

NOTIS NEVS

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From the New NOTIS President

By: Larissa Kulinich

I would like to thank the NOTIS Board of Directors for granting me the honor of electing me as the new NOTIS President. Serving the organization in this capacity is new for me. I see it as a great responsibility and a challenge. I will do my best to contribute to the organization and hope that my service will enable me to grow both professionally and personally, to acquire new skills, expertise and valuable experience.

I am proud to be a member of NOTIS because from my perspective it is a vibrant, active group of professionals committed to their vocation. NOTIS plays a vital role in promoting the profession, and raising its prestige for the benefit of its members. It is of particular importance given the fact that translators and interpreters do not always enjoy due respect and recognition on the part of their clients. Client education, therefore, remains one of the major goals of NOTIS.

It is common knowledge that the strength of any organization is its members. The NOTIS Board of Directors intends to make a special effort aimed at membership outreach to bring in new members. This outreach will raise awareness, encourage members at large to provide input, and generate ideas and support that are greatly appreciated. I would encourage

all the members to bring in one or two new members in the course of the year. Just think how it would empower NOTIS!

Let us all keep in mind that the 2005 ATA Conference will take place in Seattle. It is a great honor and responsibility to host this event. I would like to raise awareness of membership at large. We should take pride in the fact that we as a group of professionals can contribute and make a difference. NOTIS has already begun the preparation process by establishing a steering committee, which consists of Jessica Cohen, Laura Cooper, Dorene Cornwell, George Fowler, Kathryn Guttromson, Anita Krattinger, Alex Mosalsky, Katalin Pearman, Marissa Wright, and Christina Zubelli. My thanks go to these members who have committed themselves to the cause. The steering committee is headed by past NOTIS President Caitilin Walsh. Any contribution, ideas or desire to volunteer that you might have will be appreciated. Please contact Caitilin at: cwalsh@nwlink.com.

By way of conclusion, I would say that I care for and think highly of NOTIS members, who are dedicated people working hard for the advancement of the profession. I feel welcome and supported by my colleagues and members. Thank you all for that!



Northwest Translators and Interpreters Society

A chapter of the

American Translators Association

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NOTIS Notes

Welcome to New Members

Patsy Brown Spanish <> English
Roger Chriss Japanese > English

Spanish > English

French > English

Heidi MakinoJapanese > EnglishSara MezaSpanish <> English

Ramses Murillo Spanish > English
Pascale Steig French <> English

Hungarian <> English

Joan Teller Russian > English

French > English
German > English

Rejoins

Steven Kimball Spanish <> English

Russian <> English

Volunteer Opportunity

The NOTIS Directory Committee seeks a motivated volunteer (or volunteers) to serve as Directory Advertising Coordinator for the *NOTIS Directory of Translators and Interpreters*. Duties consist of contacting potential advertisers via mail and telephone, and coordinating placement and artwork, with support from the Committee. Ability to make calls during business hours is necessary. If you're interested, please contact Caitilin Walsh, Directory Committee Chair, at cwalsh@nwlink.com.

WINTER 2004



TOMBSTONES IN SEATTLE

Art, Poetry and Pro Bono Translation Come Together

By: Ann G. Macfarlane and Larissa Kulinich



Ann: Longtime members of NOTIS will remember the name of Pieter Zilinsky, former director and editor of NOTIS News. I

was delighted last summer to have a voicemail from Piet asking me to consider assisting the Frye Art Museum with their tombstone information. I called him up and said, "Are you talking about Western movies, or what exactly is 'tombstone' information?" He informed me that the Frye was going to mount an extraordinary exhibit of Russian paintings by women artists from the famous Hermitage Collection. The Frye wished to offer the names of the paintings, artists, the provenance and so on in both English and Russian. These little cards are called "tombstones." I instantly thought of my friend and colleague

"Interestingly enough, this challenge turned into a fascinating learning process..."

Larissa Kulinich, and called her up to ask if she would be willing to donate her time for this endeavor. She agreed with enthusiasm, and she and I prepared the "tombstones" for the exhibit.

Larissa: It was a truly exciting and rewarding experience for me. For one thing, I was thrilled by the fact that I was given a rare chance of making my personal modest contribution to "bringing" the Hermitage to Seattle. For another, translating the

names of the artists and the titles of their works from English into Russian, I was gratified by the thought that I was making it easier for the representatives of the Russian community to fully appreciate and enjoy the masterpieces of the world renowned collection. In a sense, I felt as if I were an emissary bringing the two cultures together.

The project was not without challenges. The biggest of them was the very fact that I was doing "back" translation into Russian which is the original, but was unavailable. Given the formidable gallery of the portraits of the famous imperial Russian and European family members, such as Portrait of Grand Duchess Alexandra Nikolaevna by Christina Robertson, Portrait of Princess Anna Elisabetha Luisa Ferdinanda of Prussia by Anna Dorothea Therbusch-Lisiewska, Portrait of Natalie Obrenovic, Queen of Serbia by Adele Riche, I could not afford to make one wrong step. The same was true, of course, for the names of the artists. Another challenge was the translation of the titles relating to mythological and historical topics, such as Venus Feeding Cupid by Lavinia Fontana, Virgil reading the Aeneid to Octavia and Augustus by Angelica Kauffman, Abelard Saying Farewell to Heloise by Angelica Kauffman. Interestingly enough, this challenge turned into a fascinating learning process of discovering the English and Russian parallels, and, needless to say, I benefited a lot from it.

I worked with Ann Macfarlane on this project, and I am thankful to Ann for involving me in this delightful collaboration and for all her help. **Ann:** This story had a lovely coda. In October, the Foundation for Rus-

"It was a thrill to see Larissa's work so carefully displayed beneath the gorgeous paintings..."

sian-American Economic Cooperation (FRAEC) held its annual meeting at the Frye. A special feature was the opportunity to visit the exhibit and to have the curator and other specialists explain some of the features of the artwork. It was a thrill to see Larissa's work so carefully displayed beneath the gorgeous paintings, and to have her pro bono efforts acknowledged by the Frye Art Museum and FRAEC officials.



Larissa: As you can imagine, that was not the end of the story. As I learned later, the Frye Art Museum in the person of Cat Martin and Steve Brooks

had been planning to extend the Hermitage exhibit into a poetry project centered around Russian women poets. They contacted Pieter Zilinsky and asked him if he would like to take it on. When Pieter called me in October to invite me to participate in the project, this is how he described it - "I have devised this program so that there should be a balance between the sounds of Russian women poets' voices and today's English. I also want to balance the visual impressions against the daily reality of life under the Czars, because the exhibition is silent about

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the daily life of the people. And I want a balance in the generation of our women readers: Marina Shubina-Woodall, age 24, Sarah Singer, age 85, and Elizabeth Austen, Nancy Dahlberg and you (Larissa Kulinich) falling in between." As soon as I heard this, I immediately said, "Yes, I would be happy to be part of it!" because it struck home. During my teaching career in Russia I used to teach students the art of poetry reading, and my hobby is translating poems between English and Russian.

Pieter put together a fantastic program! All in all, he chose twenty-three poems, twenty by Russian poetesses in Russian, and three by the American poetess Sarah Singer in English. The names of the Russian poetesses ranged from the world famous Anna Akhmatova, Marina Zvetayeva, to less known Z. Gippius, and to totally unknown Kuzmina-Karavayeva, Guro, Figner. My contribution was the translation of eight poems (five from Russian into English, and three from English into Russian), and the reading of thirteen poems in Russian during the event that was held in the auditorium of the Frye. It was an unforgettable experience of spiritual enlightenment, sharing the feeling of camaraderie with the other women readers (the Russian and American readers took turns), who made a wonderful presentation, and having the feedback of the responsive audience. The special treat was the presence and participation of Sarah Singer, the winner of fifty poet's awards nation-wide, member of the Board of the Washington Poets' Association, and recipient of a lifetime achievement award from Poets West. Pieter arranged the program so that Sarah Singer read her wonderful poem "An Orange for Rosie" at the very end. As Pieter put it, he "wanted Sarah's poem to end with a Russian echo." I was honored to provide this "echo." I can compare it to a

catharsis. It would be fair to provide this poem by Sarah Singer, and my humble effort at its translation.

What can be more rewarding than such an experience?! It does pay off tenfold. I extend my appreciation to Pieter Zilinsky for giving me this opportunity.

Ann: The chance to help others enjoy fantastic artwork and beautiful

poetry was a pleasure in itself, but Larissa experienced another benefit from her volunteer efforts. Through the connections she made at the FRAEC meeting, she joined up with another artist who is committed to making Russian painters better known in this country. This reinforced my conviction that many times, when we

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AN ORANGE FOR ROSIE

(For my mother who lived in a Russian shtetl until she was twelve)

by Sarah Singer

It sat enshrined Upon a plate, An orange all your own To eat at will.

You were ten.
In your gray shtet!
Where bread and grief
Were daily fare,
And a scrawny hen
For the Sabbath
Nurtured faith
And garnished prayer,
An orange was a prize
That fostered dream
Of bloom and grove
And scented air.

To prolong delight,
You took it in your hands,
Let your fingers memorize
Heft and contour,
Textured rind...
Imbued with grace,
The Sabbath ritual began,
You chose at last to eat
And savor
Ambrosial fruit
The color of sun.

АПЕЛЬСИН ДЛЯ РОЗЫ

(Моей матери, которая до 12-летнего возраста жила в штетле в России)

Сара Зингер

Он лежал, как святой, Апельсин на тарелке. И всецело был твой-Ты могла его съесть в миг любой.

10 лет тебе было.
В сером штетле твоём,
Где хлеб с горем вдвоём
Ежедневною платою были,
И костлявая курица к Субботе
Наращивала веру,
И сдобренную гарниром молитву,
Апельсин тот был призом,
Питающим мечту
О роще и цветении,
И воздухе в пахучем упоении.

Для продления наслажденья
Ты взяла его в руки,
Чтоб запомнили пальцы
Вес и контур его,
Кожуры естество,
Наделённую грацией.
Наступил Субботы ритуал,
Есть его и смаковать ты начала,
Цвета солнца
Та фруктовая амброзия была.



The Translation & Interpretation Institute: A Student's Perspective

By: Kathryn German

The Translation and Interpretation Certificate Program at Bellevue Community College fills a need not previously met anywhere in the region. Before the program started in 1994, Pacific Northwest residents with language degrees or with practical work experience in translation but without specific study in the field could not easily fill in the gaps in their training. They had to rely on conferences, trade periodicals, or, if and when available, on-line coursework.

The program consists of a core of five basic courses: Introduction to Translation and Interpretation, Fundamentals of Translation (or Interpretation), Ethics and Business Practices, Vocabulary Acquisition and Terminology Management, and Technology for Translators, followed by two languagespecific courses in Advanced Translation (or Interpretation) and a Practicum.

For the past three months I have been working on a full-time contract with a telecommunications firm, as an assistant to another certificate candidate, and I have yet to complete my practicum. This employment opportunity has allowed me to evaluate what I have learned in the program from the vantage point of someone working fulltime in the field. My responsibilities principally entail the production of marketing materials and consumer guides in Spanish for the company. I am also responsible for the translation of short pieces such as customer letters, invoice text, and phone scripting, and for the maintenance of the national Spanish web site and the company's national Spanish Glossary. Through this work experience, I have gained a much deeper appreciation for the skills gained from the T&I Institute's program, and for the applications for the knowledge I have gained. Every day I find that I am using research skills, proofreading techniques, terminology management and technology that I became familiar with while in the Translation program. Most

"Every day I find that I am using research skills, proofreading techniques, terminology management and technology that I became familiar with while in the Translation program."

of my comments will be directed to the Translation Program, because though I have completed the Fundamentals of Interpretation course, I have not completed any of the Advanced Interpretation coursework. The quality of the five core classes is excellent, and they cover a broad spectrum of translation issues. Intro to Translation and Interpretation gives a broad overview of the profession and what it involves in terms of qualifications, education, licensing, professional associations, ethics, agencies, freelancing, and the actual process of translation and interpretation. The Fundamentals of Translation class is primarily theory and process: how to approach a text, how to perform research, locate information and resources, how to proofread and polish a translation.

The Fundamentals of Interpretation course required immediate immersion in the practice of interpretation; it was an excellent introduction to different modes of interpretation and to note-taking skills and code systems.

The third course of the series, Ethics and Business Practices, offered practical advice on ethics in the business of translation and on all aspects of business such as business cards, resumes, websites, professional organizations, computers, translation software, marketing, agencies, etc.

On a day-to-day basis as a contract translator in the telecommunications industry, the classes that have provided most of the information that I use in the workplace have been Vocabulary Acquisition and Terminology Management and Technology for Translators & Interpreters. Terminology Management covers resources for translators, and the organization and management of terminology utilizing various programs such as Microsoft Access® and TRADOS®. We were given tools for advanced Internet research and introduced to many online sources for valuable reference materials. The Technology for Translators & Interpreters course curriculum addresses translation tools and how they function, the Internet, and website creation. As one of the requirements of the class, each student built their own personal website.

Finally, the last two classes, Advanced Translation I and Advanced Translation II provide for the actual

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volunteer, we receive unexpected professional benefits as well. One cannot count on them, but they do often follow as a result of becoming better known in the community.

Larissa: The story once begun, seems to be enjoying a life of its own involving me in it. This is the background information for its current continuation. My good friend Olga Galygina from my home city of Novokuznetsk (Western Siberia) is an accomplished art connoisseur and the owner of a Picture Gallery called "Siberian Art." Olga has undertaken a

huge, unparalleled and highly ambitious project of creating a catalog titled "100 Best Artists of Siberia." The catalog is supposed to cover ten big areas of Siberia. When I was at home last summer, I offered to do its translation into English. Olga gladly agreed. Now the job is almost done; only two regions remain. In the course of my work I had my friend and former student of Russian, Cydney Gillis, help me with it. I am thankful to Cydney for her time and invaluable assistance. The benefits I got from this project are hard to overestimate. It is as if I personally got acquainted with the most

famous and talented artists of my homeland and got to know about numerous museums and galleries and their various projects both at home and abroad. But what warms my heart most of all, is that when the catalog is published, hopefully it will make it possible to advance Siberian art which until today remains terra incognita in the West. I hope I will be able to contribute to it through the connections I made because of my volunteer work. I want to believe that this story will have an open end taking shapes and forms impossible to predict, serving for the benefit of art, and the community at large.

NOTIS Members in the News

Members in the News Items submitted by Ann MacFarlane

NOTIS member Jessica Cohen's translation of *Bliss*, by Ronit Matalon, was reviewed last summer in the New York Times. Richard Eder, discussing "this tautly written and highly charged Israeli novel," wrote that "Matalon's writing, often exquisite in Jessica

Cohen's translation from the Hebrew, shifts down from warfare to bereavement, from the tragedy of the extremes to the sorrowfulness of the mean." Congratulations to Jessica for receiving such recognition of her work at the national level!

The Republic of France has honored NOTIS Director and Past President Jean Leblon with the "Chevalier dans l'Ordre des Palmes Académiques." Several colleagues from the NOTIS board were in attendance when Frédéric Desagneaux, the Consul General of France from San Francisco, presented Jean with this award on December 3, 2003. The award, which was established in the early 19th century, recognizes academic achievement in the field of French language and literature. Our

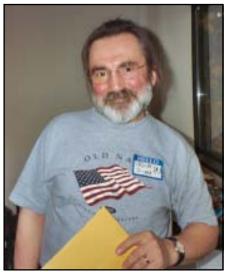
colleague's contributions are manifold in the academic, professional, and association world. After a distinguished academic career and work with the Microsoft Corporation and the Peace Corps, Jean currently serves as president of the Alliance Française de Seattle, as a board member of the Seattle-Nantes Sister Cities Association, and as a newly-elected director of the American Translators Association. Congratulations on this honor from the Republic of France!

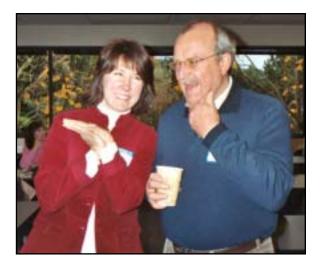




NOTIS Annual Meeting and ATA Recap 2003















Why Teach Translation and Interpreting?

By: Michelle LeSourd

What would motivate an alreadybusy professional in the translation and interpretation field to teach part-time in a translation and interpretation (T&I) program? Here are some possible reasons:

Share what you have learned in the profession

Some people have the desire to pass along the specialized knowledge they have accumulated as a translator or interpreter, but the opportunities to do so are somewhat limited. Formal teaching is a way to do so.

Get ATA continuing education credit

Under the new ATA certification requirements, you can earn up to five ATA continuing education credits per course taught, and one point per hour for one-time workshops (up to 10 hours total).

Add to your own CV

Teaching in an accredited, reputable college program can enhance perceptions of your expertise in your field.

Earn additional income

A teaching position provides some income to augment the less-predictable income of a freelance translator or interpreter. The commitment to teach a 30-hour course is not insignificant, but can be done on top of a full-time workload, if desired.

Meet up-and-coming translators and interpreters

Students coming into translation and interpreting programs are a mix of those already working in the field, those making a career transition, and younger people just getting a career started. A large percentage is foreignborn, seeking to use their native language as an asset in a U.S.-based career, making for a diverse and interesting student body. Typically small class sizes allow for one-on-one interaction between the instructor and students.

Contribute to the professionalism of the translation and interpreting field

One of the great complaints of language professionals in the United States is the lack of appreciation for the high degree of skill needed to be a good translator or interpreter. Unfortunately, there are people working in the field who are less than adequately qualified, competing and perhaps underbidding for jobs. One way to raise the level of awareness and expectations of high skills in translation is to help more people to undergo formal study in the field. The more trained and knowledgeable translators and interpreters there are, the easier it will be to educate clients and the general public. In addition, the truism that one learns as one teaches certainly applies to teaching T&I. Putting together a class or workshop is a chance to review and organize what you have learned over time. Being a part-time instructor also allows a translator or interpreter to acquire or hone teaching skills.

Help meet a growing need for T&I education

Translation and interpreting are enjoying a higher profile than ever before in the United States. More and more people are exploring T&I as a career, and demand for academic pro-

grams is increasing. Programs are challenged to find qualified faculty to meet this growing need.

Your local option

The Translation & Interpretation Institute at Bellevue Community College is the only undergraduate forcredit certificate program in translation and interpretation in the Northwestern United States. In order to give students a practical curriculum presented by qualified instructors, the T&I Institute hires working translators, interpreters, localizers, and terminologists to teach its courses.

The ideal instructor candidate would have formal training in translation and/or interpreting, at least three years of translation or interpreting experience, and some teaching or training and development experience. Some people may have no formal training or teaching experience, but thanks to their personality traits, skill set, and motivation would still make excellent adjunct faculty candidates. The T&I Institute looks at each potential instructor on an individual basis.

For regular courses, Bellevue Community College pays adjunct instructors \$35 per contact classroom hour (classes are 30 hours each). For workshops, the instructor shares the proceeds with BCC on a commission basis. Regular classes are typically one weekday evening per week (6-9 p.m.) and workshops usually take place on Saturdays.

For more information about the Translation & Interpretation Institute, go to www.conted.bcc.ctc.edu/worldlang/ti.asp.

Michelle LeSourd is a Translation Certificate student (Chinese to English) at the Translation & Interpretation Institute at Bellevue Community College and works parttime at the Institute as faculty coordinator. WINTER 2004





Frequently Asked Questions about the ATA Mentoring Program

By: Courtney Searls-Ridge, Mentoring Program Co-Chair

Who may participate in the ATA Mentoring Program?

The ATA Mentoring Program is available to any ATA member who takes one of the three-hour mentoring workshops offered at the ATA Annual Conference and other venues throughout the country. This workshop is required for mentors as well as for mentees. The focus of these training sessions is how to make the most of a mentoring relationship.

How is the mentor/mentee relationship structured?

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

How do you find a mentor or mentee if you have already taken the ATA mentoring workshop but are not currently matched?

The ATA is in the process of posting a searchable list of available mentors on a Yahoo Group. Anyone who has taken a mentoring workshop will then be able to search this list for a match. This will be a temporary measure until the ATA website re-design is completed, at which time there will be a more sophisticated database on the Members Only section of the ATA Website.

What if you would like to be a mentor or mentee and have not yet

been able to attend an ATA mentoring workshop?

Although you will not be part of the "official" ATA Mentoring Program until you have taken one of the mentoring workshops, you can order the materials for the program from The Mentoring Group website at http://www.mentoringgroup.com. Many ATA members have worked through these materials on their own and have subsequently matched themselves with mentors or mentees at local chapter meetings or various ATA division list serves.

What if I can never attend an ATA Annual Conference?

Attending an ATA Annual Conference is one of the easiest ways to jump-start your career in translation and interpreting (see http://www.atanet.org/conf2003/whyattend.htm), so we encourage you to attend a conference at some point. The next ATA Annual Conference is in Toronto (October 13-16, 2004)!

In addition, beginning this year we are planning to offer mentoring workshops at several of the ATA Professional Development Seminars throughout the country (see http://www.atanet.org/pharmaceutical/calendar.htm for the tentative schedule). There will be a mentoring workshop in Seattle the weekend of August 28, 2004 as part of the ATA Professional Development Seminar on The Business of Translation and Interpreting.

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translation of a wide variety of documents in the legal, literary, medical, technical, and business areas. There are a small number of students in these classes to allow for a good deal of oneon-one feedback. Completed translations are discussed, reworked and polished. These two classes are followed by a 30-hour practicum in the translation or interpreting field to be arranged by the student and an Institute instructor. The practicum is not always easy to arrange, especially for interpreting students, and challenges the student to be entrepreneurial in seeking out agencies or other employers with which to work.

The workshops offered at the Translation & Interpretation Institute have been very worthwhile, especially those dealing with CAT (Computer-Assisted Translation) Tools and/or Localization. I think it would also be wonderful if, at some time in the future, additional workshops in subject area specializations could be offered. At present, almost every quarter there is something of interest to translators or interpreters. The winter schedule includes a workshop in Microsoft Office for Translators.

I would not hesitate to recommend the program to other prospective students. The quality of the instruction was superb and the material was practical and informative. I hope to continue my education at the Institute in the future through some of the many valuable workshops offered.

Kathryn German has completed her coursework toward the Certificate in Translation (Spanish to English) at the Translation & Interpretation Institute at Bellevue Community College and now serves on the Institute's Advisory Committee.





Calendar

Date	Event	Details	Time & Place
April 3, 2004	A Translator's Toolbox for the 21 st Century	FREE Qualifies for ATA Continuing Education Credits info@notisnet.org	10:00 to 5:00 pm, Multnomah County Court House, 1021 SW 4th Avenue, Room 602 Portland, Oregon
April 8, 2004	NOTIS Board Mtg.	All members welcome	ТВА
April 24, 2004	ATA Exam	1-4 PM Registration required. Call: +1(703) 683-6100	University of Washington, Seattle
May 20, 2004	NOTIS Board Mtg.	All members welcome	ТВА
May 21-23, 2004	NAJIT's 25 th Annual Meeting &Educational Conference	www.najit.org	Denver, Colorado, USA
End of June 2004	Bi-Annual NOTIS Family Picnic	info@notisnet.org	ТВА
August 28 & 29, 2004	ATA Business Seminar & 2 nd Sitting of the ATA Exam	www.atanet.org Registration for Exam Required	
October 13-16, 2004	ATA Conference	www.atanet.org	Toronto, Canada Sheraton Centre Hotel
November 6, 2004	Annual NOTIS Meeting & ATA Recap		
December 4, 2004	NOTIS/ WITS Joint Holiday Potluck		UW Waterfront Activities Center, Seattle

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