

GLOBE

Fall 2005

Serving the military and civilian community of the Defense Language Institute Foreign Language Center and the Presidio of Monterey



**Col. Tucker Mansager
takes command of DLI**



Col. Tucker Mansager took command of DLI Aug. 17. The change of command ceremony also celebrated the retirement of outgoing Commandant Col. Michael Simone after 30 years of faithful service. **Page 3**



Col. Michael Simone discusses his tenure as the commandant of the Defense Language Institute Foreign Language Center. **Page 6**



Defense Language Institute volunteers support car events on the Monterey Peninsula Aug. 19-21. **Pages 12-13**

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Col. Tucker Mansager becomes new DLI commandant

By Bob Britton

Colonel Tucker B. Mansager replaced Col. Michael R. Simone as the new commandant of the Defense Language Institute Foreign Language Center and commander of the Presidio of Monterey during a change of command ceremony at Soldier Field on Aug. 17.

Before becoming DLI Commandant, Mansager completed a year's study as the Army's National Security Affairs Fellow at the Hoover Institution, Stanford University.

Lieutenant General William Wallace, commanding general of the Combined Arms Center and Fort Leavenworth, Kansas, served as the presiding and reviewing officer for the ceremony. Wallace previously served as the V Corps commander, and led his Soldiers into Baghdad during the first part of Operation Iraqi Freedom in 2003.

"This is a historic homecoming for me, since I was a student at the Naval Postgraduate School earlier in my career," said Wallace. "My old regiment, the 11th Armored

Cavalry Regiment (formerly the 11th Cavalry Regiment), was stationed here between the World Wars. They helped contribute to the magnificent history of the Presidio."

"The war on terror is global, but its battles are fought by small units led by young leaders who make individual tactical decisions that have strategic outcomes," said Wallace. "Language is a force multiplier that gives the U.S. military a critical edge. It is important that we bring this combat multiplier of languages to the battlefield."

"Colonel Simone will be remembered as a fine leader as well as a fine linguist," said Wallace. "He stood fast in the important role of DLI's mission to train linguists," said Wallace.

"Colonel Mansager assumes command of DLI and its future," he said. "His knowledge and wealth of experience and his perspective of Foreign Area Officers translates directly into continued improvements for foreign language proficiency and education."

After the change of command, Col. Simone retired, concluding 30 years of service. At his retirement, he received the Defense Superior Service Medal, as well as an



Col. Tucker B. Mansager, Col. Michael R. Simone and Lt. Gen. William Wallace, commanding general of the Combined Arms Center and Fort Leavenworth, Kan., inspect the Headquarters and Headquarters Company DLIFLC formation during the change of command ceremony Aug. 17. (Photo by Sal Marullo)



Lt. Gen. William Wallace pins the Defense Superior Service Medal on Col. Michael Simone, as his wife Janice proudly looks on. (Photo by Sal Marullo)

American flag flown over the Presidio. His wife, Janice, received The Outstanding Civilian Service Award, a certificate of appreciation, and a bouquet of flowers.

After the retirement part of the ceremony, all three leaders addressed the assembled audience.

“Colonel Mansager, you have the best job in the Department of Defense,” said Col. Simone. “What a time to serve at the DLI! Now is not the time to stop DLI or move it. Local community leaders have bent over backward to support DLI.”

“The faculty of DLI is a national treasure, now over 1,100 strong and rapidly growing,” said Simone. “They’ve joined us from over 50 nations. My predecessor, Colonel Kevin Rice, expanded DLI with the Global War on Terrorism, and we will continue to do so.

“We have 3,500 DLI students here today,” said Simone. “They stepped forward to serve their country. These people and their comrades in arms represent the very best that America has to offer and will be recognized in due course as the next greatest generation in their own life.”

Mansager mentioned that the military and the nation are at war. He praised the DLI faculty as the best in

the world. He also challenged DLI student linguists to improve their proficiency levels with the help of their teachers.

The ceremony consisted of an inspection of troops from all services on the field, the change of command, the retirement ceremony, speeches, retreat, and troops passing in review. The 36th Army Band from Fort Huachuca, Ariz. provided the music for the event and ended with the playing and singing of “Auld Lang Syne” and “Old Soldiers Never Die.” The DLI Joint Services Choir sang the national anthem to open the ceremony. Troops on the field represented all military services, including the DLI Joint Services Color Guard.

Mansager graduated as an infantry officer from the United States Military Academy at West Point, N.Y. in 1985. Infantry leadership positions took him to the Berlin Brigade, Fort Bragg, N.C., and Vicenza, Italy.

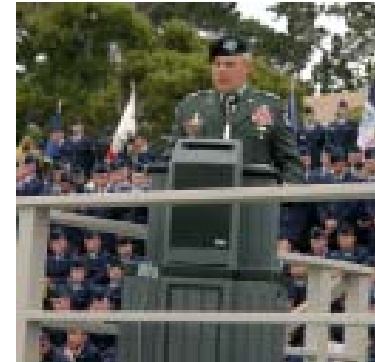
Later in his career, he became a Foreign Area Officer. He studied both Russian and Polish at DLI in 1993 and has had several FAO assignments. After graduation from DLI, he became the first American officer to attend the Polish Command and Staff College in 1994, as part of

the FAO in-country training program.

He earned his Master of Arts degree in Russian and East European Studies from Stanford University in 1996, and graduated from the Army Command and General Staff College in 1997. In 1999, he graduated from the Joint Military Attaché School.

Mansager served a three-year tour from 1999 to 2002 as the first Assistant Army Attaché in the Defense Attaché Office in Warsaw, Poland. He next served in Afghanistan from 2003 to 2004 as the political-military officer for the Office of Military Cooperation-Afghanistan, and then as the political-military division chief for the new Combined Forces Command-Afghanistan.

Mansager’s awards and decorations include two awards each of the Bronze Star Medal, the Meritorious Service Medal, the Army Commendation Medal, and the Army Achievement Medal, and a single award of the Defense Meritorious Service Medal. He has earned the Combat and Expert Infantryman Badges, the Ranger Tab, the senior parachutist badge, and is a qualified Polish parachutist.



Lt. Gen. William Wallace addresses the audience during the change of command ceremony held Aug. 17 on Soldier Field. (Photo by Sal Marullo)



Lt. Gen. William Wallace looks on as Col. Michael R. Simone hands off the command cell phone to Col. Tucker B. Mansager as a final gesture during the change of command ceremony. (Photo by Patricia Ryan, DLI Public Affairs)

DLI expands under Col. Simone's leadership

By Bob Britton

The Defense Language Institute Foreign Language Center experienced increased growth in students and faculty, as well as a significant increase in funding under Col. Michael Simone's leadership. Simone took command on June 4, 2003 and retired Aug. 17, 2005.

When Simone took command of the Institute, he continued the force protection and Global War on Terrorism policies set by his predecessor, Col. Kevin Rice. Policies included additional gate security and starting up additional language courses, targeting Middle East dialects, especially in the region of Afghanistan and neighboring countries.

"When we expanded on the new courses of Dari, Pashtu, Kurdish, and Uzbek set up by Colonel Rice, it was a major change for the Institute," said Simone.

Shortly after Simone's arrival in 2003, the Honorable Dr. David Chu, the Undersecretary of Defense for Personnel and Readiness, visited DLI for the first time and received briefings on the DLI mission, the teaching of over 23 languages and dialects and its support of linguists in the field. The Honorable Donald Rumsfeld, the Secretary of Defense, had tasked Chu to look at language training and language readiness throughout the Defense Department.

Increased DLI budget

"Before my first six months were up, we had received notification from DoD that our budget would be increased for fiscal year 2005 on the order of \$60 million that would come all at once," said Simone. "Many studies were done during that time for future

DLI expansion such as what kind of additional load the school could take and how we could increase our faculty. Also, we studied ways to provide more support to linguists in the field, especially those units preparing to deploy to Afghanistan and Iraq."

"Starting Oct. 1 of this year, there will be another sharp increase in DLI's budget, and it will get higher in subsequent years through fiscal year 2010 or 2011," said Simone. "Most of this will be (used) for proficiency enhancement."

A good portion of this additional money was earmarked to increase the staffing and workload of Curriculum Development. This DLI division is responsible for updating course curricula and creating course materials for new courses DLI, some of which have never taught before. Funds will also be spent on supporting and updating some of the Defense Language Proficiency Tests, or DLPTs, while budget slices will support the hiring of additional faculty.

Proficiency Enhancement Program

"We were working on a plan to increase student proficiencies in the different languages," said Simone. "The Defense Department and supporting agencies such as the different services, the Defense Intelligence

Agency, the National Security Agency, the Defense Threat Reduction Agency and other user groups needed more linguists, more language training, and linguists with higher proficiency levels than we have been accustomed to in the past."

Simone said the Institute received many demands for training in languages which were never taught or even thought about in the past. "This happened within my first six months of command," he commented.

Dr. Ray Clifford, the former DLI chancellor, and other members of the staff came up with a pro-

gram called the Proficiency Enhancement Program, or PEP. Since the training requirements of the military services could not allow a several week expansion of Category IV courses beyond the current 63 weeks, DLI developed a plan built around hiring more faculty and reducing student to teacher ratios in the classrooms.

"Dr. Clifford developed a plan that would result in smaller class sizes," said Simone. "Instead of having, on average, 10 people starting a course in each section, we would go down to either eight or six students per section in the top languages of Category IV. With the same period of time and a better, improved faculty to student ratio, we're very confident that we will achieve the higher proficiency scores that everybody in DoD wants in all of the languages, and not just a select few. Those are significant steps."

Linguist support in the field

Simone also talked about increased support to linguists in the field away from DLI. There will be an increase in continuing education through more mobile training teams, increasing the size of language training detachments, and changing the way intermediate and advanced courses are taught.

"We're going to bring those intermediate and advanced courses out to where the linguists are located," said

Simone. "We'll be breaking up this training into smaller pieces, instead of a one-year long intermediate course. DoD is heading toward a system of doing sustained training year around for linguists in operational units in the field. Time would be set aside each week or month for regularly scheduled language training. This would be refresher and enhancement training supervised by, controlled by, and funded by DLI."

The Directorate for Continuing Education plays a big part in the expansion plans of DLI, men-

tioned Simone. The DCE controls the in-house resident intermediate and advanced courses, provides support for mobile training teams, holds Video Tele-Training classes, helps create the Language Survival Kits, and provides start-up and further coordination for the 09 Lima translator program for Army Reservists.

"The increased demands on and resources for continuing education is a real growth industry at DLI," said Simone. "I hope it continues to grow. It's more effective training to sustain language training in the field once somebody graduates from DLI."

DLI's future growth

During Simone's tour at DLI, several language courses have shifted locations to consolidate operations and make additional room for Arabic courses. DLI is doing several things as it prepares for future

growth. For example, the Institute has increased the number of language schools. With more emphasis on the Arabic language course, DLI added a third Middle East school.

"We are looking into the possibility of standing up another school, called a Central Asian language school," said Simone. "That's probably a ways down the road, certainly a year or two from now. We're looking at a school that can handle all of

the Persian-Farsi, all of the Afghan languages of Uzbek, Dari, Pashtu, Kurdish, possibly even Hindi or Urdu, and maybe other Central Asian languages such as Azerbaijani, Azeri, or Turkman."

Simone mentioned that the faculty is increasing faster than the student population is growing, because of more languages, smaller classes, and an increased staff for Curriculum Development.

"With the new PEP program, you are going to need substantially increased faculty members, where

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Col. Michael Simone presenting a Defense Language Institute Honorary Associate of Arts Degree to Gen. John Abizaid, Commander, US Central Command. (Photo by Petty Officer 2nd Class Grant Probst)



Deputy Under-Secretary of Defense for Plans Gail McGinn and Col. Michael Simone present the linguist of the year award to Gunnery Sgt. Donovan Martinez USMC, accepting on behalf of Staff Sgt. Scott Strykowski. (Photo by Petty Officer 2nd Class Grant Probst)



Col. Michael Simone and Col. Jeffrey Cairns attended the Stilwell Hall decommissioning ceremony on former Fort Ord in December 2003 . (Photo by Petty Officer 2nd Class Grant Probst)

continued from page 7

you will have a much higher faculty to student ratio to achieve higher levels of proficiency," said Simone. "We are hiring and recruiting more faculty. Just this past year alone, the numbers went up significantly – up to 200 this past year. We went from about a thousand to a little more than 1,200 right now. It could be as high as 1,240 by the end of this fiscal year. Faculty growth will continue for several more years, and we could see about 1,500 within five years from now. Maybe about 200 of these new faculty members will be put out at the language training detachments, or LTDs, in the field.

"We are also increasing the faculty and staff for Curriculum Development, which has long been under-funded and under-resourced," said Simone. "That has been corrected, thanks to the Defense Department, the Office of the Secretary of Defense, Dr. Chu, and Dr. Gail McGinn, one of the foreign language leaders in the Pentagon.

"Dr. McGinn has been a great supporter of DLI and has been instrumental in getting those additional resources," said Simone. "She has helped steer money, especially in fiscal 2005, to improve our Curriculum Development department and mission, so that we are not stuck with a Persian-Farsi program that was last completely revamped when the Shah of Iran was in power. Also, we've revamped the former 10-15 year-old Russian and Arabic courses. Languages change

constantly, especially the way people use the language on the streets in every day conversation in other countries. It is a continuous challenge to keep our various curricula up to date."

To prepare for increased facility, faculty, and student loads, DLI has relocated several administrative-type functions from the DLI campus to make way for additional classrooms. The Directorate for Continuing Education moved its operations and classrooms into the first floor of the former Silas B. Hayes Army Hospital on the Ord Military Community. As an additional means of solving DLI's space needs, the Institute and the Presidio of Monterey garrison have leased two former schools from the Monterey Peninsula Unified School District for up to five years. Other future plans call for additional barracks and General Instructional

Facilities, or GIFs, for classrooms to be constructed in future years.

"Languages constantly change, and DLI tries to keep up with additional language requirements and tries to anticipate what languages need to be taught at DLI in the future," said Simone.

Under Simone's leadership, DLI staff and faculty have encouraged increased language immersion training to have the students speak more of the target language. Also, staff and faculty encourage students to speak in the target language from the first day of a language course. This includes speaking the new language in the hallways, between classes, in the dining facilities, in the barracks, and even off post.



Early Army Language School pioneer, Alexander "Alex" Burz, passes away

By Ben De La Selva



About five years ago, Alex Burz, whom I had known since September 1972, gave me an old and yellow typewritten document that he had kept for over 50 years. It was Army Language School (ALS) General Order Number 8, dated 23 July 1948, which listed Dr. Traian Oceau and Captain Alexander Burz as Instructors of Romanian, effective July 1948. These two, and Dr. Adolph Mancil, formed part of the Romanian Department in the Romanic-Scandinavian Languages Division of the Army Language School. Alex, whose family had immigrated from Romania, was born in West Virginia in 1917.

He had joined the Army during World War II and was an infantry major when he was discharged in 1944. His son Michael reports that during the 1940s, Alex served in London, in the British Cabinet war rooms.

In 1948 he was recalled to active duty as a captain on the recommendation of the Army Language School Commandant, and joined ALS first as a Romanian instructor, later becoming successively Romanian Department Chair, Romanic-Scandinavian Division Chief, and Assistant Director for Training. When in 1951 the military saw the need for French-speaking officers in Indochina (Vietnam), Alex was sent there, where he served as an aide and interpreter to Gen. Thomas Trapnell, at that

time commander of the Military Assistance and Advisory Group (MAAG-Indochina). According to his son Michael, as part of his duties, Alex travelled briefly to Dien Bien Phu in 1954, only a few weeks before the French defeat.

Alex returned again to DLI in the late 1960s as a civilian French instructor. Ed Moos, a Navy French student in 1969, recalls Alex, then in his 50s, as a tall, sharp, and elegant looking man and one of the best French instructors of the time. By 1972, when I first met him, he was back teaching Romanian.

He had also become President of the Local Chapter of the National Federation of Federal Employees (NFFE) 1263. As such, he was an uncompromising fighter for instructors' working conditions, earning the respect of the faculty and the top military and civilian leadership.

In the 1980s Alex again became Romanian Department Chair. At that time there were several small language departments, and Romanian instructors under his leadership were never more than a handful. In 1989 the inevitable happened when DLI decided to abolish several small programs. Thus, against his strong advice the Romanian Department was abolished in 1989, together with the Serbian/Croatian, Albanian, Bulgarian, Indonesian, and Dari/Pashto programs. Alex retired that same year.

In reality, Alex never left DLI. His status as a retired military officer allowed him access to the Institute's facilities even following the tightened security measures of post 9-11. Accordingly, he showed up at the Snack Bar on a daily basis and formed a "Stammtisch" with several old cronies and other retirees.

More recently, Alex, who had been afflicted with diabetes in earlier years, suffered the greatest setback of his life. His left leg had to be amputated, leaving him without the ability to move around on his own. One complication followed another and as he was moved back and forth from the Monterey Convalescent Home to the Community Hospital, he saw his life slip away slowly until he passed away at the Monterey Convalescent Home on July 4, 2005.

DLI teaches new languages for Global War on Terrorism

By Bob Britton
Facts provided by Emerging Language Task Force

The staff and faculty at the Defense Language Institute Foreign Language Center quickly added a new language department after terrorists struck the World Trade Centers in New York and the Pentagon on Sept. 11, 2001. The Institute's leaders created a new Operation Enduring Freedom Task Force to come up with languages common to Afghanistan and surrounding countries – languages DLI did not teach at the time.

What does the Emerging Language Task Force do?

The Emerging Languages Task Force began in the wake of Sept. 11, 2001, and was then known as The Operation Enduring Freedom Task Force. In October 2003, the name was changed to Global War on Terrorism Task Force and it has now been renamed as the Emerging Languages Task Force.

Based on the dire need for communication specialists in the emerging battlegrounds to fight terrorism, the Defense Language Institute Foreign Language Center leaned forward and formed the Task Force out of existing resources. Languages used in Afghanistan, Iraq, and surrounding areas were targeted as the ones where the need was immediate and these became the focus of instruction at the Task Force. Currently the languages being taught

at the Task Force are Dari and Pashto (Afghanistan), Kurmanji - Behdini (Iraq), and Uzbek (Uzbekistan). In the coming year courses will be taught in Urdu (Pakistan), Hindi (India), Kurdish-Sorani (Iraq), and Indonesian.

Besides these languages, the Task Force is looking at developing start-up capabilities in a number of contingency languages of interest to the Department of Defense for those languages for which the DoD requires a substantial foundational or on-call capability in-house.

The Task Force also provides familiarization training in language and culture to deploying troops at other Army locations. Besides this, as time permits, translations of the army manuals for use in the host nation are also undertaken. So far the Ranger Handbook and Field Manual 7-8, Infantry Rifle Platoon and Squad, have been translated into Dari.

Since Sept. 11, what has been accomplished by military linguists?

There has been a growing understanding of the critical need for military linguists on the ground in all the areas of operation of the fight against terrorism. To become proficient in any language is a painstaking and lengthy process while the demand for linguists is immediate. To date the Emerging Languages Task

Force alone has graduated nearly a hundred linguists. Other schools at DLIFLC continue to prepare and graduate linguists in Arabic, Chinese Mandarin, Korean, and Persian-Farsi in large numbers.

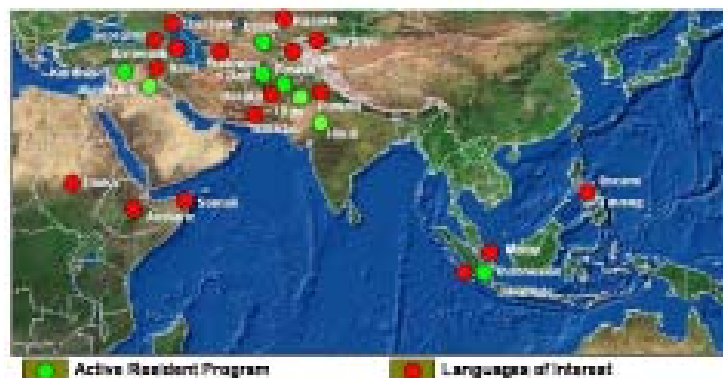
How does the number of linguists produced through the Emerging Language Task Force compare with the needs of the military?

The linguists who graduate from the Emerging Languages Task Force provide a very critical communication need for the military. Even though there has been a 250 percent increase in the number of Dari students and a 1,200 percent increase in the number of Pashto students in fiscal year 05/06, it would be fair to say that it represents just the proverbial drop in the bucket as far as the overall needs of the DoD are concerned. Greater increases are expected.

What is the most difficult challenge in learning one of the Task Force languages?

The languages taught at the Emerging Languages Task Force are known as Low Density, Less Commonly Taught Languages. Until recently, there was no demand for developing a curriculum for them. Therefore, course materials are non-existent. Finding qualified instructors with prior teaching experience in these languages is another challenge. The languages themselves have a complex structure. In some cases, sounds may not have clearly defined written syllables. Pashto, for instance, has an unusually complex sound system and grammar. Additionally, there may be multiple dialects of the same language spoken within a comparatively small region. So, the students have to gain

Emerging Languages: Global View



the ability to distinguish and understand sounds and grammar of the different dialects.

How do the recently released foreign language initiatives impact the ELTF?

The Emerging Languages Task Force is at the forefront of the effort to fulfill the vision dictated by the recent language initiatives proposed by DoD.

What is the future of the Emerging Language Task Force?

The Emerging Languages Task Force will continue to provide leadership in establishing the capability to create a viable resource for language education – especially in those languages, which so far have been of geographical interest only, but are beginning to gain international importance due to the Global War on Terror. Given adequate resources, it can set the groundwork for providing a ready capability to react swiftly to any language need due to a flare up anywhere in the world.

How do the Language Survival Kits help troops on the ground in Afghanistan and Iraq?

When our troops deployed to Afghanistan and Iraq they knew they would have to interact with the local people. Because of time constraints, they could not wait for a year until trained linguists became available to interpret for every patrol. For this reason Language Survival Kits with basic phrases were produced rapidly and sent to the field. The LSKs subsequently gave the soldiers the ability to verbally interact with locals in emergency situations, which in some cases could have been a matter of life or death.

How have troops responded to the kits?

To date, more than 75,000 kits have been shipped and they have become very popular with the deploying units. We constantly receive letters of appreciation and commendation from the users in the field.



Wesley Hood and Ray Carroll observe a class in the Emerging Language Task Force on a recent visit to DLI on behalf of the Base Closure and Realignment Commission. (Photo by Patricia Ryan, DLI Public Affairs)

DLI volunteers support auto weekend

Story and Photos by
Petty Officer 2nd Class Grant Probst



Michael Londo showing his 2005 "Ferrari formula one team" race-car themed chopper at the Concorso



Ford's New 2005 GT350 named and inspired after the original 1966 GT350 1-2-3 victory at the 24 hour Le Mans on display at the Rolex Monterey Historic Automobile Races.

The hills were alive with the sounds of engines over the Aug. 19-21 weekend when over 60,000 car enthusiasts converged on the Monterey Bay area for the Concorso Italiano, Concourse d'Elegance, the Rolex Monterey Historic Automobile Races, and the Monterey Sports and Classic Car Auction.

The Bayonet and Black Horse Golf Courses on former Fort Ord was the host for this year's Concorso Italiano. This large event had Italian cars and motorcycles such as Ferrari, Lamborghini, Alfa Romeo, and Ducati covering several of the holes at Bayonet and Black Horse Golf Courses. Wrapped around the edges were vendors of clothing, art, photography, new technology, and various food carts.

"The Concorso was a good opportunity to get out while in my uniform and serve the local community while serving my country," said Seaman Chris Elksen. Elksen was one of the sailors from the Navy's Center for Information Dominance Detachment at the Defense Language Institute who volunteered at the event.

The 18th fairway at famous Pebble Beach Golf Links was host to 221 vintage and antique vehicles during the 55th annual Concourse d'Elegance. Thousands of spectators enjoyed this competition and judging of 27 classes of autos. Competitors from 26 states and 15 countries around the globe came to Monterey for this event. DLI's Air Force 311th Training Squadron supported the Concourse, doing a range of jobs from ticket checking to stuffing

on the Monterey Peninsula

envelopes and preparing kits for competitors, VIPs, and dignitaries.

The Rolex Monterey Historic Automobile Races was a racing archive brought to life at Mazda Laguna Seca Raceway. The event included 400 legendary race cars from 1903 to 1991 competing in races over the three-day period. These race cars competed in 14 different categories taking on the 11-turn, 2.238-mile road course. The event featured races that emphasized the ability and performance of these vintage machines spanning over 80 years of technological advances.

President of General Racing Ltd. and event founder Steven J. Earle said, "The concept of the Rolex Monterey Historic is to focus on the history of motor racing by encouraging the preservation of race cars and putting them on display in an appropriate manner and setting for enthusiasts of present and future generations to enjoy."

In downtown Monterey the Monterey Sports and Classic Car Auction held in at the Monterey Conference Center at Portola Plaza was one of the world's largest and most prestigious sports and classic car auctions. The DLI volunteers supported this auction by performing varying activities such as pushing cars on and off stage or working at gates and entrances checking tickets. Over 3,500 people attended this two-day sale, 180 vehicles reaching just over \$31 million in sales were auctioned off, resulting in 91 percent sold.

"Monterey was the place to be for car lovers, tourists, racers, or anyone shopping for a new ride," said Staff Sgt. Jerome Krejcha, USMC, a volunteer during the car weekend. Krejcha went on to say, "There were all kinds of cars I could never afford; it was amazing to see them all and sit in a few."



Col. Tucker Magsager and Col. Jeffrey Cairns talk to a Seaman from the Navy's Center for Information Dominance Detachment volunteering at Concorso Italiano.

European, Latin American schools merge, practice immersion training

By Enrique Berrios and Irene Krasner
ELS Academic Specialists

The Russian Language School has undergone several changes since last year. The school changed its name, another language was added to the school, students have more immersion training, class sizes have been reduced, and the students practice speaking the languages more often to improve their proficiency. Also, the teachers give the students more time after regular class hours to assist them in their learning abilities.

WHAT'S NEW IN ELS?

Under one roof

The European and Latin American Language School (ELS), formerly the Russian Language School, has been going through some significant changes since the beginning of Fiscal Year 05. Last October, two of the Spanish teams moved to ELS, with the remainder of the Spanish program becoming part of ELS in December 2004, at which point the two language programs were combined under one roof. Since the consolidation of the two programs, both have worked together harmoniously, sharing academic ideas and learning from one another. In this overview of ELS, we will outline new developments which have become an integral part of the school.

Off-site immersions

The Russian program began conducting off-site immersions in January 2004 with a one-day immersion and worked up to two days in July 2004. The first off-site immersion for the Spanish program began in February 2005. ELS now has established off-site immersions as part of the regular curriculum and conducts them for each class at the end of the second semester/beginning of the third semester.

Off-site immersions help students use the target language in real-life situations in as near a native environment as possible. Under the rules of engagement, the students stay at the Weckerling Center for two days, spending the night at the site, speaking only the target language. Most of the activities have the students practicing the final learning objectives, such as gathering information, interviewing people, transcribing conversations, and reading native handwriting. The themes of the scenarios

are military related: drug-trafficking, humanitarian aid, smuggling nuclear materials, and investigating a car accident. Immersion programs also include area studies presentations given by instructors. Students also give briefings to the faculty on information they have gathered from the area studies sessions.

Some of the immersion activities are designed to simply have the students relax and enjoy the language. In the evening, students sing, dance, eat ethnic foods, play typical games of the target country, and watch movies. Students especially enjoy singing Karaoke in the target language. During all of these activities, the emphasis is always on using and being exposed to the target language. Students work in small groups of four to six students to maximize their participation. The feedback on off-site immersions from both faculty and students has been overwhelmingly positive, and immersions have become the highlight of the course.

Proficiency Enhancement Program (PEP)

Another significant development for both the Russian and Spanish programs is the beginning of the Proficiency Enhancement Program, or PEP. ELS is the only school with 100 percent of its classes designated as PEP since October 2004. According to the PEP guidelines, the current ratio of students per instructor in Russian has decreased from 10 students per section to six and in Spanish from 10 to eight. The goal of the PEP is to raise students' proficiency levels from 2 in Listening Comprehension, 2 in Reading Comprehension, and 1+ in Speaking to 2+ in LC, 2+ in RC, and 2 in Speaking.

ELS is also striving to lower its academic disenrollment in both language programs. The increased proficiency goal has required major curriculum adjustments. In the case of the Spanish program, adjustments were made regarding the point during the course to introduce some grammar concepts such as the past tense and the subjunctive.

ELS has also instituted a tailored study hall program, which runs from 6:30 to 8:30 p.m. twice a week. These sessions are provided by the students' own teachers, who tailor the instruction to their specific needs.

End of Course Tests (EOC)

ELS also works in close cooperation with the Evaluation and Standards (ES) Directorate in both lan-

guages. In Russian, under the auspices of ES, EOC tests have been developed for Final Learning Objectives (FLO) and global skills. The Spanish program has recently begun implementing the EOC tests that are being developed in ES, and administered the first one in June of this year.

DLPT-5

ELS also has been instrumental in the validation of the Russian Defense Language Proficiency Test-5 by providing students of different levels to pilot this version of the DLPT.

Curriculum

In terms of curriculum, each program has specific challenges. The Russian program began emphasizing speaking by implementing a Speaking Enhancement Program that gives students more individual practice in the skill of oral production. ELS adjusted its daily instructional schedule to incorporate a speaking-emphasis period from 1 to 1:40 p.m. Additionally, students are encouraged to stay after class from 3:30 to 4 p.m. The Spanish program has also adopted the Speaking Enhancement Program. A team of Spanish course writers is developing Listening Comprehension exercises aimed at challenging the students with authentic audio materials at levels 2, 2+, and 3. Adjustments to the curriculum in both the Spanish and Russian programs have become necessary. These curriculum adjustments have triggered the development of tests and an array of materials encompassing various skills to accommodate the demands and goals of the PEP program. Russian and Spanish course writers have also prepared myriad PEP-focused skills integration lessons for use on the Smart Boards.

Learning styles and strategies

ELS is helping students as much as possible with their study skills. Each class takes an automated Learning Styles and Strategies survey which gives the individual students and their teachers more insight into tailoring the learning and counseling process to the students' individual needs. This survey is followed up by a hands-on session with students on implementing these strategies.

Professional development

Professional development plays a very important role in staying abreast of current teaching methodology in our school. The ELS faculty is actively involved in participatory training, which allows teachers to share their ideas and teaching practices. Training events are always well received and well attended by the ELS faculty.

Working in close cooperation with Faculty Development Division, both Russian and Spanish teaching teams have attended Team Building Workshops before receiving each new class. FD provided an intensive workshop in



Students Pfc. Graybill, Spc. Floyd and Spc. Rubin take notes in Russian in an immersion exercise. (Photo by Patricia E. Ryan, DLI Public Affairs)

Task-Based Instruction to the Russian faculty, after which instructors presented individual projects on the subject.

The ELS Language Technology specialist has provided computer training to the faculty on a regular basis. Additionally, some of our faculty members enhance their knowledge in technology and teaching methodology by taking courses in some of the local academic institutions outside DLI: Monterey Peninsula College, or MPC, Monterey Institute of International Studies, or MIIS, Chapman University, and California State University Monterey Bay, or CSUMB.

Technology

In the area of technology, besides Tech-2, we are implementing a pilot project with laptops and notebooks on a trial basis. The main objective of the pilot project is to improve the effectiveness and the benefit of homework assignments using an individualized approach and up-to-date authentic materials utilizing the laptops and notebooks.

Further growth in ELS

ELS will be facing new changes in the near future. The French and Serbian/Croatian Departments will join our school in October and will be housed at the Larkin School. We welcome our new colleagues and are excited and ready to collaborate with them and "build new bridges."

CD hosts first Learning Management Systems Conference at DLI

By Megan Lee
Curriculum Development

The Curriculum Development Division of the Defense Language Institute organized its first Learning Management System, or LMS, Conference on March 15, 2005. The meeting defined DLI's specific needs to obtain a comprehensive LMS meeting present and future requirements for curriculum development, teaching, studying, assessment, and administration of foreign language learning.

Dr. Neil Granoien, vice chancellor for language science and technology, opened the conference. He stated that the new Joint Knowledge Office of the Defense Department tasked military training centers to meet a requirement that "everything talks to everything else," such as the need to address current and emerging DoD requirements.

Next, Dean Steven Koppany of Curriculum Development talked about the DoD requirements and conference goals:

- Raise awareness of the capabilities of a LMS;
- Understand the relevance of an LMS for critical aspects of the DLI mission;
- Establish a community of professionalism and DLI organizations to research and offer recommendations to the command group to implement a modern multi-purpose LMS.

"The leadership of the Curriculum Development Division, in consultation with Dr. Granoien, has concluded that in the light of current and foreseeable national security requirements, the rapidly expanding mission of the Institute calls for immediate and energetic steps in implementing and utilizing a modern LMS," said Koppany.

He suggested that there could be multiple LMS solutions, rather than a "one-size-fits-all" approach to choosing and implementing an appropriate system.

What are LMSs and Content Management Systems?

An LMS is an e-learning structure that allows one to assign privileges and link learning resources and modules to individual learners and groups of learners, monitor individual and group performance, and collect and transfer assessment data to the student management system for reporting and recording purposes. All LMSs manage the log-in and registration of users, manage course catalogs, record data from learners, and provide reports to management.

A Content Management System, or CMS, designs, develops and publishes online materials. In this respect, the DLI's Learning Objective Generator, or LOG is a powerful tool with applications in foreign language education e-learning. CMSs work by indexing text, audio clips, images and other things within a database. Using robust, built-in search capabilities, users can quickly find a piece of content from within a database by typing in keywords, the date the element was created, the name of the author, or other search criteria.

A Learning Content Management System, or LCMS, is an environment where developers can create, store, reuse, manage, and deliver learning content from a central object repository, usually a database. LCMSs often strive to achieve a separation of content – which is often tagged in XML or computer language – from presentation. This allows many LCMSs to publish to a wide range of formats, platforms, or devices such as print, Web, and even wireless information devices, such as Palm and Windows CE hand-held, all from the same source material.

The DLI's search for a Learning Management System

The LMS conference continued with three 15-minute presentations from the participating deans, who outlined their respective division concerns and priorities as related to identifying and using one or more LMSs to meet their needs.

Koppany defined the requirements for implementing an LMS in terms of the current projects of CD's key projects. "The LMS would pull together and manage the core teaching programs of the DLIFLC, which are the resident basic language courses, the intermediate and advanced Continuing Education courses, the country-specific familiarization courses, the Web-based maintenance Global Language On Line Support System, or GLOSS, and other special projects," said Koppany.

Robert Lee, a SYColeman contractor and GLOSS technology coordinator, pointed out that "a suitable LMS should serve as an umbrella structure in offering both resident and non-resident instruction materials."

Mika Hoffman, a dean in the Evaluation and Standards Directorate, presented her preliminary research of the multifaceted needs of ES that could be met by the use of an appropriate CLMS. The specific needs of ES include a content management system with discretionary publishing capabilities encompassing test development, review processes, test materials, and publishing capabilities. Specific needs also require usability with translations, production by categories, combination and recombination of test items, publishing in paper and computer formats, and

formatting different types of test items. For access and storage, the requirements include limited shared access across teams, security, and storage for large amounts of data with archiving and locking capabilities.

The next speaker was Mike Vezilich, dean of Distance Learning programs in the Directorate of Continuing Education, or CE. He outlined specific needs for an LMS to add support to their mission of providing superior post-basic foreign language instruction via resident and non-resident programs to approximately 25,000 DoD and other U.S. government personnel each year to assure full linguist mission readiness.

He identified four critical areas:

- Establishing sufficient bandwidth.
- Making sure that a future LMS is Sharable Content Object Reference Model, or SCORM-compliant.
- Defining LOG functions for LMS with granularity to allow instructors ability to track critical success indicators.
- Establishing a working group with CD to meet regularly and exchange working experiences as related to GLOSS, LOG, and FAM or familiarization courses.

Dean Vezilich mentioned that a "pressing challenge in Distance Learning is to connect up to 50 sites at the same time to test the delivery of the materials. Managing these outreaches is where the LMS is needed for tracking classes, materials, and students

who are attending in mixed-level classes in distant places. Another area where an LMS can be of great use is to deliver materials to measure success in these shorter courses since the students in the field cannot rely on Defense Language Proficiency Tests or regular test programs."

What are the necessary features of an LMS for the DLI Mission?

After Vezilich spoke, Koppany introduced Professor Earl Schleske, DLI's consultant from the University of Minnesota. Schleske talked about the background for SCORM. Content developed in a SCORM-compliant LMS is storable, retrievable, and interoperable among different vendor platforms. A SCORM-Conformant LMS should offer interoperability, searchable lessons, a common data model, and custom programming. Schleske pointed out that the system security could be enhanced by utilizing a Central Authentication Hub, discussed the options of having a multiple server for storage and backup, and also stressed that bandwidth should be sufficient to accommodate the current level of scalability.

Working groups define specific recommendations:

One group discussed tracking information. This group created lists of specific information needed by DLI's students, teachers and administrators that an LMS should provide. Besides using the language-learning content and activities, students need access for their assignments,

grades, homework, student portfolios, and the schedule of instruction.

Instructors need access to the materials for creating customized lessons, training materials, counseling tools, course objectives in the Final Learning Objectives, or FLOs, and assessment rubrics, and be able to check on students' assignments, homework and time on task.

Administrators need access

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Dean Koppany of Curriculum Development opens the first Language Management Systems Conference at the DLIFLC. Also pictured: Dean Hoffman and Carol Green of Evaluation Standards. (Photo by: PO2 Grant Probst, edited by Feyruz Rubeyi)

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for tracking student and teacher attendance, enrollment and graduation records, and feedback on programs and courses. Others needing access to the information housed in the LMS include researchers, course development specialists, test developers, unit commanders, and the Congressional liaison. The granularity of the LMS, which is the ability to create detailed searches by keywords throughout all levels of the system using detailed search capabilities, is key for all users.

A second group, led by Lee, discussed the metadata tracking capabilities that an LMS would need to have to satisfy the diverse DLI mission. Metadata is data about content. Lee brought up topics such as the sort of taxonomy and data tagging needed to develop and identify materials, their unique components, and their common components. The group demonstrated a basic SCORM model of how content pieces are pooled together and then accessed by proper tagging of the metadata. Main categories of the first and most general layer of tagging taxonomy include language, countries, regions, topical domains, sources (such as text, audio, and video), and proficiency levels. Other layers would tag for associated projects and the method of delivery such as Web-based, Personal Digital Assistant, or hand-held computers and Video TeleTraining or VTT.

"It is important to consider how the learning content and its metadata will be used in the future, not just now, to create taxonomy to catalogue everything so that the content and information can be used for a variety of needs," said Lee.

A third group, led by Maj. Arick McNeil from the Chief Information Office, discussed content management. This should support DLI's existing curricula and course structures, and be able to adapt both to what is online and what is in the resident courses. People should have access to audio, computer-aided, and SCORM pieces, as well as have the ability to link to external data sources. These capabilities would give the system flexibility. Objects that are part of the core course material would be dynamically updated both in the instructor and student materials. Each piece of the course would be created on and taken from a template.

When the course curriculum changes, those specific components of the material could be updated. Also, supplementary exercises could be created and incorporated at any point. At the end of each course, content could be re-evaluated and updated as needed, which would eliminate the need to completely rewrite entire courses in the future. Therefore, the LMS or CMS must be flexible, and scalability, or the ability to grow with future needs, is also a very important consideration.

Sgt. 1st Class John Strohl, from the Chief Information Office, had the fourth group talk about the technical issues of selecting an appropriate LMS. Technical issues encompass every facet of the LMS and support the

various access methods to the language-learning system. Off-post facilities must meet Army network standards for networking to the system. Also, delivering content to multiple locations brings up the issue of how to connect and coordinate the system.

"The desired technical system should address the overall needs, provide a consistent method of use in the technical environment, be reasonably easy to use, and work every time," said Strohl.

Specifically, this system should include a uniform method of file transfer, an e-mail directory without walls, seamless transitions between .mil and .org, effective requirements ordinances, expert technical support personnel, and a unified architectural vision and process that encompasses all of DLI's needs.

All conference attendees agreed that using LMS will significantly enhance DLI's capabilities to discharge its resident and non-resident mission responsibilities. Here are their recommendations:

- Enhance accountability by tracking critical success indicators.
- Provide an umbrella-learning environment that students, teachers, and administrators can use interactively.
- Improve statistical feedback on teaching materials and course delivery.
- Equip content developers with a new tool to monitor the effectiveness of the produced materials.
- Render cost-effective course upgrades and modifications.
- Cultivate a sense of community in the learning environment.
- Assist the independent learner in a more accurate selection of appropriate materials by the flexible use of metadata.

To remain in the forefront of foreign language education, DLI must pursue this opportunity and engage in the selection and implementation of a suitable LMS that meets our present and growing needs.

To read more on the proceedings on the Learning Management System conference, go to the full article published in the 2005 edition of "Dialog on Language Instruction" at the following Website: <http://www.dliflc.edu/Academics/content/amaterials/dli/index.htm>

Middle East Schools' Immersion Activities

By Dr. Christine Campbell, Dr. Sahie Kang,
Dr. John Shannon
Deans of Middle East Schools I, II, III

Language immersion experiences are a regular part of the Arabic Basic Course curriculum. They are provided in order to increase students' motivation to learn Arabic; develop their confidence in speaking in unpredictable, informal situations; and vary the learning environment to promote language learning. They are also an excellent vehicle for improving the students' speaking fluency (e.g., rate and length of speech with fewer pauses), expanding their Arabic vocabulary, and building their speaking and listening stamina. Lastly, they provide students with a range of real-world language tasks that simulate potential situations they might encounter in their military work after graduating from DLI.

Middle East School I (ME I) was the first school

to do an off-site immersion at DLI since the 1980s when the Russian School rented a house in Carmel, making it a Russian-only zone, and the early 1990s when the Korean School did two iterations of a 10-day immersion at the former Fort Ord. In 2000, ME I organized a task force to develop a learner-centered, cohesive curriculum for a three-day immersion, piloted it, collected feedback from students on how it had worked, and made changes to it accordingly. ME I then asked the Research Division at DLI to evaluate the first immersion it held at the Weckerling Center, the only available site. Currently, ME I conducts one three-day immersion per month for each student class at the end of the second semester.

Regarding the curriculum, in the mornings, students do Bridges, four-hour military scenarios in which students play themselves as military linguists in the Middle East. During lunch, a guest speaker conducts an interactive

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A group of Arabic students: Agatha Williams-Lee, Ryan Thompson, Charles Owens, Jessica Karnes, and Nelson Smith give their briefings in Arabic during the class. (Photo courtesy of Jessica Heaston)



James Rushing and Jessica Heaston play a traditional Arabic game during the recent immersion. (Photo courtesy of Jessica Heaston)

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session with students on a topic previously chosen by students. In the afternoons, students choose from among different language stations, e.g., an Arab University station where a student can speak with an expert in the Area Studies of a particular Arab nation, a Military Intercept station, a Document Exploitation station, a café, a market-place, a Game station, etc. In the evenings, students have small-group discussions, watch a movie segment and discuss it with a native speaker, play games, do skits, etc. Throughout the immersion, students have contact with native speaker teachers from their own and other teams. ME I also has occasional one-day immersions in the school house.

ME I has four reasons for doing immersions: 1) to provide an opportunity to practice the four skills, with an emphasis on speaking; 2) to promote greater use of communication strategies such as circumlocution, guessing using context, negotiating meaning, risk taking, and focusing on the known instead of the unknown; 3) to build learner confidence levels in speaking; 4) to give learners an opportunity to learn in a new environment. A by-product of the

immersions is faculty development: faculty are able to develop a more heightened awareness of the difference between teacher-centered and learner-centered instruction.

ME I is looking forward to the opening of the new DLI immersion facility at the former Fort Ord in January 2006, where ME I plans to hold its first five-day immersion.

Middle East School II conducts various off-site and in-house immersions to promote language learning in and out of the classroom. In an effort to maximize Arabic language within the school house, ME II has designated every Tuesday as its in-house Immersion Day and encourages students and faculty to use only Arabic from 7:45 a.m.-4:45 p.m. within the school house. Even the administrative staff greets students in Arabic on Tuesdays. Additionally, ME II held its first outdoor immersion event at the end of April 2005, where students in 14 teams demonstrated their Arabic ability with a variety of talent shows such as skits, singing, and Arabic dancing. The event continued with traditional Arabic games and sports games in the afternoon and was closed with Tug of War between departments with even the cheerleading performed in Arabic!

ME II's first one-day, eight-hour off-site immersion began February 2004 for the third semester students at the

Weckerling Center. So far, 36 immersions have been conducted, and every team is currently scheduled to have at least one eight-hour immersion each semester. During the off-site immersion, students are engaged in job-related real-life tasks, which are carefully designed and planned by the faculty members. They also have a chance to sample authentic Arabic foods and listen to various guest speakers' cultural presentations. In order to support immersions more effectively, ME II has formed an Immersion Committee, consisting of an Immersion Coordinator, an Academic Specialist, and other faculty members. The committee currently plans to extend the program to two-to-three day immersions for the second and third semester and will conduct five-day immersions as soon as the new immersion program facility is ready at the former Ft. Ord.

Middle East School III, in an effort to support the Institute's vision for implementing an immersion environment in the Basic Course, is conducting immersions at the Weckerling Center on a regular basis. The current schedule consists of a one-day (eight-hour) immersion for first semester students, a one-day and early evening (12-hour) immersion for second semester students, and a two-day

immersion for third semester students. The schedule of activities conducted at these immersions is overseen by two academic specialists, an immersion committee of ME III faculty members elected by their peers to represent their departments on the committee, and the teaching team of the students engaged in the experience.

With 12 teams in the school, three immersions per team must be scheduled every 63 weeks; in sum, ME III needs to run almost three immersions every month. To that end, the Weckerling Center has already been reserved for 13 immersions during the remainder of this year and an additional 21 immersions in 2006. As the school continues to grow, more will be needed.

In conclusion, immersion activities will take greater priority in the coming year, with mini-immersions taking place in the schoolhouses, one and two-day immersions occurring at the Weckerling Center, and three- to five-day immersions happening at the proposed new Immersion Building at Former Fort Ord. A great deal of planning and preparation will be needed for these experiences, but in the end, the language learning needs of the Arabic students will be met more successfully as the three Middle East Schools continue to immerse their students in the language.



Daniel Mackey, Elizabeth Babiarz, and Capt. Lawrence Marting engage in problem-solving discussion (renting a car in an Arabic country) in Arabic with Timothy Walker. (Photo courtesy of Jessica Heaston)

ES Says Farewell to Dr. Martha Herzog

By Natela Cutter,
Alumni Relations Office

The staff and faculty of DLI's Directorate of Evaluation and Standards (ES) recently bid a fond farewell to Dr. Martha Herzog, their departing vice-chancellor. Dr. Herzog retired from federal service on June 3, after a distinguished career that spanned more than three decades. Although Herzog had intended the event to be a party to say "Thank you!" to her staff for all their hard work, ES made the event a tribute to her and her service to the DLI and the nation.

Ms. Sabine Atwell, dean of Proficiency Standards, welcomed everyone and presented a synopsis of Dr. Herzog's career, which began at "the other DLI" in San

Antonio, Texas, in 1974. Herzog moved to DLIFLC in February, 1977, and had been in Monterey until her retirement, serving in positions as varied as testing specialist, Chief of Testing, Chief of Nonresident Instruction (now Continuing Education), dean of three schools (Romance, Central European, and Korean), Dean of Curriculum and Faculty Development, and associate provost to Dr. Ray Clifford, before the creation of the Chancellor's position from which Clifford retired last January. During many of those years, Herzog held two of those positions simultaneously. She ended her DLIFLC career where it began, back in her beloved ES, where she had served for the past seven years as vice chancellor.

As Atwell pointed out, Herzog had been at the forefront of many important initiatives at DLI. She was a key player in the implementation of "proficiency" as the



Dr. Martha Herzog looks at one of the gifts presented to her at a farewell event given in her honor from the Directorate of Evaluations and Standards. (Photo by Natela Cutter, Alumni Relations Office)

organizing principle for DLI instruction, developing the first-ever proficiency-oriented Defense Language Proficiency Test (the DLPT-III) and inaugurating the assessment of speaking proficiency at DLI, both in the early 1980s.

As Dean of Romance Languages, she collaborated with the then recently established Research Division in the joint "Learning Strategies Project," to help prevent academic failures by sensitizing faculty and students alike to the existence and importance of learning styles and learner differences.

As Dean of Curriculum and Faculty Development, she continued her efforts to professionalize the faculty, lengthening the Instructor's Certification Course (ICC) from two to four weeks, and overseeing the development of numerous foreign language education courses.

As Dean of the Korean School, she also oversaw the implementation of the new Korean Basic Course in 1996. And back in ES, she had not exactly been idle. Her first major assignment was the complete overhaul of the oral-proficiency testing program, leading to the establishment of "OPI 2000," with its vastly improved procedures for initial tester certification training as well as ongoing quality control. An accomplishment of which she was very proud was the breaking down of the walls between ES divisions. It is now common practice to see researchers, evaluators, test developers, and proficiency standards personnel working on common projects or providing independent quality control for each other.

Atwell also pointed out that while Dr. Herzog was kind to a fault, she never suffered fools gladly and never shied away from having to say no in the right places to the right people, nor from making difficult decisions. And if mistakes were made on her watch, she took responsibility for them immediately. As Atwell said, "Martha could run anything efficiently, effectively, and with integrity. Wherever she went, she left her mark quietly and professionally and in a very focused way, never dropping the ball when it came to the really important issues. She never threw her weight around, but made her influence felt in a very positive way. All the teachers and staff immediately could see that she respected them and their work."

Herzog's influence had not been limited to DLI. She had served several terms as the chair and co-chair of the Testing Committee of the Interagency Language Roundtable (ILR), and for the last six years had headed the Working Group on Testing and Assessment of the Bureau for International Language Coordination (BILC), which is the language arm of NATO. In that capacity she led the effort to revise and amplify the language level descriptors used in NATO, which were modeled after the ILR descriptions. In fact, she hosted the BILC Working Group only four weeks earlier, as representatives from Canada, the

Netherlands, DLIELC, and DLIFLC met for a week to add the first-ever plus-level descriptions to the NATO document. At the conclusion of their work the delegation honored Herzog with several presentations, including a photograph of the door of the suite at Foreign Language Training Center Europe, or FLTCE, that has her name on it, in recognition of her contributions and leadership. Herzog also designed and taught several times a two-week language testing seminar for new NATO nations as well as nations allied with NATO under the Partnership for Peace Program. Atwell, who has co-taught the seminar with Herzog, testified that entirely inexperienced people can learn to write very decent test items in only two weeks, if the training is as solidly designed as Herzog's seminars were.

After Atwell's introductory remarks, she turned the program over to Dr. John Lett, dean of Research and Evaluation, who served as master of ceremonies for the remainder of the festivities. Several current and former ES staff members had requested podium time to express their thanks to Herzog and make presentations, including Mr. Fred Mohr, chief of Scheduling and a retired Air Force lieutenant colonel, who was Dr. Herzog's last military associate dean, and Mr. John Thain, who retired from ES in 2003.

As Herzog quipped, she and Thain may be the only pair of DLI employees who have actually supervised each other. Although the fete was designed as an ES-only event, the word leaked and a few "outsiders" were allowed in, including Alfie Khalil and Dr. Phil White, who expressed the appreciation of the American Federation of Government Employees, Local 1263, for all that Herzog had done over the years to ensure the well-being and fair treatment of all DLI employees. Khalil also presented a message from former Chancellor Ray T. Clifford praising Herzog for her many contributions to DLI and the Defense Foreign Language Program.

Other non-ES speakers included Dr. Mahmoud Taba Tabai, dean of the Emerging Languages Task Force, Dr. Sahie Kang, dean of Middle East School II and former ES staff member, and recently retired Dean Ben de la Selva, president of the DLI Alumni Association, who provided the requisite roast. Atwell presented a gift from the staff of the Canadian Foreign Service, and her colleague Ms. Solfrid Johansen presented a gift on behalf of all of ES. Ms. Becky Pleasant, ES Management Support Assistant, presented a lovely album containing snapshots of ES staff and room for staff to write their personal messages and best wishes. After an admittedly corny poem by Lett ("A Tale of a Tall Woman," presented in southern mountain dialect), all present wished Herzog well in her retirement.

Herzog will be missed, but her legacy will live on long after her retirement. As Lett's poem put it, "Dr Herzog may be short, but she stands real tall!"

