

*The Professional Bulletin of the Presidio of Monterey Defense Language Institute Foreign Language Center (DLIFLC)*

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## **DLIFLC volunteers help flood victims dig out**



**DLIFLC Measures Success by Customer Satisfaction**

## Col. Mettee-McCutchon awarded Defense Superior Service Medal

Col. Ila Mettee-McCutchon, garrison commander, was awarded the Defense Superior Service Medal at the commandant's staff meeting March 14.

### Citation

Colonel Ila Mettee-McCutchon, United States Army, distinguished herself by exceptionally superior service as Strategic Intelligence Officer, Intelligence Division, International Military Staff, North Atlantic Treaty Organization (NATO) Headquarters, Brussels, Belgium, from July 1992 to October 1994. Colonel Mettee-McCutchon established herself as the recognized expert on Central/Eastern Europe whose quality assessments of political-military issues and their implications were sought by NATO's senior military authorities. Displaying keen insight and in-depth knowledge, she provided outstanding contributions as the International Military Staff representative at meetings with former Warsaw Pact nations. Her pro-



Col. Vladimir Sobichevsky, DLIFLC commandant and POM/POM Annex commander, presents the Defense Superior Service Medal to Col. Ila Mettee-McCutchon, garrison commander, March 14. (Photo by Terry Soliz)

essionalism and leadership skills caused her to be recognized by senior international officers as one of the most productive and talented members of the International Military

Staff. The distinctive accomplishments of Colonel Mettee-McCutchon reflect great credit upon herself, the United States Army, and the Department of Defense.



Presidio of Monterey, California

# GLOBE

The Defense Language Institute Foreign Language Center  
Command Publication



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**ABOUT THE FRONT COVER:**

Digging out — Service members from the Defense Language Institute's Marine Corps Detachment assist community residents with the cleanup following local floods that devastated the area. Several homes were overcome with slimy mud after rivers overflowed their banks because of heavy rains. Volunteers of all branches of service poured from DLI to help with cleanup efforts and to build a temporary bridge across Carmel River at Highway 1. See page 4 for the story. (U.S. Marine Corps photo)

# The Flood of '95

Volunteers from the Defense Language Institute went out into the community to assist the victims of the recent floods that swept through the area and turned the Monterey Peninsula into an island.

By Tech. Sgt. Ron Hyink

The incessant metal-on-metal hammering pierced the air with a shrill intensity. The foreman had to shout above the racket, joining in with the drone of the diesel engines powering the heavy construction equipment. And despite all the noise, it was the raging river that permeated the senses with its dull roar as it rushed to the sea.

The river, swollen by heavy rains, had ignored its traditional boundaries. It carried with it anything that happened to get in its way — not caring about the flooded houses beyond its widened banks, offering no pity for the people whose lives it affected, and showing no concern for the bridge that it had taken along on its journey.

The bridge, or rather its absence, was the reason for the construction crew's presence, for they were reconnecting the 120-foot gap in the highway created by



Sgt. 1st Class Jimmy Cornelius and Sgt. Lance Frazee, DLI students, observe the progress on the Bailey bridge. (Photo by Tech. Sgt. Ron Hyink)

the torrent. The Flood of 1995, as it has become known locally, completely wiped out the bridge on Highway 1 spanning the Carmel River March 11 and left behind a new, unwanted wall-to-wall carpet of slimy mud in many homes near the river.

In order to re-establish the highway's link as quickly as possible, the 375th Engineer Company from the Army Reserve Center at the Presidio of Monterey Annex were called on to construct a Bailey bridge, a temporary bridge used extensively by American troops during World War II. And when the call went out for help to build the bridge, clean up homes and assist the Red Cross, several people from the Defense Language Institute jumped on the volunteer bandwagon. All branches of service at DLI were represented in the flood relief effort.

"Monday morning, March 13, we received tasking for that morning (to supply casual assistance for the flood relief effort)," said Army Staff Sgt. Todd Shearer, S-3 Operations NCO, who provides casual support for all activities at DLI. "We



DLI students connect a truss as they fabricate a temporary Bailey bridge to span Carmel River at Highway 1. (Photo by Alvin Macks)

were tasked to send 30 soldiers down there to help with the Bailey bridge. Then we sent soldiers out to the Carmel Valley area to assist in the cleanup to help people dig their homes out of the mud.”

“We’re all pretty motivated about it — we got to (help with the bridge) the first day, and we were scratching and fighting to see who would be able to come out again,” said Army Sgt. Lance Frazee, who is now a Thai student.

Despite the motivation, building the bridge was an arduous task, as was the cleanup operation. Just by driving among the devastated homes, one could smell the stench of mildew wafting through the air. Nearly every affected home had their yards piled high with soiled carpet, furniture and other items ruined by the flood. Dumpsters, lining the mud-caked streets, competed for space with the residents’ cars and construction vehicles. But DLI volunteers were there as well, performing an unpleasant yet gratifying job.

“I never realized how much damage a flood could cause. Actually seeing the damage was an experience in itself,” said 1st Lt. Julie Schaffer, executive officer for DLI’s Marine Corps Detachment.

“The smiles and sighs of relief from the house owners were the best rewards we got for helping. We really felt like we accomplished something. We would take a house that was a foot deep in mud and make it livable again.”

Everyone involved in the flood relief effort seemed to agree on the rewards of helping the community. “It’s always rewarding to help people in the local community,” said Tech. Sgt. Greg Day, military training manager for the Air Force’s 311th Training Squadron at DLI. “The Air Force people who went out there proved that they were motivated and dedicated to the cause.”

Marine Corps Pfc. Kevin Hart, an Arabic student who volunteered more than 90 hours of his time to the flood victims,



**The Bailey bridge nears completion over Carmel River.** (Photo by Alvin Macks)

would agree with the rewards. “Not only did it help boost the public image, it also allowed the Marines stationed here at DLI a chance to do something that was greatly needed and greatly appreciated,” he said.

Other volunteers assisted the Red Cross at a temporary operations center in Salinas with translation services for the Spanish-speaking community. “We helped the flood victims to process their registration forms to receive aid for temporary housing assistance, and also assistance for food and clothing,” said Petty Officer 3rd Class Michael Halabuk, who completed the basic Arabic course. Halabuk formerly taught Spanish in a Southern Florida high school.

“It was a great experience — we thoroughly enjoyed it,” continued Halabuk. “It completely changed my perspective of the Red Cross — I had no idea of the scope of services they provide.”

Teamwork is the essence of accomplishment, and DLI service members came together as a team for the benefit of the community.



**Cpl. Jeffrey Bourgeois, a student with DLI’s Marine Corps Detachment, dumps a load of mud that had invaded a home near Carmel River.** (U.S. Marine Corps photo)

**see next page**

## DLI service members involved with the flood relief effort:

<b>ARMY</b>	Marley, Shannon, Pvt. 2	<b>MARINES</b>	Storie, Derek, Pfc.
Baboolal, Anthony, Pvt.	Mativi, Karen, Spc.	Bentley, David, Pfc.	Thoni, Karen, Lance Cpl.
Bagley, Terry, Spc.	Maule, Jason, Spc.	Bidwell, John, Lance Cpl.	Tompkins, Robert, Pvt.
Bell, Edwin, Pvt. 2	McAllister, Michelle, Pfc.	Bourgeois, Jeffrey, Cpl.	Toscano, Bianca, Cpl.
Bennett, Richard, Sgt.	McGrath, Jason, Pvt.	Brice, Kevin, Pvt.	Walker, Joshua, Pfc.
Bills, Felta, Pfc.	McKinny, Tara, Spc.	Coker, Todd, Maj.	Whipkey, Michael Jr., Cpl.
Bosten, Jeffrey, Pfc.	Mika, Christopher, Pfc.	Crafton, Ryan, Pfc.	Wicken, Derek, Pfc.
Bracey, David, Pfc.	Miller, Aaron, Pfc.	Culberson, J. C. III, Cpl.	Wise, Derek, Lance Cpl.
Buchai, Andriy, Pvt. 2	Mizell, David, Sgt.	Denton, Patrick, Sgt.	
Burling, Adam, Pfc.	Painter, Joshua, Pvt. 2	Eisentraut, Benjamin, Lance Cpl.	<b>AIR FORCE</b>
Chambless, Carls, Spc.	Ponicsan, Steven, Pvt. 2	Esala, Joseph, Lance Cpl.	Bailey, Keri, Airman 1st Class
Cornelius, Jimmy, Sgt. 1st Class	Price, Daniel, Pvt. 2	Farmer, Jeremy, Pfc.	Hayes, Ohler, Airman 1st Class
Curasco, Robert, Sgt.	Pritchard, James, Pvt. 2	Ferrel, Philip, Pfc.	Hensley, Brian, Airman 1st Class
Dahlberg, Cynthia, Pvt.	Propst, Sharon, Pfc.	Grogan, Donald Jr., Sgt.	Hickey, Shawn, Airman 1st Class
Dawson, Thomas, Spc.	Rawson, Jerry, Pvt. 2	Hampton, Jermaine, Pfc.	Lilly, Jason, Airman 1st Class
Doolittle, Adam, Pvt. 2	Salyer, Jack, Sgt.	Hart, Kevin, Pfc.	Reed, Christopher, Airman 1st Class
Eftink, Shawn, Pvt. 2	Sanders, Jeremy, Pvt. 2	Holland, Steven, Lance Cpl.	Class
Frazee, Lance, Sgt.	Sanders, Jo Jo, Pvt.	Hoy, Taras, Cpl.	Shelton, Henry, Airman 1st Class
Fuhrman, Daniel, Spc.	Saxon, Michelle, Spc.	Johnson, Michael, Cpl.	Shepard, Tamara, Airman 1st Class
Gardner, Joseph, Pvt. 2	Scott, Michael, Spc.	Lakomiak, Michelle, Lance Cpl.	Class
Green, Robert, Spc.	Shearer, Todd, Staff Sgt.	Letchworth, Brett, Cpl.	Shoram, Ron, Airman 1st Class
Gutheinz, Rebecca, Pfc.	Smith, Gerald, Pvt. 2	Marschner, Pearce, Cpl.	Simmons, Amanda, Airman 1st Class
Hail, Marcus, Spc.	Stack, Jennifer, Pfc.	Morales, Edward, Pfc.	Class
Hail, Paul, Pfc.	Stoltzman, Andrew, Pvt. 2	Mousavizadegan, Adnan, Lance Cpl.	Speckhals, Kurt, Airman 1st Class
Heard, Sharon, Pvt. 2	Thompson, Kurentsa, Pfc.	Nuss, Jennifer, Lance Cpl.	Striley, Ted, Airman 1st Class
Hebert, Shane, Spc.	Travis, Ronal, Pvt. 2	Panicck, Gregory, Sgt.	
Hewitt, Scott, Pvt. 2	Upole, Andria, Pvt. 2	Pepin, Sonja, Lance Cpl.	<b>NAVY</b>
Jackson, Roger, Pvt. 2	Warner, Joseph, Pfc.	Price, Shannon, Pfc.	Almodovar, Antonio, Petty Officer
Jones, Steven, Pvt. 2	Watson, Lukalo, Spc.	Rodrick, Sean, Pvt.	3rd Class
Le, Lam, Pvt. 2	Whitacre, Daniel, Pvt. 2	Schaffer, Julie, 1st Lt.	Grinnell, Eric, Seaman
Lechleiter, David, Spc.	Young, Kevin, Pfc.	Scrabeck, Brian, Cpl.	Halabuk, Michael, Petty Officer
Leeth, Micah, Pvt. 2	Zacone, Timothy, Spc.	Staley, Rodney, Pfc.	3rd Class
Mancini, David, Spc.	Zentner, Christian, Pfc.		Wells, Giselle, Seaman



Service members from DLI's Marine Corps Detachment help flood victims salvage goods. (U.S. Marine Corps photo)

### Letter of Appreciation

Dear Colonel Sobichevsky:

On behalf of Cal-Am and its employees, we would like you to extend our appreciation to the 25 troops that took part in the flood emergency at the Highway One Bridge and at Rosie's Bridge in Carmel Valley.

The coordination among all agencies, the Army and individuals was outstanding. I think we accomplished a great deal in a short time through the dedication of all involved.

We want all of you to know that your efforts were greatly appreciated.

Very truly yours,

L.D. Foy  
Vice President and Manager,  
California-American Water Company  
Monterey, Calif.

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# SPANISH SCHOOL PROJECT

**By Airman 1st Class  
John Waldron  
Spanish student**

DLI Spanish students worked recently as reporters, editors and camera crews in an effort to apply their language skills to real-life situations.

Conducted in the Spanish B Department at the West European and Latin American School, the project gave students the chance to create their own newspapers, radio and TV programs in their target language.

The project was designed by instructors Ariel Perez and Mayda Cruz as an attempt to use hands-on work to get students interested in learning a foreign language.

"This approach was used previously only in intermediate courses," Cruz said. "We believed it could also be used successfully in basic courses if applied to the ability level of students."

Perez said allowing students to work on subjects of their choice helps to motivate them for learning. "When students write about something that matters in their everyday life, they use the skills they have to do research on subjects they discuss in communication outside of class," he said.

Cruz said the group activities give students a chance to learn from each other in a natural setting. "The activities bring up vocabulary and grammar questions that



**Spanish Instructor Mayda Cruz and student Airman 1st Class Lee Heinrich discuss articles in the newsletter he and his classmates worked on during an experimental project at WELA designed to take learning beyond the classroom setting.** (Photo by Airman 1st Class John Waldron)

students don't know which forces them to investigate new areas of the language," she said. "By integrating writing, reading and speaking, the students learn from one another how grammar works within Spanish."

Perez said the involvement of administration at all levels of the school helped to develop the experimental program in which approximately 30 students developed two separate newspapers, a radio program and a TV show.

"Hopefully future cooperation will help make it a type of project that could be applied to Spanish basic courses on a permanent basis," said Perez.

Army Spc. Matthew Wadler, who worked on the television project, said it allowed him to develop language usage. "There is a big difference between knowing a language and using a language,"

Wadler said. "We took what we learned and used it to deal with actual problem situations."

He said he enjoyed the activity because it was a break from regular classes. "It was a chance to stretch our legs with Spanish and be creative."

Wadler added that he hopes future classes will be allowed to read the papers and see the video to get an idea of how far they will be by the end of the class. "It would be a great way for them to see just what is expected in the target language by the end of class."

Capt. John Cox, a student who participated in the newspaper project, said he appreciated the chance for students to become involved and use their input to develop classroom activities.

"Less structure gives students a chance to decide commentary, news and sports topics that they are interested in," Cox said. "It is easier to develop research skills and vocabulary when the students already have expressed an interest in the subject."

Eduardo Moos, coordinator of the department, said the experimental program will be encouraged in future classes.

"If students have an interest in developing a project like this by themselves, they will be more interested in learning the language," Moos said. "Wanting to go beyond the classroom helps to extend use of the language into real life situations."

## Part of Presidio's past passes on



The Presidio of Monterey Museum has closed and will be leased to the city of Monterey.

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**Story and photos  
by Tech. Sgt. Ron Hyink**

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A riddle: What preserves the past as undying memories, then itself becomes a part of the past?

The answer: the closure of a museum. In this case, it was the Presidio of Monterey Museum. Without fanfare or ceremony, the museum closed its doors several months ago and became only another memory. And finally in March, the museum's artifacts were packed and sent to other museums and storage facilities.

Originally built as a tin-sided building just after the turn of the century for storing ammunition, building 113 was extensively remodeled in 1967 to house the museum. Now the building is empty, slated to be leased to the city of Monterey, along with several other buildings and 40 acres of historically significant land between Sloat Monument and the bay.

"Some (of the artifacts) are going to Anniston Army Depot in Alabama for short-term storage before they go to other museums," said Mary Alice Kofron, registrar for the U.S. Army Center of Military History in Washington, D.C. "The

cavalry items are going to Fort Knox, and the artwork will be going to Washington, D.C., to the Arts and Exhibits Branch. Some of the artifacts were deeded to the National Park Service," she said.

Kofron works at the collections branch and is responsible for the storage and location of about 60,000 artifacts. She was sent here to oversee the packaging and shipping of most of the Presidio's museum items. The remaining artifacts — those having local significance — were left with the state of California to be part of a future, joint state/city museum in the same building.

A small collection covering DLI ac-

tivities was left here and will be exhibited in the Weckerling Center once that building is renovated.

"The city wants to reopen the museum," said Dr. Stephen Payne, command historian. "Then the state will provide the artifacts and set up the new museum. The city, through a docent program of volunteers, will staff the museum."

The state of California was able to keep some items dealing with the Presidio of Monterey, and kept all the Native American artifacts and most of the items pertaining to Monterey's Spanish and Mexican period, according to Payne. "All of that will be on display again," he said. "The new museum will be different. The old museum was actually too small a building, and they didn't have a storage facility or an artifact preparation facility. Basically, everything was put on static display."

The reason for closing the museum is essentially a question of funding versus the question of need. "It closed because Army regulations require three museum specialists to operate any Army mu-



Mary Alice Kofron is the registrar for the U.S. Army Center of Military History in Washington, D.C.

seum," said Payne. He explained that, since teaching languages is DLI's primary mission, the cost of fully staffing the museum could be used for language instructors' salaries. "So essentially we have to take away from our instructor base to open a museum," he said. "And that is the primary issue — is it cost effective?"

Closing down the museum was an intricate, involved process, but with the combined efforts of several people, things progressed smoothly. "We had real good support," said Payne. "Sergeant Major Larry Roberts worked for nine months with the mothballing of the museum and shutting it down. He also received casual support, and they all did an excellent job."

Roberts was responsible for the accountability, maintenance and operation of the museum. "This included specific tours for VIPs and officers, or NCO training classes as directed," said Roberts. He confirmed that the packing and mailing of the museum's artifacts went extremely well, thanks to the casual support volunteers.

Casual support volunteers included:  
Bidwell, John, Lance Cpl., USMC  
Bracey, David, Pfc., USA  
Brice, Kevin, Pvt., USMC  
Pepin, Sonja, Lance Cpl., USMC  
Staley, Rodney, Lance Cpl., USMC  
Price, Shannon, Pfc., USMC



Sgt. Maj. Larry Roberts, special projects NCO, instructs casual support volunteers on proper handling of the museum's artifacts.



Lance Cpl. Rodney Staley, with DLI's Marine Corps Detachment, carefully removes a glove from one of the POM museum's mannequins. All museum artifacts were packed and shipped out in March.

*April is Child Abuse Prevention Month*

# Effective strategies to fight child abuse

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By Lt. Col. Jerome Pradier  
Associate Dean  
Evaluation and Standardization

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Child abuse takes many forms. It may be physical, mental or emotional. It might result in a wound that requires immediate medical care or first aid. Or the wound would be undetectable and, as in the case of mental or emotional wounds, would subtly grow over time.

Abuse could be intentional or unintentional and performed constantly or sporadically. Finally, it might be acted out by parents, other relatives, or even by those whom we trust as temporary caregivers (teachers, babysitters, the child's siblings, etc.).

Despite this wide range of characteristics, there are characteristics common to most child abuse that we need to consider if we hope to eliminate it. First of all, when used as discipline, it only differs in degree from those actions some people consider to be acceptable or justifiable. Secondly, many of those actions that result in abuse are acts that we would be too afraid or ashamed of performing against individuals who can defend themselves — other adults who upset us on the job or in other social situations. Thirdly, the overwhelming evidence demonstrates that child abuse affects us all directly or indirectly, making it a problem that each individual should work toward eliminating.

As for the first characteristic, there is no substantial difference in the kinds of acts performed by the abuser and by the disciplinarian who hits or verbally lashes out against the child. The difference is just that the abuser hits the child too

hard, shakes the child too violently, or makes the negative comment about the child that really hurts and stays in the child's mind.

The danger and tragedy of these responses against children are that there's no way of defining what action or comment is too violent or goes too far. It depends on too many factors such as the age and physical or mental strength of the child, the strength and self-control of the adult, the strength of the subtle messages that even physical acts transmit to the child's psyche, and many other factors too numerous to outline here. In short, what might seem a minor response in one situation could result in major repercussions in another.



Also, when we get into the habit of physically disciplining a child or calling them stupid or bad, the habit feeds on itself and grows. For example, when the child does not respond the way we want after a slight smack on the hand, that act of hitting makes it easier for us to strike the child even harder the next time. This is a dangerous habit to develop and the only way to prevent it is to make a resolu-

tion not to hit, shake or call the child names at all.

The second characteristic focuses on the attitude of the abuser rather than on the nature of the act itself. Whether we consider mild forms or violent forms of physical or verbal abuse, or even actions that authority figures characterize as "discipline," these are all actions that we would not take in dealing with adults.

We would not even consider hitting another adult or calling someone a negative name openly. The reason is because adults are capable of striking back physically or legally. The reason children are hit or put down and made to feel bad about themselves is because they're defenseless.

These actions are cowardly ways of solving problems or reacting to stressful situations — bullying the person who can't fight back. A much more reasonable and safe way of reacting to these situations is to react to the problem and not the child. Normally, this means doing the same thing you would do when dealing with an adult.

Children will respond the same way an adult would when treated with respect. Many children don't get the chance to practice this "adult-type" behavior because we condition and train them to respond only to hitting and negative remarks when they make mistakes. Luckily, however, we can retrain children to respond to explanations and other positive types of corrections. It just takes a few easy strategies and a little more time and patience to break old habits on the part of the child and the caregiver.

Finally, child abuse is a problem that everyone needs to address whether or not we are parents and whether or not we directly see it occurring. We spend millions of dollars each year on medical care for

abused and neglected children and on the legal and welfare systems to respond to the problem of abuse.

Statistics show that people who abuse children have been abused themselves. This cycle is easy to understand. If you've grown up to see and expect abusive behavior, that is the behavior you're going to develop for dealing with problems. It even happens with the less violent, negative discipline we see practiced daily. If we grow up being hit or called names for mistakes we make, we naturally tend to do this ourselves with our children or with the children of others who are in our care.

Children and adults even play this negative message in relationships with other people they encounter. Children who are hit tend to hit their friends when they disagree. When we give children the subtle message that it is OK not to respect the bodies or feelings of others, they grow up disrespecting others.

Sometimes, this message is exaggerated in their minds to the point that it results in much greater violence in general society. It is a complicated process of mental associations expressed, for example, by teenage gang members when they explain why they are members of gangs.

The bottom line is that child abuse affects us all and we need to do what we can to prevent and stop it. When we see situations where children are pushing the parent's buttons or where a parent is beginning to spank a child, an effective technique is to make a non-threatening comment to the child about the toy she's holding or to the parent about how tired the child must be — anything to break the pattern or tension that is developing.

When we see or suspect abuse, we need to alert the agencies that can properly solve the problem and that are dedicated to establishing more positive and stronger family relationships. We need to learn what to look for in actions that constitute child abuse or that might lead to child abuse. We need to learn strategies (and teach these to others) for dealing

with problems we encounter with children.

The good thing about dealing with this problem is that there are agencies you can turn to for help and advice. One such agency is the Child Abuse Prevention Council (CAPC) of Monterey County. It has educational materials, speakers and counselors to meet your needs or those of anyone who needs help. Many of its materials teach strategies to control anger or

to encourage positive response from children without having to use hitting or verbal put-downs.

You can contact the CAPC in Salinas at 755-4474 or talk to one of its members for more information. You may also contact the Parent Resource Information Line at 1-800-339-8228.

*Lt.Col. Pradier is a member of the Child Abuse Prevention Council of Monterey County.*

Everyone knows that child abuse and neglect are terrible social problems. There has been a wealth of information about abuse through television and newspaper messages, which dramatize the misery and pain of physically tortured children.

Parents who genuinely want to help to stop their abusive behavior may avoid asking for assistance because they see abusive parents portrayed as crazy or dangerous. If we expect parents to come forward to ask for help, they must be accorded respect.

Education of parents is the keystone of prevention. And in addition to teaching parenting skills, a prevention effort creates a broad web of support around children. This includes prevention services for young parents as well as a good system for protection and treatment after problems are identified.

It also includes generating a sense of community responsibility toward young parents by offering them support and opportunities for learning all they can about being parents before they fail their children.

Home-visiting programs are a strong step in the direction of the prevention of child abuse. Nurses can visit new mothers to provide information and support. Trained volunteers

can visit parents of newborns in their homes. Studies show that new parents are eager for information and guidance. This moment is the critical window of opportunity to prevent child abuse.

Everyone must understand that child abuse can be prevented by helping parents cope, learn and grow.

Child abuse prevention is possible and all of us carry individual responsibility for its success.

#### SERVICES AT POM

- Parenting classes are conducted every Thursday at the Presidio of Monterey Child Care Center on Monterey Road 6 - 8 p.m. Free child care is available. Call Bob Tobaissen at 242-4950 to enroll.

- Home visitation can be performed by a Parent Aid/Homemaker. Call Army Community Service at 242-4611 for more information.

- The Parent Hotline is 1-800-339-8228 or 757-1001, 24 hours daily.

- Social Services, California Medical Detachment and Tri-Care Insurance offer individual and group counseling services for parents and children experiencing difficulties.

# Linguists get workout during MOOTW training in Kitzingen

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**By Sgt. Kathleen Ollander**  
**103rd Military Intelligence Battalion**  
**Wuerzburg, Germany**

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Soldiers from Wuerzburg's 103rd Military Intelligence Battalion weren't sure what to expect when they went through situational training exercise lanes dedicated to military operations other than war at Kitzingen Training Area. Or in our Army that so loves acronyms, they were going to STX lanes for MOOTW training at KTA.

MOOTW training is often referred to as United Nations or peacekeeping training.

"We're running five lanes," Warrant Officer 1 Kevin Cummings, B Co., exercise control officer, said. "There's one village they have to go through; two mounted road blocks, one host nation controlled, the other non-host nation controlled; and two dismounted patrols. The scenario for the dismounted patrols is that their vehicle is disabled. When they're walking to get help, they run into another patrol. One patrol they run into is comprised of host nation soldiers. Then, a little further up the road, they run into the non-host nation guys. They're not so friendly."

Most of 103rd MI Bn. cycled through the lanes Dec. 5 through 9.

Cummings said a concern that some of the soldiers may be a bit rusty in their land navigation skills, prompted him to have an Observer Controller, whose call sign is "Lost 6," to ensure everyone got where they were going. His sense of humor was also evident in the call sign for the base camp. All the teams going through the training had colors as their call signs. So the call sign for the base camp was, of course, Crayola Base.

The exercise's emphasis on basic soldier skills is evident in the AARs given by the OCs. "Remember security — as soon as you stop, get out. Cover your rear and your flanks — spread out!" one OC explained to a group of soldiers that just completed a lane. "Don't stop your vehicles one right behind the other. Think about it."

"We're critiquing them more on soldier skills than the objective," Capt. Michael Wisniewski, B Co. commander, said.

Another goal of this exercise was to focus on the low-level leader. "Each lane has different levels into the

scenario," Cummings said. "Every team doesn't deal with the exact same thing. The objective is to get the soldier, at the team level, to think and make their own decisions."

Cummings said the linguists are also getting valuable practice honing their language skills. "They're used to reading and writing," he said of the battalion's linguists. "They don't get a lot of experience in inter-personal communications."

But sometimes even hard work can be fun. When Wisniewski suggested the linguists were having fun, Spc. James Marcil, a role player assigned to the battalion's A Co., was quick to agree. "I enjoy doing this," he said. "It's really interesting to see their expressions. The funniest thing is when they realize they can't communicate at all. They'll be drawing pictures on the ground and stuff. The hardest part for me is to keep a straight face."

Not having too much fun may have been challenging for the role players, but for the soldiers going through the lanes, dealing with the peacekeeping outlook and the new scenarios was downright frustrating.

"We don't know what's going to happen any more than they do," Sgt. Rex Carter, another role player from A Co., said. "We've got several basic scenarios, but we take our cues from them. So many soldiers are finding out they have to make decisions where there is no (standard operating procedure).

"A third-world lieutenant is telling them to get out of their vehicle, their sergeant is telling them to stay in the vehicle — what do they do? They have to decide. They have to take in about 17 different things at once, digest all that information, and then make a decision — all in a matter of seconds. They get very frustrated."

Even though it may have been a drastic change from their normal manner of doing business, the soldiers seemed to grasp the differences and even have an understanding of the importance of this type of training. "There're no book answers to any of these scenarios, but there're plenty of book don'ts," Staff Sgt. Laurence Donner, A Co., said.

"You can't prepare for all the scenarios. They change all the time," Sgt. Thomas Riisager, A Co., said.

Riisager best put into words what every soldier going through the lanes must have been thinking to some degree. "Our normal training is like, 'Resistance? Kill it!' Now we're learning, 'Resistance? Talk nice to it.'"

## BRIDGES OF FRIENDSHIP

REFLECTIONS ON A RECENT RELIGIOUS STUDIES CONFERENCE

By Chap. (Maj.) Gene E. Ahlstrom  
DLIFLC Area Studies World Religion

In February, I attended an academic conference on "Religious Forces in the New World (Dis)order." With the rationalism of the enlightenment, some thought that religion eventually would die out giving way to secularism. If the 20th century has shown anything, it is clear that religion has not only survived but has re-emerged in different forms. There are significant religious forces in today's world that play into social, economic and political realities.

What religion is and how we look at it is an essential starting point. Particularly throughout history, religion is something people have done. It has only been since the 19th century that religion has been studied as a discipline. Westerners have categorized religion as beliefs/rituals in a developmental context (such as a history of evolutionary progress) making judgments about what was good and bad. Many of these models have been questioned, leaving us with the issue: What is religion?

In this column, I have been following the theme that it is the student's task to understand religion related to the language being studied. Dr. Stephanie Nelson from USC said it correctly at the conference: "To understand does not mean to agree." Three non-Muslim speakers at the conference spoke efficiently to Islamic issues.

We all come to the study of religion with our own value judgments and views of history. This includes sacred space (land) and language. The characteristics of religion in modernity is complex; something always changing and being redefined.

Right now I wear two hats: instructor in world religion and pastor of the POM Protestant congregation. I have a clearly defined Christian world view (a religious participant with a well-defined theology) as well as being a historian of religion (an observer trying to understand religious phenomena). No one who does the latter is value-free or neutral. Each speaker at the conference must live in both worlds — participant/observer. Unfortunately, there is too little dialogue between the two realms of theology and religious studies.

I have learned greatly from religious studies scholars over the years. There were many fascinating topics covered at the February conference: nation states/democratization; ethnicity/gender/class; the new Tribalism; popular culture; and the arts. In further articles I will deal with some of these topics that will help us to better understand religion and how it plays into current events.

## Security News

When a stranger comes to your door to try to sell you something, the following suggestions for various scenarios are offered by the Presidio of Monterey's Security Division. For further information, call their office at 242-5211/5307.

- Guard against persons who claim to be federal, state or city officials trying to sell merchandise or who claim to be making a survey. Do not let such persons into the house unless they can prove their identity, and you are sure they are who they claim to be. If in doubt, call 911 or the police.

- Call 911 or the police if the salesperson is rude or discourteous.

- Read all documents before you sign. Make the salesperson write it on the contract if you are to receive something "free" or "special."

- Don't be in a hurry to sign. Be sure written terms are the same as those given orally. What you think is a receipt may be a contract to purchase.

- Be sure you understand what you sign. What you think is a "credit application" may be a binding contract.

- Don't accept the story that the salesperson was referred to you. Check the area — this could be part of a scheme.

- Beware of the statement that "you are selected" to get something for nothing. You never get something for nothing.

- Don't fall for the story that the firm wants your name or your house for advertising purposes. It may be a dodge to sell you something you don't want at a higher-than-regular price.



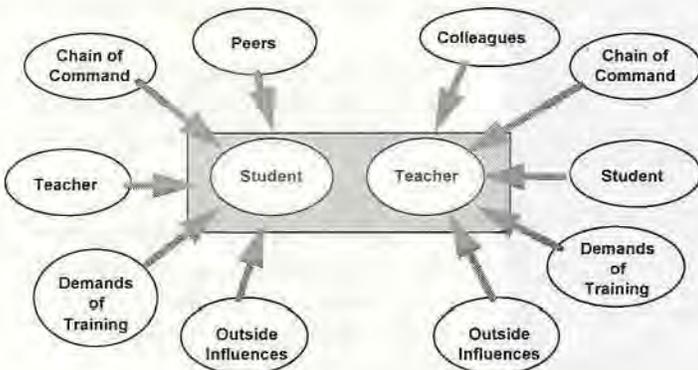
## Helping Students Through Academic Counseling

Submitted by Claudia Bey and Natalie Fryberger  
Faculty and Staff

*Editor's note: This article on student counseling replaces the Book Review normally presented in this space.*

The intensive language-learning environment at DLI is a unique experience for teachers as well as students. The rigors of the training program and the demands placed on all parties require skills that traditional teachers usually are not trained for. In a traditional setting, teachers are responsible for teaching, and student counseling is conducted by professional counselors. However, especially in the context of learner-centered instruction, responsibility for each individual's learning is placed on the teacher. The teacher is usually the first one to become aware of a problem that a student may have.

This problem may not be academic in nature, but it could manifest itself in academic performance. It's hard to concentrate in class and actively participate if you have to worry about the divorce you are going through, the sick parent at home, or the next car payment. In this intensive, fast-paced language-learning program, it's easy to fall behind, so a non-academic problem can easily turn into an academic one. The graph below illustrates the complexity of the factors that impact on students and teachers in the learning and counseling situation.



There are many agencies and people available for helping students with whatever problems they might have: the MLIs, the chaplain, Family Services and the platoon sergeants, to name just a few.

In most instances, though, it's usually the teacher who has to determine the cause for an academic failure. Then the teacher can either refer the student to the appropriate agencies or, in the case of a "true" academic problem, provide counseling to help the student deal with the task of language learning and develop skills and strategies that are appropriate in this intensive environment.

This is probably the only type of counseling that we as teachers can do successfully, because being a teacher means knowing about and facilitating the learning process. Looking at counseling from this perspective, we are on familiar terrain dealing with learning issues.

Perhaps the analogy of a doctor can be used to describe the counseling process. First there has to be a symptom, a failed test for instance. Then a decision has to be made whether this is just a temporary headache and an aspirin will do, or whether this is a symptom of a more serious underlying problem. Of course in our environment, every failed test is taken seriously and automatically results in counseling.

After counseling is initiated, the cause of the symptom has to be discovered. This can be done in the form of an interview, in which student and teacher together explore how the student is actually performing the task of learning the foreign language; how he/she is dealing with the four skills of listening, reading, speaking, writing; how he/she learns grammar and vocabulary; and what his/her study habits are.

There are also a number of diagnostic instruments available that the student can take ahead of time and bring to the counseling interview to make the diagnosis of the problem easier. Once the exploration has led to a tentative "diagnosis," more diagnostic techniques can be used for confirmation.

The next step is, of course, the treatment phase. In this phase, the teacher/counselor will suggest a number of strategies that the student can use to overcome his/her learning problem. Since the students are actually treating themselves by using some of the suggestions of the counseling session, it is usually best if the treatment is one that is mutually agreed upon. In a sense, the doctor can only diagnose and prescribe if the patient is a willing and active participant in the process.

In the 30-hour workshop that is offered by Faculty and Staff (ext. 5639/5217), we deal with the three phases of counseling with a concentration on diagnosis and treatment of learning problems.

We also offer a three-hour introduction to "Principles of Counseling," where we contrast a "good" and a "bad" counseling session and discuss the dos and don'ts of counseling.

**SCOLA schedule, effective April 1, 1995**

A new SCOLA schedule is available at the beginning of each month and is also available through the Internet (see below).

*(Editor's note: SCOLA, or Satellite Communications for Learning, provides actual news and documentary programs, and is intended to improve foreign language listening comprehension and general language proficiency. It is available via the cable network on the Presidio of Monterey and Presidio of Monterey Annex).*

Regularly updated, Channel 7  
Weststar Cable Pacific Daylight Time  
Key: TW = This Week

**WEEKDAYS**

- 0000 RUSSIA TV (News 1): (Repeat)
- 0035 TAIWAN (CHINA) (CTS, TTV, CTV): (Satellite)
- 0100 UKRAINE (YT-Q): (Tape)
- 1330 BULGARIA (B-1): (Tape)
- 0200 MYANMAR: (Tape)
- 0230 KOREA (The Asian Network): (Repeat)
- 0300 CZECH REPUBLIC (Udalosti, F1): (Tape)
- 0330 SLOVAKIA (Bratislava Akuality): (Tape)
- 0400 ROMANIA (TVR - Actualitati): (Tape)
- 0445 CHILE (24 HORAS): (Tape)
- 0530 ESTONIA (ETV): (Tape)
- 0600 PORTUGAL (RTP): (Satellite)
- 0630 LITHUANIA (Panorama): (Tape)
- 0700 MEXICO (ECO): (Satellite)
- 0730 BRAZIL (TV Bandeirantes): (Tape)
- 0830 FRANCE (France 2): (Repeat)
- 0900 ISRAEL (Channel 1): (Tape)
- 1000 GERMANY: (Deutsche Welle): (Satellite)
- 1100 JAPAN (FujiSankei): (Satellite)
- 1145 SCOLA SCHEDULE
- 1200 RUSSIA (News 1): (Satellite)
- 1300 SWEDEN (Channel 2): (Tape)
- 1315 UNITED ARAB EMIRATES (French): (Tape)
- 1330 IRAN (IRIB): (Tape)
- 1400 CHINA (Beijing) (CCTV): (Satellite)
- 1510 SCOLA UPDATE
- 1530 LATVIA (Panorama): (Tape)
- 1600 CHINA (Tai Yuan, China Yellow River TV): (Satellite)
- 1700 POLAND (Panorama): (Tape)
- 1730 ITALY (RAI 1,2): (Satellite)
- 1800 FRANCE (France 2): (Satellite)
- 1830 HUNGARY: (Tape)
- 1900 CROATIA: (Dnevnik Hrvajska Televizija): (Satellite)
- 2000 SLOVENIA TV: (Tape)
- 2030 UKRAINE (YT-1): (Tape)
- 2200 CANADA (CFMT): (Satellite)
- 2230 KOREA (The Asian Network): (Satellite)
- 2300 GREECE (Antenna TV S.A.): (Satellite)
- 2330 PHILIPPINES (ABC-Channel 5): (Tape)

**SATURDAYS**

- 0000 JAPAN TW (FujiSankei): (Tape)
- 0100 BULGARIA (B-1): (Tape)
- 0130 LATVIA: TW (Tape)
- 0230 SLOVENIA: (Tape)
- 0300 LITHUANIA (Panorama): (Tape)
- 0330 SLOVAKIA TW (Bratislava Akuality): (Tape)
- 0430 CHILE (24 HORAS): (Tape)
- 0600 SPAIN (RTVE): (Satellite)
- 0700 BLVD DEUTSCHLAND (Deutsche Welle): (Satellite)
- 0830 TAIWAN (CHINA): Friday (Tape)
- 0900 TAIWAN (CHINA): (Satellite)
- 0925 SCOLA SCHEDULE
- 0730 SWITZERLAND (SBC): TW (Tape)
- 0930 GERMANY (Deutsche Welle): (Satellite/TW)
- 1200 SPAIN (RTVE): Variety Programs (Satellite)
- 1300 Gulf Cooperation Council for the Arab States:(Tape)
- 1400 CHINA (Beijing): (Satellite)
- 1510 SWEDEN TW (Channel 2): (Tape)
- 1530 CHINA TW (Tai Yuan): (Tape)
- 1630 HUNGARY: (Tape)
- 1700 POLAND (POLSATV-DBS) Variety Programs: (Tape)
- 1800 CHINA (Shenzhen): (Tape)
- 1900 CROATIA: (Dnevnik) (Hrvajska Televizija): (Satellite)
- 2000 Voice of the Arab World: (Special Programs): (Tape)
- 2230 KOREA: (Satellite)
- 2300 GREECE (Antenna TV S.A.): (Satellite)
- 2330 FRANCE (France 2): (Satellite)

**SUNDAY**

- 0000 CHINA TW (Tai Yuan): (Tape)
- 0100 BULGARIA (B-1): (Tape)
- 0130 ESTONIA TW, (Tape)
- 0300 LITHUANIA TW (Panorama): (Tape)
- 0400 UKRAINE TW: (Tape)
- 0430 ISRAEL TW: (Tape)
- 0530 CHILE (24 HORAS): (Tape)
- 0600 SPAIN (RTVE): (Satellite)
- 0700 MEXICO (ECO): (Satellite)
- 0800 FRANCE (FRANCE 2): TW (Tape)
- 0900 TAIWAN (CHINA): (Satellite)
- 0925 SCOLA SCHEDULE
- 0930 POLAND (POLSATV-DBS) Variety Programs: (Tape)
- 1030 Voice of the Arab World: (Special Programs): (Tape)
- 1200 GERMANY (Deutsche Welle): Presseclub (Satellite)
- 1300 SCOLA SHOWCASE: (Special Programs): (Tape)
- 1400 CHINA (Beijing) (CCTV): (Satellite)
- 1600 GERMANY (Deutsche Welle): (Satellite)
- 1630 HUNGARY (NBN)
- 1730 ITALY (RAI): (Satellite)
- 1830 SLOVENIA TV: (Tape)
- 1900 CROATIA: (Dnevnik Hrvajska Televizija): (Satellite)
- 2000 AFTAB: (Tape)
- 2200 NOAH'S WORLD TV/ISRAEL TODAY, (Tape)
- 2330 GREECE (Antenna TV S.A.): (Satellite)

Provided by: SCOLA, P.O. Box 619, McClelland, IA 51548-0619,  
Phone: (712) 566-2202; FAX (712) 566-2502; Internet: scola@creighton.edu

# Graduations



## DLI graduates, March 9

### Commandant's Award

#### Category I

Simmons, Kimberly L., Pfc. (Spanish)

### Commandant's Award

#### Category III

Orenick, Racquel R., Seaman (Russian)

### Commandant's Award

#### Category IV

Brown, Timothy L., Spc. (Arabic)

### Provost's Award

#### Category I

Simmons, Kimberly L., Pfc. (Spanish)

### Provost's Award

#### Category III

Geers, Kenneth S., Spc. (Russian)

### Provost's Award

#### Category IV

Powers, Luke, Pfc. (Arabic)

### Maxwell D. Taylor Award

Brown, Timothy L., Spc. (Arabic)

### Martin Kellogg Award

Orenick, Racquel R., Seaman (Russian)

### AUSA Award

Geers, Kenneth S., Spc. (Russian)

### Kiwanis Award

Geers, Jeanne E., Spc. (Russian)

### Russian Book Award Winners

Briggs, Adam D., Seaman Apprentice

Cannon, Kevin B., Pfc.

Chartier, Richard M., Pfc.

Conklin, James T., Maj.

Loynd, Robert D., Capt.

Richardson, Christopher A., Pfc.

Roland, Lisa L., Pfc.

### ARABIC

Adams, Gary R., Spc.

Baxter, Christi R., Petty Officer 3rd Class

Bittle, Robert A., Sgt. 1st Class

Bourgeois, Jeffrey J., Cpl.

Brown, Timothy L., Spc.

Dugan, Scott A., Spc.

Dugan, Tammy L., Airman 1st Class

Evans, Shane E., Pfc.

Garzaniti, Sam G. II, Pfc.

Gleghorn, Todd E., Petty Officer 3rd Class

Halabuk, Michael P., Petty Officer 3rd Class

Hebert, Shane A., Spc.

Higgins, Jennifer R., Airman 1st Class

Howard, Mathew J., Cpl.

Huffaker, Angelena G., Airman 1st Class

Johnson, Justin S., Spc.

Keegstra, Steven R., Sgt.

Keown, Kristy L., Petty Officer 3rd Class

Kiddy, Keith A., Sgt.

Kincade, Edward J., Sgt. 1st Class

Landry, Kenneth C., Sgt.

Loving, Len D., Cpl.

Marcerro, Mark G., Pfc.

Mazzeo, Michael W., Pfc.

Menapace, Jennifer A., Petty Officer 3rd Class

Miller, Frank S., Senior Airman

Molineaux, Peter J., Spc.

Mullen, Daniel R., Pfc.

Newton, Eric S., Petty Officer 3rd Class

Nowak, Lawrence M., Pfc.

Obowa, Tammy A., Airman 1st Class

Ochs, Steven W., Airman 1st Class

Pearson, Adam D., Spc.

Powers, Luke, Pfc.

Rice, Cynthia A., Spc.

Ruggieri, John E., Senior Airman

Sanz, Branden B., Spc.

Shelton Jeremy D., Pfc.

Smith, John A., Pfc.

Smith, Sara E., Petty Officer 3rd Class

Spurbeck, Roderick R. II, Pfc.

Sweeney, Craig M., Cpl.

Warren, Timothy T., Spc.

Young, Douglas J., Senior Airman

### RUSSIAN

Bodily, David G., Pfc.

Briggs, Adam D., Seaman Apprentice

Cannon, Kevin B., Pfc.

Chartier, Richard M., Pfc.

Conklin, James T., Maj.

Eatchel, Jason, Seaman

Ganzer, Joseph T., Seaman

Geers, Jeanne E., Spc.

Geers, Kenneth S., Spc.

Harris, Matthew G., Pfc.

Honsa, Robert A. Jr., Pfc.

Loynd, Robert D., Capt.

O' Connor, Fernando W., Spc.

Orenick, Racquel R., Seaman

Richardson, Christopher A., Pfc.

Roland, Lisa L., Pfc.

Santoyo, Javier J., Sgt.

Twerberg, Carol A., Seaman

Zachry, Martin E., Airman

### SPANISH

Ahara, Lisa G., Spc.

Baum, Jeffrey L. Jr., Sgt.

Beske, Shannin R., Pfc.

Bracey, David A., Pfc.

Briseno, Aaron P., Spc.

Brooks, Tina A., Petty Officer 3rd Class

Brown, Robert C. Jr., Sgt.

Cartwright, Brett A., Pvt. 2

Catania Daniel C., Pvt. 2

Cobb, Kimberley D., Sgt. 1st Class

Franklin, Andrea M., Spc.

Halldorson, Kristi L., Airman 1st Class

Hersh, Joshua K., Sgt.

Heyne, Brian F., Capt.

Howe, Amanda K., Airman Basic

Laniohan, Douglas, Staff Sgt.

Lebrun, Michael T., Pvt. 2

Locklear, Glen D., Lt. Col.

Maes, Jonathan M., Pfc.

Mangelson, Konan K., Airman 1st Class

Martin, Michael T., Chief Petty Officer

McDonough, Kevin S., Maj.

McKiernan, Kevin M., Spc.

Miller, Shannon D., Spc.

Nedeau, Robert A., Sgt.

Oldham, Lance E., Pvt. 2

Ruiz, Pablo C. III, Pfc.

Santurri, Richard J., Sgt.

Shearer, Robert J. Capt.

Simmons, Kimberly L., Pfc.

Smiskey, Danette L., Pfc.

Stewart, Roy E., Capt.

Stewart, Tammy B., Civilian

Taylor, Crystal D., Airman 1st Class

Walter, Judith M., Airman 1st Class  
 Watson, Lukalo M., Spc.  
 Williams, Mark H., Lt. Cmdr.  
 Wills, Robert P. Sgt.  
 Worcester, Orland G., Airman 1st Class  
 Young, Kevin D., Pfc.



### DLI Graduates, March 23

#### Valedictorian

Allen, Christopher, Senior Airman  
 (Spanish)

#### INTERMEDIATE SPANISH

Allen, Christopher, Senior Airman  
 Barnett, Michael, Petty Officer 3rd Class  
 Heywood, Bobbi L., Spc.  
 Lee, James W., Staff Sgt.  
 Miller, Toi, Seaman  
 Morton, Tyler W., Senior Airman  
 Schombs, James, Petty Officer 1st Class  
 Uribe, Gilbert A., Maj.  
 Villarreal, Joe, Sgt. 1st Class  
 Wells, Giselle, Seaman



### DLI Graduates, April 6

#### Commandant's Award

Bush, Brett A., Seaman (Russian)

#### Provost's Award

##### Category One

Hulten, Edward A., Pvt (Spanish)

#### Provost's Award

##### Category Three

Bush, Brett A., Seaman (Russian)

#### Maxwell D. Taylor Award

Jordan, Gary A., Spc. (Spanish)

#### Martin Kellogg Award

Bush, Brett A., Seaman (Russian)

#### RUSSIAN

Amos, Joseph D., Lance Cpl.  
 Bush, Brett A., Seaman

Carter, William N., Seaman  
 Charlier, Laurence C., Spc.  
 Connell, Daniel P., Spc.  
 Crist, Neil P., Spc.  
 Davis, Patrick C., Spc.  
 Dunn, Edmund J. II, Pfc.  
 Foreman, Jon P., Spc.  
 Ham, Elijah V. III, Pfc.  
 Hayosh, Mark C., Seaman  
 Karpan, Matthew P., Lance Cpl.  
 McCoy, Machera M., Spc.  
 Peterson, George B., Pfc.  
 Reed, Jill A., Airman  
 Snow, Joel D., Seaman  
 Davis, Veronica L., Seaman  
 Walters, Christine L., Seaman

#### SPANISH

Bourgault, Jenny L., Airman 1st Class  
 Brorsen, Donald E., Sgt.  
 Call, Jennifer M., Airman  
 Cochiolo, Mark T., Petty Officer 2nd  
 Class  
 Cox, John A., Capt.  
 Daughenbaugh, Micael L., Pvt. 2  
 Dye, Aaron M., Petty Officer 2nd Class  
 Easton, Angela L., Pvt. 2  
 Fanty, Jeanine L., Pvt. 2  
 Farley, Daniel L., Pvt. 2  
 Feaster, Jaime L., Pvt. 2  
 Finkle, Jacob P. Jr., Sgt.  
 Giuffreda, Michael N., Lt.  
 Gomes, Timothy M., Pvt. 2  
 Graham, Stacy H., Spc.  
 Heinrich, Lee E., Airman 1st Class  
 Hogan, John T., Pvt. 2  
 Howard, Hugh, Lt.  
 Hudson, Nadina R., Airman 1st Class  
 Hulten, Edward A., Pvt. 2  
 Jordan, Gary A., Spc.  
 Kovacevich, Thomas G., Pvt. 2  
 Lowber, Eric D., Pfc.  
 Madden, Matthew E., Spc.  
 Maricle, Timothy J., Lt.  
 Mathews, Benjamin L., Pvt. 2  
 McArdle, Daniel C. II, Chief Warrant  
 Officer 3  
 Millemon, Benjamin A., Pvt. 2  
 Morgan, Stephanie M., Pvt. 2  
 Morrissey, Mark K., Sgt.  
 Nagle, Joseph S., Cpl.

Phillips David J., Pvt. 2  
 Rosenlund, Gregory L., Spc.  
 Schneider, John W., Pfc.  
 Scott, Michael R., Pvt. 2  
 Shores, Samuel G., Pvt. 2  
 Smyser, Brian T., Pvt. 2  
 Snell, Saralynne, Sgt. 1st Class  
 Summers, Mindee L., Cpl.  
 Teachout, Matthew D., Pvt. 2  
 Thomas, Dexter W., Sgt.  
 Tusing, Faith L., Spc.  
 Vandiver, Adam S., Pfc.  
 Voigt, Jeffrey R., Capt.  
 Wadler, Matthew H., Spc.  
 Waldron, John F., Airman 1st Class  
 Walsh, Jeffrey D., Staff Sgt.  
 Wickliffe, Justin, Spc.  
 Williams, Benjamin, Spc.  
 Williams, David T., Capt.  
 Wilson, Ralph R. III, Spc.



### DLI Graduates, April 13

#### Commandant's Award

Hembree, Gordon M., Pfc. (Arabic)

#### Provost's Award

Champeon, Todd L., Senior Airman  
 (Korean)

#### Maxwell D. Taylor Award

Hembree, Gordon M., Pfc. (Arabic)

#### Martin Kellogg Award

Lechleiter, David L., Spc. (Korean)

#### AUSA Award

May, James S., Spc. (Korean)

#### Korean Consul General Book Award

Polombo, Peter, Capt.

#### Faculty Book Award

Champeon, Todd L., Spc.

#### FRENCH

Davidson, Jeffrey L., Capt.

*continued next page*

# Graduations

Brewer, Michael L., Capt.  
Frisbie, Kevin, Capt.  
Yuratich, Max H., Pvt. 2

## SPANISH

Aspy, Jason M., Spc.  
Boudreaux, Kevin P., Seaman  
Brookens, Lena C., Seaman  
Burke, Patrick S., Sgt.  
Byrne, James H. III, Airman 1st Class  
Connor, Matthew A., Pvt. 2  
Curtis, Jared A., Spc.  
England, Jeremy A., Pvt. 2  
Guppy, Brain P., Pfc.  
Hausen, Martin S., Lt. Col.  
Hnatiuk, Casey Jr., Pvt. 2  
Johnston, Jeanette A., Seaman  
Lapointe, James M., Sgt.  
Moran, Anita J., Spc.  
Parsons, Christopher L., Airman  
Phillips, James B., Pvt. 2  
Quimby, Kari E., Airman  
Scott, Douglas E., Pvt. 2  
Tompkins, Sean M., Lance Cpl.  
Turner, Bryan R., Pvt. 2

## KOREAN

Anderson, Russell L. Jr., Airman 1st Class  
Benton, Michael D., Pfc.  
Blanchard, Lorraine K., Seaman  
Champeon, Todd L., Senior Airman  
Ellerhoff, Jared L., Pfc.  
Ferguson, Alex R., Pfc.  
Hall, Jeffrey W., Spc.  
Jeffery, R. D., Spc.  
Jensen Kenneth M., Spc.  
Kanewske, Christopher S., Pfc.  
Lechleiter, David L., Spc.  
Luka, Jeffrey L., Pfc.  
May, James S., Spc.  
May, Jennifer M., Spc.  
Milliner, Michael L., Pfc.  
Palombo, Peter, Capt.  
Rogers, Sabrina K., Spc.  
Schaubhut, Kory A., Pfc.  
Seieman, Steven J., Spc.  
Waldron, Shawn M., Civilian

## MODERN STANDARD ARABIC

Baker, Jason O., Spc.

Bird, Elizabeth M., Petty Officer 2nd Class  
Boese, Andrew B., Spc.  
Burgess, Rebecca J., Spc.  
Calvet, Michael B., Sgt.  
Christensen, Eldon J., Spc.  
Coonan, Chad M., Cpl.  
Cruz, Miguel A., Spc.  
Daniel, Keith B., Sgt.  
Dixon, Thomas S., Seaman  
Duncan, Martin W., Cpl.  
Dunham, Aaron C., Spc.  
Durning, Timothy P., Sgt. 1st Class  
Edwards, Paul G., Spc.  
Ewing, Monroe L., Spc.  
Fischer, Raoul, Airman 1st Class  
Fulton, Jimmie B. III, Airman 1st Class  
Glenn, Thomas M., Pfc.  
Goldsmith, Todd M., Staff Sgt.  
Gourieux, Emile D., Seaman  
Grogan, David P., Capt.  
Harlan, Steven R., Sgt.  
Hefele, Daniel C., Pfc.  
Hembree, Gordon M., Pfc.  
Hill, Robert L., Staff Sgt.  
Hopkins, David R., Cpl.  
Jones, James T. IV, Spc.  
Jordheim, Chris O., Tech. Sgt.  
Kemble, Annette D., Petty Officer 3rd Class  
Koontz, Ginger R. L., Airman 1st Class  
Koontz, James H., Spc.  
Krueger, Chad M., Airman 1st Class  
Lami, Matthew M., Cpl.  
Langley, Anthony E., Airman 1st Class  
Massengill, Kevin W., Capt.  
Mattox, Raymond M., Spc.  
McGowan, Andrew L., Airman 1st Class  
Nassabi, Ashkan B. D., Pfc.  
Nyberg, Jeffrey D., Petty Officer 3rd Class  
Olson, James L., Cpl.  
Perry, Christopher K. B., Seaman  
Roberts, Mark J., Capt.  
Salmi, Stephanie L., Pfc.  
Sanchez, Louis F., Pfc.  
Sanchez, Pablo L. Jr., Airman 1st Class  
Shrier, Jonathan F., Spc.  
Smith, Jack C. III, Cpl.  
Stroud, Jacob A., Pfc.  
Strykowski, Scott J., Pfc.

Sullivan, James M., Spc.  
Tavales, Saby, Pfc.  
Thomas, Scott A., Spc.  
Thuman, Kevin, Spc.  
Vickers, Joshua M., Airman 1st Class  
White, Jason D., Spc.  
Whitworth, Douglas W., Spc.

## Associate's Degrees

The Presidio of Monterey Education Center congratulates the following servicemembers who earned an Associate in Arts degree in Foreign Language from Monterey Peninsula College and the Defense Language Institute Dec. 22, 1994.

Borders, David M., Cpl.  
(Russian/Spanish)  
Dammers, Kurk S., Staff Sgt.  
(Arabic)  
Felker, Albert J., Warrant Officer 1  
(German)  
Honma, Melanie U., Spc.  
(Japanese)  
Levi, Carla R., Spc.  
(Arabic)  
Lockwood, Joshua P., Sgt.  
(Arabic)  
Lopez, Ramon IV, Pvt. 2  
(Russian)  
Lopus, David M., Spc.  
(Arabic)  
McGinnis, Michael G., Sgt. 1st Class  
(Russian)  
Morgenstern, Cory, Sgt.  
(Korean)  
Ottey, Fernando, Staff Sgt.  
(Spanish)  
Rodgers, Tony M., Petty Officer 2  
(Russian/Ukrainian)  
Ryan, Steven G., Spc.  
(Arabic)  
Sklenar, Kurt A., Pfc.  
(Russian)  
White, Michael W., Sgt.  
(Polish)  
Williams, Willie L., Sgt.  
(Hebrew)

# Deans' Lists

## *Deans' Honor Roll as of Jan. 23:*

### **MODERN STANDARD ARABIC**

#### 1st Semester

Browning, Danny A., Sgt., USA  
Carr, Scott A. Capt., USA  
Maxwell, Philip N., Capt., USA  
Mekhail, Tarek A., Capt., USA  
Mooney, William K. Jr., Capt., USA  
Ricks, Thomas W. Sr., Spc., USA

#### 3rd Semester

Brailer, Christopher, Staff Sgt., USAF  
Ferris, Ronald J. Jr., Airman 1st Class,  
USAF

### **FRENCH**

#### 2nd Semester

Booth, John R. Jr., Staff Sgt., USAF  
Copeland, David R. III, Pvt. 2, USA  
Ickes, James P., Staff Sgt., USAF

### **GERMAN**

#### 3rd Semester

Sisson, Robert A., Capt., USAF  
Storkey, Stuart W., Capt., USAF

### **PERSIAN-FARSI**

#### 3rd Semester

Barbera, Lisa C., Seaman, USN  
Dowdy, Jeffrey W., Civilian  
Gehlken, Aaron L., Airman 1st Class,  
USAF  
Stegmaier, Christopher J., Pfc., USA  
Taylor, Shane M., Airman 1st Class,  
USAF  
Webster, Karen, Seaman Apprentice,  
USN  
Whitney, Richard J., Petty Officer 3rd  
Class, USN

### **POLISH**

#### 2nd Semester

Griffey, Lynn H., Spc., USA

### **RUSSIAN**

#### 1st Semester

Barber, Brace E., Capt., USA

Connoly, Robert E., Capt., USA  
Field, Kimberly, Capt., USA  
Fontes, Robin, Capt., USA  
Kaempfer, Eric, Capt., USA  
Lindsay, James M., Spc., USA

### **SPANISH**

#### 2nd Semester

Briseno, Aaron P., Spc., USA  
Simmons, Kimberly L., Pfc., USA

#### 3rd Semester

Burch, Rodney J., Sgt., USA  
Clark, Jack M., Seaman, USN  
Maule, Jason C., Spc., USA  
Schell, Walter J., Lt. Col., USAF  
Stone, Eve G., Civilian  
Sullivan, Martin O., Chief Warrant Of-  
ficer 2, USA  
Walker, Edith M., Master Sgt., USAF

### **THAI**

#### 2nd Semester

Weber, Kurtis V., Sgt. 1st Class, USA  
Wegner, Randy R., Petty Officer 1st  
Class, USN  
White, David G., Sgt., USA

#### 3rd Semester

Weber, Kurtis V., Sgt. 1st Class, USA

### **VIETNAMESE**

#### 1st Semester

Gilchrist, Jeffrey C., Staff Sgt., USA  
Walker, Glenn R., Capt., USA  
Wolfanger, John W., Staff Sgt., USA

## *Deans' Honor Roll as of March 10:*

### **MODERN STANDARD ARABIC**

#### 1st Semester

Knee, Roger L., Spc., USA  
Young, Jeff R., Pfc., USA  
Thrippleton, John W. J., Spc., USA

### **CHINESE**

#### 1st Semester

Burr, Harry L., Spc., USA

Henderson, Koren K., Pfc., USA  
Irno, Gabriel M., Spc., USA

### **DUTCH**

#### 1st Semester

Buzek, Francis M., Capt., USA  
Maxwell, Edward P., Capt., USAF

### **FRENCH**

#### 1st Semester

Frisbie, Kevin, Capt., USAF

### **GERMAN**

#### 1st Semester

Witte, Kenneth J., Capt., USAF

### **JAPANESE**

#### 1st Semester

Chong, Kian C., Civilian  
Lichtenburger, Glenn L., Ensign

### **KOREAN**

#### 1st Semester

Bard, Brabdib A., Lance Cpl., USMC  
Bare, Kristin A., Airman 1st Class, USAF  
Barker, Wensley III, Capt., USA  
Beaudry, Cami N., Pfc., USA  
Birch, Katherine E., Airman 1st Class,  
USAF  
Brower, Keri L., Airman 1st Class, USAF  
Cano, Robert A., Lance Cpl., USMC  
Cutrell, Steven V., Spc., USA  
Dickson, Maryann C. K., Airman 1st  
Class, USAF  
Elmore, Devin S., Airman 1st Class,  
USAF  
Floyd, Tommy G., Airman 1st Class,  
USAF  
Garrett, Angela D., Pfc., USA  
Helms, Charles M., Staff Sgt., USA  
Liu, Darran M., Spc., USA

### **RUSSIAN**

#### 1st Semester

McClure, Michael G., Pfc., USA

*continued next page*

# Awards

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Pearson, Nicole P., Airman 1st Class,  
USAF

Putman, April J., Airman 1st Class,  
USAF

Schweigert, John A., Spc., USA

Silvey, Dana L., Lt., USA

Torpy, Jason D., Pvt. 2, USA

Washburn, Douglas S., Airman 1st Class,  
USAF

## RUSSIAN

### *1st Semester*

Jensen, Robert, Spc., USA

Washington, Nathaniel H., Spc., USA

## SPANISH

### *1st Semester*

Hunke, Diane, Pfc., USA

Jordon, Gary A., Spc., USA

Okonczak, Phillip D., Spc., USA

Scheider, John W., Pfc., USA

Walsh, Jeffrey D., Spc., USA

## TAGALOG

### *1st Semester*

Nash, Jean P., Sgt. 1st Class, USA

Sanford, Christopher T., Staff Sgt., USA

## MODERN STANDARD ARABIC

### *2nd Semester*

Kettler, Karen P., Spc., USA

## SPANISH

### *2nd Semester*

Hulten, Edward A., Pvt. 2, USA

## TAGALOG

### *2nd Semester*

Brewton, Donald H., Sgt. 1st Class, USA

Cho, Stanley, Pfc., USA

Ferris, Timothy M., Sgt 1st Class, USA

## MODERN STANDARD ARABIC

### *3rd Semester*

Brown, Timothy Le., Spc., USA

Dugan, Scott A., Spc., USA

Evans, Shane E., Pfc., USA

Gleghorn, Todd E., Petty Officer 3rd  
Class, USN

Mullen, Daniel R., Pfc., USA

Newton, Eric S., Petty Officer 3rd Class,

## USN

Powell, Thomas R., Spc., USA

Powers, Luke, Pfc., USA

Sanz, Branden B., Pfc., USA

Young, Douglas J., Senior Airman, USAF

## CZECH

### *3rd Semester*

Mancini, David M., Spc., USA

Wilcox, Daniel T., Pfc., USA

## KOREAN

### *3rd Semester*

Hecht, Lynn M., Sgt., USA

Holbrook, Alvin J. Jr., Pfc., USA

Santos, Jan-Michael C., Airman 1st  
Class, USAF

Stack, Jennifer L., Pfc., USA

## SPANISH

### *3rd Semester*

Cartwright, Brett A., Pvt. 2, USA

Simmons, Kimberly L., Pfc., USA

Walter, Judith, M., Airman 1st Class,  
USAF

## RUSSIAN

### *3rd Semester*

Eatchel, Jason, Seaman, USN

Geers, Jeanne E., Spc., USAR

Geers, Kenneth S., Spc., USAR

Orenick, Racquel R., Seaman, USN

Roland, Lisa L., Pfc., USA

## POLISH

### *3rd Semester*

Greer, Robert Jr., Sgt., USA

Kiburz, Kim, Sgt. 1st Class, USA

Thomas, Douglas R., Pfc., USA

### *Deans' Honor Roll as of March 31:*

## CHINESE

### *1st Semester*

Coulter, Nathan Winslow III, Pfc., USA

Guhl, Dennis H., Seaman, USN

Ito, Jill M., Lt., USN

Modarelli, Robert Oreste, Capt., USA

Wong, Chi Leung, Pfc., USA

## FRENCH

### *1st Semester*

Fuentes, Roberto L., Lt., USN

Kulmayer, Jeffrey D., Capt., USA

Mastrogiovanni, Yvonne L., Seaman Ap-  
prentice, USN

## KOREAN

### *1st Semester*

Dollar, Susan Michelle, Spc., USA

Dollar, William Ambrose Jr., Pfc., USA

Erikstrup, Erica Kristine, Pfc., USA

Hamman, Danielle Louise, Spc., USA

Wallace, Trent Erik, Pvt. 2, USA

Ward, Robert D., Airman, USAF

## POLISH

### *1st Semester*

Biedekarken, Dieter, Capt., USA

Ham, Jessica Lynn, Pvt. 2, USA

## THAI

### *1st Semester*

Norwood, Christopher, Capt., USAF

Richard, Brendan P., Capt., USAF

## VIETNAMESE

### *1st Semester*

Shultz, Joseph R., Civilian

## MODERN STANDARD ARABIC

### *2nd Semester*

Wareham, Christopher Joseph, Spc., USA

Yorty, Jason Allen, Pfc., USA

## CHINESE

### *2nd Semester*

Irono, Gabriel, M., Spc., USA

## CZECH

### *2nd Semester*

Wallace, John R., Capt., USA

## DUTCH

### *2nd Semester*

Buzek, Francis M., Capt., USA

## GERMAN

### *2nd Semester*

Fazekas, Scott J., Capt., USMC

Prescott, Jody M., Maj., USA

Sjolund, Ann-Christin, Civilian  
 Vanjoolen, Vincentius J., Lt. Cmdr., USN

**KOREAN**

2nd Semester

Bard, Brandon A., Lance Cpl., USMC  
 Chudzik, James Edwin, Spc., USA  
 Garrett, Angela Demetri, Pfc., USA  
 Grauer, Kristin, Pfc., USA  
 Marcum, Christopher D., Airman 1st  
 Class, USAF

**POLISH**

2nd Semester

Taft, Timothy K., Warrant Officer 1,  
 USA  
 Thieme, Donald J. II, Capt., USMC  
 Townley, Robert C., Capt., USA

**RUSSIAN**

2nd Semester

Bush, Brett A., Seaman, USN  
 Wisneski, Kevin D., Airman, USAF

**SPANISH**

2nd Semester

Halladay, Timothy, Lt., USN  
 Hicks, Ronnie Milton Jr., Pvt. 2, USA  
 Mangones, Pierre, Capt., USA  
 Turney, Nathaniel D., Airman 1st Class,  
 USAF

**THAI**

2nd Semester

Chase, Jeffery Edwin, Staff Sgt., USA  
 Detriquet, Richard L., Maj., USMC  
 Freudig, Linda S., Airman 1st Class,  
 USAF  
 Friedbauer, Dennis, Petty Officer 1st  
 Class, USN  
 Peterik, William Charles, Sgt., USA  
 Watanathai, Pornpon T., Pvt. 2, USA

**VIETNAMESE**

2nd Semester

Gilchrist, Jeffery Charles, Staff Sgt., USA  
 Nice, Daniel James, Sgt., USA  
 Wolfgang, John William, Staff Sgt.,  
 USA

**MODERN STANDARD ARABIC**

3rd Semester

Boese, Andrew Benjamin, Spc., USA  
 Grogan, David, Capt., USA  
 Hembree, Gordon Mack, Pfc., USA  
 Koontz, James Hardin, Spc., USA  
 Roberts, Mark J., Capt., USAF  
 Sanchez, Louis Frank, Pfc., USA  
 Thomas, Scott Andrew, Spc., USA

**KOREAN**

3rd Semester

Champeon, Todd L., Senior Airman,  
 USAF  
 Lechleiter, David Lee, Spc., USA  
 May, James Shannon, Spc., USA  
 Palombo, Peter, Capt., USA

**PERSIAN-FARSI**

3rd Semester

Chaney, Thomas E., Staff Sgt., USAF  
 Courtney, Michael B., Airman, USAF  
 Munozvazquez, Luis Gabriel, Pfc., USA  
 Shucard, Adam I., Seaman Apprentice,  
 USN  
 Wiese, Pamela E., Staff Sgt., USA

**RUSSIAN**

3rd Semester

Bush, Brett A., Seaman, USN  
 Connell, Daniel Patrick, Spc., USA  
 Snow, Joel D., Seaman, USN

**SPANISH**

3rd Semester

Hulten, Edward Anthony, Pvt. 2, USA  
 Jordan, Gary Alan, Spc., USA  
 Walsh, Jeffrey D., Staff Sgt., USA

**THAI**

3rd Semester

Friedbauer, Dennis, Petty Officer 1st  
 Class, USN  
 Peterik, William Charles, Sgt., USA

**SPORTS**

**Commander's Run results**

**March 15**

The final results of heat one (fe-  
 males) were:

1st	Company B	15:41
2nd	Company A	15:47
3rd	Navy	16:38
4th	Company D	16:56
5th	Company F	17:18

The final results of heat two (males)  
 were:

1st	Company B	12:04
2nd	Company D	12:11
3rd	Company A	12:19
4th	MCD	12:37
5th	311th	12:59
6th	Company F	13:01
7th	Company C	13:03

**Standings for DLIFLC-95  
 Intramural Basketball League**

TEAM	WON	LOST	TIED
F CO	11	2	0
G CO	8	2	0
HHC	10	3	0
B CO	8	5	0
AF #2	5	4	0
MCD	5	7	0
D CO	5	8	0
NSGC	4	9	0
AF	3	10	0
A CO	2	11	0

# Don't abuse government charge card

By Evelyn D. Harris  
American Forces Information Service

Some Department of Defense employees and military members have been abusing their government American Express cards, and DoD and American Express officials want it to stop.

The cards are designed to help DoD people manage out-of-pocket expenses while traveling on official government business. The major abuses involve unauthorized cash withdrawals and charges made while individuals had no DoD travel orders, officials said.

John J. Hamre, DoD comptroller, recently outlined a plan to strengthen management of the card program. Among other steps, he asked DoD organizations to cancel cards as soon as people leave the DoD. He asked the services to train users on their responsibilities and card benefits and to develop clear policies and disciplinary procedures for card abusers.

In addition, with DoD officials' support and approval, American Express strengthened its internal controls over the government card. These controls will prevent some unauthorized uses and make it easier to catch abusers.

First, American Express is working on a system that monitors each person's automated teller machine usage. A computer automatically flags the account if a withdrawal doesn't meet certain criteria.

"People should be incurring expenditures related to travel or permanent change of station moves," said Terry Gorbach, an American Express spokesperson. "If all we see is a person going to an ATM close to where they live and withdrawing cash, the red lights go off."

In addition, American Express applied retail blocks to prevent people from using

the government card for mail order catalogs or home television shopping channels, said Gorbach. Retail purchases, such as in department stores, are limited to \$500 a month and are intended to cover mishaps that may occur during official travel, such as lost luggage. The retail block does not apply to hotels, restaurants, car rentals and other transportation expenses.

Before, government travelers could draw up to \$1,000 a week from automated teller machines, although individual organizations could set lower limits, Gorbach said. Many DoD organizations, including the Army and Air Force, are reducing the weekly limit to \$500. The cash is intended to cover taxis, parking, tunnel and toll charges, gas, and other miscellaneous travel expenses.

Michael Weber, the Air Force's American Express Card coordinator, said 70 percent of Air Force past-due accounts involve cash withdrawals from teller machines. He said people often used the money for personal expenses such as new tires or televisions.

Using the card for unauthorized expenses isn't the only problem, said officials. Some DoD travelers are delinquent in paying American Express for legitimate expenses. Government travelers are expected to file travel vouchers and pay American Express bills promptly.

"Even long trips are no excuse for late payment," said Gorbach. "Persons on official travel lasting 45 days or more are supposed to file interim vouchers so they can be reimbursed and then pay American Express."

DoD will punish people who misuse their cards. Military discipline ranges from letters of reprimand to courts-martial. Civilian actions range from counseling to removal. In addition, American Express has an active collection agency, but it also may sue for nonpayment.

## SPCA receives donation of microchip scanner

Col. Ila Mettee-McCutchon, garrison commander, presented an AVID Standard Reader microchip scanner to the Monterey County SPCA.

The AVID Scanner reads identifying information on microchips that have been implanted in pets. Microchip IDs are a safe and effective way for owners to increase the chances of finding their lost pets.

Whereas pets can lose identification tags or have them removed, a microchip ID carried permanently under the animal's skin alerts animal shelters to the animal's status as a pet and provides information about ownership.

The AVID scanning system is the system currently in use on the federal installation in the Monterey area. It is one of three systems currently available on the market. These systems, however, are currently incompatible with one another and will not detect the other microchips.

With the donation of the AVID scanner, the SPCA of Monterey County will have two of the three types of scanners currently available and will therefore improve the shelter's ability to identify lost pets that have received microchip implants.

All animals received at the SPCA's shelter are scanned for microchip identification. "We are thrilled with the Presidio's donation of an AVID scanner," said Lynn Phalan-Dahmen. "Having this scanner will help us return more of the pets we shelter to their owners. While we urge all pet owners to give their pets identification tags, microchip IDs are an important additional means for ensuring the return of a beloved pet."

## Letter of Appreciation

The following letter was forwarded to Col. Robert E. Busch II, assistant commandant, from Lt. Col. John R. Martin, director of DLI-Washington.

### United States Department of State

Dear Lieutenant Colonel Martin  
Director  
Defense Language Institute-Washington

10 March 1995

I would like to extend my personal thanks and the appreciation of my staff to Mr. Vladimir Talmy and Mr. Stephen Soudakoff of the Defense Language Institute, Washington Office, for their outstanding translation support to the U.S.-Russia Joint Commission on Prisoners of War/Missing in Action. The highly professional and dedicated manner in which they approached our request for translation assistance reflects great credit on themselves and your organization.

To coincide with the upcoming celebration of the allied victory in Europe, the Commission is reporting the interim results of more than three years of cooperative efforts researching the fates of American and Russian servicemen missing in action. Mr. Talmy and Mr. Soudakoff spent considerable time and effort translating the English text of the Commission's interim report into Russian. Through the many changes to the text and our frequent requests for last-minute revisions, Messrs. Talmy and Soudakoff displayed an untiring commitment to the tasks entrusted to them. Their work is considered by both the American and Russian members of the Commission to be of the highest caliber.

Please pass my gratitude and high regards to Mr. Talmy and Mr. Soudakoff and include a copy of this letter in their permanent personnel file. They have made an important contribution to a noble and humanitarian cause.

Sincerely,

Ambassador Malcolm Toon  
Co-Chairman  
U.S.-Russia Joint Commission on POW/MIAs



Susan Schoeppler receives congratulations from Col. Vladimir Sobichevsky on her recent promotion to lieutenant colonel in the U.S. Army Reserve. Schoeppler is an analyst in the office of the Deputy Chief of Staff for Training at TRADOC, and DLI's action officer. (U.S. Army photo)



Monterey Mayor Dan Albert, seated, looks over DLI's Video TeleTraining equipment as Fred Meurer, Monterey city manager, right, and Ralph Bailey, Monterey personnel director, converse. Local community mayors and several other elected officials visited DLI March 21. (Photo by Tech. Sgt. Ron Hyink)



Sgt. Robert Sanders, NCOIC of the Foreign Area Officer program at DLI, takes a close look at a static display of a Buffalo Soldier from a bygone era in the Presidio of Monterey Museum. The museum is now closed, and its artifacts have been packed and shipped to various storage facilities. The city of Monterey, which will take over the building and 40 acres of POM land, plans to renovate and eventually reopen the museum. See the story on page 8.  
*(Photo by Tech. Sgt. Ron Hyink)*