamweaver.

Macromedia’s HomeSite. Macromedia’s HomeSite is often referred to as the web editor for hand-coders. Macromedia HomeSite is included with Macromedia Dreamweaver, but can also be purchased as a stand-alone editor. HomeSite offers some very compelling features, including XHTML and CSS support. HomeSite also offers an FTP function. It is a good solution for the serious web developer and hand-coder; however, it is not a WYSIWYG solution and does not offer the click-and-drag environment of FrontPage or Dreamweaver.

Dreamweaver. Dreamweaver, also from Macromedia, is considered by many developers to be the best tool for developing web pages. It includes a sophisticated WYSIWYG editor, but also lets you work directly with HTML. It includes many powerful features for creating advanced websites. Dreamweaver is not a simple program to learn, and it is not cheap ($373 on Amazon.com as opposed to HomeSite, which was recently listed at $89.99 on Amazon.com). But if you are going to invest a lot of time developing websites, investing in Dreamweaver may be a good idea.

Notepad. Notepad is the free text editor that comes with Windows. Because HTML pages are nothing more than text files that contain special HTML codes intermingled with text, it is possible to build even complicated websites using nothing more than Notepad. Notepad is the tool of choice for many die-hard HTML developers, but you should use Notepad only if you have learned HTML inside and out. With Notepad you have to type every bracket and backslash of HTML manually, and you will not find out if you have made a mistake until you display the page in a web browser.

Once you get a firm grasp of HTML, you may want to experiment with more advanced web features. TopStyle allows you to work with XHTML and Cascading Style Sheets. Cascading Style Sheets (CSS) are a simple mechanism for adding consistent style (e.g., fonts, colors, and spacing) to web documents. When you use CSS, all you have to do is change one setting on the CSS instead of opening each document and making the changes by hand. You should consider using style sheets once you have a firm grasp of HTML. You can find more information on TopStyle at www.bradsoft.com.

Other Tools You May Need

Besides an HTML editor, you will need some other software tools to develop a website. For example:

• A graphics program such as Adobe Photoshop, CorelDraw, or Paintshop Pro to create the graphics that appear on your site, but there is no law against hiring a graphic designer to produce a much more professional graphic than what most beginners would produce. Another idea is to use the plethora of free ClipArt available on the web. Do not steal graphics from other sites, because that is just wrong.

• The two most common web browsers: Internet Explorer and Netscape Navigator (to test your pages). Each browser displays web pages slightly differently. Be sure to test your page on both browsers to make sure it is presentable.

• If you want to create downloadable documents in the popular PDF format, you will need Adobe Acrobat or some other program that can convert files to PDF format.

Tips for Creating a Successful Website

How will you measure the success of your site? By the number of visitors? By whether you get inquiries from new customers? By comments you receive from people who say they like your site? There are a number of ways to measure the success of a website, but however you choose to evaluate your site’s success, the following pointers will give you some ideas on how to make your site appealing.
• **It is okay to hire a professional to do your code and layout or graphics.** If you do not have the time or inclination to do it yourself, by all means hire someone. However, you need to have at least a rudimentary grasp of what designing a site is all about so you can tell the professional what you want.

• **Look around and check out the competition.** Visit sites that are similar to your own and decide what you like and what you do not like. If you find a feature on a site that you would like to imitate in your site, by all means click on the “View Source” option in your browser (in Netscape it is in the menu under “View-Page Source.” and in Internet Explorer it is under “View-Source”) and see what makes it work. That is the best way to learn. Borrowing materials from another site is fine for basic HTML formatting, but remember that it is illegal to use copyrighted material. If you are not sure if the material is copyrighted, you should contact the webmaster for permission to use a specific graphic or feature.

• **Offer something useful on every page.** Too many websites are filled with fluff. It took The Non-Designer’s Web Book to make me realize how much extraneous material I had on the site. I learned to concentrate on one or two key focal points and delete the rest. Avoid creating pages that are just steps along the way to truly useful information. Instead, strive to include something useful on every page of your site.

• **Make it look good.** No matter how good the information on your site is, visitors and customers will stay away if your site looks as if you spent no more than five minutes on design and layout. Substance may be more important than style, but an ugly site turns people away while an attractive site encourages people to return. One of the keys to making your pages attractive is a uniform design. Let your personality shine through your site. Avoid the default gray background and choose a graphic background or attractive color. Most patterned backgrounds are too busy, but if you choose wisely they can also lend interest to your site.

• **Proof it carefully.** As translators, we know that even the most discriminating eye can overlook a typo or misspelled word. However, misspelled words make a very bad impression, especially in our line of work. Several misspelled words could turn off potential customers, which is definitely not the intent. If your HTML editor has a spell-check feature, use it. Proof your work carefully before you post it, and have someone else (or better yet, several people) proof it for you.

• **Keep it current.** Visitors will not frequent your site if it contains out-of-date information. Make sure that you frequently update your web pages.

• **Do not tie it to a certain browser.** It is only natural to want to show off what you know, but do not use the cool new features of the latest and greatest web browser at the expense of visitors who may be using an earlier browser version or using Internet Explorer when you prefer Netscape. Some people are still using browsers that do not support frames, or else have turned off Java or cookies for privacy reasons. Offer options to allow these people to enjoy your content as well.

• **Do not make hardware assumptions.** Remember, not everyone has a 21-inch monitor and a high-speed Internet connection. Design your site so that it can also be enjoyed by the lowest common denominator, such as my parents with their 12-inch monitor and 28K dial-up modem.

• **Publicize it.** Most people will not stumble across your site by accident. If you want people to visit your site you have to publicize it. Make sure that your site is listed with the major search engines, such as Google and Yahoo!. Most search engines offer a little button on their main page to register or submit your site. It may take several days or weeks for a search engine to add you, so be patient. Also, resubmit every time you redesign the site. Submission services are a waste of money. Why pay someone to register you when you can do it for free? Offer to add a link on your site for a colleague if they add your URL to their site. You should also promote your site by putting its address on all your advertisements, correspondence, business cards, e-mail, etc. Remember, your site is your virtual business card. It may not bring you a lot of work, but it can be a valuable tool to allow potential customers to learn about you and your services.
• Make sure your graphics load quickly. There are several tricks to make graphics load quicker. You can find some tips in The Non-Designer’s Web Book or other graphic design books.

• Try to avoid sound and animated graphics. Nothing is more irritating than having to listen to “The Wind Beneath My Wings” over and over again while you are trying to read something, or having eight animated graphics competing for your attention.

• Keep your navigation clear, consistent, and transparent.

• Choose an appealing color scheme. Do not use clear or white text over a dark background, because if your visitor decides to print it out, all he or she will get is a blank printout.

• Follow file-naming conventions. Use all lowercase letters to name your files. It is a good idea to get in the habit of keeping file names short. Also, editors and browsers do not allow you to use empty spaces in file names like you can in Microsoft Word. If you want to delineate between words, you should use underscores (_) or hyphens (-). All web pages must end in .htm or .html.

**Going Through the Motions**

Creating a web page involves a few steps that are the same no matter which tools or techniques you use. The first step is to decide on the content of the HTML file and format it accordingly. You then need to collect or create graphic images you plan to use on your page, and link the graphics into the HTML text file as you would like them to appear. Next, preview the page on your computer. Since different browsers display pages differently, it is an excellent idea to preview them using Internet Explorer and Netscape (the two most common web browsers). Once you are pleased with the page’s appearance, transfer the HTML file and graphics files to the host server using FTP (File Transfer Protocol) software (some common FTP clients are CuteFTP, WS_FTP, or the FTP functionality in a web editor like FrontPage or HomeSite.). Even though you may be feeling overwhelmed at this point, I can assure you that this software is easy to use for even the most software-illiterate.

Upload the files to the web server and check if the page meets your approval. These steps are usually simple if you want to create a basic web page. Things can become more complicated if you want a multi-page website or a site that has some bells and whistles, such as Java script, Flash, or fancy programming languages. Remember, less is usually more. A site with lots of jumping graphics takes an eternity to load, and most visitors will not have the patience to wait to view a graphics-intensive site or an introductory video that uses Flash. Keep the design simple at first. You can always improve on it later as you learn more about web design.

Let us now get technical. HTML is a specific way of adding descriptive tags to regular text so that all the formatting, linking, and navigational functions needed for a web page are contained in the same file with the regular text. When a browser displays the HTML file, the words and formatting appear, but not the tags (the information between angle brackets [<>]). A file with HTML-tagged text is called an HTML file and usually has the extension .htm or .html at the end of the file name. There are plenty of informative web design books on the market that address this issue.

There are several basic HTML rules. Most HTML tags come in pairs. One starts with a change and the other ends it with a “/”. For example, <B> makes a text bold and </B> returns the font back to normal. It is a good idea to write HTML tags in ALL CAPS. It is not a hard and fast rule, but it helps the tags stand out from the text that they are embedded in. Here is a hint: stick with the basic tags to avoid unexpected surprises. HTML ignores paragraph symbols and tabs in your text. Instead, it relies on paragraph tags (<P>), break tags (<BR>), and block quote (<BLOCKQUOTE>) tags. Two other important tags that define the World Wide Web are the image tag (<IMG SRC=”image location”>) and the link tag (<A HREF=”www.url.com”>text</A>). These are all standard tags, but some other tags do not work on some browsers.

It is recommended that you buy and read a few books on HTML and web design. I have amassed a sizable library of web design books that I use as a reference when designing a site. The *Dummies* books and Complete Idiot’s Guides are helpful and informative, as is the *Teaching Yourself Visually* series. It is wise to start simple and build on your knowledge. You will find that it is much easier to design when you understand what the tags stand for rather than letting a web editor do the work for you. However, you may decide it is easier to rely on the web editor. Do an Internet search on web design and see what resources are out there. Visit www.webpagesthat suck.com.
Vincent Flanders offers examples of bad design and lots of tips to his visitors. Once you have mastered the basics, another book I find extremely helpful is *The Non-Designer’s Web Book*. It offers examples of poorly designed sites and provides simple hints to separate the wheat from the chaff. These hints should make a huge difference, since a site that forces you to scroll sideways never makes a good impression.

This should give you a general overview of web pages and what they do. Do not expect your website to attract a lot of new clients. But if you acquire even one new customer, it will be well worth it. Plus, designing a website is a lot of fun, so take a deep breath and jump in!

**Recommended Reading**


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**ATA Annual Conference Sites and Dates**

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<td>Toronto</td>
<td>Canada</td>
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<td>2005</td>
<td>Seattle</td>
<td>Washington</td>
<td>November 9-12</td>
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<tr>
<td>2006</td>
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**Here are the top SEVEN REASONS why you should attend ATA’s Annual Conference in Toronto, Canada**

**October 13–16, 2004**

1. Networking
2. Sharing information with your colleagues
3. Making new contacts
4. Gaining inspiration
5. Learning what others are doing in the field
6. Learning or improving skills and techniques
7. Break from job/routine

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ATA
The Joy of Translating

By Leandro Wolfson and Translated by Alicia Marshall

A longer version of this article, with the title “Profession and Calling in the Life Project of a Translator” (original title: “Profesión y vocación en el proyecto de vida de un traductor”), was presented at the Third Latin American Congress on Translation and Interpretation, sponsored by the Colegio de Traductores Públicos de Buenos Aires, held on 23-25 April, 2001.

“Why can translating be so enjoyable and satisfying?” wonders Peter Newmark. Of his six responses, I will highlight two: 1) “Because it is never-ending, because you can always improve it...”; and 2) because of “the challenge, the wager it holds.” Ortega y Gasset also referred to the “splendor” of translation as a never perfect task, an unreachable quest, intrinsically utopian, and, as such, typically human.

However, it seems to me that the most conclusive of all the descriptions for translation is Milan Kundera’s: “They may say: a translation is like a woman, either very beautiful or very faithful. Not true. A translation is only beautiful when it is faithful. It is this passion for faithfulness what makes a true translator.”

Translation can be understood as a particular literary genre in which, unlike in all the others, the standard of beauty is not beauty itself (whatever this may mean to a creative writer), but rather faithfulness to a preexisting text.

Consequently, translating should produce many of the same pleasures as the literary practice, but I have the feeling this is not the way it always happens. I know many colleagues who seem to be sentenced to translating. When they refer to their professional work, they emphasize the negative aspects: poor compensation, pressing deadlines, arbitrary corrections. All that is true. Nonetheless, the pleasure that we feel when we translate is undeniable.

According to my own experience, the joy of translating is related to the following elements:

1. The challenge of what can be accomplished. Not all challenges stimulate us. If we face a problem or a task completely beyond our capabilities and possibilities, we feel powerless instead of stimulated. We experience, painfully perhaps, our own limitations. Obviously, this can also happen with a translation we are working on, but in most cases the feeling of power prevails. The spur feels like the jab of a splinter penetrating the mind. It cannot be left like that, it needs to be taken out! However, unlike the jab of the splinter, the jab of translating is pleasant and yields fruitful results.

2. The humble pleasure of learning. Translators can transform each difficulty they face into a healthy and welcome learning opportunity...

3. A detective’s passion. Finding resolution to the many enigmas of a text, as it is dissected to its very core, gives us the same excitement that we felt as teenagers when reading the detective stories of Arthur Conan Doyle, Agatha Christie, or S. S. Van Dine. Every clue unveiled produces a brief moment of exhilaration, and the sum of all those small beads of delight builds a pleasing necklace, until we come to a satisfactory solution to the riddle of the text as a whole.

4. Re-creation. Once the translator has succeeded in catching the meaning of the original message, he is in a special situation: alone in the company of his own inner language, surrounded by the multitude of words that inhabit and conform him, which, in this instance, begin to react at a feverish, urgent, and inquisitive pace. Each term from the original text awakens the semantic wealth that we carry within ourselves as a virtual and hidden treasure, until we find in it the precise word that we need for our translation. This strange, still mysterious, internal re-wording of the discourse, stripped of its original form, is a process in which very complex brain mechanisms are involved. The process offers the opportunity of experiencing that wonderful inner world of language, invisible but nonetheless real, from which, just as the genie from Aladdin’s lamp, the words that we summon emerge.

5. The beauty of faithfulness. We have already quoted Milan Kundera: “A translation is only beautiful when it is faithful.”
The source text imposes concrete limitations. The translator is a delimited author. This is a second reason for humility, which makes us curb the impulse to re-create that was aroused by the previous stage. This causes us to humble ourselves before the text, and curbs our impulse to re-create. Thanks to Kundera, we know that it is here wherein the joy of our craft lies: to convey, in our own words, those of others. Thus, we recover the wonderful practice of using only as much freedom as necessary.

6. Finding ourselves in our own language. As our first draft is finished and we are ready to begin the final review, we realize that, on paper now, there is a text that belongs to us where there was none before. No matter that it is a replica or simulation of a text that was not ours. The translation is unquestionably a product created with our own words. Regardless of how hard the translator has tried to remain “invisible,” that product is an invitation to find his own self in one’s own language, in his idiolect—even, sometimes, in a distinctive way of writing that he cannot disguise.

7. Seeing ourselves through somebody else’s eyes. On the other hand, the fact that a translation is aimed at a target audience, known or unknown, gives the translator—as any other author—the possibility of separating from his own self and incorporating the imaginary voice of a valid reader. When reviewing the text, the translator will do it with the eyes of those who will read his translation. He will try to adapt to the needs and likes of the audience, with a generous attitude of service that will enhance even more, in his own eyes, the value of the task.

8. The chain of communication. Finally, the last pleasure derived from the act of translating is linked to its function in the development of culture and in the relationship among human beings. The translator knows that his task is indispensable, regardless of the fact that he may be translating a great literary work or a pragmatic text to fill some passing need. He is aware of being part of a chain of communication of cultural creations that goes back very far in time, and that there is no way of knowing how far it will reach.

Notes


4. Curiously, there are not many articles or books about the joy of translating. One worthy exception is Douglas Robinson’s *Becoming a Translator* (London and New York: Routledge, 1997, especially the section titled “Enjoymen,” pp. 40-44).

5. Note for the English translation: This is, in fact, a “mischievous” third person. Since what is said here is the product of my personal experience and is not meant to be taken as the norm, the true pronoun should be “I” and not “he” or “she.” However, a language trick allows the delusion of being oneself and being “the other” at the same time. This note is a caveat to the use of the politically correct but literarily awkward “he” or “she.”

This is the latest in a series of articles providing examples of certification exam errors. Here, we describe Russian-to-English errors marked with the (1, 2, 4, 8, and 16) point scale in accordance with the grading guidelines flowchart published in the September 2002 issue of the Chronicle.

For this article, I chose to use Passage A (the general passage). From the exam papers of 23 candidates, I selected a variety of errors that seemed representative and interesting. Errors were compared to an acceptable model slightly modified from the English translation prepared by William Keasbey, who, up to his death in 2003, was the language chair (LC) of the Russian-to-English graders group. Error points and classifications for the sample errors were determined after consultation with Jim Walker (current Russian-to-English LC), Marina Aranovich (current English-to-Russian LC), and Nora Favorov (a Russian-to-English grader). I have been a Russian-to-English grader for 10 years.

An excerpt from the Russian passage, with sentences numbered, is presented below. The following table presents one acceptable English translation of each sentence, candidate renditions containing errors, an error category for each error identified, and suggested error points.

Where discussion seems in order, it is provided in the comments column.

* Error classifications: A = addition; MU = misunderstanding of source; SP = spelling; R = register; MT = mistranslation; T = term choice; U = usage; Amb = ambiguous; SY = syntax; L = too literal; O = omission; F = too freely translated; P = punctuation. Other categories not represented in this table: INC = incomplete passage; ILL = illegible; FC = false cognate; IND = indecision, more than one option; G = grammar; D = accents; C = case; ST = style.

2001-2002 Russian-to-English Test Passage A

1. Чрезвычайный съезд в защиту прав человека получил отклик, и заметно, что сегодня к правозащитникам относятся по-разному. 2. Кто видит в них героев, кто — «борцов за права». 3. Нынешние борцы за наши права уже не отчаянные дисиденты прошлой эпохи, отважно рисковавшие свободой и даже жизнью. 4. Они теперь объединены в организации и действуют открыто.

5. Почему общество в основном безразлично к тому, что у нас поименовано под «борьбой за права человека»?...... 11. Можно сказать, что существует пропасть между теми, кто борется за свободу слова и теми, кто борется за кусок хлеба.

Note: Because of space limitations, only a portion of the interesting errors identified could be presented here. A fuller treatment of the errors made on this passage will be published in the next issue of SlavFile, the newsletter of ATA’s Slavic Languages Division.
Excerpt from exam | Error Category* | Error Points | Comments
---|---|---|---
1c …received a response and it’s noticeable | R | 1 | Contraction inappropriate; a very minor error.
1d …it is noticeable that today the human rights defenders are treated differently | MT | 4 | The Russian word can be translated as have an attitude toward or treat, depending on context. This paragraph is about attitudes, not treatment.

2. Some see them as heroes and some as crackpot idealists.

Note: The Russian term "хоробрый" in the original is very difficult to translate here. The literal translation is “holy fool” or “fool in Christ.” (An idiomatic rendition might be “Jesus freaks.”) The strictly Christian connotation is not appropriate in the context, and is much less common in English than in Russian. Furthermore, the quotation marks suggest that the term is not to be taken literally. Some indication that these activists are being thought of as “crazy” but not literally insane, as well as the suggestion of devotion to a “sacred cause,” were considered essential to an ideal translation.

2a …as insane… | T | 2 | See above.
2b …as freaks | MU | 4 | While the difficulty of translating this term should incline graders to leniency, it seems clear that this candidate, as well as the one in excerpt 2d, has confused the word хоробрый with чудовищный (monstrous, freakish, deformed), justifying the higher number of error points.
2c Someone sees them as heroes, someone is “crazy.” | i.U | 2 | There are two usage errors here: the use of someone rather than some, and the failure to repeat as. The use of “crazy” misses the implication of idealistic (see discussion above).
2d …as monsters | MU | 8 | In English, the word monster not only implies freakish, but also terrible and threatening, which distorts the original meaning more than freaks in 2b.
2e …some as “in Christ” | MT | 8 | In this context, in Christ has an indeterminate meaning for the English reader and the connotation of fool is lost.

3. Contemporary fighters for our rights are no longer the desperate dissidents of the past epoch, who courageously risked their freedom and even their lives.

3a …are not any more despairing dissidents | i.U/Amb | 4 | i. The phrase not any more is not only a violation of usage, but ambiguous; it is unclear whether this means are not despairing any more (the correct meaning), or are not any more despairing than some standard. ii. Despairing and desperate are related but not identical, and desperate seems to be the implied meaning here.
3b …desperate | SP | 1 | There is a subtle but real difference between desperate and daring. A person can be daring in any situation, but desperate implies daring because of the near hopelessness of a situation.
3c …daring dissidents. | T | 1 |
<table>
<thead>
<tr>
<th>Excerpt from exam</th>
<th>Error Category*</th>
<th>Error Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Now they are united in organizations and operate openly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a …now united in an organization…</td>
<td>MT</td>
<td>4</td>
<td>The implication that all human rights activists are now in a single organization distorts the meaning, but with minimal consequences for the passage as a whole.</td>
</tr>
<tr>
<td>4b …and working freely</td>
<td>MT</td>
<td>2</td>
<td>Acting openly (for everyone to see) and freely (without anyone stopping or controlling you) are clearly different, though the two are related in the real world.</td>
</tr>
<tr>
<td>5 Why is society largely indifferent to what is understood here to be “the struggle for human rights”?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a Why is the public basically indifferent to an issue that do we perceive as “fighting for human rights?”</td>
<td>SY</td>
<td>8</td>
<td>This sentence sounds extremely strange in English, almost to the point of being incomprehensible. The very minor punctuation error (question mark inside rather than outside the quotes) is subsumed in the 8-point syntax error.</td>
</tr>
<tr>
<td>5b Why the society basically indifferent to what we understand as “fight for the human rights”?</td>
<td>i. SY ii. U errors</td>
<td>8 + 1 + 1</td>
<td>i. Omission of the verb is an egregious violation. ii. Two insertions of the when it should be absent, and one omission when it should be present.</td>
</tr>
<tr>
<td>5c …that society is mostly impartial to</td>
<td>T</td>
<td>4</td>
<td>Meaning is more than obscured, but consequences are minimal.</td>
</tr>
<tr>
<td>11. One can say that there is an abyss between those who fight for freedom of speech and those who fight for a piece of bread.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11a …struggling to make a living.</td>
<td>F</td>
<td>2</td>
<td>While the meaning is nearly the same (fighting for bread suggests a rather more dire situation), there is no reason not to translate this phrase literally.</td>
</tr>
<tr>
<td>11b …those who fight for freedom of speech, and those</td>
<td>P</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11c …fight for the freedom word</td>
<td>MT/L/U</td>
<td>8</td>
<td>The use of word rather than speech and the lack of a preposition after freedom make the meaning very difficult to grasp.</td>
</tr>
</tbody>
</table>

Call for Papers

XVII World Congress of the International Federation of Translators

“Rights On!”

Submission deadline: October 31, 2004. For detailed information, including the guidelines for submitting a presentation, please visit www.fit2005.org.

August 4-7, 2005
Tampere, Finland
A special interest group has been formed to explore the possibility of establishing a Korean Language Division within the American Translators Association. Possible topics for discussion on this list include:

- ATA requirements for establishing a new division.
- Nominating and appointing division administrators.
- The character and scope of the division.
- Setting up a newsletter for the division.
- Proposing sessions for the ATA Annual Conference.

If you are interested, please subscribe to the discussion listserv by sending an e-mail to ATA_KLD-subscribe@yahoogroups.com.

Please note: You must be an ATA member in order to belong to any of its divisions.
Dicionário de geologia sedimentar e áreas afins

Author: Kenitiro Suguio
Publisher: Bertrand Brasil: Rio de Janeiro
Publication date: 1998
Price: $121
Available for purchase at: www.livrariacultura.com.br

Languages: Brazilian Portuguese into English, Spanish, French, and German, with reverse indices for all languages.

Number of pages: 1,217 (pages 1-819 contain Portuguese into other four languages, with a significant amount of definitions in Portuguese; pages 820-849 list references; pages 851-947 contain an English-to-Portuguese index; pages 948-1032 contain a French-to-Portuguese index; pages 1033-1115 contain a Spanish-to-Portuguese index; pages 1116-1201 contain a German-to-Portuguese index; the rest of the pages contain charts in Portuguese.)

Reviewed by: Naomi de Moraes

This huge dictionary, compiled by a retired professor from the Geosciences Institute of the University of São Paulo, seems to be very complete. His list of reference works is certainly long—30 pages! It was obviously written for geologists who need to read technical papers published in other languages and write technical papers in other languages; thus, the utility of the reverse indices.

There are no illustrations, but since we are talking about rocks here, I am not sure illustrations would really be helpful. It has dictionary binding, normal book paper (not Bible paper), good print, and is very legible. Entries are easy to find, and translations within entries (always in English) are great for those translating between Portuguese and English. Unfortunately, there is no grammatical information (part of speech, gender). There is also no pronunciation information, but, as translators, we thankfully do not have to pronounce words like fusinite and eemian. There are very few filler words.

To evaluate this dictionary, I looked at two recent texts I was asked to translate—one on the geography of Brazil and the other on petroleum exploration. In the first text, I found translations for the words falhas transcorrentes and litosfera, but the dictionary did not have entries for magmáticos, igneos, intrusivo, plutônico, efusivo, or vulcânico. However, both vulcanismo and plutonismo pointed to magmatismo (no definitions given, just a pointer), which provides volcanism as the translation for vulcanismo and plutonism as the definition for plutonismo, and explains the difference between the two. So, it was not completely useless. Of course, even a beginning translator could have guessed these definitions and checked them using two monolingual dictionaries. Later in the text, the words sienito and diabásio were not found, whereas gabro was. So, I would say that this dictionary was not too useful in this case.

In the petroleum exploration text, the following words were found: paleocene (but spelled palaeocene, so the author seems to be using British spelling conventions without mentioning this fact anywhere), eocene, albian, turbidite, shale, and facie. Indeed, all geological periods can be found in this dictionary. I did not find crestal, which seemed rather important. So, the dictionary was more useful for this type of text. There were no words specific to petroleum exploration.

I have not found this dictionary very useful for agricultural texts. Recently, I needed a translation for loamy sand and sandy loam, and loam was not in this dictionary. It did, however, have sandy marl.

To give you an idea of the definitions, I will copy a short one below.

EJETO VULCÂNICO - I. Volcanic ejecta; F. Rejet volcanique; E. Eyecto vulcánico; A. Vulkanauswürfling (vulkanischer Auswürfling). Material lançado por um vulcão durante o seu processo de erupção, tais como, cinza vulcânica (volcanic ash), lapilli (lapilli), bomba vulcânica (volcanic bomb), etc.

Since I have never had to translate a text specifically in the area of sedimentary geology, I have evaluated the dictionary’s usefulness for a broader range of texts. If you work with geology or petroleum exploration texts, this dictionary may be a useful resource.

Overall evaluation: fair to good.

Naomi de Moraes (see bio at end of the dictionary reviews).

En otras palabras: Perfeccionamiento del español por medio de la traducción

Authors: Patricia V. Lunn and Ernest J. Lunsford
Publisher: Georgetown University Press: Washington, DC
The objective of *En otras palabras* is to teach advanced-level Spanish to English speakers using translation as a tool. Advanced students will have studied grammar and vocabulary, and may want to approach learning more Spanish in a practical, applied manner. The challenge of translation as a learning tool is to understand the details and subtleties of a Spanish text (comprehension) in order to render it correctly into English, and to make use of one’s knowledge of Spanish in order to produce a translation of an English text using natural, correct, and culturally sensitive Spanish structures and vocabulary (expression). Since fidelity to the source text is a basic requirement of translation, this activity forces students to use sometimes difficult structures and to reach for more sophisticated resources or complex structures in the target language.

The book, which is written almost entirely in Spanish, is divided into two parts. The first part helps to deepen one’s knowledge of Spanish grammar with simple, concise explanations (of the kind seldom found in Spanish grammar books) and abundant examples and exercises. However, it is not a grammar textbook, and should not replace a good Spanish grammar book. Among the issues explored in the first part are aspects of Spanish that are difficult for the English speaker, such as the difference between *ser* and *estar*, the use of the perfect and imperfect past tenses, the subjunctive, the impersonal forms of verbs, the passive voice, and the many uses of the pronoun *se*.

The second part of the book is a survey of the jargon used in various specialized areas, subdivided into: publicity and advertisement; business; medicine; sports; law; and computers. Besides the lexical particularities of each specialty, each section reviews some grammar issues and briefly discusses other topics, such as dialectical variation, register, and neologisms. This section also provides abundant exercises.

The book can be part of an advanced Spanish language course, as well as an introduction to the practice of translation, with special attention given to translation as a socio-linguistic activity and a problem-solving challenge. It contains translation exercises in both directions. The texts are short, complete, and from real life, often from Spanish and Latin American newspapers.

In sum, *En otras palabras* is a resource for multiple ends. For Spanish teachers and advanced students, it provides explanations, examples, and exercises that can be expanded and complemented. For translation students, it provides translation exercises in both directions. And professional translators of either combination can use this book as a basis, and a challenge, to practice translation into the nonnative language.
Filler words:
In the machinery dictionary, on the miscellaneous illustrations page, there is a picture of a crane—the bird! I understand placing it in the dictionary (he supplies four definitions for the word crane), but we really do not need to see it.

Contextual and encyclopedic information:
Labels for distinguishing technical field

Accuracy:
There is an errata for one of the dictionaries, which is sent with the dictionary

Overall evaluation:
Excellent. I wish he would publish more dictionaries!

Reviewed by:
Naomi de Moraes

I would like to bring two wonderful English→Brazilian Portuguese dictionaries to the attention of all engineering translators. They were both self-published by Emmanuel J. Peralta, a retired engineer and former professor at the Instituto Tecnológico de Aeronáutica. During his many years in industry, he was involved with the implementation of the USIBA (Usina Siderúrgica da Bahia) and the COSIPA (Usina Siderúrgica Paulista), the first General Motors and Ford factories, and projects in the areas of shipping, agriculture, construction, and transportation. I spoke to him on the telephone, and he said that early in his career everything arrived with foreign names, and that he had to coin new words as he went along. It is a pity the computer engineers did not take the time to do this—now we are stuck with mouses next to our keyboards.

The two dictionaries are Dicionário de Eletricidade (1997) and Dicionário de Máquinas e Ferramentas (2000), both published by Tech Books, his own company. Both books have over 300 pages. The cover of the first says it includes equipment, components, installations, tools, materials, circuits, diagrams, and protection. The cover of the second states industry, mining, agriculture, construction, transport, gardening, machine parts, and instruments. The electricity dictionary has some pictures, but the machinery dictionary has more. Page 205 of the second dictionary shows 12 types of valves, including a pressure reducing valve, a needle valve, a globe valve, a gate valve, and a butterfly valve. The names are given in English in the figures and the reader must then search for the individual entry in the dictionary. The entry for pressure reducing valve is:

pressure reducing valve (hid.) válvula redutora de pressão; uma válvula utilizada para reduzir a pressão do fluido de uma tubulação. 201 – 1 (hid. indicates hydraulics and the number at the end indicates that the entry is shown on page 201, figure 1).

Each entry usually contains a translation followed by a definition in Portuguese. This definition is what sets these dictionaries apart from the competition, which contain only translations. The above term was not found in the dictionary Novo Dicionário de Termos Técnicos, written by Fürstenau, nor was globe valve and floating-ball valve. The needle valve appears in both Fürstenau and Peralta, but Fürstenau provides four possible translations (with no definitions or explanations, except for the fourth option, which Fürstenau states applies only to car engines). Peralta’s translation is one of the options listed by Fürstenau.

The greatest drawback of Fürstenau’s dictionary is that it was originally published in 1937 (and he died in 1986), so some entries are likely outdated. The second problem is the organization of the terms, which is English→Portuguese with no reverse glossary. The term butterfly valve appears in both dictionaries, with the same translation, but Fürstenau offers a second translation, válvula de estrangulamento, which had only 29 hits on Google (not a good sign).

The Dicionário de Termos Técnicos, by Luiz Mendes Antas, which is usually quite useless, actually has quite a few valve entries. It has the butterfly valve and the needle valve. Strangely enough, it has the válvula de estrangulamento, translated as a choke valve or throttle valve, with no mention of the butterfly valve.

My favorite bookseller tells me the Antas dictionary sells like lightning because it is the only general technical dictionary that translates Portuguese→English. It is filled with normal dictionary words: vaca = cow, beef; vaga = wave; compota = jam (seriously!). The Antas dictionary is so old that the copyright date was struck from the title page by the publisher.

The poorly titled Dicionário Metalúrgico (because it encompasses much more than metallurgy, and sells slowly because no one knows what a gem it is), by the also-deceased James L. Taylor, is actually a treasure trove of valves, but has no pictures. It has the butterfly valve, the float valve, the needle valve, the floating-ball

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valve, and even the globe valve, with the same translations as those provided by Peralta. This dictionary has no definitions, but has two sections, one for each language direction. When looking up more specific machinery or agricultural terms, Taylor’s dictionary fails to help, as it was really not meant to serve these areas.

Another page in Peralta shows 28 types of screws, bolts, and washers. Just having the pictures is a great help when some figures arrive by fax and the original text cannot even be read, or when screws can have so many different common names.

An example from the electricity dictionary is:

knob insulator: isolador roldana; um isolador de porcelana ou de material plástico utilizado em forros de residências sobre estruturas de madeira, providos de um furo para fixação por parafuso [entry accompanied by figure].

This was, surprisingly, also contained in Taylor’s dictionary, with the same translation. It did not appear in the Fürstenau or Antas dictionaries.

Both dictionaries contain reverse glossaries at the end, so they can be used from Portuguese into English. The books can be purchased in Brazilian bookshops, but Peralta’s distributor is not very efficient, so contact him directly for faster service (and you can tell him I sent you!).

In summary, if you rarely do engineering translations, Taylor’s dictionary is probably all you will ever need. It is the most general technical dictionary available in Brazil today, despite its name. If you deal with electrical or electronics engineering, the electricity dictionary will pay for itself with one job, as will the machinery dictionary, if you work with agriculture or mechanical engineering. If you regularly work with engineering texts, buy both and your money will be well spent.

Naomi de Moraes is one of the two principals in the translation company Just Right Communications Ltda., based in São Paulo, Brazil. She has a B.S. in mechanical engineering and an M.S. in physics, both from UCLA. After graduation, she worked in the defense industry on radar and tracking projects before moving to Brazil. She has a diploma in translation/interpreting from Associação Alumni. Contact: nmoraes@justrightcommunications.com.
New Queries

(D-E 7-04/1) A user of Lantra-L stumbled over “herwerkt” in the phrase “Vertaald, ingekort en herwerkt door neopygmee op basis van het artikel La obsession por Marcos.”

(E-G 7-04/2) What on earth is a convener in English and how can this term be rendered into German? Here’s a bit of the flavor of this term: At a country level, the Sales Operations Manager supports the Country Integrator and acts as the convener of the Sales leadership team to ensure that the functional interfaces...are seamless and operationally efficient. Sounds as if it’s something like gatherer, but that’s not the proper word to use, even in English. And remember, we’re aiming at proper German here.

(F-E 7-04/3) Here’s a French-to-English query about upholstery. An extremely ugly pair of armchairs is described thus: “L’assise boutonnée est garnie d’un tissu de laine gris beige, le dossier de section ovale du même tissu de couleur maïs.” What do the bold-print words refer to?

(F-E 7-04/4) The biography of a jewelry maker contained the following sentence, of which the final two words caused problems: “Elle expose régulièrement ses bijoux-accessoires de conception unique qu’elle décrit comme étant sophistiqués-éclatés.” What shall we make of these last two?

(G-E 7-04/5) “Suprastruktur” becomes a problem in a German income statement when a port company makes a distinction between infrastructure revenues (income from the sale of land, land lease, rental income) and “Suprastruktur” revenues (warehouses, buildings, and equipment). Given that the latter are usually referred to in English as infrastructure, how can we differentiate between the two types of revenues in U.S. English?

(G-E 7-04/6) This query is right at home, for it refers to a linguistic concept. To be specific, in Greek literature, the German text speaks of “glossierende Synonymie,” defining it as “die Erklärung unbekannter Wörter mittels bedeutungssähnlicher Ausdrücke (meist parenthetisch nachgestellt in Klammern, Kommata usw. oder mittels ‘d.h.’ oder ähnlicher Ausdrücke angeschlossen.” Well, what is it in English?

(I-E 7-04/7) The term “tappeti” appeared in a text about a machine that produces pasta of different shapes. What does it mean? Here’s the paragraph: “La produzione avviene eseguita dalla rotazione di uno stampo di vari forme che va a tagliare la pasta, passando su un controstampo. I vari tappeti che si trovano al seguito, servono per determinare il passo necessario al distanziamento dei triangoli di pasta.” Who wants to try?

(I-E 7-04/8) Okay, okay, literary translators finally get a decent chance at something. In a collection of 1916 poems by Ungaretti, one poem entitled “I fiumi” contains a few problem words (identified in bold print): “Questo e’ l’isonzo / e qui meglio / mi sono riconosciuto / una docile fibra / dell’universo.” What is he aware of himself as?

(R-E 7-04/9) In a description of some beacons, a ProZ user found that each was followed by strange, unexplainable abbreviations, and needs them elucidated before good English can emerge: «мак XXX (б. Д. Пр(3)20с., длность випомох X ми), мак XXX (б. Д. Пр 5с., длность випомох X ми). Other such abbreviations following the specific beacon were: б. Д; 3.1 Пр 3с; Кр Пр 3с; и 3.1 Изо 4с. What on earth do these refer to?

(Sp-E 7-04/10) Matthew Schlecht, a “big fan of this column,” wonders about “embudo alemán” in a list of laboratory equipment for running assays. Here’s part of the list: “dos frascos lavadores; un vaso de precipitados de 250 ml; un embudo alemán; tres soportes con sus correspondientes pinzas y nueces; una bomba de succión.” Don’t worry about the other items on the list, because Matthew has them covered. Just concentrate...
on the item in bold print, which appears to be some sort of funnel.

(Sp-E 7-04/11) Every one of these columns should have at least one item about contracts. Here is a phrase: “John Smith, con capacidad suficiente para firmar el siguiente acuerdo según se deriva de las funciones propias de su cargo.” What can John Smith do?

(Sw-E 7-04/12) This has to do with logos on Swedish websites and printed matter. The troubling word is “avsändare,” and here’s a tidbit to help: “Observera att det är de fullständiga logotyperna, alltså inte bara själva sigillet, som ska användas som avsändare på webbsidor och trycksaker.” What is it?

Replies to Old Queries

(E-Sp 5-04/2) (missing persons clearing house): Mr. Jan Gibboney (I emphasize the “Mr.” because some years ago I got that wrong) likes “centro de intercambio de información sobre desaparecidos” for this.

(F-E 4-04/3) (sentence beginning with “en répondant aux besoins…”): Judith Hinds says this is a pedantic restating of the obvious that used to drive her nuts when she was in public education. The sentence, found in the original on page 43 of the April Chronicle, is best translated as: By meeting young people’s basic needs, the family, school, and community help them to develop and make a successful transition into adulthood. Pretty straightforward!

(G-E 2-04/8) (“Blutfluss und Blutdurchfluss”): Ouch! When Oliver French responded to this on page 48 of the May issue, it came out the opposite of what he intended. He wants his response corrected to say that “Blutfluss” is indeed blood flow, but through the arteries or a specific artery, or else through a set of arteries or veins. “Blutdurchfluss” is perfusion, meaning flow of blood through a region, including flow through the capillaries especially. Sorry about this mixup.

(G-E 5-04/8) (“auf Halde”): Carmen Berelson says the overall intent of the sentence is to convey the idea that the manufacturers no longer produce cars to stockpile them, but aim at just-in-time delivery. Thomas Huber says this, though now applied to the automotive field, is actually an old mining term for the storage pile, dump, or waste heap. He prefers the rendering of the entire sentence that was given on page 47 of the May issue: Nowadays, cars are no longer manufactured in anticipation of sales [i.e., for the dump where they wait to be sold].

Brigitte Neuenschwander calls a “Halde” a place where manufacturers keep cars until sold, mostly at dealerships. A good term for this kind of automobile manufacture and distribution is lean production.

(Pt-E 4-04/8) (“Hotel XYZ: Decoração e fornecimento”): Thais Simoes says this means Hotel XYZ: Interior decorating planning and execution or interior decorating designing and delivery of services. She wonders if it is necessary to mention it at all, since most of the time an interior decorator will plan, design, and actually complete the work.

(Pt-E 5-04/12) (“ombroclima”): Clifford Landers finds that, according to the Dicionário Aurélio Eletrônico Século XXI, “ombro-” is a combinatorial form from the Greek “ómbros” (meaning rain), and so “ombroclima” would be something akin to pluvial climate.

(Sp-E 1-04/10) (“chales”): Commenting on Filemón Sosa’s assertion that this is the Mexican equivalent of the derogatory word chink, and that “chino” is the more acceptable term, Renato Calderón states that he would use (or presumably not use) “fisura.” Renato has never considered the word “chales” offensive in any way.

(Sp-E 3-04/11) (“recurrencia”): Renato Calderón says that this means something that occurs often or with great frequency.

Thanks again to all our contributors!
Translation theorists should enjoy *God’s Secretaries: The Making of the King James Bible*, by Adam Nicolson, HarperCollins, 2003 (published in Great Britain as *Power and Glory*), because it raises, directly or indirectly, many questions about the nature, purposes, and uses of translation, as well as about the relationship of source language and culture to target language and culture. It also includes many interesting facts regarding the King James Bible’s translation, its translators, and its reception and acceptance, some of which are listed here. One caveat: I have not independently verified any statement, and I know that at least one “fact” cited by Nicolson on a matter not related to the Bible, that David Rizzio was the lover of Mary, Queen of Scots (6), is something most modern historians would dispute.

The translators of the Bible were a varied lot. George Abbott (1562-1633), Archbishop of Canterbury and one of the most conservative translators, also wrote a best-selling tract called *A briefe Description of the whole worlde* (1605), which denies creationism and looks toward natural selection without actually hitting upon it:

…Beastes of all sortes are enforced to meete at those few watering places that be, where often times contrary kinds haue conjunction the one with the other: so that there ariseth new kinds of species, which taketh part of both…(Nicolson 160)

There were many impediments to the success of the King James translation. For example, the best source-language text for the New Testament available at the time seems to have been overlooked and not used (224). Also, some of the translation was “done by people who didn’t really understand what they were translating” (225). And, the original printing process was “chaos” (225), with the result that the first printing:

was littered with misprints, ‘hoopes’ for ‘hookes’, ‘she’ for ‘he’, three whole lines simply repeated in Exodus, and alarmingly ‘Judas’ for ‘Jesus’ in one of the Gospels. None of these was quite so catastrophic as a misprint that would appear in a 1631 edition, the so-called Wicked Bible, which failed to put the word ‘not’ in Exodus 20:14, giving the reading ‘Thou shalt commit adultery’…(226).

An attempt to collate all editions of the King James Bible in the 19th century found more than 24,000 differences among them (226). Since the King James Bible was not a new work, but only a revision of previous translations, it was not registered, and, therefore, has no official publication date (227). Its initial reception was hostile, to say the least, and it was only after 50 years, in 1660, that the King James version, also known as the Authorised Version, began to be accepted as the English Bible (227-29). But the Church of England has never adopted the King James Bible in its entirety; the established English Church uses Miles Coverdale’s slightly different earlier translation of the psalms (249).

Yet, somehow, a great and beloved verbal monument was produced. The reason is that, in contrast to the banality of most modern biblical translations, the King James Bible has a:

sense of encompassing richness which stretches unbroken from the divine to the sculptural, from theology to cushions, from a sense of the beauty of the created world to the extraordinary capability of language to embody it (153).

Turning to other matters, Catherine Fridey wrote to say, in connection with the March column on *Astérix*, that Alsatian, Breton, and Corsican are not dialects of French but separate languages.
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.

California
September 18, 2004
San Francisco
Registration Deadline: September 3, 2004

Colorado
September 18, 2004
Boulder
Registration Deadline: September 3, 2004

District of Columbia
September 11, 2004
Washington
Registration Deadline: August 27, 2004

Florida
September 18, 2004
Miami
Registration Deadline: September 3, 2004

Illinois
September 4, 2004
Chicago
Registration Deadline: August 20, 2004

Iowa
September 12, 2004
Cedar Falls
Registration Deadline: August 27, 2004

New York
September 18, 2004
New York City
Registration Deadline: September 3, 2004

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

Texas
August 14, 2004
Houston
Registration Deadline: July 30, 2004

Washington
August 28, 2004
Seattle
Registration Deadline: August 13, 2004

Canada
October 16, 2004
Toronto
Registration Deadline: October 1, 2004

New Certified Members
Congratulations! The following people have successfully passed ATA's certification exam.

French into English
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Marlborough, MA

German into English
Sharon M. Sideris
Mountlake Terrace, WA

Spanish into English
Diana A. Israel
Miami, FL
Deniza Kudish
New York, NY

English into Chinese
Beth Yao
Vancouver, British Columbia, Canada

English into German
Christian Hofreiter
Falls Church, VA

English into Japanese
Kayoko Takeda
Pacific Grove, CA

English into Russian
Maxim Tsyryn
Forest Hills, NY

English into Spanish
Patricia Valente
Covelf, Chile

Russian into English
Joseph G. Bayerl
Waldorf, MD

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The Active Member Review Committee is pleased to grant corresponding or active member status to:

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Rockville, MD
Fily C.R. Lerten
Carrollton, TX

Corresponding
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Markham, Ontario, Canada
Robin H. Susanto
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**Continuing Education**

*Federal Interpreter, Translator & Training Services*

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For Interpreters in Argentina

Maria Cecilia Marty, Certified Federal Interpreter and President of FITTServices, Inc., is pleased to announce the signing of an agreement with the Dirección de Institutos Policiales de la Provincia de San Juan, in Rosario, Argentina, for joint training purposes.

An official Certificate of Attendance will be issued by the Dirección de Institutos Policiales upon successful completion.

ATA Continuing Education approval pending.

**Seating is Limited. Register now!**

Session I: August 7 - 15, 2004
Session II: August 14 - 22, 2004

For information call
(877) 576-2008
Or visit www.FITTservices.com

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If you are now certified, your first 3-year reporting period ends on January 1, 2007. If you become ATA-certified after January 1, 2004, your first reporting period ends 3 years after the certification date.

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 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.
### Approval Request Form

**ATA Continuing Education Points (Individuals)**

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

<table>
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<th>Please print or type.</th>
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<tbody>
<tr>
<td>1. Event sponsor’s contact information</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

<table>
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<th>Contact Person:</th>
<th>Email:</th>
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</table>

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 Forms

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.
American Translators Association

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Fax: (719) 623-0547
words@galexi.com

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Fax: (508) 867-8064
rudyl@goths.com

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Tel: (514) 376-7919
Fax: (514) 376-4486
linda@bgcommunications.ca

ATA Representatives

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Fax: (269) 387-3103
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FIT: www.fit-ift.org

To Joint National Committee for Languages (JNCL)
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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!

Kevin Hendzel  
Co-chair, ATA Public Relations Committee  
k hendzel@asetquality.com

Chris Durban  
Co-chair, ATA Public Relations Committee  
chrisdurban@compuserve.com
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Photo: Courtesy of the real Spot.

Call for Papers

National Association of Judiciary Interpreters and Translators
26th Annual Conference
May 13-15, 2005
Hotel Washington
Washington, DC


For more details, visit www.najit.org.

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The ATA Chronicle | July 2004
Language Policies and Language Professions

5th Symposium on Translation, Terminology, and Interpretation in Cuba and Canada
Havana, Cuba
December 7-8, 2004

The Canadian Translators, Terminologists, and Interpreters Council and the Cuban Association of Translators and Interpreters invite participants to examine how the complex relationship between the public authorities and the language disciplines has evolved over the years. In Canada and Europe, language policies have been a powerful driver in the development of our professions. Although translators, terminologists, and interpreters have benefited from language policies, what has been the trade-off? How instrumental have they been in the promotion of political objectives? Have they had a passive or active influence on policy? Has the collaboration always been easy? Will a new status for these professions emerge from this tension? Are they aware of their power within the political framework? And finally, does a monolingual country have any interest in developing language policy?

These are just some of the issues to be discussed. For more information, visit www.aiic.net/ViewPage.cfm/page1363.htm.
Gain insight from successful members of the translation and interpreting fields—a senior project manager, presidents of established language services companies, a seasoned freelance translator; take part in exercises to sharpen your negotiating skills; learn the practical aspects of contractual agreements by analyzing real contracts that are currently used; discover the do's and don'ts of how to find and keep customers; witness the unveiling of the hiring process.

**Saturday, August 22:**
ATA will provide a full day of sessions that take an in-depth look at the business of translation and interpreting, including a continental breakfast, a Job Marketplace, and a Networking Session. Attendees will earn ATA Continuing Education Points.

**Hotel Information:**
Make your hotel reservations at the Crowne Plaza Hotel, 1113 Sixth Avenue, Seattle, WA 98101. A small block of rooms has been reserved at $99 single/double a night, plus tax. To take advantage of this special rate, reservations must be made by July 28. Contact the Crowne Plaza at 1 (800) 521-2762 and be sure to ask for the ATA group rate.

**Registration Form**

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**Seminar Registration Fees:**

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To learn more about ATA’s The Business of Translation and Interpreting Seminar, please visit www.atanet.org/pd/business or contact ATA at (703) 683-6100 or ata@atanet.org.
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