The TRANSLetter

A Publication of the Society of Translators & Interpreters of British Columbia (S.T.I.B.C)

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President's Message
Evelyna Radoslavova, C.T.

This is the time of year when many of us are anxiously awaiting the results of the certification exam – and others are happy that they don't have to write it again.   Much worry and innumerable questions are frequently associated with this exam, and sometimes bad feelings arise when the results do not match the expectations.

Certainly, the success rates, especially for the official languages, seem very low.   On the other hand, candidates in language combinations of "limited diffusion" feel that they may have been the victims of a marker intent on crushing competition.   There is an ongoing discussion as to why this exam has traditionally been so challenging to professional translators with many years of experience and satisfied clients.

First, let me make one point patently clear: the fact that one has failed the CTTIC exam

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(and many of us have failed it at least once) does not mean that one is not a good translator. There is no question that the exam is difficult, but there is another huge factor to it: most of us are simply not used to the conditions in which we have to perform when writing the CTTIC exam. If you are at home or at work, doing a translation for a client, and you feel stumped, you can get up, walk around, get a cup of coffee, work on something else for a bit, and then, refreshed and inspired, get back to your translation. You can search on the Internet; you can ask a colleague; you can dig deep in your pile of professional magazines for that article you read a couple of weeks ago… Not so at the CTTIC exam. You cannot run the spellchecker, and you cannot - I repeat, CANNOT - talk to yourself (as I once had to be reminded).

You surely get my point: success at the CTTIC exam depends on so many variables that, while it is a huge achievement to pass, failing means one thing, and one thing only: you will need to sit it again, making sure that you are better prepared, not only professionally, but mentally and physically, for this major challenge in your professional development. Watch for an update on our *fall workshop*, which will provide useful tips on facing the monster.

If you did succeed this time, congratulations! Please come forward and

share your experience with us all, either by writing to the TRANSLetter or by attending the workshop and helping your colleagues to get ready for the next round.

In the meantime, the Board and the Office are preparing for the upcoming AGM. It allows us to update you on our achievements throughout the year and it gives you the opportunity to let your thoughts and your expectations be known, to see old friends and meet new colleagues and to attend a couple of very promising workshops.

It also gives you the opportunity to stand for election to the Board of Directors, or to nominate one of your colleagues, and I wholeheartedly invite you to consider it. While there are many ways in which we can contribute to our profession, becoming an Officer or a Director of the Society is a particularly meaningful way to raise the standards and profile of translators and interpreters across the province, in Canada and at the international level. Furthermore, it is important to have different perspectives and points of view represented on the STIBC Board. Nomination forms can be obtained from the Office and will be available on the day of the AGM. As always, please don't hesitate to contact me personally if you would like to discuss an issue in more detail.

I look forward to seeing many of you at the AGM on June 2.

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The Problem with Babel – Limits to Machine Translation

By Joelle Lake, C.T.

According to Chapter 11 in *Genesis*, all people on earth initially spoke the same language. They then decided to build a tower "to make a name for ourselves; else we shall be scattered all over the world". The Lord came down to look at the city and tower that man had built, and the Lord said, "If as one people with one language for all, this is how they have begun to act, then nothing they may propose to do will be out of their reach.   Let us, then, go down and confound their speech there, so that they shall not understand one another's speech".

The conclusion that can be drawn from this passage is that a flow of information is essential to achieving a common goal, and that communication is the basis for achieving any sizable task involving the cooperation of many participants. In this case, communication required translation and interpretation. I guess we could argue that translation dates back to this time when human beings became divided and could no longer communicate.

The degree of faithfulness in the message conveyed in a translation is a much-debated question. If we take the Bible as an example, having a faithful rendition of the original is crucial, since the Bible is believed by some groups to convey the "literal" Word of God, and since many such religious groups base their beliefs on a close and sometimes literal analysis of the text.

However, if we examine another translation of the above quotation from the Bible[1], we become aware of subtle changes that may occur from one translation to another.

"…and let us make us a name lest we be scattered abroad upon the face of the whole earth.   And the Lord came down to see the city and the tower, which the children of men builded.
And the Lord said, Behold the people is one and they have all one language; and this they begin to do: and now nothing will be restrained from them, which they have imagined to do. Go to, let us go down, and there confound their language, that they may not understand one another's speech."

We immediately notice that this second version is written in English from the Elizabethan period. Its elevated style gives this version of the passage a poetic overtone which detracts from its realism. The King James Version also uses the subjunctive mode "as lest we be scattered", which suggests that the consequences are indeterminate.   The first version, on the other hand, uses the indicative

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[1] *Holy Bible*, Authorized King James Version, London and New York, Collins', 1952

mode and hence emphasizes the descriptive and immediate aspects. With respect to the meaning, in the Elizabethan version, God sees the outcome of this common action as a possible event, whereas in the first and newer version, it is stated as an irrefutable fact that "now nothing will be restrained from them". In spite of the claim to absolute faithfulness for this text, we note that different shades of meaning can arise from two different translations of the same text.

On the other end of the spectrum, we can see that in the example below, a literal translation is totally impossible.
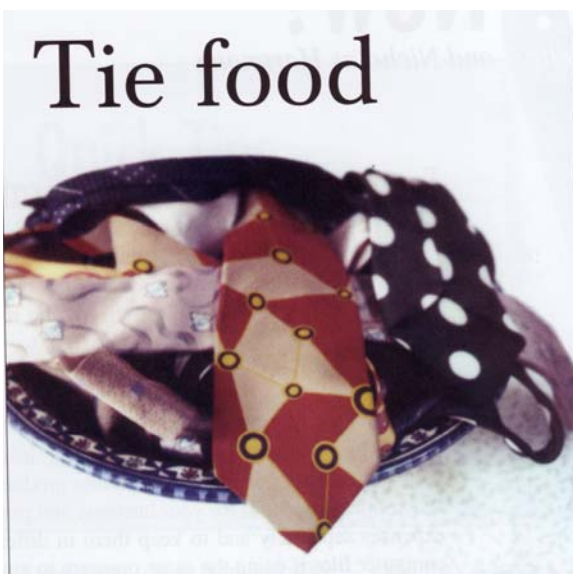
Can you imagine translating "Tie food" literally for a French-speaking audience?

2 *The ATA Chronicle*, October 2006, p. 41
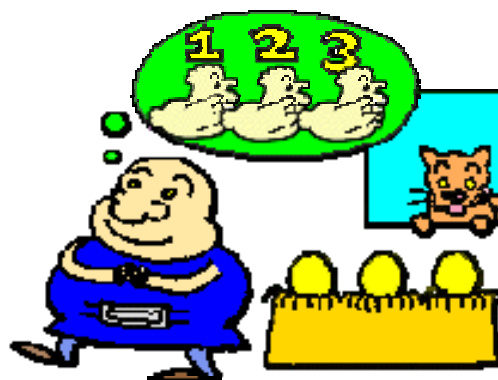
What about "Counting the chickens before the eggs are hatched"?

What is the problem here? In the first example, we have a visual pun, whereas the second example is culturally-based. A transposition is required in order to provide a good translation of "Don't count your chickens before they're hatched."

As was shown in the Tower of Babel example, communication is essential to achieving any sizable task. In order to bridge the gaps in communication between different languages, experts are attempting to create automatic translation systems. They claim that automatic translation systems could be so effective that they could replace human intervention. But is the performance of automated translation systems always (if ever) satisfactory? As a joke, "Tie food" was entered on Babelfish, which came back with the translation from English to French "nourriture de cravate". We could gag on this one…

The "Tie food" example is far-fetched and would require an adaptation in any French version. However, even if we use standard commonly used sentences, such as this one which appeared in a newspaper "Get a head start on your taxes", which was translated as "Obtenez un début principal sur vos impôts" by SYSTRAN, there are still problems. Experts who think that the ultimate test is to obtain the original text through back translation would not realize that the translation actually missed the mark. The retranslation does come back as "Get a head start on your taxes", but in French it would read as: "Obtain a main beginning on your taxes." The information conveyed in the English sentence did not come through in French even though the back translation is clear.

What are the reasons for this lack of communication? We do not have time to go into great detail here on the many diverse causes, such as structural differences between different linguistic systems, and differences in culture.

Let us focus instead on the nature of communication itself. Wikipedia[3] establishes a distinction between pragmatic translations and literary translations. In the pragmatic translation category, Wikipedia includes technical, scientific and administrative and financial documents. All the above categories involve a degree of specialized

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[3] http://fr.wikipedia.org/wiki/Traduction

understanding of the topic as well as a good command of register and the ability to interpret facts in a specific context.

Get a head start on your taxes translated as "Obtenez un début principal sur vos impôts" is a good example of the failure of a good automatic translation system such as SYSTRAN.

This example shows that as simple and straightforward as it may seem, the message in the translation involves an interpretation of information and a recreation by the human mind. In other words, the initial message is communicated by signs: the written text. The written text refers to particular ideas or situations. After deciphering the message and interpreting it, the translator then has to convey the message or the picture in a different language system. He has to recreate the elements so as to mirror the ideas found in the source language. The translation process may be as simple as converting each element into the target language and assembling it on the target grammatical paradigm, or it may involve a restructuring and modulation of the message so as to have it correctly understood by the intended audience.
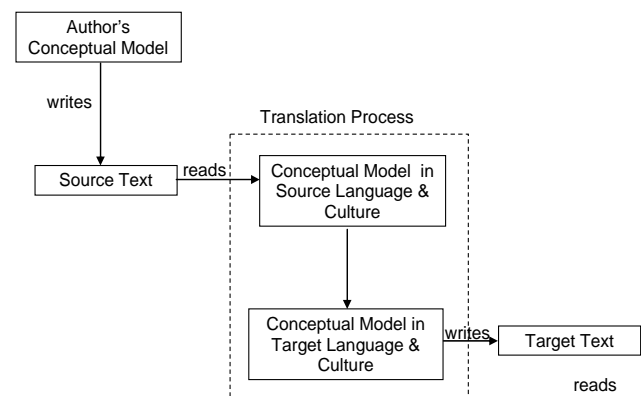
In the translation process, the translator will automatically embed the message in the appropriate cultural framework. In correspondence, written exchanges are usually more formal in French than in English, and greetings and salutations are strictly codified. In other instances, the translation has to be modulated on the basis of localization.

Communication is based on the understanding and interpretation of a situation or of an idea from a set of signs. The translator starts from this conceptual model to create his own interpretation in the target language. This may explain why some translators claim sometimes that they create a clearer version than the original. The quality of the outcome depends on the creative ability of the translator, his knowledge of the topic and his personal "take" on the "source situation". In the process of recreating, some aspects of the message will be suppressed and others emphasized. A clear example of this process can be found in the different titles for the book *L'Étranger* by Camus. *L'Étranger* has been translated as *The Stranger* and as *The Outsider*. These different titles emphasize different aspects of Meursault's alienation. The choices on the palette of language throw a different light on the communication. Some masterpieces seem never to age, whereas translations often do. Perhaps the translator as creator and author lacked the talent required to produce works that would prevail over ephemeral fashions? On the other hand, some are of the opinion that Baudelaire's translations of Edgar Allan Poe's works have stood the test of time better than the originals.

The translation process has to be understood within the framework of communication with a target audience. The translator has a conceptual image of the source text and then creates a reflection of this initial message, modulating it to reach a targeted audience. Both the conceptual frame and the creative aspect of recreating the message remain lacking in computer translation.

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Inflectional Morphology of the English and German Languages in the Context of Language Learning

By Alexandre Gnes, B.A., C.T.

When looking at the processes of teaching and/or learning a foreign language, it becomes obvious that mastering the applicable inflectional rules is one of the routine language-mastering tasks. Inflection is a process by means of which combinations of affixes with the roots indicate certain types of grammatical categorical changes, primarily changes in tense, gender and number (plural/singular). The purpose of inflection is not to create a completely new word, but rather to modify the meanings of existing words (Halle and Marantz, 1993).

Many people who study a foreign language (for the purposes of this essay English or German) strive to attain the language competence level of a native speaker. Although the language performance of some non-native speakers can at times be even better than that of native English or German speakers, English and German learners may face difficulties in mastering the rules of inflectional morphology in the respective languages (Hawkins, 1986). In German, for example, the verb prefixes confuse many of the non-natives who try to master this language, and what is even more confusing to German language learners are the relationships between the verb and the separable prefixes (*trennbare Verben*) (Stump, 2001).

In a publication about transformational grammar, Radford (1988) rightfully points out that native English speakers know the respective past tense forms of the words **fold** and **hold** (*folded* and *held* respectively) (p. 5). In the same way, German native speakers will naturally distinguish between such simple past verb forms as *arbeitete* (the weak verb **arbeiten**) and *ging* (the strong verb **gehen**). When German children are learning the English language, they can become confused with meanings of such verbs as *to become* and *bekommen* (Kortmann, 1999, p. 121). Traditionally accepted practices of language learning stress the importance of inflectional systems; at the same time, case paradigm hierarchies have been increasingly emphasized in the last decade (Evans, 1997). Several grammatical elements serve as a framework for inflectional paradigms (number, gender, person,

case and tense), which can in a sense be considered markers determining the correctness of inflectional forms. It is therefore advised that "acquiring a language does indeed involve acquiring a set of linguistic rules – and hence that language is indeed rule-governed" (Radford, 1988, p. 20). It would be informative and interesting to look into the question of "the typological distance" (Kortmann, 1999, p. 125) and to see how this distance influences the mastering of inflectional morphology of English by native German speakers and vice versa. This essay, however, will concentrate on the issue of comparison of English and German inflection systems.

Modern English is the product of syncretism in inflectional morphology relative to Old English, and Hawkins rightfully points out that grammatical distinctive features in English are basically a subset of the distinctions that are made in German (Hawkins, 1986, p. 12). The term *syncretism*, as defined by Stump, means that "two or more cells within a lexeme's paradigm are occupied by the same form" (p. 212).

Kortmann (1999) and other authors point out that the English language has evolved from being an inflectional language into what is conventionally called an isolating language. Some researchers call the inflectional languages "affixing languages" and the isolating languages "root languages" (Golovin, 1977, p.256).   In inflectional languages, the

role of inflection is to "adapt" the word to its respective form in the text, parallel to the sentence formation in accordance with various grammatical rules. In the isolating languages, there are no formation affixes (Golovin, 1977, c. 256). Therefore, the latter languages are less grammatical and are relatively more semantic by nature than other languages.

In a way, German is a lot easier to learn than English, because once the learner has mastered the agreement rules, there are less potential problems and uncertainties than when the German speaker is learning English (pers. comm., January 25, 2007, Hungarian native speaker). Kortmann mentions that in English, for example, there are forms that perform the role of the subjunctive: We demand that he leaves (p.129). In this case, the form leaves, which is unchanged in relation to the present tense form in the indicative mode, may confuse the learner.

Hawkins mentions different forms in German inflectional morphology that do not exist in English (Hawkins, 1986, pp. 11-14). He points out that German has inflectional morphemes, which help to distinguish the four cases within the noun phrase (nominative, accusative, dative and genitive) (the example with the word *man* vs. *der Mann*). English has retained only its genitive *man's* form. Except for the third person singular, English did not retain the person and number markings system typical of the German language. The determiner plays a crucial role in marking case distinctions in cases of weak

adjective inflections (eg. *der gute Mann*), strong adjective inflections (*guter Wein*) and mixed adjective inflections (*kein guter Mann*) (Hawkins, 1986, p.14). Here, a good example comes to mind, which can in a way show the difference in complexity levels of inflectional systems in English and German:

Es gibt keine neuen Studenten.

vs.

There are no new students. (There aren't new students).

The level of difficulty for both English and German learners is about the same in terms of full cognition of the ways in which the words appear in both of these phrases. English is considered to be more analytical when compared with various other Indo-European languages, including German. Analytical languages are normally those in which the words are connected in a coherent chain (phrase, sentence), but each word by itself does not give an indication of meaningful connection with neighbouring words (Golovin, 1977, c. 258). The second sentence (*There are no new students*) is a perfect example of an analytical sentence: in which only the last word has an inflection but the rest of the words are unchanged. In the case of the German sentence *Es gibt keine neuen Studenten,* all three words *keine*, *neuen*, and *Studenten* bear the signs of inflectional change

Imagine a German native speaker, or someone who has a near-native competence

in German, who is used to the high level of order and grammaticality of German. If he/she tries to analyze the more colloquial version of the above-mentioned English sentence (*There aren't any new students*), a question about its grammatical correctness may arise (pers. comm., January 25, 2007, German native speaker). On the other hand, the native English speaker and learner of German will have a problem with the numerous rules governing the declensions in the German language. The German dative case appears to be the most complicated one to understand in terms of the inflectional changes it causes (pers. comm., January 29, 2007, English native speaker).

Taking into account all the differences between English and German, it must be remembered that both of these languages are related (they belong to the same group of West Germanic languages). This relationship is most clearly seen in examples of inflectional changes in the simple past forms of verbs, such as the following: to drink/trinken - drank/trank and to swim/schwimmen – swam/schwamm. Stump (2001) writes about the existence of a rule concerning *i/a* substitution, which helps to express the simple past tense. He mentions the authors Halle and Marantz (1993), who wrote that the simple past form *sang*, for example, "carries an empty past-tense suffix which competes with the default past-tense suffix *–ed* for the insertion into the same abstract morpheme and which, in some verbs

triggers a rule of vowel adjustment" (p.10). These similarities between the two languages definitely make them easier to learn for German and English speakers, than some languages of other language groups.

Stump (2001), when writing about the paradigm structures in inflectional morphology, shows that inflection paradigms help some students, whose mother tongues have more than two cases, to understand the general order of grammatical qualities for various lexical classes. The most simple inflection paradigm is illustrated in the singular – plural forms of the nouns. The fact that plural forms of some English nouns are morphologically different from their stem can create a problem for learners of English, who are used to the "false simplicity" of this language. Examples:

fish – fish		goose - geese
ox - oxen	and	mouse - mice
man – men		index - indices

In German there is a group of plurals with the same type of inflection: Auto – Autos. This again reiterates the relatedness of the two languages, but at the same time should remind language learners about the fact that the morphology of the two languages is different and that we can not superimpose the morphology of one of these languages on that of another (Hawkins, 1986).

Stump (2001) discusses the notion of Paradigm Function Morphology (p. 32). He stresses that "a word's association with a particular set of

morphosyntactic properties determines a sequence of rule applications, defining that word's inflectional form" (p. 32). Stump (2001) describes in detail the essence of Paradigm Function Morphology (PFM) and its important role in understanding the inflectional morphology of a language. PFM emphasizes the position of the word in relation to the cell within the paradigm. Two words *Feld* and *Katze* could be used as a good example in this context. In German, there exists a paradigm function that can be applied to the pairing *<Feld-*,{"genitive", "singular"}> to determine the form *Feldes*, and in the same way there is an application to the pairing *<Frau-*,{"accusative", "plural"}> to determine the form Frauen, which occupies the accusative plural cell in the paradigm of *Frau*. Something that distinguishes PFM from other inferential realization theories is that it equates the definition of a language's inflectional morphology with the definition of its paradigm function (pp. 32, 33). The whole idea of the inflectional paradigm is that each cell-subject (a word in a given cell) is a subject to all grammatical qualities that describe the cell. This pattern of word ordering is, in my opinion, also a good learning tool for those people who have studied computer languages.

It is necessary to include one other important potential problem for English language learners, which has to do with inflectional morphology. Stump (2001) gives the examples of such English verbs as *moonlight* and *grandstand*, which inflect as weak words (*moonlighted* and *grandstanded*). At the same time, *light* and *stand* inflect as strong verbs *lit* and *stood*.

It is possible to encounter situations in which a headed root inflects through the inflection of its head (*aufschreiben – aufgeschrieben*) (Stump, 2001). At the same time, English speakers learning German are often confused as to when prefixes are situated on the head and when they are situated on the whole. Of course, there are verbs, such as *bekommen*, where even the beginner will know that it would be wrong to add the **ge-** prefix (Stump, 2001).

When an English speaker is learning the German declension system, he/she notices the weak distinction between nominative and accusative, which is reflected in the *der/den* (definite article)*, -e/-en* (adjectives) alteration in the masculine singular and changes, while no changes are encountered in singular feminine, singular neutral, and in the plural forms (Hawkins, 1986, p.14). However, when it comes to the dative and genitive cases, it is more difficult to understand how German case inflections work, not only for English native speakers, but also for native speakers of other languages. Many non-English speakers studying German, primarily native speakers of Slavic languages, find it extremely confusing when they see the feminine form in genitive with a masculine definite article *der* and –*en* inflection ending of the adjective (Dat., fem., sing.: *der*

schwarzen Katze) (pers. comm., January 29, 2007, Russian native speaker). For native speakers of Slavic languages, the presence of articles in both English and German creates a challenge when they are learning these languages. However, when they encounter a situation such as *armen Mannes* (Gen., masc., sing.) it can definitely lead them astray, simply because in Slavic languages, the declension process is radically different from both the English and German languages (pers. comm., January 29, 2007, Russian native speaker).

This leads me to the point where an approach to the study of English and German inflectional morphologies should be summarized. If a German speaker may have difficulties learning some English collocations, from the standpoint of inflectional morphology, he/she will have less difficulty in memorizing irregular verb forms, than in the case of learning French (pers. comm., January 25, 2007, German native speaker).

The article "A First German Lesson for College Learners," written by Rudolf Goedsche (1932), points to the fact that teachers of German and English should emphasize the common historical roots of these two West Germanic languages to their students, especially when it comes to understanding the similarities and differences of inflectional morphology (p.153).   Goedsche traces the transformation of English from an inflectional language to being non-inflectional. Basically, this is going from Old English to Modern English: sing*an* (Anglo-Frisian/Old English version) – sing*en* (Middle/High German version) - to sing (Modern English). Goedsche´s observations seem to be of

more help to English native speakers who are learning German. However, for both groups of students, he emphasizes the importance of the similarities between the two languages, such as the Saxon´s genitive (Peters Hut, Peter´s hat) and the formation of the comparative and superlative degrees of adjectives (deep-deeper-the deepest/ tief-tiefer-tiefst) (p.159).   The author's idea is that acknowledgement of the similarities and of the common roots are positive psychological agents in the learning of the inflectional morphology of German by English speakers.

In my opinion, solid historical and linguistic knowledge, combined with knowledge of how inflectional paradigms operate, can contribute to a fuller understanding of inflectional morphologies: for English speakers, in terms of mastering the more complicated order of German inflectional morphology and, on the other hand, for German speakers it will be easier to recognize the implications of syncretism in English.

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Annual General Meeting: Saturday, June 2, 2007
Chateau Granville Best Western –
1100 Granville Street, Vancouver, BC
Registration 9:00 am for workshops

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REFERRALS
MARCH – APRIL 2007

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German	8
Hindi	2
Indonesian	2
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Hindi/English	6
Cantonese/English	10
Mandarin/English	6

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Interpreting Healthcare Translates into Savings

By Cheryl Rossi, Staff Writer

Mary Spencer doesn't speak Cantonese or Punjabi, but thanks to an expanding translation service, she can offer her help as a nurse to patients who speak little or no English.

Spencer and other health workers can call the Provincial Language Service's 24-hour line and typically get an interpreter for their non-English speaking patients within three minutes. The 275 freelance contract interpreters for the service cover more than 100 languages, but 75 per cent of the requests are for Chinese and Punjabi-speaking interpreters.

The specialist in cardiac sciences at B.C. Children's Hospital remembers the difficulties faced before interpretation services were readily available. In one situation, a baby came back to hospital because of a misunderstanding about its prescription. Its mother, who understood little English, didn't understand her infant needed to continue on a diuretic that would help prevent heart failure, after its first bottle of medication was completed.

"I probably use an interpreter at least once a week," Spencer said. "If a child is born and diagnosed with a congenital heart problem, we need to be able to explain what that problem is to the parents. The surgeons need to get the informed consent for the procedure and then we need to be able to give the parents reassurance and information on a daily basis so they know how their child is doing."

In the past, family members or multilingual healthcare workers were called upon to interpret in a pinch.

"Some of the biggest challenges of using family members as interpreters is that medical information is first and foremost confidential, so being forced into a situation where you have to share that information, with perhaps a family member you're not intimately close with, is putting people in a difficult situation," Spencer said.

Half of the 424,000 immigrants to B.C. between 1992 and 2001 did not speak, read or write English and the demand for multilingual services is growing.

PLS was formed in 2003 from services offered at B.C. women's and children's hospitals since 1995, but PLS director

Suzanne Barclay says the telephone-based services are only now accessible across the province.

Last year, PLS handled 20,000 requests for service. In Vancouver, onsite interpretation is available for appointments, sometimes within an hour, but preferably with at least 24 hours notice.

Most of the interpreters have completed college-level interpreting courses. PLS offers supplementary training on specific disorders including mental illness and brain injuries.

Healthcare agencies pay a fee for interpreting services. Telephone interpretation costs $2.25 a minute and onsite interpretation costs $40 to $75 an hour, depending on the amount of notice provided.

Because independent doctors' offices typically don't have money for interpreting services in their budgets, agencies that fall under the Provincial Health Services Authority, which provides the interpreting services, mostly use the telephone line.

"The MSP fee reimbursement structure doesn't yet recognize the cost of an interpreter," Barclay said.

But improved communication with patients ensures better diagnosis, compliance with treatment and fewer return visits, which saves healthcare dollars.

Barclay said B.C. Women's and Children's workers are the heaviest users of the translation line. Other users include the Vancouver Cancer Agency, the B.C. Centre for Disease Control, the B.C. Transplant Society, the Forensic Psychiatric Services Commission and Riverview Hospital. For more information, see www.phsa.ca/pls.

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Governor General's Literary Awards for Translation

By Mary Eady, C.T.

The Governor General's Literary Awards are presented annually to honour the best works of fiction, nonfiction, poetry, drama, children's literature (text and illustration) written in English and French, and translation between the official languages. In 1959, the Canada Council assumed responsibility for administering the awards, and in 1987, the Council's Prizes for Translation were made Governor General's Literary Awards. The 14 winners receive a $15,000 prize, as well as a leather-bound copy of their winning books. Non-winning finalists receive $1,000. The 2006 winners of the Translation Awards are Sophie Voillot, for *Un jardin de papier*, the French translation of *Salamander* by Thomas Warton, and Hugh Hazelton for *Vetiver*, the English translation of *Vétiver* by Joël Des Rosiers. More information can be found on the Canada Council's Website at http://www.canadacouncil.ca/prizes/ggla/ - it's an excellent source of ideas for summer reading!

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April 14th Potluck and Workshop

By Mingmian Chen, C.T.

On April 14, 2007, a workshop was held at Vancouver Community College.

The prelude to the workshop was a potluck gathering at noon. STIBC members contributed foods from various parts of the world, including dumplings, curry chicken, goulash, olla, ravioli, etc., and orange juice was served. No one wanted to let slip a chance to show her or his culinary skill. While tasting different foods, people were able to network or just schmooze.

After the introduction by President Evelyna Radoslavova, Boris Chen, CGA, a translator and accountant who volunteered to present the workshop, began his presentation. He very professionally and patiently guided the seminar participants through the labyrinth of tax filing. His witty answers to the delicate and sometimes tricky questions from the audience often brought smiles of understanding.

The workshop lasted one hour and concluded with warm applause from the audience for Boris, who could relate so well with a group of translators. Everyone agreed that this was a successful event. We all thanked Robin McGuire, STIBC Office Administrator, for her efforts and organizational skill, which made the potluck and workshop a success.

TRANSLetter Information:

Next TRANSLetter deadline for submissions: Friday, July 13, 2007

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