

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

## *Language Day '94*

### cultural open house for high school students

**Gen. Franks  
visits DLI**  
6 - 8

**TRADOC CSM  
shares thoughts  
before retiring**  
9 - 10

**G Company  
Organizational  
Day**  
18

**SCOLA**  
25



**DLI's new Coin  
for Excellence**  
22

**Public Service  
Recognition Week  
revitalized --  
70 awarded**  
23

**NSGD claims  
DLI/POM  
basketball crown**  
32 - 33

*"The ability of the school (DLI) to continually restructure itself and forecast new demands have been very impressive recently."*

-- TRADOC Commanding General, Gen. Frederick M. Franks, Jr.  
(See Gen. Franks interview, Page 6)

# Memorial Day message

## From the Chairman, Joint Chiefs of Staff

General John M. Shalikashvili

There is an inscription carved into the stone memorial at the Omaha Beach Cemetery which sums up our purpose for Memorial Day. It simply reads: (Quote) *to these we owe the highest resolve, that the cause for which they died, shall live.* (Unquote)

Whether at Valley Forge or in the skies over Iraq, this tribute eloquently expresses how America feels about those individu-

als who made the supreme sacrifice. Memorial Day has come to symbolize that special occasion when we in uniform, as well as the entire nation, pause to pay tribute to our fallen comrades. In doing so, we recall their patriotism, their valor, their selfless devotion to duty, and their defense of freedom whenever it was threatened.

Memorial Day 1994 has a very special meaning. This year at ceremonies in Italy, in England, and in France, we will commemorate the 50th Anniversary of the liberation of Europe. Anzio, Utah Beach, Omaha Beach, Pointe Du Hoc, and Normandy are all unforgettable chapters

in our country's history whose names evoke memories of intense fighting, of courage, of teamwork, and of sacrifice by individuals and nations. Now, a half century later, we pause to recognize the veterans of those campaigns and to give thanks for their service.

As chairman, I salute the courageous veterans of World War II and of all conflicts. On this special occasion, we honor and remember all who gave their lives for our great nation. Today, we remember their service with pride and renewed commitment. **Signed General John M. Shalikashvili, Chairman of the Joint Chiefs of Staff.**

## CONTENTS

2	24-25
Message from Gen. Shalikashvili	Safety / Security
4-5	26
Commentary	Book Review
Heroes on the Battlefield or the Ski Slopes	27
5	SCOLA
Interservice Agreement, DLI/NPS	28
11	Deans' Honor Roll List
Staff Sergeant Now Warrant Officer	29
12-13	Graduation / Awards
Overview of DLI	30
14	EO Class Helps Units;
Army Linguists Aid Bosnians	34
16-17	Sailor of the Year
DLI Linguists Deployed for Conference	35
	Big Sur Marathon
	36
	Community News
	40
	Earth Day

## About the front cover

In traditional native garb, (L) A1C Jennifer Earley and (R) SN Amy Blevins of the Middle East II School, Arabic Department, perform a dance during Language Day held April 29. DLI's annual Language Day offers an opportunity for thousands of high school students to visit and learn about DLI. (Photo by JO2 Doug Stutz)

See related story Page 20

## GLOBE

Presidio of Monterey / Vol. 17 No. 4

### Commandant

COL Vladimir Sobichevsky, USA

### Public Affairs Officer

Mr. Jim Davis

### NCOIC

SFC Hope J. Rickman, USA

### Command Information Chief

SSgt. Richard Tatum, USAF

## GLOBE STAFF

### Editor

SFC Hope J. Rickman, USA

### Staff photojournalists

### Stringers

JO2 Douglas H. Stutz, USN TSgt. Ron Hyink, USAF

PH2 Cindy A. Harris, USN Spec. Paul G. Gaudin Jr., USA

### Photo support, AV Photo lab

Jim Villarreal

Irene Shields

The GLOBE is an unofficial publication authorized under the provisions of AR 360-81 and is published monthly by the Defense Language Institute Foreign Language Center, Presidio of Monterey, CA 9394-5006. Phone (408) 647-5148, 647-5104 (or DSN 878-5184/5104). FAX (408) 746-5464 (or DSN 878-5464). The editor invites community participation and comment. The GLOBE has a circulation of 3,000 and is printed by offset press. The views and opinions expressed are not necessarily those of the Department of Defense or Department of the Army. The Commandant, public affairs officer and editor reserve the right to edit materials as necessary to conform with GLOBE editorial policies. All photos, unless otherwise credited, are Department of Defense photos.

---

---

## Message from the Commandant



COL Vladimir Sobichevsky

In the April 29, 1994, *GLOBE*, I laid out for you our goals for the future and how they are built upon our record of past success. In this issue, I want to discuss with you another aspect of our links to DLI's past, present and future.

Our graduates represent our past. Each of them has gone on to differing and challenging duty assignments. Many of them have become superb in their use of the language they initially acquired at DLI.

This May, DLI celebrated its third annual "homecoming" of graduates with the Third Annual World-Wide Language Olympics (WWLO). The WWLO is a week of strenuous competition in serious games which stress the returning linguists' skills in listening and reading comprehension and in speaking skill. (Sounds like a test of our goals, doesn't it?) Some of our current students also had a chance to compete. But even more than the competition, it's an opportunity for DLI graduates to re-establish old friendships with the faculty who helped them gain their foreign language skill in the first place.

Each of the WWLOs has been organized by a lead Non-Commissioned Officer, assisted by one of the Student Troop Units, and by interested faculty and staff personnel. Troop Command sponsored the initial WWLO, the Naval Security Group Detachment the second, the 311 Training Squadron this year's, and the Marine Corps Detachment will sponsor next year's. We want to make the WWLO a key date on DLI's annual training calendar. I intend to have the lessons learned from the first three WWLOs encapsulated into a standing Operations Order which will assign elements all throughout DLI roles to play in the successful renewal of the WWLO every year starting in 1995.

When the Fourth Annual World-Wide Language Olympics starts sometime in the first half of 1995, I hope that everyone at

DLI will have had the opportunity to participate and to cheer on the competitors.

Our current students represent our present. On 26 May 1994, DLI held a combined Organization Day/Safety Day known as SpringFest. Coincident with the Safety Day lectures and demonstrations, the students competed with each other in sports competitions which included basketball, volleyball, softball, and football. The sports teams represented their student troop units and allowed for a little Service pride to be played out on DLI's athletic fields.

Around the first of November, DLI will have a second 1994 Organization Day, timed to coincide with the anniversary of DLI's founding on Nov. 1, 1941. This day will be known as FallFest and will be slightly different from SpringFest. In SpringFest, the athletic competition will be between student troop units. In FallFest, the athletic competition will be between teams representing schools, languages, and individual classes. I would hope that the faculty would join in the FallFest competitions, and perhaps even introduce some games which are typical of the cultural region in which the languages taught at DLI are spoken. I envision FallFest being a true sports-cultural festival for everyone at DLI.

Our future is obviously not yet here. But we can see a glimpse of that future every spring when we hold Language Day. This year's Language Day was DLI's 38th. I am concerned that participation in Language Day seems to be limited to a relatively small number of truly committed people. Since Language Day is DLI's open house, a chance to show off our diversity and our excellence to today's youth and tomorrow's potential students, I would like to see Language Day, like the WWLO and Spring- and FallFest, become a total DLI endeavor.

So there we have it — four opportunities in each DLI year to celebrate our past, present, and future. We will make these regular features of our training year, we will build Operations Orders to assign each of us a part to play in putting them on, and we will all participate.

All work and no play makes large organizations like DLI dull. We will use WWLO, Spring- and FallFest, and Language Day to re-charge our batteries.

# *Heroes on the battlefield or the ski slopes*

---

By General Frederick M. Franks, Jr.  
Commanding General, TRADOC

---

*(Editor's note: The following commentary by Gen. Franks appeared in the April 24, 1994 issue of the Newport News/Hampton, Va. Daily Press. The article is reprinted with permission of the Daily Press and provided by the TRADOC Public Affairs Office)*

We do not have to look up heroes in history books. They are all around us every day. American heroes. They are Americans from all across America who look like America. They are soldiers and their families. They are volunteers—reaching out to serve when needed with a hand to help and a heart to care.

I recently went to Fort Bragg, N.C., to visit with fellow soldiers injured in the tragic accident March 23 at Pope Air Force Base. President Clinton, Secretary of the Army Togo West, and Chief of Staff of the Army Gen. Gordon Sullivan had all previously visited our soldiers.

Lt. Gen. Hugh Shelton, XVIII Airborne Corps Commander, took me for a brief visit to the accident site before going to the hospital. It was a battlefield scene. And as I listened to accounts of the accident I visualized all the battlefield behavior I have seen of American soldiers in combat: soldiers helping each other—medics, volunteers and leaders moving swiftly to the scene.

---

### "Who are they?

**They are the same Americans I saw at Fort Bragg and other places in the past who did what their country asked."**

---

I have seen combat and I have been among heroism on the battlefield in two wars in Vietnam and Iraq. I also have seen brave soldier-heroes in hospitals from Vietnam to Valley Forge and Saudi Arabia to Walter Reed. Now they're listening, I saw it all again—American soldiers rising to a moment that they did not choose.

Later visiting with injured soldiers in the hospital, I was struck with their courage and selflessness. They asked about their fellow soldiers. They talked about getting back to duty. They talked about those who died or others hurt worse than they.

They talked about anything but themselves. They were hurt and down but already on the way back. They were inspiring to be with. They are your soldiers—America's Army. They are sons and daughters, husbands and wives, brothers and sisters. American soldiers.

That same day I went to Crested Butte, Colo., for the opening ceremonies of the National Disabled Veterans Winter Sports Clinic. This is a week sponsored by the Department of Veterans Affairs and the Disabled American Veterans (DAV) with significant corporate assistance.

It was started by Sandy Trombetta, clinic organizer and director, eight years ago when he reached out to a disabled veteran and began a dream. This year, his dream included more than 240 veterans who were amputees, visually impaired or had spinal cord injuries. They assembled at Crested Butte to receive rehabilitation through skiing, snowmobiling, swimming and other vigorous sports. Many of the veterans were from regional VA medical centers and two soldier-amputees were from actions last fall in Somalia.

But there was more there than athletics. There were Americans reaching out to each other: veterans, volunteers from Crested Butte and across America, craftsmen configuring prosthetic ski devices on-the-spot out of the back of a truck, doctors, prosthetists, Sandy Trombetta, and Bruce Nitsche and Art Wilson from the National Headquarters of the DAV pulling it all together. Americans from our wars and other operations were there: World War II, Korea, Vietnam, Desert Storm and Somalia. These are American veterans who get a reminder every day as they get in their wheelchair, strap on their prosthesis, or reach for their cane—it never goes away.

Who are they? They are the same Americans I saw at Fort Bragg and other places in the past who did what their country asked. And they are supported by other Americans who did not go away and who did not forget, Americans who long after battles remain, remember and then continue their commitment of reaching out to help veterans help themselves. Communication without words. All of it—selfless service.

After speaking by phone to Maj. Gen. Mike Steele, 82d Airborne Division commander, who had just finished visiting his soldiers at Brooke Army Hospital in San Antonio, Texas, I went to Brooke Army Hospital on my way back from Colorado and was permitted to visit the wards with most of the very seriously burned soldiers from Fort Bragg. I was escorted by Col. (Dr.) Basil A. Pruitt, commander and director of the U.S. Army Institute of Surgical Research (U.S. Army Burn Center), and Brig. Gen. Mike Canavan, assistant division commander of the 82d Airborne Division. I was met there by Col. Elizabeth Greenfield, chief nurse.

I also was able to talk with some soldier-families in a splendid family assistance center staffed mostly with volunteers

---

---

## Heroes, from Page 7

and set up at Fort Sam Houston. I have seen heroic actions on the battlefield and I have personally felt the pain of combat as well as the physical and emotional battles on the long road back. But I was not ready for the heroism I saw again in Texas.

Every soldier I visited who could talk said to me either "hooah," "airborne" or "all the way." Now that is soldier talk for a lot of things, but mainly it is about soldiers fighting through enormous pain and grabbing onto the verbal symbols of the toughness and commitment to each other that bind them together and make them so great in service to America. They are the best of America. They are the best we have. Selfless and courageous.

---

**"I count myself lucky to be among such Americans, to walk in their ranks..."**

---

I spoke to each soldier, but more communication passed between us than words. They said more to me about courage, selfless service and trust than I could ever describe. They are American soldiers, being cared for by other soldiers and airmen and soldier-doctors—the best caring for the best. Reaching out

to each other, they are the strength of America. They trust each other. There is something noble, good and right about such American soldiers. I was honored to be in their presence.

"Don't worry, general, we trust you," a soldier in VII Corps' 3d Armored Division said to me before we attacked into Iraq in 1991. U.S. Army Rangers in Mogadishu on Oct. 3, 1993, reached back for their fellow soldiers and fought all night protecting each other.

And in each of these visits I heard it again, "I'll be OK. How's so and so? I'm not as bad as.....I'll be back jumping in no time. Hooah; airborne." And earlier, "I'd do it again even though I lost an arm and a leg if none of my soldiers were hurt." Heroes. All around us. They are not from some other planet or strangers from a history book.

Where do they come from? How do we get such people? They come from America and they are us. They reach out to each other and reach out to serve a cause greater than themselves. They were hurt badly but were thinking of what they had -- not what they did not have -- and what to make of that.

I count myself lucky to be among such Americans, to walk in their ranks, to both serve them and be entrusted to lead them. Look around you and find the best in America. It's all around us every day. We notice it during tough times. It was especially all around me on these three powerful days. Please include a prayer for these heroic Americans still in hospitals or recovering, and for their families and the families of those who died.

---

---

## **Naval Postgraduate School to support Presidio of Monterey Buildings and Grounds**

The Presidio of Monterey and the Naval Postgraduate School signed an Interservice Support Agreement May 4 at Munzer Hall on the Presidio of Monterey. The signers included COL Vladimir Sobichevsky, USA, Commandant, Defense Language Institute Foreign Language at Presidio of Monterey, and LTC Jonathan N. Lang, USA, Resource Management director of the DLIFLC, and from the Naval Postgraduate School, RADM Thomas A. Mercer, USN, Superintendent, and Robert Jay, comptroller. The agreement becomes effective Oct. 1 when the Defense Language Institute Foreign Language Center takes responsibility for the Annex at Fort Ord. Per the agreement, the NPS Public Works Office will perform all normal, routine public works functions, including all buildings and grounds maintenance and upkeep of family housing for the Presidio of Monterey.



(R-L) COL Vladimir Sobichevsky, Commandant, DLIFLC, and RADM Thomas A. Mercer, Superintendent, NPS, sign an Interservice Support Agreement. The support agreement will be effective Oct. 1. (Photo by SFC Hope J. Rickman)

---

---

# TRADOC Commander Gen. Franks visits

## The Defense Language Institute Foreign Language Center and the Naval Post Graduate School

*(Editor's note: Gen. Frederick M. Franks, Jr., commanding general of Training and Doctrine Command, visited the Defense Language Institute Foreign Language Center April 13. Later he visited the Naval Postgraduate School, where Jim Davis, DLI's public affairs officer, interviewed him.)*



**Q** "Up-down communications" is often cited as a problem area in industry, government and in the military. When you speak of "maximizing horizontal and vertical integration via the information highway," do you think that will alleviate the communication problem?

**A** What you're talking about here concerns attitudinal behavior more than organization, especially as it applies to a large organization such as ours. What we have done in TRADOC is sought to re-engineer the command. This will allow us to do what we need to do faster. We must become more internetted because of the complexity of the world we deal in now. The world may even be more complex than it was during the Cold War. This drives our need to be more internetted because we must exchange information faster and be more responsive. I felt that we needed to empower the work force. We need to listen to our people. In order to do this we need to flatten the organization.

Some of the ways we have gone about this re-engineering in TRADOC is with our Battle Labs and the Louisiana Maneuvers; we've gone about writing and changing our doctrine as though the command was already re-engineered.

These efforts have encouraged horizontal communication in TRADOC. Our electronic mail system, which I personally use on a daily basis, contributes significantly to this type of communication. In the process of developing our doctrine we have functionally forced the command to talk to itself horizontally. This internetting has contributed greatly to solving the "up-down communication" issue.

**Q** As the missions of the Army expand in the post cold-war environment, do you see more missions such as DLI's humanitarian support to earth quake-damaged Southern California?

**A** Language skill and capabilities are vitally important operations in the strategic landscape we find ourselves in. In addition to War, there is important consideration for Operations Other Than War. I think DLI's ability to react very quickly to the situation in southern California is impressive. The great skills of the graduates of the Defense Language school are in great demand. The ability of the school (DLI) to continually restructure itself and forecast new demands have been very impressive recently.

Although it's difficult to predict what the strategic landscape might look like a few years from now, one certainty is for force projection. Again, military language skills are key and essential elements to any successful military operations abroad in a force projection sense. I certainly think language skill will enhance capabilities in the future.



(Top) Gen. Franks (standing, third from right) visits with DLI students during lunch break at DLI's Combs Hall Dining Facility, POM, Apr. 13 (Bottom) Gen. Franks expresses his thanks and "Job well done" to DLI linguists who assisted L.A. earthquake victims during an awards presentation ceremony outside the DLI Headquarters Building Apr. 13.

*(Editors note: Lieutenant Commander Mark Hinebaugh conducted the following interview for the Naval Postgraduate School with Gen. Frederick M. Franks Jr.)*

**Q** A Navy document, "From the Sea," provides direction for the future of the Navy. Joint warfare is a key point in the document. From the Army perspective, what are the most critical issues the Army and Navy must address to prepare for joint operations?

**A** We and the Navy doctrine command are studying the Navy's "From the Sea" and the Army's changed doctrine FM 100-5 1993 (full-dimensional operations, as opposed to AirLand Battle) and looking for ways to combine complementary capabilities. A lot falls into force projection from an early entry capability from the sea or sky. Both Services seem to be leaving the cold-war era of fairly defined roles in a fairly fixed operational setting where some jointness existed. Since neither Service has a particular cold-war mission any longer, both are entering a period offering greater opportunities for joining complementary capabilities.

Regarding early entry capabilities, the Army, Navy and Marine Corps are looking into a combination of forced entries

*(See Franks, Page 8)*



---

(Franks, from Page 7)

by land, sea and air — with fighting to begin immediately upon entry. The idea is promising. We have been examining operational capabilities, early entry operations, Aegis cruisers and Army capabilities with the Department of the Navy, the Navy doctrine command, the Atlantic Fleet and Atlantic Command.

**Q** NPS plays a primary role in virtual reality innovation and recently demonstrated its new DIS-compatible mock-battlefield software. Will these kinds of programs lead to more joint ventures in the future?

**A** We decided two years ago to investigate where the land battle seemed to be changing — from operations Just Cause in Panama and Desert Storm in Iraq. We began experimenting with changing methods of land warfare. We call these experiments battlefield laboratories and use constructive simulations and analytic modes. We want to use virtual reality.

As the technology matures we gain the ability to construct a virtual battlefield and to examine changes in doctrine, organization, and the way you move and process information, and to insert new technologies. Getting virtual simulations that replicate land battles with fidelity is a different way to determine land warfare requirements than building prototypes to determine operation payoffs before committing resources.

In addition, virtual reality lets you experiment on a continuing basis, more so than putting real soldiers in the field. We

---

*"Although it's difficult to predict what the strategic landscape might look like a few years from now, one certainty is for force projection. Again, military language skills are key and essential elements to any successful military operations abroad in a force projection sense. I certainly think language skill will enhance capabilities in the future." -- Gen. Franks*

---

think we really have potential operations payoff with virtual reality. We can go from hypotheses to advanced war fighting experiments as we've been doing in live environments. Yesterday, in the national training center, I went out with a battalion that has digital communications throughout the combined arms team. They have the ability to move information more rapidly and in a more timely manner than previously.

We're looking for the same battlefield payoff in a live environment that we saw in our virtual-world and constructive-world experiments. We see virtual reality as having great applications in training, as well. I don't think it will ever replace live-environment training — out in the dirt, snow and dust — though. But virtual reality will let you gain experience at a more rapid rate.

*(After the interview, Gen. Franks said, "Thanks for what you're doing over at DLI. I really value the education that our Army students get here.")*



SSG Todd E. Shearer (R) briefs TRADOC Commander Gen. Franks on DLI Troop Command G-3 operations. Col. James W. Berry (L), commander, Troop Command, accompanies the general.

# "Many are meeting the challenge"

*(Editor's note: The following is an interview with Command Sgt. Maj. Walton C. Woodall, command sergeant major for Training and Doctrine Command. The interview was conducted by Alice F. Edwards, editor, Army Trainer for the magazine's Spring edition.*

—Command Sgt. Maj. Woodall

**Q** *With the self development test, the ball is now in the NCOs court. How will they face up to this sink-or-swim situation? What feedback have you received from NCOs in the field since SDT's implementation? Have career maps helped NCOs prepare for SDT?*

**A** We've had quite a battle with some to implement SDT. There have been a lot of challenges to it. First of all, if we are going to test our enlisted soldiers, then every enlisted soldier from the grade of sergeant should be tested. My fellow MACOM command sergeant major recently suggested that we test first sergeants through sergeants major. I support that. If we are going to test sergeants through sergeants first class, why stop there? The challenge would be to develop more tests. And that's a great challenge because training developers are getting thin in the Army. To develop two more tests would be difficult. When we designed the SDT, we did not allocate time on training schedules for soldiers to study. It is the individual soldier's responsibility. I like that. If that's all a soldier had to do in addition to normal duties it wouldn't be bad. But when we throw in going to school, distributed training, completing subcourses, going to college at night, we're putting a tremendous load on a squad leader. Many are meeting the challenge and we need to retain some type of testing for our soldiers. The SDT fits that bill. The only thing I would do differently with the SDT is test first sergeants and sergeants major. I'll probably have sergeants major wanting to shoot me when they read this, but I think they need to show a certain amount of proficiency. If you can't lead from the front, then you don't need to be out there. We've always felt that way. If you are an en-



listed soldier and a leader and you can't do what is required of you from the front, then you need to go home. You're in the wrong business. We need to be able to do anything we expect our soldiers to do. That's why I advocate the SDT and the PT test for first sergeants and sergeants majors — for everyone! If Woodall were in power today, I'd eliminate the career maps. That's a drastic statement and I say that because of the individual soldier or squad leader we talked about before. He looks at the Career Map and says 'Man, by the time I become a sergeant first class, I've got to have two years of college.' But if you read the top of the Career Map, it says that it's recommended they do that. But because of the current point system, in order to get promoted these soldiers are going to college — because they think they have to. A soldier does not need a college education to be a good soldier. If he has a college education, he may be a better soldier. If the opportunity arises for a soldier to attend school, he should get all the education he can — if it supports his job in the Army. We are not in the business to educate people

for the civilian market. If getting an education helps us do that, I support it. But just to give a soldier an education, I don't support that at all. The career map tends to make a soldier think he's got to have a college education, which is not true. There is no Army regulation that requires an enlisted soldier to go to college or have a degree at any level. It is required for officers, but not for enlisted soldiers. I think some of our young soldiers look at the career map and get discouraged. We put career maps out to help soldiers get promoted and design their careers, but I think we need to modify them.

**Q** *Although simulation is the wave of the future, it will never replace field training. What's the balance between the two and do you believe a standard needs to be initiated to ensure the right mix?*

**A** The Army as a whole is wrestling with that right now. We have some simulators that are so realistic that you actually think you're doing that job — flying a helicopter, driving a tank. I think the wave of the future is a lot of simulation. I won't even guess at what the mix should be; I don't think we know yet. Training young soldiers through simulation before putting them in the equipment works better than having no simulation at all. Those things are so real. You can go from shooting an M16 rifle all the way to flying a helicopter. It even makes you flinch when you crash the helicopter!

**Q** *Protecting our environment has greatly impacted training. What are your views on this trend and its effect on realistic training?*

**A** We must learn to live with and train in our environment and keep it clean. I recall the days when we didn't worry about oil dripping from a truck except when we went to the forest in Germany. There's nothing

See CSM Woodall, Page 10

---

---

## CSM Woodall, from Page 9

wrong with being aware right here. This is our life here. We need to keep America clean — the air, the soil, the water. And I think we can train and do that. Show me a simulator that drops oil on the ground. That's another reason I think simulation is the wave of the future. We've taken everything for granted. In the past, we did not educate our people in the Army on the environment. We are doing it now and I think it's great. If our children are to grow up in a clean environment, we have to do our part in the military now. I wish the whole United States worked at protecting and cleaning up the environment like the Army does now. The Army is out front in environmental stewardship. If you look at the mess that's gone into the environment, I think the Army has contributed only a small percentage of it. We've taken a giant step in cleaning our portion up.

**Q**

*You'll retire this summer (1994) after three years as the TRADOC Command Sergeant Major. If you had to do anything over, what would it be?*

**A**

Would I do things differently? Yes. I would immediately get involved in training our enlisted soldiers. Hindsight is always more accurate than foresight, but I should have gotten more involved with the actual training of individual soldiers — whether in basic, AIT, PLDC, BNCOC, ANCO, sergeants major course — right off the bat. I should have gotten involved sooner with the people who work those issues here at TRADOC and let them know how I felt about certain things. I feel very strongly about the quality of enlisted soldiers and NCOs. Gen. (Gordon R.) Sullivan (Army chief of staff) said at the last AUSA convention that he'd always heard that 'the NCO is the backbone of the Army.' But he said he felt that 'the NCO is the Army.' I believe that with all my heart. The TRADOC commanding general is in charge of all of this. But he's not responsible for training the individual

soldier — the NCO is responsible for that. And unless we train our NCOs right, we're going to have an untrained Army. NCOs who complete PLDC, BNCOC, ANCO, first sergeants course, sergeants major course and battle staff courses are well trained. The Army is getting more from its dollar in training enlisted soldiers than they are anything else. The quality they are getting out of that is superb. You can go anywhere and ask anyone about the soldiers we're getting and they'll tell you they're great soldiers, whether they're privates or Sergeants Major Academy graduates. The Army is getting a big bang from the bucks they're putting into training our enlisted soldiers. We're doing it well. Our soldiers are dedicated to their jobs, with few exceptions. Officers design training, philosophy, procedures and doctrine, but NCOs go out and do it. We have to implement everything the officers say and do. We have intelligent officers who are coming up with great ideas, so it's a challenge for us to train the soldier. And that's what we're here for. We should never lose sight of that. I recommend some things, but I don't make any policy decisions. I just implement policy. I think that's where we need to focus our attention. NCOs have to remember, first of all, who we are, what we represent and where we came from. And we all came from the enlisted side of business. Stay in that lane and train the soldiers. Train them the best you can. Develop innovative ways to do it and take care of your soldiers. It encompasses a whole lot, but it's the key.

**Q**

*What one thing would you tell all the sergeants and staff sergeants if you could put them in one room and look them in the eyes?*

*What about the sergeants first class, first sergeants and master sergeants?*

**A**

I don't think I would say anything different to the two groups. I would just tell them to remember what their job is. Remember what they're paid to do; be soldiers, leaders and trainers. In whatever grade you're in, you have certain responsibilities. Live up to them. You need to take care of your sol-

diers. And by taking care of your soldiers I mean — and it may sound like prying, but it's not — you need to know something about their personal lives, how many are married, how many have children, where they live, what kind of car they drive. I'm not advocating carrying a little card around with that information. An NCO needs to know that. You need to know if your soldiers have family problems, sickness, financial problems. I've known NCOs who have had family members admitted to the hospital and their leaders did not even know it. I don't like that. The only way you can find out is by talking to soldiers and being close to them. Sergeants to sergeants major can use that. As TRADOC command sergeant major, I try to keep abreast of each sergeant major at all installations. I like to get to know him as a person, not just a sergeant major. I don't want to be his best buddy; I don't want him to be my best buddy. I just want to get to know them. When you get to know people in that way, you identify their weaknesses and strengths. Those weaknesses could be in training and then you can gear your training to that weakness. That's what we are responsible for — the welfare of our soldiers. It amounts to simple, good leadership skills. If you take care of your soldiers, they will take care of you. If you don't take care of them, they're not going to take care of you. Show them. It's not a sin to care for your soldiers. That's the Army's livelihood — our soldiers. You must have a certain amount of compassion in your heart for you soldiers. If you have that, you're looking after them. I'm not leaving the Army because I don't love it. I love the Army. But sergeants major are out there now who are younger than I am, who are probably more mentally capable of doing this job than I am, and I think it's time some of those guys have the job. But they've got to love doing it.

**(CSM Woodall entered the U.S. Army in 1962 and has served in every NCO leadership position culminating in 13 years as command sergeant major. He has a combat engineer background and has served four tours overseas as well as in several stateside assignments.)**

## *From Army staff sergeant to warrant officer*

By SSgt. Richard Tatum

"Don't settle for less! If you have ability, knowledge and potential, go for it!"

That's the advice WO1 Kuka T. Toleafoa gives to anybody who has a goal. However, he doesn't just give advice; he sets an example.

At age 37, the former staff sergeant left his enlisted position as the noncommissioned officer in charge of the Defense Language Institute Troop Command Personnel Action Section and attended the warrant officer basic course at Fort Rucker, Ala.

His goal: "I wanted to be more of a leader. As a college graduate and experienced soldier, I wanted to excel and help younger soldiers to do the same. I want to help soldiers perform to the best of their ability at whatever mission or task they are assigned."

According to the eight-year veteran, warrant officers are more involved in the decision making process than noncommissioned officers. Toleafoa applied for the warrant officer course in August 1993 and was selected the following month.

"Being a warrant officer has some additional benefits; however, I look more at the responsibilities than the benefits," said Toleafoa. "It's a chance for me to make sure things are done properly both ethically and by the regulation."

The Samoan native learned about responsibility early in life and has always sought it since.

"My father died when I was in my final year of college," said Toleafoa, who was an accounting major at Brigham Young University. "I had to do something to help my family."

And he did. Toleafoa joined the Army to support his mother, which he's still doing.

"Joining the Army was the best decision I ever made," he said.

Although Army, Toleafoa likes to use the Air Force's theme as a part of his life philosophy. "Their (the Air Force) slogan is 'aim High;' however, you can't just aim high without working

hard. You need both to be successful."

He put his philosophy in action while attending the warrant officer course—scoring a perfect 300 on each of his three physical training tests.

Toleafoa was awarded an Army Certificate of Achievement for his accomplishment.

He was the only person in his class of 65 to score perfect on all the APFT tests, including completing his last two-mile run in just under 13 minutes.

Toleafoa, a personnel specialist, said that although the warrant officer course was tough it was worth the time.

"The course prepared us to face real world situations." He added, "It was very demanding physically and mentally."

Some of Toleafoa's fondest memories:

"Instructors yelling at you, when you make a mistake...writing an essay or doing a detention tour which is walking around the compound with an M16A1 rifle..."

"Standing at parade rest in the chow line in the dining facility, eating square meals, your back not touching your chair... not allowed sodas, juices, etc., except water during the first three weeks...sweets and deserts are authorized during the fourth, fifth and sixth week, and only when your class performs well together..."

"Everything you have in the wall locker must be measured and marked properly...hair cut measurements must be exact, no more no less

than what the school requires...no relaxed time... everyday is from 4:45 a.m. to 10:15 p.m., to include daily inspections...if you don't manage your time wisely, you definitely have a problem because you will fall behind."

He attributes his success in part to his character.

"It's all about being honest in your dealings with people—whether the person is a private, officer or civilian," said Toleafoa.

In mid-May, Toleafoa left for the four-week Military Personnel Technician Course for officers at Fort Benjamin Harrison, Ind.

Following completion of the course, he'll report to his first warrant officer assignment, with the 1st Infantry Division at Fort Riley, Kan.

"Where ever I go, I'll always do my best," Toleafoa said. "As long as my God, my Heavenly Father permits, I'll go for the max."



---

---

# A front-and-center view of DLI

---

By TSgt. Ron Hyink

---

The mental stress meter is riding high on the gauge again. Thankfully it's nearly break time—time to go outside for some mental therapy.

Outside the classroom, the view is magnificent—pine and cypress trees are sprinkled generously over the hilly terrain. The air is clean and cool. The sun shines most of the time and the temperature seldom wavers to either extreme of hot or cold.

And the ocean... At the bottom of the hill lies Monterey Bay. If it's quiet and the wind carries just right, you can hear the waves tossing themselves onto jagged rocks, or hear the barking of the harbor seals. It's great to get out of the classroom to enjoy the view and relax.

Someone taps you on the shoulder; break's over. Snap out of it, time to go back inside for another round of classroom activity.

Both the fine scenery and the stress are compliments of the Defense Language Institute at the Presidio of Monterey, Calif. Nearly 3,000 students per year, from the Department of Defense and other government agencies, converge here to learn a foreign language.

## THE STUDENTS

Imagine studying a single subject for ten hours a day, in class and at home, every day—for about a year. Throughout the year you spend most of your waking hours listening, reading, speaking and repeating the words and sentences of a strange tongue. You learn dozens of new words every day, then review the words you learned the day, the week, the month before. Over and over and over again, day after day. Such is the life of a typical student at DLI.

Some don't make it; others breeze right through. But for most DLI students, with all the stress and sacrifice and endurance, it's like several miles of rough road.

"There are people for whom it is very hard, and there are some for whom it might be very easy," said Col. Ronald Bergquist, DLI's assistant commandant, "but for most of them it's just very focused. And the people who do well are the ones who can stay on that focus; and the ones who lose that focus usually run into problems," he said.

For those who make it, the pain of endurance eventually gives way to the gain of graduating. Graduates attain a level of language proficiency in about a year that would have taken them as much as six to nine years to learn in college.

According to Bergquist, DLI students get a double or even triple benefit over college language students because they're absorbed by a single "subject" seven hours a day plus three hours at night, and they're around peers that are doing the same.

A case in point is a typical Russian class. When they graduate at the end of about 47 weeks, many students become even more articulate in Russian than in English. "They can actually speak Russian in a broader environment with more feeling than they can express themselves in English," said Bergquist.

"I don't understand Russian, but I understand Russians who tell me what they hear," he said.

Most students come to DLI brimming with enthusiasm and anticipation — and perhaps with an adventurous spirit — about starting life out on their own, forging a career for themselves and learning a new language. A1C Yoshi Ruiz, an Arabic student, thought the school was fascinating.

"I like the fact that we learn about the culture and get an all-around understanding," said Ruiz. A1C Laura Farrell agreed. "It's a wonderful opportunity — it's exciting, it's neat! We're in our second week, and (now) the writing doesn't look like a bunch of worms," said Farrell, also an Arabic student.

Despite the long, arduous trek to graduation, many students retain that enthusiasm, especially near the end of the course. "The course is very tough. I'm excited about getting out into the field," said A1C Shawn Gibson after his 44th week of a 47-week Korean course that has now been lengthened to 63 weeks.

Like many other DLI students, A1C Lisa Patterson, also a Korean student, had designs on a linguistic career before enlisting. "I wanted to be a linguist before I enlisted in the Air Force, and it's fortunate to learn Korean because colleges and universities usually don't have Korean language programs," said Patterson.

Years after graduation, many DLI alumni return to Monterey for the intermediate or advanced classes to further develop their language skills. Others return to cross-train into other languages, depending on the needs of the Department of Defense. For example, the demand curve for Russian linguists has dropped off, while the need for Serbo-Croatian linguists has increased. Since the two languages are similar, cross-training from Russian to Serbo-Croatian can be accomplished in 12 weeks rather than undergoing the full course.

These students, however, must learn both Serbian and Croatian.

"They use two different alphabets—the Cyrillic alphabet and the Latin alphabet," said TSgt. Bob Beck, a former Russian linguist and DLI instructor enrolled in the Serbo-Croatian course. Beck's classmate, SSgt. Bob Holbrook, also a former Russian linguist, explained that the instructors spoke strictly Serbo-Croatian in class.

"They felt that through hearing it all the time, you get the meaning of most of the words. At first I was skeptical about that, but it seems like a lot of it's sinking in, and this is only our second week. I'm pretty impressed," said Holbrook.

## THE INSTRUCTORS

DLI is home to more than 900 instructors who teach more than 20 languages. Most of the instructors are well educated professionals who immigrated to the United States. "Seventy-five percent (of the faculty) are native speakers of the language they're teaching. Over 60 percent have a masters or PhD," explained Bergquist.

There are also more than 300 military instructors, called Military Language Instructors, at the Institute. MLIs are usually prior DLI students from all branches of service who volunteer to teach classes at DLI, working alternately with the regular faculty. MLIs benefit the faculty by easing the workload, and benefit them-

---

---

from Page 12

selves in that it presents the perfect opportunity to develop their language skills, or even become fully professionalized linguists.

The students benefit from the concept as well. According to TSgt. Robert Ponzi, an MLI at the Korean school, students can relate to the MLIs because the MLIs have been in the same situation as the students. "I'll never be as good at Korean as the Koreans—never, ever—but the students need to get (the training) from an American perspective and a military perspective as well," said Ponzi. "We've been through the same thing that they're going through now, and we can give them a bit of a clue as to how they're going to use their language," he said.

The MLIs, formerly known as Foreign Language Training NCOs, have taken on an increasingly important role in language training since the program began in 1981. Relegated to administrative duties and counseling responsibilities in the past, MLIs now take on some of the classroom teaching responsibilities.

DLI instructors are employing their teaching talents beyond the realm of the classroom as well. When it's impractical or impossible for a unit to send a linguist to Monterey for refresher training or cross-training, the Institute provides other options. Alternatives to resident training at the Institute include video tele-training and mobile training, so the linguists don't have to PCS from their assigned units.

Video tele-training involves the use of real-time video and audio communications via satellite. Students and instructors log on to the system at prearranged times to conduct their training. Several linguists at a given unit can be trained simultaneously, and more than one unit can be on-line at the same time with the instructor.

The other alternative is to send DLI instructors out into the field to spend several weeks at a given unit with the students.

"It's always best to do resident training," said Bergquist. "The second best is to do video teletraining because the instructors have the benefit of everything that's here, and then they project out in the interactive video link to wherever they are. And then the third best is mobile training.

There you get the instructor and student close to each other, but (the instructors) don't have the resources to draw on—whatever they've got, they took with them," he said.

## THE SCHOOL

The Institute started out as a Japanese language school in 1941 inside an old abandoned hangar building at Crissey Field, Presidio of San Francisco, Calif. It has grown and prospered over the years, moved to various locations, changed names, and at one point offered more than 30 languages.

Different methods of teaching language have been tried along the way, but one of the more interesting methods utilizes modern laser disk technology. This "interactive video" system is currently being used in DLI's Korean school.

The laser disks, which resemble compact disks except for their larger size, contain audio and full-color video of more than a hundred different scenarios at several different learning levels. The scenarios are played out via a computer terminal operated by the student. Scenarios include, at their simplest, arriving in Korea at

the airport, checking into a hotel, ordering in a restaurant and other basic necessities for a foreign traveler. The more advanced scenarios include actual military readiness training, and even political committee discussions.

Army Sgt. 1st Class David Lookabaugh, deputy associate dean for the Korean Language School, explained that the students see the scene and the Korean text on screen. They can highlight words or phrases of the text they don't understand and have them translated into English. Students can also practice their pronunciation skills with the system by speaking the phrases into a microphone and playing them back digitally in order to compare their own pronunciation with the actual voice in the lesson.

"There's also an instructor present in the classroom to help answer any questions about the program that they're watching or any problems with the computer equipment that they're using," he said.

In order to compile the laser disk lessons, the Institute sent a team to Korea to film most of the scenarios. Actors were hired to perform in most of the scenes. But there was no script. "If they went to buy a ticket at a train station, the actors were the ones buying the tickets," said Ponzi, who installed the system along with Army Staff Sgt. John Sampson. "But the person at the train station was the person who actually worked there," he explained. "They see the actual people in the actual situations doing actual real-life jobs," said Navy Petty Officer 1st Class Dennis Geer, an MLI at the Korean School. The scenarios impart to the student the same word usage that Koreans ordinarily use, rather than a restrictive language used for teaching. "This is going to keep them interested and want to learn more," said Geer of the new system.

Other outstanding accomplishments by DLI include phrase books for deployed U.S. troops. Whenever U.S. troops are deployed to another country, there is invariably a language barrier due to the lack of experienced linguists for the indigenous language. Consider the situation in Somalia. Although DLI has no formal language training for Somalian, the Institute became involved nonetheless. "In one month we wrote, printed and shipped out about 25,000 copies of this book," said Bergquist, holding up a small Somalian phrase booklet. "A tape goes with it so you can listen to the words," he continued. "Every Marine and every soldier had one of these in his pocket. And we just did that in Serbo-Croatian, too."

The Defense Language Institute is a special school, and the Presidio of Monterey is a special place. Learning a language to the proficiency level demanded by the Institute in the time allotted is demanding. Fortunately for the students, the sheer beauty of their surroundings seems to counterbalance the intensity of the classroom.

*(This story appeared in the September 1993 Spokesman. At that time TSgt. Ron Hyink was assigned as Chief, Internal Information Division, Air Force Intelligence Command, Kelly Air Force Base, San Antonio, Texas. A Russian linguist, Hyink is currently attending the Basic Journalism Course at the Department of Defense Information School, Fort Benjamin Harrison, Ind., with a follow on assignment to the Presidio of Monterey where he will join the staff at the Public Affairs Office, Defense Language Institute Foreign Language Center, Presidio of Monterey, Calif.)*

---

---

# Army linguists aid relief effort in Landstuhl

---

Story and Photos by Spc. Paul G. Gaudin Jr.

---

Tragedy struck in Markdale Marketplace in the Bosnian capital of Sarajevo when a 120mm mortar round exploded amongst Bosnians searching for scraps of fruit and vegetables, Saturday, Feb 5. The marketplace massacre is the bloodiest nightmare since the civil war began in April 1992.

United States Air Force C-130s evacuated 69 patients and about 100 family members and patients were met by 200 hospital staffers who had prepared for the arrival since 6 a.m. Sunday.

The hospital hasn't only provided medical care but also clothing, food, hygiene products, and coordinated the arrival of several officials from various western countries in the hope they will provide visas to the victims of the civil war.

All the planning and execution wouldn't have been successful without the Serbo-Croatian linguists from various units in Germany.

The 165th Military Intelligence Battalion, stationed in Darmstadt, provided 12 linguists; some arrived Sunday, with the remainder arriving Monday. The linguists have done everything

from answering questions of family members in the gym to explaining surgical procedures awaiting patients in the operating room.

Amongst the hectic turmoil inside a gymnasium filled with people who have no idea where their next home will be, there is a glimmer of hope. "The biggest reward is watching the children," said Spc. Richard E. Julien, "When the kids arrived they were frightened and now they play together."

Most of the linguists are working in the gym because of an abundance of administrative paperwork and the fact that most of the relatives are awaiting word on loved-ones. "We've been identifying people from the rosters, taking relatives to the patients, and basically taking care of any needs they have," said Julien, "The Red Cross has been excellent as well as the Landstuhl community. Area bakers brought fresh bread and people have been bringing clothing to the Red Cross room. Whatever we do, the Bosnians are happy. I think they really expected nothing."

Being an inpatient at a hospital can be frightening even under normal conditions. Platoon Leader 2nd Lt. Lisa C. Vining, A Company, 165th, has headed the translation demands for the operating and recovery rooms. "She (Vining) has been



**Spc. Jacquelyn D. Mortson, a Serbo-Croatian linguist with Darmstadt's 165th Military Intelligence Battalion, comforts a Bosnian patient in the recovery room at the Landstuhl Medical Center in Germany.**



Izmir Rasimoric, age 6, quickly immerses himself in American culture.



Spc. Richard E. Julieu verifies Mirza Catibusig's name on the roster.

invaluable to the patients and staff," said Maj. Gerard J. Labadie, executive officer for the 165th.

Since the arrival of the Bosnians, the linguists went with little or no sleep for the first few days. Sgt. First Class Bryan Hardy, located atop a snow covered hilltop outside of Baumholder for V Corps' Warfighter exercise, was the first of the linguists to arrive. Already exhausted from several days of little or no sleep and sub freezing temperatures, Hardy worked diligently to help the arriving Bosnians. "It was tough when there were only three of us translating for over 100 people," said Hardy, "The hospital has provided much more than just primary care. People are receiving eye exams, hearing aids, and quality dental work."

The linguists of the 165th are considered as some of the best in USAREUR today. "To attend a 12-week, USAREUR, Serbo-Croatian course, only primary Slavic linguists with the best proficiency, using the top down approach, are selected. The

course's aim is to give the linguist a basic foundation in grammar, vocabulary, and structure. This preparation gave our linguists the skills needed to respond to situations such as this," said CW2 Edward Abraham, officer in charge of the 165th's language office.

There is no telling how long the linguists' mission will continue in Landstuhl. "We have no estimate of how long the patients and their family members will remain at Landstuhl," said Col. David Layland, medical center commander. As long as there are Bosnians at Landstuhl there will be a need for 165th linguists.

*(This article was provided by the Europe-based 165th Military Intelligence Battalion. It appeared on the front page of the Feb. 24, 1994 Hessen Herald, serving the communities of the 104th Area Support Group, Darmstadt, Germany.)*

---

---

# DLI aids Conference on Cold War Military Records and History

*"...the translation portion of the conference responsibility, albeit a major task, was but a mere warm-up compared to what awaited the assembled team in Washington, D.C."*

---

By JO2 Douglas Stutz

---

Being a professional means delivering the goods. That is accomplished with acquired knowledge, precise preparation and timely execution.

Being a professional on the job means expecting the unexpected and adapting.

Being a professional means rising to the occasion, including answering a requests from Czech or Russian delegates in the early morning hours about specific hotel service. Such was the case when eight DLI linguists demonstrated their as interpreting and translating from Mar. 18-31.

---

*"...there was only one language the Poles, Hungarian, Czechs, and Germans had in common and that was Russian..."*

---

The linguists supported the Office of the Secretary of Defense, U.S. Army Center of Military History, which held the Conference on Cold War Military Records and History, in Arlington, VA.

The DLI team consisted of Russian linguists SFC Jack Holman, NCOIC, and SGT Kenneth Silver of HHC; NSGD's CTI2 Sam Dale; AFELM's SSGT Jeffrey Roberts, SSGT William Walsh, and SrA Anastasia Campbell. AFELM'S MSGT John Jaworski represented Polish linguists as did SPC Janaki Alis Alishio, Co. F, for Czech linguists.

Initial DLI involvement began before the actual conference opened, when the MLIs were to translate approximately 15 sizable documents from English to Russian.

"Three weeks prior to deploying," said Dale, "EE1 and EE2 worked on a cooperative translation project in support of the conference. We translated all the English documents into Russian, which were the actual speeches to be presented at the conference."

Though, the MLI' were supposed to get the translations tasks in mid-December, they weren't available until mid-February. DLI finally got them in March.

"English into Russian is much harder," Holman said. "and we had two weeks to accomplish the task. SFC Lawre Uchmanowicz, the EE2 DAD, knew there was only one way to get the task done in time and that was to pull all MLI's off-line from classes. Their job for the next weeks was primarily to translate the documents. Every MLI in the schoolhouse assisted. Under the supervision of Dr. Anna Orlenko, who is responsible for training all the MLI's, we completed our assigned translating tasks. Dr. Olenko acted as the super-editor and final proofreader of all documents/speeches and Sam Dale and I filled the role of editor. We accomplished our end of the translating assignment because of our professionalism and ability to work as a team."

There were also several professional agencies that were tasked to provide translations, but the only agency that had completed their assigned translations by the time the conference began was DLI. The other professional agencies were still finishing off their share up until the last day of the conference and had to fax them in. Several schools even phoned to ask the DLI linguists at the conference for needed assistance.

"The other agencies thoroughly stressed the conference organizational body," commented SrA Staci Campbell. "I think we initially showed them just how professional we truly are with having our translations ready for their use."

However, the translation responsibility, albeit a major task, was merely a warm-up, compared to what awaited the team in Washington, D.C.

"Our job initially, was to make sure the Russian contingent understood what was being said on the floor," Holman ...

---

“What wound up happening was that we did all the translations, not only making sure the Russians knew but also simultaneous and consecutive translations of English into Russian and Russian into English for the entire conference. The reason was that there was only one language the Poles, Hungarians, Czechs, and Germans had in common and that was Russian, which wound up being the linguistic common denominator for the conference.

---

***"After an hour of doing this,  
the interpreter can feel  
beaten up and stressed out."***

---

“So, when we got there,” continued Holman, “the first thing we found ourselves doing was picking up all the other nationalities at the airport, seeing them through customs, then to their hotels. We then established an on-call watch bill around the clock so if any of them had any questions on how our system worked, we’d be available to help them. We helped them with typical tourist needs such as where the hotel gift shop is, how to get to the pool and tips when ordering from a menu.

When the actual conference got underway, a speaker would get up, read his speech in either English or his native language from the podium, and DLI’s MLIs would then translate the information.

The inevitable questions that would crop up after a particular speaker would have the MLI’s interpreting back and forth from one language to another, making sure each side understood each other succinctly and were communicating properly.

On more than one occasion, MLIs carried out simultaneous or consecutive interpretation of formal addresses lasting as much as one hour.

“Doing an interpretation on a simultaneous and consecutive basis is extremely grueling,” Dale said. “It’s not something we normally do because we’re not trained for it. We all were stretched to work above the level we’ve been trained for.

“Here’s an example,” Dale added. “Say one of the German delegates who speaks English gets up at the conference, reads his paper for 45 minutes, as do three other speakers (at each session was a moderator and three or four speakers). This routine goes on for about three hours, sometimes more. Then there’s a question and answer period.

“Now, a Russian colonel representing some specific archives might want to understand a process, so he will ask in his language which I repeat in English. Then other panel members respond in English with me standing up at the mic interpreting back to the colonel, who in turn might ask yet another question and we go back and forth for upwards of an hour or more. This was the pattern we followed at the conference for the whole five days, eight hours a day.”

“What was difficult,” added Holman, “was that in some interpreting, the speaker would ramble on for five minutes, then finally turn to one of us and indicate it was our turn to not only remember everything verbatim he just said, but translate elegant English into Russian. After an hour of doing this, the interpreter can really feel beaten up and stressed out. Some speakers were more professional than others and would pause every several seconds, but some would use a highly technical vocabulary and make it a real chore for us.

“And those of us on call,” noted Holman, “had 24-hour duty. Going into the conference we thought we would be facilitators for the individual languages. But what happened was that the incoming delegates who were expected to bring their own interpreters arrived without them because of budget strains. So, we pulled double duty; doing the job we were supposed to, and lending a hand to the other delegates.

---

***"We literally did everything  
linguistically needed  
in the conference as well as  
actually greasing the skids  
for the visitors."***

---

“Our duties began immediately off the plane and lasted until we boarded the bus to the airport,” said Holman. “We literally did everything linguistically needed in the conference, as well as actually greasing the skids for the visitors.

“It was a week that taxed the abilities of the eight military language instructors. It was a week that if they weren’t professional, they could not have done their job. But being professional, they did their jobs. And the jobs of others.”

---

---

# G Company Organizational Day

## *a family affair*

Right: SSgt. Kim Zornes tries to volley a shot past SSgt. Lawrence La Clair

Below: Natalie Armstrong, 9 yr. old daughter of SFC M.R. Armstrong, samples the assembled fare.



---

By JO2 Douglas Stutz

---

The tables were picnic-heavy with chicken and ribs, chips and cake, salad and sodas. And true to the theme of being a picnic for the soldiers and families of Golf Company, this relaxing fun event was, and will remain, alcohol free.

"For those not familiar with an Army Organizational Day," said 1st Sgt. Norman L. Zlotorzynski, "it gives the Army unit the opportunity of engaging in athletic events, have a picnic and relaxing with family and friends."

Although the sporting activities drew contestants and the food lured hungry picnickers, many families made the Family Support Group information table their primary choice to check out.

"Our biggest concern for our families," 1st Sgt. Zlotorzynski, "is making sure we disseminate all needed medical information and make doubly sure all family members

are enrolled in the new dental plan. The last thing anyone wants is an emergency in the middle of the night and to not know who to call or where to go."

Approximately 250-300 people thronged under the Golf Company banner at Presidio of Monterey Soldier's Field, and the day-long athletic events spread contestants out over the upper tier. Events included sandbag races, tug-of-war, an abbreviated commander's cup relay race, with the ever dangerous relay drill of balancing a coffee cup and adding cream and sugar. Other events included volleyball, ultimate Frisbee, free throw contest and the first sergeant contest, which consisted of pushups, situps and drill and ceremonies. Children games ranged from relay events to spoon balancing.

The day was meant to relax, to barbecue, to sport and to inform. Golf Company personnel, their families and friends put up knowing that they accomplished their day's goals.



Hooking up the wires, workers from Castle Air Force Base, Merced, Calif., temporarily restore some of DLI's lost electrical power using generators.



Temporary power is linked up by Presidio of Monterey engineers. A fence was put around the generator to help baffle the noise.

## Dealing with the 'powers to be'

Story and photos by JO2 Douglas Stutz

For six days on the Presidio of Monterey, eight troop barracks and the base exchange lay in darkness. This wasn't because of a prolonged eclipse, but due to lack of power as a direct result of extensive fire damage to underground cable and feeder lines.

One thing about a power outage, especially a lengthy one, is that most people may think of it as a minor annoyance until it happens to them. Then there's the major personal inconveniences and professional headaches.

Solar power wasn't a viable option, bringing down a nuclear aircraft carrier from Alameda seemed a bit much to patch into, and linking up a yoke of oxen to churn a water wheel wouldn't prove practical. Professionally, power is of course needed for staff and student alike to undertake all the normal daily tasks. If one source is on the blink, another source is quickly needed. Initially, four small 35-kilowatt generators were installed that gave minimum power. When it became apparent the problem couldn't be fixed and power restored within several days, larger 150-and 200-kilowatt generators were trucked in from Castle Air Force Base to help boost the temporary power supply and provide 24-hour power. The outage meant the presence of work crews and the occasional slowing of traffic, and

keeping office electrical usage in check. There was also noise from the large generators, which gave some neighbors the idea that some monster truck rally at a heavy metal concert was being held on government property. But the neighbors were placated, the original source repaired and business returned to normal.

For barracks residents, the abrupt lack of power interrupted any plans of studying by desk light, enjoying microwave popcorn, using a computer terminal, or watching TV. Barracks residents were plunged into a indoor world of flickering flashlight beams. They became aware that they had to know their surroundings. Flashlights are a must (and a supply of batteries). Candles and torches are definitely out of the question. Plus, everyone affected realized they needed to be ready to explore options to accomplish tasks. Washers and dryers had to be sought elsewhere, showers were taken at local gyms and friend's homes, wakeup calls were put in, and more than one refrigerator had to have contents tossed out. One barracks resident hauled everything out of his freezer and invited friends over for a last minute barbecue.

An inconvenience, yes. But a little personal and professional resourcefulness took care of keeping a minor hassle from becoming a major one. And you know the local seagulls loved all that tossed out melted ice-cream and thawed luncheon meat.

---

# *A cornucopia of culture overflows DLI on Language Day '94*



(Above) Croissant? Perhaps a aperitif? WELA's Multi-Language Department's French section opened their cafe to Language Day guest. (Left) Room after room of cultural displays attracted a steady stream of visiting students during Language Day. (Photos by Irene F. Shields, Source AV)

---

By JO2 Douglas Stutz

---

It didn't matter where you were on the Defense Language Institute at the Presidio of Monterey, April 29, 1994. You passed through, got soaked by and were seeped into other cultures of our world in Language Day 1994. There were cultural displays, cultural entertainment, cultural cuisine, cultural vernacular; in short, a cultural cornucopia.

DLI literally opened its doors as wide as possible to showcase itself to thousands of students, teachers, educators and instructors from throughout central and northern California.

"The day was great," said Mr. Niviv Ibrahim, Arabic Department B chairman, and the day's entertainment master of ceremony. "We had a very large turnout of visitors, even more than last year. We had large crowds until the last minute viewing the entertainment on the outdoor stage."

On the outdoor stage, there were dance teams from the Thai, French, Japanese, Arabic, Russian and Filipino departments. There were songs sung from the Chinese, Spanish, Korean, Czech, Vietnamese and Polish departments. The Air Force Choir and Navy Drill Team performed.

Seventeen language departments set up cultural displays for the visitors to parade through. Language Day classroom activities, which includes sign language, has become a perennial favorite. There was a continuous long line of students waiting for their chance to enter. There was also a constant stream of people flowing in and out of the buildings housing the cultural displays. Standing room only was the norm in many. The cultural cuisine vending booths which several language departments and DLI unit commands annually set up, proved to be so popular with the visiting students that many were sold out by half-way through the day events.

"This year went quite well," commented Mr. Aidir Sani Asian Multi-Language Department chairperson, and overall.



**(Above)** Middle East II Arabic students present the Samerah, a festive celebration dance, for the assembled crowd at Language Day. **(Right)** Jennifer Dougherty concentrates on the precise movement of the TAI CHI. *(Photos by JO2 Doug Stutz)*



Language Day coordinator. "DLI students and everyone visiting had a good time. Our overall program increased the visitors awareness of the role we're playing in foreign language training. We gave them a chance to see all facets of cultures different than their own which enriched their knowledge and appreciation. DLI was crowded with so many visitors."

There were foreign language technology demonstrations, with computer language demonstration tours. Highlighting that venue was sharing how to create a program with a computer template, as well as small group instruction and community language learning.

Students who arrived to spend the day at DLI were given the chance to not only visit DLI, but share in the school's mission of learning a foreign language and culture. Students at DLI were given the opportunity to actively participate in the showing off of their school to others. Both DLI and visiting students, came away with a feeling of a day well spent.



**(Left)** Arabic instructor Ramadan Hamoudeh dices and slices helping out the Middle East Department vending stand.

## ACTUAL SIZES

(Front side)

### Commandant's Coin



(Front side)

**NEW**

Commandant's

**Coin for Excellence**



(Back side)

Commandant's Coin



(Back side)

**NEW**

Commandant's

**Coin for Excellence**

The small DLI coin, displayed (front side and back side) in the center of the above illustration, will continue to be awarded; the new large coin will be awarded for significant accomplishments of excellence.

## *New Coin for Excellence:* Commandant's personal award

The new DLI Commandant's Coin for Excellence, larger and heavier than a standard size commander's coin, was designed by Commandant COL Vladamir Sobichevsky and Command Sergeant Major Thomas J. Bugary in late December 1993.

It was created to be used as the Commandant's personal award for contributions to the Institute by all members of the Command, both military and civilian.

These coins are strictly controlled and awarded to only those who achieve standards of excellence approved by the Commandant. They do not take the place of current military and Department of the Army civilian awards program,

but augment the awards process by going to those deserving persons with special recognition directly from the Commandant.

All members of DLI can submit recommendations for the award and Commandant's review. Subsequently, those selected for their outstanding contributions will be awarded the coin and accompanying certificate.

All recommendations should be submitted through appropriate supervisory channels and contain the reason, justification, and proposed narrative for the accompanying certificate.

*(Information provided by CSM Thomas J. Bugary)*

# Thanks for a job well done!

## PUBLIC SERVICE RECOGNITION WEEK MAY 2-8, 1994

Public Service Recognition Week, observed the first week in May since 1986, was celebrated at the Defense Language Institute Foreign Language Center on Thursday, May 5. Seventy military and civilian employees were recognized for exceeding work expectations in the areas of customer service and efficiency. They were identified by their customers, coworkers, or supervisors as people who could always be counted upon to get the job done. The following seventy employees were personally thanked by the Commandant, Vladimir Sobichevsky, and presented with a certificate and the equivalent of one day off.



Pamela T. Abboud  
Moo Soon Ahn  
Yvette Allen  
Gherman Azbel  
Joseph R. F. Betty  
Caroline J. Bottger  
Bonnie M. Buck-Wade  
James R. Burnes  
Lydia Cairo  
Cheryl A. Carter  
Catherine D. Coates  
Michael L. Dennis  
Raymond J. Diaz  
James P. Edwards  
Byron E. Garnett  
Michael L. Garrison  
Arthur T. Gebbia  
Hard T. George

Carman R. Guidara  
Rock Suk Han  
Elizabeth M. Harris  
Kitako T. Henderson  
Martha H. Herzog  
Robert T. Hurd  
Patrick Innocent  
Barbara Jarvis  
Donna K. Jewell  
Flauzell Johnson  
Rode Ramsis Khalil  
Lisa Kramer  
Irina Levinson  
Mark Markiewitz  
James G. McCammon  
John C. Neff  
Rodger A. Nunnemaker  
Jean Oman

Margaret V. Omer  
Anna V. Orlenko  
Jolanta K. Parker  
Barrett C. Perkins  
Carl W. Rhodes  
Julio Rodriguez, Sr.  
Peter Savoy  
Delores M. Smith  
Karen M. Smith  
Glynis J. Tillman  
Madeline I. Torres  
Jon V. Varosh  
Fred F. Vaughn  
Alla Vishnepolsky  
Deborah S. Walsh  
Antonia S. Wark  
Nagib Z. Zedrak  
Vladimir Zeltser

SSG Rolando L. Alba  
SSG Rhonda Blankenfeld  
2LT David J. Bukovich, Jr.  
PV1 Amanda Campbell  
SFC John F. Dean  
MSG Jean M. Francis  
PH2 Cynthia A. Harris  
SSG James W. Hart, Jr.  
TSgt Daniel D. Kiser  
CT11 Michael McCord  
SGT Steven A. McCormick  
SFC Richard L. Nolan  
CPL William H. Teselle  
SFC Laurens Vellenkoop  
PVT Keisha E. Wignall  
MSG Tobias H. J. Wright

## Commandant's safety message:

Among the challenges facing us at the Defense Language Institute Foreign Language Center is to lower our accident rate. Our goal has been to reduce the number of accidents each year from the year before. I am concerned whenever I hear of any DLIFLC employee getting injured. We are all concerned.

Fifty-four DLIFLC civilian employees injured themselves in FY93, more than half of them by tripping, slipping or falling. Virtually all of these sorts of accidents were preventable. Between October 1993 and March 1994, 29 DLIFLC employees injured themselves. This puts the Institute way over the curve, since our goal this year was 34 or fewer accidents. Therefore, let's make it our mission to get through the rest of the year with zero accidents.

The DLIFLC safety program can educate and increase our safety awareness.

We can meet our goal of zero-accidents if we maintain awareness of our surroundings and use common sense. We can avoid injury if we look where we're going. Safety Day can help us all to develop safety consciousness.

-- COL Vladimir Sobichevsky

## **LEISURE NEEDS SURVEY: MAKE YOUR OPINION COUNT**

About 7,500 service members, retirees, spouses, and civilian employees are helping the Army evaluate their **Morale, Welfare and Recreation Services** by participating in the Leisure Needs Survey.

The survey, part of the mandatory triennial needs assessment, is designed to give patrons an opportunity to express their opinions of the post's leisure activities. The Army plans to use the results to determine the programming of future MWR activities and services. The surveys should be received by randomly selected participants around the end of May.

The Directorate for Community Activities would like to remind everyone selected to participate in the survey, that questionnaires should be completed and returned immediately. Make your opinion count. All survey participants are eligible for a prize drawing. For more information, call Marsha Ammott at 242-4919.

## *Dealing with the Fog*

---

By Capt. Brian E. Walter

---

With summer nearly upon us, our attention quickly turns to playing softball, going on picnic, and otherwise enjoying the beautiful Monterey Peninsula.

However, in the midst of all of this merriment, people tend to forget that the onset of summer is also the beginning of the foggy season. In fact, the Monterey Peninsula is susceptible to periodic bouts of fog throughout the summer and fall months.

So what is the big deal anyway? The fog can't hurt anyone, can it? Well as a matter of fact, it can. Fog can seriously restrict your vision and reaction time. According to the National Transportation Safety Board, fog is a major driving hazard which contributes to thousands of accidents every year. Over the past ten years, 6,804 people have died on our nation's highways in fog-related accidents, with tens of thousands injured.

So what can we do? We can't control the weather. While it is true that we can't stop the fog, we can learn to deal with it better. Here are a few safety tips to help you do just that:

First and foremost, avoid going out into the fog whenever possible. Ask yourself if your proposed trip is really necessary. Don't risk your safety on something you can do later.

If you must go out into the fog, drive at a moderate steady speed. Driving too fast increases your risk of hitting something ahead of you. Driving too slow increases your risk of being hit from behind. Avoid making sudden stops.

Use your low beam headlights and/or fog lights to make your car more visible to others. Do not use your high beam headlights since the fog will tend to reflect the light back at you and cause glare.

Be extra alert for traffic hazards. In thick fog, roll down your windows and turn off the radio. This improves your side vision and allows you to better listen to the traffic around you.

Use common sense and be conservative. Avoid passing or making other tricky maneuvers.

If worse comes to worse and the fog becomes to thick, gradually pull off to the side of the road and wait for the fog to subside. Pull over to the right as far as possible and put your flashers on to warn oncoming motorists.

Definitely avoid biking or walking on foggy roads. If you must do so make sure that you wear bright reflective clothing and carry a light.

Remember that as beautiful as Monterey is, it still has its share of safety hazards. Always be careful and don't let a little fog ruin an otherwise wonderful summer.

# Security briefs

By Steven W. Comerford

During the last several months thieves at the Presidio of Monterey and the proposed new POM Annex have not been sleeping.

Day or night, they're out there waiting. Even if items are secured, DLI community members have had vehicles broken into with radios and stereo equipment stolen. Bicycles that were secured with locks and chains had the chain cut and were stolen.

## Crime prevention

*(Editor's note: The following tips are furnished from the Monterey Bay Crime Stoppers article in the Monterey Herald.)*

What to do, how do we handle these problems. Very simple!! These rules can be applied to your personal off post quarters as well as to living on post.

\* Keep outside lights on at night. A motion sensor light is also helpful.

\* Keep all barracks, room and building doors locked, both day and night.

\* Keep all windows locked, even during the summer. Keeping the shades drawn during the day reduces heat. This also prevents someone from looking inside.

\* Peepholes in the door must be low enough for all family members to reach. This may mean having two peepholes—

one for the shortest child and one for the shortest adult.

\* Do not open the door until you have identified the visitor through the peephole.

\* Do not open the door unless you are expecting the identified visitor. Confirm the identity by talking through the door.

\* If the person or persons are suspicious, call 911. Get a description of the person, vehicle and license plate if you can do so without risking your safety.

\* Have a telephone available in all bedrooms and bathrooms. A telephone jack can be installed in back rooms and the telephone can be moved and reconnected. A long telephone cord can assist the movement of the telephone at night.

\* Do not discuss financial matters or travel plans with friends. It may be repeated to potential home invaders. Teach your children not to discuss your personnel travel or financial status with anyone; it could come back to haunt you.

\* If traveling, make arrangements for someone (mailman or friend) to stop your mail or pick it up. Stop your newspaper, or have it picked up.

\* Have a good friend check your house on a daily basis, feed your animals and insure that no one has broken in.

Notify the local police to increase surveillance and explain why.

\* Do not invite people to view the interior of your home. A viewing gives an evaluation of your possessions.

\* Do not leave more money than necessary at home.

\* Keeping a dog in the back yard is a good method of deterring potential home invaders from entering your home from the rear. Owning a dog is also a good way of teaching children responsibility.

\* If you own a bicycle, be sure you have a chain and lock that are large enough to lock around a permanent object you secure your bike to. Wear a safety helmet when riding. If you store your bike in an open, unlocked garage at home, ensure that it is locked to a permanent object.

\* If you park your vehicle in a unsecured parking lot, lock it up, if possible remove all registration documents. Double check on it occasion. Don't park it for long periods of time without frequent checks.

## Responsible driving?

Recently several service members were picked up for drunken driving. Their driving privileges on the POM and the Annex are now invalid. In fact once the letter is received from the commander, family members must request authorization to drive their cars.

In addition, several service members and their family members have had accidents which could have been prevented with responsible driving.



## BOOK REVIEW

---

*(Editor's note: The following is the fourth in an ongoing series of book reviews published monthly by the GLOBE. The book reviews are written on a rotating basis by members of the Faculty and Staff Division, Academic Records Branch, Curriculum Division and other offices of the Defense Language Institute Foreign Language Center. Most reviewed publications are available at Aiso Library.)*

### **THE TAPESTRY OF LANGUAGE LEARNING**

#### **The Individual in the Communicative Classroom**

by Robin C. Scarcella and Rebecca L. Oxford. 1992.

Boston: Heinle & Heinle. (ix + 228 pp.)

*The Tapestry of Language Learning* is an ESL teacher reference textbook that offers the reader a view of language acquisition with a focus on the learner. This volume is part of a set of ESL instructional materials that will be published over the next couple of years. *The Tapestry of Language Learning* is referred to by the authors as the "overall guidebook" designed "to offer support for teachers who want to understand the principles and practice of Tapestry."

I believe this volume goes beyond being a guidebook for the program; it is an invaluable resource that ties together many strands of foreign/second language teaching. It contains 12 chapters covering theoretical and practical topics, an introductory chapter, an epilogue and references. The opening chapter explains the metaphor of language learning and tapestry weaving. The authors explain analogously throughout the book how "the learner creates the second language much as the weaver creates a tapestry."

The book is divided into three parts. Part I, Chapter 1, presents an overview of the Tapestry Approach and reports on the roles of teacher and learner, instructional materials, theme- and task-based instruction, and individual learner differences.

Part II, which lays the theoretical foundation for the approach, contains four chapters dealing with learners and their language development. Chapter 2 addresses developmental factors and includes discussions on commonalities in ways in which learners

acquire their L2, similarity of error types in "interlanguage," and explanations of commonalities in adult L2 development. Language promoting interaction, with a review of research on input, interaction, and output, is reviewed in Chapter 3. Especially noteworthy in this chapter is a summary of types of language-promoting assistance, Table 3.1, pp. 32-33. Chapter 4, "Characteristics of Individual Learners," offers information on motivation and attitudes, anxiety, self-esteem, tolerance of ambiguity, risk-taking, cooperation, competition, learning styles, and learning strategies. The segment on learning strategies presents a review of Oxford's six general types of learning strategies. An overview of research on communicative competence and its development in second-language acquisition is covered in Chapter 5.

Each of these chapters, as well as succeeding chapters, opens with preview questions and ends with a segment titled "Principles" that contains the practical application of the learnings found in each chapter. I found the Principles very helpful in reviewing each chapter and believe teachers will appreciate these handy references that are easy to find when scanning throughout the book, since they are highlighted in gray. They address specifically what teachers and learners do when following the Tapestry Approach. Activities and discussion questions are also found at the end of each chapter as are suggested readings.

Part III contains the practical information, and begins with Chapter 6 that is dedicated to what the authors consider to be a key issue: the integration of the four main language skills. This chapter reviews the various models of content-based language instruction: theme-based, adjunct, and sheltered. Chapters 7-10 present each of the four skills: reading, writing, listening, and speaking. Grammar and culture are discussed in the last two chapters of the book. Chapters 7-12 contain sections that present a comparison of traditional approaches to teaching the skills, and grammar and culture, to the Tapestry Approach to teaching these skills.

This book presents a good balance between theory and practice. It offers something for everyone—teachers, teacher educators, and curriculum and materials developers. An unexpected gain for this reviewer was not only the knowledge derived from the readings about language learning and teaching, but also an introduction to the art of tapestry. I'm left with a desire to learn more about the warp and weft of weaving

---

### ***Book review by:***

**Deanna Tovar,**

**Academic Coordinator,**

**School of West European**

**and Latin American Languages**

# SCOLA SCHEDULE

*Effective May 1, 1994*

Regular updated, Channel 7

Weststar Cable Pacific Daylight Time

Key: TD = *Tape Delay*; SD = *Same Day*,

TW = *This Week*; R = *Repeat*

## WEEKDAYS

2200 RUSSIA TV (News 1): R  
 2300 BULGARIA (B-1): TD  
 2330 KENYA (KBC): TD  
 1200 ITALY (RAI): R  
 0030 PHILIPPINES (Various): (Tape)  
 0100 CZECH REPUBLIC (Udalosti, F1): TD  
 0130 SLOVAKIA, Bratislava Aktuality: TD  
 0200 ROMANIA (TVR 1) Actualitati: TD  
 0245 CHILE (24 HORAS): TD  
 0330 ESTONIA (ETV): (Tape)  
 0400 UKRAINE (YT-1): TD  
 0430 LITHUANIA (Panorama): TD  
 0500 MEXICO (ECO): "Live"  
 0600 SPAIN (RTVE): "Live"  
 0630 FRANCE (France 2): TD  
 00 TAIWAN, CHINA (CTS, TTV, CTV): SD  
 ✓ /20 SCOLA SCHEDULE  
 0730 ISRAEL (Channel 2): TD  
 0800 GERMANY: (Deutsche Welle): SD  
 0900 JAPAN (FujiSankei): SD  
 1000 RUSSIA (News 1): "Live"  
 1100 CHINA, Beijing (CCTV): SD  
 1200 SAUDI ARABIA: TD  
 1230 IRAN (IRIB): TD  
 1300 JORDAN (J-TV): TD  
 1330 LATVIA (Panorama): TD  
 1400 CHINA, Tai Yuan, (Yellow River TV): SD  
 1500 POLAND (Wladmosci): TD  
 1530 ITALY (RAI 1,2): TD  
 1600 FRANCE (France 2): SD  
 1630 HUNGARY: TD  
 1700 CROATIA: (Dnevnik Hrvajska Televizija): SD  
 1800 SLOVENIA TV: TD  
 1830 TUNISIA (TV-7): TD  
 1900 UNITED ARAB EMIRATES: TD  
 2000 UNITED ARAB EMIRATES (FRENCH): TD  
 2030 KOREA (THE Asian Network): SD  
 2100 GREECE (Antenna TV S.A.): TD  
 2130 ISRAEL (Channel 2): R

## SATURDAYS

2200 Readings from the Holy Qura'n  
 \*\*15 ROMANIA (TVR 1) Actualitati: TW  
 00 BULGARIA (B-1): TD

2330 KENYA (KBC): TD  
 1200 LATVIA: TW  
 0100 LITHUANIA: TW  
 0130 SLOVAKIA (Bratislava Aktuality): TW (Tape)  
 0230 CHILE (24 HORAS): TD  
 0330 PHILIPPINES: TW  
 0400 MEXICO (ECO): "Live"  
 0500 GERMANY (Deutsche Welle): TW  
 0700 TAIWAN, CHINA: SD  
 0720 SCOLA SCHEDULE  
 0735 TAIWAN, CHINA: TW  
 0800 GERMANY: (Deutsche Welle): "Live & TW"  
 1000 SPAIN (RTVE): *Lingo* (Satellite)  
 1100 CHINA, Beijing: SD  
 1200 Gulf Cooperation Council for the Arab States  
 1330 CHINA, Tai Yuan: TW  
 1430 HUNGARY: TD  
 1500 POLAND: POLSATV-DBS (Tape)  
 1600 FRANCE: SD  
 1630 SLOVENIA TV: TD  
 1700 CROATIA: (Dnevnik Hrvajska Televizija) SD  
 1800 Voice of the Arab World: Special Programs  
 2030 KOREA: SD  
 2100 GREECE (Antenna TV S.A.): TD  
 2130 CZECH REPUBLIC: TW

## SUNDAY

1000 Readings from the Holy Qura'n  
 1015 CHINA, Tai Yuan: TW  
 1100 BULGARIA \*B-1): TD  
 1130 KENYA (KBC): TD  
 1200 PHILIPPINES: TD  
 0100 LITHUANIA (Panorama): TD  
 0200 UKRAINE: TW  
 0230 ISRAEL: TW  
 0330 CHILE (24 HORAS): TD  
 0400 MEXICO (ECO): "Live"  
 0500 SPAIN (RTVE): *Lingo* (Satellite)  
 0600 SPAIN (RTVE): (Satellite)  
 0630 SWITZERLAND (SBC): (Tape)  
 0700 TAIWAN, CHINA : SD  
 0720 SCOLA SCHEDULE  
 0730 Voice of the Arab World: Special Programs  
 1000 GERMANY (Deutsche Welle): SD  
 1030 GERMANY (Deutsche Welle): "Live"  
 1100 CHINA, Beijing: "Live"  
 1200 SCOLA SHOWCASE: Special Programs  
 1300 GERMANY (Deutsche Welle): "Live"  
 1430 HUNGARY (NBN)  
 1530 ITALY (RAI): SD  
 1630 SLOVENIA TV: TD  
 1700 CROATIA: (Dnevnik Hrvajska Televizija): SD  
 1800 AFTAB  
 2000 NOAH'S WORLD TELEVISION  
 2130 GREECE (Antenna TV S.A.): TD

# Deans' honor roll list

The following language students at the Defense Language Institute Foreign Language Center, Presidio of Monterey, have qualified for the Deans' Honor Roll as of May 2:

## ARABIC EGYPTIAN

### 1st Semester

RUDDER, Bennett J., SA, USN

## ARABIC EGYPTIAN

### 2nd Semester

MCNELLIS, Robin M., A1C, USAF

## ARABIC EGYPTIAN

### 3rd Semester

BRETZIN, Randall Henry, CPT, USA  
FLASK, Christopher John, PFC, USA  
HALE, Donald E., A1C, USAF  
HOPPER, James Andrew, PFC., USA  
MATAHEN, Khaled A., SSgt., USAF  
PERRY, Michael Roy, CPT, USA  
PRINCE, Michael R., A1C, USAF

## ARABIC SYRIAN

### 1st Semester

LOPUS, David Michael, SPC, USA  
PARKER, John David, SSG, USA

## ARABIC SYRIAN

### 2nd Semester

BULLARD, Paul R., Sgt., USMC  
CARROLL, Patrick J., 1st Lt., USMC  
HORNING, Mark Edward, SPC, USA  
HORRELL, James Wesley, PV2, USA

## ARABIC SYRIAN

### 3rd Semester

BAIRD, Diane Christine, PFC, USA  
KELLER, Dorothy A., A1C, USAF

## ARABIC IRAQI

### 3rd Semester

DAVIS, Victor J., Lt., USN  
HERRON, John James JR., SGT, USA  
MARMON, Boaz Benjamin, SPC, USA  
ROSENBERG, Marc Edward, PFC, USA

## CHINESE MANDARIN

### 3rd Semester

BOWERS, Kaylie Noelle, SPC, USA  
PACK, Mary L., AB, USAF  
POST, Francis D., A1C, USAF  
WATTS, Kyle M., SR, USN

## CZECH

### 3rd Semester

DUBOSE, Julie Ann, SGT, USA  
MAKOWSKI, Leslie Ann, PFC, USA  
MENTEL, Jeffrey M., PFC, USA

## DUTCH

### 3rd Semester

COGAN, Geoffrey, Lt., USN  
DAY, Eric R., Maj., USAF  
ESKRIDGE, Leonard A., CPT, USAF  
WETZEL, Robert D., Lt., USN  
WILSON, Charles Huber III, CPT, USA  
WILSON, Rachael F., Mrs.

## FRENCH

### 1st Semester

ADAMS, Paula J., CPT, USAF  
ADAMS, Richard A., CPT, USAF  
DAVIS, Michael G., SR, USN  
FELIX, Kevin M., CPT, USA  
HATCHER, Michael James, SGT, USA  
WALWORTH, Hsi Mui, Mrs.  
WALWORTH, Marvin, CPT, USA

## FRENCH

### 2nd Semester

ANDREWS, Robert D., SrA, USAF  
DIFFIE, Craig M., CDR, USN  
DROPP, Anthony H., LCDR., USN  
FLOTT, Margaret Cecile, MAJ, USA  
PEREZ, Charles, Maj., USAF  
ROGERS, Timothy R., SFC, USA

## GERMAN

### 1st Semester

ANDERSON, Heidi S., Mrs.  
BERLAN, Margaret Ann, Mrs.  
COKER, Stewart Lynn, MAJ, USA  
HELLER, Daniel Lee, MAJ, USA  
KRONGARD, Alexander L., Lt., USN  
ZIMMERMAN, Michael W., Cpt., USAF

## GERMAN

### 2nd Semester

ANDERSON, Heidi S., Mrs.  
HELLER, Daniel Lee, MAJ., USA  
KRONGARD, Alexander L., Lt., USN

## GERMAN

### 3rd Semester

ANDERSON, Heidi S., Mrs.  
HELLER, Daniel Lee, MAJ, USA

## ITALIAN

### 2nd Semester

CONNERY, Robert E., CDR, USN  
GARCIA, Jose Emiliano III, SSG, USA  
PERFETTI, John William, CPT, USA  
SCOTT, Sean Michael, CPT, USA

## JAPANESE

### 1st Semester

EAGLE, Cynthia M., Mrs.  
EAGLE, Daniel R., Lt. Col., USAF  
MURPHY, Thomas A., LCDR., USN

## POLISH

### 3rd Semester

FREENY, Chantel Maria, PFC., USA  
LUCE, Merri Elizabeth, PFC, USA  
REVENTAS, Jonas G., PO2, USN  
WEIR, William, SPC, USA

## PORTUGUESE

### 2nd Semester

DAVIS, Mari C., Mrs.  
DAVIS, Michael J., Lt., USN  
DIDIMALANG, Gasebolae, (*Foreign military*)  
DOSTER, April S., Mrs.  
MOGAGA, Elijah, (*Foreign military*)  
MOKGOLODI, Patrick B., (*Foreign military*)  
SMITH, Michael A., TSgt., USAF

## RUSSIAN

### 3rd Semester

ADKINS, Jonathon Christian, SPC, USA  
BECH, Nathan Alexander, PFC, USA  
BEVIER, William John, SPC, USA  
DUNAGAN, Michael Joseph, PFC., USA  
FOX, Jennifer Marie, PFC, USA  
HANSEN, Carla Alyce, SPC, USA  
HARRELSON, Brian R., PFC, USA  
HOLLINGSWORTH, Kevin, Sn, USN  
KELLEY, Charles Halloran, SPC, USA  
LALEJINI, David Michael, 1LT., USA  
LINE, John Harold Jr., MSG, USA  
LOCKART, Jennifer G., Amn, USAF  
PARKER, Carol J., Sn, USN  
STEFFLER, Matthew C., A1C, USAF

## SPANISH

### 1st Semester

BOUDREAU, George B., Lt., USN  
CONTAOI, Gregory V., Lt., USN  
CURTIS, Jared P., Cpt., USAF  
DALEN, Paul A., A1C, USAF

## Congratulations DLI Graduates

DAMBACH, Edward, PO2, USN  
 ELKIN, Jerrold F., Maj., USAF  
 HANILTON, Shannon Lee, PV2., USA  
 HATFIELD, Ronald L., Lt. Col., USAF  
 RHINEHART, Jennifer Rae., SPC, USA  
 SMITH, Patrick F., SGT, USA  
 TIMM, David Robert, SGT, USA

### SPANISH

#### 3rd Semester

CURTIS, Jared P., Cpt., USAF  
 ELKIN, Jerrold F., Maj., USAF  
 HATFIELD, Ronald L., Lt. Col., USAF  
 LANTERNIER, Joseph Earl, SPC, USA  
 RHINEHART, Jennifer Rae, SPC, USA  
 SMITH, Patrick F., SGT, USA  
 TIMM, Tami Lynn, SGT, USA

### THAI

#### 2nd Semester

JERNIGAN, James W., Cpt., USAF  
 JOHNSON, Jack C., SGT, USA

### THAI

#### 1st Semester

AYALA, Juan Pablo, SFC, USA  
 CUSKELLY, John Michael, SFC, USA  
 MARTELLI, David Bernardo, PFC., USA  
 PASCO, Michael Hans, CPT, USA  
 RADEL, John D., CPT, USA



Students of the Basic Russian, Czech, Spanish, German and Dutch Course graduated April 28. Receiving honors: (L-R) Sgt. David R. Timm, MAJ Daniel L. Heller, SN Carol J. Parker, COL Ronald E. Bergquist, MAJ Jerrold F. Elkin, Mrs. Elkin, Mrs. Cogan, LT. Geoffrey D. Cogan. (Photo by Source AV)

## Students honored at the April 28 graduation were:

# AWARDS

### JOINT SERVICE ACHIEVEMENT MEDAL (Effective April 28)

GRESHAM, John A., PO1, USN  
 THOMPSON, Sanford E., PO1, USN  
 YOUNG, Jon H., PO1, USN  
 CAMPBELL, Anastasia C., SrA, USAF

### ARMY COMMENDATION MEDAL (Effective March 17)

WENDE, Martin D., SSG, USA

### COMMANDANT'S AWARD

#### CATEGORY ONE

SGT. David R. Timm

### COMMANDANT'S AWARD

#### CATEGORY TWO

MAJ. Daniel L. Heller

### COMMANDANT'S AWARD

#### CATEGORY THREE

SN Carol J. Parker

### PROVOST'S AWARD

#### CATEGORY ONE

MAJ Jerrold F. Elkin

### PROVOST AWARD

#### CATEGORY TWO

MAJ Daniel L. Heller

### PROVOST'S AWARD

#### CATEGORY THREE

SN Carol J. Parker

### MAXWELL D. TAYLOR AWARD

SN Carol J. Parker

### MARTIN KELLOGG AWARD

LT. Geoffrey D. Cogan

### AUSA AWARD

Sgt. David R. Timm

# EO course gives units qualified reps

*“EO, in general, means treating people equally based on merit rather than some other factor, i.e. color, religion or sex. That’s why we are here...to ensure that happens,”*

---

By SSgt. Richard Tatum

---

One of the Golden Rules that children are taught is “Do unto others as you would have others do unto you.”

It’s not only taught in the Army but it is enforced by regulation. However, it’s not called the Golden Rule but Equal Opportunity.

Recently, a team of three Equal Opportunity Advisors conducted a course to teach others how to monitor, conduct and enforce EO rules.

“EO, in general, means treating people equally based on merit rather than some other factor, i.e. color, religion or sex. That’s why we are here...to ensure that happens,” said SFC Bobby L. Hamby, Troop Command’s EO advisor, who was joined by SFC Andrew Lako and SFC John Beagle from Fort Ord’s EO office.

For two weeks, eight company representatives spent time learning everything from group dynamics to complaint procedures processing to effective feedback. The students were introduced to *Conflict Management*, *Sexism*, and *Inter-Cross Cultural Communication*, as well as *Racism and Discrimination*.

“We even did the resurrection of Jim Crow,” said Hamby. “We intentionally segregated people by the first letter of their last name; it proved to be a very effective lesson.”

According to Hamby, the class was discriminating against people with the last name that began with an ‘S’.

“It gave them a first-hand chance to see what discrimination actually feels like. They got secondhand books, had to sit in the back of the class and got less time for breaks. Although it was an exercise,” Hamby added, “the realism of it (the exercise) stirred the emotions.”

The purpose of the classes, Hamby said, was to put qualified equal opportunity representatives or leaders back into the companies. Representatives were selected by their company commanders.

“I saw a need to put qualified people in the companies since

our assistance from Fort Ord was going away,” said Hamby. “This was a prime time to conduct the training since our primary support now comes from Fort Lewis, Wash.”

This was the first, and probably last time, the course was taught at the Defense Language Institute.

According to Hamby, it will now cost between \$1,200 and \$1,400 to send a person on a temporary duty assignment for two weeks to get the training. Conducting the most recent class of eight students at the Presidio of Monterey represented more than \$10,000 savings to the government.

---

***“The success of the EO programs are directly related to the commanders since the ultimate responsibility falls on their shoulders.”***

---

“Hopefully everyone of these new EO leaders will become first sergeants and so forth, and will perpetuate what they’ve learned in their positions of authority.” Hamby continued, “That way, we can see a major change throughout the entire chain of command.”

He was quick to add that Equal Opportunity is everyone’s responsibility.

“However,” Hamby said, “the success of the EO programs are directly related to the commanders since the ultimate responsibility falls on their shoulders. We, as EO advisors and leaders, are to help ensure the commanders’ programs are managed.”



## *EO Complaint Procedures*

*If you think you've been victim to another person's inappropriate behavior, the following may be of help:*

### **If you are a victim**

Call the EO office, 647-5442, to clarify whether an incident or behavior qualifies as sexual harassment or discrimination.

### **Informal complaint**

Make an informal complaint report for inappropriate behavior without initiating a full investigation. This may be most appropriate for minor infractions where the victim simply wants behavior stopped.

### **Formal complaint**

If behavior persists file a formal written complaint (DA Form 7279-R) with any of the following people or agencies. Complaints must be filed within 60 days of incident - those filed after may be pursued at commander's discretion.

### **Use your chain of command**

Chain of Command, EO Advisor, IG, Housing Referral Office, JAG, MP or Criminal Investigator, Chaplain, Medical Agency.

### **After complaint is filed**

Complaints, except those filed with the IG, must be acted on within three days. Complaints filed with an agency against a member of the chain of command will be referred to the next higher commander in the chain.

### **Investigation period**

The commander or the investigating officer appointed by the commander has 14 days to investigate the allegations and meet with the victim to discuss the outcome and results. A 30-day extension may be granted from the next-higher commander if circumstances require it. Further extensions can be approved only by the first general officer in the chain of command.

### **Appeal**

The complainant has seven days to appeal to the next higher commander. If dissatisfied with the investigation results or actions taken, that commander has 14 days to complete the investigation. Final decisions on complaints rests with the general court-martial convening authority.

### **Final out come**

Thirty days after final decision on complaint, an assessment is conducted by the EO Advisor on all EO complaints (substantiated or unsubstantiated) to determine the effectiveness of any corrective actions taken and to detect any incidents of reprisal. Report and recommendation is submitted to commander on DA Form 7279-1-R not later than 45 days following the final decision made on the complaint.

---

# NSGD rolls through tournament undefeated, claims POM/DLI basketball crown



Above: HHC Leon Hillmen extends for a short jump over NSGD's outstretched defense. NSGD shut down Hillmen in HHC in the second half for a 60 - 45 win and the championship. Left: The fickle fortunes of the playoffs can go either way: in for two, or out for another try. HHC and A Co. watches to see where the ball goes. HHC prevailed 55-47.

---

Story and photos By JO2 Douglas Stutz

---

There is something uniquely positive to be said about getting a chance at revenge on the playing field. Adrenaline flows, awareness heightens, and instincts and reactions pulsate at a level higher than the norm. Paybacks are especially sweet when they come against a team that you lost to in the regular season and then find yourself facing in the playoffs. Such was the case for Naval Security Group Detachment. After losing to HHC during regular season play, NSGD handled HHC in the championship round, 60-45, to capture the crown of the 1993/94 POM/DLI Men's Basketball Tournament.

NSGD was not to be denied, by any opponent, in the double-

elimination tournament. Their win in the final capped NSGD's impressive undefeated run through the tournament. In their first contest, they pasted Golf Co., 87-27, which was followed by a 65-58 win over HHC and a 48-36 downing of Charlie Co.

In the final, tight defense and timely shooting pushed NSGD out to a quick 16-0 lead. It took a stunned HHC team almost five and a half minutes to end their scoring drought and stop Navy's run as center Leon Hillman banked in a short jumper. Hillmon lead all scorers with 18 points. Try as HHC might, every time they closed the gap to under ten, NSGD would counter with the like of the inside presence of Chris Mancini (nine first half points) or the outside shooting of Robert Coldiron (seven first half points, 12 total). Half time had NSGD up 33-20.

In the second half, HHC slowly began to whittle away at the lead. Nathan Frater nailed a jumper; Hillmon a drive; followed by a Antonio Baltimore corner jumper, sliced the lead to 47-42. The momentum, it seemed, had changed. NSGD's passing became tentative, their lateral quickness on defense started being a step be-

hind, and the shots weren't falling. Open jumpers drew iron. Foul shots clanked. NSGD called time.

The respite to regroup proved instrumental. NSGD started the contest with an impressive scoring spurt as a result of their defense and they ended the game with another scoring run. Offensive and defensive rebounds, loose balls, the passing lanes, all belonged to NSGD down the stretch. NSGD sent four players to the glass on every shot. HHC's passing, dribbling and shooting were all contested. There were no freebies to be had. Coldiron was fouled on a putback and dropped both foulshots. 49-42. Dan Ames was hacked after a steal and made both ends of his one-and-one opportunity. 51-42. Ramon Jackson shook one defender, drove the baseline and knocked in a driving jumper. 53-42. David Reinhard dropped in an easy setshot. 55-42. Jackson added two more foulshots. 57-42. Jackson set up Reinhard with a nifty pass for an easy 10-footer. 59-42. The 12 point run put the game out of HHC's reach and into NSGD's championship trophy case.

"To a man," said NSGD's Jackson after the win, "we were ready to play. HHC is worthy opponents, but they have a habit of not playing together as a team. The two times they beat us during the regular season were flukes. Those times we didn't show up to play. We definitely did come tournament time."

"I was looking forward to playing Navy again," said Frater of HHC. "I missed the last game when they beat us. I felt that up to the finals of the tournament, we finally started to play like we should; as a team, not a bunch of individuals. By playing together, we've been more consistent. Our last two games were must-win situations for us, and we responded well in both victories. We knew we had to win twice against Navy, and that if we took the first contest, we'll be poised for the sweep."

Before the championship, HHC defeated Alpha Co., 78-74, lost to NSGD, edged USAF 70-69, downed Alpha Co. again, 55-47, and handled Charlie Co., 61-45.

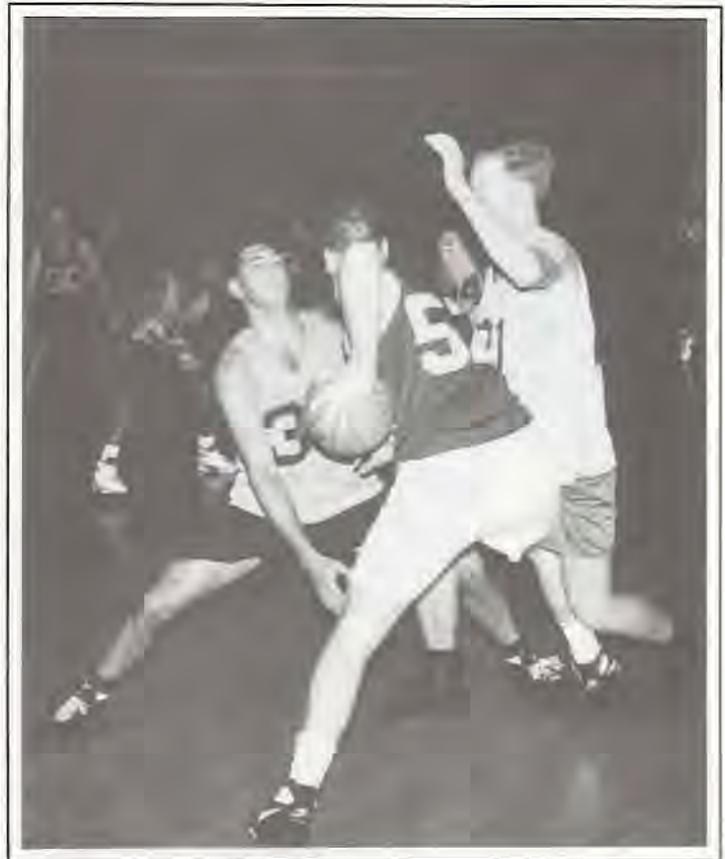
NSGD began their run for the championship with only one true practice. "It just seemed like we'd been playing together since junior high," said Jackson. "We knew what each of us could and couldn't do. We played unselfishly on offense and helped out each other on defense. The season for us was a lot of fun."

With NSGD winning first place and HHC placing second, each player on both teams was awarded a trophy for their team's stellar play in the tournament. And despite the breakneck and frenzied play of the championship game, fatigue just doesn't settle in when you walk off the court bearing the honors of a champion.

The Final score: NSGD 60, HHC 45. Earning the points were:

NSGD: Coldiron 12, Ames 10, Mancini 9, Bond 10, Jackson 10, Epley 5, Reinhard 4. Total: 60.

HHC: Hillmon 18, Campbell 9, Price 7, Frater 5, Hill 2, Richards 2, Baltimore 2. Total: 45.



(L) Chris Mancini and Scot Bond of NSGD put the defensive clamps on Charlie Company enroute to their championship.

## DLI's Basketball standings

C Co. 71	B Co. 65	A Co. 63	G Co. 37
USAF 51	D Co. 71	USAF 69	HHC 70
HHC 78	A Co. 74	A Co. 57	D Co. 56
NSGD 87	G Co. 27	C Co. 36	NSGD 48
C Co. 64	D Co. 54	HHC 55	A Co. 47
HHC 58	NSGD 65	HHC 61	C Co. 45
B Co. 47	USAF 58	NSGD 60	HHC 45



## CTI1 Peter Olson named NSGD *Sailor of the Year*

By JO2 Douglas Stutz

Teamwork is a process that depends not just on one individual, although some may wish it does (Hey, let him do it!). It isn't an effort that rises occasionally to the task, as a few may hope (pass the buck over to her!). Teamwork is a constant occurrence, whether it's on a field of play or on the job at hand.

At Naval Security Group Detachment, CTI1 Peter J. Olson continually stresses teamwork. The value of it. The purpose of it. The knowledge that comes from it. And with his work ethic, his

responsibility, his very presence, Olson was selected as NSGD's Sailor of the Year. "I just did my job. I don't think I did anything special," said Olson. "To me, Sailor of the Year means successfully working as a team at this command. And that allowed me to do what I felt needed to be done and the command felt needed to be done. I had a terrific master chief to work for, CTICM Ira Champion, and skipper, LCDR James Blow. They supported me, believed in my ability and showed interest in me as a professional and a person."

For most of 1993, Olson headed up NSGD's PRIDE (Professional Indoctrination and Development) division. PRIDE is a 30-day transition period from boot camp to this A-school. PRIDE reinforces Navy core values of pride, professionalism and integrity. It also strengthens what new sailors learned in boot camp; appearance, responsibility and motivation.

"Guiding PRIDE is very challenging," Olson said. "What you're doing is taking someone who is almost completely clueless and naive, no matter what they might think, and readying them to do well in their school and have a good sense of self-worth. Having a responsible attitude about why they're here and why they are in the Navy is what I strive to key on. Challenging yes, but definitely rewarding and a lot of fun."

Olson currently resides as the Division LPO for East European, West European and Latin American languages. His principle assignment is making sure all his students are taken cared for administratively, along with providing them the role of a big brother who's there and cares.

"I also make sure everyone knows what's expected of them," noted Olson. "I do counseling; both academic and disciplinary. I evaluate performances and provide suggestions for improvement and academic assistance. I'm with my students from 7 a.m. until 4 p.m., which amounts to 80 percent of my time. I also deal with a lot of personal problems like financial difficulties and marital disputes. I make sure they get counseling and guidance."

"This also is a challenging job and very rewarding," Olson remarked. "It's fun also, but has heartbreak. To see a student try so hard, to see a student do his/her best to succeed, but not make it in this field is really hard. But hopefully, through the process of PRIDE, time in the division, they have developed a sense of self-esteem and self-worth, and realize that although language training may not be for them, there is another professional path they can find."

"I wasn't surprised to be in contention for Sailor of the Year," Olson continued, "but I was surprised and pleased at being named for it. Everything I do I try to take as being part of the team concept. Working with others makes life worthwhile and I sincerely believe that we honestly care about our people. And that's no lip service."

It's been said that one of the greatest joys to experience is in helping out others. And having CTI1 Peter Olson on your team is a joy to experience.

# Lending a hand on Highway 1



For the first time in the Big Sur marathon, rollerblades joined the runners along the 26.2 mile course along Highway 1.

Howard Hinckley, ATFL-AV, cheers on the up-coming swell of marathon runners heading for water hole 3.

---

Story and photos By JO2 Douglas Stutz

---

They didn't lace up running shoes, or strap on rollerblades. They didn't stretch tendons or loosen up ligaments. They didn't run, skate or crawl. But they did donate their time and lend a hand to those men and women who summoned up the physical and mental courage to brave the elements and endure the Big Sur Marathon.

Let's face it, volunteers for the most part rarely get the recognition they deserve. They are, to most people, a nameless and faceless entity. But, if not for those that lend a hand, events and circumstances simply could not take place.

And for a 26.2 miles along the central Californian coastline on a Spring day, the volunteer staff made sure the Big

Sur Marathon lived up to its' world class reputation.

"An event like this marathon just couldn't happen without the volunteers," said CW4 Robert Higgins, proponent officer, who finished the run with a time of four hours, 21 minutes and five seconds. "The volunteers are just as important as the runners. The scenery with the coastal hills on one side and the ocean on the other is terrific, but what really makes the Big Sur Marathon so special is those that get involved at the aid stations, help direct traffic, root their friends on, and give moral motivational support. It's so great when you arrive at one of the aid stations and get that support. It's just as important as the Gatorade."

Helping out at the Big Sur Marathon has become a regular habit for Howard Hinckley, Audio Visual management office. "I initially got involved

when I was working at the Fort Ord Dental Clinic," Howard said, "and when they closed, there wasn't any captain/coordinator for the team at the third waterhole, so I volunteered to keep it going. It's been a great way to support such a tremendous and worthwhile event. It truly is a tremendous feeling to help out the participants and help them achieve their goal of finishing."

The Big Sur coastline, scenic beauty aside, presents a formidable challenge to those who enter the marathon. We're not talking level ground and tree-lined neighborhoods here. There are hills from hell (not only up but down). There are the elements which took the time to remind people how headwinds, driving rain, and cold weather can have a definite impact on a person's immediate existence. And for those with enough fortitude and

*See Big Sur, Page 36*



Eight miles down, 18.2 miles to go. CW4 Robert Higgins stops for a brief respite in the '94 Big Sur marathon.

### Big Sur, from Page 35

guts, they enjoy a once in a year opportunity to have the coastline route to themselves.

"When and where else," says CW4 Higgins, "can you have the most beautiful part of the California coastline to yourself, and not worry about vehicles? This is my fourth time doing the marathon and the camaraderie, spirit, and fun keep me coming back. Last year, I strived to finish under four hours. But this year, I had so much more fun taking an easy pace. I lugged along my camera, relaxed, chatted, made new friends. Even met someone not only from my hometown, but same high school. Go figure those odds."

In the military, you get accustomed to early hours — or so you tell yourself. But volunteering to roll out of the sack at four a.m., on a weekend morning when you don't have to, almost makes you as nutty as someone who slogs 26.2 miles. But there's a feeling of accomplishment that positively radiates from those that ran and crawled. And that positive feeling also infects those of the volunteer staff that lent a hand.

## Update on facilities, programs at POM, Fort Ord

### FORT ORD

#### Closurers:

Bowling Center	Closed Mar. 29, 1994,
Child Development Center (Monterey Road)	Closed Mar. 1, 1994
Community Club	Closed Jan. 10, 1994,
Frame Shop	Closed Dec. 28, 1994
Golf Course	Contract out Apr. 1, 1994
Recycling Center	Closed Jan. 5, 1994
Riding Stables	Closed
Stadium	Closed
Shea Gym	Closed Apr. 30, 1994
Shooting Center	Closed Jan. 20, 1994
Swimming Pool	Open thru Sep. 30, 1994
Travel Camp	Closed Apr. 1, 1994

#### Remaining open:

Library SVC Center	Fort Ord BLDG. 4275
Porter Youth Center	Fort Ord BLDG. 4283
Chamberlain Library	Fort Ord BLDG. 4275
Army Community Service	Fort Ord BLDG. 3010
Autocraft Center	Fort Ord BLDG. 4492
Swimming pool	Fort Ord BLDG. 2238

#### Mothballed indefinitely:

CMSY Club, Bowling Center, Shea Gym, Stadium,  
Child Development Center (Monterey Road)

### PRESIDIO OF MONTEREY

DCA, APCA, CFA, MKTG, RMD, and NAF	POM BLDG. 276, 234
ADAD	POM BLDG. 234
Child Development Center	POM BLDG. 566
Education Center	POM BLDG. 273
Information, Tour and Travel	POM BLDG. 843
Outdoor Recreation Center	POM BLDG. 842
Price Fitness Center	POM BLDG. 842
POM Recreation Center	POM BLDG. 843
Student Faculty Club	POM BLDG. 221
Youth Center	POM BLDG. 454

## Hospital News

You and your family members **MUST** understand what you are going to do for health care now.

To answer any questions about health care in the Monterey Bay area, please contact the Coordinated Care Division of SBHACH.

If those questions are TRICARE/CHAMPUS specific, please contact the TRICARE/CHAMPUS Service Center located on the first floor of SBHACH.

Complete CHAMPUS/TRICARE briefings will be offered on Monday, Wednesday, and Friday from 2-3 p.m. in Room 224 on the second floor of SBHACH.

POC for Coordinated Care Division (242-4005/4885/5512).

POC for TRICARE/CHAMPUS Service Center (647-2180).



## ENTERTAINMENT



**You Don't Have To Dress Up For**

**VISIT YOUR LIBRARY**

### Library

The Chamberlin Library, located next to the Post Chapel on Fort Ord's North-South Road, is scheduled to remain open during the next fiscal year. The library provides a full range of services Sundays through Thursdays from noon to 7 p.m.. Membership for the library is absolutely free to all active duty and retired military personnel. For more information call 242-4789

### Flea Market

The Porter Youth Center At Fort Ord will hold a parking lot flea market, Saturday, Jun. 18, from 9 a.m. to 4 p.m.

Space for rent will cost \$5.00 and the price includes one table and a chair.

Food vendor spaces will be available for \$50 a day. Vendors will need to provide their own equipment. Food vendors must also provide certification from the Veterinary Clinic.

## OPPORTUNITIES ABOUND:

The Air Force Reserve is looking for individuals to fill positions on a national basis. Keep your current rank, continue to earn creditable service toward retirement and receive a good paycheck. For more information or an appointment to discuss Reserve opportunities contact MSgt Todd Zimmerman at (408) 723-8600.

## Hayes Park News

### Teen crisis line 646-1616

Available 7 nights a week. Sunday - Thursday from 5 - 7 p.m., Friday and Saturday from 7 - 11 p.m.

### Fort Ord Thrift Shop

Open Wednesdays and Fridays from 10 a.m. to 4 p.m. The Thrift will move to COL Durham Road beginning in June.

### Volunteers

Volunteers are needed to assist with the 1994 Wild Fire School canteen services. If you are interested, please call 242-7801.

## New I.D. Card Hours:

I.D. Card Section hours: Effective May 23, the new operating hours for the Identification Card Section are 8 a.m. to 4 p.m. The I.D. Card Section is located at Taylor Hall, Building 616, Room 127. For more information call, Mr. Johnson at 647-5232.

I.D. card processing for Army and Air Force active duty and Reserve personnel and their family members is now done solely at the Presidio of Monterey I.D. Card located in Taylor Hall (Bldg. 616). The Fort Ord I.D. Card Section closed Feb. 28.

The POM I.D. Card Section also processes military I.D. cards for family members of all branch of Services.

Until October 1994, processing time may require a waiting period of up to one hour or so. After October 1994 there will be less waiting time because the POM I.D. section should gain another processing clerk and a second terminal. There is no scheduling of appointments. It is advisable to call first at 647-5209.



## Wildlife School

A "Wildfire School" will be held on June 10, 11, and 12. The Red Cross is looking for volunteers to help with water and refreshments. If interested, call 242-7801

## Dear fellow bus rider:

*To a bus rider:*

Honest people live in Monterey. Last night I misplaced my wallet on a city bus as I was returning to the Presidio. When I discovered it was missing this morning, I assumed the worst. I received a phone call from the Monterey Peninsula College security office that they had my wallet, with bank cards, identification and even my five dollar bill still present. Embarrassed but relieved, I retrieved my billfold. I am new in town, and haven't seen much of the area, but knowing that there are forthright and decent people here makes me proud and happy to be here.

I don't know who found and turned in my wallet, but he or she has demonstrated impressive character and integrity, and is a credit to this community.

Thank you very much.

*George A. Chidi Jr.  
Specialist, United States Army*

## Summer Camp begins

Registration for the Summer Camp offered by Porter Youth Center has begun. It begins June 9 and continues through July. Cost is \$45 per week per child (if more than one child, the cost of registration is reduced). Call Porter Youth Center for more details.

## Hearts Apart Support Group

The Hearts Apart Support Group provides its members with social and emotional support during periods of extended separation due to military service.

Those eligible include any military spouse remaining in the Fort Ord (Monterey) area while his/her active duty sponsor services and unaccompanied tour.

Hearts Apart contacts provide the spouse opportunities to realize that others are experiencing many of the same tensions and strains unique to life as part of the military.

A volunteer member serves as the Coordinator for monthly activities. He/she makes telephone contact to provide members information concerning upcoming meetings. For security purposes, dates, times and locations of meetings are not published.

No fee is charged for child care during Hearts Apart meetings.

Membership in the Hearts Apart Support Group is strictly volunteer.

Support services for Hearts Apart are provided by the Family Advocacy Program Manager, Army Community Service

Any spouse wishing to become part of this organization should call 242-5611 or stop by ACS building 3010, 3rd Ave. between the hours of 7:30 a.m. - 4:30 p.m. Monday through Friday and ask to have his/her name and telephone number referred to the Volunteer Coordination.

## Spring Clean Up scheduled for Fort Ord Communities

The Community Mayors of Fort Ord have scheduled Spring clean up events and services for the housing areas.

The 1994 Spring Clean Up will include community wide yard sales and community wide large item pickups. Large items include furniture, washers and dryers, etc.

Items not included in large item pickup include tree limbs and refrigerators and freezers. The 1994 Fort Ord Spring Clean Up is coming to a community near you!

For more information, call your community Mayor.

**June 2 MARSHALL PARK**  
*Large item pickup.*

**June 4 STILWELL PARK**  
*Yard sale.*

**June 7 STILWELL PARK**  
*Large item pickup.*

**June 11 HAYES PARK**  
*Yard sale.*

**June 14 FITCH PARK**  
*Large item pickup.*

**June 16 HAYES PARK**  
*Large item pickup.*

## Thrift Savings Plan open season 'til July 31

An open season for enrollment in the Thrift Savings Plan, a retirement, savings and investment plan for permanent Federal employees, is being held from May 15 to July 31.

During this time employees who already belong to the plan may make changes in their contributions and employees newly eligible may join the plan. Employees who first became permanent during the period of July 1 to Dec. 31, 1993 are considered newly eligible employees.

The update contains specific information about the changes to the plan that are effective this open season and also contains brief, general information about major plan features and investment options.

Employees who wish to enroll for the first time or change their contributions may pick up an enrollment form at the Technical Services Office, Building 614, Room 111.

For further information regarding the Thrift Savings Plan please call the Technical Services Division at 647-5745.

### "Help!

#### I didn't receive my paycheck"

Every day employees call or walk in to the Civilian Personnel Office with these types of questions. However, since we are not a payroll office, there are limits to the type of assistance we can offer in resolving pay issues.

Civilian employees are paid by the Defense Finance and Accounting Services, Civilian Payroll Division, in Fort Sam Houston, Texas. Corrections to your payroll problems are initially handled by the DFAS Civilian Payroll Liaison Office, located at Fort Ord.

You or your supervisor should phone in your questions about payroll problems directly to Kim Riale, the Defense Language Institute's payroll point of contact, at 242-7391. If your problem is not resolved to your satisfaction, then address your complaint to the Defense Finance and Accounting Service, Defense Accounting Office, Indianapolis Center, ATTN: DFAS-IN/EM/FM-CP, Bldg. 2263-Stop 23, Fort Sam Houston, TX 78234-5000.

## Foreign language credits transferable

The Defense Language Institute and Monterey Peninsula College have entered into a partnership which allows DLI students to earn an Associate of Arts Degree in Foreign Language at MPC. This program requires that students be enrolled in or have completed language studies at DLI. To earn the associate degree, eligible DLI students must complete 60 units of course work. The foreign language units earned at DLI will be used to satisfy major requirements and, in some cases, limited general education requirements. Additional units are required in general education with at least 12 units of the required 60 taken at MPC. Credits earned at DLI and MPC are transferable to other colleges and universities.

## Summer class schedules available

Classes commence Jun. 13  
and span six to eight weeks.

Servicemembers who have been in California less than one year pay \$13 per semester hour. Tuition Assistance is available to all on active duty.

For information, contact the Presidio of Monterey Education Office at 647-5325, between the hours of 8 a.m. and 5 p.m., Monday through Friday.

Each of the following classes will have the initial meeting from 8 a.m. to noon on Saturday, June 11, at the Presidio of Monterey Education Center, Building 273.

### 110 INTRO TO GEOLOGY

Begins 6/11, ends 8/6/94  
(8-12 p.m., Physical  
Science)

### COOPERATIVE WORK EXPERIENCE

### 291 FOREIGN LANGUAGE

57291-81 .5-4 Units, LG  
Begins 6/11, ends 8/5/94

### PERSONAL DEVELOPMENT

### 210 COLLEGE AND CAREER PLANNING

70210-81 1-3 units,  
Correspondence LG-C/NC  
Begins 6/11, ends 8/5/94

### PHYSICAL FITNESS

### 125 CHILD AND ADULT DEVELOPMENT: The Growing Years

82125-85 3 units,  
Correspondence LG-C/NC  
Begins 6/11, ends 7/15/94

### SOCIOLOGY

### 101 HUMANITY AND SOCIETY

93101-85 3 units,  
Correspondence LG-C/NC  
Begins 6/11, ends 7/15/94

### 140 MARRIAGE AND FAMILY LIFE

93140-85 3 units,  
Correspondence LG-C/NC  
Begins 6/11, ends 7/15/94

---

# *Earth Day*



Inclement weather didn't dampen the spirits of children who attended the Earth Day events at Toro Park'. They danced to the music of local bands and enjoyed the cuisine of several vendors. Also present during the Earth Day celebration were various booths demonstrating the environmental, safety and cultural theme of the Monterey Peninsula. *(photo by JO2 Douglas Stutz)*