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Number 3
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of the
American
Translators
Association

The *ata* CHRONICLE

In this issue:

Getting into Print

Interpreter Licensure

Looking Back





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STAR Group America, LLC

5001 Mayfield Rd, Suite 220
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Editor

Jeff Sanfacon
Jeff@atanet.org

Proofreader

Sandra Burns Thomson

Design

Ellen Banker
Amy Peloff

Advertising

Matt Hicks
McNeill Group Inc.
mhicks@mcneill-group.com
+1-215-321-9662 ext. 19
Fax: +1-215-321-9636

Executive Director

Walter Bacak
Walter@atanet.org

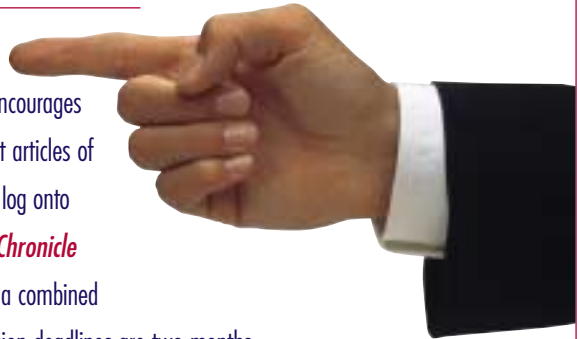
**Membership and
General Information**

Maggie Rowe
Maggie@atanet.org
website: www.atanet.org

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The ATA Chronicle enthusiastically encourages members and nonmembers to submit articles of interest. For **Submission Guidelines**, log onto www.atanet.org/chronicle. *The ATA Chronicle* is published 11 times per year, with a combined November/December issue. Submission deadlines are two months prior to publication date.

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Our Authors March 2008

Bernie Bierman is the author of *A Translator-Warrior Speaks: A Personal History of the American Translators Association, 1959-70*, which is the only published history of the ATA. He was managing editor of *Translation News* (1989-1995), and has written extensively about the U.S. translation industry and its history. In addition, he was president of AdEx Translations International, Inc., and assisted in establishing the translation studies program at New York University. He is currently a semi-retired freelance translator, dividing his time between his homes in Pawling, New York and Marco Island, Florida.



Lillian Clementi is a member of ATA's Public Relations Committee and principal of LinguaLegal, a translation consultancy based in Arlington, Virginia. She translates from French and German into English, specializing in law and commerce. Contact: Lillian@LinguaLegal.com.

Michael Scott Doyle, a professor of Spanish and translation and Latin American studies, is the graduate coordinator of the M.A. in Spanish program at the University of North Carolina at Charlotte. His specialties include translating and translation studies, Spanish for business and international trade, and 20th-Century Spanish literature. He is an ATA-certified English↔Spanish translator. Contact: msdoyle@uncc.edu.



Nataly Kelly is an independent consultant based in New Hampshire. She is also a certified court interpreter (State of Missouri) for English and Spanish. A former Fulbright scholar in sociolinguistics, her research interests focus on interpreter certification, quality improvement programs, and telephone interpreting. She currently serves on the National Council on Interpreting in Health Care's Outreach Committee. She is the author of *Telephone Interpreting: A Comprehensive Guide to the Profession*. Contact: natalyekelly@yahoo.com.

ATA/American Foundation for Translation and Interpreting Contribute to *Harvard Advocate's* Special 25th Anniversary Translation Issue

The *Harvard Advocate* recently published a special 25th anniversary issue devoted to translation. ATA, through the American Foundation for Translation and Interpreting (www.afti.org), contributed financially to this effort.

The anniversary issue of the *Harvard Advocate* is a singular collection of essays, poems, fiction, and art that delves into the particular challenges and creative possibilities of translation among languages, cultures, art forms, and realities. It contains translations into English of French, German, Italian, Japanese, Russian, Mongolian, and Tibetan literatures, including the first English translation of an unfinished Leo Tolstoy short story by Richard Pevear and Larissa Volokhonsky, and a new translation of a Ts Bavuudorj poem by Simon Wickham-Smith.

Essays on translation in the issue come from Harvard undergraduates as well as literary scholars from Harvard and other universities, including Sandra Naddaff and Lawrence Venuti. Also featured is an interview with several translators of Philip Roth, and both the French and English versions of an essay on translation by writer Nancy Huston.

The issue can be purchased online at the *Harvard Advocate* website, www.theharvardadvocate.com.



From the President

Jiri Stejskal

President@atanet.org

Strictly Strategy

The ATA Board of Directors met for a day to step back from day-to-day issues and to look at our Association from a wider perspective, to assess where we are today and to explore long-term possibilities with an open mind. This year, the Board gathered for its Annual Planning Day in Alexandria, Virginia, one day before the Board meeting, which took place on January 19-20, 2008. (Please see Executive Director Walter Bacak's column on page 8 for a complete overview of the Board meeting.)

It is vital for any organization to balance tactical and strategic issues. The Prussian military thinker Carl von Clausewitz instructs us that "tactics is the art of using troops in battle; strategy is the art of using battles to win the war." Of course, ATA does not engage in battles or wars, but the military analogy makes the connection between tactics and strategy clear: when engaged in day-to-day activities, we must not lose sight of the big picture.

The big picture is what the Annual Planning Day is all about. For one day, the Board becomes the crew of an airplane surveying the ground below from 30,000 feet, looking at the landscape without seeing much detail. Robert's Rules, which normally govern ATA Board meetings, are suspended, and brainstorming and free discussion, with liberal use of flip charts and other props, take place instead. No "put downs" are allowed and all suggestions are welcome. Unorthodox ideas are encouraged.

This year, the Board surveyed ATA's objectives, looked back one year to the previous Annual Planning Day, reviewed the Association's finances, discussed public relations, and scrutinized the bylaws. ATA's objectives (Article II.a. of ATA's Bylaws) serve as our measuring stick for any Association-related activities,

so it is crucial that they be clear. The review of ATA's objectives, initiated in January 2007 and continued this past January, confirmed that they are still relevant to us today, but also revealed some ambiguities that the Board felt should be addressed. For example, it is not quite clear who the intended audience is for "dissemination of knowledge" in Article II.a. 2, or what the "allied professions" are in Article II.a. 5. It was also pointed out that "training" in Article II.a. 4 should really be "education."

Making changes to our core objectives is not something to be taken lightly, and should not be done just to

well as our paid public relations consultant, came to talk to the Board to explain the current media strategy. They discussed the future direction of the public relations efforts and the need to provide tools to ATA members to participate in public relations, which will benefit the profession as well as members.

"Where do we go from here?" was the question we asked ourselves at the end of the Planning Day. After we recapped the day's discussions, we created a list of actionable items and attached one or more names to each to make sure that we do indeed go somewhere. The priorities remain the same

Ultimately, where we go depends on each of you, as the Board and its actions are guided by the members.

satisfy the desires of the current administration. However, it is important to take a close look periodically at the objectives and at the bylaws to see if improvements can be made. Over the course of 2007, the Board worked with a professional parliamentarian and received a number of recommendations regarding ATA's bylaws. In 2008, the Board is taking a hard look at the bylaws in light of these recommendations, and will seek input from the membership before any amendments are proposed.

Another important piece of the 2008 Planning Day was a discussion of ATA's public relations initiative. The work of the Public Relations Committee clearly fulfills the very first objective in our bylaws, namely "to promote the recognition of the translation and interpretation professions." Two members of the committee, as

as those we identified a year ago: communication, certification, and member benefits. Ultimately, where we go depends on each of you, as the Board and its actions are guided by the members. The Board is listening—let your voice be heard.

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From the Executive Director

Walter Bacak, CAE

Walter@atanet.org

January Board Meeting Highlights

The ATA Board of Directors met January 19-20, 2008 in Alexandria, Virginia. Here are some highlights from the meeting.

Public Relations: ATA's public relations initiative was one of the focal points for the Annual Planning Day, which took place the day before the Board meeting. (Please see President Jiri Stejskal's column on page 7 for more on the Annual Planning Day.) The Board also spent considerable time reviewing the program during the Board meeting. The Board noted its appreciation of the outstanding work of the Public Relations (PR) Committee and stressed the need to expand beyond the current focus on media placement. ATA President Jiri Stejskal plans to work closely with ATA PR Committee Co-chairs Kevin Hendzel and Alexandra Russell, whose appointment was approved by the Board at this meeting, to provide material and resources to ATA members to use in promoting their services as well the translation and interpreting professions.

Certification Accreditation: In the ongoing efforts to enhance ATA's Certification Program, the Board, led by ATA Directors Claudia Angelelli and Alan Melby in conjunction with the

Certification Committee leadership, has been pursuing accreditation of the ATA Certification Program by ANSI (formerly the American National Standards Institute). The Board took another step in this effort by approving the selection of an outside testing expert to work with Claudia and Certification Committee Chair Jutta Diel-Dominique on assessing the program. While it is still uncertain whether ATA will actually apply for ANSI accreditation, the ATA Certification Program will benefit from all this review.

Dispute Resolution: The Board discussed a proposal from ATA Business Practices Education Committee Chair Dorothee Racette to offer dispute resolution assistance to ATA members. All agreed on the need to provide more education on this matter to the membership. The Board requested additional information from the Business Practices Education Committee, and will take up the issue at the next meeting.

Nominating Committee: The Board approved the appointment of the 2008 Nominating Committee: Tuomas Kostiainen (chair), Jean Leblon, Odile Legeay, Connie Prener, and Dorothee

Racette. (For more information on the Nominating Committee, please see page 9.)

Division Leadership Appointments: The Board approved the appointments of Interpreters Division (ID) Acting Administrator Armando Ezquerra Hasbun, ID Acting Assistant Administrator Robert Brara, and Literary Division Acting Assistant Administrator Montserrat Zuckerman. The three will serve until their respective division elections this fall.

ATA Scholarly Monograph Series. The Board approved "Testing and Assessment in Translation and Interpreting" as the topic for an upcoming volume in the ATA Scholarly Monograph Series. The Series, which is edited by Françoise Massardier-Kenney, is published and marketed by John Benjamins Publishing Company. ATA members receive a 30% discount on the Series volumes. For more information, please see www.atanet.org/publications/index.php or www.benjamins.com.

The minutes of the meeting will be posted online at www.atanet.org/membership/minutes.php. Past meeting minutes are also posted on the site. Board meetings are open to all members.

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Call for Nominations

The 2008 Nominating Committee is pleased to call for nominations from ATA's membership to fill the positions of one director (a one-year term), as well as three directors' positions (each a three-year term). Elections will be held at the Annual Meeting of Voting Members on Thursday, November 6, in Orlando, Florida. All active members of ATA are eligible to run for elected office. Please note that members of the Nominating Committee are not eligible to run for elected office. Any member may make a nomination using the form below and online (www.atanet.org/membersonly). Nominations should be submitted as early as possible so that the Nominating Committee can fully consider proposed candidates. The final deadline for nominations is May 19, 2008.

The members of the 2008 Nominating Committee are:

Tuomas Kostiainen, chair
Jean Leblon
Odile Legeay
Connie Prener
Dorothee Racette

Current directors whose terms expire in 2008:

Jacki Noh
Boris Silversteyn
Liliana Valenzuela
Lilian Van Vranken

2008 Nomination Form: ATA Officers and Directors

Please submit the nomination form as early as possible: the final deadline is May 19, 2008. Mail or fax the completed form to:

Tuomas Kostiainen
Chair, ATA Nominating Committee
225 Reinekers Lane, Suite 590
Alexandria, VA 22314 USA
Fax: +1-703-683-6122

Thank you for submitting your nomination for ATA director. Under ATA's bylaws, active members have the right to serve on the Board of Directors. Active members are those who have passed an ATA certification exam or who are established as having achieved professional status through an Active Membership Review (for more information on this process, visit www.atanet.org/membership/membershipreviewprocess_overview.php). Active members must be citizens or permanent residents of the U.S. Other member categories are not eligible to serve as officers or directors. However, any member may submit a nomination. On November 6, 2008, the voting members of ATA will elect a director to serve a one-year term, as well as three directors to serve three-year terms.

If you plan to put a name forward for nomination, please contact the potential nominee first, tell them your intention, and let them know that a nomination does not guarantee a formal invitation to run for office. If a nomination is not put forward by the Nominating Committee to ATA's Board of Directors, an individual may still petition to be added to the slate of candidates by submitting the nomination in writing along with the signatures of at least 35 voting members endorsing the nomination. The petitions must be received by the Nominating Committee not later than 30 calendar days after first publication by the Board of Directors of the names of the candidates proposed by the Nominating Committee.

All ATA officers and directors serve on a volunteer basis: please do not nominate colleagues who express serious concerns about service, or who have conflicting priorities.

Please fill out the nomination form completely with the candidate's help, so that the Nominating Committee has up-to-date information about the candidate's service and affiliation with ATA. Members may nominate themselves.

Person making nomination: _____

E-mail address: _____ Telephone: _____

Nominee information

Name: _____

Address: _____

E-mail address: _____ Telephone: _____

Continued ➡

Please check all that apply:

- full-time
- part-time
- translator
- interpreter
- in-house employee
- other (specify):

Number of years in translation/interpreting:

- 1-4
- 5-9
- 10-14
- 15-20+

Working languages and directions (e.g., German into English): _____

Number of years as an ATA member:

- 1-4
- 5-9
- 10-14
- 15-20+

Membership in ATA chapters, other regional groups, and/or divisions: _____

Volunteer service for ATA, ATA chapters, other regional groups, and/or divisions: _____

Other relevant service: _____

Please answer the following questions:

How has the candidate demonstrated commitment to the translation and interpreting professions?

What strengths would this person bring to the ATA Board of Directors?

Why did you nominate this person?

Final thoughts: What perspectives or points of view do you feel are important to have represented on the ATA Board?

Any other comments? _____

Thank you for being an ATA member and for your active commitment to the future of your association.

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Good Chemistry: Getting a Letter to the Editor into Print

By Lillian Clementi

It was the opening Karen Tkaczyk was waiting for. A chemist-turned-translator and regular reader of *Chemical & Engineering News (C&EN)*, she had been looking for an opportunity for over a year to write to the influential trade publication and point out the importance of translation in chemistry.

Short and Pithy

With Schlecht and Flick on board, Tkaczyk drafted a letter for their review. “We kept it focused and to the point,” said Schlecht. “Readers have a short attention span, so it had to be pithy.” Then Tkaczyk contacted ATA. “Early on, we acknowledged that we

I had seen posters of letters to the editor at the conference, and I thought it was valuable exposure for the profession.

“When the November 12 issue came and I saw the headline *Translating Drug Research*, I thought, ‘Oooh—this is us!’” she told *The ATA Chronicle*. “Then I read the article and realized it was really about translational research, the process of moving pharmaceuticals into clinical trials. The article was interesting, but had nothing to do with translation.”

Fresh Burst of Inspiration

Tkaczyk (pronounced KAT-chick) was undeterred. “I had seen the posters of newspaper clippings and letters to the editor at [ATA’s] New Orleans conference, and I thought it was valuable exposure for the profession. And I had just attended a public relations panel session in San Francisco, so I had a fresh burst of inspiration.”

Tkaczyk contacted fellow chemists-turned-translators Matthew Schlecht and Cathy Flick to ask if they were interested in sending a joint letter to the editor to the publication.

wanted input from the Public Relations [PR] Committee,” Schlecht said. “It was really helpful,” Tkaczyk added. “We know chemistry, but we don’t know PR, and it was great to get a response from ATA.”

The ATA Message

ATA PR Committee members Chris Durban and Lillian Clementi provided guidelines for writing an effective letter to the editor, and edited the writing team’s draft. “The material was excellent,” said Durban. “All we did was trim it a little and focus it more tightly on the ATA message.”

The Association’s PR message contains four key ideas:

1. Getting translation/interpreting wrong can cost you.
2. It pays to get it right.
3. It is a mistake to rely on bilinguals; hire a professional.
4. ATA can help you find the right professional for your job.



The final version of the letter to *C&EN's* editor included all of them.

Nuts and Bolts

After an introductory paragraph identifying the original article and pointing out the importance of translation in the chemical field, the letter tackled the first two elements of the message head-on: "Poor translation is costly. Errors compromise safety, intellectual property, and image as well as the bottom line.... [C]hoosing the right translator can ultimately save money and grief."

"It is important to stress the financial aspect," Schlecht told *The ATA Chronicle*. "I was a research chemist for 20 years, so I have seen this from the other side. There was always pressure to pinch pennies, but translation costs are really a drop in the bucket compared to marketing and the patenting process. A lot of problems that come up later can be nipped in the bud by an accurate translation."

Paragraph three covered the third element of the ATA message, stressing the need for subject area expertise with a catchy, industry-specific example. "Being bilingual is no guarantee of written fluency or translation skill," it read, "and highly technical material requires highly developed subject area knowledge. If you don't know an alkane from an alkene—let alone understand a reaction scheme or patent abstract—chances are you can't translate it."

The fourth paragraph provided useful information for translation consumers and pointed them to ATA as a resource for finding a qualified translator—with another reminder of the importance of investing in a quality translation right up front. "Be sure to budget appropriately: you'll get what you pay for. The American

Making the Cut

"The bar is set very high on letters to the editor," says ATA veteran Neil Inglis. "Because they have to sift through hundreds of letters, editors are far less patient than even their readers." He recommends following these guidelines to tip the odds in your favor.

DO adopt the "sandwich format" recommended by Inglis:

1. A first paragraph briefly identifying the original article and **praising the journalist for his or her insights** (or, at the very least, for raising the issue in the first place).
2. A second paragraph **correcting errors or expanding on partial information**, with an anecdote if possible.
3. A third paragraph **closing with an uplifting message or practical tip** and looking ahead to the future.

DO keep your letter short and focused: at most publications, screeds over 300 words go straight into the circular file.

DO include a distant address if you can. Among them, Tkaczyk, Schlecht, and Flick covered three states and three different time zones. "Some publications adore receiving letters from far-flung readers around the globe," notes Inglis. "It flatters the editor's ego and demonstrates circulation to advertisers."

DON'T include a lengthy list of degrees or professional qualifications. Get to your point right away, or you will not make the cut.

DON'T whine, complain, or play the victim. Replace the negative ("Translators just do not get the respect they deserve.") with the positive ("Savvy clients know that an expert translation gives them a strategic advantage."). "If you don't get no respect," says Inglis, "people may assume there is a reason why. Surprise them with self-confidence."

Translators Association maintains searchable online directories (www.atanet.org) that can help you match a skilled professional to your job."

An upbeat closing reiterated the importance of translation and the

skills required to practice it well: "Highly specialized translators like us combine both chemistry background and language skills to get chemists past the language barrier and meet a growing need in an increasingly competitive market." ➡

Once Durban and Clementi's edits had been incorporated, the writing team made final style changes and sent it off. "We felt it was too edgy," Tkaczyk said, "so we toned it down a bit." In early December, *C&EN* notified Tkaczyk that it would publish the letter. It appeared on the magazine's website on January 14, 2008, and ran in the paper issue of January 21.

Exponential Increase

"The inside knowledge that Karen and her colleagues brought to the effort was critical," said Clementi. "We know PR, but we don't know chemistry. Alerting the editor and readership of a major trade publication to the importance of translation is

valuable not only for the three chemist-translators, but for the profession as a whole."

During the PR component of the ATA Board's January Planning Day, Clementi cited the *C&EN* letter as an example of the powerful contribution members can make to the PR effort. "If all of us showed this kind of initiative," Clementi told the Board members, "we could increase our exposure exponentially."

New Mandate

Efforts to involve members more actively in the Association's PR initiative will increase as new ATA President Jiri Stejskal hits his stride. Under his administration, the Board is

likely to broaden the scope of ATA's PR program, combining its successful media strategy with a variety of member-oriented projects. As part of this new mandate, the PR Committee plans to provide members and regional groups with how-to kits for outreach activities ranging from networking at business events to organizing pro bono projects—all designed to raise the profile of the individual or group as well as the profession as a whole.

If you have an idea for an outreach project in your community or industry, please send it to the PR Committee at pr@atanet.org with the subject line Outreach Idea.

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SDL Acquires Idiom

SDL, a provider of global information management solutions, has acquired Idiom Technologies Inc. for \$22-million plus the assumption of nearly \$5-million of debt and working capital commitments. Idiom, based in Boston, Massachusetts, is a provider of "Software as a Service" translation management systems. SDL reported the combined company will continue to support Idiom's WorldServer, but in the longer term will migrate to a single solution incorporating the best of all technologies. Mike Iacobucci will continue to serve as chief executive officer of Idiom, reporting to Mark Lancaster, chairman and chief executive officer of SDL. For more information, please visit www.sdl.com/idiom.



Translating U.S. Undergraduate Admissions into Spanish

By Michael Doyle

Demographic projections, nationally and for the state of North Carolina, indicate that Hispanic/Latino students will soon represent a significantly higher proportion of college and university enrollments. As of July 1, 2006, the estimated Hispanic/Latino population of the U.S. was 44.3 million people, making persons of Hispanic origin, now 15% of the total population, the nation's largest ethno-linguistic minority. Of every two people added to the nation's population between July 1, 2005 and July 1, 2006, one was Hispanic, for a total of 1.4 million Hispanics added during that year alone. By the year 2050, the total projected U.S. Hispanic population will constitute at least 25% of the total projected U.S. population of 420 million.¹ Demographic data regarding school- and college-age U.S. Hispanics is summarized in Table 1 on page 17.²

In terms of the educational attainment of U.S. Hispanics/Latinos 25 years and older (23,499,000 persons in the year 2006), 28% were high school graduates, 19% had some college or an associate's degree, and only 9% had

earned a bachelor's degree, compared to 32%, 27%, and 20%, respectively, for non-Hispanic whites. If the percentage of U.S. Hispanics holding a bachelor's degree rises to that of non-Hispanic whites, then 2,528,000 more U.S. Hispanics would hold the degree.

In the 2000 census, North Carolina led the nation in the percentage increase of Hispanic/Latino residents per state.³ In its 2006 study, "The Economic Impact of the Hispanic Population on the State of North Carolina," the Kenan Flagler Business School at the University of North Carolina reported that, "North Carolina's Hispanic population totaled 600,913, or 7% of the state's total population, in 2004," and that "Hispanics accounted for 27.5% of the state's population growth from 1990 to 2004, and 57% of the total enrollment growth in North Carolina public schools between the school years 2000-2001 and 2004-2005" [emphasis mine].⁴ This growth in the state's public schools will soon have a significant impact on enrollments in the 58 campuses of the North Carolina Community College system and the 16 campuses of the University of North Carolina.

Reaching Out

In a 2005 American Community Survey by the U.S. Census Bureau, it was reported that "Spanish speakers constitute nearly one in eight U.S. household residents," and that there are more than 32 million "U.S. household residents five years and older who speak Spanish at home."⁵ Given the rapidly changing demographics and growing number of Spanish-speaking students who are or will be enrolling in American colleges and universities, we can expect a greater demand for the translation into Spanish of the information prospective students will need to navigate the complex application process and financing of a college degree. This is particularly true for the admissions content of college and university websites, where many applicants will look for information on admissions requirements and financial aid. As such, American higher education represents a niche for translators working from English into Spanish.

To begin to address this need, a spring 2007 graduate workshop at the University of North Carolina at

Table 1

Hispanic/ Latino Population	Total (in rounded thousands)		Hispanic Origin Mexican		Puerto Rican		Cuban		Central American		South American		Other Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	43,168	100	28,323	100	3,704	100	1,584	100	3,536	100	2,587	100	3,434	100
5-9 years	4,032	9	2,888	10	332	9	89	6	286	8	172	7	266	8
10-14 years	3,899	9	2,683	10	335	9	117	7	245	7	188	7	331	10
15-19 years	3,513	8	2,335	8	332	9	85	5	255	7	189	7	316	9
20-24 years	3,628	8	2,471	9	309	8	83	5	326	9	189	7	249	7
Total Kindergarten– 24 Age Group	15,072	34	10,377	37	1,308	35	374	23	1,112	31	738	28	1,162	34

Charlotte, “Translating American Higher Education from English into Spanish: UNC Charlotte’s Undergraduate Admissions Website,” provided an opportunity to students to reach out linguistically and culturally to inform and welcome Hispanic/Latino students and their families.⁶ (The concept of family/*familia* is an important cultural factor in this communication effort because decisions made by Hispanic/Latino individuals often involve the opinions and advice of family members, both immediate and extended.) The three-credit hour course offered nine graduate students enrolled in the Translating and Translation Studies track of the Master of Arts in

Spanish at the university a real-world learning opportunity, the results of which they can now use to establish a foothold in this developing market niche within the translation profession. The following provides an overview of the project and its outcome. For more information on the Master of Arts in Spanish, please visit www.languages.uncc.edu/masters/index.htm.

Course Design

The semester-long project involved translating portions of the University of North Carolina at Charlotte’s undergraduate admissions website from English into Spanish. The project served a dual purpose. First, it created

an opportunity for students to give something back to the university by providing Hispanic/Latino applicants and their parents (and extended family) with information in Spanish about the university and its admissions processes. Second, having these translations online also created a favorable public relations initiative on the part of the university.

The 12 documents translated from English into Spanish are listed in Table 2.

Process

At the outset, each student was required to present at least five resources for terminology related to undergraduate admissions and financial aid that might prove useful to the work at hand—e.g., specialized dictionaries and glossaries, Spanish-language Web pages at other colleges and universities (both in the U.S. and abroad), and other related material. Having students find resources also helped to develop their familiarity with the terminology of higher education institutions. A major surprise of this initial research stage was that the class found very few examples of Spanish-language translations of online admissions and financial aid materials at American institutions of higher learning, even among states with large Hispanic/Latino populations and college enrollments. A final list of resources was compiled and distributed to the students to assist them in their work. These resources are ➡

Table 2

Document #	Document Name	# Words
1	Menu	41
2	Academic Requirements	247
3	Application Information	38
4	Estimated Costs	316
5	Visit the Campus	159
6	Checklist for Admitted Students	633
7	Academic Services	781
8	Out-of-state Student Information	2,406
9	Scholarship Information	932
10	Student Orientation Advising and Registration	197
11	University Profile	300
12	Degrees Offered	755
Total Words		6,805

provided at the end of this article for the benefit of the reader.

The Office of Undergraduate Admissions at the University of North Carolina at Charlotte was identified as a primary resource, especially director Regena Brown, who was overseeing the project. The students met Ms. Brown during the first class meeting, where she informed them that they should feel free

and register (contemporary and more “hip”) that targets the prospective student as the primary reader. Other institutions adopt a more formal tone, which broadens the readership to include parents and other stakeholders. In Spanish, this difference is reflected between the pronominal “you” forms, *tú* (first-name basis, John/*Juan*, and Mary/*María*) or *usted* (last-name basis or use of title,

for extended periods in Spain and Mexico, so that their level of Spanish was in effect that of an educated native speaker. Therefore, much of the workshop was devoted to an ongoing negotiation concerning which dialect would be most appropriate to use for translations on the website. At times the discussion, which was always conducted in a productive and respectful manner, was quite vigorous, reflecting the fact that we are often more culturally hard-wired to express things a certain way than we are aware of, and that we are very attached to our way of speaking.

American higher education represents a niche for translators working from English into Spanish.

to contact her should they have any questions about the meaning of the source-language documents.

Each student was responsible for completing individual translations of the documents listed in Table 2 on page 17, which were then graded. These translations were discussed and compared in class, either in pairs, small groups, or by the entire class. Students were encouraged to negotiate and arrive at a consensus regarding the most appropriate target-language text renditions into Spanish. The final versions of these translations were edited and proofread in class and online. The instructor synthesized the best options and stylized the final consolidated translations to ensure a consistent style.

Problem solving

The translation process involved many problem-solving considerations, both general and specific, some examples of which follow.

Tone: The tone and register of each document had to be determined. Some university Web pages (in both English and Spanish) use a more informal tone

such as Mr./*Sr.*, Mrs./*Sra.*, or Miss/*Ms./Srta.*). The students learned that the University of North Carolina at Charlotte preferred a more formal tone, so they adopted the *usted* form of address in all translated documents.

Dialect: Another initial general consideration involved determining which variation of Spanish to use in the translations, which is an issue related to localization. There are at least 20 Spanish-speaking nations in the world, in addition to the Commonwealth of Puerto Rico, each with distinctive accents, vocabulary, and ways of expressing things. Among U.S. Hispanics/Latinos, the Spanish (or even Spanglish) spoken by different national-origin groups may differ considerably depending on whether individuals live in California (a large Mexican-origin population), Miami (Cuban, Colombian, Central American), or New York (Puerto Rican and Dominican). Additionally, the class included native speakers from Mexico, Colombia, and Puerto Rico, as well as near-native speakers (Anglo-Americans) who had lived or worked

Demographics: Another aspect that students needed to consider as they completed their translations was the issue of demographics. The country of origin and citizenship of Hispanics/Latinos in the U.S. and North Carolina appear in Table 3.⁷

Table 3: Hispanic/Latino Country of Origin and Citizenship

	United States	North Carolina
Mexico	59%	65%
Puerto Rico	10%	8%
Cuba	4%	2%
Other	27%	25%

At first glance, it might seem appropriate to “mexicanize” the Spanish of the translation, since the majority of Spanish-speakers in Charlotte and North Carolina are originally from Mexico. However, there are also many Spanish speakers in the metro region and state who hail from other parts of the Spanish-speaking world: Central America, the Caribbean, the Andean region, the Southern Cone region of South America, as well as Mexico. The Hispanic/Latino students who will be enrolling at the University of North

Carolina at Charlotte come from diverse linguistic backgrounds. Just as the English used on the university's website is not tagged linguistically, i.e. "southernized" in the style and diction of North Carolina, it was decided that the Spanish the class would use in their translations should be as neutral as possible. The translations would rely on an Americanized Spanish, examples of which can be found in several of the education glossaries and governmental documents that are already shaping and standardizing such usage in the U.S.⁸

Translation Challenges

Students learned that even apparently simple or obvious translations could be quite complex. For example, in the academic requirements document, the words "course" and "high school" posed unexpected problems. The online *Diccionario de la Lengua Española*⁹ provides several definitions from which to work. An individual "course" may be translated as *asignatura* (*cada una de las materias que se enseñan en un centro docente o forman un plan académico de estudios*), *materia* (*asignatura*), *clase* (*en los establecimientos de enseñanza, cada una de las asignaturas a que se destina separadamente determinado tiempo*), or *curso* (*estudio sobre una materia, desarrollada con unidad; tratado sobre una materia explicada o destinada a ser explicada durante cierto tiempo*). *Curso* can also refer to a course of studies (the semester-long class), or an academic program (a major). "High school" can be translated as *escuela secundaria* (*la intermedia entre la primaria y la superior*), *colegio* (*establecimiento de enseñanza para niños y jóvenes*), or *escuela preparatoria* (*Méx. escuela en la que se realizan los estudios de segunda enseñanza antes de empezar los estudios universitarios*). The group decision was to use the word *curso* since:

Just as the English used on the university's website is not tagged linguistically, it was decided that the Spanish the class would use in their translations should be as neutral as possible.

- 1) It appears in the main American glossaries students consulted.
- 2) "Courses" in the source-language text referred both to specific classes as well as to year-long programs of study (e.g., required high school courses, such as English, algebra, and social studies; and recommended high school courses, such as math, science, foreign languages, and world history).
- 3) It is an Americanized cognate that is used by many native-speaking faculty colleagues and students to refer to a single course.

In the end, *escuela secundaria* was used for "high school," but with a footnote explaining that it is *Equivalente en EE.UU. a la escuela superior o la escuela preparatoria en diversos países hispanoparlantes*.

At times, humorous mistranslations arose from having misunderstood the original English. For example, in the document entitled "Information for Our Out-of-state Students," a description of the university as having "a number of 24/7 computer labs on campus" was taken to mean that the university had seven computer labs with 24 computers in each lab, instead of the labs being open 24 hours a day, seven days a week. On the same page, the students also discovered information that needed to be

updated in the English-language Web page: the source-language text referred to the "WNBA Charlotte Sting," which no longer exists in Charlotte.

Translation Process Reports

An important part of the workshop was the requirement that students submit short (500-600 words) translation process reports during the semester. In these reports, students identified and explained any problems or challenges they encountered while working on their translations. Students were also required to justify their proposed (theory-based) solutions to these challenges. The reports served to document students' resourcefulness and problem-solving methodology for the instructor.

Project Outcome

One outcome of the semester-long project is that the University of North Carolina at Charlotte now has a new Spanish-language link at www.uncc.edu/admissions/espanol/espanol.htm. To our knowledge, the site represents the first such translation of higher education documents into Spanish within the 16-campus University of North Carolina system.

The students in the course gained valuable experience working on real-world documents, the translations of which they can now add to their portfolios. They learned to negotiate meaning through collaborative teamwork, ➡

which means entertaining other possibilities that they may not have considered on their own. They sharpened their reading, proofreading, and editing skills. They improved their capacity for research-based and creative problem solving. They also developed a professional discourse for addressing translation quality, standards, and assessment criteria. Students also provided a valuable outreach service on behalf of the University of North Carolina at Charlotte. Translating the undergraduate admissions website for the University of North Carolina at Charlotte served as a student-centered learning model for reaching out linguistically and culturally to inform and welcome Hispanic/Latino students to our institutions of higher learning. This project can now be added as a resource for those at other colleges and universities who will be working on similar translations in the future.

Notes

1. The statistics on population growth were compiled from the following sources:

U.S. Census Bureau: State & Country QuickFacts

<http://quickfacts.census.gov/qfd/states/37000.html>

U.S. Census Bureau: Projected Population Change in the United States, by Race and Hispanic Origin: 2000 to 2050

www.census.gov/ipc/www/usinterimproj/natprojtab01b.xls

U.S. Census Bureau News

www.census.gov/Press-Release/www/releases/archives/population/007910.html

A Demographic and Health Snapshot of the U.S. Hispanic/Latino Population: 2002 National Hispanic Health Leadership Summit

www.cdc.gov/NCHS/data/hpdata2010/chcsummit.pdf

2. U.S. Census Bureau: Hispanic Population of the United States (March 2006), www.census.gov/population/www/socdemo/hispanic/cps2006.html.
3. The 10 states with the largest change in proportion of Hispanic/Latino residents between 1990 and 2000 were (in order of population): North Carolina, Arkansas, Georgia, Tennessee, Nevada, South Carolina, Alabama, Kentucky, Minnesota, and Nebraska. In 2006, 42% of U.S. Hispanics lived in the West,

Continued on p. 22

Resources

Glossaries Consulted

Wikipedia Glossary of Education-related Terms
http://en.wikipedia.org/wiki/Glossary_of_education-related_terms

English-Spanish Higher Education Glossary
http://gearup.ous.edu/documents/pdf/English-Spanish_Glossary.pdf

Glossary of Educational Acronyms
<http://westspringfield.massteacher.org/id32.htm>

Dictionary Resource
www.diccionarios.com

Glosario de términos útiles
www.okhighered.org/student-center/espanol/glosario.shtml

ProZ Spanish-English Glossary for All Levels of Education
www.proz.com/glossary-translations/english-to-spanish-translations/33

School Wise Press Glossary of Educational Terms
www.schoolwisepress.com/smart/dict/dict.html

Postsecondary Education English-Spanish Glossary
www.tgslc.org/pdf/Spanish_glossary.pdf
Includes financial aid terminology.

United Nations Educational, Scientific and Cultural Organization Glosario de Educación Superior
www.unesco.org/ve/general/glosario.asp

Resources

Web Pages Consulted: Universities in the U.S. and Puerto Rico

Florida International University
<http://lau.fiu.edu/spanish/index.htm>

Abilene Christian University
www.acu.edu/admissions_espanol/index.html

University of Arizona
www.arizona.edu/future/espanol-index.php

American University of Puerto Rico
www.aupr.edu

Caribbean University (Puerto Rico)
www.caribbean.edu/CU/Admisiones/index.html

Universidad Interamericana de Puerto Rico
www.inter.edu

University of Michigan
www.umich.edu/Es/ug

La Universidad de Puerto Rico, Recinto Universitario de Mayagüez
www.uprm.edu/administration

Universidad de Puerto Rico, Recinto Universitario de Río Piedras
www.uprrp.edu

University of Virginia¹⁰
www.virginia.edu/undergradadmission/enespanol.html

Texas Woman's University
www.twu.edu

Web Pages Consulted: Universities in Spanish-speaking or Other Countries

La Universidad de los Andes (Chile)
<http://w3.uandes.cl>

Universidad Anáhuac: México Norte
www.anahuac.mx/contenidos/2701.html

University of Auckland
www.auckland.ac.nz/uoa/about/international/information-in-other-languages/spanish

Pontificia Universidad Católica de Chile
www.puc.cl

Universidad Autónoma del Estado de México
www.uaemex.mx

Universidad Autónoma de Guadalajara
www.uag.mx

Universidad Autónoma del Noreste (Coahuila, Mexico)
www.uane.edu.mx

Universidad Complutense de Madrid
www.ucm.es

Universidad de las Américas
www.udla.mx

Universidad Nacional Autónoma de México
www.unam.mx

Universidad Mexicana
www.unimex.edu.mx

Universidad Tecnológica de México
www.unitec.mx/portal/page?_pageid=537,1,537_905524&_dad=portal&_schema=PORTAL

Universidad de Salamanca (Spain)
www.usal.es/web-usal

Instituto Tecnológico Autónomo de México
www.itam.mx

Other Useful Resources for Education-related Terminology

"Guía universitaria 2007." *Reader's Digest México* (March 2007).

Secretaría de Relaciones Exteriores de México
<http://becas.sre.gob.mx>

FAFSA Solicitud Gratuita de Ayuda Federal para Estudiantes
www.fafsa.ed.gov/index.htm

Establecimientos de Estudios Terciarios/ Universidades/ Colegios
www.okhighered.org/student-center/espanol/tipos

Secretaría de Educación Pública de México
www.sep.gob.mx/wb2

American Council on Education
www.acenet.edu/AM/Template.cfm?section=empuje
Contains various higher education PDF documents in Spanish, including ¿Por qué elegir la universidad? and ¿Cómo es la universidad?

U.S. Department of Education Recursos en español
www.ed.gov/espanol/bienvenidos/es/index.html

U.S. Department of Education Repaying Your Student Loans
www.studentaid.ed.gov/students/publications/repaying%5Floans/index.html

Financial Aid Resource Publications from U.S. Department of Education
www.studentaid.ed.gov/students/publications/student_guide/index.html

White House Hispanic Education Pages
www.yosipuedo.gov
Iniciativa para la excelencia en la educación de los Hispanoamericanos. Go to "Herramientas útiles" (on left side) and then click on the link to "Postsecundaria."

36% in the South, 14% in the Northeast, and 8% in the Midwest. It is clear that the South is experiencing a substantial growth of its Hispanic/Latino population.

4. "The Economic Impact of the Hispanic Population on the State of North Carolina" (Press release, January 3, 2006), www.kenan-flagler.unc.edu/ki/reports/2006_HispanicStudy.
5. U.S. Census Bureau News (May 17, 2006), www.census.gov/PressRelease/www/releases/archives/population/010048.html.
6. During the fall 2006 semester, University of North Carolina administrators (led by Dr. Joan Lorden, Provost, and Dr. Nancy Gutierrez, Dean of the College of Arts and Sciences) identified a need to translate into Spanish portions of the institution's website, with the pages containing admissions and financial aid information as priorities. The University of North Carolina at Charlotte's assistant director of undergraduate admissions at the time, Regena Brown, responded enthusiastically to my offer to create a special topics graduate workshop, saying in an e-mail that, "The Undergraduate Admissions Office would love to work with you and your students to translate the admissions website into Spanish." She also explained that the admissions office "currently uses the free services of Babel Fish. As you can probably imagine, there are some areas that have a very rough translation."
7. "North Carolina Latinos." *NC Latino Health* (2003), www.nciom.org/projects/latino/latinopub/C2.pdf.
8. Two examples of such sites are www.tgslc.org/pdf/Spanishglossary.pdf and http://gearup.ous.edu/documents/pdf/English-Spanish_Glossary.pdf.
9. *Real Academia Española*, <http://buscon.rae.es/draeI>.
10. The University of Virginia is leading among institutions of higher learning in the Mid-Atlantic region in its efforts to reach out to the coming wave of Hispanic/Latino students by making its undergraduate admissions information available in Spanish. In the October 18, 2007 issue of *UVA Today*, the university stated: "In an effort to demystify the college admissions process for Hispanic/Latino students and their families, the University of Virginia will conduct informational sessions in Spanish at four Northern Virginia high schools this month" (www.virginia.edu/uva-today/newsRelease.php?id=3070).

ata

New Bill Proposed for the Creation of an Assistant Secretary for International and Foreign Language Education and an Office of International and Foreign Language Education

U.S. Representative Rush Holt (New Jersey), a member of the House Committee on Education and Labor, recently introduced H.R. 5179, the International Leadership Act of 2008. The bill would create in the Department of Education an Assistant Secretary for International and Foreign Language Education and an Office of International and Foreign Language Education. The Assistant Secretary for International and Foreign Language Education would provide leadership in directing efforts aimed at international and foreign language education.

For more information, go to www.house.gov/apps/list/press/nj12_holt/020708.html.

Please write or call your representative urging them to co-sponsor H.R. 5179.



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A License to Interpret

By Nataly Kelly

Nearly one thousand occupations are currently regulated in some fashion in the U.S.¹ Regulation, which is often defined as a system of control over the practice of a given profession, serves to protect consumers from unqualified individuals. This is especially important in professions such as medicine, where there is the potential for serious harm due to improper practice. Regulation is seen as a way to promote quality and encourage responsibility. Two of the most common forms of regulation are licensure and certification.

In the past few months, certification has received significant attention, especially in the field of health care interpreting. Numerous articles have been written and conference presentations delivered regarding interpreter certification. In contrast, there has been little discussion of a topic that is equally important: interpreter licensure. While not yet commonly addressed within the interpreting community, licensure exists for both spoken and sign language interpreters in the U.S., and, in some cases, it has been in place for decades.

This article provides an introduction to the main conceptual differences between certification and licensure. This introduction is followed by a description of the pros and cons of licensure, as well as the possible ways to avoid the disadvantages of licensure while retaining the benefits. Then, two basic models for state-based regulation of the sign language interpreting profession in the U.S. are provided. Finally, the article provides a series of recommended questions for consideration and further discussion in the field.

While the main focus of this article is licensure, the discussion of this topic is not meant to imply that licensure is preferable to certification. This article

Figure 1: Conceptual Differences Between Licensure and Certification

Concept	Licensure	Certification
View of the Activity	Presumes that the work activity is a privilege.	Presumes that the activity is a right.
Purpose	To control the activity strictly and/or restrict entry into the profession, often in the interest of safety.	To inform and educate consumers about the qualifications of individual providers.
Function	Grants permission to perform an activity.	Confirms that one meets certain criteria.
Adoption by Practitioners	Mandatory in order to perform an activity.	Voluntary. Non-certified individuals are still allowed to practice.
Decision-making	The government is empowered to require licensed interpreters; reduces the power of consumer to choose providers who may not be qualified.	Enhances the power of the consumer to choose from among certified or non-certified providers.
Reprimands	If licensing law is violated, the violator is subject to fines, penalties, and/or other forms of punishment.	Certification could be revoked, but the individual may still practice.

aims only to share information regarding licensure and its potential implications for the field as a means of supplementing the current discussions related to certification. As the article will show, certification and licensure each have some interesting points of distinction and possible intersection, and the coexistence of the two can present both benefits and challenges.

Basic Conceptual Differences

Licensure refers to the laws that regulate a given occupation. Its purpose is essentially twofold: 1) title protection (i.e., preventing unqualified individuals from utilizing the given title); and 2) scope of practice (i.e., defining the specific tasks that constitute the practice of the given occupation). Certification, on the other hand, is a nonstatutory process whereby an accrediting body grants recognition to an individual for having met predetermined professional qualifications.

There are several conceptual differences between licensure and certification, but the majority of them relate to the core premise for how the practice of a given occupation to be licensed or certified is viewed. The fundamental difference is that licensure presumes that the work activity is a privilege, whereas certification presumes that the activity is a right.² In other words, a

The deeper we plunge into the fascinating topic of qualifications for interpreters and how this has historically been addressed by state legislation, the more questions seem to be raised.

system that uses licensure presumes that an individual should not be allowed to practice within the occupation unless they have been granted a license. Certification is a credential that recognizes those individuals who have demonstrated their qualifications, but maintains that non-certified individuals still have the right to practice the occupation. Certification also presumes that consumers have the right to choose from among a variety of providers, including those who are not certified.

This issue of how the work activity is viewed relates directly to a second important conceptual difference between certification and licensure: power and who possesses it. Licensure shifts the majority of decision-making power from consumers to a government licensing board, which decides who is allowed to practice the occupation legally. This can restrict entry into a par-

ticular occupation, and potentially limits consumer choice. In many cases, this is done out of valid concerns for the safety of others, particularly when consumers might not know enough about the profession to make the best choices. For example, licensing drivers keeps unsafe drivers off the road. As another example, many health care professions require practitioners to obtain licenses to protect the safety of patients.

Certification, on the other hand, leaves the decision-making process entirely up to consumers. Certification recognizes practitioners who have demonstrated professional competence, such as completing a course of study and/or passing an examination, but is generally not required. Consumers have access to this information so that they can make educated decisions regarding which practitioners (certified or non-certified) they select to perform a

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given activity. Certification does not restrict entry into the profession, unless laws are passed that require certification in a given area.

Licensure provides a method of strict control over who can and cannot practice a given occupation. Individuals who do not follow the prescribed rules associated with the license risk losing their ability to practice the activity. Certification may be used to obtain a certain level of control of this sort, but it tends to be more limited in scope. For example, certification can be withdrawn or revoked, but this does not remove an individual's ability to practice within a profession entirely.

To summarize, a license gives an individual permission to engage in a specified activity, especially when high levels of risks are associated with carrying out this activity. The purpose of a license is to control the activity and restrict entry into a profession, often to protect others from harm. Licensure assumes that the right to engage in the activity is a privilege that is bestowed by a government licensing board. It also entails reprimands. If one violates the licensing law, one is subject to prosecution under the laws of the governing body.

In contrast, certification is a statement of an individual's qualifications.

Certification can be issued by non-governmental bodies, and does not normally entail government reprimands. It does not assume that the right to engage in the activity is a privilege, but rather is based on the premise that one has a right to engage in the work. It serves to give the consumer information about the practitioner, and, in some cases, can be combined with state laws to control entry into a profession, although to a lesser degree than licensure. (See Figure 1 on page 25 for a snapshot of the main conceptual differences between certification and licensure.)

Pros and Cons of State Licensure

In general, licensure requires that practitioners of an activity meet the same set of minimum standards, thereby protecting the public and the practitioners themselves. In doing this, licensure has the potential of denying some practitioners entry into the field until they are able to meet the designated standards. As mentioned before, this could potentially limit the supply of practitioners in a given field, thereby resulting in higher fees to consumers. According to one economic study, the median earnings of licensed occupations were 50% higher than the median earnings of

unlicensed occupations.³

Even though working practitioners in most fields would welcome increased earnings, consumers may not be willing to pay the costs. Also, limiting the pool of available candidates can restrict consumer choice. Sometimes this can actually result in a shortage of qualified individuals to do the work. There is also the potential for a decreased demand for services, as some consumers may prefer to do the work themselves or to pay unqualified individuals lower rates to perform the job functions.

Licensure may also entail other consequences as well. When licensure is carried out at the state level, which is most often the case, states may develop diverse requirements. This inhibits a practitioner's ability to move freely from state to state. When requirements differ from one state to another, this can prevent the existence of nationally accepted standards.

Issues of liability are also important to consider when discussing licensure. If a consumer receives services deemed to be substandard from a licensed practitioner, the state licensing board could be sued for failing to live up to its mandate. Therefore, any licensure program must be able to defend the validity of its exams and standards. When programs cannot demonstrate validity, the outcome can be very costly. As an example, in the 1970s, several states spent \$183 million in federal dollars to develop individual programs for licensing paramedics. When faced with lawsuits, these programs could not prove their validity. Since then, 46 states have dropped their state licensure programs for paramedics and replaced them with nationally recognized standards developed by the National Registry of Emergency Medical Technicians.⁴

While this is an important example to consider, please keep in mind that the

Figure 2: Pros and Cons of State Licensure

Pros	Cons
Unqualified practitioners are excluded from the profession.	Possible shortage of practitioners due to restricted entry into field.
Enhanced recognition for practitioners and the profession at large.	Diverse requirements across states (quality may vary).
Potential for greater market demand.	Decreased mobility for practitioners from one state to another.
Revenue opportunities for states.	Liability for states.
Higher income for practitioners.	Higher costs for consumers.

When training requirements differ from one state to another, this can prevent the existence of nationally accepted standards for training.

cost of licensure at the state level is viewed by some as being balanced in the end by the assurance of higher quality work (assuming that the program is recognized). Higher quality also serves to improve the public's perception of the profession. Sometimes this can lead to an increased demand in the market.

It is possible that higher costs to consumers could result regardless of the form of regulation that is pursued, be it certification or licensure. Licensure could end up costing more than certification if states work independently and do not benefit from economies of scale, but this depends on many things, including the model and processes implemented. (See Figure 2 on page 26 for an overview of the pros and cons of licensure and certification.)

Avoiding the Pitfalls, Retaining the Benefits

Various "hybrid" approaches combining elements of licensure with certification might be possible. One key step would be to implement uniform and detailed standards, including standards for training, that would be accepted across all states. For example, if a standard describes a minimum level of language proficiency that an interpreter must have in order to interpret accurately, it is possible to make the testing of language proficiency a prerequisite for either entering a training program or for taking an interpreting skills test. This could cut down on the chance of excessive rates of failure by ensuring that individuals who take the test demonstrate the required proficiency. Another option could be to grant a "provisional license" once certain requirements are met, making it pos-

sible for individuals to practice without a full license, but still alerting consumers that the holder is not "fully licensed." This would provide consumer choice and ensure that willing practitioners are still able to practice, thereby preventing a national shortage of qualified interpreters.

Conversely, if national standards are not issued and widely accepted, this could result in disparate requirements across states, even with a national certification process in place. This situation has occurred in other professions. For example, in the nursing profession, confusing and disparate state regulations existed until an effort began in the 1950s to create a common set of national standards. These standards have since been accepted by nearly every state in the nation, and are now overseen by the Council of State Boards of Nursing.⁵

An Example of Licensure for Spoken Language Interpreting

In Texas, the concepts of licensed and certified court interpreters exist simultaneously. According to Section 57.001, Definitions, a "certified court interpreter" is an individual who is a qualified interpreter as defined in Article 38.31, Code of Criminal Procedure, or Section 21.003, Civil Practice and Remedies Code, or certified under Subchapter B by the Department of Assistive and Rehabilitative Services to interpret court proceedings *for a hearing-impaired individual* [emphasis added].⁶ A "licensed court interpreter" means an individual licensed under Subchapter C by the Texas Commission of Licensing and Regulation to interpret court proceedings *for an individual who can*

hear, but who does not comprehend English or communicate in English [emphasis added].⁷

While the distinction between certification and licensure used in Texas seems quite clear, the same cannot be said when looking at the national picture of licensing for interpreters. As far as this author is aware, aside from Texas, no other state has a licensing process for spoken language interpreters.

State-based Approaches to Regulating the Sign Language Interpreting Profession

Some authors have pointed out that it may be important for the spoken language interpreting community in the U.S. to identify the lessons that have already been learned in the sign language interpreting field in order to benefit from its much longer history in this country, which has resulted in major strides toward professionalization.⁸ As with many issues we deal with in the spoken language interpreting world, the issue of state regulation is indeed something that has already been discussed in detail and addressed by our colleagues from this sister field.

In sign language interpreting, the issues regarding licensure not only abound in many states, but are often quite difficult to navigate. In his article, "The 'State' of State Licensing for Interpreters: Growing Pains Versus Growth Spurts," Jay Scirratt described the confusion of state licensing by describing it as a "maze," adding, "I would like to have a resource page in 'plain English' for lay people to be able to get information and a contact person for their states' requirements. But with so many certifications, acronyms, categories, etc., this is no easy task."⁹

To help shed some light on this complex topic, in its policy ➡

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paper, “State Regulation of Interpreters: Critical Issues and Model Legislation,” the Registry of Interpreters for the Deaf (RID) identifies two approaches that are taken by states for regulating the sign language interpreting profession: 1) recognizing existing standard qualification processes; and 2) assigning the authority to a board, state agency, or commission.¹⁰ RID points out that states can often avoid complexities and financial burden by simply recognizing a national certification as the default standard through state statute. The negative side to this approach, however, is that such statutes can be difficult to enact and to modify at a later date.¹¹

RID’s position paper goes on to identify 10 important considerations for state regulation by recognizing a standard qualification process:

- 1) Scope of regulation;
- 2) Standard(s)/types of certification to be recognized;
- 3) Exemptions;
- 4) Grandfathering of currently working interpreters;
- 5) Recognition for graduates of interpreter education programs and interpreter preparation programs;
- 6) Continuing education require-

- ments or mandatory re-testing;
- 7) Grievance and mediation systems;
- 8) Penalties for working without credentials;
- 9) Reciprocity with other states; and
- 10) Definitions.

When considering the second approach—that of assigning the authority to a board, state agency, or commission—RID points out that, in addition to the 10 considerations just outlined, there are four additional factors to consider: 1) composition of the board; 2) board appointments; 3) administration; and 4) fees. RID then goes on to provide model legislation for both of the possible approaches identified.

Ultimately, which approach is better? The National Association of the Deaf (NAD) asked this very question. Under the auspices of NAD, Lisa Parker of Gallaudet University conducted research on the various state laws regulating the profession.¹² Her research found that both approaches have pros and cons, but that in states with no current overseeing body, it may be advantageous to adopt the approach of recognizing existing standards. For states that already have an existing overseeing body, however, it may be more applicable for those

states to continue to certify and/or license interpreters.

As for the issue of promoting state licensure of interpreters, NAD states, “NAD does not have a position on this issue, but encourages the states to consider both options of certifying and licensing and to explore the advantages and disadvantages as well.” In other words, NAD’s view on this subject seems to be that individual states should explore issues of licensure on their own to determine whether or not licensure will be beneficial.

NAD also provides several additional guidelines and considerations for state regulation and legislation, building upon the considerations of RID.¹³ In addition, NAD guidelines detail some of the perceived advantages and disadvantages of certifications and licensure for interpreters, which are summarized in Figure 3.

NAD also has a helpful table that includes legislation from 49 states related to the regulation of the interpreting profession. There are various categories used to indicate what areas or settings are addressed by the legislation. Some apply to legal proceedings, for example, while others apply to medical settings, educational settings, administrative proceedings, and other settings. The NAD table is eight pages

Figure 3: Advantages and Disadvantages of Licensure and Certification for Sign Language Interpreters

	Licensure	Certification
Advantages	<p>May give unlicensed interpreters a limited period to practice interpreting until they receive a license.</p> <p>License fees may be used to provide interpreting training and continuing education workshops.</p>	<p>Can be done without an overseeing body.</p> <p>Given by a nationally recognized certifying organization.</p>
Disadvantages	<p>Can be given only by an overseeing body, and cannot be done without an overseeing body.</p>	<p>Non-certified interpreters may not be allowed to interpret.</p> <p>Interpreters may not be able to practice before taking a national certification test.</p>

Figure 4: State Laws and Regulations on Requirements of Sign Language Interpreters in the U.S.

Setting or Industry Addressed by Legislation ¹⁴	States with Legislation for Named Industry	Total Number of States with Relevant Legislation
ALL	Alabama, Arkansas, Arizona, Connecticut, Illinois, Kentucky, Minnesota, Missouri, North Dakota, Pennsylvania, Rhode Island, South Dakota, Virginia, Wisconsin	14
Legal ¹⁵	Arizona ¹⁶ , Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin	35
Education	Arkansas, California, Colorado, Delaware, Minnesota, Nebraska, North Dakota, Texas, Utah, Wisconsin	10
Medical	Washington	1

long, so it is too extensive to reprint here. However, Figure 4 provides some interesting highlights extracted from the data compiled by NAD.

It is worth noting that in Figure 4, the overwhelming majority of states (35) have some legislation in place for sign language interpreting in legal settings. This focus on legal settings is quite similar to what we are experiencing in the spoken language interpreting world, in which 34 states reported membership in the Consortium for State Court Interpreter Certification at the end of 2005.¹⁷ Another parallel to be drawn is the fact that medical settings have historically ranked low in priority when developing requirements for both sign and spoken language interpreters and certification programs. This large gap in addressing the need for interpreters in health care settings may seem strange in light of the widely reported fact that the chance of medical errors and potential for great harm to human life is often high when no safeguards are in place to guarantee the quality of the interpreting that is provided.

The gap in areas of high potential risk and harm to individuals is not limited to health care. Another area of great risk that appears to receive less attention than is merited by language access legislation is that of public safety. In the U.S., there is generally very little discussion of providing interpreting in public safety settings. In other countries, such as the U.K.

and Japan, however, areas such as police interpreting are more widely accepted as a unique field of interpreting, and there are numerous courses offered, tests available, and structures in place to ensure that interpreters can be provided for this important area of society.¹⁸

The reasons some areas of interpreting are given more attention by legislators are likely too numerous and varied to discuss in this article. However, if licensure and certification are to be considered and discussed, the fact that some areas enjoy greater legislative popularity than others should not be overlooked. Interested parties may wish to dig deeper to explore the factors that give rise to “explosions” in legislation for some industries while other areas go largely unnoticed by lawmakers. These underlying factors could be key in driving legislation to a critical point where a greater impact can be achieved.

Another point of interest from the NAD table that may be of assistance to those interested in issues of interpreter certification and licensure is the recognition of national certifications for sign language interpreters by individual states. Figure 5 on page 30 shows the states in which NAD and RID certifications are officially recognized, unofficially recognized, or not recognized at all.

As Figure 5 on page 30 indicates, there are 13 states that officially recognize NAD certification in legisla-

tion and 30 states that officially recognize RID certification. There are 13 states, however, that do not officially recognize either certification for sign language interpreters. Yet, legislation exists in those states. How, then, are they addressing the issue?

The short answer is that each state varies in its requirements and approach. Arizona requires the interpreter to be authorized by a state Council for the Deaf. In Massachusetts, qualifications are determined by the Office of Deafness. In Utah, qualifications are determined by the Department of Rehabilitation Services.

The variability in program requirements is not just limited to the states that do not recognize either certification. Even in states that do recognize both programs, there are variations. For example, in Alabama, which recognized both NAD and RID certifications, licensure is issued by the Alabama Board of Interpreters and Transliterators. In Illinois, which also recognizes both certifications, interpreters must pass an interpreter skills assessment screening.

There is also variability even within a given state. For example, Wisconsin does not recognize either NAD or RID certifications for legal settings. For that, the Department of Health and Family Services maintains a list of qualified interpreters. However, for educational settings, RID certification is recognized.

Questions for Consideration

If anything, the deeper we plunge into the fascinating topic of qualifications for interpreters and how this has historically been addressed by state legislation, the more questions seem to be raised. In fact, given that interpreter certification in its broadest sense is a largely underexplored field, each question may merit at least a small research study of its own in order to provide the most valuable information with which to funnel such findings into a national agenda for certification.

With regard to the questions most pertinent to this discussion of licensure and certification, Figure 6 on page 31 includes seven key questions to assist in the identification of a model. This list includes basic questions only, and is by no means exhaustive.

The questions in Figure 6 are only a basic starting point for considering

the limitations and possibilities of certification and licensure models. They do not include questions regarding the actual implementation of such models, although many potential questions can be identified from fur-

ther analysis of the information, especially when reviewing the models used in the realm of court interpreting for spoken languages and in the sign language community.

ther analysis of the information, especially when reviewing the models used in the realm of court interpreting for spoken languages and in the sign language community.

In spite of the many unanswered questions that remain, it is important to remember that progress toward a formal

process for regulating the interpreting profession is not only possible, but is something that is already evolving in many forms across the nation. Therefore, rather than ask, “can we move forward?” with regulation in any industry, it may be important to reframe the question as, “what form do we want it to take?” Do we want spoken language interpreting to someday mirror the high degree of variability in the sign language interpreting world? Or, do we prefer to identify the lessons learned in order to create new best practices that will com-

Any licensure program must be able to defend the validity of its exams and standards.

Figure 5: Recognition of NAD and RID Certifications in State Legislation

	States Where Certification is Officially Recognized in Legislation	States Where Certification is Unofficially Recognized in Legislation	States Where Certification is Not Recognized in Legislation
NAD Certification	Alabama, Arkansas, ¹⁹ California, Connecticut, Illinois, Iowa, Kentucky, Minnesota, Nebraska, North Dakota, Pennsylvania, Washington, West Virginia	Michigan, New York, South Dakota, Virginia	Arizona, Arkansas, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Wisconsin
RID Certification	Alabama, Arkansas, Arizona, California, Connecticut, Florida, Georgia, Hawaii, Illinois, Iowa, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin	Maine, Maryland, Michigan, New York, South Dakota, Vermont, Virginia	Arizona, Colorado, Delaware, District of Columbia, Idaho, Indiana, Kansas, Massachusetts, Montana, Nevada, New Mexico, Ohio, Utah

Figure 6: Additional Questions for the Identification of a Model for Licensure

1. What is the underlying purpose of the process toward a formal process for regulating the interpreting profession, and is this purpose more in line with a specific model (e.g., certification, licensure)?
2. Who are the stakeholders affected by the proposed process?
3. What are the pros and cons of certification and/or licensure as they relate to the proposed process?
4. How will the stakeholders be affected by the pros and cons that have been identified?
5. How can we minimize the negative impacts to each stakeholder?
6. How will we ensure the participation of stakeholders, especially those most negatively impacted, throughout the entire process to ensure high possibilities of acceptance and success?
7. What negative impacts are we collectively willing to accept in exchange for implementing a process?

bine the benefits of many programs while reducing the negative elements?

The professional regulation of interpreting is something that cannot be stopped. Individuals and organizations can and will work toward interpreter certification and licensure within their sphere of influence, as they have in the past, even though they are frequently burdened by a lack of resources. Sometimes their efforts are largely in vain, as they may last only until the group they represent is absorbed by another effort. At other times, their efforts will influence the field and lead to new models and practices.

Many national and state-level groups around the country have been established while others continue to develop certification and other forms of professional qualification. Many nonprofit, academic, and for-profit entities have already developed certification processes, some of which are being used widely across the country. Certification programs are being discussed for specific industries, and some are being discussed that would be pan-industry in scope.

The most important lesson of all

may be that it is essential to move forward with a realistic mindset. While we must continue carrying out the necessary research, we also need to be mindful that efforts toward the professional qualification of interpreters are crucial and will not stop in their tracks to wait for a full research agenda to be completed. For this reason, it is important for groups to beware of duplicating efforts whenever possible and to try to form partnerships to facilitate collaboration. In addition, a great degree of transparency is needed to ensure that steps toward certification take place in a manner that is gradual and methodical, allowing stakeholders to participate and be fully involved at numerous stages in a process to which they can accord a high level of trust.

If the four key principles—realism, collaboration, transparency, and trust—can be a core part of program development to the point where they reflect the very values on which a program is based, it may ensure a high degree of success, regardless of whether or not each and every research question can be fully answered.

Notes

1. Cox, Carolyn, and Susan Foster. *The Costs and Benefits of Occupational Regulation* (Bureau of Economics, Federal Trade Commission, October 1990).
2. *Merriam-Webster* defines licensure as “the granting of licenses, especially to practice a profession.” License is defined as “a permission granted by competent authority to engage in a business or occupation or in an activity otherwise unlawful.” See also:
 - Wilson, Lawrence. *Legal Guidelines for Unlicensed Practitioners* (L.D. Wilson Consultants, Inc., January 1, 2005).
 - Oliver, Suzanne, MT-BC. *Certification Versus Licensure: What Are the Differences?* (The Certification Board for Music Therapists), www.cbmt.org/default.asp?page=Certification%20vs.%20Licensure.
 - Supan, Terry. *Licensure Versus Certification: How It Can Affect You* (Amputee Coalition of America), www.amputee-coalition.org/absolutenm/anmviewer.asp?a=19&z=3.
3. Clarkson, Kenneth W., and Timothy J. Muris. “The Federal Trade Commission and Occupational Regulation,” In *Occupational Licensure and Regulation*, edited by Simon Rottenberg (Washington: American Enterprise Institute for Public Policy Research, 1980), 108.
4. *History of National Registry of Emergency Medical Technicians* (National Registry of

Links

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Emergency Medical Technicians), www.nremt.org/about/nremt_history.asp.

5. Bamum, Barbara Stevens. "Licensure, Certification, and Accreditation," *Online Journal of Issues in Nursing* (August 13, 1997), www.nursingworld.org/ojin/tpc4/tpc4_2.htm.
6. Texas Department of Licensing and Regulation. Court Interpreters Government Code, Title 2, Subtitle D, Chapter 57 (Effective September 1, 2005), www.license.state.tx.us/court/lcilaw.htm.
7. Ibid.
8. Roat, Cynthia E. *Certification of Health Care Interpreters in the United States. A Primer, a Status Report and Considerations for National Certification* (The California Endowment, September 2006); Kelly, Nataly. "Interpreter Certification in the United States: Where Are We Headed?" *The ATA Chronicle* (January 2007), 31.
9. Scirratt, Jay. "The 'State' of State Licensing for Interpreters: Growing Pains Versus Growth Spurts," *VIEWS* (May 2001).
10. *State Regulation of Interpreters: Critical Issues and Model Legislation* (Registry of Interpreters for the Deaf), www.rid.org/model.pdf.
11. Ibid.
12. *Developing State Legislation on Certifying and Licensing Interpreters* (National Association of the Deaf, September 2000), www.nad.org/site/pp.asp?c=foINKQMBF&b=180368.

Consortium for State Court Interpreter Certification

www.ncsconline.org

The National Association of the Deaf

www.nad.org

Registry of Interpreters for the Deaf

www.rid.org

13. *Guidelines for Developing State Legislation on Certifying and Licensing Interpreters* (National Association of the Deaf, April 2000), www.nad.org/site/pp.asp?c=foINKQMBF&b=180367.
14. Other categories of settings included in the National Association of the Deaf table that are not mentioned here include various settings for which sign language interpreters are more commonly provided, such as administrative proceedings of state agencies and departments, tax exempt organizations, and places of employment. The categories listed here are limited to the ones most commonly discussed with relation to the provision of interpreters for spoken languages.
15. If a state is not listed in a single category, such as "Legal," but is listed under "ALL," this does not mean that the state legislation does not include legal settings; rather, it means that the listing under "ALL" includes all settings.
16. If a state is listed in more than one category, this indicates that the state has more than one piece of legislation. For example, Arizona is listed under both "ALL" and "Legal" because it has legislation and/or requirements in both categories.

17. *Frequently Asked Questions* (National Center for State Courts. Consortium for State Court Interpreter Certification), www.ncsconline.org/D_Research/CourtInterp/Res_CtInte_ConsortCertFAQ.pdf.
18. See www.colc.co.uk/cambridge/cintra/intro.doc and www.lr.mdx.ac.uk/lang/interpret/pdf/Police_interpreting.pdf for two examples of police interpreting course curricula outlines within the U.K. To read more about the Miyagi Prefectural Police Interpreting Center in Japan, see the center's website at www.police.pref.miyagi.jp/hp/sotai/sosiki_index-e.html.
19. Some states, such as Arkansas and Arizona, are listed in multiple columns due to the fact that certification may be recognized in legislation for some settings, but is not applicable in others. For example, in Texas, neither NAD nor RID certifications are officially recognized by the Human Resources Code that addresses interpreted conversations; however, RID certification is officially recognized in three other codes (civil, education, and criminal).

ata

The Way We Were

By Bernie Bierman



Some months ago, a patron of one of the numerous translator watering holes in cyberspace posed a very intriguing question: “What would translation and the translation industry, in terms of technology, look like 50 years from now?”

It was a question that I felt qualified to answer with a single word: different. For certain, I did not want to offer anything more, since crystal ball gazing and saying the sooth are both endeavors for which I am eminently unqualified. However, I did offer the questioning patron of that cyberspace watering hole a bit of a rear-mirror view of what translation and translators, and translation technology in the U.S., looked like some 50 years ago. Indeed, as I sit here in front of a computer screen and absolutely marvel at this truly amazing piece of technology, I cannot help but think of what translators had to work and live with 50 years ago and how far we have come, technologically-speaking, since those far more simple days. Clearly, the technological contrast between 2008 and 50 years ago is so striking that the reader of this narrative might come to the belief that I am describing not the 1950s, but the 1850s!

The All-powerful Typewriter

Imagine today translating a lengthy document in which you have used the word “widget” some 25 times over 15 pages, only to discover by the time you reached page 15 that the word is

ciency and less wear and tear on the left arm, the limb assigned to operate the manual typewriter’s carriage return at the end of every line. And for the translator with an eye toward “cutting-edge” technology (the term was still

The central production tool of the translator was a typewriter, a most unforgiving tool.

not “widget” but “gidget.” With a little flick of a mouse and a couple of clicks, you change 25 “widgets” to “gidgets.”

As the 1950s came to a close, the situation described above was nothing short of a very bad dream, for the central production tool of the translator was a typewriter, a most unforgiving tool, for if you made an error—even a minor typographical error—there were few alternatives to fixing it.

In fact, in 1958, the manual typewriter was still king of the office, although it was now starting to be replaced by the electric typewriter, which provided just a bit more effi-

three decades away), there was the IBM Model D electric typewriter with its unique proportional spacing feature. This was a feature that provided newspaper-like formatting, but if you had to go back and make a correction, such as inserting two extra words, you were entering the gates of technological hell. To correct an error, the IBM Model D really provided the translator with just one option: retype the entire page!

1 + 3

Yes, 50 years ago it still equaled 4, but it had another meaning for ➡

the translator. It meant an original plus three copies...three copies made on thin paper called onionskin paper, with carbon paper providing the medium for making the typewritten impressions on the onionskin paper. That meant that in order to do “1 + 3,” you inserted seven sheets of paper into the typewriter. One sheet of bond paper, three sheets of onionskin paper, and three sheets of carbon paper. And it was a not too seldom occasion when the translator was asked to provide an original plus six copies! If you made a mistake, you corrected the original with chalk and the six copies with a soft rubber eraser.

But suppose you were asked to provide 25 copies of your translation? Certainly, there was no typewriter that could handle some 50 sheets of paper. The technological response of 50 years ago was the stencil, a piece of dark blue wax-coated paper with all sorts of lines to help guide the typist. But before one could type a single word onto the stencil, it was necessary to remove the ribbon from the typewriter, so that the typing impression would result in white letters on the blue background of the stencil. Errors made on the stencil paper were corrected by applying a special liquid made especially for stencil work. A little dab here and a little dab there, and a wait of about five minutes, and you were ready to resume work. Upon completion of the stencil, you ran (or walked) with it to the nearest printing shop, and hoped (and perhaps even prayed) that your 25 copies would be run off before the client’s stated deadline. Of course, if your translation assignment ran 30 pages, you were faced with hand-collating 25 copies of 30 pages, unless you were willing to have the print shop do the honors for an extra fee. (At that time, Kinko was a term to describe someone who had

unusual sexual proclivities, and Federal Express was the name of an overnight train on the Pennsylvania Railroad that went between Boston and Washington).

In the film “The Bridge on the River Kwai,” the commander of the British prisoners of war, Colonel Nicholson, firmly tells his Japanese captors that “British officers will not do manual labour.” In the “Paleozoic” age of translation of some 50 years ago, there were many translators who steadfastly refused “to do manual labour,” namely typing. Indeed, there was a fairly well-known translator team working in New

there was no doubt about it that the world of the translator of 50 years ago was a world of paper, reams and reams of it: bond paper, tissue or onionskin paper, carbon paper, stencil paper, envelopes for sending the paper, filing cabinets for storing the paper, all punctuated by an inventory of essential office aids like typewriter ribbons, chalk and rubber erasers, paper clips, staple guns, etc., etc.

And if the methods by which translation was produced look like horse-and-buggy compared to what we have 50 years hence, the methods of communication appear in comparison to be

Overnight courier service was still unknown, and facsimile transmission was still a full decade away.

England who fervently, if not dogmatically, believed that typing was not just below the dignity of a translator, but was outright unprofessional. For those translators who refused, in the spirit of Colonel Nicholson, “to do manual labour,” there was a piece of equipment called the Dictaphone, a weighty piece of electrical machinery into which one spoke one’s translation, with the words being recorded onto a cylinder. The completed cylinder was then dispatched to someone who did condescend “to do manual labour”—namely a typist. Those translators who opted for dictating their work (called in the parlance of the day, “dictators”), claimed that their method was not only more dignified and professional, but much faster and efficient than those who chose the “manual labour” of the typewriter.

But whether one chose the route of “manual labour” or some other more “dignified” method of production,

something out of the age of the quill pen. In the late 1950s, the principal media of communication were the telephone (the rotary version, of course) and the U.S. mail. For those living and working in major urban areas, there was local messenger service. Overnight courier service was still unknown (although the U.S. Postal Service did offer a thing called “Special Delivery,” which guaranteed, or supposedly guaranteed, next-day delivery), and facsimile transmission was still a full decade away. Voice-mail? Only a privileged few had the luxury of an answering service. I said answering service (as portrayed in the 1950s musical show, “Bells are Ringing”), not answering machine. A call from a client or potential client that went unanswered was often a call truly lost.

The Google of 50 Years Ago

A couple of movements and clicks

with today's computer mouse brings the modern translator to one of the most phenomenal research tools of our age: the Google search engine. "Instant gratification" would be a most appropriate and descriptive term.

The search engine of the translator of the 1950s was the translator himself or herself, and his or her library of dictionaries, encyclopedias, and reference books. Absent such personal library, the translator had no choice but to leave the typewriter (or dictation machine) and repair to the local public library to undertake a time-consuming search through encyclopedias, reference books, journals, magazines, etc., to check on words or terminology or phraseology. But there was one particular element of the mid-20th century that was not too different from the early 21st century, namely the delivery deadline. Yes, even 50 years ago, clients needed their translations "yesterday"!

And if the technology of 50 years ago appears quaint, if not primitive, so does the structure of the U.S. translation industry. When Dwight D. Eisenhower was still the occupant of 1600 Pennsylvania Avenue in Washington, the terms "translation agency" or "translation (service) company" were not even part of the daily vocabulary. Rather, there were "translation bureaus." And they were called "bureaus" because they were precisely that: small entities, indeed very small entities, that provided a translation service. Oftentimes the translation bureau was one person—a translator—sitting in a small office, translating from (and sometimes into) several languages, and for the languages that he or she did not know, the work was "farmed out" to "collaborators." There were other, slightly larger translation bureaus, owned by one person (again, a translator) with a staff of perhaps two

The countryside of translation in the 1950s was not unlike the rural America of the 1850s, where the inhabitants could go for weeks, if not months at a time without seeing or talking to another soul.

or three "in-house" translators and a "stable" of outside "collaborators." And when you walked into any of these translation bureaus, whether they were one-person or five-person entities, you saw dictionaries and reference books everywhere (aside from typewriters, stationery, and filing cabinets), for not only were these businesses owned and operated by translators, they were also places where translation was produced. In the terminology of the late 1950s, a project manager was someone who supervised a construction site, and an agency was a place to which one went to make travel arrangements.

Splendid Isolation

The countryside of translation in the 1950s was not unlike the rural America of the 1850s, where the inhabitants could go for weeks, if not months at a time without seeing or talking to another soul. If today's translator uses the term "splendid isolation," it is used in a more or less poetic fashion, for the technology of the 21st century has made the translator's isolation a thing of the past. But in the 1950s, the term was an apt description of the translator's milieu.

In the very early spring of 1959, an incident occurred that was totally unknown to me. The incident was a dinner held at a Chinese restaurant in New York City, where a small group of translation bureau owners and freelance translators gathered to discuss the idea of forming an association of professional translators. Exactly five weeks later, this small group met once

more, but this time on the campus of New York University. Again, I was not aware of the meeting, probably because I was more focused on and interested in closing a rental deal for a beach house on Fire Island, New York, and a summer of sand, surf, and partying. Those who came to that meeting at New York University on that first day of May in 1959 had slightly more serious business on their minds. By the end of the day, they had successfully completed that business. It was the formation of America's first national association of translators. The era of splendid isolation was drawing to a close.

Note

1. The term "collaborator" used in the U.S. translation business for a freelance translator ceased being used during the days of the Second World War, because the word became synonymous with someone who was cooperating with the enemy, the enemy of course being Nazi Germany and Japan. The term "collaborator" was first used in American mass communications to describe a Norwegian politician named Vidkun Quisling, who cooperated with the Germans when they invaded Norway in 1940. Indeed, the man's name became a commonplace noun in English, e.g., "he was suspected of being a quisling" (i.e., a spy, a collaborator). In the U.S. translation business, "freelancer" replaced "collaborator."

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Business Smarts Working from Home

Freelancers who are just starting out often face pressures on many fronts. They have to acquire customers, watch their finances, put effort into marketing, and translate with particular care to establish a good reputation. Another challenging aspect that is rarely discussed is the working environment. Instead of commuting to a place of work, the newly minted freelancer often has to establish new routines for effectively working from home.

Dear Business Smarts,

I am writing about a problem that I am too embarrassed to bring up in an online discussion forum. After being laid off from my previous in-house job, I started working from home as an independent contractor six months ago, specializing in English into Spanish translations in the financial and business field. I like the benefits of this work arrangement, but did not anticipate the reactions of my family. My husband will take over the computer any time he likes to check his e-mail and read the news online, while my kids are asking for online access to do their homework and chat with their friends. On one occasion, I missed an urgent message from a new client about a rush job. When I finally responded, the project had already been assigned to someone else. No one seems to listen when I explain

what I do, and I am exasperated.

Is Working from Home for Me?

Dear Working from Home:

Setting up parameters and work routines for a new employment situation at home is not easy. Since you are just getting started, purchasing a second computer is probably out of the question for the time being. Instead of accommodating all of your family's cyber needs, however, it is essential that you establish firm hours during which you can do your best work and will have exclusive access to the computer. It may be helpful to draw up a schedule that shows "business hours" and "family time" for the computer. Post the schedule next to the computer, and insist that your reserved work hours be respected and interrupted as little as possible. Also, plan plenty of review time for your translation projects before your place of work becomes hectic with family activities in the afternoon and evening. Structure your workday to allow for maximum undisturbed work time. For example, you may want to delay any housework or errands until the afternoon, when you cannot get much translation work done anyway, and do all your writing in the morning.

Because your work computer is being used for so many other purposes, including online access by

children or teens, be sure to back up your data in a safe location, preferably to an external hard drive.

It may also be helpful to give some more thought to how your work environment is organized. Is the computer set up in a location where it invites spontaneous access by other family members? Do you have enough space where you are currently working? You may want to consider changing the furniture configuration and desk setup to underscore the fact that you are not just pursuing a hobby, but working to earn an income. If your children are still fairly young, they will learn very quickly to adapt to your new work reality.

For maximum data security and confidentiality, you should plan as soon as possible to purchase a laptop or second computer exclusively for your own work. Setting aside a small portion of every translation payment you receive is a relatively painless way to save up.

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Comments?

ATA members can discuss business issues online at the following Yahoo! group:
http://finance.groups.yahoo.com/group/ata_business_practices. You will need to register with Yahoo! (at no charge) if you have not already done so, and provide your full name and ATA member number in order to join the group.

The information in this column was compiled by members of ATA's Business Practices Education Committee for the benefit of ATA members. This column is not intended to constitute legal, financial, or other business advice. Each individual or company should make its own independent business decisions and consult its own legal, financial, or other advisors as appropriate. The views expressed here are not necessarily those of ATA or its Board of Directors. Send your questions about the business of translation and interpretation to The ATA Chronicle—BPEC Q&A; 225 Reinekers Lane, Suite 590, Alexandria, VA 22314 USA; Fax: +1-703-683-6122; E-mail: businesspractices@atanet.org. Questions must be accompanied by a complete name and address, but will be published anonymously or pseudonymously upon request.



The Onionskin

Chris Durban

chrisdurban@noos.fr

Flying the Flag in Croatia

The Onionskin is a client education column launched by the *ITI Bulletin* (a publication of the U.K.'s Institute of Translation and Interpreting) in 1996. Comments and leads for future columns are very welcome; please include full contact details.
Contact: chrisdurban@noos.fr.

Sexual innuendo is a time-honored means of propelling translation onto the media radar screen, and if it raises awareness of translation risk, why not?

U.K. opera singer Tony Henry contributed last autumn by mispronouncing a key line in Croatia's national anthem as he performed at the opening of the Britain-Croatia soccer match on November 21. As reported in the *Daily Telegraph*, the Croatian team and ball boys smiled, snickered, then laughed outright when Mr. Henry sang *Mila kuda si planina* (roughly: You know, my dear, how we love your mountains") as *Mila kura si planina* (roughly: "My dear, my prick is a mountain.") Fan websites claim that hilarity surrounding the *faux pas* relaxed the home team and gave the Croats a leg up; they ultimately beat the British 3 to 2. Some, apparently, have already called for Mr. Henry to sing again at Euro 2008; for them, his flagging the fly paid off in spades.

Curiously, Croatian television appeared unaware of any error. Croatian radio professionals we contacted had heard about the incident through the U.K. coverage.

Czeched Websites in Prague

Lester Haines, writing online in *The Register* (motto: "Biting the hand that feeds IT") on September 23, 2007,

blasted the Czech Olympic Committee for "annihilating" the English language. Prague is bidding to host the 2016 Olympic games, and is at this point very much a dark horse given the size and reputation of its rivals.

The straight-shooting Mr. Haines judged the English version of the "Prague 2016" site so poorly translated as to be an "outrage," and in any case "not for the linguistically sensitive or faint-hearted" (www.olympic-prague.net/olympic-history).

We agree wholeheartedly, having tried unsuccessfully to wend our way through its brief history of the bid: "Big neighbor Prague overprint and Czech backing her say only eyes for cry. [...] Then set in metropolis Olympic silence which a little comminute-vibrated focus high Tater about winter games." A notice indicating "translated by robot" (i.e., text produced by translation software) appears only at the very end, by which time most readers will have packed it in.

But what did the Czech Olympic Committee have to say?

Interviewed by telephone, its good-natured Secretary General Petr Hrubec set the record straight. The flawed Prague 2016 site has nothing to do with his organization, he said, noting that he had been alerted to its nonsensical content by several observers, including a translator in

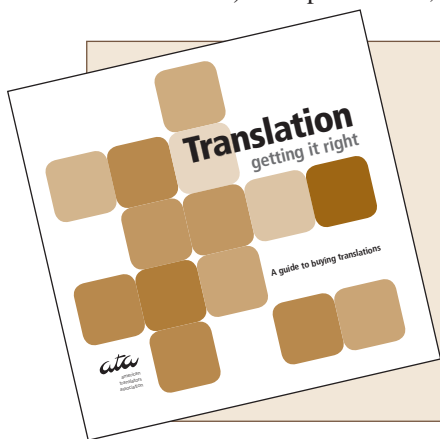
Brussels. Instead, the site's creator is a Czech cyclist keen to promote the city's candidacy all on his own. And like many well-meaning amateurs, this gentleman had fallen for a software vendor's sales hype and used a computer program for the English.

As soon as he was aware of the situation, Mr. Hrubec dispatched the director of the official committee's marketing agency to bring the naive athlete up to speed on how counter-productive his efforts were. "The automatic translation means the content is a real disaster in terms of image," he told us.

So far the cyclist has refused to remove the flawed texts, but has added a sidebar disclaimer...in bumpy English. Spelling errors confirm that this is a human translation, albeit an amateur one: "Nothing like official information about Czech olympic committee [...] is here."

The Secretary General reckons Prague has a 50/50 chance of winning the 2016 games, and is setting its sights on 2020 if this first bid fails. This will give it plenty of time to recruit the translation and interpreting talent it needs. China, which is hosting the summer games in August 2008, has just completed a first round of recruitment of linguists.

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Translation: Getting it Right

"By applying even half the tips in this guide, you will improve your chances of getting a translation that works."

Translation: Getting it Right is an ATA client education booklet available in print and online. ATA members can order up to 100 copies at no cost. To download a PDF copy of this booklet, visit www.atanet.org.

Success by Association

Medical Interpreter Network of Georgia

The Medical Interpreter Network of Georgia (MING) is a nonprofit organization, founded in 1999, whose membership includes medical interpreters as well as other institutions that support MING's mission. MING works to promote equal access to health care services for limited English proficient individuals by supporting professional medical interpreting, and by serving as a resource for medical interpreters throughout the state of Georgia.

Goals

- To provide resources and support to medical interpreters and individuals aspiring to become medical interpreters.
- To promote the development and implementation of medical interpreting services within the health care community.
- To promote the profession of medical interpreting by adopting a code of ethics and standards of practice.
- To promote partnerships with regional and national professional health care organizations.

Benefits and Activities

- A listing in MING's online directory of medical interpreters

Quick Facts

- Established: 1999
- Website: www.mingweb.org
- Contact: MING
P.O. Box 1954
Buford, GA 30515
Tel: (404) 605-3737
orlin@mingweb.org

(searchable by name, language, or zip code).

- Membership card.
- Access to the online forum.
- Career opportunities.
- Access to the quarterly newsletter.
- Announcements on upcoming training and events.
- Discounted registration fees at all MING events held throughout the year.
- Voting privileges.
- Opportunities to serve on MING's board and committees.
- Opportunity to attend MING's Annual Fall Forum.
- Networking with other professionals throughout the state.
- Updates on new developments in the field of health care interpreting.
- Links to national efforts to advocate for the rights of limited

English proficient individuals seeking health care.

- Discounted membership with the National Council on Interpreting in Health Care (www.ncihc.org).
- Opportunities for ATA members to earn continuing education points (subject to ATA approval).

Website

In addition to membership information, MING's website (www.mingweb.org) contains: event listings; contact information for officers; an online searchable membership directory; a members only area; access to a discussion board; interpreter resource links; and information on MING's projects.

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ATA chapters, affiliates, and local groups serve translators and interpreters in specific geographic areas. They provide industry information, networking opportunities, and support services to members at the local level and act as liaisons with the national association. This column is designed to serve as a quick resource highlighting the valuable contributions these organizations are making to the Association and the profession as a whole.

April 5, 2008
Austin Area Translators and Interpreters Association

English-to-Spanish Contrastive Grammar Workshop for Translators

Presenter: Xosé Castro Roig

For more information visit www.aatia.org or contact Marta Blumenthal at mblumenthal@austin.rr.com.

ATA Certification Exam Information

Upcoming Exams

California

San Francisco
April 26, 2008
Registration Deadline:
April 11, 2008

Los Angeles
May 11, 2008
Registration Deadline:
April 25, 2008

San Diego
September 6, 2008
Registration Deadline:
August 22, 2008

Florida

Orlando
November 8, 2008
Registration Deadline:
October 24, 2008

Massachusetts

Somerville
June 1, 2008
Registration Deadline:
May 16, 2008

Michigan

Novi
August 9, 2008
Registration Deadline:
July 25, 2008

New Jersey

New Brunswick
April 19, 2008
Registration Deadline:
April 4, 2008

North Carolina

Raleigh
April 20, 2008
Registration Deadline:
April 4, 2008

Ohio

Kent
May 24, 2008
Registration Deadline:
May 9, 2008

Pennsylvania

Pittsburgh
May 18, 2008
Registration Deadline:
May 2, 2008

Tennessee

Nashville
September 14, 2008
Registration Deadline:
September 5, 2008

Texas

Austin
April 12, 2008
Registration Deadline:
March 28, 2008

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 +1-703-683-6100. 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 ATA's website or from Headquarters.

Washington

Seattle
April 26, 2008
Registration Deadline:
April 11, 2008

Wisconsin

Milwaukee
May 3, 2008
Registration Deadline:
April 18, 2008

Washington, D.C.

April 6, 2008
Registration Deadline:
March 21, 2008

New Certified Members

Congratulations! The following people have successfully passed ATA's certification exam:

English into Portuguese

Maria Fontes
Onancock, VA

Fabio A. Oliveira
Taylorsville, UT

Cristina A. Rizek
São Paulo, Brazil

English into Spanish

Liliana Martinez-Criego
Apache Junction, AZ

Juan Vaquer, Jr.
Phoenix, AZ

Spanish into English

Sam Cogdell
Charleston, SC

Marian Comenetz
Belmont, MA

Suzanne M. Couture
Wauwatosa, WI

Steven A. Hackbarth
Watertown, WI

Kelley D. Salas
Milwaukee, WI



Dictionary Review

Compiled by

Peter A. Gergay

PGergay@aol.com

Portuguese Business Dictionary

Authors:

Morry Sofer and MariCarmen Pizarro

Publisher:

Schreiber Publishing
www.schreiberlanguage.com

Publication Date:

2006

ISBNs:

0-88400-321-3
978-0-88400-321-2

Price:

\$24.95

Reviewed by:

Giovanna L. Lester

I was surprised to discover that the authors of this dictionary are not Portuguese translators. Ms. Pizarro is a Spanish into English translator, and Mr. Sofer's name appears as the author or editor of books on translation for a variety of language combinations: Chinese, German, Spanish, French, Japanese, and English.

The dictionary is very simple and straightforward, and it fits easily into one's briefcase. Its glossy paperback cover, bright white paper interior, and nice font size are easy on the eyes. I do question the use of the word dictionary in the title, though, since, in my opinion, this work is more of a bilingual glossary.

Entries are in alphabetical order and most of them have an equivalent in the other half of the book. The main

entries appear in bold and their target-language equivalents are in regular typeface. Most entries take up only one line, and the few longer ones carry explanations for terms for which an equivalent in the target language was not found. There are no illustrations, appendices, or tables.

The authors did not provide any sample sentences to indicate word usage, nor did they include pronunciation or grammatical guidelines. I also found some entries to be rather cryptic (e.g., M-CAT = M-CAT without any explanation of what it refers to). Other entries have spelling issues: *remição* (*remissão*, page 26), *aumentoa* (*aumento*, page 162). In some cases, masculine articles precede feminine nouns (page 168: *cessão do apólice como garantia*: *apólice* is a feminine noun). I found instances of preposition

Table 1: Examples of Mistranslations

Main Entry	Translation	Correct Translation
Adjusted tax basis	<i>base de taxação ajustada</i>	<i>base de cálculo (de tributo) ajustada</i>
Analysis of variance	<i>análise de variança</i>	<i>análise de variação</i>
Affirmative Action	<i>Ação judicial cabível contra discriminação no mercado de trabalho em função de cor, sexo ou religião; ação antidiscriminatória</i>	No actual translation is given, and the explanation provided is inaccurate. The translation, <i>Ação Afirmativa</i> , is not provided.
Accrual method	<i>método de provisão</i>	<i>regime de competência</i>
Abusive tax shelter	<i>abrigo tributário excessivo, cobertura tributária excessiva</i>	<i>Deduções fiscais/tributárias abusivas</i>
Charge buyer	<i>Comprador encarregado</i>	<i>Comprador que cobra no cartão, que usa cartão de crédito</i>
Hacker	<i>pirata (...)</i>	Cracker is the term used in Brazil in the computer field. The term <i>pirata</i> with that meaning is more common in Spanish.
House to house	<i>A domicílio</i>	House to house: <i>transporte de mercadoria do sede to exportador à do importador</i> (not translated)
Luxury tax	<i>Imposto sobre bens suntuosos; imposto sobre supérfluos; imposto sobre bens de luxo; imposto suntuário.</i>	<i>Imposto sobre supérfluos</i> is the form used the Brazil.
Market timing	<i>procura do* investidor de um melhor retorno</i> *The correct term here is <i>pele</i> .	Market timing (<i>alteração da agressividade da carteira em função de previsões sobre o mercado</i>) is a term that is usually not translated in Brazil.

and article contraction where none is required (*Opção ao descoberto*, page 94). There are also mistranslations, some of which are detailed in Table 1.

The back cover claims that this dictionary “is designed to facilitate business between Portuguese and English-speaking countries,” and that “it is an invaluable tool for communicating in the global market.” However, I found very few entries followed by a

letter “P” to indicate that they were specific to Portugal, as readers are informed in the “How to Use this Dictionary” section (page 8).

The many shortcomings described here indicate an inattention to detail, which is detrimental in this type of work. I am looking forward to a revised edition.

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Giovanna L. Lester is the immediate past administrator of ATA's Interpreters Division (ID). She served as the president and director of the former Florida Chapter of ATA, and as the assistant administrator of the ID. She has worked in the translation and interpreting industry since 1980. Contact: translanguage@iname.com.

**ATA Translation Company Division
9th Annual Conference
July 17-20, 2008
The Inverness Hotel and Conference Center
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Highlights:

- Thursday evening reception and banquet.
- Two days (Friday and Saturday) of educational sessions tailored to the needs and concerns of translation company owners and managers.
- Topics will focus on industry trends, workflow tools, project management, sales, marketing, behavioral interviewing, and more.
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Kim Vitray
TCD Administrator
vitray@mcelroytranslation.com
512-472-6753

Ellen Boyar
TCD Assistant Administrator
ellen.boyar@thomson.com
215-386-0100 ext. 1331

Beatriz Bonnet
Local Conference Organizer
beatriz.bonnet@syntes.com
303-779-1288

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www.cciconline.net



The Translation Inquirer

John Decker

jdecker@uplink.net

Never in a million years would it have occurred to the Translation Inquirer that gender-based differences could exist, or previously existed, in any written form of a language. But that is exactly what is stated in the extensive introduction to Royall Tyler's translation into English of the 1,000-year-old Japanese classic, *The Tale of Genji*. At the stratified, rarified level of the high aristocracy in Osaka, men and women were both highly literate and wrote notes to each other

that usually included brief poems composed on the spot. But it was unladylike for women to write in the Chinese-influenced Kanji characters. A properly demure lady of high rank would use the phonetic Kana system almost exclusively. To use the Kanji would leave an impression of brusqueness that would turn the man off. Now who would ever have imagined that writing systems could be part of gender definition?

Abbreviations used with this column

B-Bulgarian
E-English
[E]-English
acceptable as an
answer, the
original query did
not involve English
F-French

G-German
I-Italian
K-Korean
Po-Polish
Pt-Portuguese
R-Russian
Sp-Spanish
Sw-Swedish

New Queries

(E-F 3-08/1) A Lantra-L member very simply wanted to know what the French was for *cusps*, as in the *cusps of a tooth*.

(E-Sp 3-08/2) Maybe this matter was settled elsewhere long ago, but a ProZ participant wants good Spanish for *legal entitlement*, as in *Farmers benefit most from individual risk covers subsidized by the government and legal entitlement to payments upon occurrence of a loss*. Help this colleague out!

(F-E 3-08/3) A member of ProZ stumbled over the term *trappe cardiaque* in this text on medical devices: *Il s'agit de notre civière 2 sections avec une trappe cardiaque de 9 x 10 po (23 x 25 cm) du côté gauche. Cette trappe permet de faciliter le travail de l'utilisateu[r] lors de l'échographie cardiaque. Un dossier court positionne adéquatement le patient sur le côté gauche, afin d'obtenir de meilleures images*. What is it?

(G-E 3-08/4) The abbreviation PTHSP was difficult for a ProZ user trying to deal with instructions for contractors working on an offshore wind energy

project. Under the heading of *Risikoanalyse des Auftragnehmers bzw. seines Designers*, are found two bullets, *Schwierigkeitsgrad (S) gem. PTHSP* and *Wahrscheinlichkeit (W) gem. PTHSP*. What do these refer to?

(I-E 3-08/5) A ProZ member already has a tentative English wording for this problem mechanical-engineering sentence, but obviously is not satisfied with it and wants help: *Lo spigolo alto della rete di pretezione del ribaltatore si impiglio nel telone del camion....* Focus on the words in bold print.

(Pt-G [E] 3-08/6) English will be acceptable for this ProZ query about *protocolo de exposição externa*, a real estate term used by a broker in that field who is offering certain services to his client. Here is more: *XXX garante aos sus clientes a exposição de cada propriedade no Mercado internacional, quer através das parcerias protocolo de exposição externa em vigor*. What is he talking about?

(R-E 3-08/7) Four replies had come in to ProZ regarding this Russian term by the time the Translation Inquirer spotted it, but the four respondents

were not super-confident about their suggestions. It is the words in bold print in the following: *Доходы и расходы, полученные при эксплуатации объектов социальной сферы*. What might they be, or is the concept too fuzzy to pin down?

(R-E 3-08/8) What, asks a ProZer, does *ледотермика* mean in this snippet of civil engineering: *сотрудники отдела ледотермики....* Regrettably, that is all the context there is.

(Sp-E 3-08/9) What does *infiltrado parenquimatoso alveolar a focos múltiples peri-hiliar e hilio-basal* mean in a cardiology context? The entire context sentence is *Pulmones múestran infiltrado parenquimatoso a focos múltiples per-hiliar e hilio hilio-basal podría estar en relación a pulmón congestivo en evolución correlación de hallazgos con la clínica y estudio radiológico de control según criterio del medico tratante, recomendado*.

(Sp-E 3-08/10) Here is some Spanish nitty-gritty about building specifications that includes two words troubling

to a ProZ member: *Fundamentos: *muros corridos y pilares aislados, y arriostrados entre si, línea de masa de tierra con hilo de cobre de 35 mm.* What are *muros corridos*?

(Sw-E 3-08/11) The last six words in the quote that follows caused problems for a ProZer: *I ett förök att kontrollera hela produktionsprocessen köpte han också ett boktryckeri, som dock sakta men säkert kördes i botten.* Something snappy and colloquial in English is what is wanted.

Replies to Old Queries

(F-E 7-07/4) (*les mauvaises herbes graminées, dicotylédones et cypéracées déjà levées*): All of the previous translations proposed for this, says Florence Herbulot, are in error. *Déjà enlevées* does not mean *déjà levees*, she points out, but “already sprouted.” All these herbs are out of the soil and have appeared. They have not been eradicated, which is something that she says ought to have been noticed earlier.

(F-E 11-07/4) (*slack la poulie*): Peter Christensen says it means what it appears to mean: “give the pulley some slack.” In other words, “take it easy, slow down, take a rest.”

(F-E 11-07/5) (*prise en charge ambulatoire*): “Accepting as an outpatient” is how Peter Christensen would render this. Ambulatory in English is simply a synonym of the more common outpatient. Talvi Laev simply calls it “outpatient treatment.”

(G-E 1-08/5) (*Setzen der IP-Adresse*): This kind of *setzen* (setting) means assigning a numerical address to a given computer, says Gabe Bokor. The IP (Internet Protocol) governs the use of the numerical addresses for all Internet-connected computers by

which it can be found among the millions of other computers.

(G-E 1-08/6) (*KV*): Iris Nussbaum says that in the German part of Switzerland, *KV-Ausbildung* means “basic professional training in business or commerce.” This training is often done in the form of an apprenticeship at a company, but specialized schools also offer it. *KV* itself means *Kaufmännischer Verband* (Association of Commercial Employees). Mario Beer expands *KV* to be *Kaufmännischer Verein*, an organizer of serious business schools. In some areas, *KV* accreditation is the only serious certificate of adequate training.

(K-E 11-07/9) (*Keuklyongkangseong*): D. Bannon points out that this refers to Heilungkiang Province, the northernmost in China. The word is a romanized version of the Korean pronunciation. The Koreans use written Chinese characters known as *hanja* in Korea, in combination with their native alphabet, *hangul*. The written characters have essentially the same meaning in both countries, but are pronounced differently, making it easy to **read** the originals, but not so simple to work backward from a romanization of the Korean pronunciation of those same characters. [And that is more insight, in just one paragraph, into Korean as a language and a writing system than has appeared in this column over at least 15 years!]

(Po-R [E] 11-07/10) (*komora łożyskowana jest obrotowo na osi*): Piotr Graff renders this into English as “the chamber rotates around its axis on a ball bearing.” The verb *łożyskować* means to “use ball bearings to make parts rotate around each other.” Anyone care to try Russian for this, which is what was originally wanted?

(Pt-E 1-08/7) (*torrão de açúcar*): Gabe Bokor cites the *Dicionário Lello*, which defines this as a variety of pear. A very welcome hello to Franco Gamero, who energetically came aboard this month by supplying several responses. In this case, what we are dealing with, as in Spanish, is the nickname (literally “sugar cube”) of a flower. He advises not translating it. Alan Clarke says that the plant is a member of the Proteoideae, a subfamily of the family Proteaceae, the latter being part of the genus *Protea*. We call it the “sugarbush,” a plant that does not actually yield any sugar, but produces gorgeous flowers in Africa and America. In the U.S., it grows on the forest floor beneath trees such as sugar maples that *do* serve as a source for sugar.

(R-E 1-08/8) (токарь-универсал): Aleks Lukoff suggests “reference manual for turning lathe operators with universal qualifications,” in view of the fact that *токарь* means a “turner,” and *универсал* indicates someone qualified to operate all kinds of turning lathes.

(Sp-B [E] 11-07/11) (*contrato en origen*): Leonor Guidici refers to the offering of a job contract in the home country of the person before he or she travels abroad to work. She believes the document relates to the fact that many people from Eastern Europe are hired abroad to work on farms in southern Spain.

(Sp-E 9-07/9) (*calibre comercial*): Two possibilities are offered by Franco Gomero, “of commercial quality” and “of commercial grade.” Example: *Mi producto es de calibre comercial.*

Continued on p. 44



Humor and Translation

Mark Herman

hermanapter@cmsinter.net

Macaronic Homonyms

English ‘brick’ is Italian ‘mattoni’;
Yiddish ‘matoneh’ is ‘gift.’
German ‘Gift’ is the word for ‘poison,’
while French ‘poisson’ is ‘fish.’

In Hebrew, ‘dawg’ is the word for ‘fish’:
this tower of Babel confounds!
Is one man’s ‘brick’ another man’s ‘dog’?
Does the plural of ‘brick’ imply ‘hounds’?

Such play with words is easy enough;
it doesn’t take much knowledge:
some time in ‘shul,’ some ‘mame-loshn’
and a couple of classes in college.

The poem above is by Arthur Graham and is published by Polyglot Press of Lexington, Kentucky. It is reprinted here by permission, as is the rest of the story which, as they say, continues.

The poem was accompanied by an explanatory sheet, dated October 24, 2007, entitled “Poet’s Notes on ‘Homonyms.’” The first two paragraphs read:

Searching for a printing project, I wrote a “poem” based on bilingual homonyms. Even without fluency in four of the six tongues, a smattering of vocabulary permitted me to feign linguistic competence. The last stanza is an unintentional confession of my fraudulence as a polyglot scholar.

This verse was intended to amuse an older audience, the children and grandchildren of Eastern-European Jewish immigrants. My early years were spent in a orthodox religious environment, and my loving grandmother spoke only Yiddish. Readers without this background will miss the warm colloquialism and humor of the words “shul” and “mame-loshn” (“synagogue” and “Yiddish”).

I might add that “shul” is etymologically related to “school” and that “mame-loshn” literally translates as “mother tongue.”

Before receiving “Homonyms,” I received an e-mail from Arthur Graham which said:

You will soon receive “Homonyms” in the mail. With it is a letter from the poet that, unfortunately, contains a typo. Rather than sending an erratum sheet, I append a message sent me by O. Leonard Press (formerly of Kentucky Educational Television) in regard to this matter.

I’m too gracious a lad to point this out
Except to a scholar like you
But is “In a orthodox religious environment”
A way to talk for a Jew...Nu?

But this was not the last word on the subject. That came after, in a copy I received of an e-mail from Gay Reading to Arthur Graham:

Of course the popular press (rather than the Leonard kind) would have no problem with this. They have put an n to it.

Best to all,
Gay

Herman is a librettist and translator. Submit items for future columns via e-mail to hermanapter@cmsinter.net or via snail mail to Mark Herman, 1409 E Gaylord Street, Mt. Pleasant, MI 48858-3626. Discussions of the translation of humor and examples thereof are preferred, but humorous anecdotes about translators, translations, and mistranslations are also welcome. Include copyright information and permission if relevant.

The Translation Inquirer Continued from p. 43

(Sp-E 10-07/11) (*condiciones de ligaduras de los movimientos*): According to Franco Gomero, these are “bonds, links.” The context is biomechanics.

Please keep them coming, especially original queries. For this column, they are the equivalent of diamonds. No kidding!

This column is solely intended as a means of facilitating a general discussion regarding terminology choices. For feedback regarding pressing terminology questions, please try one of these online forums: Lantra-L (www.geocities.com/athens/7110/lantra.htm), ProZ.com (www.proz.com), or Translators Café (<http://translatorscafe.com>).

Address your queries and responses to The Translation Inquirer, 112 Ardmoor Avenue, Danville, Pennsylvania 17821, or fax them to (570) 275-1477. E-mail address: jdecker@uplink.net. Please make your submissions by the first of each month to be included in the next issue. Generous assistance from Per Dohler, proofreader, is gratefully acknowledged.



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Savor This!

Backups—we know we've got to do 'em, but we just don't quite know how. I remember way back when I was writing my dissertation, I backed up all my files on a floppy disk every night. About the time I had filled the first floppy and reached the second, I knew I had to be about done—there is only so much you can write for a dissertation, right?

Oh, how the times have changed! When Apple released the first incarnation of the iMac without a floppy drive, people scratched their heads and felt lost. Of course, it is standard now—in fact, I am not sure that my kids would actually know what to do with a floppy disk. And I would venture to say that with the newly released MacBook Air without a CD-ROM drive, another era may also soon be over—we have long sensed that CDs and even DVDs are sort of “yesteryear.”

So what is hip, especially when it comes to backing up your data? There is no doubt that it has got to be online backups. However, the hippest thing does not always have to be the best, so I spent some time last week looking at online backup services.

Before I report on my findings, here are some thoughts on online services in general. It is hard to put a finger on the exact time when it became feasible to trust online services as much or even more than your local computer, but the fact is that it finally happened sometime in the last couple of years. Only three or four (or maybe five) years ago, most people would have argued that the Internet as the primary medium to store data, communicate by telephone and e-mail, manipulate files, and, in our case, translate, edit, and proofread, was just not quite reliable enough. What if my connection fails? What if the server that stores my data crashes?

What if the Internet “goes down”? While all of these things can still happen (probably in the same order of likelihood as mentioned above), today there are plenty of workarounds (such as other means of wired or wireless communication with the Internet) and security mechanisms (redundant servers). More importantly, we have started to accept online solutions as the new norm. Predecessors to many of today's products were already there during the first dot-com boom, but they did not make it because our minds and attitudes were not quite ready for it.

it out. I really like it, as it does exactly what it promises, but I ended up uninstalling it again.

First, let's start by explaining why Carbonite is a cool little program. It really is little—just about 5 MB to download—and it is extremely simple to set up. Once you have it installed, it gives you the option to either choose the default Documents and Settings folder for backup (where your e-mail files and My Documents typically reside), or you can choose folders on your own. If you forget a folder or a file, it takes only a right-click to add (or deselect) a folder for backup. The

So what is hip, especially when it comes to backing up your data?

So, let's back up (pun intended). There is a never-ending list of competing products that offer online backup with slightly different features. Some offer file sharing with other users, some even let you work on the files while they reside at the remote location. A few even provide a peer-to-peer service where you do not back up on a server, but on a few “buddies” computers (not surprisingly, one of those products is called BuddyBackup).

Two of the most popular products at the moment are Carbonite (www.carbonite.com) and Mozy (www.mozy.com). Both services charge approximately \$5 a month for unlimited storage, although with Mozy you have the option to get a free account if you only need to store 4 GB (you will need more). Since several of you wrote to me about Carbonite, I signed up for the 15-day trial to check

backup process starts right away. You will see a little notification that the initial backup may take several days—and it does. In my case, it took about five days. I disabled it while it was working during the day because it requires quite a bit of processing power, and continued the backup at night. It all works seamlessly, and once the initial backup is complete, each file that is modified is flagged to be backed up either right away or at a time of your choosing. The restore function is also super-easy: a new virtual drive is created that gives you immediate access to all of your files. The benefits of this are obvious. It is dirt-cheap, you have access to your files from anywhere (provided that you access them from the machine where they were backed up), and it is easy.

There is a reason why I decided to return to my exterior hard drive backup.

Depending on your TEnT (translation environment tool) and whether you choose to work with client-specific translation memories and/or a large all-encompassing translation memory, the size of those files can be enormous. So large, in fact, that the nightly backup may just not be enough to get everything that has been changed written back to the Carbonite server. Add to that your e-mail file(s)—I happen to use Outlook, which stores everything in a large database-like file—and whatever actual documents you have been working on, and you will have to have the backup run constantly, which tends to steal from your processing power. This may not be true for you. You may

not deal with very large files. In that case, Carbonite, Mozy, or some of their competitors may be the right solution for you.

There is one more thing, though. On my external hard drive I can do incremental backups that not only keep the data from yesterday, but also from the day before and before and—you get the picture. Quite often I realize that I need to dig much deeper than just a day or even a week to get something that may have been changed many times since, which is not a problem. Of course, there are limitations, too (at some point the largest external hard drive is full), but these are things I can deal with.

(Of course, if my office burns to the ground and wipes away both my computer and the external hard drive, I may regret what I just wrote—so I do use the good old CD drive to burn CDs with the most important files and store these outside the house.)

The GeekSpeak column has two goals: to inform the community about technological advances and at the same time encourage the use and appreciation of technology among translation professionals. Jost also publishes a free technical newsletter for translators (www.internationalwriters.com/toolkit).

In Memoriam

**Marian Babirecki
Labrum
1943-2008**

The following appeared in the Daily Herald (Provo, Utah) on January 13, 2008.

Marian Babirecki Labrum, 64, died at her home in Orem, Utah, on January 10, 2008, after a courageous battle with multiple sclerosis.

Marian was born on November 5, 1943 in Salto, Uruguay, to Alba Guillermina Pazos and Wladyslaw Francieszek Babirecki. From a young age, Marian developed an interest in foreign languages and cultures. At 16, she began teaching English in Uruguay. In 1965, she came to the U.S. to attend Brigham Young University in Idaho, where she earned both a bachelor's and master's degree. She received a Ph.D. in modern languages from Middlebury College in Vermont.

Marian married Bruce Marshall McMaster in 1966, and had two children. She later divorced, and married Joseph Labrum in 1989. Marian was a professor of Spanish and translation at Brigham Young University for 33 years. She was also a visiting professor of Spanish at the Middlebury College Language School during the summer months for 15 years. Marian joined ATA in 1976, and was an ATA-certified (English→Spanish) translator.

Marian is survived by her mother, Alba, her husband, Joseph, her two children, Ian McMaster and Tricia Donaldson, a brother, Ian Babirecki, and 10 grandchildren and two great-grandchildren.



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www.fit-ift.org

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www.netaweb.org

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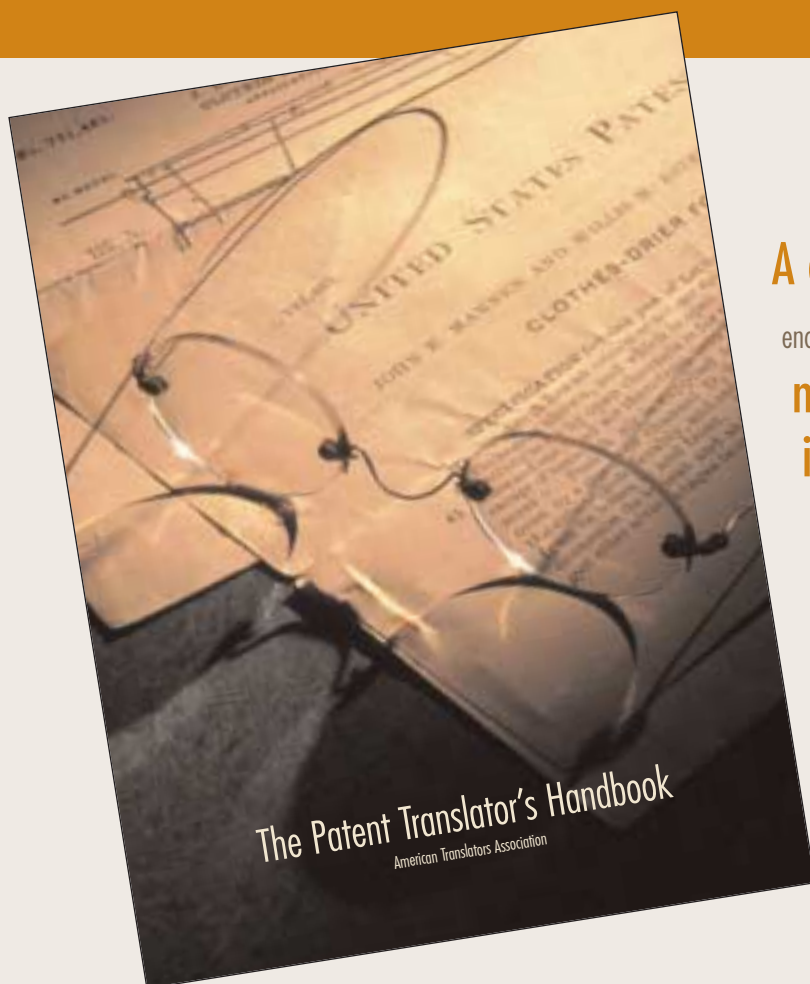
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