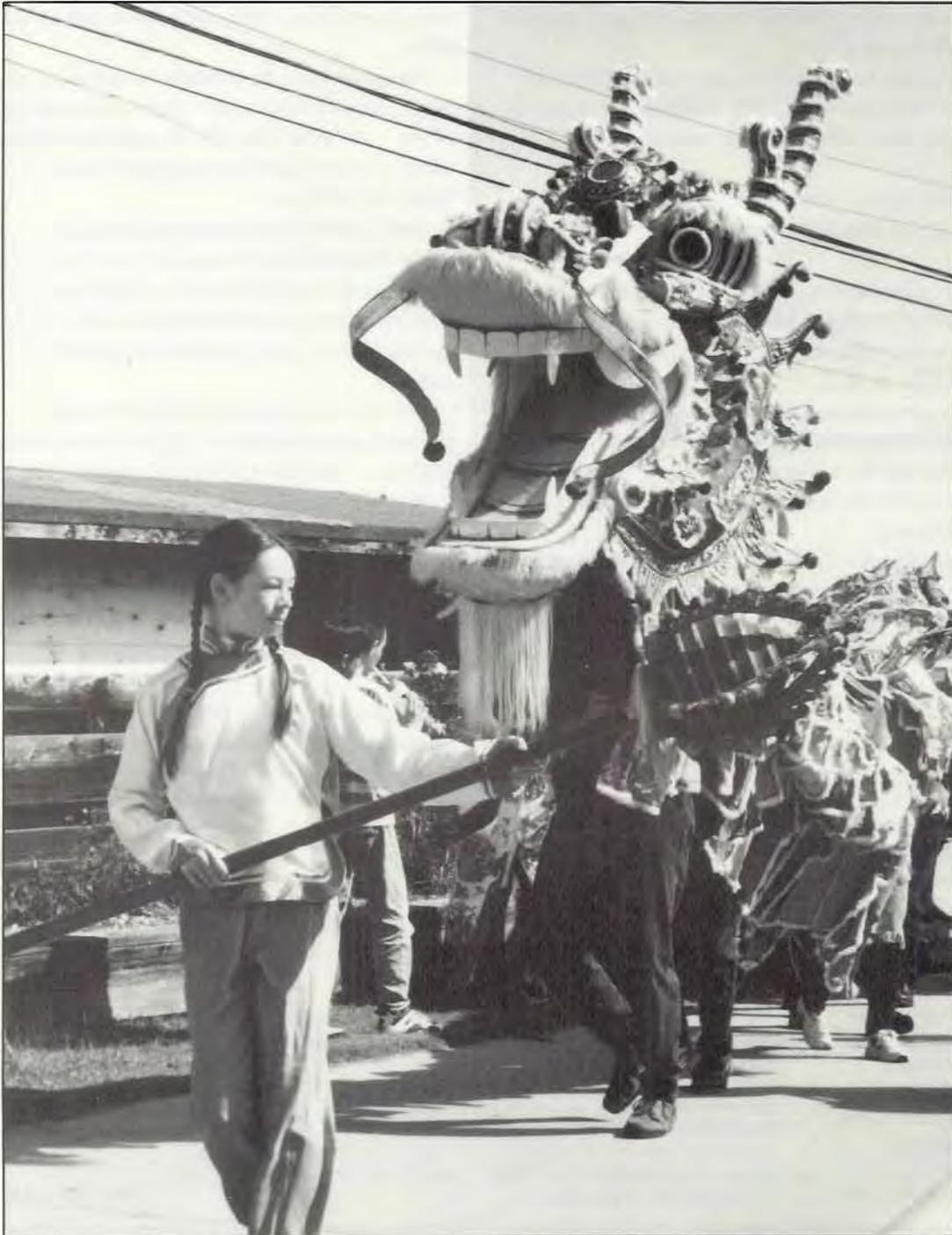


DLIFLC

May 1995

GLOBE

The Professional Bulletin of the Presidio of Monterey Defense Language Institute Foreign Language Center



DLIFLC Measures Success by Customer Satisfaction

Armed Forces Day messages

Every year on this day our citizens join in honoring you, the men and women who wear our nation's uniform. You risk your very lives to defend the liberties we hold dear.

Americans everywhere recognize your dedication and professionalism, and all of us feel profound respect, pride and appreciation for our Armed Forces.

As we commemorate the 50th anniversary of the Allied victory in World War II, everyone on Earth should pause to express heartfelt gratitude to those who fought and sacrificed in that awful conflict.

We do no greater honor to the memory of those lost in World War II than to continue their fight against tyranny and oppression everywhere.

Each of you has stood to carry on that fight in the past year. You have been called to serve in lands far from home. You have brought freedom and security to our friends and allies and humanitarian aid to those in need.

In Haiti, you helped restore democracy; in the Persian Gulf, you faced down the forces of aggression; and in central Africa, you delivered lifesaving food, water and medicine. Throughout the year, you maintained the security of our country at home and at posts around the world.

Whether you serve in the Army, the Navy, the Air Force, the Marine Corps, or the Coast Guard, your standards of excellence and your selfless service are models for all Americans.

I am proud to salute you for your many extraordinary accomplishments.

Bill Clinton

Today we celebrate Armed Forces Day — a day to honor the selfless contributions of our men and women in uniform. This year marks the 50th anniversary of the end of World War II. We have commemorated many famous battles and events from that era: Iwo Jima, Okinawa, and the link-up at the Elbe, to name a few.

No sooner were these battles won and our victories secured than our armed forces found themselves engaged in a new kind of war — the Cold War. Then, more names were woven into the fabric of America's consciousness, like Heartbreak Ridge, Khe Sanh, and Rio Hato.

And after the fall of the Berlin Wall, other names became familiar: Desert Storm, Mogadishu, and Cap-Haitien. Each operation, campaign or battle marks a unique chapter in America's military history, and each shares the same important ingredients: the spirit, pride, valor and unwavering dedication of America's warriors.

We now stand at the threshold of dramatic change, and within our reach is an unparalleled opportunity to shape the future. And it is you — America's dedicated warriors who won the Cold War — to whom the world will look as we approach the 21st century.

As a member of the world's greatest military, you can truly take pride in its heritage. On behalf of the Joint Chiefs of Staff, I applaud your devotion to our nation and salute you on this Armed Forces Day.

With sincere thanks, admiration and respect.

Gen. John M. Shalikashvili
Chairman of the Joint Chiefs of Staff



Presidio of Monterey, California

GLOBE

*The Defense Language Institute Foreign Language Center
Command Publication*



Commander/Commandant
Col. Vladimir Sobichevsky
Chief Public Affairs
Jas. F. Davis, III
Deputy Public Affairs Officer
Michael J. Murphy
NCOIC
Sgt. 1st Class Hope J. Rickman

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Editor
Tech. Sgt. Ron Hyink
Staff Photojournalist
Bob Britton
Staff Photojournalist
Petty Officer 1st Class Todd Hansen



page 4



page 10



page 12



page 15



page 16

GLOBE

Vol. 18, No. 4

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—CONTENTS—

Command news

- Language Day '95 **4**
- Video Teletraining reaches Sinai **6**

Spotlight

- Chinese encounter in the Pacific **8**

Feature news

- Instructors aid Natividad Hospital **10**
- Nisei instructor recounts war effort **11**

Community support

- AFAP symposium **12**
- Children's poster party **15**
- Computers donated to local schools **16**

Safety

- Summer safety tips **18**

Commentary

- Language learning models **20**
- Bridges of Friendship **21**

Faculty education

- Book review **22**

SCOLA schedule

23

Awards

- Deans' List **24**
- Joint-service awards **24**
- Public Service Recognition awards **25**
- Graduations **26**

News updates

- LingNet grows into Internet **27**
- High-profile visitors to the Institute **27**

ABOUT THE COVER:

The Chinese Dragon makes its appearance at the Defense Language Institute Foreign Language Center, signalling the start of the 35th annual Language Day. The Institute invites high school students and their language teachers from all over California and Nevada for the event. (Photo by Petty Officer 1st Class "Scoop" Hansen)

DLIFLC observes 35th Language Day



Viva La France! French Military Language Instructors enjoy a cup of coffee and conversation during their classroom display of a French cafe on Language Day '95 at the Defense Language Institute.

By Bob Britton

Photos by Petty Officer 1st Class T.E. "Scoop" Hansen

Mix military linguists, international language instructors, different ethnic foods, cultural displays, live international dancers and about 2,800 junior and senior high school students and their language instructors from all over California and Nevada. Blend the ingredients and you end up with the 35th Annual Language Day at DLIFLC.

Typical Monterey Bay weather of sun, rain and wind didn't dampen the enthusiasm of the visiting students or the support provided by the DLIFLC staff, faculty and military linguists. "Considering America's role in the world today, learning foreign languages helps us deal with all nations better as well as helps us understand them," said Anthony Vultaggio, a 33-year DLIFLC Italian instructor from Sicily.

Maj. Anthony Harrison, DLIFLC's associate dean of students and Language Day coordinator, mentioned that overall planning and coordination for DLIFLC's annual open house began in January. The DLIFLC staff made plans for parking, communications, publicity, information packets to California schools, food vendors, cultural displays, international dances, classroom demonstrations and language laboratories.

"I received great help from the DLI program managers with preparations for Language Day," said Harrison. "They were the actual achievers and all accolades should go to them. The most notable achievement was getting the parking situation under control with little confusion or delays."

During the different planning stages, program managers wanted high school students to see the entire language picture at DLIFLC. This included barracks living for single service members, actual classroom techniques, language laboratories, video training, international foods, cultural and military displays and after-hours study facilities.



Arabic students Angel Boyd, Polly Carraway and Jason Calabrese display their attire during Language Day '95. Cultural clothing lent an ambience to the festivities of the day.

"The biggest attractions for high school students were the different language demonstrations set up in Munakata Hall," said Harrison. "Students didn't mind the long wait and lines to get inside the classrooms, despite the changeable weather."

"Language Day is very interesting," said Amber DeVos, a 14-year-old student from Incline High School near Lake Tahoe in Incline Village, Nev., as she viewed the German demonstration. "It's nice to experience and look at all the different languages. I definitely want to learn German, Italian and maybe French."

"I'm taking Spanish in high school, but I'd like to learn Italian and French in the future," said Erin Filsinger, another Incline High School student. "I loved Language Day. It was a lot of fun taking it all in — the cultures, food, entertainment, classroom demonstrations and cultural displays."

High school educators learned about concentrated language studies and how to make language instruction more meaningful to students. These instructors and educators also watched classroom demonstrations, computer technology, new technology and video teleconference procedures, mentioned Harrison.

Many educators were amazed DLIFLC students learn the

equivalent of four years of college languages within a little more than a year. Harrison explained that our students study the same intensive language all day without other subjects interfering with their concentration. Also, different scenarios such as travel, entertainment, food and directions help military linguists absorb more of a country's culture in smaller doses.

"Reach the minds of students through curiosity and cultural training vice formal teaching and simple grammatical forms," said Vultaggio. "Knowledge is gained through cultural training. Today's Language Day students had fun. They were interested in what the culture brings to the language."

Karl Kruger, a 15-year veteran as a DLIFLC German instructor voiced similar thoughts on the importance of Language Day. "It's wonderful to spread international foreign languages," he said. "I believe this day has awakened many students' importance to learning a foreign language as well as becoming more aware of the military. Conflicts have arisen in the past because of communications problems.

"Students learn a target language and see how it relates in today's society," added Kruger. "When students learn another language, they can better appreciate people from other countries." 🇺🇸



A soldier explains the proper use and handling of weaponry to a high school student during Language Day '95.

Video Teletraining reaches Sinai troops

By Petty Officer 1st Class T.E. "Scoop" Hansen

"This is the future, and the effectiveness of distance education will be based on the quality of VTT training. There is no way to go but up, up, up." These are the words of Euripides F. (Pete) Lallos, the project manager for video teletraining and mobile training teams under the Directorate of Operations, Plans and Programs at the Defense Language Institute Foreign Language Center.

Those words, which came from Lallos in November 1994, had a prophetic meaning for the future of Video Teletraining and the future is here — on April 17, a 20-hour block of instruction in familiarizing students with Arabic culture and language training was introduced to the curriculum at DLIFLC. The course ran for two hours a day and lasted two weeks.

"We were confident this new system of instruction would work, and it has," said Lallos, the "pioneer" of DLI's Video Teletraining program. "We conducted two trial conferences and both went extremely well, specifically the conference which took place April 5 at 10 p.m.

"At that conference, Col. Vladimir Sobichevsky, DLIFLC commandant, Col. Robert Busch II, assistant commandant, and Dr. Raymond Clifford, provost, were all in attendance," Lallos explained, "as we talked with the Secretary of the Army, the Honorable Togo West, who was in the Sinai on a visit."

Lallos may now be confident in the concept of providing Arabic training to the soldiers in the Sinai, but at first he had his reservations. "Originally, I wasn't sure if it would be technically possible," he



stated, "because instead of using just one satellite, we would have to use two."

According to Lallos, the video-audio signal is uplinked from classrooms at DLIFLC to a satellite over the United States. It then bounces from that satellite to another satellite over Africa, which is in the footprint of the Sinai in the Middle East. Finally it is downlinked to a receiver in the Sinai.

Lallos originated the idea of the Arabic training for this project. About six months ago the Army's top hierarchy and the Training and Doctrine Command wanted

to try a VTT project with the idea that soldiers coming back from their posts in the desert for rest and relaxation could benefit from further military and language training instead of only lounging on the beach or in the Red Sea.

"We loaned one of our systems to the troops in the Sinai," explained Lallos, "so we had a vested interest. I was talking with a member of TRADOC and told him not to exclude us, that this was a golden opportunity to demonstrate that effective and efficient area studies in Arabic language instruction can be provided over such great distances — as far as 7,000 or more miles."

Lallos said that TRADOC originally looked at the project as pure military training, and had not considered foreign-language training.

"Here we are, the largest user of VTT in the Department of Defense, and they never considered us," stated Lallos. "I told them this would be a great way to train and to definitely consider us. After some thought process, they jumped on the idea and loved it!"

According to Mimi Stout, instructional systems specialist for the Training Development Analysis Division at TRADOC, the training went over very well.

"The training was well received at TRADOC, and we think it was quite successful," she said. "We are working extremely hard at continuing this training and do anticipate that it will proceed. However, at this time, we can't confirm that it will continue."

According to Stout, the 3rd Battalion of the 187th Infantry Regiment from the 101st Airborne Division (Air Assault) of Fort Campbell, Ky., showed an interest in receiving the language training.

"We are currently working that issue as they will be relieving the 82nd Airborne Division's 4th Battalion, 505th Parachute Infantry," Stout continued.

According to Lалlos, the 505th is a group of U.S. peacekeepers currently serving with the Multinational Force and Observers in the Sinai.

"They're a unique unit," he explained, "because about 72 percent of the personnel are comprised of the National Guard's 29th Infantry Division, another eight percent from Reserve components, and finally about 20 percent of active-duty personnel are from the 82nd.

"In fact, CBS recently did a story on the 505th Infantry Regiment, the same regiment we worked with," he said. "The story was about how soldiers spend their

time in the Sinai. It just happened to be a day before our VTT equipment arrived."

Lалlos said the objective of the Sinai VTT Arabic Familiarization Program is to provide basic orientation on the Arabic (Egyptian dialect) language, the country, the culture and the environment, enabling the soldiers to better interact with host country members.

"This was done through several technological capabilities to simulate actual classroom training," Lалlos explained. "We used two-way interactive video and audio, on-line computerized testing that reduces personal supervision, interactive

graphics, a video image writer that produces digital lines to overlay maps and video, fax and overhead projections."

Lалlos said although this was the first time this type of training had been tried on such a large scale, the end results were quite successful, and that he believes the training will be very beneficial.

"This (training) was created just for this mission," he stated. "This will give the troops the exposure needed and prove distance language training is effective and is capable of meeting the emerging national foreign-language requirements in a timely manner." 

Photo by Petty Officer 1st Class T.E. "Scoop" Hansen



Euripides F. (Pete) Lалlos, DLIFLC's project manager for Video Teletraining and mobile training teams under the Directorate of Operations, Plans and Programs in the Plans and Operations Division, was the driving force behind incorporating Video Teletraining to troops in the Sinai.

Linguists embark on translation adventure

Story and photos by Bob Britton

Normally you think of DLIFLC students spending eight hours or more daily in classrooms learning verbs, spelling, grammar, key words and phrases, different real-life scenarios, the culture and history of different countries. They concentrate on that one language each day and seldom practice their linguistic ability and skills in the real world until they graduate.

That concept changed recently for three DLIFLC linguists when they assisted three other federal agencies in the San Diego area.

During March and April, the Coast Guard and Immigration & Naturalization Service requested the Institute's assistance on two different occasions to interview, translate and interpret for 270 Chinese boat people detained at sea aboard two separate vessels.

Army Capt. Timothy Hollifield, Army Military Intelligence/Department of Defense Attaché, Counternarcotic Analyst with the Coast Guard in San Diego, called DLIFLC March 25 for a trained Mandarin Chinese linguist. He requested a native Chinese speaker who knew the culture and people.

DLIFLC Operations, Plans and Programs staff got the ball rolling and contacted Staff Sgt. Chin-Sheng Tsai, a native Taiwanese who also speaks Mandarin Chinese and English. Tsai, the former operations noncommissioned officer in charge of Asian School I and present administrative NCO of the Adjutant General Section, flew to San Diego March 27. He helped the Coast Guard, the FBI and INS

calm down the Chinese boat people, who had no food or water. Tsai returned home April 4.

After his arrival in San Diego, he boarded a Coast Guard ship for an eight-hour trip to the Chinese ship *Fan Ming*, which had 105 passengers. The Coast Guard detained the vessel 150 miles out to sea from San Diego.

After Tsai arrived on the Chinese ship March 27, he remained there for nine days helping to monitor and interpret for the illegal passengers.

"Living conditions were deplorable, the people lived in the bottom hold, they had no food or water, and the ship was filthy with no sanitation," he said.

During a second mission, Tsai and Tech. Sgts. Troy Goss and Robert Fraleigh, military language instructors from Asian School I, answered the call and arrived on the scene April 18.

Goss has been studying Mandarin for 12 years and is now studying intermediate Mandarin Chinese. Fraleigh graduated from DLIFLC in 1982 and took advanced training in Maryland.

The second Chinese ship, the *Xin Ji Li*, was a converted Korean fishing vessel and had 166 passengers aboard. The Coast Guard detained the ship 60 miles out to sea off San Diego. Boat people consisted of five women and passengers aged 13 to the mid 30s.

Goss and Fraleigh found out the detained Chinese vessel was about 60 miles off Ensinada and Guadalupe Islands.

"Initially, the *Xin Ji Li* was going to meet another ship at a rendezvous point near Guadalupe Island," said Goss. "Dur-



ing the voyage, the vessel ran out of food. Then the passengers mutinied against the crew, took control and headed the ship in a northerly direction. Passengers wanted American medical treatment and wanted to go to the U.S. mainland."

"We told them that this decision on their future would be decided at higher governmental levels," said Fraleigh.

According to Goss and Fraleigh, the Coast Guard treated the passengers and crew quite humanely during the mission. Coast Guard people resupplied the ship with portable shower facilities, soap, wash basins, portable urinals, fresh water, rice, red beans, canned vegetables, blankets, life jackets and a three-week supply of fuel.

The American crews and other federal agencies provided some medical treatment for the passengers, such as treating sore throats, skin problems, bleeding gums and scabies (contagious itch or mange with scabs caused by parasitic mites).

During Tsai's conversations with the passengers, he found out the boat originated from Fujian Province, Peoples' Republic of China. The boat departed China Feb. 15.

Each passenger received two bowls of

rice daily and a small amount of water.

"The illegals were originally told they were going to an island to make money," said Tsai. "Most of the unskilled passengers agreed to trade two to three years of slave labor for passage aboard the boat." Goss added some more information about passengers paying money for the voyage.

"Each passenger's family back in China was supposed to pay \$20,000 to Chinese henchmen for the voyage, after the ship unloaded the illegals in the United States," said Goss. "However, there was no money paid up front. The passengers were mostly unskilled Chinese coolies or laborers."

Besides translating, Goss and Fraleigh instructed INS and Coast Guard people with basic Mandarin phrases to direct and control the boat people. The DLIFLC MLIs also helped with crowd control below decks by assigning passengers to different cleanup details such as the hold, shower, living area, cleaning primitive bathroom facilities and using make-shift urinals. They also told the Chinese aliens to air their bedding and develop better hygiene.

When the passengers asked how they could come to the United States, Tsai told the aliens about knowing the American language and culture, entering the country legally and having a sponsor to look after them.

All three DLIFLC linguists expressed positive feedback helping other agencies. "The U.S. government now takes a more active role in trying to intercept boats at sea before the vessels reach land and discharge their illegal cargo," said Tsai. "It's good for DLIFLC linguists to help local communities and different governmental agencies such as the Defense Department, INS, Coast Guard and law enforcement agencies. This interaction allows linguists to use their skills in real-world situations helping the U.S. government."

"This was my first time working with other agencies," said Goss. "It was a good learning experience for me."

"For me, this mission provided global

assistance with other agencies," said Fraleigh. "We were the main communications link between the passengers, the INS and Coast Guard. I never spoke Chinese Mandarin to large groups of people before this training."

Tsai remained aboard the *Fan Ming* for nine days, had a week's break and then returned to complete his second mission aboard the *Xin Jie Li*. Goss worked as a translator for the Coast Guard and INS and helped control the passengers from April 18-23.

Fraleigh interpreted for the Coast Guard Tactical Law Enforcement Team, helped with crowd control and assisted the medical people from the Center for Disease Control team April 18-26.

Previously, Tsai helped the INS in 1993 interpreting for illegal Chinese people in the Kern County Jail in Bakersfield. He also translated for the sheriff's department in San Jose in a case involving some illegal Chinese from San Francisco. 🇺🇸



Staff Sgt. Chin-Sheng Tsai



Tech. Sgt. Troy Goss



Tech. Sgt. Robert Fraleigh

Instructors 'give birth' to new book

By Petty Officer 1st Class T.E. "Scoop" Hansen

The mission of a Military Language Instructor encompasses teaching and preparing military members for duty in the field. Sometimes, however, teachers get the chance to expand beyond the mission and utilize their knowledge and expertise in their speciality language to help people in the community help themselves.

Such was the case with a group of Spanish MLIs and one civilian instructor at DLIFLC who translated *Struggle to Be Borne*, a book of poems, from English to Spanish, for the Natividad Hospital in Salinas.

The group of military instructors, all of whom have been teaching one to three years, included Chief MLI Master Sgt. Sally Cabrera, Staff Sgt. William Balke, Sgt. 1st Class Juan Carrasquillo, Tech. Sgt. Bruce Nobles, Tech. Sgt. Eric Robledo, Chief Petty Officer Jeffrey Scott, Tech. Sgt. Brian Sellnow, Sgt. 1st Class Timothy Tulp, Petty Officer 2nd Class Jack Williams, Staff Sgt. George Velez, Sgt. Victor Kamenir and civilian instructor Fabri Diaz, who has been teaching at DLIFLC for nine years.

"*Struggle to Be Borne* is a 40-page book of poems written in English, that accompanies a photographic exhibition. It deals with a wide range of maternity issues such as prenatal care, death, and drug addiction," Cabrera explained. "It was a little difficult due to the nature of the subject we were translating. We all were a bit hesitant at first, but once we began, we really got into it and enthusiastically completed the task. Everybody was flexible — in fact, some of the guys talked with their wives about the nature of

our translation to make it easier in accomplishing the job."

The school was tasked through the Provost Organization to do the translation. It took six weeks to complete the job. "This was in addition to completing our daily duties such as teaching, counseling, remedial instruction, class preparation and so forth," stated Cabrera.

Cabrera said teamwork was the key to success. "Everyone did his or her fair share, and it was great that we could use our language skills to complete this endeavor," she said. "As co-workers, we had a good time working together to complete the job. "It was a lot of work, and the end result produced a good feeling. We had group discussions, and if there were changes to be made to the translations, people took them as learning experiences or constructive criticism."

Staff Sgt. Balke was put in charge of overseeing the translation effort. "Balke, who has left us and is now attending warrant officer school, was responsible for dividing the text, consolidating the material and translating several pages of the text," said Cabrera. "He also forwarded all the material to Mr. Fabri Diaz and myself for quality checks. We checked all the material for grammar, syntax, content, form, format and meaning.

"Mister Diaz, who was a mentor for the MLIs during the project, provided not only corrections and suggestions, but also constructive criticism," she continued. "He put in extra hours checking the material and also translated the preface.

"Velez got involved once every poem was checked and double checked," Cabrera explained. "He provided a final quality check on the material and finalized the document for presentation of what we feel is a good finished product."

Cabrera said that *Struggle to be Borne* is now available to the Spanish-speaking community through Natividad Hospital. There is also a photographic exhibition that goes with the poems. "We feel this translation will help make people more aware of maternity problems and the childbirth process," she said. "The hospital is very appreciative of the help provided.

"As I said earlier, initially the translation was tough, but we worked well together to put out a good finished product," Cabrera stated. "That was our goal and I think we did that." 

Thank you

On behalf of the Women's Health Center at Natividad Medical Center, I wish to thank you and your staff for providing the translations for the exhibit *Struggle to be Borne*. We are indebted to the instructors who participated in the translations.

Because of your excellent work, we will be able to share the poignant stories told through this exhibit with Spanish-speaking residents. We hope that this exhibit helps to increase awareness about the importance of prenatal care.

We hope you will be able to visit the Women's Health Center and view the exhibit.

Again, thank you for your assistance.

Sincerely,

Sondra Rees
President, Natividad Medical
Foundation

U.S. Army photo



Lt. Torao Neishi, an MIS graduate with the 32nd Division, accepts the surrender of Japanese forces outside of Manila in 1945.

Aliens, cutting off the source of future military students for MIS. In February 1942, President Franklin Roosevelt signed Executive Order 9066, imprisoning 112,000 Japanese-Americans into American concentration camps.

But the Pentagon sent MIS recruiting teams into the camps, and to the Nisei 100th Battalion at Camp McCoy, Wis., and the 442nd Regimental Combat Team at Camp Selby, Miss., to keep MIS going. From 1941 to 1946, Canadian, British, New Zealand, Australian, Indian and Chinese units participated in every theater and every major battle in the Pacific and Asia.

Gen. Douglas MacArthur's G-2 officer stated that his MIS Nisei shortened the war by two years and saved a million casualties.

Having contributed toward winning the war, the MIS Nisei went on to occupied Japan to help win the peace. Their language skills and immediate rapport with the Japanese enabled MacArthur to administer the most benevolent and enlightened occupation in history. His reforms and reconstruction of the political and economic systems enabled Japan to become an economic superpower.

Today, Japan is an open and free society, a major trading partner of the United States and a bulwark of freedom and democracy in Asia.

So MIS and DLI are a very personal matter. Nisei Hall, Nakamura Hall, Rasmussen Hall, Weckerling Center, Hachiya Hall, Mizurari Hall, Munakata Hall and Aiso Library are part and parcel of our life experience.

So hopefully DLI will remain at the Presidio of Monterey forever, continuing the legacy of its Asian-Pacific founders, a wonderful story of loyalty, sacrifice and service to our country, the United States of America. 

Nisei war effort recalled

Editor's note: May 8-12 was Asian/Pacific-American Heritage Week. This article was originally a speech commemorating Japanese-Americans during World War II. The author was one of the first Military Intelligence School instructors. As Nisei, the name given to the second generation of Japanese-Americans, Kihara and others continued to support the war effort even though their families were placed into American detention camps.

By Shigeoya Kihara

The Asian/Pacific heritage of the United States was given a big impetus on Nov. 1, 1941, when 60 Japanese-American volunteers reported to the Presidio of San Francisco for the first large-scale, foreign-language intelligence program of the U.S. Army.

The 6,000 Yankee Samurai graduates of Military Intelligence School, DLIFLC's predecessor, helped to win the Pacific war. With the start of the Cold War, Chinese, Korean, Thai, Burmese, Indonesian, Vietnamese and Tagalog courses were added to the DLI program to provide intelligence operators in the Cold War. DLIFLC graduates served in the Korean and Vietnamese wars and played a vital role in Desert Storm. For 50 years,

Asian/Pacific Americans have served the security requirements of America well.

MIS was started with a budget of \$2,000, four instructors and 60 students. There was not one sheet of orders on paper from the Pentagon stating the objectives, outlining the program of instruction or listing the instructional materials for the course. There was no text or book or manual in Japanese describing the organization, the weapons and the equipment of the Army, Navy and Air Force of Japan. We didn't know what combat intelligence was all about. In two weeks, John Aiso and the three instructors, guided by Col. John Weckerling and Capt. Kai Rasmussen developed a course of study, instructional materials and accompanying references for student teaching.

In five weeks time, on Dec. 7, 1941, Japan attacked Pearl Harbor. In January 1942, Selective Service changed the status of Nisei from 1A to 4C, or Enemy

AFAP impacts military, family life

Story and photos by Petty Officer
1st Class T.E. "Scoop" Hansen

Raising Army quality-of-life issues and suggesting ways to resolve them was the plan of attack at a two-day symposium held recently at the Presidio of Monterey.

The Army Family Action Plan symposium took place April 11 and 12 at the Weckerling Center.

AFAP is a grassroots process that directs actions to enhance readiness and increase retention by improving the quality of life for soldiers and their families.

It stands as evidence of the Army's commitment to the Army family and demonstrates official recognition and attention to Army family issues. It's also a decision-making tool for Army leadership at all levels — the local installation, major Army command, Headquarters and Department of the Army.

AFAP not only helps soldiers and their families but can also benefit all service members in a joint-service environment.

AFAP was created nearly 12 years ago because the Army's leaders recognized that to have a quality Army, there must be a quality Army way of life. Since AFAP's inception, several quality-of-life issues have undergone changes benefiting the Army family while many more are under consideration.

To be exact, AFAP has recommended 236 changes at the annual conferences. Of those 236 issues, 38 resulted in new legislation, 95 resulted in new or revised Army policy, and 98 resulted in new or improved programs.

"The symposium brings soldiers, civil-

ians and family members together to discuss ideas for improving the quality of life in the community," said Col. Ila Mettee-McCutchon, garrison commander.

"I like to think of the AFAP as a cheap think-tank to help make things better for the Army and its personnel," said Mary Kay Gilchrist, a facilitator at this year's symposium and the Presidio of Monterey representative at the Department of the Army AFAP conference last October in Washington, D.C. "By this, I mean all

Army and its own — it shows the Army's top leaders what is really going on with the troops. The AFAP facilitates that process and does make a difference in helping to shape the Army of the future."

At the symposium, delegates, subject matter experts, facilitators and work groups all came together to brainstorm, evaluate and prioritize quality-of-life issues and lay the ground work necessary for resolution of the issues.

"A lot of hard work, energy and serious discussion went into this symposium, and that is very much appreciated," said Kevin Moore, Army Community Service director and coordinator of this year's event.

"It definitely was an intense two days," said Moore, "and I believe many issues were touched upon that the community believes can and will help the quality of life for the Army family here. It's fantastic to see what happens when 75 people get together, brainstorm, come up with scopes and then make recommendations. It's quite satisfying to see the end results after a lot of hard work."

The thoughts expressed by Moore were echoed by others at the symposium. "I think everyone did a superb job — it was a great local effort," said Michael Gates, director for Community Activities. "Many important issues were developed and discussed. We had excellent feedback from the delegates and I believe it was an extremely successful event."

"The concerns are very realistic and everything is extremely professional," said Emerson Reyes, a subject matter expert in the Army career alumni program.

Delegate Kendall Bean concurred with Reyes. "The symposium was very organized and a vast number of good issues were put on the table. I think we accomplished a great deal," he stated.



segments of America's Army are represented: single, married and dual career/single parent soldiers, retirees, family members, dependent youth, members of the Reserve Component, and DA civilians. A good cross section of people get involved in the AFAP. It's an inexpensive way to raise awareness and aim for solutions to improve the quality of life for the

Yet another delegate, Lydia Pozzato, said the symposium was an eye opener for her. "There were a lot of issues discussed that I didn't even know existed," she explained. "Everyone brought something to contribute and that was due to the vast experiences, different backgrounds and points of view. It was very informative and I was very impressed with the level of expertise. I believe AFAP can not only help the Army and its families in their life, but help the post continue to grow as well."

Gilchrist's thoughts were the same as many others. "I think it went over well considering this was the first time the Presidio of Monterey has held a symposium. However, I would like to have seen more observers from the general military community here to experience what we are doing and trying to accomplish."

According to Gilchrist, issues must meet certain criteria. "As new AFAP issues are prioritized and developed, they must contribute positively to the Army goal of readiness and retention of quality

soldiers. Also, the issue is judged attainable after weighing fiscal and manpower requirements against current available resources. Finally, the issue must have measurable objectives with an identified end product.

"The delegates split up into six work groups, and each group identified and targeted three separate issues to outline and discuss," stated Gilchrist. "We identified the three most valuable and the three least valuable services on the installation."

A wide range of issues was discussed at this year's symposium, running the gamut from entitlements to erosion of benefits, and from the proper use of military linguists to a proposed clothing allowance increase. Other issues included medical/dental benefits, family support/Morale, Welfare and Recreation to include child care and education, communicating effectively, housing, relocation costs, affordable renters insurance, activities for teens, more residential patrols and retiree benefits.

"Five of the six groups felt that communication on the Presidio of Monterey and the Annex was a hot issue that needed to be addressed," said Gilchrist. "From this symposium, I guess you could say that communication would be the one underlying issue that everyone felt needed improvement. This would include internal information points such as a briefing to tell in-processing personnel where things are on the Presidio and what points of interest exist.

"Other key issues were the standardization of services with permanent change of station moves and medical and dental benefits to retirees while increasing access to primary medical facilities," she added. "Medical TRICARE was yet another big issue.

"Finally, using linguists as linguists vs. using them in the motor pool so they maintain their language proficiency was a valuable topic of discussion," Gilchrist stated. "In the same vein, a proposal was



Army Community Service Director Kevin Moore, left, points out an issue while Mary Kay Gilchrist, the local delegate at last year's conference and a facilitator at this year's symposium, explains recommendations.

continued on next page

Community Support



ACS Director Kevin Moore discusses veterans' benefits with retired Maj. Gen. William Gourley, chairman of the Fort Ord Area Retiree Council.

AFAP *continued from preceding page*

brought up to triple foreign language proficiency pay while awarding extra incentive pay for dual linguists."

All issues were reviewed by the appropriate work group and then forwarded to TRADOC, where they were reported to the Army leadership. TRADOC will review the issues and then forward them to the National AFAP Conference to be held in Virginia in October. Issues of local concern will be addressed at the installation level.

"Many issues can and will be resolved at the installation level,

said Col. Vladimir Sobichevsky, commander of the Presidio of Monterey and commandant of the Defense Language Institute Foreign Language Center. Sobichevsky was in attendance for the outbriefing on the second day of the symposium, which consisted of six work groups giving reports on key issues.

"I'm in total agreement with Colonel Sobichevsky," Gilchrist added. "I foresee most of the issues that were brought up at the symposium being resolved at the installation level. However, some will also go on to the next level, that being the major command. I'd like to add that we've experienced great command support at the installation level. They are really behind us."

Gilchrist, a former soldier, said that being involved with AFAP is very exciting to her. "It really gets my adrenaline flowing knowing that I have a say in what happens in helping to shape the Army of the future," she said. "So yes, it is exciting, but it's also a lot of work. However, it is well worth it when issues are resolved and help to make the quality of life better for soldiers and their families. I

believe most of the delegates and work groups feel the same way I do about AFAP. These people really got involved."

Gilchrist should know what she's talking about. She has served as a delegate in the past and this was her first time in the capacity of a facilitator. "Being a delegate is much harder because you are immersed in the issues," she explained. "As a facilitator, I was able to step back from my group and keep them on track and motivated."

"It was a very good symposium — it ran smoothly and an awful lot was accomplished. I'm sure what took place will not only go a long way in helping the Army here, but hopefully will assist in shaping the Army of tomorrow," she concluded. 



Delegates and facilitators at the AFAP symposium listen intently to quality-of-life issues.

Children flaunt talents in art contest

Story and photos by Bob Britton

Children like colorful balloons, drawing posters, getting their faces painted and watching clowns and jugglers. Presidio of Monterey and Navy Postgraduate School grade-school children enjoyed themselves during the judging of a poster contest April 29 at the Monterey Bay Community Club, Presidio of Monterey Annex.

Each April, Army Community Service sponsors children's activities to support

the Month of the Military Child and National Child Abuse Prevention Month. This year's theme was *Military Families are Special*.

For the past few months, children from the George C. Marshall Elementary School, POM Annex, and La Mesa Elementary School, NPS, drew and painted posters for the contest. ACS received 325 artistic projects and announced the winners April 29.

Then the boys and girls watched jugglers perform with wooden clubs, swords and fire. Many youth also had their faces painted with different kinds of animals or Walt Disney characters.

Konnie Mast, one of the artists, dressed as a clown as she painted cheeks of eager children. Children ate popcorn and cotton candy as they enjoyed the activities.

For another activity, Sgt. Carmen Yarborough from the DLIFLC Military Personnel Office made metal identification tags for the youth, just like their military parents wear.

Col. Ila Mettee-McCutchon, garrison

commander, and Greta Jelleson, ACS Family Advocacy specialist, awarded prizes to the poster-contest winners:

kindergarten/first grade:

- First place, Jonathan Lazzell, first grade
- Second place, Jocelyn Grauer, kindergarten
- Third place, Amos Meyers, first grade

second/third grades:

- First place, Larissa Magboo, second grade
- Second place, Alexa Delacruz, third grade
- Third place, Rachel LaBranche, second grade

fourth/fifth grades:

- First place, Anterica Gamble, fourth grade
- Second place, Jennifer Claar, fourth grade
- Third place, Christyne Fitzgerald, fifth grade 🏆



Face painting was one of the most popular activities on Poster Day.



The winning poster for the second- and third-grade category was this drawing by Larissa Magboo. The poster contest theme was *Military Families are Special*.

DLIFLC donates old computers to Monterey Peninsula schools

Photo by Petty Officer 1st Class T.E. "Scoop" Hansen



Martin Puentes with the Monterey Peninsula Unified School District points to one of the 228 computers donated to area schools. Looking on are Col. Ila Mettee-McCutchon, garrison commander, Kathy Wojtkowski, president of the Foundation to Support the Monterey Peninsula Unified School District, and Ralph Brooks, DLIFLC's chief of Supply and Services Division.

By Petty Officer 1st Class T.E. "Scoop" Hansen

Possibly you have heard the old cliché, "I'm here with the government and I'm here to help!" As trite as that saying may be, it does occasionally ring true.

The Monterey Peninsula Unified School District is a believer in that cliché, as well as the beneficiary of 228 comput-

ers from the U.S. Army on the Presidio of Monterey.

Excess Model 248 computers and their accompanying components, valued at a cost of more than \$289,000, were recently donated to the Monterey Peninsula Unified School District, where they will benefit secondary middle and high school students in the area.

"The donation will make it possible for hundreds of Monterey students to more

quickly interact and work with computer technologies to prepare them for the 21st century. It will help the next generation in becoming computer-smart," said Martin Puentes of the Monterey Peninsula Unified School District. "It is an enormous boost to our curriculum. We are very, very grateful and plan to continue our relationship with the Presidio of Monterey! We are very excited to have received these computers."

According to Ralph Brooks, chief of Supply and Services Division at the Presidio, donating computers to the school district was spearheaded by Rebecca Mercer, a member of the Foundation to Support the Monterey Peninsula Unified School District and spouse of Naval Postgraduate School superintendent, Rear Adm. Tom Mercer.

"She sent a letter to Col. Vladimir Sobichevsky, explaining the entire situation with the excess computers and asking if it would be possible to donate to the schools," Brooks said.

"If it weren't for the initiative of Becky Mercer, I don't believe this would have occurred," said Kathy Wojtkowski, president of the Foundation to Support the Monterey Peninsula Unified School District. "She really got behind this project, and the foundation was delighted to have participated in this donation."

Brooks stated that the upgrading of DLIFLC from 286 to 386 and 486 technologies a few years back left the Presidio with a substantial number of computers. At that time, the computers were to be reported to the Defense Automation Resources Information Center, or DARIC, for excess disposition.

"Originally, the excess computers were slated to go to other Department of Defense activities. However, most DoD activities have 386 and 486 computers, so that plan was nixed," Brooks explained. "If the school district hadn't requested our 286 computers, they would've gone to the Defense Reutilization Marketing Office as excess government property and been sold to the general public via bidding.

"However, Mrs. Mercer provided a copy of an executive order allowing the Army to donate directly to the school district, upon approval from the DARIC," continued Brooks. "They were selected to be given to the Monterey Peninsula Unified School District for their secondary schools and, upon approval from the gar-

ison commander, donated to the schools."

Now that may sound like there was an abundance of red tape to go through, but according to Brooks, that wasn't the case. "We just filled out the paperwork, reported the computers and it was approved," he stated.

Brooks is no stranger to such projects. This is the second time he has been involved with donating computers.

"Not too long ago, the Institute donated 15 computers to the Pacific Grove School District," he said. "That went over well. It really gives you a good inner feeling knowing that you are helping tomorrow's generation in acquainting themselves with today's technology. It also promotes good community relations and saves the school district quite a bit of money."

"We are very pleased to have donated these computers," stated Col. Ila Mettee-McCutcheon, garrison commander. "One of our main goals in the re-use plan for the former Fort Ord is to help the community out through education, and that can be evidenced by three universities that will soon open campuses up on the Fort Ord site. This is yet another part of our support to education and demonstrates that the Army is in support of that goal.

"Our thinking was that if the computers were incompatible or we didn't have any use for them at the time, then why not contribute and show our support to the community," she said. "We feel this will help the area school children familiarize themselves with technology which they will use for the rest of their lives."

The garrison commander was extremely satisfied with the turnover of the computers. "I think everybody is very happy about this donation, and I'd like to compliment everyone who was involved with this project," said the colonel.

"I'm glad we had the opportunity to help out the foundation, the community and the children," she said. 

Letters

Dear Col. Sobichevsky,

My wife and I are residents in the flooded area in January and March.

We were recipients of a great deal of service by a large number of young people who, as far as we saw, conducted themselves in every way in an exemplary fashion, from the DLIFLC.

We are very grateful.

Marion and George Webster
Carmel Valley, Calif.

Dear Editor,

I am in the process of publishing a collection of combat memoirs from U.S. Army soldiers who were depolyed to Somalia. My intent is to assemble as many varied combat experiences, letters, and photos from the brave men, women, officers and NCOs who were there.

This combat deployment is fast becoming a forgotten chapter in military history — I hope to prevent that. The book will be titled *Memoirs from the Basement of Hell* (Mogadishu).

Photos or drawings should include date, location, unit, names and ranks with related story. Stories should be typed if possible, with a short biography of the author.

All participants selected for publication will receive full recognition. Submit stories, photos, drawings and letters to:

Maj. Greg Alderete
ATTN Somalia stories
1907 South Idaho Ave.
Caldwell, ID 83605

For additional information:
Phone (208) 459-4911/7491
DSN 422-5050/5060.

DON'T TAKE NEEDLESS RISKS, PLAY IT SAFE THIS SUMMER

from the Safety Office

Safety tips for boaters

Don't just go rent or buy a boat with the idea that anyone who can drive a car can operate a boat. Water may be softer than concrete, but it's just as lethal. Follow these tips to make boating safer:

- Take a safe boating course. These courses are offered by the U.S. Coast Guard and by some states and may be free of charge. For more details, contact the Outdoor Recreation director.
- Know how to swim.
- As "skipper," it's your responsibility to wear and require all passengers to wear Coast Guard-approved personal flotation devices. You are responsible for passenger safety.
- In case of upset, stay with the boat until help arrives.
- Know the capacity of your boat and don't overload it. Remember, the weight of passengers and equipment, not the number of seats, determines the safe load for your boat.
- Do not use a larger motor than recommended by the manufacturer.
- Don't operate after dark without lights.
- Don't stand up in a moving boat.
- Don't be a showoff or a nautical "hot dog."
- Don't mix alcohol and boating.



Ensure water safety, including safe boating operations, are included in all weekend and pre-holiday safety briefings. Periodically inform all members of your unit who own and/or operate a boat of their individual responsibilities. Individuals (military or civilian) who rent and operate any NAF vessel will comply with the following requirements:

- Attend the Safe Boating Orientation sponsored by Outdoor Recreation Branch, located in Lewis Hall, Building 228 (POM), 242-5506/6132.
- Comply with safe boating operations and procedures in accordance with local requirements, California State Law, and U.S. Coast Guard Regulations.
- Ensure required emergency equipment is available during all boating operations and that all passengers wear U.S. Coast Guard-approved Personal Flotation Device (PFD).

In addition, as a boat owner, you must ensure your privately-owned boat is registered in accordance with California State Law. Information on registration is available at the California Department of Motor Vehicles, Seaside, Calif., 649-2935.

Private boat operators have the option of attending the Safe Boating Orientation provided by the POM Outdoor Recreation Branch or the local U. S. Coast Guard Auxiliary (375-3767).

With common sense, courtesy afloat and safe boating, we can enhance the enjoyment and safety of our waterways.

Make safety belts a lifesaving habit

According to a study by the National Highway Transportation Safety Administration, wearing a lap-shoulder belt reduces by 57 percent your chances of being injured or killed if you are involved in an accident. Furthermore, says NHTSA, if every driver and passenger in the United States wore safety belts:

- about 15,000 lives would be saved every year;
- the severity of almost 4 million injuries would be reduced every year; and
- the \$20 billion motor vehicle accidents cost every year would be substantially reduced.

How can safety belts make such a difference? By subduing the second collision, the one that usually injures or kills people.

The first collision occurs when your vehicle hits another vehicle or object. The second collision occurs when your body collides with the steering wheel, the windshield, other passengers or something else. In a rollover accident, you could bounce around, hitting the car's roof, doors and floor.

You can't avoid the second collision once the first collision has happened. But you can control what you collide with. If you're buckled in, you'll collide with the safety belt. That's what it's for — to keep your collision small.

Your safety belt absorbs the shock of sudden deceleration and spreads the force

of the collision over your chest and abdomen. It also lengthens the time during which your body absorbs the energy of the crash.

The unbelted occupant has to absorb the entire force of the collision in the hundredth of a second it takes to slam into the windshield at 30 mph. These forces are equivalent to those on a human body as it hits the ground after falling from a three-story building.

You can't brace yourself against the second collision. A crash at 30 mph would propel you with a force equal to 30 times your own weight. If you weigh 150 pounds, you'd have to be able to hold 4,500 pounds. It simply can't be done.

Head injuries cause nearly half the deaths in auto accidents. Internal injuries to chest and abdomen run a close second. According to a study by General Motors, the steering assembly is the interior part that causes the most fatal injuries.

The windshield and windshield frame can be deadly, too. On the other hand, many deaths result from the victim being thrown out of the vehicle.

Smashing into your own vehicle and having it smash into you are injury producers that safety belts are designed to prevent.

This all adds up to some powerful incentives for using safety belts. There's really no reason not to. Most people who don't buckle up are just people who haven't yet gotten around to establishing the safety belt habit.

Wear your safety belt for a week or two, and it'll become automatic. You'll feel incompletely dressed without it, probably because, in a vehicle, you are incompletely dressed without it. Besides, it's a law in California.



Hazardous water conditions in the Monterey Bay area

The Monterey Bay area has some of the most beautiful beaches of the California coast line. The temptation to swim in this beautiful setting is hard to resist, especially during warm weather. However, the most beautiful things in nature can often be the most deadly. People can easily be deceived by the scenic surroundings and become lulled into a false state of security.

Water safety experts consider the Monterey Bay area to be extremely dangerous for recreational swimming. The major hazards cited are the many rip currents along the beaches, cold water temperatures and unguarded beaches. Because of this, the Monterey Bay area bordering the former Fort Ord is designated **OFF LIMITS for swimming, diving and surfing to all service members** and is so posted.

Rip currents appear to the untrained eye as nothing more than white water churned up by waves along the beach. In reality, a rip current is caused by water along the beach trying to work its way back into the bay, creating a channel to the sea. The force of the current moving through this channel is of such magnitude that it could easily sweep a person out to sea.

The cold water in the bay presents still another problem. It can cause immediate constriction of muscles, plus it may cause heat loss from the body. This condition, if prolonged, can lead to unconsciousness and death. When the body loses too much heat, body functions become difficult and swimming becomes impossible.

Safety always needs to be on the minds of people visiting Monterey County beaches. From the Santa Clara County line on south into Monterey, the beaches are extremely dangerous. The



surf has been a couple feet higher than normal this year. Usually the surf measures between four and six feet, but lately waves have measured from six to eight feet. It isn't unusual for the Monterey Bay to have high surf that extends into the summer season. The unusually high surf and nice weather is a dangerous combination for people who don't have respect for the ocean.

Before going into the water, people should evaluate it. If it looks choppy, or if the waves look powerful, then potential swimmers should stay on shore. If people can't swim, they shouldn't go in water that's above their knees. Anything deeper and the tide will be strong enough to sweep them away from the shore.

Swimmers should not rely on a flotation device, such as a surfboard or inflatable raft. These items can be swept out from under you, and unsuspecting swimmers can find themselves in water over their heads. Once people get swept away from shore, there's nothing they can do other than stay calm and wait for help. Remember, any time you go into the ocean, you're taking a risk. Even if you're a good swimmer, you should have someone on the beach watching you.

Rules to remember when going for a swim are:

- Never swim alone.
- Never swim when fatigued.
- Wait an hour after eating before resuming water activities.
- Swimming and alcohol or drugs don't mix.
- Limit swimming to short periods to avoid extreme body heat loss.
- Never dive in the water when you don't know how deep it is.
- Check out the water conditions before going in.
- Swim in authorized areas only.
- Never attempt to swim beyond your ability. 🏊

Language learning requires two models

By Michel Nicola
Middle East I

The language acquisition process is still highly mysterious.

This proposition, with which nearly everyone agrees, is easy to accept intellectually, but how are practitioners (language students, teachers and administrators) to live with it? Sound practice requires knowledge of the process, and in the absence of such knowledge, is practice reduced to best-guess efforts, which we hope will succeed?

Actually, there is always a guiding model. Teaching/learning practice used to consist of building the language from the ground up. It was covered systematically in a specific order beginning with what was thought to be simple and going on to the more complex. Each part was expected to be mastered well before moving on to the next, and the language was not seriously used for communication until toward the end of the course.

The guiding model here is that of building a structure such as a house. One puts it together piece by piece, makes sure that there is a strong foundation to build on, and does not attempt to use the structure before it has been completed.

Today we are moving away from this model. The current tendency is to start not with what is simplest, but with what is most needed for using the language for communication.

There is less emphasis on thorough mastery of every part before proceeding to the next, and every effort is made to use the language in authentic or quasi-authentic situations as early as possible in the course.

These practices imply a different guiding model. Language acquisition is not a process of building, but of growth. A

growing thing is not put together piece by piece. There are no simpler parts that grow first; all parts grow together. It is functional right from the start; it does not wait until it is grown to start breathing. On the contrary, it grows *by* breathing, and carrying through its other life processes.

Which model describes the language acquisition process more accurately? This is not a proper question because there is not a single objective language acquisition process that works the same way for all learners.

Our model is rather a guiding scheme to deal with what is beyond immediate experience. It is a picture of the unknown that we construct based on what is known. We know how building a structure takes place, and to a lesser extent how growth occurs, and we use this knowledge to construct models of how language acquisition takes place. This is a striking feature of modern physics, where the contradictory wave and particle models are needed to deal with the subatomic world.

For example, the growth model requires a "global" approach to comprehension, which means that the learner does not listen to or read separate words and expressions, but tries to get at the general meaning.

It follows that the material should consist of complete discourses rather than isolated words or phrases or even sentences. This is quite contrary to the building model, which requires learning the separate parts (words, expressions, etc.) before general comprehension is attempted.

Yet it does not take lengthy observation of learners to notice that not all of them profit from the global approach, and that no one learner uses it all the time. It may be argued that the reason is insufficient learner orientation, that since the building model is the traditional one which is still widely used, the effort to explain and persuade the learner of the superiority of the new model may not be successful.

While this may be true, it does not ex-

(Models) break down at certain points. One model is abandoned when another, more suitable one is found. But what is less well known is that often two *contradictory* models are needed.

We generally know that models are tentative. They break down at certain points, and one model is abandoned when another, more suitable one is found. But what is less well known is that often two *contradictory* models are needed.

The situation is similar in the language field. Even though the growth model is the one currently used as a guide for teaching and learning, often some aspects of the building model must be used which are contradicted by the growth model.

plain why some word and phrase learners actually get higher proficiency scores than global learners.

We must recognize that different learners learn in different ways, and each in different ways at different times. A model is only a guide, not an ironclad recipe. Yet it must be taken very seriously, for without it, language learning and teaching cannot produce the Level 2 proficiency in listening, reading and speaking we aspire to at DLIFLC. 

BRIDGES OF FRIENDSHIP

UNDERSTANDING CURRENT TRENDS IN ISLAM

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

With the demise of communism as the enemy of the West, some have seen Islamicism as an emerging threat. The Islamic world has gone through great changes in the 20th century. The great Muslim empires were long gone by the end of World War I. Many new states were created. After World War II, Marxist/Socialist forces became influential. Since the Gulf war, there have been much more division and disunity. Terrorist activity, unfairly associated with the Islamic world in general, has increased in some countries.

Despite this, some of the Islamic nations have taken some measures to lessen violence. U. S. policy, fearing an Islamic "bomb," in some ways has tried to delineate what is acceptable and unacceptable. Unfortunately, often our view of the Islamic world is no better than their view of America through what they see in Western television and movies.

Understanding Muslims worldwide begins by realizing that, we are dealing with a number of things:

- Decreasing economic disparity between the haves and the have nots. This creates a problem for the Islamic world, since in religious standing all are to be equal.
- What land area is being occupied by whom is significant. Those living on rich oil reserves have been given more attention than those on land with fewer resources.
- Democratization is making an impact. A changing interpretation on the role of women and the pressure of pluralism are affecting religion.

As the realities of life are being addressed, there are

increasingly reinventions of Islam. Often they are passed off as being something from the past restored. The socio-political turmoil in the Islamic world is new, and yet in some ways the same.

Dr. Stephen Humphreys from U.C.-Santa Barbara has identified three paradigms between politics and Islamic beliefs more than 1,400 years old. Sometimes these are present simultaneously:

- Mutual indifference between politics and religion
- The political regime exerts control over and defines Islam.
- Islamic practice is mobilized by disenfranchised activists trying to recapture moral commitment and values.

Whatever changes are taking place now at the end of the 20th century, outsiders are not in a position to calm things down, and in some ways could make things worse. The idealism of past decades has evaporated. Only the Islamic world can create their own alternatives. Democratization, women's rights, self-determination by local area, and revivalistic movements will all play a part in the future.

What lies ahead? Will more Islamic groups turn from violence toward the elective process? Will the United States and local governments allow democratization when what might be voted in is seen as a threat? If local self-determination is suppressed, will that mean increased cycles of violence from the disenfranchised?

Whatever might occur, we know that religion is a crucial source of identity and meaning; often it is the only vehicle for change allowed. There are various differences of cultural style absorbing and reacting to each other. The sense of being affected by stress - that no one is isolated - is current reality. It is our study of religious forces in the above context that will better enable us to understand current events. 



BOOK REVIEW

E. Thomas Brewster and Elizabeth S. Brewster, *Language Acquisition Made Practical, A Comprehensive "How To" Book for Learning Any Language*, Lingua House, Colorado Springs, Colo.: 1976.

Supposedly, in *East of Eden*, Steinbeck describes one of his characters finding that Spanish "just came to her." Not all of us have been so fortunate. While there may be such individuals as Steinbeck may have portrayed, most others find that language learning is a demanding task — not only for learning, but also in maintaining the skills learned.

As noted in a previous issue of the *Globe*, one of the Foreign Language Objective ancillary objectives is to "know how to become more proficient after graduation." Often instructors may provide students with helpful pointers for "keeping up" with the language after leaving the Institute. Yet instructors and students might find a general outline and program for acquiring and maintaining language proficiency useful. The Brewsters' book, *Language Acquisition Made Practical* — LAMP — claims to offer such a program.

Figures such as Sen. Paul Simon of Illinois have pointed out that, more often than not, foreign language learning within the United States has had less than the interest and emphasis its study deserves and requires. In spite of a lack of national preoccupation with languages and their acquisition, there are nonetheless at least two American "traditions" for actively learning foreign languages. At DLIFLC, we are most familiar with the ongoing military requirement for language learning. The authors of this book come out of another major tradition of foreign language learning within the United States, that of missionaries.

For these people, language acquisition and proficiency sometimes offer greater barriers to learning than those faced by our students. The language to be studied may lack a writing system. Therefore the learner will have to create one. There may be no textbook for the language. Although the mission and its requirements differ for the military and for missionaries, both share the common goal of proficiency at a level high enough to carry out an assigned task using the language. Just as these groups have used DLIFLC materials, so, too, might we find some valuable suggestions in their material.

Although written many years ago, surprisingly LAMP offers many suggestions still usable today. The book emphasizes proficiency, covers a version of the Interagency Language Roundtable level descriptions, and contains a section on proficiency in listening to numbers. This book also contains suggestions for a variety of drills to increase proficiency. There are numerous checklists, charts and outlines for topics such as proficiency activities, awareness of target culture and interaction with native speakers.

The material is presented in two divisions: an outline for daily activities and a section for continuing on with language study. Particularly useful might be the sections devoted to acquisition of the target culture. The authors present techniques for examining American culture and contrasting it with that of the target language. Suggestions for activities to increase awareness of the target culture round out this section. Also included is a daily language cycle with topics for study.

The Brewsters muster topics such as "physical response" drills with an outline for their use. As the authors admit, much of the material they have included is based on techniques and methods of anthropological and descriptive linguistics. They provide a means for dealing with sound recognition and for recording sounds the learner may hear, that is, a transcription method.

While most of the material contained within this book can be of use, there are some parts that call for the reader's judicious use of the material. As noted, the book does have a version of the ILR levels. Even though these are, in a very broad sense, in agreement with the current level descriptions, the reader should keep in mind that the ILR standards have been revised since this book was written. Any question about a level or any aspect of a given level should resolve through consideration of the newer and official standards.

Perhaps due to its age, this book is more heavily oriented towards the audio-lingual method. Some suggestions for drills and activities may not be well suited for use within the DLIFLC classroom setting. Practices herein suggested such as mimicry-memorization drills or pattern practice may not be of much use. As with any presentation of material, readers will have to pick and choose that which is of use to them.

With its all-weather, heavy-duty cover and binding, this book is clearly printed for use in the field. However, as every language learner comes to know, no single book or even a series of books with tapes is so complete that the target language can be acquired exclusively from their use. Still, this book can provide students and teachers with a plethora of helpful pointers, tips and suggestions for enhancing language learning. Devoting at least a few moments to looking over LAMP may well be worth the effort for students and instructors alike.

Reviewed by Dr. Philip A. White
Educational Specialist, Tests and Standards Division

SCOLA schedule, effective May 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

- 2200 RUSSIA TV (News 1): (Repeat)
- 2230 TAIWAN (CHINA) (CIS, TTV, CTV): (Satellite)
- 2300 UKRAINE (YT-Q): (Tape)
- 2330 BULGARIA (B-1): (Tape)
- 0000 MYANMAR: (Tape)
- 0030 KOREA (The Asian Network): (Repeat)
- 0100 CZECH REPUBLIC (Udalosti, F1): (Tape)
- 0130 SLOVAKIA (Bratislava Aktuality): (Tape)
- 0200 ROMANIA (TVR - Actualitati): (Tape)
- 0245 CHILE (24 HORAS): (Tape)
- 0330 ESTONIA (ETV): (Tape)
- 0400 PORTUGAL (RTP): (Satellite)
- 0430 LITHUANIA (Panorama): (Tape)
- 0500 MEXICO (ECO): (Satellite)
- 0530 BRAZIL (TV Bandeirantes): (Tape)
- 0600 SPAIN (RTVE): (Satellite)
- 0635 FRANCE (France 2): (Repeat)
- 0705 ISRAEL (Channel 1): (Tape)
- 0800 GERMANY: (Deutsche Welle): (Satellite)
- 0900 JAPAN (FujiSankei): (Satellite)
- 0945 SCOLA SCHEDULE
- 1000 RUSSIA (News 1): (Satellite)
- 1100 SWEDEN (Channel 2): (Tape)
- 1115 UNITED ARAB EMIRATES (French): (Tape)
- 1130 IRAN (IRIB): (Tape)
- 1200 CHINA (Beijing) (CCTV): (Satellite)
- 1310 SCOLA UPDATE
- 1330 LATVIA (Panorama): (Tape)
- 1400 CHINA (Tai Yuan, China Yellow River TV): (Satellite)
- 1500 POLAND (Panorama): (Tape)
- 1530 ITALY (RAI 1,2): (Satellite)
- 1600 FRANCE (France 2): (Satellite)
- 1630 HUNGARY: (Tape)
- 1700 CROATIA: (Dnevnik Hrvajska Televizija): (Satellite)
- 1800 SLOVENIA TV: (Tape)
- 1830 UKRAINE (YT-1): (Tape)
- 2000 CANADA (CFTM): (Satellite)
- 2030 KOREA (The Asian Network): (Satellite)
- 2100 GREECE (Antenna TV S.A.): (Satellite)
- 2130 PHILIPPINES (ABC-Channel 5): (Tape)

SATURDAYS

- 2200 JAPAN TW (FujiSankei): (Tape)
- 2300 BULGARIA (B-1): (Tape)
- 2330 LATVIA: TW (Tape)
- 0330 SLOVENIA: (Tape)
- 0100 LITHUANIA (Panorama): (Tape)
- 0130 SLOVAKIA TW (Bratislava Aktuality): (Tape)
- 0230 CHILE (24 HORAS): (Tape)
- 0400 SPAIN (RTVE): (Satellite)
- 0500 BLVD DEUTSCHLAND (Deutsche Welle): (Satellite)
- 0630 TAIWAN (CHINA): Friday (Tape)
- 0700 TAIWAN (CHINA): (Satellite)
- 0725 SCOLA SCHEDULE
- 0530 SWITZERLAND (SBC): TW (Tape)
- 0730 GERMANY (Deutsche Welle): (Satellite/TW)
- 1000 SPAIN (RTVE): Variety Programs (Satellite)
- 1100 Gulf Cooperation Council for the Arab States:(Tape)
- 1200 CHINA (Beijing): (Satellite)
- 1310 SWEDEN TW (Channel 2): (Tape)
- 1330 CHINA TW (Tai Yuan): (Tape)
- 1430 HUNGARY: (Tape)
- 1500 POLAND (POLSATV-DBS) Variety Programs: (Tape)
- 1600 CHINA (Shenzhen): (Tape)
- 1700 CROATIA: (Dnevnik) (Hrvajska Televizija): (Satellite)
- 1800 Voice of the Arab World: (Special Programs): (Tape)
- 2230 KOREA: (Satellite)
- 2100 GREECE (Antenna TV S.A.): (Satellite)
- 2130 FRANCE (France 2): (Satellite)

SUNDAYS

- 2200 CHINA TW (Tai Yuan): (Tape)
- 2300 BULGARIA (B-1): (Tape)
- 2330 ESTONIA TW, (Tape)
- 0100 LITHUANIA TW (Panorama): (Tape)
- 0200 UKRAINE TW: (Tape)
- 0230 ISRAEL TW: (Tape)
- 0330 CHILE (24 HORAS): (Tape)
- 0400 SPAIN (RTVE): (Satellite)
- 0500 MEXICO (ECO): (Satellite)
- 0600 FRANCE (FRANCE 2): TW (Tape)
- 0700 TAIWAN (CHINA): (Satellite)
- 0725 SCOLA SCHEDULE
- 0730 POLAND (POLSATV-DBS) Variety Programs: (Tape)
- 0830 Voice of the Arab World: (Special Programs):(Tape)
- 1000 GERMANY (Deutsche Welle): Presseclub (Satellite)
- 1100 SCOLA SHOWCASE: (Special Programs): (Tape)
- 1200 CHINA (Beijing) (CCTV): (Satellite)
- 1400 GERMANY (Deutsche Welle): (Satellite)
- 1430 HUNGARY (NBN)
- 1530 ITALY (RAI): (Satellite)
- 1630 SLOVENIA TV: (Tape)
- 1700 CROATIA: (Dnevnik Hrvajska Televizija): (Satellite)
- 1800 AFTAB: (Tape)
- 2000 NOAH'S WORLD TV/ISRAEL TODAY, (Tape)
- 2130 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

Deans' List

Deans' Honor Roll as of May 8:

MODERN STANDARD ARABIC

1st Semester

RADAR, Jennifer L., Spc., USA
 VOORHEES, Brian K., Petty Officer 3rd Class, USN
 WARNER, Ronald D., Tech. Sgt., USAF
 ZIGRANG, Laura J., Petty Officer 2nd Class, USN

MODERN STANDARD ARABIC

2nd Semester

BRADLEY, Christopher J., Sgt., USA
 McNEELEY, Kevin J., Spc., USA

MODERN STANDARD ARABIC

3rd Semester

FAIRLEY, Shaundale, Spc., USA
 GEIGER, Hans E., Spc., USA
 GREEN, Mark R., Spc., USA
 HENNESSY, Katherine E., Spc., USA
 HOFFMAN, Eric P., Spc., USA
 SHEA, Brian E., Airman 1st Class, USAF
 SPRINGER, Gregory E., Lance Cpl., USMC

CHINESE

2nd Semester

COWLES, Jonathan F., Seaman, USN
 EBNER, Alan D., Seaman, USN
 EVARTS, John P., Airman 1st Class, USAF
 FREEMAN, Jessica D., Seaman, USN
 McDANIEL, Christian, Seaman, USN
 PRITCHETT, Isadora J., Pfc., USA
 UMIPEG, Gregg E. II, Pfc., USA

DUTCH

3rd Semester

BUZEK, Francis M., Capt., USA
 MAXWELL, Edward P., Capt., USAF

KOREAN

2nd Semester

BERNARD, Christopher L., Pfc., USA
 EDWARDS, Joseph G., Spc., USA

PERSIAN-FARSI

1st Semester

ELLIOTT, James, Sgt., USA
 INGRAM, Harold L., Airman 1st Class, USAF
 LIEN, Athena J., Civilian
 MYERS, Jules R., Spc., USA
 NYE, Katherine N., Pvt. 2, USA
 THOMPSON, Loreen K., Spc., USA

PERSIAN-FARSI

2nd Semester

CAVALLO, Terry L., Master Sgt., USAF
 DAVIS, Samuel M., Spc., USA
 FOSTER, Sean, Civilian

RUSSIAN

1st Semester

ANS, Christine, Civilian
 BRAUN, Kristin J., Seaman, USN
 CAVOLI, Christ, Capt., USA
 CAVOLI, Christina E., Civilian
 DAVIS, Kristen M., Spc., USA
 GEARY, Carleton, Capt., USA
 GOMEZ, Lona C., Civilian
 KRAEHEBUEHL, Kathleen, Civilian
 NEGRETE, Pete G., Pvt. 2, USA
 SILL, Christopher J., Capt., USMC
 VRUNO, Kristine M., Spc., USA
 WHITTEN, Jeannie E., Pfc., USA

SPANISH

3rd Semester

HALLADAY, Timothy, Lt., USN
 HAUSEN, Martin S., Lt. Col., USAF
 HICKS, Ronnie M. Jr., Pvt. 2, USA
 MANGONES, Pierre, Capt., USA

Joint-Service Quarterly Award winners

Rank: Cpl.

Name: Michael M.

Bass

Award: Joint Service NCO of the Quarter

Hometown: Shelby Twp., Mich.

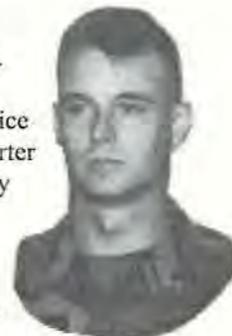
Years in service: 3 1/2

Job Title: Russian student

Unit: Marine Corps Det.

Thoughts on winning: "To be distinguished among your peers is a great honor, but consistency is the key to success and teamwork is the only way to win."

Winning strategy: "I keep my bearing at all times with the proper preparation. The rest is just execution."



Rank: Pfc.

Name: Jason D. Torpy

Award: Joint Service Junior Enlisted of the Quarter

Hometown: Marietta, Ohio

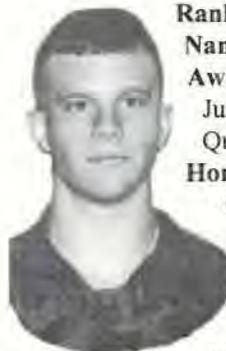
Years in service: 10 months

Job Title: Korean student

Unit: Co. A, 3rd Platoon

Thoughts on winning: "I'm done, happy and relieved! Five boards is a lot of work, and I'm glad there's not a sixth."

Winning Strategy: "Make sure you know everything. Pay attention to detail. Ask for help. When I walk into a board examination, there's only one excuse for losing: someone else was better."



1995 Public Service Recognition Week

Public Service Recognition Week, celebrated the first week in May since 1986, honors the more than 20 million public employees at the federal, state, city and county levels.

The Defense Language Institute Foreign Language Center and Presidio of Monterey recognized 132 military and civilian employees May 5 for their exemplary dedication to public service in the performance of their duties. Each employee received a certificate which authorized the equivalent of one day off.

Col. Vladimir Sobichevsky, DLIFLC commandant and Presidio of Monterey and POM Annex commander, thanked the award recipients for exceeding expectations in the area of customer service and efficiency.

1995 Award Recipients:

Marsha J. Abbott
Staff Sgt. Frederick M. Abutin
Jennifer L. Amorin
Ana Ahn
Ousama Akkad
Larry W. Amos
Staff Sgt. Keith A. Arachikavitz
Valentina Atlas
Jeffrey A. Barcinas
Catherine Beach
Nancy E. Belanger
Joseph R. F. Betty
Frances J. Block
Nancy E. Booth
Theresa C. Bowler
Maj. Kevin Brown
Michael S. Brady
Bonnie M. Buck-Wade
Clare A. Bugary
Verona S. Cabbagestalk
Lydia Cairo
Senior Airman Anastacia Dean-Campbell
Carl C. Chan
Faith J. Chisman
Debbie L. Collins
Celedonia L. Cruz
Jamshid Cyrus
Jean A. Darby

Barbara Darrah
Sgt. 1st Class John F. Dean
Wanda L. Deener
Beverly L. Diaz
Azam P. Drapp
Capt. Steven R. Drennan
Lifan Du
Spc. Donna A. Dulo
Master Sgt. Sandra K. Dungan
Rogelio R. Esteban
Spc. Josegarrick C. Ferrera
Barbara A. Fletcher
Shelly D. Figueroa
Joaquin Q. Finona, Jr.
Ella M. Flud
Marie L. Fox
Elizabeth E. S. Gabriel
Arthur T. Gebbia
Maria F. Goncalves
Leonie F. Graddy
Junko W. Green
Kina Y. Guerra
Andoretha T. Gumbs
Juan M. Guzman
Sgt. Stephanie Hall
Charles W. Harper
Senior Airman Kimberly Harrison
Yousef A. Hazimeh
Richard B. Henry
Spc. Leon L. Hillmon
Robert T. Hurd
Patrick Innocent
Master Sgt. John Jaworski
Maggie M. Johnson
Charles R. Jackson
Yvonne M. Jakubowsky
Michaeline C. Kehrer
Frances J. Kelly
Christina F. Lauofo
James S. Laughlin
Dennis W. Leatherman
Tech. Sgt. Red Lloyd
Elise C. Loucks
Sadok H. Masliyah
Mark Markiewitz
Sandra M. Maroney
James G. McCammon
Dewayne C. Morrow
Arlean K. Most
Claire I. Murdo
Mary Ellen Nash
John C. Neff

Lee Nieves
Jenny T. Ochale
Sgt. Richard P. Orozco
Spc. John S. Paik
Ailini Peneueta
Carmen A. Perez
Barrett C. Perkins
Staff Sgt. Marcia Peterson
Leonard H. Pierce
Joselyn A. Pieri
Cyrus A. Poursardar
Zhen L. Qiao
Rolando S. Recta
Spc. Montrell Richards
Parnell A. Rickerson
Tech. Sgt. Dale Ritchie
Sylvia Rodriguez
Carol L. Ross
Tech. Sgt. Isabel Rubio
Alexis H. Sahba
Sgt. Pedro J. Santiago
Richard J. Savko
Julia A. Scenie
Terri S. Schreder
Delores M. Smith
Rodney P. Spencer
Tokuko Stewart
Anneliese E. Suter
Amy C. Swartz
Staff Sgt. Salvador Talledo
Sandra J. Tamilio
Ildio F. Tavares
Pamela M. Taylor
Marcia A. Thomas
Roselyn T. Tolentino
Aysu Varosh
Jon V. Varosh
Sgt. 1st Class Laurens C. Vellekoop
Jorge Marcus Villasana
Royce J. Wade
Carmen J. Waldo
Hsiuyun C. Wang
Patricia E. Weitzel
I.T. Penny A. White
Gerlinde M. Williams
Marilyn I. Williams
Ronald W. Williams
Staff Sgt. Cassandra Woel
Petra E. Wolfanger
Iris L. Woodward
Gail Youngblood
Virginia W. Yuan

Graduations

DLI Graduates, May 11

Commandant's Award

Lemons, Amanda J., Spc. (Russian)

Provost Award

Category I

Buzek, Francis M., Capt. (Dutch)

Category III

Washington, Nathaniel H., Spc. (Russian)

Martin Kellogg Award

Buzek, Francis M., Capt. (Dutch)

AUSA Award

Lemons, Amanda J., Spc. (Russian)

Russian Book Award Winners

Beardslee, Troy A., Spc

Burnett, Kevin D., Spc.

Hauser, Shannon E., Seaman Apprentice

Jensen, Robert J., Pfc.

Lemons, Amanda J., Spc.

Lemons, Roy, Civilian

Sheedy, Michael B., Spc.

DUTCH

Buzek, Francis M., Capt.

Lewis, Ronnie G., Col.

Maxwell, Edward P., Capt.

Williams, Richard L., Chief Warrant Officer 5

Wilson, Terry M., Chief Warrant Officer 3

SPANISH

Adkins, Grant B., Sgt.

Ballantine, Sean A., Pvt. 2

Bengtson, Jason D., Airman

Boothroyd, Jason D., Pvt. 2

Botelho, Randy S., Pfc.

Brewer, Nicholas L., Pvt. 2

Briggs, Clarence E., Capt.

Burleson, David, Lt. Col.

Campbell, Steve L., Spc.

Cavalier, C. J. II, Staff Sgt.

Coffman, James F., Lance Cpl.

Cohen, Lawrence J. Jr., Pvt. 2

Crowder, Marty J., Sgt.

Donovan, Michael J., Pvt. 2

Dunlap, James R. III, Pvt. 2

Elison, Patrick G., Pfc.

Elwell, Richard B. Jr., Seaman Apprentice

Farris, John C., Maj.

Fox, Theodore D., Spc.

Garilli, Anthony J. Jr., Lance Cpl.

Gizoni, Ernest P. Jr., Warrant Officer 1

Gosnell, Jimmy E., Chief Warrant Officer 2

Hagerty, John S., 1st Lt.

Halladay, Timothy R., Lt.

Harris, Joshua N., Pvt. 2

Hicks, Ronnie M. Jr., Pvt. 2

Hilker, Brent, Lance Cpl.

Hintzke, James J., Petty Officer 1st Class

Hunke, Diane, Pfc.

Irwin, Philip M., Pvt. 2

Kriner, Kevin, Maj.

Long, Christopher S., Airman 1st Class

Lowe, Tony A., Lt. Col.

Mangones, Pierre, Capt.

Monson, Eric T., Spc.

Montoya, Tanya, Civilian

Owens, Heidi A., Spc.

Owens, Larry B., Spc.

Rautanen, William G., Spc.

Rethard, Renae L., Pvt. 2

Riveracortes, Enrique M., Spc.

Schneider, Michael A., Pvt. 2

Sharp, Christopher, Airman

Silva, Jane R., Staff Sgt.

Singler, Felisa A., Airman 1st Class

Story, Michael D., Petty Officer 1st Class

Swan, Laura A., Airman 1st Class

Thornburgh, Timothy A., Sgt.

Turney, Nathaniel D., Airman 1st Class

Wilson Renee C., Spc.

Woslum, Trent L., Pfc.

Yalc, Adrianna M., Pvt. 2

RUSSIAN

Baker, Jeffrey J., Spc.

Beardslee, Troy A., Spc.

Booher, Jeffrey T., Spc.

Brederson, J. D., Seaman

Burnett, Kevin D., Spc.

Cannon, Sandra K., Spc.

Carter, Jason A., Spc.

Clifton, Robert S., Spc.

Davis, Benjamin N., Pfc.

East, Jeremiah D., Seaman Apprentice

Gleason, Sean M., Civilian

Griffith, Christopher W., Pfc.

Harbach, Elizabeth A., Pfc.

Hauser, Shannon E., Seaman Apprentice

Head, Joel C., Spc.

Horman, Rachel A., Seaman Apprentice

Horning, Lisa M., Pfc.

Jensen, Robert J., Pfc.

Lemons, Amanda J., Spc.

Lemons, Roy, Civilian

Martin, James H., Seaman

Mayer, Andrew J. Jr., Staff Sgt.

McDermott, Joshua P., Seaman Apprentice

Noel, Jorja A., Seaman

Pickell, Jeremy D., Pfc.

Ray, Michael S., Pfc.

Rendla, Frank E., Spc.

Riveraacevedo, Idaliz, Spc.

Rodriguez, Michele T., Pfc.

Ruthven, Emily M., Pfc.

Sass, Steven A., Spc.

Septon, Christopher E., Pfc.

Sheedy, Michael B., Spc.

Simmons, Karen E., Seaman

Strandboe, Eric D., Lance Cpl.

Torres, Diana B., Pfc.

Walls, Michelle T., Pfc.

Washington, Nathiel H., Spc.

Woolard, James S., Airman 1st Class



LingNet now on Internet

LingNet, the first computer Bulletin Board System devoted to serving the needs of the military linguist, can now be accessed via the Internet.

LingNet operates from DLIFLC, providing services to not only its students, instructors and field sites, but also to other military and civilian organizations and agencies that desire foreign language information.

Services include foreign language programs (word processors, instructional programs, games), foreign language materials (survival kits and other materials), DLIFLC information, SCOLA (Satellite Communications for Learning) schedules, the *GLOBE* magazine, and a user message service.

With LingNet's messaging center, you can leave private mail to other users or read your private mail, read or leave public messages in the forums,

or even teleconference with other users.

In the files section, you will find all of LingNet's files — from games to sophisticated Computer Assisted Study programs — for a wide variety of languages. The files are grouped by language or geographic area for the less common languages. There are also directories for generic utilities useful in foreign language study, teaching and processing.

In order to access LingNet, all you need is a computer, modem, communications program and a LingNet account. New users can get a LingNet account by calling LingNet, entering



"new" (without the quotes) at the User-ID prompt, filling out a questionnaire, then waiting 24 hours to be upgraded.

To connect to LingNet, set your communications program to 8N1 (8 data bits, Parity: None, 1 stop bit) and dial DSN 878-6120, or commercial (408) 242-6120. After you connect, press the enter key to bring up the login prompt. At the login prompt, type "lingnet" (without the quotes) to connect to the system.

For Internet access, Telnet to lingnet.army.mil (or 160.133.250.007) to establish your account.

If you experience difficulties, you can request a chat with the System Operator (Tech. Sgt. Red Lloyd) 7:30 a.m. - 4:30 p.m. by typing "/p Sysop" (without the quotes).

Other ways to contact the Sysop are E-Mail (lloyd@pom-emh2.army.mil); DSN voice 878-5180; or DSN fax 878-5512 (Attn LingNet). Commercial number prefix is (408) 242+number.

Photo by Petty Officer 1st Class "Scoop" Hansen



Brig. Gen. Stewart W. Wallace (left), director of Training for the Office of the Deputy Chief of Staff for Operations and Plans, and Lt. Col. John Daly, Wallace's executive agent action officer, receive a briefing on soldierization techniques April 18 at the Presidio of Monterey. Wallace visited POM and the Naval Postgraduate School for orientation purposes.

Photo by Petty Officer 1st Class "Scoop" Hansen



Rev. Roga Bowen with York School, Dr. Robert Gard with Monterey Institute of International Studies, and Mike Foudy with Hartnell College (left to right) discuss education issues April 7 at the Presidio of Monterey. The three were part of the Consortium of Area Schools, eight members of which visited POM for an orientation purposes and classroom observation.

Photo by Petty Officer 1st Class T.E. "Scoop" Hansen

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Ron Williams puts the finishing touches on the DLIFLC crest he built and painted for Language Day '95. Williams, an illustrator since 1966, said the project took four days to complete. The crest was placed on the back wall of the outdoor stage near Pomerene Hall. The 35th annual Language Day occurred April 28; see page 4 for the story.