Web site translation quiz

Q. How do you translate this database-driven web site?

<table>
<thead>
<tr>
<th>Name</th>
<th>URL</th>
<th>Comments</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;i&gt;The State of CL&lt;/i&gt;</td>
<td><a href="http://www/">http://www/</a></td>
<td>This article gives more insight into the</td>
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<td>CL and CAT tools</td>
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<td>Controlled Language (CL) technology</td>
<td>ccat</td>
</tr>
<tr>
<td>&lt;i&gt;Different Types&lt;/i&gt;</td>
<td><a href="http://www/">http://www/</a></td>
<td>&quot;The objective of CL applications for</td>
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<tr>
<td>Simplified English</td>
<td><a href="http://www/">http://www/</a></td>
<td>Since this new way of producing documents</td>
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</tr>
<tr>
<td>&lt;i&gt;Down to bus&lt;/i&gt;</td>
<td><a href="http://www/">http://www/</a></td>
<td>This article reviews applications of CL</td>
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<tr>
<td>&lt;i&gt;Writing a Team&lt;/i&gt;</td>
<td><a href="http://mult">http://mult</a> Hướng</td>
<td>This article gives useful guidelines for</td>
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<tr>
<td>OCR and CAT tools</td>
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<td>Optical Character Recognition (OCR)</td>
<td>ocrcat</td>
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<td>&lt;i&gt;OCR and CAT&lt;/i&gt;</td>
<td><a href="http://u-articles">http://u-articles</a>.</td>
<td>This article compiles translators' experiences</td>
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<tr>
<td>OCR Software</td>
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<td>Companies that provide the service</td>
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<td>&lt;i&gt;Talking your&lt;/i&gt;</td>
<td><a href="http://u-articles">http://u-articles</a>.</td>
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<td>&lt;i&gt;Voice Recognition&lt;/i&gt;</td>
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<td>&lt;i&gt;Speech Recognition&lt;/i&gt;</td>
<td><a href="http://u-articles">http://u-articles</a>.</td>
<td>&quot;[...] the time reduction for production</td>
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<tr>
<td>Déjà Vu &amp; Drag</td>
<td><a href="http://www/">http://www/</a></td>
<td>Articles about Dictation Software about</td>
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<tr>
<td>CAT tools review</td>
<td></td>
<td>Evaluations of CAT tools performed</td>
<td></td>
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<tr>
<td>&lt;i&gt;TRANSLATION&lt;/i&gt;</td>
<td><a href="http://u-articles">http://u-articles</a>.</td>
<td>A thorough review of Déjà Vu, Trans業</td>
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<td>&lt;i&gt;How the men&lt;/i&gt;</td>
<td><a href="http://u-articles">http://u-articles</a>.</td>
<td>The ITI Bulletin has recently published</td>
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<td>&lt;i&gt;Translation Journal&lt;/i&gt; published</td>
<td></td>
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</table>

A. With Déjà Vu.

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Three Days of the Balance Sheet, and Much More!
By Trudy Balch .......................................................... 13

What did more than 325 financial translators from more than 25 states and at least 15 countries talk about—in English, French, Spanish, Italian, German, Portuguese, and Russian—at the ATA’s Financial Translation Conference in New York this past May? A group of attendees reports back.

2001 Two-week Study Tour to Erlangen, Germany, for Members of the ATA German Language Division
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Since early 1995, ATA members have had the opportunity to participate in a biannual, two-week study trip to Erlangen, Germany, usually taking place in late spring. This year, 25 members of ATA’s German Language Division went on the tour, April 29-May 12. The trip was designed to help improve participants’ knowledge and understanding of Germany’s past and present challenges from the aspects of culture, politics, industry, history—and leisure.

Doing Your Part to Develop Professional Recognition
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This article is about the visibility versus invisibility of translators and interpreters and the importance of sharing our experiences to develop a better image and gain recognition.

Modern Mentoring: What It Is and How to Do It
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If you’re a successful professional, you can probably name one or more persons who helped you develop. Maybe you didn’t call them “mentors,” but they went out of their way to help you discover more about yourself and learn how to succeed. Today, we call these important helpers mentors, and we realize how valuable—and skilled—they are, even though they usually do not realize it themselves. If you’re wise, you’ll continue to find and make use of a series of mentors throughout your life. This article describes what you can do to play both roles effectively.

How to Interview Corporations for In-house Positions
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Nowadays, working as an in-house translator, especially in the localization segment of the industry, is a highly doable goal that many of our freelancers are missing out on. The process of researching the corporations we might want to work for is further complicated by the geographic characteristics of our profession. Unlike doctors, lawyers, and auto mechanics, we cannot expect to find our ideal employers in the same city we live in. This article is part of an upcoming presentation at this year’s ATA Annual Conference in Los Angeles.

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An overview of the difficulties encountered editing Spanish college and school textbooks: challenges brought about by the process of creating a text, the dearth of available resources, and the cultural and political issues confronted. Editors’ roles, struggles, and rewards are presented.
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Fax (703) 683-6122 • Chronicle@atanet.org
Overview of the U.S. and Brazilian Legal Systems: Concepts and Terminology
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The wide rift separating the American and Brazilian legal systems is deeply rooted in their respective historical origins.

Mixing Science and Art: Is it possible to develop a single FACIT translation for both Portugal and Brazil?
By Benjamin J. Arnold ........................................... 38
The Functional Assessment of Chronic Illness Therapy (FACIT) Multilingual Translations Project works to adapt the FACIT health-related quality of life questionnaires into other languages for use in research and clinical trials worldwide. This project has developed an innovative iterative translation methodology (forward, backward, and multiple review) to ensure equivalence among the various language versions of the FACIT questionnaires. This article presents an overview of our general translation process and, more specifically, the methods used to obtain a Portuguese version of these quality of life questionnaires. The final goal is to create a translation that is cross-culturally suitable for Portuguese-speaking populations in both Europe and South America.

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A brief review of some important details of the International System of Units that plague translators’ lives.

Batting a Thousand! Translating American Sports Terms Used Idiomatically (An English-to-Portuguese Example)
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Sports contribute many words and expressions to the general vocabulary that may appear when translating and interpreting. Here is a study of some of these terms in English, with literal sports meanings, figurative meanings, and suggested Portuguese translations.

Features Continued

The Northern California Translators Association Presents:
Perspective in Diversity

The second annual NCTA TradeFair will take a look beyond the expanding markets of the translation and interpretation industry as seen in the past few years and concentrate on the needs for infrastructure among language professionals. Our invited presenters, exhibitors, and lecturers will speak on the following topics:

• Insurance programs for language professionals
• Ergonomics
• T&I educational programs and certifications
• Continuing education programs
• Interpretation: Tools
• Translation: Tools

Date and Location:
Saturday, September 8, 2001, 10:00 a.m.-5:00 p.m.
UC Berkeley Extension, 55 Laguna Street, San Francisco

For more information, visit www.ncta.org or call 510-845 8712.
About Our Authors...

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Trudy Balch translates from Spanish and Ladino into English, specializing in commercial/financial texts, journalism, law, and international issues, as well as history, the arts, and prose fiction/nonfiction. She was a Fellow of the University of Texas at Austin’s Harry Ransom Humanities Research Center, where she researched and published on the life of translator Harriet de Onís. Contact: tbalch@compuserve.com.

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Paulo Roberto Lopes is ATA-accredited (English-Portuguese) and a certified translator. He has been a simultaneous interpreter since 1974. He has been a visiting teacher at some Brazilian universities, and is the owner of Tradutec, a small technical translation firm. He feels comfortable with engineering, medicine, financial, and similar texts. Contact: tradutec@netsite.com.br.

Lourdes V. Norton is a freelance translator and interpreter in São Paulo, Brazil, where she teaches court and conference interpreting at Pontificia Universidade Católica-São Paulo, in addition to presenting and promoting workshops. She was the second administrator of ATA’s Portuguese Language Division. She has a law degree from Pontificia Universidade Católica-Rio, an M.S. in educational administration and supervision from Pace University in New York, and has taught Brazilian cultural perspectives and language at the Lauder Institute of the Wharton School of Business. She was one of the first Portuguese interpreters to pass the State of New Jersey Exam for Legal Interpreters, is a court-certified interpreter for the State of Pennsylvania, and has, over the years, been involved in legal translation projects for well known law firms in the U.S. and Brazil. Contact: lvnorton@hotmail.com or lvnorton@uol.com.br.

Linda Phillips-Jones, Ph.D., is an early pioneer of modern mentoring. She’s the author of Mentors and Proteges, The New Mentors and Proteges, and many training materials on mentoring. As the principal consultant of The Mentoring Group, she has provided mentoring training and consulting in several countries for such organizations as Conoco, Hewlett Packard, and Agilent Technologies. Contact: mentorusa@foothill.net or www.mentoringgroup.com.

Isabel Picado is certified as a judicial interpreter in Spanish for the State of Massachusetts, is a Spanish-language editor, and is an English-to-Spanish translator. She has a doctoral degree in Spanish language and literature, taught Spanish at the university level for eight years, and has worked as an editor since 1989. Contact: imp@world.std.com.

Antoinette-M. Sixt Ruth is from Augsburg, Germany. She was educated in Germany, the U.K., Switzerland, France, Italy, and Mexico. She has extensive overseas work experience, including 10 years in the construction industry and in oil exploration in Africa. She and her husband, Harley, live in San Antonio, Texas, where she has worked as an independent German<>English translator since 1995. Contact: amsixt@texas.net.

Enéas Theodoro, Jr., who is not an attorney, but attended law school for three years in Brazil, has been working in the field of legal translation for about 20 years. He began working as a conference interpreter in 1976 before becoming a translator. A partner with several attorneys in a legal translation office in São Paulo for 10 years, he was certified by the São Paulo State Government in 1979. He received his training as a translator/interpreter at the Alumni Association, the first translation school in Brazil, where he later became a teachers’ supervisor. Contact: theodoro@attglobal.net.
The ATA Board of Directors met June 30-July 1 in Seattle. Here are some highlights from the meeting.

Nominating Committee. The Nominating Committee, chaired by ATA Past President Muriel Jérôme-O’Keefe, presented the slate of candidates for the 2001 election. The candidates are for president-elect: Scott Brennan; for secretary: Courtney Searls-Ridge; for treasurer: Jiri Stejskal; and for director (three vacancies): Virginia Benmaman, Beatriz Bonnet, Robert Croese, Clove Lynch, and Madeleine Velguth. (See the box below for more information.)

Divisions Committee. The Board unanimously passed a motion discontinuing the $4 per member division overhead charge for the 2002 budget. The waiving of this fee will not reduce the revenues for the association, but simply shift revenues directly to division activities. Division membership dues will remain the same.

Conference. The Board unanimously passed a motion to hold the ATA Annual Conference at the Westin Hotel in Seattle, Washington, subject to negotiation. ATA and Conferon, our meetings management consultant, are in final contract negotiations with the hotel.

Fédération Internationale des Traducteurs Congress. Meghan O’Connell, organizer for the 2002 FIT Congress, August 7-10 in Vancouver, British Columbia, spoke to the Board about the plans for the upcoming meeting. After some discussion, the Board unanimously approved a motion that the ATA provide dollar-for-dollar matching funds, not to exceed $7,500 (Canadian), to match contributions to the 2002 FIT Congress made by other FIT member national associations, provided that such contributions are received by FIT by January 31, 2002.

Professional Development Committee. In view of the overwhelming success of the ATA Financial Translation Conference that was held this spring in New York, the Board unanimously carried a resolution commending ATA Director and Professional Development Committee Chair Marian Greenfield for her outstanding
The short story Silver Blaze, by Sir Arthur Conan Doyle, showcases detective Sherlock Holmes’ deductive powers. A horse is taken from the stables late at night, but the dog doesn’t bark. Holmes correctly concludes that the thief, whoever he may have been, was well known to the dog. Said thief later receives his comeuppance when he is inadvertently killed by the stolen stallion.

The pleasure we take from Doyle’s stories, in which Baker Street is always fogged over and the hunt is always afoot, gives credence to Holmes’ conclusions and creates truly satisfying fiction. In real life, however, I am struck by how often people draw the wrong conclusion from “the dog that didn’t bark.” Having left a voice-mail, sent an e-mail, or asked a question, they receive no answer and conclude that: a) the answer is no, b) that person doesn’t like me, or c) my question must have seemed unimportant.

In the case of your humble servant, at least, silence means none of the above three answers. Silence may mean that I yet again have several dozen unanswered e-mails, that someone else saved your message on my voicemail and I didn’t catch it when I reviewed the calls, or that your message is too important to delegate to someone else but I haven’t gotten to it yet. While I think of myself as a reasonably efficient and organized person, I must confess to you, faithful readers, that balancing my volunteer work for the ATA, my business activities, and my time with family is a challenge. There are times when I cannot keep up with everything.

Silence might also mean that I never received your e-mail—I am surprised at how often the messages I send seem to wander astray in cyberspace, never to reach their destination. There was an ancient proverb, “silence means consent.” In the modern day, silence sometimes means “try again, perhaps in a different communication channel.”

Many of you have been good enough to write to me about the changes the Board of Directors has approved for the accreditation program. Last month’s column addressed some major questions that had come up. This month, I am including another e-mail that was sent out in late June addressing key points. I extend my thanks to all of you who have taken the trouble to write. If you haven’t heard back, please don’t draw the erroneous conclusions listed above. Do know that the Board, the Accreditation Committee, and I are reading every single message on this topic that we receive, and are considering your views with the utmost seriousness. We appreciate your input as we move forward with these important developments.

Text of e-mail message to all members sent June 2001:

Dear colleagues:

Many of you have written to me about the changes to the accreditation program that the Board approved at our March meeting. In this message, I would like to address three major questions that you have raised:

1) How will these changes affect people who are already accredited?
2) Why is the Board opening our credential to nonmembers?
3) Will this issue be put to the vote of the membership at large?

If any chapters, affiliates, or regional groups would like to meet with a Board member to discuss your concerns about these issues, please contact me at your earliest convenience. The Directors are ready and willing to address member concerns and engage in dialogue with you. We will also have a session on this topic at our conference in Los Angeles.

1) How will these changes affect people who are already accredited?

Presently accredited translators will be “grandfathered in.” They will not have to re-test, and they will receive a new certificate attesting that they are “certified translators.”
changes have been implemented; however, all certified translators will need to meet the continuing education/professional development requirements.

2) Why is the Board opening our credential to nonmembers?

As background, let me mention that our credential is a “voluntary certification.” This is a credential that is offered to those who wish to take it. It is not a license, nor is it required by any governmental authority. The Board learned last year that there is a whole set of standards and “best practices” with regard to voluntary certification. The key fact here is that in the world of voluntary certifications, a member-based credential may be perceived as a second-rate credential.

Many of you know how hard we have worked over the years to make accreditation a valid and valuable measure of someone’s ability as a translator. However, as long as only members can take the exam, to the outside world there always could be the possibility of favoritism, bias, or inside dealing. We have a rigorous and independent system. In the ATA, there is a strict line dividing the Board’s responsibility—setting policy—from the Accreditation Committee’s responsibility—administering and grading the examinations. We know that that line is there. But there are many organizations that don’t have such a line.

Recently, a columnist in our local newspaper wrote this about searching for a “personal trainer”: “The fitness industry is largely unregulated and unmonitored. This has at least two significant repercussions. First, just as anyone can call himself or herself a ‘nutritionist,’ it takes no special training, certification, licensing, lifestyle...to call oneself a ‘personal trainer,’ ‘aerobics instructor,’ ‘fitness columnist,’ or any variation thereof. Second, there are, by one estimate, at least 250 fitness organizations—an industry within the industry. Many offer training, testing, and certifications, each to its own standards. Some certifications can be had with just a few hours of study in order to pass a test; for others, a test can’t even be taken unless you have a related college degree.” Molly Martin, Pacific Northwest Seattle Times, June 10, 2001.

This is exactly the situation that Michael Hamm had in mind when he recommended that we open the exam to nonmembers. In some organizations, signing up is enough to get a certification, or the steps to obtain the credential may be merely pro forma, with no genuine rigor involved. Some “membership credentials” are given after a personal interview and answering a few oral questions. Others may be very strict. To the outside world, though, they are all suspect.

Since we in the ATA have a rigorous, high-value professional credential, we increase its worth and credibility by saying that anyone who meets our prerequisites may obtain it. Paradoxically, by separating it from membership we increase the standing, perceived objectivity, and value of our credential—and therefore of our organization.

This is the bottom-line motivator for this decision. It is one step in a long effort to increase the public’s understanding of and appreciation for all the professionalism that is required to be a good translator. Mr. Hamm had a telling anecdote. He referred to the fact that in the world of accounting, the CPA is the “gold standard.” Everyone knows what a CPA stands for and its worth is unquestioned. He called the society that administers the credential and asked, “What did it take to establish the CPA as the ‘gold standard?’” They replied, “About a hundred years.”

3) Will this issue be put to the vote of the membership at large?

Our association is governed by the laws of the State of New York in accord with Robert’s Rules of Order. Under those rules, a board has the responsibilities given to it in the organization’s bylaws. Article IV, Section 2, of the ATA bylaws states that: “The Board of Directors shall have the power and authority to manage the association’s property and to regulate and govern its affairs; to determine policies and changes therein....” Determining policies is a responsibility of the Board, and therefore this issue will not be put to the members for a vote.

I assure all of you that the Board is very concerned about member views. We sought member input on the proposed changes at the Orlando conference, through e-mail messages, and in the Chronicle. A careful review was made of all the input received. On this point, there was no consensus among the members. In such a situation, the Board is charged with taking a leadership role.

As part of a course I was taking last year I read Robert Greenleaf’s classic book, Servant Leadership. He had this to say about leadership: “A leader ventures to say: ‘I will go; come with me!’ A leader initiates, provides the ideas and the structure, and takes the risk of failure along with the chance of success.” In this case, I believe that the Board and the Accreditation Committee are acting as true leaders. We are proposing a path that will move the association into a new phase, of being the beacon for all in our profession. Yes, there are risks, but after careful consideration we have agreed that the risks are worth the return. One of our members said to me last year, “If the ATA doesn’t provide the leadership for our profession, who will?”

In closing, I hope very much that these thoughts help clarify the background to our thinking. I thank all of you who have written—your comments are all being provided to the Board for their consideration and review. Please continue to keep in touch, and plan on attending our session on this topic at the Los Angeles Conference.

Sincerely yours,
Ann G. Macfarlane
President
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International Certification Study: Accreditation by the South African Translators’ Institute

By Jiri Stejskal

In the July issue I discussed the accreditation program developed by the Brazilian Translator Association ABRATES. This month’s article will provide you with information on the varied accreditation options offered by the South African Translators’ Institute (SATI). The following is adapted from a letter received in response to the ATA’s letter to FIT members concerning the Certification Study. Complete information can be found at the SATI Website at www.translators.org.za/indexes/english/accredit.html.

Accreditation by the SATI is currently available for translation, for purposes of becoming a sworn translator, for language editing, for interpreting, for terminology, and for pioneer Bible translation.

Translation accreditation is available in combinations of all 11 of the official languages of South Africa, as well as a range of foreign languages including French, German, Dutch, Italian, Spanish, Portuguese, Russian, Arabic, Romanian (!), and Hebrew. The accreditation examination is a written examination in which three questions out of approximately eight, covering a variety of fields, have to be completed. One question (a general text) is compulsory. If a translator wishes to specialize in a certain field, an effort will be made to accommodate him or her. The main objective of the examination is to test the final translation product that the candidate can present. Therefore, there is no formal time limit, although candidates may not have the examination paper in their possession for more than 24 hours. Candidates are also free to use all the sources they may have available. They may not, however, consult another person.

Grading of the examination scripts is done along the lines of the scheme used by ATA. This means that errors are classified as either major or minor errors. Two or more major errors in one text, or one major error and seven minor errors in one text, means that one fails the examination. A limited number of minor errors (20) is allowed. Once the examination script has been received by the Examination Committee, it is submitted to two graders who mark it independently and anonymously. The identity of the candidate also remains secret. If both examiners pass the candidate, he or she passes; if both fail the candidate, he or she fails. In the event of one examiner passing and the other failing a candidate, the script is submitted to a third examiner whose decision is final.

Accreditation for purposes of becoming a sworn translator was introduced by the Institute in order to provide for the standardization of the examination required as a part of the procedure for becoming a sworn translator. The sworn translator’s examination is a written examination in which four texts must be translated. The procedure is the same as for general translation accreditation, except that grading includes consideration of the conventions pertaining specifically to sworn translations.

Accreditation for language editors is run along similar lines as accreditation for translators. Six texts on a variety of subjects are provided for editing. A choice of texts may be given within the various questions. Corrections are done on the texts themselves. Candidates are free to choose a style for editing: either using any accepted proofreading symbols or “school-teacher style” (i.e., writing in a correct form). The examiners will assess the editing in terms of errors spotted and the suitability of corrections provided. This examination is currently available in English and Afrikaans, and is being expanded to cover the other official languages of South Africa.

Accreditation for interpreting is carried out at a suitable venue once an adequate number of applications have been received to make an examination at a particular venue economically viable. Candidates are examined in the language combination(s) and interpreting mode(s) of their choice, with an accreditation certificate reflecting the relevant details. The accreditation test comprises an on-the-spot evaluation of a candidate’s interpreting abilities, which is carried out by an accreditation panel appointed by the SATI Examinations Committee.

Continued on p. 12
Accreditation
- Exam sittings have been added in Minneapolis, Minnesota, and Washington, DC.
- Exam sittings were held in Austin, Texas, and Salt Lake City, Utah.

Board
- The ATA Board of Directors held a Board retreat and meeting June 29-July 1 in Seattle, Washington. (See From the Executive Director in this issue for more information.)

Conference
- The ATA 42nd Annual Conference, Los Angeles, October 31-November 3, is taking shape. For the latest information and registration forms, visit the ATA Website, http://www.atanet.org.
- Conference Final Program advertising, exhibit space, and sponsorship opportunities continue to be marketed. For more information, please contact Megan Gallagher or Bob LePage at the McNeill Group, (215) 321-9662 or mgallagher@mcneill-group.com or blepage@mcneill-group.com; www.mcneill-group.com/mediakit.html.

Membership
- ATA membership is running 10.2 percent ahead of last year at this time.

Professional Development
- The deadline for mentor and mentee applications for the ATA Pilot Mentoring Program Has passed. Thanks to all who applied. If you are not a participant in the pilot program, you are invited to attend “Strategies for Getting the Mentoring You Need” (ATA-3) on November 1st at the ATA conference. For more information, please go to the ATA Website, www.atanet.org, and click on ATA Pilot Mentoring Program on the home page.

Public Relations
- ATA Executive Director Walter Bacak worked with a reporter from The Miami Herald.
- ATA has agreed to serve as a sponsor for this year’s SAE Multilingual Documentation for the Automotive Industry TOPTEC Symposium, October 18-19, 2001 in Paris. (ATA was a sponsor of the same symposium last year in Detroit, Michigan.)
- ATA continues to work with the American Foundation for Translation and Interpretation, the Fédération Internationale des Traducteurs, ASTM Translation User and Language Interpreting Standards projects, and the Localisation Industry Standards Association.

Visit ATA online at www.atanet.org for information on your membership benefits!

International Certification Study
Terminology accreditation involves the compilation of a mini bilingual, bi-directional technical dictionary in the subject field of the candidate’s choice. Documentation in the subject field is provided and candidates have to excerpt the terms from this. The mini dictionary should include appropriate front matter, with indications on how the dictionary was compiled and the problems encountered while compiling it, and also back matter (i.e., bibliography, names of subject specialists, linguists consulted, etc.). An indication on how the dictionary is to be used should also be given.

Accreditation for pioneer Bible translation is undertaken in association with the Institute for Bible Translation in White River. Pioneer Bible translators are those who translate the Bible into new languages.

Further information on the accreditation procedures of SATI can be obtained from the Examinations Assistant, Marion Boers, at boers@iafrica.com. Ms. Boers also informed me that SATI is currently revising its terminology accreditation procedure.

Next month’s article will bring you information on non-degree professional certificates for Arabic/English translations offered by the Center for Adult and Continuing Education of the American University in Cairo. As the editor of this series, I encourage readers to submit any relevant information concerning non-U.S. certification or similar programs, as well as comments on the information published in this series, to my e-mail address at jiri@cetra.com.

TRADOS Workshops
TRADOS Corporation offers one-day training workshops each month for Translator’s Workbench, MultiTerm, and WinAlign at its site on 113 S. Columbus Street, Alexandria, Virginia. Attendance is limited. For more information, contact: Tel: (703) 683-6900; Fax: (703) 683-9457; E-mail: eva@trados.com or www.trados.com.

Call for Papers Institute of Translation & Interpreting/IALB Conference on Language and Business November 22-25, 2001 University of Hull • Hull, England Please send abstracts to Dr. Catherine Greensmith, Department of French, University of Hull, Cottingham Road, Hull HU6 7RX England; Tel: +44 1482 465162; E-mail: c.greensmith@selc.hull.ac.uk.

Upcoming Conferences & Educational Programs

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Three Days of the Balance Sheet, and Much More!

By Trudy Balch

T
he message was clear: Your mission, Ms. Balch, should you choose to accept it, is to tell Chronicle readers the true story of what happened at the ATA’s three-day conference on financial translation, held in New York City from May 18-20. Well, thanks to terrific organization and a group of top-notch speakers, this Mission looks far from Impossible.¹

But I’m not in this alone. Some helpful colleagues have come forward to help. All have assured me that their comments won’t self-destruct.

We can all agree on how the event started. By 8:00 a.m. on May 18, some 325 translators from more than 25 states and at least 15 countries began to descend on ivy-covered, red-brick Vanderbilt Hall at New York University, in the Greenwich Village neighborhood. Was there coffee? Check. Fresh fruit? Check. Fresh danish and bagels? Check.

But hey, we didn’t come just for the food. After a 9:00 a.m. welcome that included conference organizer Marian Greenfield, ATA President-elect Tom West, and NYU foreign languages and translation director Milena Savova, we got an overview of Euronext (www.euronext.com), the new cross-border stock exchange formed from the Amsterdam and Brussels exchanges and the Paris Bourse.

Then it was down to the more nitty-gritty: accounting principles and terminology with Italian>English and Russian>English translator and former banker Bob Taylor. We revisited the material in a later session with financial executive Richard Tretler, who reminded us why “Happiness is a positive EBITDA.”² Taylor’s session also included a review of reference books and Websites. (If you haven’t seen http://askmerrill.ml.com/education/course/0,,20000_20132_1_ask0000,00.html, you don’t know what you’re missing. Seriously.) We also noted that even in accounting, the U.S. and Britain can be two countries divided by a common language. For example, “inventory” in the U.S. is “stock” in the Queen’s English. Nor did we overlook the all-important topic of marketing our services. Taylor reminded us that financial statements are released at regular times, which means it’s a good idea to call clients (including agencies) at those times and remind them you’d like to be on board again.

Also on the accounting agenda was German>English translator Robin Bonthrone, who discussed international accounting issues, including the move toward standardized reporting in Europe and its consequences for translators. The good news? An accepted body of terminology (eventually). The challenge? As the terminology hydra starts losing its heads, translators will have to boost the value added they offer. That means beefing up our specialized subject-area knowledge. (Sound familiar?)

Alicia González Requejo, whose presentation included the international strategic issues underlying such economic blowups as the Latin American debt crisis and the Asian crisis. Two books she recommended were Paul Kennedy’s Preparing for the 21st Century and Alain Simon’s Géopolitique et stratégies d’entreprise.

…My strongest impression from the conference was that it was “fun”—the group seemed to be just the right size for mixing and meeting new people...

And now some reports from the rest of our Impossible Missions Force, plucked from seminars on May 19 and 20 that covered French, German, Italian, Russian, Portuguese, and Spanish, plus two presentations in Spanish on terminology and databases. But first a word to all you readers: Try as I might, it was Impossible to cover every detail of every seminar without laying claim to several issues of the Chronicle. Here, I’ve tried to whet your appetite, but if you couldn’t attend, please do talk to colleagues who did. Here we go!

Donna Sandin, just back from a translators conference in São Paulo, Brazil, praised all five Portuguese sessions, “by speakers I’ve heard before, but from whom I still learned something new.” Overall, she says: “My strongest impression from the conference was that it was ‘fun’—the group seemed to be just the right size for mixing and meeting new people. Especially that first morning. I don’t think anyone felt left out! This reinforces what ATA already knows—that the continental breakfast is a vital event in these situations.”

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Three Days of the Balance Sheet, and Much More! Continued

For Randa Sayegh-Hamati, who translates from Spanish<>Arabic and English<>Spanish and Arabic, the conference was a valuable window onto Latin America: “I just finished my exams for a course in financial management at the University of Madrid, but at this conference I discovered a completely new vocabulary.” Translator and interpreter Rudy Heller delighted in the lively discussion, during Alicia Agnese’s English<>Spanish terminology seminar, on “‘equity,’ ‘capital,’ ‘principal,’ ‘management,’ and ‘performance,’ and all the variables these tricksters can take.” And I’d like to add how much everyone appreciated the workshops in which we looked at sample translations and compared stylistic points.

English<>German and French>German translator Carmen Berelson was especially pleased that sessions “addressed the broader picture of the financial markets and were also forward-looking and thought-provoking.” And no one could stop talking about how smoothly everything ran, right down to the inspired decision to allow at least an hour and a half for lunch—the better to savor those many nearby restaurants.

Which brings us to location, location, location! “What a terrific excuse to catch late spring weather in New York, visit New York University, walk our feet off in the Village, and catch up with amigos new and old. And what a treat to see so many aces together in one place—I learned tons!” reports Tereza d’Avila Braga, a Portuguese<>English interpreter and English>Portuguese translator. A snippet from Tereza’s copious notes (from a presentation by São Paulo–based Danilo Nogueira) also reminds us of the importance of background, background, background. In Brazil, Junta Comercial is not “Board of Trade.” A Junta Comercial is in charge of maintaining the registro do comércio (registry of trade), so both terms are best translated as “registry of trade.”

Finally, some eye-openers from a workshop that French>English translator Chris Durban organized in Paris, about producing effective English-language annual reports (proceedings available at www.bourse-de-paris.fr/centre/doc/pdf/Actes2000.pdf, in French with English abstract). First, about 30 of the 95 attendees were corporate communications/finance executives, who seemed enthusiastic about organizing themselves to work better with translators. (Durban suggests such meetings might be possible for other fields, particularly if focused on specific types of texts that potential customers know they must produce.) Also, for Durban’s own workshop presentation, she played client and commissioned translations from two agencies. The results? Disappointing—despite having not haggled and having told both agencies that she had an open deadline, welcomed queries (she received none), and wanted publication-quality writing. Take a look at the “Traduction humaine no. 1” column in the comparative grid on the Website—most thought-provoking even if you don’t read French.

What’s next? A heartfelt thank-you to the sponsors, exhibitors, job fair participants, and our host—the Center for Foreign Languages and Translation of NYU’s School of Continuing and Professional Studies. Ever energetic, Marian Greenfield hopes other members will come forward to put together another subject-specific conference for 2003, and she says she’s ready to help. As for me, I still don’t know whether the ATA will disavow all knowledge of my actions if anything goes wrong with this assignment. Stay tuned.

Notes:
1. An appreciative nod here and throughout to the popular espionage-suspense TV show, which ran in the U.S. from 1966–73, and two recent films based on the series.

2. Answer: It’s the quickest and easiest way to calculate a company’s cash flow. EBITDA = Earnings Before Interest, Taxes, Depreciation, and Amortization.
2001 Two-week Study Tour to Erlangen, Germany, for Members of the ATA German Language Division

By Antoinette-M. Sixt Ruth © 2001

Note: An abbreviated version of this article appeared in the July issue of The AATIA Letter, the newsletter of the Austin Area Translators and Interpreters Association.

Since early 1995, ATA members have had the opportunity to participate in a biannual, two-week study trip to Erlangen, Germany, usually taking place in late spring. This year, 25 members of ATA’s German Language Division (GLD) went on the tour from April 29 through May 12. Dr. Loie Feuerle, from the U.S., and Mr. Frank Gillard, executive director of the Institute for Foreign Languages and Cultures (Institut für Auslandskunde und Fremdsprachen or IfA) at Erlangen University, organized a most interesting, but nevertheless very intense, two weeks. The trip was designed to help improve participants’ knowledge and understanding of Germany’s past and present challenges from the aspects of culture, politics, industry, history—and leisure. Ingrid Lansford and I were the only two participants from Texas.

The group’s base was Erlangen, a city of more than 100,000 in the Free State of Bavaria, located north of the River Danube, roughly 145 miles north of Munich and about 300 miles to the south of Berlin and close to the busy east-west highways from Prague to Frankfurt and Stuttgart. Erlangen has access to the Main-Danube Canal, which links the North Sea with the Black Sea. The nearby Nuremberg International Airport is the fastest growing airport in Germany. Erlangen is also well served by all Munich-Berlin high-speed trains.

According to the mayor of Erlangen, who spoke to the group at the traditional reception at city hall, three significant events shaped Erlangen’s history: the arrival of the Huguenots from France in 1686, the founding of the university in 1743, and the decision of the electrical engineering giant Siemens AG in 1945 to relocate from war-torn Berlin to Erlangen. This decision was made due to the fact that Erlangen was left relatively unscathed by the incessant bombing raids that had ravaged Berlin and the nearby twin cities of Nuremberg-Fürth during the Second World War.

Today, Siemens AG is the city’s largest employer, with approximately 25,000 employees in the Greater Erlangen area. Erlangen University ranks second (also second among universities in Bavaria), with around 25,000 students and another 10,000 employees and some 23 clinics. At least every fourth worker is in the healthcare field. Total employment in the Greater Erlangen area is an estimated 80,000. In terms of quality of life in the category of German cities of 10,000 or more, Erlangen prides itself on a top 10 rating. The city’s master plan targets Erlangen as the “Federal capital of medicine” by the year 2010.

Much of the infrastructure suggests that this will indeed be achieved: city manager-type government, electronic city government, the highest PC concentration in Germany, and a well-educated labor pool. A business incubator and a business accelerator are in place to aid technology transfer from academia to high-tech and biotechnology start-up companies, and the venture capital community will continue to inject the necessary funds.

Appropriately enough, the focus of this year’s study tour was on medicine and healthcare issues, highlighting such diverse topics as genetics, medical engineering, organ transplantation, nutrition, the preparation of food and food supplements to meet special needs, the manufacture of cough medicines, and the life of the handicapped in Germany. There was a presentation on the most common eye diseases and a viewing of rare handwritten scripts on medicinal plants dating back to the 16th century from Erlangen University’s archives. Other highlights included historical presentations on “The Myth of Prussia and its Rulers,” the progress made since the reunification of Germany more than 10 years ago and what lies ahead, and insight into the life and work of Martin Luther in preparation for the weekend trip to the Erfurt area and the famous Wartburg in the “new” State of Thuringia. There were also visits to Mainz and its Gutenberg Museum and the studios of the ZDF TV conglomerate, the old cities of Nuremberg and Mainz, and the famous Weltenburg Monastery on the River Danube. All this was combined with many opportunities to experience German hospitality, food, beer and wine, and the enjoyment of balmy springtime weather and the enchanting countryside.

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2001 Two-week Study Tour to Erlangen, Germany Continued

Back to medicine...during the first week, we were introduced to the Siemens AG organization, one of the leading global players, and its major divisions: Communication and Information, Energy, Medical Solutions, and Transportation. We visited three production facilities of the Medical Solutions Division, two for medical diagnostics equipment and the other one for hearing aids. Siemens-designed and manufactured diagnostic equipment ranges from analog and digital radiographic systems to MRI and computed tomography devices, including the versatile C-Arm (ultrasound diagnostic and computer-aided recording, evaluation, and storage). In more recent years, the Siemens Medical Solutions Division has pioneered the concept of furnishing integrated solutions to healthcare providers, ranging from functional clinic equipment to the evaluation and treatment of patients’ diseases and facilitating the secure exchange and verifiable archiving of data. In the fight against cardiovascular disease, colon cancer, and lung cancer, Siemens’ multi-slice computed tomography technology is hailed as a global leader for enhancing the chances for early detection. On another occasion, we learned about PRISMA™ Digital Hearing Instruments in detail. PRISMA™ represents a new generation of hearing instruments which can improve the quality of life for those with hearing loss. The core of PRISMA™ consists of two integrated circuits with over 200,000 transistors, capable of 150 million calculations per second, but operating on less than one volt of battery power. This complex unit can be packed into a small device that fits completely in the ear canal.

What impressed me while following the Siemens guides around were the tremendous changes that transformed the manufacturing culture, which nowadays embraces Dr. W. Edward Deming’s “14 Points for Management,” including Stop dependence on inspection to achieve quality. Eliminate the need for inspection—by building quality into the product in the first place. Production centers on functional groups of around 10 workers who are entirely responsible for the quality of their product. They enjoy flexibility in scheduling their hours based on demand. They determine whether one of them needs to be disciplined, or even expelled. They negotiate the logistics (mostly “Just-In-Time”). All are highly trained, conscientious, and extremely motivated, and, of course, well compensated.

Dr. G. Lisiecki, the Erlangen city manager, along with Herr R. Greim and Frau K. Schaefer, both of the IfA faculty, talked to us on different occasions about the reunification of the former East and West Germany, the intellectual, economic, and human obstacles encountered, the cost, the progress made, and the tasks still ahead. These talks, along with the historical presentations on Prussia and Martin Luther, turned out to be an appropriate preparation for the weekend trip to Erfurt in Thuringia, known as the “green heart” of Germany.

The cold and rainy weather that weekend (really the only bad weather during the entire trip) did not succeed in dampening our spirits on the bus trip to Erfurt. The city’s origins go back 1,250 years. Although known especially for Martin Luther, its cathedral and the adjoining Severi Church, and the flower market, the capital of Thuringia is one of the most beautiful medieval cities of Germany. This city of 200,000 has been the intellectual, historical, social, and economic center of the State of Thuringia for many years. The 350 foot-long Krämerbrücke (“Krämer” = small merchant) reminds the traveler of the Ponte Vecchio of Florence, Italy. Martin Luther lived in the Augustinian Monastery from 1505 until 1511. Nowadays, the Monastery also serves as a guesthouse, and most of our group enjoyed its high-tech equipment and functional interior, which is in stark contrast to the medieval exterior. On the lighter side, we all enjoyed typical local food at dinnertime at the Köstritzer Schwarzbierhaus “Zum gütenden Rade,” where such celebrities as the former German Chancellor Kohl and German TV hostess and actress, Caroline Reiber, had been guests in the past. The guided city tour at night, “Romantic Erfurt,” was really a necessity following the sumptuous food at dinner.

Thuringia has a rich history. Many famous Germans used to live in the area: Goethe, Schiller, Bach, Wieland, Herder, and, of course, Martin Luther. On the way back we stopped off at the Wartburg castle, another German treasure. Luther translated the New Testament there, and Richard Wagner’s comic opera “Tannhäuser” points to the Wartburg as the location of the Contest of Song, or “Sängerkrieg.” The castle commands a tremendous view across the enchanting countryside. It is easy
to see why the Wartburg had initially served as a lookout post for local rulers.

Back at Erlangen for the second week...Monday turned out to be a full day, with a glimpse into the lives, problems, but also the progress of the handicapped in Germany. They look to the U.S. for inspiration and courage. It was gratifying to learn that Germany is gradually providing a legal framework similar to that of the Americans With Disabilities Act to enable the handicapped to enjoy a more independent and dignified life.

We subsequently shifted gears and were introduced to the Reformhaus concept that is so popular in Germany, having its origin in the Reform movement that Sebastian Kneipp pioneered in southern Germany during the 19th century. It combines social and ethical ideas for healthy living with scientific production concepts. In other words, they advocate the entire spectrum of healthy living extending from food to supplements, body care, and alternative medicine, and adequate exercise. It can be linked to what we know as “the healthy living concept,” spread through health food and alternative medicine advocates.

For me, the real highlight was the visit to Novartis AG, with presentations on organ transplantation and the impact of genetics on the medical sciences. This occurred on the very day that Novartis, the Switzerland-based pharmaceutical giant, announced the acquisition of 20 percent of Hoffmann-LaRoche AG.

Martina Baur, Ph.D., who is the corporate spokesperson for Novartis, gave us a fascinating overview of the present and future impact of genetic research on the fields of medicine and pharmaceuticals. Such research comprises: new pharmaceuticals, transgenetic animal models for research, recombinant medications and vaccination sera, molecular genetic diagnostics, somatic gene therapy, and tissue engineering. It would clearly go too far to elaborate on the foregoing, but there is ample literature around: for example, Francis Collins, in *Nature*, and Craig Venter, in *Science*, both published last February.

The subsequent days were hectic, filled with more visits to companies, historical sites, good food and drink, and a trip to Mainz to view the significant exhibits at the Gutenberg Museum. There were also trips to get a glimpse of the German ZDF TV station as well as a visit to the Old City of Nuremberg.

Most of us appeared to be exhausted towards the end of the two weeks, but we still enjoyed the warm hospitality of Karen and Frank Gillard at the farewell party they gave for us and the IfA faculty. There were 25 of us on the study tour. To me, everyone, with the exception of Ingrid, was really a stranger, although I might have heard some of the names in context with an ATA activity. I was amazed to see how well these individuals related to one another to become a close group during the two weeks we spent in daily contact. The synergy within this group was amazing and contributed to the overall enjoyment of our learning experience. Most of us are already asking: “Will there be an Erlangen V in 2003?”

Notes:
1. Siemens Innovations in Medical Engineering—People are our concern, ref. BKW 81410 WS 059927

Visit ATA online at www.atanet.org
Last March, during the VII ATA Portuguese Language Division Spring meeting in Charleston, South Carolina, I gave a talk entitled “Do’s and Don’ts of Court Interpreting.” Due to the interest it generated and the very short amount of time allotted for my presentation, I agreed to give the entire talk again at this year’s ATA Annual Conference in Los Angeles. I will do it in English so that colleagues who work as court interpreters in languages other than Portuguese and English can join us and share their experiences.

Some of those who were in Charleston were surprised to find out that I had moved back to Brazil. They could hardly believe that the day after I arrived in São Paulo, I started a new teaching job at PUC (Pontificia Universidade Católica). This job was the direct result of a paper I had written to present at a PLD Meeting that I didn’t attend at the last minute. I mailed it in and it was read by colleagues and later published in parts in the PLDATA, the PLD’s newsletter.

Months later, in Brazil, the supervisor of interpreting courses at PUC saw a part of my article on court interpreting and contacted me asking for the entire paper. I sent it and was invited to talk to her students upon my next visit to Brazil. By luck, coincidence, or both, PUC was looking for interpreting instructors and I was encouraged to apply. Since I was already thinking of moving back to Brazil I applied...and got the job!

I am now at the end of my second semester teaching court interpreting, simultaneous interpreting, and interpretation practice and internship. I am having a great time sharing experiences (good and bad) that I have accumulated over the years. I also enjoy helping mold new generations of interpreters.

Interpreters are constantly being told that they must be invisible. In my court interpreting classes, I tell students that we have to be discreet and not interfere with court proceedings by adding, subtracting, or modifying what is being said. I also tell them that they should do their job in such a way that the people in the court will forget that there is an interpreter in the room. It should seem that what they are hearing is coming directly from the witnesses or deponents, as if they spoke perfect English or Portuguese.

As professionals, on the other hand, I believe we should be very visible. I attend all the translators and interpreters conferences I possibly can. When I attend such meetings, I try to share my best work experiences with my peers. Writing articles, speaking, and participating is a great opportunity to learn and find out about others in the field, and to make yourself known to colleagues as well. We share our success and/or our unpleasant experiences and, in so doing, educate each other.

Since 1987, I have attended as many conferences in the U.S. and Brazil as possible. That’s how I met and got to know my U.S. and Portuguese colleagues, as well as some Brazilians. Several of these individuals were invited to speak at our meetings while I was administrator of ATA’s Portuguese Language Division (1995-1997). Back then, I had no idea that I would be returning to Brazil only a few years later. It was nice to come home after having been away for so long and find the familiar faces of friends who have supported me both professionally and personally.

As many of you know, Brazilian Portuguese legal dictionaries and some of the others are far from ideal, and can even be dangerous for people who don’t have any knowledge of the subject at hand. Enlightening articles and help from colleagues regarding dictionaries and the difficulties of translating different legal systems and finding the appropriate terms have been invaluable. I collect these articles and use them as reference materials all the time. Whenever I do so, I quietly thank the colleague(s) who took the time to write them.

Why, one may ask, would people use their time to share what took them months or even years to find out and perfect? And give it to competitors? I can’t answer for everyone else, but I will try to give my reasons. The ATA currently has over...
Modern Mentoring: What It Is and How to Do It

By Linda Phillips-Jones

If you’re a successful professional, you can probably name one or more persons who helped you develop. Maybe you didn’t call them “mentors,” but they went out of their way to help you discover more about yourself and learn how to succeed. Today, we call these important helpers mentors, and we realize how valuable—and skilled—they are, even though they usually do not realize it themselves. If you’re wise, you’ll continue to find and make use of a series of mentors throughout your life.

In addition, as you continue to excel in your work, you’ll be expected to play the mentor role with others inside and outside your profession. For example, you may find yourself mentoring staff members, less experienced persons in other departments and organizations, a summer or graduate intern, or a new member of ATA. You may even find yourself mentoring your vendors and clients as they navigate the complicated world of translation and interpretation while trying to meet their own career goals.

Over the past year, I’ve had the privilege of being “mentored” by Courtney Searls-Ridge, one of ATA’s leaders. To enhance personal development and my organization’s growth, my staff and I decided to have some of our most popular mentoring materials translated into several languages. Even though I had experience with translation and interpretation during several years of working in Vietnam and China, I was very naïve about the field and the best process to follow. Thanks to my informal mentor, my organization and I avoided major mistakes and broadened our thinking about goals and possibilities. We didn’t negotiate a formal mentoring relationship, but Courtney’s informal guidance and obvious mentoring skills have been invaluable.

My research over the past two decades reveals that effective mentoring requires much more than common sense. In this article you’ll learn what modern mentoring looks like, particularly formal mentoring. You’ll read about a set of tested mentoring skills and see some examples of how to use these with your mentors and mentees. Finally, you’ll see some “don’ts” to prevent you from making mistakes with your mentoring partners.

Background on Mentoring

Research on the results of effective mentoring has identified several benefits for mentees, mentors, and their organizations (Phillips-Jones, 2001a). Mentees benefit the most as they gain skills, knowledge, attitudes, beliefs, and energizing feelings. Mentors also learn and, in addition, experience satisfaction, gain recognition, appreciate being able to “pay back” their past mentors, and benefit from more skilled and loyal mentees. Organizations, companies, and associations (like the ATA) who offer mentoring programs increase their recruiting edge and build loyalty and productivity.

A mentor is an experienced person who goes out of his or her way to help a less experienced person set important goals and build skills to achieve them. A mentee (or protege) in 2001 is a self-motivated individual who seeks assistance from multiple mentors as he or she works toward career/life goals. Formal mentoring is the planned, agreed-upon process in which mentors assist mentees over a set period of time, usually (but not always) as part of a mentoring program that includes several pairs or mentoring groups and formal training and accountability.

On the surface, mentoring looks deceptively easy, but many mentoring programs and relationships struggle and even fail because they lack the right kind of structure...
used by mentors and mentees, plus five specific skills for mentors and five specific skills for mentees.

Core Mentoring Skills
Whether you’re a mentor or a mentee, you’ll use four core skills with your mentoring partner.

Active Listening
Active listening is the most basic mentoring skill. When you listen well, you demonstrate to your mentors and mentees that their concerns have been heard and understood. For example, you listen intently to your client and recognize that he or she has a vision of expanding his business into China. You probe gently and learn about his hesitancies and incomplete picture of the hurdles he faces. As a result of active listening, your mentors and mentees feel accepted by you and trust builds. For example, you can make encouraging responses (“You can do that”) and paraphrase to show you’ve grasped the meaning and feelings behind the message. You can also use culturally appropriate nonverbal language, and remember and show interest in things they’ve said in the past. In every encounter with mentors and mentees, listen carefully first and problem solve later.

Identifying Goals and Current Reality
This is a two-part skill. Whether you’re a mentor or mentee, you should have a personal vision, a set of career/life goals, and specific objectives for your mentoring partnerships. You also need a good grasp of “current reality”: your strengths, growth areas, and the obvious and “unwritten” rules of your organization or field. Talk with your mentees about their visions, dreams, and goals. For example, if your intern expresses an interest in starting her own translation business, be encouraging and help her plot a feasible path to her dream. Also, help her see the internal and external hurdles she could face.

Before asking for help from mentors, identify specific assistance you’d like and negotiate this with your prospective mentors. For example, if you’d like a mentor to help you become a better negotiator, ask him or her to help you with some of the related skills such as handling an impasse and having a “BATNA,” your Best Alternative to a Negotiated Agreement (Fisher & Ury, 1983). Also invite this helper to make an accurate assessment of your current skills and the political realities of your organization.

Building Trust
The more your mentors and mentees trust you, the more committed they’ll be to your partnerships with them and the more effective you’ll be. You can build your “trustability quotient” by keeping confidences shared by your mentors and mentees, honoring your promises, respecting your mentors’ and mentees’ boundaries, and admitting your errors and taking responsibility for correcting them.

Particularly in “cross-difference” (e.g., cross-gender, cross-cultural, cross-age) mentoring, trust building is crucial and has to develop over time. Recently, I had the opportunity to do mentor and mentee training in the U.S., the U.K., Venezuela, and Indonesia. Even though the mentors and mentees worked for the same global company, trust building was different among and within each of these cultures. Although there were exceptions to the rule, the Americans tended to open up with their job concerns and goals more quickly than the other groups.

Encouraging
According to my research, the most remembered and valued mentoring skill is encouraging others. One key way to encourage is by giving mentoring partners sincere positive verbal feedback. Effective mentors encourage their mentees, which in turn helps increase the mentees’ confidence and enables them to develop. Successful mentees make a point of positively reinforcing their mentors on a regular basis, which serves to keep mentors focused and motivated. Here are some actions to try.

Compliment your partners on accomplishments and actions. For example, “You did an excellent job of bringing out the nuances in this French passage.” Point out positive traits (such as perseverance and integrity) in addition to their performance and accomplishments. Write encouraging e-mail or leave complimentary voice mail. Send a handwritten note. Let them know how you used and appreciated any help they’ve given you.

Be certain that your praise and encouragement are sincere. In mentoring, err in the direction of too much praise rather than
too little. Some human development experts recommend a ratio of four praises for every corrective remark.

**Critical Skills for Mentors**

Briefly, here are the specific skills to use when you serve as a mentor.

*Inspiring*

Inspiring means infusing with ideas or feelings. The most superb mentors are able to inspire their mentees to do more than they thought possible, even achieve greatness. See if you can use inspiring language—stories, metaphors, and powerful phrases—to motivate your mentees. Let them see you doing inspiring actions, such as presenting your exciting vision to your team. Help them observe others who are inspiring. Help them recognize their important accomplishments and ways to excel again.

*Providing Corrective Feedback*

Effective mentors should be willing and able to give mentees the bad news along with the good. This means giving them corrective feedback on their actions and products. When you observe your mentees making mistakes or performing in less than desirable ways, let them know what you perceive and offer some better ways for handling the situation. Use positive, specific, businesslike words and tone of voice. Give the feedback privately, as promptly as possible, and offer useful suggestions for next time, including using you as a resource when that time comes.

*Managing Risks*

Effective mentors are willing and able to protect their mentees from disasters (unnecessary mistakes that could sabotage their careers or their business). Help them learn to take appropriate risks. Share some risks and mistakes you’ve survived, such as that major faux pas you made on your first translation job. Help them recognize the risks involved in their actions and projects. Make suggestions to help them handle these challenges with aplomb.

*Opening Doors*

You can provide important visibility for your mentees. This means opening the right doors that allow them to meet people and demonstrate to different audiences what they can do. Research has shown that when mentors vouch for mentees in this way, the mentees’ work is much more likely to be well received. Personally introduce your mentees to appropriate contacts. Give them assignments or opportunities that enable them to interact with important colleagues, vendors, or clients. Suggest other people for your mentees to interview or observe. Invite them to join you at the ATA conference.

*Instructing/Developing Capabilities*

Your instruction will usually be informal and take the form of tutoring or coaching, from modeling specific behaviors to conveying ideas and processes one-on-one. Be a “learning broker” as you assist your mentees in finding resources such as other people, books, software, Websites, and additional information sources. For example, Courtney sent me valuable articles to read about how to hire the right translator. A key part of your instruction is teaching the mentoring process. You can do this by making process comments—pointing out, naming, and otherwise getting your mentees to recognize what aspects of the mentoring process you are employing at the time and why. By doing so, you’ll be teaching them to be effective mentees.

**Critical Skills for Mentees**

Here are some specific skills to use as a mentee.

*Acquiring Mentors*

Becoming a successful mentee these days isn’t a passive experience. You should be very active in identifying, selecting, and negotiating with several mentors who can help you succeed. Identify a desirable pool of individuals who potentially can assist you in various areas. Actively search for several mentors, and sell them on the idea of assisting you. Convey your specific needs and goals, and offer to help them in some way. Finally, negotiate your mentoring arrangements with them.

*Learning Quickly*

Mentors enjoy working with mentees who learn quickly and take Continued on p. 22
Modern Mentoring: What It Is and How to Do It Continued

seriously any efforts to teach them. Typically, your mentors want you to be a quick study as you work hard at directly and indirectly learning everything you can as rapidly as possible. Apply the knowledge and skills taught to you, and be ready to tell your mentors how you did this. Study materials given to you by your mentors and materials you seek out. Integrate new things you learn into your own conceptual framework.

Showing Initiative
Mentors will expect you to show the right amount of initiative. Of course, the “right amount” will vary among mentors and cultures, so you’ll have to determine what’s right for each of your partnerships. Usually, mentors will be open to your suggestions and will observe what you’re doing on your own to develop. Ask for their preferences on your showing initiative. Take informed risks, and stretch beyond your usual comfort level. Go beyond what your mentors suggest; that is, take their ideas and show creative or ambitious ways of using them.

Following Through
It continues to be a mentor’s market. Mentees who don’t complete tasks and commitments are often dropped and replaced with mentees who do. Keep all agreements made with your mentors. Complete agreed-upon tasks on time. Explain in advance if you want to change or break an agreement. Persist with difficult tasks even when you’re discouraged.

Managing the Relationship
Even when your mentors try to take a strong lead, you’re the one who should manage your mentoring relationships. It’s your development, and you must take responsibility for its process and outcomes. Stay up to date with each of your mentors on any issues between you, goals to reach, satisfaction with your meeting schedules, and so forth. Carefully track your mentoring relationships, and make suggestions for improvement. Always know where you are in the flow of your relationship. For example, is it time to prepare for the closing of your formal partnership? What small celebration could you plan? Leave your formal relationships on amicable terms, even if the relationships continue on an informal or friendship basis.

A Few Don’ts
Don’t expect an ideal mentor or mentee. As the one being mentored, pull the mentoring you need, even from individuals who may not be skilled mentors. If they have something you don’t have and need, find a way to make the relationship work. The same is true when you’re mentoring inexperienced mentees. Expect them to make mistakes, push too hard at times, and not necessarily be the stellar mentee you once were. Use these opportunities to learn to work with a variety of personal styles and abilities. Of course, if a partnership clearly isn’t a good match for the two of you, gracefully find a way to end it.

Don’t look for perfect objectives to work on in your mentoring partnerships. Avoid the mistake of wasting weeks and months trying to decide the focus of your relationship. Consider and discuss several potential objectives (based on the mentee’s strengths, growth areas, and goals), and then get started on one or two. You can always drop or add objectives later.

Don’t expect formal mentoring to be the same as informal mentoring. True, the general process is the same, and both enable mentees to learn far beyond books and classes. However, formal mentoring is supposed to end after an agreed-upon point. Formal relationships don’t necessarily include the “chemistry” often found with informal arrangements. The best strategy for your career success is to develop a series of both types of relationships and to enjoy each relationship for what it is.

Don’t play the role of formal mentor with your direct reports. By all means, use the mentoring skills described above with all your employees and others under your authority. Encourage, teach, open doors, and otherwise help them grow. Research shows that you shouldn’t be the “official” mentor of your own employee in a formal mentoring program. Doing so is complicated because of the dual role of evaluator and
How to Interview Corporations for In-house Positions

By Mario Enrique Chávez

Nowadays, working as an in-house translator, especially in the localization segment of the industry, is a highly doable goal. The process of researching the corporations we might want to work for is further complicated by the geographic characteristics of our profession. Unlike doctors, lawyers, and auto mechanics, we cannot expect to find our ideal employers in the same city we live in. I want to share some of my experience on looking for that almost-elusive 9:00-to-5:00 desk job for professional translators.

First, let’s review the types of organizations that need translation services as part of their products and services.

• Government agencies
• Educational institutions
• Hospitals (interpreters are sorely needed)
• Nonprofit organizations
• Translation bureaus (let’s not call them translation agencies)
• Small companies
• Big companies

Depending on your specializations, some organizations will appeal to you more than others. If you have decided to take the plunge and become an in-house professional, let’s explore some issues.

Direct Hire or Headhunter

It pays to have a reputable headhunter on your side. They get paid a hefty commission by their clients (one of them could be your future employer) to get the best candidates. Looking for a good headhunter is like shopping for a good therapist: stick with the one who inspires trust and cooperation.

Be careful with salary negotiations, however. If you work with a headhunter, he is supposed to get you the best package deal, so refrain from discussing salary issues directly with your prospective employer (their client), unless there is a miscommunication and you need clarification on some topics. I had to do just that when I negotiated my relocation package with my headhunter for my current employment.

Miscommunications are common; everybody is human. Be kind and courteous when discussing discrepancies with both sides. Giving the benefit of the doubt promotes trust and honest dealings.

The Ubiquitous Résumé

It seems that some of us never learn to put together an effective résumé, despite all the how-to books and useful articles that have been published. Without delving into explanations on how to prepare a résumé for a successful interview, let me just point out some not-so-obvious facts:

Make it short. One-page résumés printed on white, 20 lb, laser printer-compatible paper are the norm. If you must use two pages, make it compelling.

Include only information your interviewer is likely to find relevant.

Semantics alert here: relevant is not the same as interesting or remarkable.

Filter out what you don’t need and keep a balance between education and expertise: not too much of one thing versus too little of the other.

No padding. Not long ago, a résumé came across my desk where the candidate had written the following under Expertise:

• Quality work ethics
• Superior customer service skills
• High degree of management skills and leadership
• Very strong computer skills
• Willingness and aptitude to learn new skills
• Good attention to detail and ability to make decisions
• Dedicated to highest professional standards

This kind of cliché-filling should be avoided. The flip side of presenting yourself with such high qualities could well be higher expectations set by your employer that you cannot meet.

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How to Interview Corporations for In-house Positions Continued

Spellcheck it! This cannot be overstressed. A single misspelling calls unnecessary and negative attention to you and detracts from your qualifications.

You, the Interviewer

Almost every job interview carries with it a high degree of anxiety. Most of the time, we concern ourselves with the questions we will be asked and forget about the ones we can pose. Let’s analyze the latter aspect.

One of the toughest questions I’ve been asked in job interviews was “Why do you want to work for us?” That could well be filed along with the perspiration-inducing “Why do you want to marry my daughter?” question, although without the dire consequences, naturally. Your answer will tell your prospective boss your level of research, professional commitment, and personal interest.

Research, Research

We translators have an interesting geographic dilemma: we are very unlikely to find two comparable job opportunities in the same city. So we have to widen our horizons to include the whole country...even other continents. This is a very good reason to deepen our research and get the hard facts about the companies that offer job opportunities out there.

There are some excellent Websites that can make a short job out of tedious dry reading about a company’s performance, financial reports, or bios. Check out www.wetfeet.com/asp/home.asp and www.vault.com/companies/searchcompanies.jsp for information on companies of interest to you.

If you are considering relocating to another state or country for a job, remember to keep in mind the lower or higher cost of living. That $45,000 salary package you are offered for an Arizona-based job is a paltry sum if you have to move to the Boston area, for example. There are a number of salary calculators on the Web you can use. Try this one: www.homefair.com/homefair/cmr/salcalc.html.

During your phone or face-to-face interview, make indirect references to your knowledge of the company, but don’t show off. Practice the questions you want to ask.

Professional Commitment

How well qualified are you, really? Are you a very good writer, or a mediocre one? Do you have trouble meeting some deadlines? Do you enjoy finishing what you start? How well do you get along with new software? Sure, your prospective employer is looking for a top candidate, but make sure he or she knows that you are looking for an excellent candidate, too. Your interview is like a first date. Probe how committed they are to, say, training their translators, sending them to conferences, and providing them with the tools they need to achieve quality service. If you feel they will be just as happy with a bilingual person, drop them. Unless you are a bilingual person.

Personal Interest

Surely the job ad looks attractive: the right job description, the right salary package, the right kind of company. However, ask yourself: will you enjoy working for this company in particular? Is your prospective boss or manager enthusiastic about working with translators or does it just seem like he’s outsourcing? Is the translation department well funded? Do they expect you to be creative and provide new ways to do things, or do they just want you to be an office worker? Your first telephone interview should give you a general idea of the company and the job description, but only an on-site interview can let you get a glimpse of what you are really getting yourself into. Caveat emptor: do not expect or request an on-site interview if you are not interested from the start.

I got the appointment. Now what?

Human resource departments and headhunters are having a very hard time filling in-house translation positions. If they think you can cut it by the way your résumé looks to them, they will e-mail or phone you. Consider these exchanges as a preliminary interview of sorts. Perspective employers are gauging your availability. Be prompt to reply, but don’t lead them on any more than you want a prospective client to string you along for the ultimate nonexistent project. That means asking the right questions from the start, stating what you understand the job to be like, and having the moral courage to reject an unsuitable prospect without burning any bridges.
Give Honesty to Get Honesty in Return

Some of you will be fortunate enough to juggle several interviews over a short period of time. You might be coming home from Atlanta, Georgia, after a positive interview only to find a phone message from a manager who has decided to give you an on-site interview in San Francisco the following week, and you live in Miami! If you honestly feel that the San Francisco interview can yield promising results, then go for it. Just do not accept a job offer only to bail out of it because you got a better job offer. Your word must be your bond. Do not be afraid to make your prospective employer wait for a few days while you make up your mind. If you need more time to decide between two or more job offers, say so, even if that means losing a job offer.

Sad story number 1. Months ago, our company was looking for a localization project manager. According to our custom, the team members who would work with the project manager interviewed a certain promising candidate. She had so much potential that she was offered the job. She accepted it. Days afterward, however, she backed out on account of a better job offer in California. Okay, so California has better weather than Indiana, but she could have been honest and let us know that she was considering another good job offer.

Contrary to instinct, telling a prospect that offered you a job that you are considering another job offer may well make you even more attractive to the first prospect. That’s supply and demand at work.

Use Good Judgment

You got the appointment to see a project or division manager in San Francisco next Thursday at 10:00 in the morning. The company will make all airline and hotel plans for you. However, you still have a say in the scheduling of your trip. Make sure you arrive in the city at a reasonable time that will allow you to have plenty of rest before the interview. If you run into a flight cancellation or delay, call your interviewer and reschedule. Looking haggard and jet-lagged for your interview will greatly diminish your chances of making a great impression.

The On-site Visit

So you are flying to San Francisco next week for that promising interview. Maybe you’ll surprise them with your charisma and knowledge, even get them to take you out to lunch. Oh, yes, your main concern is a competitive salary package. Have you stopped to think about the carpet you are walking on, the location of the office building, or whether the receptionist smiles? Sounds trivial? I think not.

Smile, You are on Camera

I wouldn’t want to work in a place where people seldom smile. Sure, you go to work to perform a function and not to flash your pearly whites. I am talking about attitude here. A place with smiley workers is likely to be a happy place to work.

Take the time to stroll around the offices. Be ready to be introduced to other department members. At Interactive Intelligence, where I work, I was impressed with my on-site interview. I didn’t just get interviewed by my future manager, but also by other coworkers, totaling five different interviews over the course of that morning. I was surprised and pleased with their friendliness and genuine attempts at making me feel welcome. I appreciated the good taste in decor, the distinctive

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advantage of seeing individual offices and not cubicles, and the accommodations chosen for me at a nearby hotel.

On my flight home later that weekend, I had decided to accept this company as my next prospective employer, subject to a superior job offer, of course.

Show Me the Money

You must have read that it is wiser to wait for the interviewer to bring up the subject of compensation, and not you. Always give a ballpark figure if pressed to mention an asking salary; that is, say $35,000 to $40,000, not $41,000 to $43,000. You should come to the interview ready with numbers. How do you get an idea of how much they are willing to pay? Some companies post that information in their ads, but most don’t. Since it is very rude to ask directly for that information, you may want to devote some hours of your time as part of your research to scour the Web ads for comparable salary numbers.

The salary offered is just a guideline. You can always negotiate. If they bring up the issue of salary packages during the phone interview, courteously sidestep questions such as “What is your asking salary?” or “What is your hourly rate?” and instead request information on relocation packages, health benefits, housing allowances, gym membership, and so forth. You should not go to an on-site interview with any company unless you have a concrete idea of the salary package they are prepared to offer you.

Many corporations are seeking translators for one, three, or six-month stints. Naturally, they pay by the hour and offer no relocation package or benefits. In this case, factor in your health care premium and other costs in your asking hourly wage. Beware of companies that offer a 12-month (or longer) job with no relocation package or a contract-to-hire position. In the first case, you don’t want to pay for your own move unless you have already made plans to move to that particular location. In the latter, market conditions may preclude a company from fulfilling its promise to hire you after your contract is up for renewal or expires.

Sad story number 2. In mid-1999, a certain high-tech corporation started hiring dozens of translators to establish its own localization department. From Swedish to Spanish, three or five translators per language pair were being added, myself among them. It was a contract-for-hire scheme which would work like this— after 12 months of contract work (paid by the hour), we would be hired as permanent employees of the corporation. The job was promising: the corporation had numerous localization projects of all sizes going on at any given time. Four locations were established at local sites in Utah, Oregon, Washington, and Arizona, and some translators paid for their own relocation costs, lured by the contract-for-hire idea.

Hired in January 2000, I moved from Alabama to the Washington site. A few months later, the contracts of several colleagues were up for renewal or hire, but only three were hired as permanent. We were told that the corporation had a monthly hiring quota per department. We realized that my turn to get hired would be pushed back for several months.

Then, it was time for a German colleague to get hired. He had accepted the position with the understanding that the corporation would facilitate an H-1 visa for him, according to what our manager had told him in the interview. Several months afterwards, he made further inquiries into the visa situation and upper management informed our manager that he could not have an H-1 visa because of the corporation’s policy of obtaining H-1 visas only for M.A. holders in computer science. Why didn’t our hiring manager tell my German friend before hiring him? That’s called dishonesty.

By mid-2000, a good percentage of localization contractors were “given” the choice of reverting to freelance status. Some quit. I was reverted to freelance status on July 5th, 2000. Later in the year, I saw one of my Spanish colleagues from the corporation at the ATA conference and learned that the localization department had been virtually disbanded, with most of the staff quitting.

Thank you kindly, sir

Please be gracious and send a thank-you note via e-mail or snail mail, regardless of your on-site experience. If you are dissatisfied with a relevant aspect of your interview, word it in such a way that it is offset by the positive things you say about them. A good writer will write a good argument: the pros and cons. If you receive a job offer you cannot accept, say so and
We, as translation and interpreting professionals, are about to get our hard-earned recognition. Let’s take advantage of the global times that are causing our profession to be growing in numbers and visibility. When papers like the New York Times dedicate their valuable space to us, there is a good reason. Let’s be even more visible and continue to produce great work. That is the only way we will finally get rid of the old belief that translation/interpreting is "only a hobby."

We know how hard we work. It is time to let the rest of the world find out from our own work and from ourselves.

File It Under “Maybe next time”

Let’s say you come from San Francisco and the interview didn’t go as you had hoped. Even worse, you get a form e-mail telling you that your skills and their needs do not match at this point. If you toss that note to your recycle bin as quickly as you read it, then you weren’t that interested in the company to begin with.

If you did your homework before your interview, you should feel some pain and disappointment. Yes, you feel slighted or underappreciated. No matter, turn the other cheek, send them a gracious thank-you note for their time, express your ideas about their company (what you have learned from your research and observation), and keep their file open for a future occasion. You never know.

Sometimes, the waiting period for another shot at that company does not yield any better results. Time for Sad Story number 3. Back in 1995, I was contracted by a company in Denver, Colorado, for a three-month stint. Due to misunderstandings with a manager, I was sent home after only 10 days. Fast forward to October 1999: after reading that the company was looking for a number of in-house translators for localization, I decided to give it another shot. The manager in charge was someone else, very courteous, who encouraged me to apply. I decided to tell him about the problem I had with that manager back in 1995 in the most direct yet diplomatic way. In reply, he said that I was not fit to be considered for employment due to that issue. The moral of this story? Always tell the truth, even if you seem to get the short end of the stick. You may have lost a good job opportunity, but you will retain your integrity.

Conclusion

This is a great time to be employed as an in-house translator. You get a number of advantages, monetary and otherwise, plus the valuable benefit of improving your professional skills in a team environment. However, do not forget you are interviewing employers as well. You are equally responsible for the working environment you decide to thrive in.

Doing Your Part to Develop Professional Recognition

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Many friendships have started during large projects. It is almost impossible to work for days (or months) with someone, communicating in person (rarely), via phone, fax, or e-mail and not become close. Just watch the hugs during the professional conferences when colleagues meet. It is also true that you find out who “the persons to avoid” are.

We, as translation and interpreting professionals, are about to get our hard-earned recognition. Let’s take advantage of the global times that are causing our profession to be growing in numbers and visibility. When papers like the New York Times dedicate their valuable space to us, there is a good reason. Let’s be even more visible and continue to produce great work. That is the only way we will finally get rid of the old belief that translation/interpreting is “only a hobby.” We know how hard we work. It is time to let the rest of the world find out from our own work and from ourselves.
An Editor’s Inside View of Publishing Spanish Textbooks

By Isabel Picado

Textbook publishing is not for the faint-hearted. This is especially true for textbooks used to teach Spanish—politics come into play at every stage of the game. With 22 Spanish-speaking countries, and the large and varied Spanish-speaking population in this country (the U.S. is now the fourth-largest Spanish-speaking country in the world), linguistic battles can reach extraordinary proportions. The glamour and prestige associated with the word editor may truly describe the work of some editors—those in high-level positions in the trade book (bestseller) division—but when it comes to Spanish textbook publishing, editor evokes thoughts of long involved hours, deadline pressures, endless revisions, and disappointing linguistic compromises.

A number of issues come into play that adversely affect the development and production of a Spanish-language text. It is my hope that this article will bring to light those issues and how they may shape the final product.

The Process of Creating a Text

College textbooks are written by an author or team of authors who submit a manuscript to the publisher. In contrast, school texts are often conceptualized by an author team (which doesn’t write them) and created by a team of writers hired by the publisher to put the authors’ concepts on paper. A developmental editor, often an in-house employee, develops the manuscript to ensure that it is pedagogically sound and commercially viable. Since the use of computers and word processing has become the norm, the lines between writing, development, copyediting, and proofreading have blurred. Authors are expected to do more in less time and traditional development is kept to a minimum. The more profitable a book is expected to be, the more it might be developed. First-year texts have a larger market share than second- and third-year texts. Therefore, more resources are usually allocated to them.

Once a manuscript has been developed, the responsibility of preparing it for production falls on a copyeditor, often a freelance contractor. If the manuscript has been developed thoroughly, the copyeditor’s job consists of correcting grammar, spelling, and punctuation, and styling for boldface, italic, and capitalization, and so forth. If the manuscript has not been developed thoroughly, the copyeditor may need to check facts, resolve pending developmental issues, and rewrite entire sections.

There may be a native Spanish speaker employed as a reader to finalize the manuscript, especially if the authors are not native speakers of Spanish. This native reader reviews the manuscript for the correct application of grammar, checks cultural references, and renders the language more fluent and acceptable in the eyes of native speakers. This may happen before, simultaneously with, or after the copyediting.

Once the manuscript is complete, it goes into production for page design and layout. This results in a first pass of pages (before computers, these were considered galley proofs). They may include illustrations or provide empty spaces into which the illustrations will be placed, be they line art (drawings), photos, realia (newspaper and magazine clippings), simulated (computer-generated faux) realia, charts, or graphs.

The final production stage is proofreading. The proofreader, usually a freelancer, makes sure that all changes made to each pass have been incorporated into each subsequent pass. He or she checks for spelling, punctuation, and style, and resolves other remaining issues such as layout. There may be several proofreading stages, the last ones often done by in-house editors in order to meet impending deadlines.

A freelance project manager or coordinator may direct traffic (the flow of manuscript, art, electronic files, invoices, etc.) if text production is not being managed in-house. Freelance editors tend to work alone, enjoying a degree of independence.

The ancillaries for Spanish textbooks—workbooks, lab manuals, listening program cassettes or CDs, videocassettes or CD-ROMs, go through similar multistage revision processes, which vary in thoroughness depending on the profitability of each ancillary.
The Process of Selecting a Text

College textbooks are usually selected by a team of professors for their particular institution. The selection of elementary and high school texts can be considerably different. In some states, such as California and Texas (where the largest markets for school texts exist), programs are selected by school boards. Acceptance of a program by a school board can entirely make or break the success of a program. For a publisher, stakes become very high.

In a state like Massachusetts, each school district selects its own program. If one school doesn’t adopt a program, there are other sales options for a publisher. But if a publisher loses its bid for a program to be accepted on the list approved by boards in Texas or California, it loses the entire state! Therefore, publishers exert tight control over every aspect of the product to maximize its appeal to a large audience and minimize offending any imaginable constituency. Enter politics. This affects pedagogy (back to basics or progressive?), linguistics (Mexican, Cuban, or Puerto Rican Spanish?), and visuals (are females in bathing suits on a beach in Puerto Rico too stimulating for adolescents?). Taboos also include picturing items with caffeine, alcohol, and brand names.

Challenges in Text Publishing

Portraying Authentic Culture

A challenge for some school Spanish-language programs is the fact that they are derived from their English program equivalents. The best programs may contain large portions of original Spanish-language materials. However, the overall approach, methodology, and themes come from English-language teaching practices. With the whole language teaching movement, teaching reading became literature-based. This meant finding, selecting, and getting permission to reprint countless numbers of stories published in foreign countries, a challenging task, especially when trying to find Spanish books to fit English themes.

Providing Enough Instructional Support

A college-level teacher’s edition of a text (TE) typically consists of the entire student text with a special preface for the teacher, margin annotations that include instructional tips and answer keys, and perhaps listening program transcripts. In contrast, the school TE is a huge volume. It typically includes a scope and sequence (a detailed contents outline), elaborate lesson plans, teaching tips, testing options, cross-curricular connections (activities linked to science, social studies, math, art, etc.), and activities designed to teach basic and advanced skills and to meet a myriad of requirements such as those stated in the Texas or California guidelines. Just think of the modern public school classroom with its assortment of constituencies: the range of ethnic groups, English-dominant students of foreign-born parents, Spanish-dominant Latinos, other foreign-language speakers who need English as a Second Language, slow learners, gifted children, and students from different economic and religious backgrounds. You have one very busy teacher. (Someone once told me, but I have not been able to verify it, that in California there are 90 different languages spoken at home by school students!) The teacher has to be many teachers at once, and school programs aim to make this very difficult role easier by providing as much instructional support as possible.

College books may be bilingual (the instructions to the teacher may be in English and the activities in Spanish), but often school TEs are two complete and incredibly complex books in two different languages. The school TE is comprised of multiple books within one large volume: first, the student book; second, the instructions for the teacher in English; third, the instructions for the teacher in Spanish. This is why most college instructors can simply read the teacher’s preface to familiarize themselves with a new textbook, while school teachers may form collaborative teams to help each other learn new programs.

Employing Sufficient Resources

Compared to an English program, a Spanish one has a very small market, but in states like Texas and California, publishers cannot sell the former without the latter. Miniscule market or not, the Spanish program is twice as complex as its English counterpart. It models not only the content but the design of the English program, and presents instruc-

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An Editor’s Inside View of Publishing Spanish Textbooks Continued

Editorial support in two languages. Even though the Spanish program is twice as complex as the English program, it gets fewer resources and time for development due to its small market. That may be fine for the bottom line, but for the editors involved in producing Spanish texts, it often seems farcical and is almost always nerve-wracking.

Managing the Volume of Work and Workers

A college program may consist of one to three books per level encompassing grammar, culture, and the practice of basic skills. Ancillaries will also be included in the program. The entire curriculum will cover no more than four years. School programs require at least one main text plus accompanying ancillaries per grade level. Spanish programs may be K-6 (kindergarten through grade 6), K-8, or K-12, requiring a series of seven, nine, or 13 books, respectively. Producing this volume of material requires editors to work in teams. A team leader is assigned to each level (grade) in the editorial, art, and production departments. Each editorial team has its assortment of translators, copyeditors, proofreaders, educational consultants, permissions specialists, and so forth. Many are freelancers, some working in-house, others at home. Entire portions of the project may be handled outside the publishing house by a total concept house (a group that develops the book from beginning to end and oversees production) or a packager (one that provides production only). These companies tend to be small, with a skeletal staff and a carefully guarded database of freelancers. During big projects the numbers of both in-house and at-home freelancers swell considerably and then shrink again when the project is over. This allows packagers to control overhead and labor costs, to respond faster to the changing needs of the publisher, and to meet even tighter deadlines. However, a project with a constantly shifting labor pool, added to the fact that the major decisions that affect every stage of production are being made by the publisher, not the packager, makes for a very complex and challenging, if not nightmarish, coordination effort.

Monitoring the Inequality of Language

English has evolved into a very compact, precise language. In contrast, Spanish has a much more unwieldy syntax. Spanish phonological rules require a combination of vowel and consonant sounds that result in long words. On average, Spanish copy may take 20 percent more space than English copy. Usually no accommodations are made for this in text design. Perhaps a different type size is used to squeeze the Spanish text into the allotted space. All too often though, with deadlines bearing down on them, editors cut or rewrite text to make it fit. This results in an opportunity to introduce mistakes, including dropped copy—leaving out words, sentences, sometimes paragraphs—at a late date. Spanish hyphenation is a problem. Art editors who don’t know Spanish may hyphenate words according to English syllabification rules, which are different from those in Spanish. Since words in children’s books can vary in size, be set around text in a variety of designs, and use a great variety of fonts, syllabification is often poorly executed.

Coping with Time Pressures

It is not uncommon for publishers to start the Spanish program with a two- or three-month schedule delay. It is usually launched before the English program is finalized. Every revision done during a late stage of the English program, however small, must then be applied to the Spanish, and numerous revisions crop up as the publisher starts reacting to the comments of reviewers (educators and teachers who are potential customers selected to read the program). This generates a huge paper trail and multiple versions of chapters, paragraphs, or even such small segments as captions, sentences, or phrases. Strong administrative skills are a must, particularly for the in-house editor. Otherwise, it is impossible to keep track of the latest approved version released to the production or art departments. The volume of revisions may make for a frantic editorial pass, and the end product is often inferior to the English. The result may appear to be a second-class product for a group often treated as a second-class constituency.

This Writer’s Pet Peeves

The aforementioned are the main difficulties encountered in publishing Spanish-language texts. Now, I would like to mention a few of my own personal pet peeves.
Books That Don’t Teach

The typical American student may not have a strong background in grammar, so approaches to grammar can be overwhelming to many students. For that reason I prefer the communicative approach to teaching Spanish. However, taken to an extreme, this approach can become a rationale for omitting the teaching of grammar entirely. The phobia of presenting anything resembling difficult grammar leads to a fear of demanding anything from students. These books can be short on practice with lots of open-ended activities. Everything has to be fun, fun, fun, as though there were an entire population of students suffering from attention-deficit and hyperactivity disorder. The approach collapses when students don’t have the basics (vocabulary, grammar structures, phrases) to carry out the activities. The burden then falls on the teacher to provide practice, as the book does not support his or her efforts. The challenge for the editor is to make sure there is a balanced combination of activities. Ideally, both grammar and communicative practice is included, as well as student-centered activities in a variety of formats, from very controlled to minimally guided to open-ended. Without the whole package, books are ineffective. As an editor, one can do little to improve them.

Design-driven Books

Pedagogically sound books that use design to enhance their program are fine, but books that subordinate content to design are frustrating. Regardless of the complexity of the point being introduced or practiced, an inflexible design may require a certain point to fit in a predetermined space. To accommodate the design, books may oversimplify important grammar points and skimp on practice. They have enough bells and whistles in icons, charts, bullets, and dingbats to dazzle many a classroom, but the content has been drastically diluted and inadequately explained, to the detriment of the students.

Cultural Stereotypes

Many educators do not realize that Latin America has evolved. Many huge problems remain, from dire poverty and overpopulation to environmental challenges, yet great strides have been made economically and politically. There are solar ovens, New Age gurus, computers, the Internet, cellular phones, and a whole array of technological gadgets. Not everyone in Latin America has access to this modern world, but it is no longer the sole domain of a privileged few. There is a growing middle class with consumer power. Yet, not long ago, I edited a high school book that was full of cultural stereotypes. It reminded me of a 1950s sociological view of Latin America as quaint banana republics where coup d’états are as common as siestas, toucans, and dark-eyed beauties with long hair. One of the sections was called “History of Latin America,” which consisted of a bulleted list of Latin American dictators and coup d’états. Can you think of a less interesting presentation for teenagers? Not to mention the stilted view it gives them of Latin American politics.

Puritanism

Aside from having a cultural aversion to this phenomenon, I object to the extra work created by it. One example: Even though Latin America is predominantly Catholic, I’ve often encountered art in children’s books in which a baby is shown in full splendor. It’s a view in which the innocence of the baby is portrayed complete with the baby’s genitalia and the breast of the breast-feeding mom. In the U.S. this type of art is taboo for fear that the book would offend conservatives and not sell well. In order to avoid public objection to the illustration, you must get permission to delete the art, replace it, or alter it by adding diapers to the baby if you decide to use it. Depending on the time available in the schedule, this can be amusing or annoying to the permission editors who have to make the request to their incredulous Latin American counterparts. Aside from babies’ genitalia, breasts, and the corresponding animal parts (sometimes cows’ udders have been eliminated), sex and alcohol fall victim to the censor’s eye (a problem in portraying authentic Spanish wine culture). In at least one book no sugar was allowed (not nutritionally sound), except for birthday cakes (culturally appropriate).

Linguistic Ethnocentrism

At times, monolingual English speakers make decisions about complex linguistic issues, exhibiting a

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tendency to believe and trust whoever will tell them what they want to hear. For example, the belief that it is appropriate Spanish to say *Pida a los estudiantes...* instead of *Pidales a los estudiantes...* to express the phrase Ask the students.... The indirect object *les* takes up extra space in a line, but every Spanish grammar reference in the world says that with the indirect object you can omit the clarifying prepositional phrase (*a los estudiantes*), but never the indirect object pronoun itself. At some point a publisher decided to listen to a mistaken individual, and since textbook publishing involves a great deal of emulating other publishers’ textbooks, *Pida a los estudiantes* has become common. Tenses may be incorrectly identified in Spanish, such as using the term present progressive. In Spanish we speak of *perifrasis verbales*.

**Hiring Practices**

The standards that apply to the hiring of English editors differ from those that apply to the hiring of Spanish editors. No one without strong writing, grammar, and spelling skills would be accepted as an English editor. Yet, to be a Spanish editor sometimes all it takes is to have a B.A., not necessarily in Spanish, and to speak Spanish. Publishers want editors with linguistic skills, but accept the Spanish editor who is English-dominant. This could be a native speaker of English or a Hispanic who grew up in the U.S. and speaks fluently but hasn’t had any formal training in the language. It’s not an obligation for Hispanics born or raised in the U.S. to speak and write perfectly in Spanish. Very often the opportunity to learn how to do so just doesn’t exist. However, if speaking English alone does not qualify someone to be an English teacher or editor, the same should hold true for speaking Spanish. Publishers sometimes disregard this point due to the difficulty of finding qualified people. If compelled to hire the less-than-fluent Spanish speaker, publishers should insure that the linguistic professionals with the appropriate credentials make important linguistic decisions.

**Language Deterioration**

One of the most pernicious consequences of this state of affairs is the presence of an impoverished Spanish language in school texts. English-dominant editors, authors, and teachers tend to favor Spanish that closely mirrors English structures because it is easier for them. Due to a fear of the subjunctive, incredibly awkward sentences appear that a native speaker (who was educated outside the U.S.) would never use. The imperfect subjunctive was labeled by at least one author as a colonialist Castilian structure or “High Spanish,” implicating that it is unnecessary, pompous language. Perhaps some educators feel threatened by uncommon (to their ears) forms, or they feel that it is too hard for students. It is true that English native speakers are sometimes better at judging the needs and abilities of students because they also learned Spanish as a foreign language. But here’s an opportunity for Spanish speakers in the U.S. to expand their knowledge of and feeling for the language. Instead, they would like their regionally limited language to be considered an appropriate standard for texts. Sometimes this is demanded in the name of political correctness, through accusations of discrimination against native speakers raised in the United States.

Perhaps Spanish in the U.S. will evolve into a separate dialect. Language is free and is always evolving. If people use it to communicate successfully, it is legitimate. But if language use causes confusion, we are not there yet. The U.S. dialect means different things to different people, depending on how far removed they are from Spanish. Some are offended by the name of political correctness, through accusations of discrimination against native speakers raised in the United States.

An Editor’s Inside View of Publishing Spanish Textbooks Continued
language is important, both for English speakers who want to employ their Spanish skills, and for Spanish speakers who enjoy working in their own language. We can all be extremely parochial about our very own personal language and culture. Yet, linguistic challenges are a fantastic opportunity to deepen one’s knowledge of language. The same can be said of the opportunity to expand awareness of Spanish-speaking cultures. For me, the best part of my experience as an editor has been the colleagues I’ve met: Anglos, Latin Americans, and U.S. Hispanics, as well as people from other ethnic and cultural backgrounds. These individuals are often open-minded, multi-cultural people who have enriched my life and helped me overcome my own parochialism. For that reason alone I would recommend an experience working in this field.

Modern Mentoring: What It Is and How to Do It
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mentor, and because your other employees will sense favoritism. Instead, help your employees find formal mentors outside the chain of command or outside your organization (Phillips-Jones, 2000).

Take the challenge of becoming an effective mentoring partner. Continue to build your knowledge and skills so that you and your partners have outstanding learning experiences together.

References

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Overview of the U.S. and Brazilian Legal Systems: Concepts and Terminology

By Enéas Theodoro, Jr.

Note: The following is a summary of a lecture given at the Portuguese Language Division 2001 Spring Meeting in Charleston, South Carolina.

Historical Origins and Connections

The wide rift separating the American and Brazilian legal systems is deeply rooted in their respective historical origins. The latter belongs in the so-called Romano-Germanic group of legal systems, which is fundamentally different from the so-called Anglo-Saxon legal system, from which the former is derived.

A) The Romano-Germanic Family of Legal Systems

Although the Romans had a strong sense of the law ever since the earliest days of their civilization, reflected in the aphorism *ubi societas, ibi ius* (where there is a society, there is a law), it is with the fall of the Roman empire around the 5th century A.D. that Roman jurisprudence (the “philosophy of law” in Portuguese) as we know it begins. And it begins in earnest with Eastern Roman Emperor Justinian, whose name is forever attached to his famous Code, Digest, Institutes, and Novels, respectively. These represented a codified body of laws, writings of jurists, principles of jurisprudence, and new constitutions, collectively known in Latin as “Corpus Iuris Civilis.”

There were numerous other legal enactments in what had previously comprised the Western Roman Empire: Alaric’s Breviary (*Lex Romana Visigothorum*) was enacted in 506 A.D., the *Fuero Juzgo* (by the Council of Toledo) in 654, the Edict of Theodoric (500), the Laws of Rothari (with the Lombard invasion of Italy in the late 6th century), among others. All of these developments materialized as facsimiles of law, as in reality they represented a marriage of Roman ideas to local customs, i.e., a common law, not to be confused with what is presently known as such.

From the 8th century on, as Europe sank into and then slowly emerged from the Middle Ages, “competent” courts became actual councils of prominent citizens, e.g., the Icelandic Althing (much touted as an early form of democracy), the Anglo-Saxon Withan, among others. In any event, the idea of a society based on individual rights was largely abandoned. At the same time, Christianity began to take hold, and canon law appeared as a new and powerful influence in the history of law. The ideal of brotherly love according to St. Paul and St. Augustine indirectly instilled an element of Platonism into the legal tradition of the time, along with procedural changes such as arbitration by spiritual leaders rather than by “pagan” tribunals.

After the 13th century, Christianity became a major force to be reckoned with in the realm of law. According to the power play of the era, the law was often looked upon as a “bad thing.” This was exemplified by the 16th-century German expression “Juristen, böse Christen” (jurists are bad Christians).

Throughout the same period, two exceptions stood out in Europe: Islamic Spain in the West and the Byzantine Empire in the East, the former having a theologically controlled legal system and the latter remaining a bastion of Roman law with many new developments. Jurists and law faculties gradually began to articulate a legal system showing an uncanny flexibility to accept social and cultural changes, which later would become the main foundation of the Romano-Germanic family of law.

With the advent of the Renaissance, the studies of these jurists, blending with the ideas brought forth by the Fourth Lateran Council (which reflected the importance of the canon law), led to the abandonment of the recourse to the supernatural (such as trial by ordeal and throwing witches into the water to see if they would float [guilty] or sink [innocent]), opened the way to rational procedure, and renewed an interest in the law.

Typical concepts of the Romano-Germanic legal systems started to emerge, e.g., the division between private and public law, the classification of rights into personal and real (property) rights, and the notions of usufruct, fraud, *usucapio* (prescription), mandate (law of agency), and contracting for services.

These six centuries of codification and accumulation of knowledge at universities culminated with the Age of Enlightenment and the French Revolution, the birth of legislation as we know it, and the Age of Reason. As a consequence, local
customs and the laws of the obscure past started losing their importance and were often referred to as *Ius Asininum* (jackass, or stupid, law). Napoleon ordered Cambacères, his legal advisor, to draft a code. This code was developed by a legion of jurists who based it on university studies carried out from the 12th century onward.

The Napoleonic Code has served as the basis for most European legal systems, the first of them being the French Civil Code (1804), the Swiss Civil Code (1881), and the German Civil Code (1896). The quest for law was pursued through legal principles common to all civilized nations, rather than through the subtleties of Roman law.

Brazilians would be interested to know that Portugal’s Marquis of Pombal was not just the political and administrative genius who rebuilt Lisbon from its ashes after a great fire. He was also a legal genius. Pursuing the quest for law in the spirit of the Age of Reason, he ordered studies conducted by the University of Coimbra that ultimately gave rise to the enactment of quite novel legislation. This included provisions stating that in the absence of any legislative text, a court must base its decisions not on the common opinions of doctors (*communis opinio doctorum*), but on “reason” (*recta ratio*, or *boa razão* in Portuguese and “good or proper reason” in English). This approach to the settlement of legal disputes was so radically new that only a few Italian states followed suit. Otherwise, it was scorned by all European universities. Nowadays, this is a common practice in many legal systems, and the American courts, which belong to a totally different legal system, have been adopting it for more than a century.

The Brazilian legal system is based on all these European developments, and its codes have drawn strongly on French law (civil code), Italian law (criminal code), and German law (commercial code).

**B) English Law and the Anglo-Saxon Legal System**

A pre-history of English law is represented chiefly by the Celtic traditions that prevailed in the British Isles before most of England and part of Scotland became a part of the Roman Empire. Druids, who were not just priests and wise men, but also exerted a powerful influence in Celtic society, in a way, dispensed the law and settled disputes jointly with local chieftains.

The history *per se* of the English legal tradition began when Caesar cast his power-hungry glance toward the riches across the English Channel. Having conquered Gaul and become immensely wealthy and powerful in Rome, he tried and failed to gain a foothold in England in 55 B.C., conveniently reporting back to the Roman Senate that he had decided it was not worth the effort. However, in 43 A.D., Claudius successfully invaded England with a massive army. His logistics and preparations could be likened, proportionately speaking, to the efforts put forth by the Allied forces in their deployment toward D-Day in World War II, which shows how and why Caesar failed.

For nearly six centuries, Roman Britain enjoyed great prosperity and the social stability afforded by the rule of Roman law, whose institutions and organization were a fundamental element in the fabric of Roman civilization. Meanwhile, on the other side of the English Channel and unprotected by its waters, Rome had to cope with a vast empire that was increasingly difficult to manage, with powerful neighbors gnawing at its borders. When the fall of the Roman Empire came about with the sack of its capital by Alaric and later by Odoacer, it became impossible to keep even a single Roman legion in England. And as romanized Britons were left to their own devices, all manpower they could muster to fight off Celtic tribes on their own borders proved insufficient. Their plight and exploits live on as the Arthurian legends—“King” Arthur (probably a romanized British nobleman) and the Knights of the Round Table—that were, until recently, thought to belong in the late Middle Ages.

From the 6th century onward, England was under Germanic and Scandinavian (Anglo-Saxon) rule, and Roman law all but disappeared. As on the continent, local customs prevailed and a period of true “customary law” began, undisturbed until the next invader came knocking.

With an infinitely smaller and inferior army, William the Conqueror followed in Claudius’ historical footsteps and, in 1066 A.D., became the second and last person ever to successfully invade England. A shrewd administrator, he expressly maintained Anglo-Saxon law, but made sure to centralize and enforce its administration throughout his
new kingdom. This is why such law became known as “common law.”

Norman rule drastically changed English society. Taxation and revenues were a main concern, and the compilation of the *Domesday Book* in 1086 bears this out. A true census, it reported every taxable property and citizen in England down to the most incredibly minute detail, such as number of family members, number and types of animals, buildings, and land size.

Such a centralized government was keen on maintaining harmony and dispensing common and “equal” treatment upon its subjects. Uniform application of the law was its foremost interest, so that local customs began to lose their importance. Slowly, “customary law” lost favor to “common law.”

“That which we call a rose...” by any other name would reek of a bloody war. In 1485, the War of the Roses led to profound changes in England not only from a historical, but also from a legal standpoint. The white rose of the House of York prevailed over the red rose of Lancaster through Henry Tudor, who started a dynasty bent on an even greater centralization of government and on absolutism.

The Tudors’ centralizing efforts led to the development of “rules of equity,” which are still a key element of both English and American law. Equitable treatment of English subjects was placed in the hands of the so-called courts of chancery, also known as equity courts. The office of chancellor was created to supervise these courts, which supplemented and frequently superseded the Courts of Westminster, also known as common law courts.

To this day, the idea of a common law and the principles of equity pervade the Anglo-Saxon family of legal systems, which comprise the legal framework of the U.S., U.K., Canada, Australia, and many other countries.

**The Legal Systems of Brazil and the United States**

What is law? De Plácido e Silva defines it as “(...) an organic complex from which all norms and obligations are derived in order to be complied with (...), comprising a set of duties from which no one can escape without becoming subject to the coercive action of organized social forces, (...) a phenomenon of social order and, therefore, in any sense, a general rule imposed by society for the sake of society’s very order and balance of interests.”

The fact that such statements smack of written rules and organized legislation is no coincidence. The Brazilian legal system belongs squarely in the realm of codified law.

For its turn, the American legal system relegates enacted legislation to a subsidiary position, and relies instead on the dispensation of justice through custom, equity, and—hence—the rulings of the courts in the course of time. Here are some definitions of law found in *Black’s Law Dictionary*: “(the idea of law represents)... statutory and constitutional enactments, as interpreted by the courts, and, in the absence of statute law [enacted legislation], (...) rulings of the courts. (...) Word ‘law’ generally contemplates both statutory and case law [former court decisions].” These definitions are much closer to custom, precedent, and equitable principles than they are to enacted legislation.

**A) Sources of the Law**

Where does the law come from? To Brazilian jurists, it comes from: 1) enacted legislation (legislação), 2) case law (jurisprudência), and 3) the writings of jurists or legal scholars ( doutrina). Enacted legislation, however, so prevails over the other two sources of the law (fontes do direito) that they pale before it in importance.

If posed to American jurists, this seems a rather odd question. Of course, it must be derived from legal precedents, from case law, as exemplified by the ubiquitous So-and-So vs. So-and-So. Hence, the sources of the law in the American legal system are: 1) case law, 2) statutory law (enacted legislation), and 3) the opinions of jurists, which are basically immaterial except at legislative sessions, judiciary committees, hearings, and so forth.

**B) Recent Developments**

As anyone who follows the ongoing debate over judiciary reform (whether in Brazil or the U.S.) knows, the law and the justice system are not easily changed. The institutions created by them tend to become strongly crystallized, and it takes increasingly greater pressure and more heat from society for their component parts to be rearranged and renewed.

More practical and less idealistic pressure comes from the enormous caseload that plagues both legal systems, with huge backlogs and delays in hearing cases. In Brazil, where this
The observance of binding precedents is no longer seen as such a radical idea. Brazilian lawyers have always relied on previous rulings by the higher courts to sway a judge’s opinions and findings in their favor. But nowadays, the decisions of Brazil’s highest courts, the Federal Supreme Court (Supremo Tribunal Federal—STF) and the Superior Court of Justice (Superior Tribunal de Justiça—STJ), have much greater weight in the form of the “súmula vinculante” (binding precedent).

Brazilian and (continental) European jurisprudence has also embraced the notion of teleology for the settlement of legal cases. This means that what matters is a speculative study of cause, of the essence, extent, or purpose of legal rules. Do the ideas of the Marquis of Pombal and “good reason,” and a long-standing practice of the American courts, ring any bells?

Another important late development in the Brazilian legal system is the increasingly frequent citation, in procedural matters, of the “princípio de isonomia.” Such principle translates—from Greek iso + nomos into Portuguese and many other languages, including English—as nothing less than equality of rights, customs, laws, or privileges. Does equity ring any bells?

As for the U.S., in 1875, Congress authorized a revisor to draft “The Revised Statutes,” which turned out to be a single volume of codified legal provisions. This became the United States Code—a compendium of many tomes which became immensely important in the American legal system—in 1926.

The Federal Rules of Civil Procedure, promulgated in 1938 by the Supreme Court with a mandate from Congress, represent an even greater (codifying) development in the United

Table 1

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<th>American Legal System</th>
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Mixing Science and Art: Is it possible to develop a single FACIT translation for both Portugal and Brazil?

By Benjamin J. Arnold

The FACIT Measurement System

The Functional Assessment of Chronic Illness Therapy (FACT) Measurement System is a collection of health-related quality of life (QOL) questionnaires designed to measure chronic illness. The measurement system, since its inception in 1987, began with the creation of a generic core questionnaire called the Functional Assessment of Cancer Therapy—General (FACT-G). The FACT-G (now Version 4) is a 27-item compilation of general questions capturing four primary QOL domains: physical well-being, social/family well-being, emotional well-being, and functional well-being. In addition to the general questionnaire, there are also about 25 disease- or condition-specific subscales available. These subscales are used to evaluate the QOL of patients suffering from illnesses ranging from lung or breast cancer to HIV infection and multiple sclerosis.

Currently, the FACIT questionnaires are used in Phase II and III clinical trials and other cancer-related treatment evaluations, as an intervention tool in the clinical management of symptoms (both physical and psychological), and as an outcomes measure in health practice self studies. Equivalent foreign-language versions of the FACIT questionnaires are now available in over 40 different languages, permitting cross-cultural comparisons of people from diverse backgrounds.

Current and ongoing research with the FACIT questionnaires includes several projects designed to evaluate cross-cultural equivalence, cross-instrument equivalence, clinical significance, and multicultural instrument development.

The FACIT Multilingual Translation Project

The FACIT Multilingual Translation Project works to adapt the FACIT questionnaires to other languages for use in research and clinical trials worldwide. This project has developed an innovative iterative translation methodology (forward, backward, and multiple review) to ensure equivalence among the various language versions of the FACIT questionnaires (Ref. 1). This article presents an overview of our general translation process and, more specifically, the methods used to obtain a Portuguese version of these quality of life questionnaires that is cross-culturally suitable for Portuguese-speaking populations in both Europe and South America.

Quality of Life questionnaires have become exceedingly important as the need for tools to assess patients’ QOL in multinational clinical trials has steadily increased. They are used to measure the change of a patient’s perception of QOL and, therefore, combined with clinical data, the efficacy and value of treatment. The existence of one language-specific (Spanish, French, Portuguese, Italian, etc.) as opposed to country-specific (e.g., one version for Brazil and one for Portugal) questionnaire greatly reduces the cost and time it takes to carry out the translation process, and also facilitates QOL comparisons across countries that speak the same language.

Translation Methodology

There are currently 11 FACIT scales available in Portuguese, ranging from questionnaires evaluating lung cancer (FACT-L) to questionnaires which evaluate a patient’s spiritual well-being (FACT-SP), all of which have been tested and validated in both Portugal and Brazil. All were translated according to our very rigorous FACIT translation methodology. We started with two independent forward translations by native speakers into the target language. For all Portuguese-language translations, we required one forward from Portugal and one from Brazil. Next, we reconciled the two translations: we had a third independent native speaker choose the best translation of the two or, if necessary, provide an alternative. This step can be performed by someone from either Portugal or Brazil, but has most often been carried out by a European Portuguese native who has been living in Brazil for over 10 years. The third step was to have the reconciled version back-translated into English to assure content and semantic equivalence. This was done by a native English speaker fluent in Portuguese. The fourth step was to have the complete item history—all translations, the...
reconciliation, and the back-translation—reviewed by four bilingual native speakers (two from Brazil and two from Portugal). After the translation was finalized and proofread, we pretested the translations with patients in both countries in order to finalize the documents, reviewed by four independent native speakers. In the case of Portuguese, two were from Brazil and two were from Portugal. After the translation was finalized and proofread, we pretested the translations with patients in both countries in order to finalize the documents.

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Mixing Science and Art Continued

thus readying them for independent research or clinical trials (Ref. 2).

This process (see Table 1 on page 39) is detailed in what we call an Item History. The Item History is simply the tool we use to keep track of all the translations, comments, and suggestions. Without this tool it would be nearly impossible to finalize a translation. Table 2 on page 39 is an example.

One Unified Portuguese Version

Developing one version to be used in both Portugal and Brazil is quite challenging. The fact that the translation team is equally balanced with representation from both countries is not always sufficient. Reconciling European Portuguese and Brazilian Portuguese requires much thought, compromise, and, at times, a good old-fashioned dose of pride swallowing. It also relies on translators who are willing to see beyond their regional dialect to produce a less colloquial but more generally understandable version.

One of the biggest problems to overcome is grammatical difference between the two countries. For example, the grammatical structure of the present progressive verb tense differs between Portugal and Brazil. One of our items is “I am losing weight.” A European Portuguese translation would render “Estou a perder peso,” while a Brazilian Portuguese translation comes out as “Estou perdendo peso.” There was much discussion about this item at the review stage. The more colloquial verb “baixar,” literally translated as “to lower,” was suggested, but this didn’t solve our verb tense problem. It merely changed the actual verb, which would still have to be conjugated in the present progressive tense. Another suggestion was the use of the simple present tense, “Perco peso.” Although this construction was country-neutral, it was not pleasing to the ear or eye of either side. Therefore, we elected to use the more Brazilian version because most Portuguese people are familiar with Brazilian Portuguese while familiarity with European Portuguese is not as common in Brazil. Although patients in Portugal did comment that this sounded like Brazilian Portuguese, it was clearly understood in all cases and therefore not problematic.

There are also some spelling differences which have to be dealt with each time we do a translation for use in both Portugal and Brazil. European Portuguese tends to add a letter in certain situations and occasionally also lacks orthographic symbols used in Brazil. For example, European spelling changes the circumflex accent to acute. In Brazil they write “abdúmen,” while in Portugal they write “abdúmen.” In many cases, these differences do represent pronunciation differences, but are not significant enough to disrupt someone’s overall comprehension of a written questionnaire. After all, natives of the U.S. do not even blink an eye when we encounter the British spelling of a word (honour, realise, etc.). In many cases, we do not even notice. We can also statistically show that these differences do not influence the psychometric properties of the questionnaire in any way. When possible, we do try to avoid using the problematic word in favor of a synonym. One example of this is in the English item “I feel a sense of purpose in my life.” We were able to narrow this down to either “Sinto que a minha vida tem um propósito,” “Sinto que a minha vida tem um sentido,” or “Sinto que a minha vida tem um objetivo.” There are nuances present in the meanings of all three choices, but the overall meaning is basically the same. The reviewers did not like the word “sentido” and were split between “objetivo” and “propósito.” In Portuguese the word “objetivo” is spelled with the letter ç (objetivo), making “propósito” an easy choice.

In some cases, there is no appropriate synonym. This was the case with the Portuguese translation for the English word “activity.” In Portugal, the translation for this word is “actividade,” while in Brazil it is “atividade,” again without the letter “c.” Lacking a good synonym for this word, we decided to use a hybrid of both—“a(c)тивidade.” Feedback on this choice has been split, but most think that it is a step in the right direction. Although it might not look natural to patients in either country, it has been largely accepted and understood. It certainly is more efficient and serves our purpose better than having two different questionnaires.

Another issue is the use of articles in European Portuguese, which are not necessary in Brazil. An instance of this appeared when translating the English sentence “I can digest my food well.” The Brazilian reviewers endorsed “Consigo digerir bem meus alimentos.” The Portuguese also favored this translation, but insisted on the insertion of the article. Thus, the translation...
was finalized as, “Consigo digerir bem os meus alimentos.” In most cases, we lean toward including the articles because it is more incorrect in Portuguese to leave them out, while they are superfluous in Brazil, but it is not incorrect to use them.

Identifying Potential Problems

So how do we know that our translation is really working? Answering this question is essential to establish the psychometric properties of our questionnaires. Our English questionnaires are validated through recognized methods from health psychology, including reliability analysis, retest reliability, and sensitivity to change over time, so we know they are measuring what we want them to be measuring. But how can we be sure that our translations are measuring equivalent to the English, thus allowing us to pool data together from different countries in the same clinical trial? This process starts with the final step of the translation process, known as pretesting.

Pretesting allows us to empirically evaluate our translations. We send the translated questionnaire to the target country where it is administered to a minimum of 15 patients, all of whom have the specific condition to which the questionnaire applies. In the case of Portuguese, we target a minimum of 15 Brazilian patients and 15 Portuguese patients. Testing can take from one to six months, and after the data are returned we perform statistical analysis on them. We can tell whether the translated questionnaire performed as expected by evaluating internal consistency using Cronbach’s Alpha. We can also tell whether the questionnaire performed the same way in both countries using item response theory, which compares item by item to see if any item functions differently in the two data sets.

Aside from statistical analysis, we also get feedback directly from the respondents and the interviewers when applicable. We always ask the patients if there were any items which were difficult to understand or offensive to them. This commentary carries as much weight as the statistical analysis. Combined, they indicate which translations need to be modified before a translation can be called final.

Preventing Potential Problems

Through a combination of the processes mentioned above, we were able to identify a potential problem with our five-point Likert-type rating scale in Portuguese. In English the scale is: “not at all,” “a little bit,” “somewhat,” “quite a bit,” and “very much.” Our Portuguese counterpart was: “nem um pouco,” “um pouco,” “mais ou menos,” “bastante,” and “muito.” After compiling feedback from Brazilian and Portuguese patients and interviewers, we decided to apply more sophisticated analyses to the answer categories, using Andrich’s rating scale model, in order to confirm what the patient and interviewers had been telling us and to pinpoint the exact problem. It was from these analyses that we were able to determine that our Portuguese rating scale did not represent equal intervals. This problem was especially evident on the higher end of the scale: “quite a bit” and “very much.” These two response categories were actually out of order and did not represent equal intervals. When the response categories are put on a line, they should be equally spread out. That is, there should be the same distance between “not at all” and “a little bit” as there is between “a little bit” and “somewhat,” and so forth. This was not the case for the two higher response categories. To remedy this situation we designed a study to probe the respondents’ interpretation of the meaning of the items; a process called cognitive debriefing in both Portugal and Brazil.

A draft survey was done in an effort to brainstorm 15 possible rating scale alternatives in Portuguese. Portuguese-speaking translators and other collaborators were asked to come up with some translations for the English answer categories. The final list of 15 was compiled and, using Q-sort methodology, 30 people per country (a total of 60 people) put the alternatives in order of intensity based on their own opinion. Each participant was given a stack of stickers and was asked to affix them onto a vertical scale going from 0-10—“0” being the least intense and “10” being the most intense. They were also asked to give feedback and comment on the alternatives. They were given the opportunity to say if any of the alternatives were equivalent, and if so, which they would prefer. These comments enlightened us as to

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The SI Briefly (Re)visited

By Paulo Roberto Lopes

Scientists and engineers use two major systems of units and measurements, commonly referred to as the U.S. Customary System (a legacy from the British Imperial System) and the International System of Units. Technical translators, in turn, have to cope with both systems in their daily lives, and may sometimes find themselves in a quandary about their correct usage. Our objective here is to pinpoint some aspects of the International System of Units, abbreviated in all languages as SI (from Système International d’Unités).

The Two Classes of SI Units

SI units are divided into two classes: base units and derived units. Quoting from the SI Brochure:

“From the scientific point of view, the division of SI units into these two classes is to a certain extent arbitrary, because it is not essential to the physics of the subject. Nevertheless, the CGPM [Conférence Générale des Poids et Mesures], considering the advantages of a single, practical, worldwide system of units for international relations, for teaching, and for scientific work, decided to base the International System on a choice of seven well-defined units which by convention are regarded as dimensionally independent: the meter, the kilogram, the second, the ampere, the kelvin, the mole, and the candela. These SI units are called base units.

The second class of SI units is that of derived units. These are units that are formed as products of the powers of the base units according to the algebraic relations linking the quantities concerned. The names and symbols of some of the units thus formed may be replaced by special names and symbols that can themselves be used to form expressions and symbols for other derived units. The SI units of these two classes form a coherent set of units, where coherent is used in the specialist sense of a system whose units are mutually related by rules of multiplication and division with no numerical factor other than 1. Following CIPM [Comité International des Poids et Mesures] Recommendation 1 (1969; PV, 37, 30-31 and Metrologia, 1970, 6, 66), the units of this coherent set of units are designated by the name SI units.”

Please do not get discouraged by the verboseness of the paragraphs above. They were included just as a “formal ice-breaker” for our discussion.

Due to their widespread use among scientists, a number of units are still permitted in conjunction with SI units. For
example, gauss, barn, curie, and the electron volt. However, their usage might be phased out.

**SI Derived Units with Special Names and Symbols**

Certain SI derived units have special names and symbols. These are given in Table 3, which also includes the radian and steradian.

*Continued on p. 44*

### Table 1: SI Base Units

<table>
<thead>
<tr>
<th>Base quantity</th>
<th>SI base unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>length</td>
<td>meter (m)</td>
</tr>
<tr>
<td>mass</td>
<td>kilogram (kg)</td>
</tr>
<tr>
<td>time</td>
<td>second (s)</td>
</tr>
<tr>
<td>electric current</td>
<td>ampere (A)</td>
</tr>
<tr>
<td>thermodynamic temperature</td>
<td>kelvin (K)</td>
</tr>
<tr>
<td>amount of substance</td>
<td>mole (mol)</td>
</tr>
<tr>
<td>luminous intensity</td>
<td>candela (cd)</td>
</tr>
</tbody>
</table>

### Table 2: Examples of SI derived units expressed in terms of SI base units

<table>
<thead>
<tr>
<th>Derived quantity</th>
<th>SI derived unit</th>
<th>Name</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>area</td>
<td>square meter</td>
<td>m²</td>
<td></td>
</tr>
<tr>
<td>volume</td>
<td>cubic meter</td>
<td>m³</td>
<td></td>
</tr>
<tr>
<td>speed, velocity</td>
<td>meter per second</td>
<td>m/s</td>
<td></td>
</tr>
<tr>
<td>acceleration</td>
<td>meter per second squared</td>
<td>m/s²</td>
<td></td>
</tr>
<tr>
<td>wave number</td>
<td>reciprocal meter</td>
<td>1/m²</td>
<td></td>
</tr>
<tr>
<td>mass density (density)</td>
<td>kilogram per cubic meter</td>
<td>kg/m³</td>
<td></td>
</tr>
<tr>
<td>specific volume</td>
<td>cubic meter per kilogram</td>
<td>m³/kg</td>
<td></td>
</tr>
<tr>
<td>current density</td>
<td>ampere per square meter</td>
<td>A/m²</td>
<td></td>
</tr>
<tr>
<td>magnetic field strength</td>
<td>ampere per meter</td>
<td>A/m</td>
<td></td>
</tr>
<tr>
<td>amount-of-substance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>concentration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>luminance</td>
<td>candela per square meter</td>
<td>cd/m²</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3: SI derived units with special names and symbols, including the radian and steradian

<table>
<thead>
<tr>
<th>Derived quantity</th>
<th>SI derived unit</th>
<th>Special symbol in terms of other SI units</th>
<th>Special symbol in terms of SI base units</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane angle</td>
<td>radian</td>
<td>m · m⁻¹ = 1</td>
<td></td>
</tr>
<tr>
<td>solid angle</td>
<td>steradian</td>
<td>m² · m⁻¹ = 1</td>
<td></td>
</tr>
<tr>
<td>frequency</td>
<td>hertz</td>
<td>s⁻¹</td>
<td></td>
</tr>
<tr>
<td>force</td>
<td>newton</td>
<td>m · kg · s⁻²</td>
<td></td>
</tr>
<tr>
<td>pressure, stress</td>
<td>pascal</td>
<td>N/m²</td>
<td></td>
</tr>
<tr>
<td>energy, work, quantity of heat</td>
<td>joule</td>
<td>N · m</td>
<td></td>
</tr>
<tr>
<td>power, radiant flux</td>
<td>watt</td>
<td>J/s</td>
<td></td>
</tr>
<tr>
<td>electric charge, quantity of</td>
<td>coulomb</td>
<td>s · A</td>
<td></td>
</tr>
<tr>
<td>electric potential, potential</td>
<td>volt</td>
<td>W/A</td>
<td></td>
</tr>
<tr>
<td>difference, electromotive force</td>
<td></td>
<td>m² · kg · s⁻² · A⁻¹</td>
<td></td>
</tr>
<tr>
<td>capacitance</td>
<td>farad</td>
<td>C/V</td>
<td></td>
</tr>
<tr>
<td>electric resistance</td>
<td>ohm</td>
<td>V/A</td>
<td></td>
</tr>
<tr>
<td>electric conductance</td>
<td>siemens</td>
<td>A/V</td>
<td></td>
</tr>
<tr>
<td>magnetic flux</td>
<td>weber</td>
<td>V · s</td>
<td></td>
</tr>
<tr>
<td>magnetic flux density</td>
<td>tesla</td>
<td>Wb/m²</td>
<td></td>
</tr>
<tr>
<td>inductance</td>
<td>henry</td>
<td>Wb/A</td>
<td></td>
</tr>
<tr>
<td>Celsius temperature</td>
<td>degree Celsius</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>luminous flux</td>
<td>lumen</td>
<td>cd · sr</td>
<td></td>
</tr>
<tr>
<td>illuminance</td>
<td>lux</td>
<td>lm/m²</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>m² · cd</td>
<td></td>
</tr>
</tbody>
</table>
The SI Briefly (Re)visited Continued

Table 4: SI prefixes

<table>
<thead>
<tr>
<th>Factor</th>
<th>Prefix</th>
<th>Symbol</th>
<th>Factor</th>
<th>Prefix</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10^{24}$ = $(10^3)^8$</td>
<td>yotta</td>
<td>Y</td>
<td>$10^{-1}$</td>
<td>deci</td>
<td>d</td>
</tr>
<tr>
<td>$10^{21}$ = $(10^3)^7$</td>
<td>zetta</td>
<td>Z</td>
<td>$10^{-2}$</td>
<td>centi</td>
<td>c</td>
</tr>
<tr>
<td>$10^{18}$ = $(10^3)^6$</td>
<td>exa</td>
<td>E</td>
<td>$10^{-3}$ = $(10^3)^{-1}$</td>
<td>milli</td>
<td>m</td>
</tr>
<tr>
<td>$10^{15}$ = $(10^3)^5$</td>
<td>peta</td>
<td>P</td>
<td>$10^{-6}$ = $(10^3)^{-2}$</td>
<td>micro</td>
<td>µ</td>
</tr>
<tr>
<td>$10^{12}$ = $(10^3)^4$</td>
<td>tera</td>
<td>T</td>
<td>$10^{-9}$ = $(10^3)^{-3}$</td>
<td>nano</td>
<td>n</td>
</tr>
<tr>
<td>$10^{9}$ = $(10^3)^3$</td>
<td>giga</td>
<td>G</td>
<td>$10^{-12}$ = $(10^3)^{-4}$</td>
<td>pico</td>
<td>p</td>
</tr>
<tr>
<td>$10^{6}$ = $(10^3)^2$</td>
<td>mega</td>
<td>M</td>
<td>$10^{-15}$ = $(10^3)^{-5}$</td>
<td>femto</td>
<td>f</td>
</tr>
<tr>
<td>$10^3$ = $(10^3)^1$</td>
<td>kilo</td>
<td>k</td>
<td>$10^{-18}$ = $(10^3)^{-6}$</td>
<td>atto</td>
<td>a</td>
</tr>
<tr>
<td>$10^2$</td>
<td>hecto</td>
<td>h</td>
<td>$10^{-21}$ = $(10^3)^{-7}$</td>
<td>zepto</td>
<td>z</td>
</tr>
<tr>
<td>$10^1$</td>
<td>deka</td>
<td>da</td>
<td>$10^{-24}$ = $(10^3)^{-8}$</td>
<td>yocto</td>
<td>y</td>
</tr>
</tbody>
</table>

steradian, the two so-called supplementary units.

The main purpose of our having included most of these nasty little lists is to get the novice translator acquainted with the names of some units which may not be in his or her “daily menu.”

Decimal Multiples and Submultiples of SI units

For wannabe translators—and even interpreters—not to be caught off guard, here is a list of some increasingly common prefixes used as (sub)multiples of SI units which deserve due respect, since they keep cropping up in current texts and conferences.

Please note that only the symbols for the prefixes equal to or greater than $10^6$ are capitalized (shown in bold on Table 4), which means that one should never write such things as kW (for kilowatts), Km (for kilometer), but rather kW, km, and so on. As to the capitalization of kW, refer to Details to be Observed on page 45.

For historical reasons, the unit of mass (kilogram) is the only base unit whose name contains a prefix. Names and symbols for decimal multiples and submultiples of the unit of mass are formed by attaching prefix names to the unit name “gram” and prefix symbols to the unit symbol “g.”

Example: $10^4$ kg = 1 mg (1 milligram)
but not: 1 µkg (1 microkilogram).

Alternative definitions for the SI prefixes and their symbols are not allowed. Therefore, in spite of their widespread use, particularly in computer jargon, it is unacceptable to use kilo (k) to represent $2^{10} = 1024$, mega (M) to represent $2^{20} = 1,048,576$, and so on. Hence, one kbyte should theoretically represent 1,000 bytes, which is NOT what the whole computer industry uses. Tough luck!

Table 5: Units accepted for use with the SI

<table>
<thead>
<tr>
<th>Name</th>
<th>Symbol</th>
<th>Value in SI units</th>
</tr>
</thead>
<tbody>
<tr>
<td>minute</td>
<td>min</td>
<td>1 min = 60 s</td>
</tr>
<tr>
<td>hour</td>
<td>h</td>
<td>1 h = 60 min = 3600 s</td>
</tr>
<tr>
<td>day</td>
<td>d</td>
<td>1 d = 24 h = 86 400 s</td>
</tr>
<tr>
<td>degree (angle)</td>
<td>°</td>
<td>1° = $(\pi/180)$ rad</td>
</tr>
<tr>
<td>minute (angle)</td>
<td>′</td>
<td>1′ = $(1/60)$° = $(\pi/10,800)$ rad</td>
</tr>
<tr>
<td>second (angle)</td>
<td>″</td>
<td>1″ = $(1/60)$′ = $(\pi/648,000)$ rad</td>
</tr>
<tr>
<td>liter (+)</td>
<td>L</td>
<td>1 L = 1 dm$^3$ = $10^3$ m$^3$</td>
</tr>
<tr>
<td>tonne (**)</td>
<td>T</td>
<td>1 t = $10^3$ kg</td>
</tr>
</tbody>
</table>

* The alternative symbol for the liter, L, was adopted by the CGPM in order to avoid the risk of confusion between the letter l and the number 1. Thus, although both l and L are internationally accepted symbols for the liter, to avoid confusion the symbol to be used in the U.S. is L. The script letter l is not an approved symbol for the liter.

** In the U.S. and some English-speaking countries, it is referred to as the "metric ton."
OK, enough of tables and numbers. From now on we will try to concentrate on the aspects that matter most for translators: how to write them accurately.

**Units Not Accepted for Use with the SI**

Just for the record, the following CGS units (with their symbols) are not accepted as SI units (italicized for clarity reasons):

- erg (erg);
- dyne (dyn);
- poise (P);
- stokes (St);
- gauss (Gs);
- oersted (Oe);
- maxwell (Mx);
- stilb (sb);
- phot (ph);
- fermi (fermi);
- metric carat (metric carat);
- torr (Torr);
- standard atmosphere (atm);
- kilogram-force (kgf);
- micron (µ);
- calorie (cal); (thermochemical);
- x unit (xu);
- stere (st);
- gamma (γ),
- lambda (volume) (λ).

The fact that they are not accepted does not mean they are not found. It means one should try not to use them in scientific or technical papers.

**DETAILS TO BE OBSERVED**

**Typeface**

Unit symbols are printed in roman (upright) type regardless of the type used in the surrounding text, and are attached to unit symbols without a space between the prefix symbol and the unit symbol. This last rule also applies to prefixes attached to unit names.

**Examples:** mL (milliliter), pm (picometer), GΩ (gigaohm), THz (terahertz).

Thus, assuming a whole sentence is italicized, one should write “We must add only 20 mL to the blank sample.” Note that “mL” is not in italics.

**Capitalization**

Unit symbols are printed in lowercase letters except that:

(a) the symbol or the first letter of the symbol is an uppercase letter when the name of the unit is derived from the name of a person; and

(b) the recommended symbol for the liter is L (see Table 5, footnote).

**Examples:** m (meter), s (second), V (volt), Pa (pascal), lm (lumen), Wb (weber)

Please compare the particular use of capitals in the names of units and in their symbols:

- 10 watts = 10 W, 1 kelvin = 1 K, 1 decibel = 1 dB, 1 millivolt = 1 mV

**Plurals**

Unit symbols do not change in the plural.

**Example:** l = 24 cm

*but not:* l = 24 cms

**Note:** l is the quantity symbol for length.

**Punctuation**

Unit symbols are not followed by a period unless at the end of a sentence.

**Example:** “Its length is 75 cm.” or “It is 75 cm long.”

*but not:* “It is 75 cm. long.”

**Unit Symbols Obtained by Multiplication**

Half-high (that is, vertically centered) dots or spaces are used to express a derived unit formed from two or more other units by multiplication.

**Example:** N · m or N m

The half-high dot or space can be imperative. For example, m · s⁻¹ is the symbol for the meter per second (velocity) while ms⁻¹ is the symbol for the reciprocal millisecond (10⁻³ s⁻¹).

**Percent, %**

When using the % symbol, leave a space between the % symbol and the number by which it is multiplied. Further, the symbol % should be used, not the name “percent.”

**Example:** x = 0.0025 = 0.25 %

*but not:* x = 0.0025 = 0.25% or x = 0.25 percent

**Separation of Groups of Numbers**

In numbers, the comma (French practice) or the dot (British practice) is used only to separate the integral part of

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The SI Briefly (Re)visited

numbers from the decimal part. Numbers may be divided in groups of three in order to facilitate reading. In the SI, neither dots nor commas are ever inserted in the spaces between groups.

Examples:

76 483 522
but not: 76,483,522

43 279.168 29
but not: 43,279.168 29

Note: The practice of using a space to group digits is not usually followed in certain specialized applications, such as engineering drawings, and financial statements.

Space Between Numerical Value and Unit Symbol

In the expression for the value of a quantity, the unit symbol is placed after the numerical value and a space is left between the numerical value and the unit symbol. The only exceptions to this rule are for the unit symbols for degree, minute, and second for plane angle: °, ′, and ″, respectively (see Table 5), in which case no space is left between the numerical value and the unit symbol.

Example: \[ \alpha = 30^\circ 22' 8" \]

This rule means that the symbol °C for the degree Celsius is preceded by a space when one expresses the values of Celsius temperatures.

Example: \[ t = 30.2\, ^\circ C \]
but not: \[ t = 30.2\, ^\circ C \text{ or } t = 30.2\, ^\circ C. \]

Please note that thermodynamic temperatures in kelvins are not written with the degree symbol (°).

Example: \[ t = 45\, K \]
but not: \[ t = 45\, ^\circ K \]

Observe the use in the SI Brochure (our italicization): “A difference or interval of temperature may be expressed in kelvins or in degrees Celsius.” Thus, we say “degrees Celsius” and “kelvins” (and not “degrees Kelvin”).

Incidentally, to indicate a temperature interval or difference rather than a temperature, the word “degree” in full, or the abbreviation “deg,” must be used. Thus, one should use “to increase the temperature by 20 degrees Celsius,” and not “… by 20 °C.”

Even when the value of a quantity is used in an adjectival sense, a space is left between the numerical value and the unit symbol. (This rule recognizes that unit symbols are not like ordinary words or abbreviations, but are mathematical entities, and that the value of a quantity should be expressed in a way that is as independent of language as possible.)

Examples: a 100 cm tape measure
but not: a 100-cm tape measure

a 10 kV resistor
but not: a 10-kV resistor

Note: When unit names are spelled out, the normal rules of English apply. Thus, for example, “a roll of 10-millimeter tape” is acceptable.

Avoid the ambiguity in “pieces were laid on 15 cm boards” by rearranging the words as follows: “pieces were laid on boards 15 cm long.”

Micron and Micrometer

The word “micron” should no longer be used to denote “micrometer” (µm).

Hour, Degree, Liter, and the Like

These units are not part of the SI, but are essential and used so widely that they are accepted by the CIPM for use with the SI. Sometimes we even have to use other time-related units. In particular, circumstances may require that intervals of time be expressed in weeks, months, or years. In such cases, if a standardized symbol for the unit is not available, the name of the unit should be written out in full.

Unacceptability of Abbreviations for Units

Because acceptable units generally have internationally recognized symbols and names, it is not permissible to use abbreviations for their unit symbols or names, such as sec (for either s or second), sq. mm (for either mm² or square millimeter), cc (for either cm³ or cubic centimeter), mins (for either min or minutes), hrs or hr (for either h or hours), lit (for either L or...
liter), *amps* (for either A or amperes), or *mps* (for either m/s or meter per second).

Prefixes are also inseparable from the unit names to which they are attached. Thus, for example, millimeter, micropascal, and meganewton are single words.

**Unacceptability of Compound Prefixes**

Compound prefix symbols, that is, prefix symbols formed by the juxtaposition of two or more prefix symbols, are not permitted. This rule also applies to compound prefixes.

**Example:** nm (nanometer)

*but not:* mµm (millimicrometer)

**Number of Units Per Value of a Quantity**

The value of a quantity is expressed using no more than one unit.

**Example:** 1 = 10.234 m

*but not:* 1 = 10 m 23 cm 4 mm

**Note:** Expressing the values of time intervals and of plane angles are exceptions to this rule. However, according to ISO 31, it is preferable to divide the degree decimally. Thus, one should write 22.50˚ rather than 22°30' (since 0.5˚ = 30'), except in fields such as cartography and astronomy.

**Clarity in Writing Values of Quantities**

It must be made clear to which unit symbol a numerical value belongs and which mathematical operation applies to the value of a quantity. Also, the Guide strongly recommends that the word “to” be used to indicate a range of values for a quantity instead of a range dash (that is, a long hyphen) because the dash could be misinterpreted as a minus sign. Once again, the first of these recommendations recognizes that unit symbols are not like ordinary words or abbreviations, but are mathematical entities.

**Examples:**

35 cm x 48 cm

*but not:* 35 x 48 cm

1 MHz to 10 MHz or (1 to 10) MHz

*but not:* 1 MHz – 10 MHz or 1 to 10 MHz

20 °C to 30 °C or (20 to 30) °C

*but not:* 20 °C – 30 °C or 20 to 30 °C

123 g ± 2 g or (123 ± 2) g

*but not:* 123 ± 2 g

70 % ± 5 % or (70 ± 5) %

*but not:* 70 ± 5 %

240 x (1 ± 10 %) V

*but not:* 240 V ± 10 % (one cannot add 240 V and 10 %)

**Unacceptability of Stand-alone Unit Symbols**

Symbols for units are never used without numerical values or quantity symbols (they are not abbreviations).

**Examples:**

There are many mm in a km

*but not:* there are many mm in a km

It is sold by the cubic meter

*but not:* it is sold by the m³.

**ppm, ppb, and ppt**

According to the Guide, although the SI Brochure does not mention it, language-dependent terms, such as part per million, part per billion, and part per trillion, and their respective abbreviations “ppm,” “ppb,” and “ppt” (and similar terms and abbreviations), are not acceptable for use with the SI to express the values of quantities. Forms such as those given in the following examples should be used instead:

**Examples:**

a stability of 0.5 (mA/A)/min

*but not:* a stability of 0.5 ppm/min

a shift of 1.1 nm/m

*but not:* a shift of 1.1 ppb

a sensitivity of 2 ng/kg

*but not:* a sensitivity of 2 ppt

Because the names of numbers 10⁹ and larger are not uniform worldwide, it is best that they be avoided entirely (in many countries, 1 billion = 1 x 10⁹; not Continued on p. 63
Batting a Thousand! Translating American Sports Terms Used Idiomatically (An English-to-Portuguese Example)*

By John B. Jensen

H e’s out in left field. Step up to the plate. Don’t be a Monday-morning quarterback. These and hundreds of other sports-related terms may appear unexpectedly in almost any nontechnical text not having the slightest thing to do with sports, especially in oral presentations. Motivational speeches, political addresses, welcoming remarks, and “roasts” are some of the contexts that first come to mind, particularly when the speaker is attempting to reach out to his listeners and touch a familiar chord in order to get close to them or to win their sympathy. Film scripts and television programs, as well as literary prose depicting contemporary life, may be rife with them.

...Sports terms are the modern-day equivalent to mythological references, used by authors and orators past to tap into the common cultural knowledge base of their audience...

Sports terms are the modern-day equivalent to mythological references, used by authors and orators past to tap into the common cultural knowledge base of their audience, a sort of shorthand that everybody understands. While today we may not know the difference between Zeus and Pegasus, almost everyone in the American cultural milieu knows the difference between striking out and hitting a homer. Besides their specific meanings in the various games they describe, a very large number of terms have taken on figurative, nonathletic meanings that are conjured up by their use in other contexts. These are extremely vigorous and colorful expressions, and invoke clear mental images in most listeners, although they may become trite, and impoverish a text, with overuse.

So what do we do when faced with such terms? Well, the ideal, perfectly competent, balanced bilingual and bicultural professional translator or interpreter is fully familiar with all American sports and has a reservoir of equivalent terms, whether sports-based or not, in his or her mental archive. Unfortunately, most of us working in the real world, particularly those who are not avid sports fans, may feel a little unprepared when encountering this seemingly esoteric semantic territory. The interpreter, with no time for research or contemplation, has the harder task, while the translator may be able to use outside sources to work out solutions for troublesome expressions.

In order to be prepared to work with these terms, it is necessary to acquire some basic knowledge of the sports involved to get a feel for the literal meanings. The sidebars on baseball and football accompanying this article can be used as starting points. Most figurative term usage will flow naturally from a general knowledge of a particular sport. With the intended meaning clear to the translator/interpreter, there are three alternative paths to consider when translating:

A) Find a sports term in the target language that carries the same or a similar idiomatic meaning. This last point is important. The literal translation of the expression may leave members of the audience totally unaware of the intent of the speaker, and they will probably be quite baffled suddenly to hear about balls, hits, and goals in a talk about selling memory chips. An example in Portuguese might be pisar na bola for hit a foul. The literal meanings of these terms are quite different, as are the games they refer to, but they both relate to sports, with all the imagery and vigor which that entails, and carry a similar idea of a failed attempt. A closer example would be receber cartão vermelho for foul out. Again, the terms come from different sports, but carry essentially the same literal meaning.

B) Use a nonsports idiomatic expression that translates the figurative meaning. Perhaps not such an “elegant” solution as a sports-based one, it will still transmit to the audience the idea intended, and do so in a compact, image-laden way. A Portuguese example might be matar dois coelhos com uma só cajadada for double play. This would be much better than something invented like

* This article is based on a presentation made at the Portuguese Language Division meeting held in Charleston, South Carolina, in March 2001. The author wishes to thank the participants for their many suggestions, as well as recognize the invaluable assistance of other colleagues from Miami in the preparation of this work.

Continued on p. 50
<table>
<thead>
<tr>
<th>Sports Term</th>
<th>Sports Meaning</th>
<th>Figurative Meaning</th>
<th>Suggested Translations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hit a home run; Hit a homer</td>
<td>Hit the ball so well that the hitter goes all around the bases and scores</td>
<td>Have enormous success</td>
<td>Acertar na cabeça; Ganhar de goleada; Acertar a quina</td>
</tr>
<tr>
<td>Hit a grand-slam so they all score</td>
<td>Like the above term, except that the hitter brings in all other players on base</td>
<td>Even more success</td>
<td>Salvar a pátria; Ganhar em todas as frentes</td>
</tr>
<tr>
<td>Hit it out of the ballpark</td>
<td>As above, but ball is out of play so player(s) can walk around bases to score</td>
<td>Even more success</td>
<td>Dar uma tremenda tacada; Marcar um gol de longe</td>
</tr>
<tr>
<td>Strike out</td>
<td>Swing at the ball three times without making a good hit</td>
<td>Try but fail</td>
<td>Perder no pênalti; Perder a vez</td>
</tr>
<tr>
<td>Three strikes and you're out</td>
<td>As above, but emphasizing the three chances</td>
<td>One only has three chances</td>
<td>É sua última cartada; Você só dispõe de 3 chances</td>
</tr>
<tr>
<td>Hit a foul (ball)</td>
<td>Hit the ball out of bounds</td>
<td>An attempt gone bad</td>
<td>Pisar na bola</td>
</tr>
<tr>
<td>Out in left field</td>
<td>Play the outfield, away from action</td>
<td>Disconnected, unaware, out of touch</td>
<td>Estar totalmente por fora; Perdido no campo</td>
</tr>
<tr>
<td>Get to first base</td>
<td>Hit well enough to make it to the first stop</td>
<td>Usually negative: can’t/didn’t get to first base, no ability or luck (often sexual implication)</td>
<td>Nem chegar à primeira etapa; Nem chegar a marcar um gol; Ficar nas preliminares</td>
</tr>
<tr>
<td>Steal home</td>
<td>Run from third base to home plate to score at a point in the game where it is “illegal” and therefore extra risky</td>
<td>Succeed by deception, cunning, or surprise</td>
<td>Chegar sorrareiramente; Fazer uma jogada arriscada; Atacar de surpresa</td>
</tr>
<tr>
<td>Top of the ninth</td>
<td>In the last half of the last inning; at the end of the game</td>
<td>Time is about up; last chance</td>
<td>É agora ou nunca; Em cima da hora</td>
</tr>
<tr>
<td>Throw a curve ball</td>
<td>The pitcher throws a ball that follows a curved trajectory, thus deceiving or surprising the batter</td>
<td>To surprise or deceive by one’s unexpected actions</td>
<td>Surpreender alguém por estar desprevenido</td>
</tr>
<tr>
<td>Pitch a no-hitter</td>
<td>Pitch so well that no batter is able to hit the ball, and thus win the game</td>
<td>Totally shut out the opposition</td>
<td>Arrasar; não perder uma bola sequer; Tiro torpedo contra o gol</td>
</tr>
<tr>
<td>Double play</td>
<td>Get two batters/runners out on a single hit</td>
<td>Have double success on a single try</td>
<td>Matar dois coelhos com uma só cajadada; Ganhar de lambuja</td>
</tr>
<tr>
<td>Step/Come up to the plate</td>
<td>Take one’s turn as batter</td>
<td>Take one’s turn to do something hard</td>
<td>Mostrar para que veio; Assumir a posição</td>
</tr>
</tbody>
</table>
### Table 1: Baseball, continued

<table>
<thead>
<tr>
<th>Sports Term</th>
<th>Sports Meaning</th>
<th>Figurative Meaning</th>
<th>Suggested Translations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch a fly(ball)</td>
<td>Catch a hit that went high into the air</td>
<td>Save the day; be heroic</td>
<td>Salvar o time</td>
</tr>
<tr>
<td>Play hardball</td>
<td><em>Play the more difficult version of baseball;</em></td>
<td>Play tough; big boy’s game</td>
<td>Difícultar as coisas; Jogo duro</td>
</tr>
<tr>
<td>Home base</td>
<td>The plate where play starts and ends,</td>
<td>Starting and ending point</td>
<td>O princípio e o fim;</td>
</tr>
<tr>
<td></td>
<td><em>where the batter hits</em></td>
<td></td>
<td>Base de ida e volta</td>
</tr>
<tr>
<td>Touch bases</td>
<td>Step on each base as one runs around</td>
<td>Remain in contact;</td>
<td>Manter-se em contato;</td>
</tr>
<tr>
<td></td>
<td>the diamond</td>
<td>communicate periodically</td>
<td>Estar atento; Informar</td>
</tr>
<tr>
<td>Double header</td>
<td>Two games in a single evening or afternoon;</td>
<td>Two-for-the price of one;</td>
<td>Sessão dupla (pelo</td>
</tr>
<tr>
<td></td>
<td><em>same teams</em></td>
<td>twice the show for the price</td>
<td>preço de uma); Dois por um</td>
</tr>
<tr>
<td>In the big leagues</td>
<td><em>Play with the major, nationally known teams</em></td>
<td>Be among the most</td>
<td>Estar com os maiorais;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>important groups or people</td>
<td>Jogar com os profissionais</td>
</tr>
<tr>
<td>Back to the minors</td>
<td>Be demoted from a national team to a regional</td>
<td>Suffer a setback; start over</td>
<td>Voltar aos costumes;</td>
</tr>
<tr>
<td></td>
<td><em>or local one</em></td>
<td></td>
<td>Começar do zero</td>
</tr>
<tr>
<td>Out of one’s league</td>
<td>Play poorly, as if in the minors</td>
<td>Be insufficiently competent</td>
<td>Não estar à altura do jogo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for the job</td>
<td></td>
</tr>
<tr>
<td>In the ball park</td>
<td>Hit the ball within bounds, somewhere</td>
<td>An approximate amount;</td>
<td>Mais ou menos;</td>
</tr>
<tr>
<td></td>
<td><em>in the stadium</em></td>
<td><em>close enough</em></td>
<td>*Dentro dos parâmetros;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Aproximadamente</em></td>
</tr>
<tr>
<td>Batting a thousand</td>
<td>Hitting every time one comes up to bat</td>
<td>Success every time</td>
<td>Artilheiro; Nunca perde uma!</td>
</tr>
<tr>
<td>It’s a new ball game</td>
<td>Game starts over, 0 to 0</td>
<td>Conditions are different now;</td>
<td>Zerar o placar;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*whatever counted before no longer</td>
<td>Zerar o jogo;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>does</em></td>
<td><em>Outros quinhentos</em></td>
</tr>
</tbody>
</table>

---

**jogada dupla,** since *double play* in baseball means to get two men *out* at the same time, thus to disable or “kill” two opponents at once.

C) Finally, if no idiom comes to mind, the translator/interpreter will find a satisfactory way out by simply translating the figurative meaning of the sports term into everyday language: *out in left field,* for example, might become *totalmente por fora.* This solution is generally imperceptible, and will satisfy the audience and maintain the integrity of the message, although it may lack the color of the original. Only if the speaker accompanies the expression with athletic gestures or projected images will the audience feel that something has been omitted from the translation.

The following pages constitute a list of a few important terms from major and minor sports practiced in the U.S., listing each term’s (literal) meaning and the figurative or idiomatic meaning. In the last column are one or more suggested translations into Brazilian Portuguese—most will also do in Portugal. This list is meant as a point of departure. Undoubtedly, the reader will come up with many more expressions. It is also

*Continued on p. 63*
THE GAME OF BASEBALL

Baseball is played on a diamond-shaped infield with an outfield behind it divided into left, center, and right fields. The bottom point of the diamond is home plate and the other corners are, going counterclockwise, first, second, and third base. The pitcher’s mound is in the center of the diamond. Each team has nine players occupying positions around the field, starting with the pitcher, who is the team captain. A game consists of nine untimed innings, with extra innings to break a tie. Each team has a turn at bat, or up (on the offensive), during an inning while the other team is in the field (defense), thus dividing the inning into bottom and top.

When their team is up, players wait in the dugout for their turn at bat, which comes in a predetermined batting order. The object of the game is to hit the ball with the bat from home plate and then run as far around the bases as possible before the other team retrieves the ball and returns it to the infield, where it can be used to get the player out. A player scores a point (a home run or run) by crossing home plate after successfully running around all the bases. If it is not possible to get all the way around on a single hit (a homer), players stop on whatever base they can get to safely to wait for the next player to hit the ball, freeing them to run toward the next base, or home, safely. They may try to steal a base (run to the next one) at any time if they think they can do so without being tagged out (see below).

The pitcher must place the ball between the levels of the shoulders and knees of the batter and over the plate in order for the pitch to be good. The batter stands to the side of the plate and judges each pitch as it comes to him. If he thinks it is good, he swings at it. A strike occurs whenever the player swings at the ball, or when he does not swing at a pitch that the umpire (an on-field judge or official) says is good. He may accumulate three strikes before being called out. If he passes up a bad pitch, he gets a ball. If he gets four balls he walks to first base, thereby pushing along a player already waiting there, if any. A hit that goes out of bounds is a foul ball, and may count as a strike.

A team’s turn at bat, and the inning half, ends when the team accumulates three outs. Outs occur in four ways: a batter strikes out by making three strikes; a flyball (a hit made high in the air) is caught before striking the ground; the ball is thrown to first base (and caught by the baseman) before the runner gets there; or a runner is tagged (touched) by the ball held by a player on the other team, while not on a base. A double play occurs when two outs are made on one play, as when catching a flyball and then using the ball to tag another runner.
Table 2: Football, American

<table>
<thead>
<tr>
<th>Sports Term</th>
<th>Sports Meaning</th>
<th>Figurative Meaning</th>
<th>Suggested Translations</th>
</tr>
</thead>
<tbody>
<tr>
<td>To quarterback</td>
<td>Lead the team; be captain</td>
<td>Be the boss, “head honcho”</td>
<td>Liderar; Ser capitão do time</td>
</tr>
<tr>
<td>Monday-morning quarterback</td>
<td>Know what should have been done after the game is over</td>
<td>Be great at hindsight; know what should have been done</td>
<td>O “sabe-tudo” depois dos fatos; Artilheiro depois da partida; Agora é fácil falar!</td>
</tr>
<tr>
<td>Do an end-run</td>
<td>Sneak around defense line; run around line of scrimmage</td>
<td>Go around usual lines of authority; do the unexpected</td>
<td>Passar uma rasteira; Ataque surpresa</td>
</tr>
<tr>
<td>Tear down the goal posts</td>
<td>End-of-game ceremony where winner takes down the posts</td>
<td>Put a festive end to a success</td>
<td>Derrubar a trave; Dançar em campo</td>
</tr>
<tr>
<td>To tackle</td>
<td>Attack the guy with the ball to stop him</td>
<td>Take on a big job, a major challenge</td>
<td>Atacar; tratar; abordar; marcar</td>
</tr>
<tr>
<td>Sit on the 50-yard line</td>
<td>Have a seat in the middle of the field with a great view (spectator)</td>
<td>Be in a position to see what is going on</td>
<td>Ter uma visão privilegiada de ambos os lados; Ver o jogo da tribuna; Ver de camarote</td>
</tr>
<tr>
<td>Sit on the sidelines</td>
<td>Be ready to play, but remain at the side waiting to be called (player)</td>
<td>Be an observer, but never a participant</td>
<td>Ficar no banco dos reservas; Estar de reserva; Observar dos bastidores</td>
</tr>
<tr>
<td>Make a touchdown</td>
<td>Score by taking the ball across the goal line</td>
<td>Make a spectacular success</td>
<td>Fazer um gol; Marcar ponto</td>
</tr>
<tr>
<td>Fumble; Drop the ball</td>
<td>Drop the ball while catching it or running with it</td>
<td>Fail to carry out a responsibility</td>
<td>Pisar na bola; Fracassar</td>
</tr>
<tr>
<td>The whole nine yards</td>
<td>Succeed in moving the ball ahead the whole distance for a new first down</td>
<td>The whole thing</td>
<td>De porta a porta; Cobrir todos os detalhes; Ativavessar o campo inteiro</td>
</tr>
<tr>
<td>Take the ball and run (with it)</td>
<td>Receive the ball and move it ahead toward the goal</td>
<td>Pick up a responsibility and carry it out</td>
<td>Cumprir o prometido; Receber, executar, passar</td>
</tr>
<tr>
<td>The clock’s run out</td>
<td>Game ends when the clock comes to the end of the time</td>
<td>Time is up</td>
<td>O tempo acabou; O juiz apitou</td>
</tr>
<tr>
<td>Game plan</td>
<td>Strategy for the game, what each player is to do</td>
<td>Strategy for action, role for each participant</td>
<td>Tática; Modo de agir; Plano de ação</td>
</tr>
<tr>
<td>Be a team player</td>
<td>Cooperate with teammates, even if it means less personal glory</td>
<td>Cooperate with others in achieving group goal</td>
<td>Passar a bola; Saber jogar em equipe</td>
</tr>
<tr>
<td>Stall for time</td>
<td>If one’s team is winning and game is almost over, try to avoid further scoring</td>
<td>Take actions that give yourself or your group more time to act</td>
<td>Fazer cera; Ganhar tempo; Forçar prorrogação</td>
</tr>
</tbody>
</table>
THE GAME OF FOOTBALL

American football is played on a field 100 yards long, with parallel yard lines drawn every five or ten yards. The object of the game is to get the oval-shaped ball to the opposite end of the field, the goal line, through the defense of the other team. The ball is generally carried, rather than being kicked, to the goal. Teams consist of nine players.

Play starts when the team on the offensive (Team A, determined by a coin toss) kicks the ball toward its goal line. A player from Team B catches it and runs toward his own goal line (that is, back toward the offensive team). He gets tackled (attacked) by Team A and the place where the ball stops defines the line of scrimmage (division of the field between the defensive and the offensive sides) for the first down. Team A’s quarterback (captain) calls his players into a huddle, a strategy meeting. Next, the linemen, including the center, from each team face each other across the line of scrimmage, with other players spread out behind them. The quarterback stands behind the linemen and calls out to the center. When he calls the code word, the center hikes or snaps the ball to him (throws it backward between his legs). The ball goes into play and the players are then free to move across the line of scrimmage. Team A tries to break through the linemen from Team B and go as far toward their goal as possible. Linemen from Team B attempt to block them from coming across, and also try to get through to attack the quarterback before he has a chance to do anything with the ball.

Although many kinds of play are possible at that point, typically the quarterback throws a pass, sending the ball to one of his team members who has broken through the defensive line and is well within enemy territory. If the man catches the ball, he runs with it as far as he can go toward his goal before being tackled by Team B. When tackled, he falls and thereby defines the next line of scrimmage. If he is in the clear, he may run all the way to the goal line, thereby scoring a touchdown and six points.

Team A has four downs or attempts to complete a play. If it is able to move the line of scrimmage forward 10 yards or more, it gets another four downs, and so on. If it fails to gain the 10 yards or even loses yardage after four downs, the other team goes on the offensive, getting control of the ball and four downs to attempt to move toward its own goal line. The game is timed and divided into quarters and halves.
### Batting a Thousand! Translating American Sports Terms Used Idiomatically

**Table 3: Basketball**

<table>
<thead>
<tr>
<th>Sports Term</th>
<th>Sports Meaning</th>
<th>Figurative Meaning</th>
<th>Suggested Translations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play/Go one-on-one</td>
<td>Each player concentrates on a specific member of the opposing team</td>
<td>Each member of a group finds a counterpart to work with, or against, on the other side</td>
<td>Tête-à-tête; Marcar</td>
</tr>
<tr>
<td>or man-to-man</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dribble</td>
<td>Move the ball without carrying it; bounce it up and down</td>
<td>Move something from place to place with indirect, hard-to-follow movements</td>
<td>Driblar</td>
</tr>
<tr>
<td>Call a foul</td>
<td>The umpire penalizes a player for breaking a rule</td>
<td>Denounce something done wrong by an opponent</td>
<td>Alegar falta; Marcar falta; Pôr a boca no trombone</td>
</tr>
<tr>
<td>Foul out</td>
<td>Accumulate five fouls and be out of the game</td>
<td>Make one-too-many mistakes</td>
<td>Receber cartão vermelho</td>
</tr>
<tr>
<td>Out-of-bounds</td>
<td>The ball goes out of the court and thus out of play</td>
<td>Be outside of legal territory; do something illegal</td>
<td>Estar fora dos limites; Invasão do campo alheio</td>
</tr>
<tr>
<td>Take a jumpshot</td>
<td>Attempt to sink a basket by jumping above other players</td>
<td>Do something risky and heroic</td>
<td>Dar um pulo de gato; Arriscar o couro</td>
</tr>
<tr>
<td>Call a time-out</td>
<td>Coach on one side asks to have play stop temporarily</td>
<td>Ask for extra time, a moment of respite</td>
<td>Dar um tempo; Pedir tempo; Pedir trégua</td>
</tr>
<tr>
<td>Catch it on the rebound</td>
<td>Play a ball that bounces back after someone tries to make a basket</td>
<td>Take up someone else’s job after it goes wrong; court someone recently broken up with former lover</td>
<td>Na passada/passagem da bola; Rebote</td>
</tr>
<tr>
<td>Slam dunk</td>
<td>Make a basket by suddenly jumping up and “slamming” it in</td>
<td>Sudden, surprising success</td>
<td>Pulo de gato</td>
</tr>
<tr>
<td>Sink it</td>
<td>Make a basket</td>
<td>Have sudden success in doing something</td>
<td>Cesta! Acertar</td>
</tr>
<tr>
<td>It’s a jump ball</td>
<td>The umpire throws up the ball and a player from each side jumps for it</td>
<td>Something can go either way</td>
<td>A sorte foi lançada; É um enigma; É cara ou coroa</td>
</tr>
</tbody>
</table>

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### Table 4: Golf

<table>
<thead>
<tr>
<th>Sports Term</th>
<th>Sports Meaning</th>
<th>Figurative Meaning</th>
<th>Suggested Translations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a hole-in-one</td>
<td>Get the ball in the hole with a single shot</td>
<td>Succeed on the first try</td>
<td>Acertar na mosca; Acertar com uma só tentativa</td>
</tr>
<tr>
<td>To handicap</td>
<td>Give a weaker player a numerical advantage to even play with a stronger player</td>
<td>Give an artificial advantage to one side to try to even things out</td>
<td>Dar uma colher de chá; Dar uma vantagem</td>
</tr>
<tr>
<td>Tee up</td>
<td>Put the ball on the tee to begin play</td>
<td>Get ready to do something</td>
<td>Estar a postos; Vamos dar a partida</td>
</tr>
<tr>
<td>Get caught in a sand trap</td>
<td>Lose the ball in a patch of sand</td>
<td>Get stuck somewhere</td>
<td>Estar num matos sem cachorro</td>
</tr>
<tr>
<td>Par for the course</td>
<td>The average score for a particular golf course</td>
<td>Normal, average, expected</td>
<td>Dentro do esperado</td>
</tr>
<tr>
<td>Above par</td>
<td>Better than average player or game</td>
<td>Better than average</td>
<td>Acima do esperado</td>
</tr>
<tr>
<td>Below par</td>
<td>Worse than average player or game</td>
<td>Worse than average</td>
<td>Abaixo do esperado</td>
</tr>
</tbody>
</table>

### Table 5: Other Sports

<table>
<thead>
<tr>
<th>Sports Term/Sport</th>
<th>Sports Meaning</th>
<th>Figurative Meaning</th>
<th>Suggested Translations</th>
</tr>
</thead>
<tbody>
<tr>
<td>To spike [volleyball]</td>
<td>Hit the ball hard onto the other side by jumping up by the net</td>
<td>A sudden attack in enemy territory</td>
<td>Dar uma cortada</td>
</tr>
<tr>
<td>Do a belly-flop [swimming]</td>
<td>Land flat on the stomach when diving</td>
<td>Have an unfortunate result and look foolish</td>
<td>Bobear; Quebrar a cara; Dar uma barrigada</td>
</tr>
<tr>
<td>Tread water [swimming]</td>
<td>Stay afloat in one place by moving the arms and legs</td>
<td>Continue working but without progress</td>
<td>Marcar passo</td>
</tr>
<tr>
<td>Float [swimming]</td>
<td>Stay afloat in one place by mere buoyancy</td>
<td>Be present without action</td>
<td>Marcar presença</td>
</tr>
<tr>
<td>Go belly up [swimming]</td>
<td>Give up swimming, floating on one's back</td>
<td>Fail completely, lose one's career</td>
<td>Pendurar as chuteiras; Desistir</td>
</tr>
<tr>
<td>To catapult [track &amp; field]</td>
<td>Throw something using mechanical assist</td>
<td>Give something a big boost</td>
<td>Dar um empuño; Catapultar</td>
</tr>
<tr>
<td>To pole vault [track &amp; field]</td>
<td>Jump by using a long stick for support</td>
<td>Get ahead quickly</td>
<td>Dar um pulo/salto</td>
</tr>
<tr>
<td>Pass the torch/baton [track &amp; field]</td>
<td>In a relay, pass on to next runner</td>
<td>Hand a job over to someone else, the next in line</td>
<td>Passar a batuta</td>
</tr>
<tr>
<td>Jump the high hurdles [track &amp; field]</td>
<td>Run jumping over the hurdles (obstacles)</td>
<td>Overcome obstacles</td>
<td>Vencer obstáculos; Saltar mais alto; Enfrentar a parada</td>
</tr>
</tbody>
</table>
Batting a Thousand! Translating American Sports Terms Used Idiomatically

Continued

Table 5: Other Sports, continued

<table>
<thead>
<tr>
<th>Sports Term/Sport</th>
<th>Sports Meaning</th>
<th>Figurative Meaning</th>
<th>Suggested Translations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise the bar (track &amp; field)</td>
<td>Put the high-jump bar up a notch</td>
<td>Set standards higher, making things harder</td>
<td>Elevar o padrão; Aumentar o nível de exigência</td>
</tr>
<tr>
<td>Lower the bar (track &amp; field)</td>
<td>Move the high-jump bar down a notch</td>
<td>Set standards lower, making things easier</td>
<td>Diminuir o nível de exigência</td>
</tr>
<tr>
<td>Be on the inside track (track &amp; field, auto racing)</td>
<td>Be on the inside (and therefore shortest) lane on a circular track</td>
<td>Be closest to center of power, taking the shortest way to success</td>
<td>Pagar um atalho</td>
</tr>
<tr>
<td>Be in the fast lane (track &amp; field, swimming, auto racing)</td>
<td>Be in the lane that moves the fastest</td>
<td>Be headed for early success</td>
<td>Ir pela via rápida</td>
</tr>
<tr>
<td>Cross the finish line (track &amp; field, swimming, auto racing)</td>
<td>Come to the end of the race</td>
<td>Complete a job</td>
<td>Cruzar a linha de chegada; Cobrir o trecho final</td>
</tr>
<tr>
<td>On the last lap (track &amp; field, swimming, auto racing)</td>
<td>Do the last time around the track</td>
<td>Near the end of a job</td>
<td>Na última volta; Na reta final</td>
</tr>
<tr>
<td>Jump the gun (track &amp; field, swimming, auto racing)</td>
<td>Start too soon before the starting gun goes off</td>
<td>Be precipitous, too early, before things are ready</td>
<td>Precipitar-se; Adiantar-se</td>
</tr>
<tr>
<td>Your/My serve (tennis, ping-pong)</td>
<td>Your/my turn to start play by launching the ball</td>
<td>It's your/my turn to act</td>
<td>Ser a sua/minha vez</td>
</tr>
<tr>
<td>Be a heavyweight (boxing, wrestling)</td>
<td>In the highest weight class</td>
<td>Be a powerhouse, a strong contender</td>
<td>Peso-pesado</td>
</tr>
<tr>
<td>Be a lightweight (boxing, wrestling)</td>
<td>In the light weight class</td>
<td>Be an unimportant participant, of low competence</td>
<td>Peso-leve</td>
</tr>
<tr>
<td>Knockout; K.O. (boxing)</td>
<td>Win by hitting the opponent unconscious or immobile</td>
<td>Eliminate an opponent by some decisive action</td>
<td>Nocautear; Dar um golpe decisivo; Dar o golpe de misericórdia</td>
</tr>
<tr>
<td>Have a ringside seat (boxing, wrestling)</td>
<td>Sit near the ring</td>
<td>Have the best point of view, be close to the action</td>
<td>Ter uma vista privilegiada; Ver de camarote</td>
</tr>
<tr>
<td>Hit below the belt (boxing)</td>
<td>Hit the opponent illegally below the waistline</td>
<td>Take unfair advantage of an opponent</td>
<td>Dar um golpe baixo</td>
</tr>
<tr>
<td>Saved by the bell (boxing)</td>
<td>Kept from losing only because time comes to an end before the final blow can be dealt</td>
<td>Get out of a bad situation by some occurrence beyond one's control</td>
<td>Salvo pelo gongo</td>
</tr>
</tbody>
</table>

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CHAPTER PROFILE

The Florida Chapter of the American Translators Association

ATA: What would you like our members to know about your organization?
FLATA: The Florida Chapter of the American Translators Association was established to promote the recognition of translating and interpreting as professions and to defend and support the interests and concerns of T&I professionals in the State of Florida. We encourage high-quality service and business practices, disseminate information to the public, and provide a medium for collaboration with persons in allied professions.

ATA: Would you explain your membership conditions?
FLATA: Membership is open to anyone legitimately engaged or interested in translating/interpreting, or a combination thereof, regardless of status: individuals (freelancers, independent contractors, employees of T&I firms, government or corporate in-house translators/interpreters), commercial T&I service providers, educational institutions, and T&I end-users.

ATA: What are a few of FLATA’s best features or benefits?
FLATA: FLATA’s seminars, workshops, panel discussions, forums, and symposia are favorites of the membership. These events cover timely topics and issues of critical importance to the T&I profession. The topics are selected based on member needs, value, and practicality. The workshops, seminars, and other activities are usually held all day on Saturdays.

ATA: What type of directory do you offer?
FLATA: FLATA’s Professional Services Directory of translators and interpreters is available in hard copy and on the Website (www.atfl.com). The Directory is a tool for FLATA members to use to connect with T&I clients seeking qualified professionals in the Florida market. The FLATA Membership Directory is intended to be an informational source for the language professions and general community. FLATA members are invited to provide their listings on a strictly voluntary basis.

ATA: Do you have a publication?
FLATA: Yes, the FLATAflash is a print and online newsletter published quarterly. The newsletter features news and articles on significant T&I developments, both locally and nationally, announcements and reviews of FLATA events and activities, and survey results and commentary on issues of interest to the T&I community at-large.

ATA: Do you offer professional development opportunities?
FLATA: FLATA hosts professional development opportunities several times a year. The most recent meeting was a Spanish-to-English legal clinic, which took place in May.

ATA: Any last thoughts?
FLATA: We will continue to raise the bar of excellence in the T&I field by providing updated information on developments in the T&I industry, references on the improvement and development of new working tools, professional development and continuing education events, and other valuable services designed to help T&I professionals become more productive and competitive.

Help Start a Local ATA Chapter!

There has been interest shown in starting chapters in Minnesota, Utah, or Nevada. This will require ATA members, specifically Active ATA members, to get involved in the initial petition process.

Becoming an ATA chapter is a great way to increase the community’s awareness of the profession, and also provides a forum for a cohesive group to discuss and resolve common concerns. ATA chapterhood offers several other benefits such as:

- 10% dues rebate from ATA
- Input on ATA Board issues
- Eligibility for seed money for regional conferences
- Logistical support from ATA for mailings, meetings, etc.

- Free advertising of the chapter’s existence in the ATA Chronicle
- Free advertising of a chapter’s local events

Chapters get together to publicize the availability of local translators in the business sector, administer regularly scheduled ATA accreditation exams, and provide a forum for information on the profession. Chapters may also organize social, recreational, regional conference, and professional development activities for its members. So contact Mary David (mary@atanet.org) at ATA Headquarters today to help start a chapter that will benefit you personally and professionally!
ACCREDITATION FORUM

Coming Out of the Dark Ages (Part 2 of 2) by Terry Hanlen, Deputy Executive Director and Accreditation Program Manager

Last month I tried to explain some of the difficulties the Accreditation Committee has encountered as we search for a way to put the ATA examination on the computer. Two of the biggest stumbling blocks were discussed: the nature of our examination and exam security. This month we will explore the remaining issues.

Cost
Currently a candidate pays $130 to take an examination. Up to 70 percent of that fee can go to grading, depending upon how many passages the candidate completes and whether the test needs to go to a third grader. Examination fees also cover all program costs, including supplies, fees for proctors and test sites, grader training, continuing program improvements, and portions of the salaries of several staff members who process registrations and completed examinations. The accreditation program is not the money-making engine that many members suppose it to be.

The ATA tries very hard to provide a high quality testing product, make improvements, and to keep the costs low to benefit our candidates. Compared with the cost of other professional credentials, ATA accreditation is a bargain.

Switching to proctored computer testing sites will dramatically increase the cost of the examination. Some vendors quote fees that are several times that of our current exam costs. A few of our current expenses could be reduced or eliminated, but they would not begin to offset a significant increase in the cost of the examination.

This brings us to the question of how much potential candidates would be willing to pay for the benefit of offering accreditation exams on the computer. Would it still be a useful tool if the cost doubles or triples?

Availability
Most of our exam sittings in the U.S. are organized and proctored by our local chapters. During the 2000-01 exam year, we have scheduled 45 exam sittings in 17 states and nine countries outside the United States. This means that many candidates must travel for hundreds or thousands of miles to take our examination, with additional expenses for airfare and hotels. We would like to make our exam available to members much closer to their homes. This means we have to locate a provider who offers consistent quality and security in an extensive network of sites.

We want to have program consistency, so once we switch to testing by computer, handwritten exams will be allowed only in cases with special circumstances approved by Headquarters.

Current Industry Capabilities
At a recent meeting between Accreditation Committee members and a vendor demonstrating the current technology, we discovered additional complications. Not all keyboards are created equal. Different languages require specialized alphabets and punctuation keys. These are available on the market, but they are not commonly stocked in the variety we need at a network of testing centers. The same is true of the software necessary to handle a range of languages—not an insurmountable hurdle, but a hurdle nonetheless. In the case of Chinese, for example, graders tell me that software programs exist in great variety, with no standard program we can expect most candidates to use. And we didn’t even get into PC versus Macintosh.

The vendor was also intrigued by our need to provide a screen that could show a full passage or substantial portion of it and concurrently provide an equal viewing of the translation for comparison, plus space for notes and vocabulary words. Again, this is not something to hold us back, but it is not something that he has seen in the market currently.

Pencil and paper may be primitive by our everyday work standards, but they provide us with an under-appreciated flexibility and utility.

Over these last two months I’ve painted a picture of obstacles. With technological advances occurring at a dizzying pace, most of these roadblocks should be addressed in the near future. The real point I want to make is that this is a complex issue that is not addressed without a great deal of careful investigation and research. We cannot undertake such a major change in the program without examining it from all angles and being assured that it is beneficial to all of our candidates. We are in that process now with our eyes on a future that will include computerized testing.

The Accreditation Committee has a workgroup researching this issue, and we welcome your feedback and suggestions. Please feel free to address your comments to terry@atanet.org.

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Open Invitation to all ATA Members
Spanish Division Conference

Where: Aboard the SS Fascination of Carnival Cruises
What: Three days of seminars, workshops, inspiring speakers, networking, sunshine, cool ocean breezes and beautiful sunsets, friendly faces.

For further details, visit our Website & click on Cruise! • http://www.americantranslators.org/divisions/SPD/

Reviewed by: Françoise Herrmann

If you ever thought that the Harrap’s Shorter CD-ROM bilingual (French-English/English-French) dictionary was just a featherweight digital version of your seven-pound Shorter in hard copy format, think again! And be prepared for some wonderful surprises. Based on the full text of the 2000 edition of the Harrap’s Shorter, the Harrap’s Shorter CD-ROM is the fruit of a collaborative effort between Harrap’s in Edinburgh (for the editing of the hard copy version) and Havas Interactive in Paris (for the development of the software and production of the CD-ROM). Thus, the Harrap’s Shorter CD-ROM offers the full text of the hard copy Shorter and much, much more in terms of harnessing some of the unique properties of the electronic medium to deliver new support features for translation.

Prior to outlining each of the novel translation support features offered by the Harrap’s Shorter CD-ROM, the following program specifications are of importance. The Harrap’s Shorter CD-ROM runs on a PC system and requires a Pentium 100 mHz processor, a CD-ROM drive, 32 MB of RAM, Windows 95/98/2000 or NT, speakers, and a 640x480 pixel, 256-color display. No Macintosh-compatible version is currently available. Installation of the program on your system occurs via a standard installation wizard. Installation takes about five minutes to complete, after which the dictionary is stored on your hard disk for future access.

Once you have performed the installation (and restarted your computer) you will have two options for using your Harrap’s Shorter CD-ROM. You can open the program from the Windows Start menu to use the complete set of features offered by the Harrap’s Shorter application. The second option consists of using the application in pop-up mode from the Windows task bar, directly from the text on which you are working, in desktop applications such as Word, Excel, Powerpoint, or Outlook. Simply highlight the search word in your text and click on the Harrap’s task bar icon for a translation and the article entry of your search word.

This pop-up mode is the first media-specific feature you will encounter. It will introduce you to the first major difference between your paper dictionary and the application you have installed. This is a popular feature which has been discussed in informal online communications (Northern California Translators Association, 2001), commenting on the use of the Harrap’s Shorter CD-ROM in particular, and elsewhere (Mikheev, ATA Chronicle, Feb. 2001). This feature is popular considering that it overcomes the somewhat effortful searching process in both traditional flip-page hard copy modes and less mature electronic modes where the search word must be typed into the application from outside of the text on which your are working.

Out of pop-up mode, working from within the full version the Harrap’s Shorter application, launched from the Windows Start menu, the second new, and major, media-specific feature that you will discover consists of the audio recording of 60,000 words. This feature will enable you to listen to a recorded pronunciation of the words listed in the main index that have a small loudspeaker icon next to them. This is an immensely useful feature for all learners of French or English, and further for all nonnatives who may, for example, experience occasional trouble with the rules of word stress in English or the articulation of certain terms where grammatical variation is marked phonetically. For example, for terms such as “convict” and “contest,” which can function as either verbs or nouns, and conversely where morphological variations are unmarked (the unmarked plural and singular of ombudsman/ombudsmen, or Orangeman/Orangemen). Intra-standard variations for French include pronunciations for marked morphological variation (e.g., the feminine and masculine forms of “plan”) or for pronounced/unpronounced final consonants (e.g., chantant/chantante; dépliant/dépliante).

You will enjoy the new audio dimensions of your Harrap’s Shorter application for the support these lend to the articulation of terms, and perhaps for the striking and enchanting difference of this feature in comparison to the silence of your hard copy Shorter. And once you have used this function you may also find yourself “stealing” it: that is, you may want to hear more pronunciations of major cross-regional variations of English (Australian, American, and Scottish), and French (Belgian, Canadian, and Swiss). You may even want to hear a few additional variations, such as Jamaican and Caribbean English or Senegal and Luxembourg French. In an era where globalization is no longer a myth and the localization of translations is a requirement, this feature is especially useful,

Continued on p. 60
since it is precisely in the domain of pronunciation that the most salient differences between major cross-regional variations exist.

Additionally, your propensity for stealing this design feature may also be cued by the design of your Harrap’s Shorter application, where cross-indexing functions allow you to direct your searches according to a total of six index options, each corresponding to sub-lists culled from the complete body of entries. These six search options include: the main index, phrases and examples, the full text, regional language variations (Australian, American, Scottish for English; Swiss, Belgian, and Canadian for French), abbreviations, and labels (language registers). Thus, for example, you may want to verify whether a term belongs to a particular register, such as literary, old-fashioned, slang, or pejorative, each of which appear as options in the labels index. Or you may want to search for a phrase such as “option on shares” or “place an order” without having to consult the whole article on “option” or “place.” And conversely, you may want to simply immerse yourself in one of these semantic spaces for an overview of their lexical horizon. Together with the supra cross-indexing of searches according to French, English, and bilingual indices, and the speed at which all this occurs, this is media-specific virtuosity and excellence at its best. Compared to the linear rigidity of your hard copy Shorter, the flexibility of cross-indexing stands as another major difference. And there is still much more.

You will discover yet another major media-specific novelty in your Harrap’s Shorter application with the Converter. This Converter includes conversion functions for weight, temperature, surface area, volume, length, speed, size, and currency (from or into French, Belgian, and Swiss Francs, and Irish Pounds; from or into Euros). In the complete absence of such conversion tables in the hard copy Shorter, do you remember looking for tables in your supplementary references and pondering the conversion formula for degrees Celsius to degrees Fahrenheit? The formula may have appeared as follows for a conversion from Fahrenheit to Celsius:

\[
59^\circ F = (59-32) \times \frac{5}{9} = 15^\circ C
\]

and as follows for the reverse, from degrees Celsius to Fahrenheit:

\[
20^\circ C = (20 \times \frac{9}{5}) + 32 = 68^\circ F
\]

You may have simplified these formulas slightly by converting fractions to decimals prior to proceeding with your own computations. In any event, you may now forget these complicated calculations for any text that requires these conversions, since you can, with the Harrap’s Shorter CD-ROM Converter, simply click in your data, including the direction of the conversion, to obtain the answer. And once again, as you begin to use this function and to enjoy and discover its possibilities you are going to want to fly with it. For example, you will wonder why the Converter does not include more currency conversion possibilities (e.g., from U.S. dollars to Euros). Or why, given that these are fluctuating rates of exchange in contrast to fixed conversion rates, the Converter is not linked to the Web for all kinds of exchange rates, just as there are hyperlinks for selected terms in the main index. Similarly, if you do scientific translations, you will want to steal some more of this design feature so that it includes, for example, conversions for catheter and urethral sound sizes (in addition to the current limits of shoes and shirts), or Réaumur temperature (in addition to Celsius and Fahrenheit), or decimal fractions in millimeters and microns of the British inch, or apothecary units such as the drachm and the scruple for conversion to grams. The Harrap’s Shorter CD-ROM points to such possibilities without exploiting them, suggesting directions for future updates. And as innovative possibilities, especially considering that this a general bilingual language dictionary in contrast to a scientific or specialized one, these features are a far cry from shortcomings.

A fifth media-specific feature of the Harrap’s Shorter CD-ROM consists of hyperlinks to the Web. Several thousand terms listed in the main index appear with an @ icon, which function as hyperlinks to 600 Internet sites. This means that when you click on the @ icon above the article displaying the definition and translation of a tagged term, you will be connected to a Website that is related in content or activity to the term in question. Thus, for example, when you click on the @ icon corresponding to the term “Hypertext” in the English-French direction of the dictionary, one of the sites to which you will be connected to is the University Paris XIII Hypermedia Program of Studies. From there you can peruse the site, which includes course lecture notes and course materials. Clearly, the advantage of such links consists in the gateway that is opened to an unprecedented wealth of source materials and contextualizations, all of which complement in a uniquely “live” encyclopedic mode the traditional definitions and examples of the term searched. Again, it is easy to steal this feature and to wonder why such links are not far more numerous or perhaps exclusive of sites in the U.S. and worldwide. But then again, it seems only fair to consider this a well-harnessed electronic feature at the service of the translator’s tasks, filled with the quantum leaps of future versions and updates.

A sixth media-specific feature of the Harrap’s Shorter CD-ROM consists of the Conjugate function. This function allows you to search the syntactic form of any verb in English or French. Considering that your hard copy Shorter, in typical hard copy tradition, only points you to the main patterns of the verbal system of either French or English, this feature comes as another welcome addition. You will no longer have to remember, for example, that although the verb “acquérir” (to acquire) ends in “-ir,” it does not belong to the second group of verb conjugations, but to a

Continued on p. 61
subcategory “–érir” of the third group ending in “–re.” Much less that this subcategory is defined in terms of its present participle ending in “–ant” in contrast to “–issant.” Similarly, for English, you will no longer have to gear into a cognitive overload mode to recite “bereave, bereaved, bereft; draw, drew, drawn.” Just type in your verb and, presto, the conjugate function will list all the forms you need but never had the opportunity to query. Add to the conjugate function a grammatical search function (a seventh media-specific highlight), and your typical hard copy grammatical compendium will be strikingly enhanced with the navigational flexibility of click and search, or type and search, and the inclusion of a few hyperlinks within the grammatical explanations for nonlinear consultation.

The Harrap’s Shorter CD-ROM is a superbly designed application, precisely because instead of replicating the print mode, it surprises you with that extra dimension of novel features that pertain exclusively to the digital domain. The features that have been reviewed (the pop-up mode, audio pronunciation of terms, multiple indexing, the Converter, links to the Web, the conjugate and grammar functions) are unique to the digital medium that supports this tool. And, just as we have witnessed the wondrous and explosive development of software versions such as the trajectory of Microsoft Word version 1 to Word version 2000, there is a fabulous new set of possibilities that opens up in the world of tools in support of translation. These are hinted and stolen possibilities, where all that has been harnessed for the first time in the Harrap’s Shorter CD-ROM will continue to mature in ways that will amaze and surprise us further. Legitimately, we can always gripe at the current immaturity of cross-referencing. That is, for example, the fact that it is not yet possible to click within an article entry and be connected to another, or cannot gain direct access to a conjugated form without having to invoke a separate function. But, in the research and development tradition of software trajectories, we should somehow rest assured that version 1 is its infancy, and that we are merely participating in a design conversation that will propel updates and enhancements.

Before letting you discover for yourself all of the new media-specific highlights of your Harrap’s Shorter CD-ROM, there is one more surprise worth mentioning. The interface is just beautiful, replete with multicolored and enchanting icons, elegant mouseovers, lightning speed results, and ever so slick and smooth navigation. I guarantee that you will enjoy this application, and further, that you will find it immensely useful, far beyond the impracticality of lugging heavy hard copy dictionaries under the palm trees, at 95°F (click 35°C).

References:

Mixing Science and Art Continued from p. 41

what patients were thinking at the time they made their selections. These 60 people were equally spread out among all educational levels. Fifteen in each country were healthy (one does not have to be sick to do this, but we did want to represent our target population).

Data were tabulated using median ranking for each answer category. Results showed that high-end (bastante and muito) answer categories were perceived as having the same intensity for the subjects as a whole independent of literacy (high versus low), health status (healthy versus ill), and country (Brazil versus Portugal). The response scale (nem um pouco, um pouco, mais ou menos, muito, muitíssimo) was then finalized based on the median ratings and comments of patients. This method produced a Portuguese-language rating scale with categories judged to be of equal intervals across both countries.

Conclusion
It is indeed possible to develop one Portuguese translation for use in both Portugal and Brazil. Even though it may require more thought and therefore take more time in the initial stages, this single-language version approach ends up being not only more efficient, cutting down on the overall time a translation takes, but also more cost effective. It also greatly simplifies all aspects of data analysis, thus facilitating the use of the data as an endpoint in international clinical trials or independent research. Although not easy, developing a single FACIT Portuguese-language version for use in Brazil and Portugal, when feasible, is preferred and can be achieved through a multinational translation team and a rigorous translation methodology.

References
The Translation Inquirer

Decker, an active member, is a freelance technical translator in Danville, Pennsylvania.

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 25th of each month to be included in the next issue.

The Translation Inquirer feels downright uncomfortable whenever circumstances force him to slip, even for a word or two, into a third-party style of translating. What he means by this is a situation in which a phrase in Language “X” (the source) is better rendered into Language “Y” than into the English he is expected to provide. Example: a text he recently worked on in which force majeure was the only reasonable version of the phrase that appeared in the source language. Do any of his readers have good examples of similar cases? I am sure the legal eagles can provide plenty of Latin examples, but what about others?

[Abbreviations used with this column: C-Chinese Mandarin; E-English; F-French; G-German; I-Italian; In-Indonesian; J-Japanese; R-Russian; Sp-Spanish; Sw-Swedish.]

New Queries

These queries, except where noted, are taken from the list maintained by Proz.com.

(E-F 8-01/1) Barbara Collignon needs French for the adjective pre-trial. No trivial query, this: recent additions to our knowledge have convinced us that pre-trial is where a huge amount of court-related stuff happens.

(E-In 8-01/2) Hooray! A southeast Asian query at last for this column! A ProZ correspondent wonders how Hospitals will be reimbursed by a third party would sound in Indonesian.

(E-J 8-01/3) Eric Bye wants a written Japanese and Chinese version of the name Melinda Christine Goodwin Baxter. No e-mail need apply: send all responses to this by either regular mail or by fax to the number given above, written large and clearly.

(E-8 8-01/4) In English, rub buttons are rubber buttons placed on the outside of a motor that rub or wear away as the vibration of such motor works them into the casing in the well. Can anything better be found than проклазин, which may be too general?

(E-Sp 8-01/5) Renato Calderón is interested in the by-now notorious Let’s move on, so widely loved by politicians in the past decade when they did not want to deal with something. Renato rejects “nos movemos” as too literal, and is more inclined toward “Cambiemos de tema” or “Hablemos de otra cosa” or “Continuemos.” Other ideas are needed.

(E-Sp 8-01/6) In a “software de impresión” context, what is good Spanish for head carriage overran? A bit more context: Head carriage overran on the capping side. Please call service.

(E-Sp 8-01/7) How could the Most Widely Driven Vehicle of the Day not eventually find its way into this column? There is no real need, says Renato Calderón, to slavishly call SUVs “SUV” in Spanish, but some interesting versions of this big bruiser of a vehicle may be lurking out there, just waiting to be discovered and propagated. His suggestion: VUD (“vehiculo utilitario deportivo”) is just that, and other ideas are welcomed. Warning: “camioneta” is a pickup truck, says Renato, not an SUV. He cites the text of a misleading Ford commercial on this: “Ford es un experto en Camionetas!” [accompanies a picture of a Ford explorer sport utility vehicle.]

(F-E 8-01/8) This one started its life as an English-to-French query and now bounces back in the other direction, as Barbara Collignon was searching for equivalents of assault and battery. “Coups et blessures” made sense, but then “voies de fait” popped up, and she wonders where it comes from and can it be equally applied to physical assault? “Aggression” was also provided as a French equivalent, but is vague in that a person, as we all know, can be aggressive with no actual physical contact. Any ideas?

(G-I 8-01/9) What can we provide, either in Italian or English, for “EO,” the latter component obviously being “-ordnung,” from the phrase “Die Kostennentscheidung ist in den ?? 402, 78 EO begründet.” Lengthy lists of various abbreviations of laws revealed no “EO.”

(G-Sw 8-01/10) “Verkehrsgeltung” is no problem in English, being something such as general acceptance in trade; but what about in Italian? Can “valore commerciale” serve just as well?

(General 8-01/11) This workplace-related quote proved difficult to render into Swedish from German: “…um das Problem der Scheinselbstständigkeit mit einhergehendem Unterlaufen der Beschränkungen der Arbeitszeit zu lösen.” The bold-print words were really the nub of the problem. An English suggestion would be helpful also.

(Proz Correspondent) An Argentinian legal document contains a puzzling phrase, namely “distracto de la donación,” in a statement that “las partes acuerdan realizar el distracto de la donación.”

Replies to Old Queries

(R-E 2-01/9) (не по линии, а по чайку): Mike Ishenko likes quickly, rapidly, in no time for this common Russian idiom.

(R-E 3-01/9) (опера́ции): Boris Silversteyn claims that in the Soviet Union, economic theory regarded the national economy as consisting of two spheres: the сфера производства (sphere of production) and the сфера обращения, the latter including everything else except production: wholesale and retail trade and distribution. Evidently, this classification is still used in

(Sp-E 1-01/7) (townhouse): Suggestions for this continue to come in which are not repeats of prior ones. Dora Vargas prefers “casa anexa.”

(Sp-E 1-01/18) (“Ni son todos lo que están....”): Myrsa Landrón Bou states that in Puerto Rico, what is meant by “No son todos lo que están ni están todos los que son” is that *Not all the crazies are in mental hospitals, some are walking around*. Initially, in searching for a translation, she found a line occurring to her from Bing Crosby’s song *Swinging on a Star*: “All the monkeys are in the zoo, yet every day you meet quite a few.”

Dora Vargas believes the phrase ought to read “Ni *son* todos los que están, y no están todos los que son.” She differentiates between “estar” as location and “están” as temporary condition. In the case of location, she adds a noun (“médico”) to the phrase to clarify the idea: “Ni son médicos todos los que están, y no están todos los que son médicos.” (Not *everyone here is a doctor, and all the others who are doctors are not here*). To return to the abbreviated statement, it becomes *Not everybody here is one, but all the others who are, are not here*.

Then Dora goes on to “estar” as temporary condition, and in this case she adds an adjective (“alegre”) to make the meaning clear. The sentence “Ni son alegres todos los que están alegres, y no están alegres todos los que son alegres. (Not everybody who is happy now is a happy person, and all the others who are are not now). Or, to abbreviate it as much as possible, Not everybody who now is, is a happy person, and all the others who are, are not now.

A linguistic oddity is found 90 miles south of here, and his name is Richard Beam, a 76-year-old Pennsylvania Dutchman. If you tune to WLBR, a radio station in Lebanon, Pennsylvania, from 1:45 to 2:00 each Sunday afternoon, you will hear Mr. Beam as the host of “Die Alde Kumbraco” (*the Old Comrades*). Pennsylvania German is quite alive as a language, and has spread to other states where the Amish have large settlements, but only in Lebanon, and only for those 15 minutes per week, can you hear a radio broadcast (since 1971) entirely in Pennsylvania Dutch. Beam speaks to a linguistic group known for its unassuming modesty, but a certain pride does emerge in a phrase which is heard at times around this commonwealth: “If you ain’t Dutch, you ain’t much.”

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**The SI Briefly (Re)visited** Continued from p. 47

1 x 10^8 as in Brazil, the U.S., and elsewhere). The preferred way of expressing large numbers is to use powers of 10. This ambiguity in the names of numbers is one of the reasons why the use of ppm, ppb, ppt, and the like is discouraged. Another more important reason is the inappropriateness of using abbreviations that are language dependent together with internationally recognized signs and symbols, such as MPa, ln, 10^13, and %, to express the values of quantities and in equations or other mathematical expressions.

Of course there are certain cases in which the use of ppm, ppb, and the like may be required by a law or a regulation, and then one has to follow such superseding regulations.

**Conclusion**

This list, although far from complete, tries to highlight some points to make our texts and translations as readable and clear as possible. In our opinion, translators who want to do a professional job (or at least help their clients do it) should keep these guidelines in mind. Have fun (and accuracy)!

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**Batting a Thousand! Translating American Sports Terms Used Idiomatically** Continued from p. 50

hoped that the chart will be of some use for translators into other languages by redoing the last column.

**References**

*On the Internet:*

www.yourdictionary.com/diction5/html#sports

A listing of sites offering sports glossaries and dictionaries

www.firstbasesports.com/glossaries

A selection of specific glossaries for various sports

www.uta.fi/FAST/US8/REF/sportref.html


**Books:**


When my older son was a few years old, we bought him a picture dictionary which included the phrase “Builders building a building,” together with a suitable illustration. While we all thought it was funny, we did not, at the time, give a thought to the havoc such phrases played with the psyches of nonnative English speakers.

Below is a list of such phrases, somewhat edited and reordered by me, sent in by Mira Beerbaum. She obtained it from the Internet via her seventh-grade son and his friend, who commented, “Boy, am I glad I speak English!”

1) The bandage was wound around the wound.
2) We produce produce on the farm.
3) A full dump must refuse refuse.
4) A language student must polish his Polish.
5) Get the lead out and lead!
6) The soldier had to desert his dessert in the desert.
7) There is no time like the present to present a present.
8) The dove dove into the bushes.
9) I did not object to the object.
10) The row of oarsmen had a row about how to row.
11) They were too close to the door to close it.
12) A seamstress and a sewer fell into a sewer.
13) The farmer taught his sow to sow.
14) The wind was too strong to wind the sail.
15) The dentist injected my jaw with a number a number of times.
16) I shed a tear over the tear in the cloth.
17) Does the buck stop here? The buck does not stop at all when pursuing does.
18) The invalid insurance didn’t cover the invalid.
19) The subject was subject to tests in several subjects.
20) The drumstick struck the head of the bass painted on the head of the bass drum.

Submit items for future columns via e-mail to hermanapter@earthlink.net or via snail mail to Mark Herman, 5748 W Brooks Rd, Shepherd MI 48883-9202. Examples of translations of humor are preferred, but humorous anecdotes about translators, translations, and mistranslations are also welcome. Include copyright information and permission if relevant. Unless submitters request otherwise, material submitted may be shared with Robert Wechsler of Catbird Press (catbird@pipeline.com), who is planning an international collection of humor in English translation.

Overview of the U.S. and Brazilian Legal Systems: Concepts and Terminology Continued from p. 37

States. This drastically changed the face of American practice and procedure, bringing into play a totally new system of civil procedure that has largely superseded common law pleadings. Needless to say, the influence of civil law and the principles of the Romano-Germanic system are pervasive throughout.

Another important piece of enacted legislation in the U.S. is the Uniform Commercial Code, drafted by the National Conference of Commissioners on Uniform State Laws and the American Law Institute. This was essentially an effort to standardize, simplify, and consolidate the commercial laws of the individual American states, which were wreaking havoc in the business relations between American companies in interstate matters.

Terminology

Due to space constraints, the small glossary on page 37 does not contain the explanations that were given at the original lecture. There are many considerations, additional renditions of legal terms, and potential discussions that do not appear in this article.
From the Executive Director

Continued from p. 7

work in initiating, developing, coordinating, and successfully administering the ATA Financial Translation Conference.

This meeting was also of note because it was the last Board meeting presided over by ATA President Ann G. Macfarlane. In addition, three veteran members of the Board are stepping down: Eric McMillan, who has served seven years as ATA treasurer, secretary, and director; and Allan Adams and Gertrud Champe, who have served six years each as ATA directors. (The ATA bylaws have two-term limits for the positions of secretary [two-year term], treasurer [two-year term], and director [three-year term]. The two-year term positions of president and president-elect have one-term limits.) It has been an honor to work with, and for, these individuals whose guidance and commitment have greatly benefited the association and the translation and interpretation professions.

Copies of the meeting minutes will be available online once they are provisionally approved by the Board. The final version of the June 30–July 1, 2001 minutes will be available following approval at the next Board meeting, November 3-4, 2001. The final version of the March 23 and 25 Board meeting are available online in the Members Only section of the ATA Website. In addition, copies may be mailed to you. Please send your request to ata@atanet.org or by fax (703)683-6122.
ATA Chapters

Atlanta Association of Interpreters and Translators (AAIT)
P.O. Box 12172
Atlanta, GA 30355
Tel: (770) 587-4884
aaitinfo@aait.org • www.aait.org

Carolina Association of Translators and Interpreters (CATI)
318 Bandock Drive
Durham, NC 27703
Tel: (919) 577-0840 • Fax: (919) 557-1202
C.A.T.I. @ pobox.com • www.catiweb.org
- Local group meetings held in Asheville, Charlotte, and Research Triangle Park, NC; and Columbia and Greenville/Spartanburg, SC.
- Membership directory, $12; CATI Quarterly subscription, $12.

Florida Chapter of ATA (FLATA)
P.O. Box 14-1057
Coral Gables, FL 33114-1057
Tel/Voice: (305) 274-3434 • Fax: (305) 387-6712
E-mail: info@atafl.com • www.atafl.com

Mid-America Chapter of ATA (MICATA)
6600 NW Sweetbriar Lane
Kansas City, MO 64151
Attn.: Mei Yule
Tel: (816) 741-9441 • Fax: (816) 741-9482
E-mail: translate@kc.rr.com • www.ata-micata.org
- The Professional Services Directory of the National Capital Area Chapter of the American Translators Association (NCATA) has gone online. It lists NCATA members and the services they offer, together with additional information that enables translation and interpretation users to find just the right language specialist for their projects. Bookmark www.ncata.org and check out the NCATA directory. If you maintain language-related Web pages, you may want to include a link to the directory. NCATA is always interested in comments and suggestions.

National Capital Area Chapter of ATA (NCATA)
P.O. Box 65200
Washington, DC 20035-5200
Tel: (703) 255-9290 • Fax (703)393-0387
E-mail: sbrennan@compuserve.com • www.ncata.org
- Telephone/online referral service. See searchable translator database on Website.

Northwest Translators and Interpreters Society (NOTIS)
P.O. Box 25301
Seattle, WA 98125-2201
Tel: (206) 382-5642
E-mail: info@notisnet.org • www.notisnet.org

Southern California Area Translators and Interpreters Association (SCATIA)
P.O. Box 34310
Los Angeles, CA 90034
Tel: (818) 725-3899 • Fax: (818) 340-9177
E-mail: info@scatia.org • www.scatia.org

Affiliated Groups

Michigan Translators/Interpreters Network (MiTiN)
P.O. Box 852
Novi, MI 48376
Tel: (248)344-0909 • Fax: (248)344-0092
E-mail: izumi.suzuki@szukimyers.com • www.mitinweb.org

Utah Translators and Interpreters Association (UTIA)
3617 S. 1400 West
Salt Lake City, UT 84119
Tel: (801)973-0912 • Fax: (208)441-5390
E-mail: ellingge@qwest.net • www.utia.org

Other Groups

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

American Literary Translators Association (ALTA)
Box 830688
Richardson, TX 75083-0688
Tel: (214) 883-2093 • Fax: (214) 833-6303

Austria Area Translators and Interpreters Association (AATIA)
P.O. Box 1474
San Marcos, TX 78667
Tel: (512) 396-8887 • Fax: (512) 396-4835
www.aatia.org
E-mail: president@aatia.org

The California Court Interpreters Association (CCIA)
345 S. HWY 101, Suite D
Encinitas, CA 92024
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www.ccia.org
E-mail: ccia345@earthlink.net

Chicago Area Translators and Interpreters Association (CHICATA)
P.O. Box 804595
Chicago, IL 60680-4107
Tel: (312) 836-0961
www.chicata.org/
E-mail: 74737.1661@compuserve.com
Colorado Translators Association (CTA)
P.O. Box 295
Eldorado Springs, CO 80025
Tel: (303) 554-0280 • Fax: (303) 543-9037
E-mail: eldorado@ares.csd.net
• For more information about the online directory, newsletter, accreditation exams, and professional seminars, please visit www.cta-web.org.

Delaware Valley Translators Association (DVTA)
606 John Anthony Drive
West Chester, PA 19382-7191
devinney@temple.edu
www.fortunecity.de/lindenpark/kuenstler\59\dvta.htm

El Paso Interpreters and Translators Association (EPITA)
1003 Alethea Place
El Paso, TX 79902
Tel: (915) 532-8366 • Fax: (915) 544-8354
E-mail: grdelgado@aol.com

Houston Interpreters and Translators Association (HITA)
P.O. Box 61285
Houston, TX 77208-1285
Tel: (713) 935-2123
www.hitahouston.com

Joint National Committee for Languages (JNCL)
4646 40th Street, N.W., Suite 310
Washington, DC 20016
Tel: (202) 966-8477
• Fax: (202) 966-8310
E-mail: info@languagepolicy.org • www.languagepolicy.org

Metroplex Interpreters and Translators Association (MITA)
4319 Durango Lane
McKinney, TX 75070
Tel: (972) 540-6891
www.users.ticnet.com/mita/

National Association of Judiciary Interpreters and Translators (NAJIT)
551 Fifth Avenue, Suite 3025
New York, NY 10176
Tel: (212) 692-9381 • Fax: (212) 687-4016
E-mail: headquarters@najit.org • www.najit.org

New England Translators Association (NETA)
217 Washington Street
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Tel: (617) 734-8418 • Fax: (617) 232-6865
E-mail: kkroner@tiac.net

New Mexico Translators and Interpreters Association (NMTIA)
P.O. Box 36263
Albuquerque, NM 87176
Tel: (505) 352-9258 • Fax: (505) 352-9372
E-mail: uweschroeter@prodigy.net • www.cybermesa.com/~nmtia
• Membership Directory available for $5. Please make check payable to NMTIA and mail your request here, or contact us by e-mail.

Society for Technical Communication (STC)
901 N. Stuart Street, Suite 904
Arlington, VA 22203-1822
Tel: (703) 522-4144 • Fax: (703) 522-2075
www.stc-va.org

The Translators and Interpreters Guild (TTIG)
2007 N. 15th Street, Suite 4
Arlington, VA 22201-2621
Tel: (703) 522-0881, (800) 992-0367 • Fax: (703) 522-0882
E-mail: ttig@mindspring.com • www.ttig.org

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

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P.O. Box 2635
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Tel: (403) 243-3477 (Alberta office) or (403) 434-8384 (Edmonton office)
www.atia.ab.ca

Association of Translators and Interpreters of Ontario (ATIO)
1 Nicholas Street, Suite 1202
Ottawa, Ontario, Canada K1N 7B7
Tel: (613) 241-2846, Toll-free: 1-800-234-5030 • Fax: (613) 241-4098
E-mail: atio@fox.nstn.ca • www.atio.on.ca

Ordre des traducteurs et interprètes agréés du Québec (OTIAQ)
2021 Union, Suite 1108
Montreal, Quebec, Canada H3A 2S9
Tel: (514) 845-4411, Toll-free: (800) 265-4815 • Fax: (514) 845-9903
www.otiaq.org

Society of Translators and Interpreters of British Colombia (STIBC)
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Vancouver, BC, Canada V6C 1E1
Tel: (604) 684-2940 • Fax: (604) 684-2947
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E-mail: ITI@compuserve.com or info@ITI.org.uk • www.iti.org.uk

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Tel: (514) 845-0413 • Fax: (514) 845-9903
E-mail: secretariat@fit-ifit.org

Note: All announcements must be received by the first of the month prior to the month of publication (For example, September 1 for October issue). For more information on chapters or to start a chapter, please contact ATA Headquarters. Send updates to Mary David, ATA Chronicle, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Tel: (703) 683-6100; Fax: (703) 683-6122; e-mail: mary@atanet.org
Upcoming Accreditation Exam Information

California
August 29, 2001
San Diego
Registration Deadline:
August 17, 2001
September 15, 2001
San Francisco
Registration Deadline:
August 31, 2001

Colorado
September 22, 2001
Denver
Registration Deadline:
September 7, 2001

District of Columbia
September 8, 2001
Washington, DC
Registration Deadline:
August 24, 2001

Minnesota
September 16, 2001
Minneapolis
Registration Deadline:
August 31, 2001

New York
September 15, 2001
New York City
Registration Deadline:
August 31, 2001

Texas
September 8, 2001
Irving
Registration Deadline:
August 24, 2001

Colombia
August 25, 2001
Bogotá
Registration Deadline:
August 10, 2001

Please direct all inquiries regarding general accreditation information to ATA Headquarters at (703) 683-6100.

Registration for all accreditation exams should be made through ATA Headquarters. All sittings have a maximum capacity and admission is based on the order in which registrations are received. Forms are available from the ATA Website or from Headquarters.

* Candidates may register for the AM or PM session at the Annual Conference, but not both due to space limitations. Choice of sitting is only available until we reach capacity. Early registration is recommended.

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<tr>
<td>Angelika F. Woods</td>
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<tr>
<td>Columbia, SC</td>
<td>Julieta Pisan McCarthy</td>
<td>Berkeley, CA</td>
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<tr>
<td>English into Japanese</td>
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<tr>
<td>Mitsuuyo Hamaya</td>
<td>Katsi Panthans</td>
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<td>Eugene, OR</td>
<td>Hales Corner, WI</td>
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<tr>
<td>Koichi Tsumoto</td>
<td>Zoraida Verkaik</td>
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<td>Vancouver, British Columbia, Canada</td>
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<td>Naoko Uchida</td>
<td>Arlington, VA</td>
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<tr>
<td>English into Spanish</td>
<td>Roger Billerey-Mosier</td>
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<tr>
<td>Elena Abós</td>
<td>Long Beach, CA</td>
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<tr>
<td>English into Portuguese</td>
<td>Howard Clark</td>
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<tr>
<td>Rose G. Braz-Sperling</td>
<td>Leesburg, VA</td>
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Houston, TX

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Marina, CA

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Alethea C. Hanna
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The Registration Form and Preliminary Program will be mailed in July to all ATA members. The conference rates are listed below. As always, ATA members receive significant discounts.

<table>
<thead>
<tr>
<th>Conference Registration Fees</th>
<th>ATA member</th>
<th>Nonmember</th>
<th>Student Member</th>
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<tr>
<td>Early-Bird (by October 1)</td>
<td>$245</td>
<td>$335</td>
<td>$110</td>
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<tr>
<td>One-day</td>
<td>$125</td>
<td>$170</td>
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<tr>
<td>After October 1</td>
<td>$305</td>
<td>$420</td>
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<tr>
<td>One-day</td>
<td>$160</td>
<td>$220</td>
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<tr>
<td>On-site (after October 26)</td>
<td>$380</td>
<td>$525</td>
<td>$150</td>
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<tr>
<td>One-day</td>
<td>$195</td>
<td>$270</td>
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The Biltmore Hotel, the host hotel, is conveniently located in downtown Los Angeles at 506 South Grand Avenue. The hotel is 30 minutes from Los Angeles International Airport. Conference attendees can register at the discounted rate of $150 single/double, plus tax ($175 single/double, plus tax, for the Club Floor) per night. This rate is good until October 9, 2001, or until all rooms in the ATA block are reserved, whichever comes first.

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