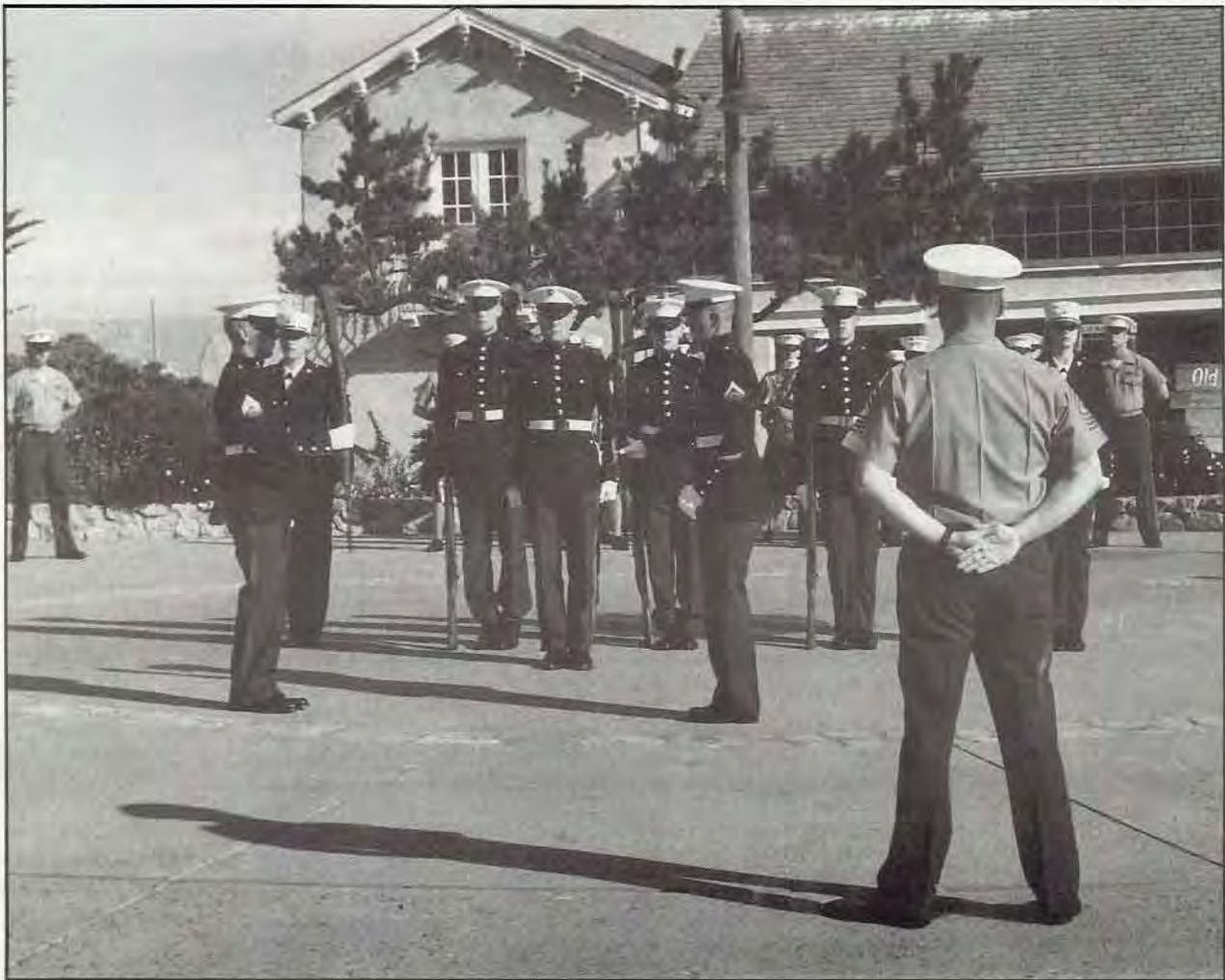


# GLOBE

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

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## Marines celebrate 221st birthday at the Monterey Custom House Plaza



# Presidio Portrait

of

Master Gunnery Sgt. James Patty  
noncommissioned-officer-in charge, Marine Corps Detachment

Marine Master Gunnery Sgt. James Patty became the noncommissioned-officer-in-charge (NCOIC) of the Marine Corps Detachment, Presidio of Monterey, in August.

This career Marine enlisted in January 1970. After recruit and basic infantry training, he graduated from the Radio/Telegraph Operator Course in San Diego and was assigned to Camp Pendleton, Calif.

Next, Patty attended the Marine Security Guard School at Henderson Hall, Va., in 1971. Then he served as a Marine guard at the American Embassies in Prague, Czechoslovakia, and in Dublin, Ireland, where he met his future wife, Margaret.

After embassy duty, he received advanced communications training at the Naval Technical Training Center, Pensacola, Fla. From December 1974 to June 1976, Patty served with Marine Support Battalion, Adak, Alaska. Duties included platoon sergeant, Morse operator, platoon commander, Morse supervisor and High Frequency Direction Finder (HFDF) supervisor.

His follow-on assignment took him to Marine Support Battalion, Okinawa, Japan, as a platoon sergeant, Morse supervisor and analyst. In December 1978, Patty went to Fort

George G. Meade, Md., to attend cryptologic analytical training en route to the 2nd Radio Battalion, Camp Lejeune, N.C.

In January 1982 Patty went to Marine Support Battalion, Misawa Air Base, Japan. At Misawa, he became the first Marine recipient of the prestigious On-the-Roof-Gang Award -- the original group of Navy and Marine cryptologists who formed the predecessor to the present-day Naval Security Group Command.

After Misawa, Patty returned as an instructor and course director at Pensacola, Fla., in September 1984. This became a short-term assignment when he pinned on master sergeant chevrons. Shortly after his promotion, this Marine NCO packed his sea bags for duty with the Defense Intelligence Agency (DIA). He served as an operations and intelligence advisor on the Joint Staff with the DIA's Central America Joint Intelligence Team. Patty advised several Central and South American countries on insurgency, counterinsurgency and counter-drug operations.

Moving up the promotion ladder, the Marine Corps reassigned Master Gunnery Sgt. Patty as a battalion operations chief at Camp Lejeune, N.C., in September 1990. During



Master Gunnery Sgt. James Patty

this tour, Patty participated in Operations Desert Shield/Storm and returned afterward to the North Carolina base.

For his next move, this well-traveled senior NCO — an elite member of "The Few, the Proud, the Marines" — served as Sgt. Maj. Patty for Marine Support Battalion, Washington, D. C., from June 12, 1993, until this past August.



## GLOBE

*The Defense Language Institute Foreign Language Center  
Presidio of Monterey, California  
Command Publication*

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### **ABOUT THE COVER:**

Col. David Gross (L), incoming Presidio of Monterey garrison commander, receives the garrison colors from Col. Daniel Devlin, DLIFLC/Presidio of Monterey commander and DLIFLC commandant. Gross replaced Col. Ila Mettee-McCutchon as the Army garrison commander during a change of command ceremony at Soldier Field Oct. 3. Mettee-McCutchon remains in the Monterey area as chief, Directorates of Base Realignment and Closure (BRAC) and Environment. All three colonels were in the same Army Command and General Staff College class at Fort Leavenworth, Kan. (Photo by Bob Britton)

## Commander's Notes

Several articles in this DLIFLC *Globe* magazine have a Japanese theme, describing how the U.S. Army started a Japanese language program on the eve of World War II. Our Institute's origins began with Nisei (second generation Americans of Japanese ancestry) student linguists at Crissy Field on the Presidio of San Francisco, in November 1941.

Nisei Hall — named in honor of those same original students — is a testament to the valor and contributions of those soldiers. The dedication plaque reads:

"In memory of those Nisei who fought and gave their lives for this country during World War II. Foreign language training was originated in the defense establishment largely through their efforts."

Several other DLIFLC memorialized buildings are named after Nisei students killed during World War II and members of the original Fourth Army Intelligence School faculty.

Mizutari Hall is dedicated to Cpl. Yukitaka "Terry" Mizutari, killed during the World War II New Guinea campaign. Hachiya Hall honors Tech. Sgt. Frank Tadakato Hachiya, who died in the Philippines in 1945. Nakamura Hall memorializes Sgt. George Nakamura, who also died while serving in the Philippines in 1944.

From the original staff and faculty side of the language programs, we honored the memory and contributions of Brig. Gen. John Weckerling, the namesake of Weckerling Cultural Center and the first commandant of the Fourth Army Intelligence School. Rasmussen Hall honors Col. Kai Rasmussen, the commandant of the Military Intelligence Service Language School (MISLS) from 1942 to 1946. Aiso Library remembers Judge John Aiso, the first head instructor at Crissy Field and later director of the Military Intelligence Service Language School (MISLS) at Camp Savage and Fort Snelling, Minn.

Those soldiers participating in the wartime language training program proved the military value of foreign language training. Prior to World War II, few in the U.S. military saw a need for military linguists, especially in the enlisted ranks. After World War II, few doubted the need for both officer and noncommissioned officer linguists in all services.

Another notable success of American foreign policy and Army foreign-area language training in the postwar era was the occupation of Japan from 1945 to 1952. During the occupation, our Japanese linguists, including several of the original Nisei staff and students, helped rebuild the island nation and our relationship with its people. Interpreters, liaison officers and advisors helped rebuild the shattered Japanese economy and infrastructure.



**Col. Daniel D. Devlin**  
Commandant of DLIFLC,  
Commander of DLIFLC and the Presidio of Monterey

While this rebuilding was occurring across the Pacific Ocean, MISLS relocated to the Presidio of Monterey and changed its name to the Army Language School. In 1976 we became the Defense Language Institute Foreign Language Center (DLIFLC, now teaching 22 resident languages).

Today, DLIFLC accepts military personnel from other countries for foreign-language training. Currently, one Japanese officer is learning Russian at the Institute.

The Japanese language program is still a viable program for our Defense Department's goals and objectives. We draw our heritage and lineage from those original Nisei linguists.

This month marks the 55th anniversary of the Japanese attack on Pearl Harbor, a time when our nation's armed forces had few linguists in their ranks. Today, DLIFLC trains more than 2,900 students annually in 22 languages. The importance of linguists and our only military language institute cannot be understated. Using historical and educational lessons from the past, DLIFLC is training linguists for the 21st century today.

DLIFLC — meeting tomorrow's language challenges today.

## DLIFLC Foreign Area Officers escort diplomatic visitors

By Joseph Morgan

Each member of a contingent of senior foreign military officers from 29 nations, some of them of general officer and flag officer rank, had a personal guide during a day-long orientation to DLIFLC Nov. 15, thanks to DLIFLC's participants in the Army's Foreign Area Officer Program.

The visitors, 19 of whom brought spouses, hold positions of prestige and honor as military attaches to their countries' diplomatic missions to the United States.

All are based at embassies in Washington, D.C., said Air Force Lt. Col. Allen Shepard, foreign liaison officer with the Defense Intelligence Agency,

who accompanied the visitors to DLIFLC. The DIA shares responsibility with the U.S. State Department and the Office of the Joint Chiefs of Staff in accrediting foreign military attaches.

Shepard said some of the attaches rank second only to their countries' ambassadors in diplomatic hierarchy within their embassies.

The DLIFLC visit was part of an eight-day orientation to Defense Department programs and installations that began the day before at the U.S. Naval Postgraduate School in Monterey.

Other scheduled stops on the attaches' itinerary were Vandenberg Air Force Base, Calif.; the U.S. Space Command, Colorado Springs, Colo.; the U.S. Air Force Academy, also at Colorado

Springs; Fort Carson, Colo.; and NASA's U.S. Space and Rocket Center at Huntsville, Ala.

"None of the other stops will include the personal attention that each attache received at DLIFLC," Shepard said at the end of the visit here.

The DLIFLC orientation began with an early morning welcoming address and briefing by DLIFLC Garrison Commander Col. David Gross. At the end of the briefing each attache was introduced to a personal escort chosen from the approximately 80 Army captains who are currently studying foreign languages at DLIFLC as part of their Foreign Area Officer training.

With a FAO program escort, each attache visited a DLIFLC classroom to meet students and observe teaching methods. For many it was an opportunity to observe how their native languages are taught at DLIFLC.

"We arranged their schedule to include plenty of time for talking with students," said Lt. Col. Gary Walker, FAO program coordinator at DLIFLC, who orchestrated the visit.

With their escorts, the attaches lunched at the Presidio's The Edge Club, then boarded buses which took them to the Directorate of Operations, Plans and Programs, where they participated in Video TeleTraining (VTT) and desktop video teleconferencing demonstrations.

At the VTT studios the visitors took turns communicating between studios via satellite.

"Our distance-learning technology interested them," said OPP Director Lt. Col. Maria Constantine, who along with OPP's Capt. Matt Austin guided the demonstrations.

Caught up in the spirit of DLIFLC, some of the visitors improvised mini-



Senior foreign military attaches from 29 countries visited DLIFLC Nov. 15 to see the Foreign Area Officers' language program. These senior officers received different briefings and participated in classroom discussions with the DLIFLC officer students. All of the attaches are assigned to embassies in Washington, D.C. The group poses in front of Munzer Hall. (Photo by Mary Earner)

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lessons to teach phrases in their native languages, Constantine said.

Late in the afternoon, the visitors and escorts attended a reception at Weckerling Cultural Center before departing DLIFLC. The day's events ended with attaches and escorts dining at a restaurant on Monterey's Fisherman's Wharf.

At the reception Col. Daniel Devlin, Commander of DLIFLC and the Presidio of Monterey and Commandant of DLIFLC, urged the visitors to travel within the United States as much as possible while they're assigned in this country. He said recent trips reminded him of the vastness of the country and varied backgrounds of the American people. He encouraged the attaches to visit as many regions of the United States as possible.

Norway's Maj. Gen. Bjorn Nygard, spokesperson for the group, agreed.

"It's important for us to get outside

the Washington beltway and see what the U.S. is all about," Nygard said.

The Army's FAOs tackle sensitive assignments, including diplomatic assignments, that call for foreign language proficiency and detailed knowledge of a country or area in which the language is spoken, Walker said.

Walker said candidates for the Army's FAO Program are captains pursuing a secondary MOS (military occupation specialty). Normally they possess a bachelor's degree upon entering the program and through the program earn a postgraduate degree in area studies by attending a university. Except for an occasional candidate who enters the program with suitable foreign language proficiency, all undergo foreign language training at DLIFLC.

The FAO Program participants chosen to escort the visiting attaches were those who were well along in their foreign language training, Walker said.

"We want to give them a chance to use the proficiency they've developed," he said.

Walker cited another reason to link up the visitors with FAO escorts.

"We want to debunk the myth that Americans are capable of speaking only English," he said.

Walker said the attaches' visit also gave the escorts an opportunity to get acquainted with representatives of the countries in which the FAOs specialize.

"Some of the escorts and attaches may meet again when the escorts are assigned as FAOs," Walker said. 

Military attaches who visited DLIFLC represented the following countries.

- \* Australia
- \* Belgium
- \* Bosnia
- \* Canada
- \* Cote d'Ivoire
- \* Czech Republic
- \* Finland
- \* Federal Republic of Germany
- \* Ghana
- \* Greece
- \* Guinea
- \* Hungary
- \* Italy
- \* India
- \* Kenya
- \* Korea
- \* Lithuania
- \* Netherlands
- \* New Zealand
- \* Norway
- \* Paraguay
- \* Peru
- \* Portugal
- \* Philippines
- \* Singapore
- \* South Africa
- \* Spain
- \* Yugoslavia
- \* Zimbabwe



A foreign military attaché officer participates in classroom discussions with DLIFLC Foreign Area Officer (FAO) language students Nov. 15. High-ranking officers from 29 countries, stationed at embassies in Washington, D.C., toured the Institute and received briefings. (Photo by Joseph Morgan)

# DLIFLC teachers honored by Monterey Kiwanis Club

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

**P**ersian-Farsi teacher Shahla Kashfi and Vietnamese teacher Margarita Thao Nguyen were recently selected as winners of the Monterey Kiwanis Club DLIFLC Instructor of the Year competition. The two were honored at the Kiwanis luncheon Sept. 25 at the Monterey Elks Lodge. They were chosen from 33 other candidates from the Institute. After 11 years, this was the first time an Asian School I teacher earned the honor as an instructor of the year.

In recognition of their award, the two instructors received a plaque and a certificate of congratulations. The Kiwanis Club also donated \$200 to local charities in the names of the winning instructors. Retired Lt. Col. Abdallah K. "Zak" Zakby, a Kiwanis executive, presented the awards. They were nominated by their respective schools, then were interviewed by the Kiwanis board prior to their selection. Both instructors were notified of the awards 48 hours prior to the Kiwanis luncheon.

Col. Daniel Devlin, DLIFLC/Presidio of Monterey Commander and DLIFLC Commandant, had high praise for both instructors. "Your dedication to teaching and helping the local community is worthy of praise," said Devlin. "Being recognized

by the Monterey Kiwanis for your efforts is an honor for both of you and the Institute. Teachers like you give DLIFLC a favorable reputation among the local community — please continue to keep up the outstanding work!"

"I was very happy and very pleased that I was recognized," said Kashfi, whose official title is that of training teacher for the Persian-Farsi department at European School II. She has been teaching since 1980 at DLI. "It is a great honor to be chosen as an Instructor of the Year."

Born in Iran, Kashfi lived in Tehran before relocating to Carmel in 1980. "I taught Farsi to foreigners while I lived in Iran," she mentioned. "When I arrived here, a friend told me about DLI and the fact that since I taught Farsi in Iran, why not check out DLI and see if I could land a job. I came to find out then when I applied, they needed one Persian-Farsi teacher. Two weeks after applying, I was hired. At that time, we were a small department. We are now two departments and have grown considerably."

Her job consists of writing Defense Language Proficiency Tests and teaching via Video TeleTraining and Mobile Language Training Teams. She is also heavily involved in training her Persian-Farsi students for the annual Language Day at DLIFLC. "I just finished developing a Persian-Farsi compact disc for postgraduate students of DLI," she noted. "I do like everything about my job and teaching, specifically watching the improvement in the students from their first day of class right up through the day they graduate — from watching them read a paper in the target language to following broadcasts and understanding what is going on — to me, that is fulfilling. I enjoy seeing that progress every day and every hour of their instruction."

"The idea of helping people is quite satisfying. It is beautiful to see Americans learning the language, customs and culture of my homeland," she said. "Teaching is and always has been my first love. I can honestly say, that I've never seen anything but positive feedback on every Automated Student Questionnaire I've seen from my students. To me, teaching is not just a job — it's what I love doing more than anything else. I also love the Monterey area — it's a delight to live here and the people are very nice."

The Persian-Farsi teacher, who is single, is also very involved and active in the Monterey community. She is an executive board member of the Family Service Agency of the Monterey Peninsula, a charter member of Optimist International, an official blood donor at the community hospital, a course interpreter for the commu-



(Left) Monterey Kiwanis Club executives present DLIFLC Vietnamese instructor Margarita Thao Nguyen with a certificate and plaque, while Air Force Col. Eugene Beauvais, DLIFLC assistant commandant, looks on Sept. 25. The local civic club honored two Institute faculty members as instructors of the year for their dedication and hard work.

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nity and a member of Hadassah (an organization that helps people that are ill in the community).

As busy as Kashfi is with her teaching and volunteer activities, she still finds time for her hobbies. "I like to play a lot of tennis and I like to read," she said.

Kashfi was nominated by the Associate Dean of European School II, Lt. Col. Edward Rozdal and the Chairperson of the Persian-Farsi Department, Dr. Ale-Ali. "I'd like to thank both of those men for their support. I'd also like to thank the Kiwanis Club," she said. "I enjoyed the luncheon hosted by their fine organization and am now seriously thinking about joining their club. I am very grateful to them for donating \$100 to the Family Service Agency of the Monterey Peninsula in my name and also \$100 to Optimist International."

Like Kashfi, Nguyen was also very happy, surprised and honored. "It was a very good feeling to be selected as a Teacher of the Year," she said. "I knew I had been nominated and the day after I was interviewed by the Kiwanis Club, the Dean of of Asian School I wanted to see me. I was walking down the hall and I saw him standing there with a big smile on his face — right then, I knew I was going to receive good news. I enjoyed the luncheon and learned some new things about the Kiwanis Club as well."

Nguyen has been teaching both Vietnamese resident and Video TeleTraining for the past three years. "I put a lot of effort into my teaching and like to challenge the students — both the stronger and weaker students," she said. "I'm always available to help students who want to learn the language whether it is during my lunch period or my free time. All a student has to do is just ask and I will help. I love my job and truly enjoy helping students learn Vietnamese."

"I like to compare teaching students to the nurturing of various flowers. By that, I mean students, like flowers have different personalities and different colors," she continued. "Like a good green thumb that has to know how to properly care for a flower, so too must a teacher have to know each student — their strengths and their weaknesses. Some students learn slower than others, some faster — there are different styles of studying. Some students learn with their ears better than with their sight and vice versa. Getting to know my students is why I believe I've been successful and why they are a success as well."

"What makes me very happy and satisfied is when I hear from one of my former students and they tell me how they have used their Vietnamese linguistic skills that I have helped them learn in a real world situation out in the field," said the energetic instructor. I care about my students and appreciate the fact of an American student learning my language, culture and customs. I



(Center) Shahla Kashfi, a DLIFLC Persian-Farsi instructor, receives congratulations Sept. 25 from Monterey Kiwanis Club executives, while Col. Eugene Beauvais, DLIFLC assistant commandant, watches. The local civic club recognized her as one of the Institute's outstanding instructors of the year for her dedication and community involvement.

also enjoy working with instructors in our department.

Nguyen has been in the Monterey area for eight years. She has also worked as a teachers aide and translator in the area — a job she performed in Beaumont, Texas in 1975. She is also heavily involved in community volunteering via culture, education and social activities, one of which is performing translation services for the Vietnamese community in Seaside, Marina and Monterey. She is currently taking college classes in English at Monterey Peninsula College to improve on her command of the language.

Nguyen, always smiling and full of energy, is a single mother of four children. "I have a son who is 20, an 18-year-old daughter who is an exchange student in Costa Rica, a 16-year-old daughter in high school and my youngest daughter is 12 years old," she said. "My hobbies revolve around my children whom I like to spend as much time as possible with. I also like to listen to music, go to the beach and do gardening work."

The Vietnamese teacher said that when her children learned of her award, they were very proud of their mother. "They thought that was super," she said. "They told me that I deserved it because of how hard I work to ensure my teaching is benefiting the students. I can say this for sure though — at DLI, all my energy goes to my students. At home, it all goes to my children, into my schooling at Monterey Peninsula College and to my Vietnamese community."

"I want to thank my branch chief, Mr. Bui, for all his support and for nominating me for this award," she said. "He is a great boss and cares about the department, the instructors and the students." 🌸

## Nisei soldier recalls World War II language training, experience

By Retired Maj. Gene Uratsu  
Original Fourth Army Intelligence  
School student

*Editor's note: Gene Uratsu was one of the Japanese-American (Nisei) enlisted soldiers selected for the original secret Fourth Army Intelligence School at Crissy Field on the Presidio of San Francisco. This school later became the Defense Language Institute.*

I was initially interviewed for Japanese language training in July 1941. On Nov. 1, 1941, the Army enrolled me in the initial class of the newly formed Japanese language course, Fourth Army Intelligence School, Presidio of San Francisco.

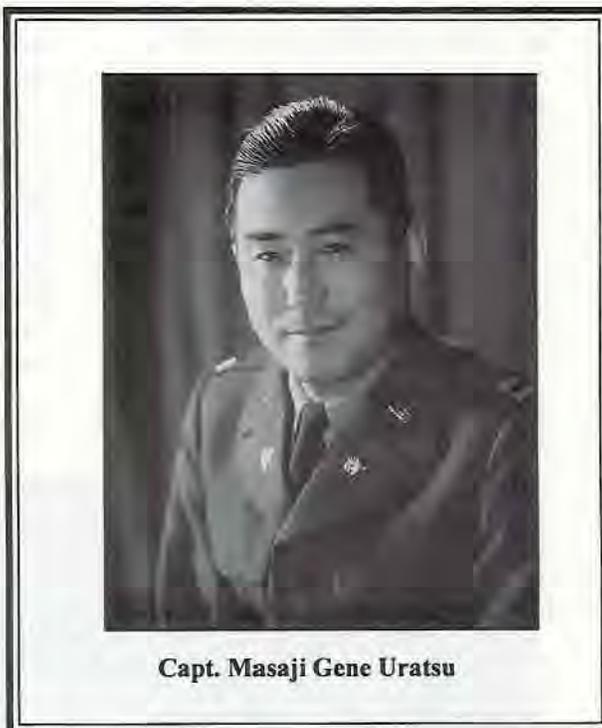
For me the language training did not pose any problem. However, with the attack on Pearl Harbor Dec. 7, 1941, our future in the military became shrouded in uncertainty. Nisei were under suspicion without cause during this time of darkness and confusion. We made it through and graduated in May 1942.

Upon graduation, nine other enlisted men and I were selected to become language instructors with the school that was renamed the Military Intelligence Service Language School (MISLS). Shortly after our graduation in May, the Army relocated the school to Camp Savage, Minn.

Teaching did not come easy for me. None of us had prior teaching experience, nor did we receive any kind of training on the artful management of teaching. It took me several months of painful trials and tribulations to blossom into some sort of a teacher or facsimile thereof.

After one year of teaching, I volunteered for overseas duty. In the fall of

1943 I found myself with the Allied Translator and Interpreter Section (ATIS) with Gen. Douglas MacArthur's staff in Brisbane, Australia. My tour of duty in Brisbane was short since I volunteered for service in New Guinea. Then in April 1944 I was assigned to the 158th Regimental Combat Team in New Guinea. Everything was in short supply in the



Capt. Masaji Gene Uratsu

combat zone except K-rations and enemy sniper fire.

Against this backdrop we interrogated prisoners of war and translated captured enemy documents for tactical information. Anything of strategic importance was noted and referred to higher headquarters.

Two occurrences in New Guinea left indelible marks on me. One was when Tech. Sgt. Terry Mizutari was killed by a sniper firing into the 6th Infantry Divi-

sion headquarters. It was a shock to all of us and brought home the stark realization that no place in the jungles was safe.

Another was my humiliating capture by two GIs on the beach of Sarmi. It happened when I picked up some kind of dermatitis or skin disease all over my body. Traditional medical treatment did not work. Medics told me the only cure was to go swimming in the salt water and bake myself in the hot sun.

As a good soldier that I was, I faithfully followed their instructions, but after a few days of this treatment, I was fished out of the water by two GIs. Protestation draped in colorful GI language was of no avail until an officer recognized me standing in my birthday suit. Later I learned that my captors were given rest and relaxation to Australia for being alert.

My most rewarding and attractive assignment took place after the war in the mid 1950s when I was assigned to the Japanese Liaison Section, Office of Assistant Chief of J-2, Far East Command, in Tokyo. One of my principle functions was interpreting for the officers of the command at the joint conferences with their counterparts.

These conferences were held to work out a viable United States-Japanese Mutual Defense Agreement for the defense of Japan.

Interpreting was fraught with dangers because two and two did not always come out four. Often the true meaning was hidden behind the peculiar expressions of the language involved. To be effective, one must understand what subjects are being discussed and the issue surrounding them. I am proud to say that I did a pretty good job of bridging the languages. 🏛️

# Nisei instructor begins career at Presidio of San Francisco

By Shig Kihara  
Original Japanese instructor, MISLS

In the summer of 1941 the War Department ordered the organization of the Fourth Army Intelligence School for Nisei soldiers to be activated Nov. 1, 1941, at the Presidio of San Francisco, Calif. Lt. Col. John Weckerling, former Tokyo Embassy language student, was directed to proceed from Panama to San Francisco to become G-2, Fourth Army, to organize the new school and be its first commandant.

The fiscal 1942 budget didn't include this activity, the first large-scale foreign language intelligence training program in the history of the American military. The Presidio staff diverted \$2,000 from the Transportation Office to start the school.

On Oct. 18, 1941, Weckerling escorted his new faculty to a small aircraft hangar at Crissy Field, Presidio of San Francisco. The hangar had been standing empty since the airfield had closed a few years before. Weckerling brought Capt. Kai Rasmussen's Tokyo Embassy language texts: Naganuma graded readers, seven volumes; Saksusen Yomurei, Japanese Army operations manual; Oyo Senjutsu, Japanese Army applied tactics; Kenkyusha Japanese-English dictionary; Fuzambo English-Japanese dictionary; Uyeda Kanji dictionary; Rose-Innes Kanji dictionary; Cresswell Japanese Military dictionary, developed at Toyko Embassy Language School; Okazaki Naval terminology dictionary; and the U.S. Army training manual on Japanese armed forces.

When the Fourth Army Intelligence School (later changed to the Military Intelligence Service Language School (MISLS) in Minnesota) started, there

were no desks, tables, chairs, telephones or typewriters in the corrugated tin hangar — just one steel Army cot. Two carpenters were creating partitions for an office, faculty room and three classrooms.

Weckerling told the original faculty that 60 students would be reporting for training in two weeks and that we should be ready to start instruction. There were no orders, no directives, no statement of school objectives, no list of courses. Nothing. There was no precedent, no model, no theories and no guidelines for organizing a Japanese military intelligence school for U.S. soldiers. Nothing.

Chief Instructor John Aiso (for whom the Aiso Library is named) was discharged from the Army that morning. Aiso, Aki Oshida, Pvt. Art Kaneko (soon to be replaced by Tetsu Imagawa) and Shig Kihara had no training as teachers,

no experience in teaching Japanese and no knowledge of military intelligence.

The new teachers looked at each other for a minute, then John Aiso took charge. The Naganuma Readers would become the core of the Japanese language training. In the intelligence area, there was nothing for class instruction.

Aiso directed the teachers to translate the U.S. Army training manual on Japanese armed forces into Japanese, using Cresswell's dictionary as a primary reference. Translation covered from the top to the lowest level the Japanese Ministry of War, armies, divisions, regiments, brigades, battalions, companies and platoons. We also translated terms for Japanese army ranks, weapons, artillery, tanks, engineers, medics and other support units.

Oshida had the best handwriting, so he cut daily stencils page by page which



Military language training began in November 1941 at this old tin corrugated airplane hangar at Crissy Field, Presidio of San Francisco. The Fourth Army Intelligence School started a Japanese language program for Nisei (second generation Japanese-Americans of immigrant parents) soldiers and faculty. Original students and faculty worked under spartan conditions. (U.S. Army photo)

were run off on a borrowed mimeograph machine. Teachers did this translation for weeks between teaching. Then they converted naval terms: the navy, battleships, aircraft carriers, cruisers, destroyers and submarines. Next they covered translation of the Japanese air force, Mitsubishi bombers and Zero fighters.

Weckerling came in daily to observe what Aiso was doing, to approve, disapprove and to make suggestions. Ramsussen came in from his job as coast artillery commander at Fort Winfield Scott (which was adjacent to the Presidio of San Francisco) to do the same.

Five weeks into training, on Dec. 7, 1941, Japan attacked Pearl Harbor. The contingency aspect of the school was changed to one of grim, brutal reality. Bud Nagase, a former "Domei News" reporter was hired to develop and teach intercept messages. Students learned how to monitor Japanese radio and wireless messages, to transpose the Romanized text into Japanese and to translate this into English. Tad Yamada was hired to develop a course on Japanese geography.

Based on War Department guidance, a course on Prisoner of War (POW) interrogation was developed. The theory worked out with the British War Office was that German and Japanese POWs would be tough and that rough, aggressive tactics would be the only way to get information out of them.

But contrary reports came in from graduates in New Guinea and Guadalcanal in the fall and winter of 1942. They said that Japanese POWs would clam up under harsh treatment. Instead, a gentle compassionate approach of offering cigarettes, water, food and medication would calm down their fears and antagonism. Then they would be asked about their families, wives and children. Finally, they started talking about their units, positions, officers, ammunition, supplies and morale.

Sosho or grass writing was very important for reading captured diaries; we had a text by American Maj. Gen.



(Left to right) Chief Instructor John Aiso, instructors Shig Kihara and discuss their Japanese language program outside their Crissy Field hangar in December 1941. They started the Fourth Army Intelligence School's Japanese course from scratch without available textbooks, guidelines, funding or supplies. They created their own textbooks, lesson plans and military subjects for the original class. (U.S. Army photo)

Strong, a former Toyko Embassy language student. Yutaka Munakata prepared hundreds of pages of exercises necessary to develop writing and reading skills.

The staff and faculty developed other teaching materials as new subjects became necessary. Sgt. James Oda helped create a psychological warfare course — the writing of propaganda, surrender leaflets and radio broadcast messages. Sgt. Norito Fujioka wrote the colloquial and literary grammar texts. Sakusen Yomurei and Oyo Senjutsu and all military orders were written in a formal literary style.

After the school moved in the spring of 1942 to Camp Savage, Minn., the school created a Military Research and Liaison Office which received and processed captured Japanese documents from the intelligence centers. From their files, authentic materials were sent to classes for reading and translation practice. Order of battle materials were also sent to classes for practice in this vital area.

Lectures were prepared and given in English on Japanese history, government and racial characteristics. Essential elements of information for intelligence and map-reading courses were taught in English by Caucasian company officers of the school battalion.

Not one commercial text on Japanese military intelligence was ever purchased by the school, because there were none available. Everything was produced by the MISLS faculty and reproduced in mimeograph format, lesson by lesson and page by page.

Under the superb leadership of John Aiso, the Nisei civilian and enlisted faculty did a remarkable job of creating a Japanese military-intelligence program. They developed courses, prepared instructional materials and taught classes. They turned out 6,000 intelligence operators who served in every theater, every campaign, every major battle in the Pacific and Asia and contributed significantly to the Allied victory in World War II. 🇺🇸

## Original Japanese student reflects on MISLS language training

**By Retired Col. Thomas Sakamoto  
First Japanese class, Fourth Army Intelligence School**

In my junior year at Santa Clara High School in 1934, I went to my parents home in Kumamoto in southern Kyushu, Japan. There I studied Japanese for four years, then graduated in 1938 and returned home. During those four years, the Japanese Army marched into North China and the Japanese nation took on a war footing. Military studies in the Japanese high school were mandatory and very intense. After I returned home to San Jose in 1938, I helped my family farm our 43 acres north of the city.

My Army life began when I was drafted Feb. 26, 1941. On that day, 19 of us Nisei (second generation Japanese-Americans born to immigrant Japanese families) were among the first draftees from San Jose. Relations between the United States and Japan became increasingly tense.



**Retired Col. Thomas Sakamoto**

During the summer of 1941, my Army life took a radical turn for the better. I was on maneuvers at Fort Hunter Liggett near King City, Calif., when I was approached by a friendly looking man in civilian clothes speaking with a Swedish accent. At the time, I was a buck private scout in an anti-tank unit.

This civilian pulled out a black textbook and asked me to read and translate some passages. I didn't realize it then, but the book was a manual on military tactics used in the Japanese military academy. He brought this manual back with him after he completed a tour as a U.S. language officer in Tokyo in the late 1930s. I learned later this was Capt. Kai Rasmussen, who soon became my commandant at the first secret language school at Crissy Field on the Presidio of San Francisco in November 1941.

Since I graduated from the Japanese high school in 1938, reading and translating this textbook wasn't difficult. Rasmussen shortly had me reassigned as a Japanese-language student to this one-year secret course.

### **Fourth Army Intelligence School**

When the other Nisei and I first reported for classes, we were shocked to see an old, dilapidated airplane hangar. It was like a large empty, cold warehouse with a cement floor and an open latrine at the far end. Crudely partitioned plywood separated classes based on an individual's Japanese language knowledge.

Here we began our spartan life with one footlocker each and rows of double-deck bunks. We Kibei (those educated in Japan) were in the advanced class and had more Japanese linguistic knowledge than some of the civilian instructors. Our long study hours emphasized Japanese military subjects.

Dark clouds of war with Japan already hung over us. After the Japanese attacked Pearl Harbor on Dec. 7, 1941, our course was shortened to six months and there was tension in the air.

The Pearl Harbor attack brought suspicion, outright bigotry and sensational attacks, both by demagogues and the press, upon the loyalty of us Nisei, our parents and families. This led to evacuation of our families from the West Coast, starting in February 1942.

Of the 45 students who graduated in our first class, 32 were shipped directly overseas to combat units in the Pacific from Alaska to Guadalcanal. These 32 men were not given promotions as promised and mostly remained buck privates for more than a year. Nine of us with advanced knowledge of the Japanese language were made noncommissioned officers soon after graduation May 1, 1942. We were not given the commissioned rank as Rasmussen promised in the field during the Hunter Liggett maneuvers.

In fact, commissions to those Japanese-Americans who fought in the Pacific Theater were only given a mass promotion to second lieutenant in August 1945 in Manila, in the Philippines, as U.S. forces were poised to invade Japan proper.

In August 1943, I volunteered for overseas duty and joined Gen. Douglas MacArthur's headquarters in Brisbane, Australia, with the Allied Translator and Interpreter Section (ATIS). This was the largest language pool where captured enemy documents and prisoners of war were processed. (The other Nisei and I often thought about fighting an enemy from our ancestral country, but our loyalties were always with the United States).

Early in 1944, MacArthur began his island-hopping campaign along the coast of New Guinea, New Britain and other key islands. American forces took strategic areas and cut off Japanese supply lines, leaving thousands of the enemy to starve to death.

#### Los Negros, Admiralty Islands

As I reported alone to Gen. Chase's staff, I kept thinking what reaction I would face. Gen. Chase commanded the 1st Cavalry Reconnaissance Task Force at a rendezvous island. This Texas unit knew little about Japanese or Nisei. They wanted to KILL A JAP.

Late at night the other soldiers and I were put aboard a destroyer, which headed at top speed north to our target, Los Negros Island, which was 300 miles north of Rabaul. At our destination, we climbed down the side of the destroyer to a waiting landing craft and landed Feb. 29, 1944, but not before the enemy tried to machine gun us from shore.

The general became worried that some of our soldiers would mistake me for an enemy and shoot me. He immediately posted a personal bodyguard who stayed with me day and night and slept in the same foxhole.

Soon after landing and before we could dig our foxholes, other soldiers began bringing me captured enemy documents and one captured prisoner. While the general was anxious for me to interrogate and obtain information on the enemy facing us, the gangrened and dying prisoner of war suddenly came alive when I confronted him. In a shock, he shouted at me, "Are you Japanese, or are you a traitor?" He insisted on being killed on the spot. This interrogation wasn't successful.

However, among the captured documents was the enemy's operational order. It said in part, "Tonight the battalion under Capt. Baba will attack the enemy who have landed. Be resolute to sacrifice your life for the emperor and commit suicide in case of capture." This was verbally translated to the general on the spot and quickly relayed to the offshore American destroyers. They immediately responded with their 5-inch guns. This bombardment lasted for three days and nights without sleep. All this time we stayed in our coral foxholes, since the danger of being killed was not only from the Japanese enemy but also from trigger-happy American soldiers as well.

On the fourth day, a scout spotted an enemy movement 30 yards from us. Gen. Chase ordered that I try to talk them into surrendering, so a major and I moved forward and shouted for them to surrender. Just then we heard a click followed by a hand grenade explosion. Immediately our soldiers opened fire. Later, we found that three Japanese soldiers had committed suicide and 15 officers and men were killed, including Capt. Baba, the Japanese battalion commander.

Thus was the assignment and role of Nisei military-intelligence soldiers in combat. After about a month I went off for a landing assignment at Hollandia, New Guinea. Later I was pleasantly surprised that Gen. Chase appreciated my efforts on Los Negros. His letter of recommendation for a Bronze Star medal for me followed me back to MacArthur's headquarters. Years afterward Gen. Chase kept in touch with me until he retired and passed away in Texas.

#### Final phase of the Pacific War

It was my fate to be involved in some fast-moving events in August 1945. That month I was attached to the war correspondents and among the first Americans to invade Japan with the 11th Airborne Division, which landed at Atsugi, Japan, on Aug. 30, 1945. Flying over Mt. Fuji on the way reminded me that eight years earlier, I had climbed the mountain as a student. Mt. Fuji was now a ghostly figure reflecting a defeated nation.

After MacArthur's airplane, *Bataan*, landed at Atsugi, I was fortunate to witness the surrender ceremony aboard the battleship *USS Missouri* on Sept. 2, 1945. I was 30 feet away from the warship's deck.

Some 50 years later I often recall my emotions and thoughts of the surrender scene that day:

Every available space was occupied by sailors. The atmosphere was one of celebration, but this festive moment abruptly turned to silence as the Japanese delegation arrived. They were stripped of their Samurai swords and one could hear a pin drop. The delegation was left standing in silence for 15 minutes, subject to hostile staring.

If there was ever a scene that brought to me how sad a defeated nation can be, this was it. Of the total surrender ceremony, this 15 minutes of cruel silence and abusive staring impacted me more than any other portion of the ceremony.

I recalled then my four years of high school education in Japan; of the once proud Yamato Damastii (Japanese spirit), Bushido (Way of the Samurai) mentality of the Japanese military. As a Nisei, I thought of my parents' pride in those things Japanese; now vanished at that moment on the deck of the *Missouri* in a total defeat and disgrace for the Japanese people and the nation.

After World War II, I remained in the Army and participated in the Korean War and Vietnam, retiring in January 1970.

On Nov. 2, 1993, we members of the Military Intelligence Service (MIS) Northern California Association dedicated a granite monument in front of the old Crissy Field hangar — the birthplace of the present DLI — not to glorify war, but to leave an educational message.

We wanted future generations to understand that American citizenship carries responsibilities as well as privileges, regardless of existing circumstances. We also wanted Americans to realize how important it is to understand languages of other people, a lesson which we MIS veterans paid for dearly.

For whatever sacrifices the many graduates suffered during the Pacific War, we did so willingly. We want the American people to know that we Nisei are proud to have served our country. 🇺🇸

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# Japanese linguists face many challenges

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By Minoru Onomoto  
Chief, Japanese Branch, Asian School I

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The Japanese Branch, Asian School I is the oldest language program at the Presidio of Monterey's DLIFLC. This Category IV language is also one of the smallest language departments, having 12 teachers comprising two teaching teams. Currently, they instruct 40 students from the four military services and Reserve components, a U.S. governmental agency and the military civilian community. The two teams teach six Basic Japanese classes and one Intermediate Japanese course. Recently, the branch reached its peak capacity for students.

After 63 weeks of Basic Japanese and 47 weeks of Intermediate Japanese, students are transferred to various assignments within the United States and overseas. For example, graduates have been sent to various National Guard and Army Reserve units in California, Oregon and Washington; Fort Huachuca, Ariz.; Army, Navy and Air Force units in Japan; the American Embassy in Tokyo; graduate schools in America and Japan; the Japanese Military Academy; and senior military schools.

Since assignments are so diverse, they present a challenge to the teaching staff to satisfy a wide range of language requirements and proficiency expectations. Most students are interested in developing reading, speaking and listening (participatory listening) skills as quickly and thoroughly as possible. They are less enthusiastic about developing non-participatory listening skills, which is an integral part of our basic course curriculum. One key factor influencing the recent improvement in Defense Language Proficiency Test (DLPT) results is the encouragement of the teaching staff and self-motivation of all students. They want to excel in all skill areas, regardless of their follow-on assignment.

Another challenge is striving for more cohesive and organizational approaches to team teaching that will create better productivity and efficiency in the language instruction. Throughout the course, students are under tremendous pressure to maintain acceptable progress toward reaching the Institute's graduation goals. Teachers also feel pressures to produce acceptable graduates. This pressure is hard to comprehend for an outsider who can't appreciate the extent and effects of the linguistic gap between English and Japanese.

Furthermore, some students must overcome the myth of age-related learning difficulties that are commonly shared by learners of foreign languages. Teaching teams must instill confidence in the minds of older students that the fluctuating rate of

language acquisition — whether real or perceived — can be overcome by hard work, hard work and more hard work. Many older students study an average of four to five hours after school and 10-plus hours over weekends just to maintain pace with the course curriculum.

As for the younger students who are beginning their military life, one of the important jobs of the teaching team is guiding them toward better and more efficient time management. These students normally are afforded only two to three hours of study time in the barracks after classes due to military requirements such as physical fitness and common skills training.

The expanded emphasis on overall military training began simultaneously with the changes to the Basic Japanese course curriculum or tripling the mandatory Kanji recognition from 600 to 1,800 characters. As graduation goals remain the same for all languages, the Japanese Branch continues to meet head-on its efforts to increase productivity and efficiency. As an anecdote, I was recently told that a senior-ranking student shared his experience with a class of new students by saying, "... the vigorous pilot training in retrospect was nothing compared to what I had to go through at DLI to learn Japanese."

The Japanese Branch has made great improvement in teaching and curriculum development. We are the leading experts in the community of Japanese language and culture. We are challenged by curriculum and syllabus. We strive for a low academic attrition rate; we have increased teaching hours taught per week; and there is external translation/interpretation support to the Defense Department and other governmental agencies. The Branch's successes and accomplishments are reflected by a dedicated teaching staff and the willingness of students to reach beyond their capacity to sometimes do the impossible.

DLIFLC's Japanese language program traces its roots back to November 1941, when the Fourth Army Intelligence School began in a small airplane hangar at Crissy Field, Presidio of San Francisco. Japanese was the only language taught then to second-generation Japanese-Americans or Nisei. During World War II, the school's name and location changed to the Military Intelligence Service Language School (MISLS) at Camp Savage and later Fort Snelling, Minn. About 6,000 World War II MISLS Japanese graduates helped shorten the war in the Pacific by two years.

Today, we are one of the smallest language departments or branches at DLIFLC, but we continue to serve the needs of the military and other federal agencies. We are proud of our heritage and accomplishments and look forward to meeting challenges in the future with our dedicated staff and students. 

# Japanese religion important to family values

By Chap. (Maj.) Kenneth Sampson  
World Religions: Curriculum Development and Instruction

**H**onor, courage and politeness; reserve, obedience and loyalty; these principles of Bushido — the ancient Samurai warrior code — remain alive in Japan today. Drawing heavily on Shinto religious ideals, Bushido helped establish order in feudal Japan. Its long-term impact resulted in a culture rich in tradition, protocol and refined expression.

Military linguists need to appreciate the Japanese way of life. Some of us may be one of the 45,000 service members stationed in Japan or its Pacific island of Okinawa. We may have a layover at Yokota Air Base in Japan while flying to a new duty station in Korea. Japan could be our destination on a military hop. Also, we may strengthen encounters with Japanese tourists on the Monterey Peninsula or deepen friendships with Japanese-Americans living in the Salinas Valley.

Understanding the following two areas of Japanese civilized life assists us. We can get beyond superficial encounters, gain fuller comprehension and deal with the wonder and excitement often felt by Americans experiencing Japanese culture.

## Self-restraint

Japanese people value discipline and self-control, whether expressed through indirect communication patterns, sophisticated etiquette practices or reserved control of emotions.

In her book, *Wrapping Culture*, author Joy Hendry uses the metaphor of layers of lacquer — so common in costly Japanese furniture — as an example of self-restraint. “The more coats of varnish that are laid on the foundation by laborious work throughout the years, the more valuable becomes the finished product,” said Hendry. “So it is with people. There is nothing spurious about it; self-restraint is not a daub to cover defects. It is at least as valuable as the substance it adorns.”

This restraint expresses itself in polished etiquette, delicate nuances of meaning, and layers of ‘soft language’ interspersed with courtesy and respect.

Linguists encountering Japanese people will be wise to curb boisterous, loud behaviors and suppressing direct displays of strong emotions. Exhibiting a calm, refined demeanor will promote a healthy climate for active interaction. Holding hands and kissing in public are strongly frowned upon.



## Shintoist/Buddhist impact

Despite bullet trains, computer technology and electronic gadgetry, religion plays an important role in everyday Japanese life. It isn't a forgotten relic of the past. Rather, religion serves to bind together many social traditions.

Shintoism — the long-standing Japanese religion — focuses worship on nature, ancestors and ancient heroes. Buddhism manifests itself in funeral and burial rites. It also sponsors meditation centers for contemplation and renewal. Some businesses send new employees to Buddhist temples for Zen retreats to foster spiritual awareness, religious consciousness and company pride. Many Japanese also blend Shinto and Buddhist belief, practicing an eclectic ‘folk religion.’

National holidays may possess religious significance. Greenery Day on April 29 recalls Shinto belief as it celebrates nature's beauty. The mid July-August Obon festival includes visiting family graves, family members returning to their birthplaces, and festivals honoring the dead. Respect for the Aged Day on Sept. 15 demonstrates honor for the elderly and the sense of obligation and responsibility individuals have to their parents. Recognizing these holidays acknowledges the importance of religion in Japanese culture, thus advancing international harmony and health.

The next time you take leave to or prepare for an assignment in Japan, make the best of your experience. Study up on her sophisticated and multiple-layered culture. Respect her customs and beliefs. Be enriched in the process and have a good trip. 🏯

## NAVY DETACHMENT'S NEW OIC IS EXPERIENCED HAND

By Joe Morgan

**L**t. Cmdr. Barry Phillips succeeded Cmdr. Gus Lott Jr., as officer in charge of DLIFLC's Naval Security Group Detachment in an afternoon ceremony on the grounds of the detachment Nov. 12.

Lott, who holds a doctorate in electrical engineering, will continue duties as an assistant professor at the Naval Postgraduate School in Monterey, a full-time position he held concurrently with his NSGD command assignment. Lott became the NSGD's OIC in November 1994.

In what has proved to be a prelude to his assumption of command, Phillips served for 18 months as the NSGD's assistant OIC. He credited Lott for preparing him for his new responsibilities.

"I could not have had a better tutor than Cmdr. Lott," Phillips told the assembled detachment, whose nearly 400 members looked sharp in the dress blues they wore for the occasion.

Among the guests in attendance were Lott's wife Mary and their daughter Melissa and son Gus. Seated near them was Phillips' wife Kimberly.

Col. Eugene Beauvais, DLIFLC assistant commandant, represented the DLIFLC command at the ceremony.

NPS Chap. (Lt. Cmdr.) Jeffrey Rhodes was a participant, offering first an invocation and then a benediction as part of the proceedings.

Phillips thanked Lott both personally and on behalf of the sailors of the NSGD for improving the quality of life within the detachment and for boosting academic achievement among the NSGD's approximately 350 foreign language trainees. The students have the support of the 44-member NSGD staff.

"The challenge I face today and for as long as I am privileged to stay here is to maintain the pace that Cmdr. Lott has set," Phillips said.

Lott cast a nostalgic look backwards, recalling major and minor events of the past two years that made many of his days as the NSGD's OIC special to him.

Noting that the detachment recently celebrated its 20th year in existence, Lott spoke of the rejuvenation that comes with a change of charge. Changes in personnel at all levels tend to foster new ideas, he said.

Said Lott: "Tomorrow morning NSGD will be a young new place under your new OIC — a wonderful Navy family out looking for adventure and challenges." 



**Lt. Cmdr. Barry Phillips takes the podium to address the DLIFLC Navy Security Group Detachment as the detachment's new Officer in Charge. Outgoing OIC Cmdr. Gus Lott stands at his left. (Photo by Mary Earner)**



**(Left) Lt. Cmdr. Barry Phillips assumes command of the Naval Security Group Detachment from Cmdr. Gus Lott Nov. 12. Lott remains in Monterey as an assistant professor in electrical engineering at NPS. (Photo by Joseph Morgan)**

# 'The Few, the Proud, the Marines celebrate their 221st birthday

Story and photo by Bob Britton

**S**martly dressed Marines from the DLIFLC Marine Corps Detachment encircled the Custom House Plaza Nov. 10. Not to seize land nor citizens with drawn weapons in their battle dress uniforms, but to celebrate their 221st birthday — the Few, the Proud, the Marines.

Prior to the ceremony, young Marine students entertained the crowd with their precision drill-team rifle movements and marching. Their display of military bearing and drill precision was a treat, especially to the young.

Opening the ceremony, Maj. Fred Sanford, the detachment's commander, spoke about the Marine Corps history in Monterey. It started Oct. 20, 1842, when the "sea soldiers" or Marines and sailors from Commodore Thomas Jones fleet landed by the Custom House and captured the Mexican garrison. Jones erroneously thought a state of war existed between Mexico and the United States. After realizing his mistake, he withdrew his forces the next day.

Marines and sailors led by Navy Capt. William Mervine returned to Monterey July 7, 1846, when Commodore John Drake Sloat's forces came ashore from their ships. The forces landed by the Custom House Wharf, captured the town and raised the American flag. This time war did exist between the two countries. Commodore Sloat's proclamation from President James Polk read in part: "Although I come in arms with a powerful force, I come as a best friend. California will be a portion of the United States and its peaceful inhabitants will choose their own magistrates and other officers to administer justice among the citizens," the proclamation mentioned.

After the 85 Marines and 140 sailors landed in 1846, Marines set up quarters in the Custom House and left a small garrison in Monterey. These men later improved the town's defenses and renamed the Presidio of Monterey as Fort Mervine after Navy Capt. William Mervine, the commanding officer of the *Cyane* ship in Sloat's fleet. These Marines later were

replaced by soldiers from Battery F, 3rd Artillery.

This historic landing allowed the United States to capture and expand 500,000 acres of land, which now consists of most of the western states.

When the Marines departed, they didn't return to this area until after the Defense Language Institute started. In 1970, the Marine Corps established a Marine Corps Administrative Detachment, DLI, for the language students. Then in 1990, the Corps dropped the word Administrative from the unit's title.

After Sanford's brief history lesson, Master Gunnery Sgt. James Patty, the detachment's senior noncommissioned officer, read a proclamation from Gen. John Lejeune, the Corps 13th commandant in 1921, on the birthday and accomplishments of the Corps. Lejeune became the first commandant to praise the Corps and its accomplishments on its birthday.

The proclamation mentioned a resolution of the Continental Congress created a Corps of Marines Nov. 10, 1775. The 1921 reminder mentioned, "During 90 of the 146 years of its existence, the Marine Corps has been in action against the nation's foes. From the battle of Trenton to the Argonne, Marines have won foremost honors in war," Patty read.

"In every battle and skirmish since the birth of our Corps, Marines have acquitted themselves with the greatest distinction, winning new honors on each occasion," Patty read from the proclamation. "The term 'Marine' has come to signify all that is highest in military efficiency and soldierly virtue. This high name of distinction and soldierly repute, we who are Marines today have received from those who preceded us in the Corps. With it, we also received from them the eternal spirit which has animated our Corps from generation to generation and has been the distinguishing mark of the Marines in every age."

Next Patty read remarks from Gen. Charles Krulak, the Corps 31st and present-day commandant:

"Our heritage as Marines springs from misty wheat fields of Belleau Wood, the gritty beaches of the Pacific,



**Maj. Fred Sanford, DLIFLC's Marine Corps Detachment commander, helps the Corps celebrate its 221st birthday at the Custom House Plaza Nov. 10.**

the snowcapped mountains of Korea, the sweltering jungles of Vietnam, the parched desert sands of Southwest Asia, and hundreds of other places where Marines have sacrificed for country and Corps," Patty said.

"Our heritage was formed by Marines who knew the fellowship of shot and shell; who knew the fellowship of heartache miles from home and loved ones; and who knew the taste of smoke, the sting of wounds and the grief of loss," Krulak's remarks mentioned. "This record of service, this history of sacrifice — purchased with the sweat and blood of those who have gone before — are the spirit of our Corps.

"As we turn together toward the future, with a firm understanding and reverence of our past, our legacy remains our motto — Semper Fidelis — always faithful to our god, to our country, to our Corps and to each other. We have been, are today and will remain a breed apart. Semper Fidelis," Patty concluded reading the remarks of Gen. Krulak.

The Few, the Proud, the Marines — serving with honor and distinction in Monterey. 🇺🇸

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# Korean Internet connection, surfin' the Korean/Hangul highway

By Dr. Philip A. White  
Test Development Division

Using the "information superhighway" to improve and enhance language skills is possible, exciting and entertaining. Connecting to authentic resources via the 'net' is only a matter of a few moments and then Seoul, Korea; Beijing, People's Republic of China; Tokyo, Japan; or Taipei, Taiwan; appear on the computer screen in living color and tantalizing sound. The positive benefits of an Internet connection to a foreign locale, providing access to real-world language material and serving to broaden language learning, should be clear. Of course the Internet cannot be a substitute for studying and learning. When a person is motivated, access to the latest news, events and culture in the native language can stimulate the language learner.

## Getting Connected

This article assumes you have a computer, preferably a PC with at least a "486-66" CPU or better, or a similarly equipped Macintosh. You'll also need a fast modem operating at 28.8 bits per second (BPS). While a modem at 14.4 BPS may suffice, anything slower will usually prove to be impractical. As the World-Wide Web (WWW), ordinarily the visual face of the Internet is graphically rich, displaying and navigating, although its pages would be painfully slow. Also, you will need a connection through a commercial source to the Internet.

You may find a good sound card and a reasonable set of speakers can make your 'net' viewing more enjoyable. Occasionally sounds are sent along with the visual information you see. If you want to listen to the Internet as well, speakers and a sound card are an absolute requirement.

## Finding a Browser

You'll also need a "browser" to view Internet pages. Several are out that you can use or you may already have one from your current Internet connection provider. Recently, Microsoft and Netscape, two of the biggest "names" for browsers, released updated versions of their software. You might want to consider upgrading your own personal copy. New software can give you access to the latest features for enjoying the 'net'. Both browsers are available at many Web sites; you'll see the logo for each on screen. If you go to the source, you can also download either browser. Microsoft is at <http://www.microsoft.com>. Netscape may be found at <http://home.netscape.com>. Either one of these files is about 3.5 megabytes in size. Plan to spend some time in downloading the file to your machine.

Microsoft "gives away" its Internet Explorer browser to all who ask. Netscape will let you try its browser for a 90-day period after which they expect you to buy the software. Netscape will make its browser free to students and faculty at educational

institutions. Complicating the DLIFLC situation is that Netscape specifically excludes the federal government from this otherwise generous offer. Which one is best? You be the judge. Both accommodate Hangul as well as other languages. Download both and then make your decision.

OK, you're ready to go, but how do you read Korean on the Internet? If you've looked at Web pages from Korea, they often appear as gibberish in the Latin alphabet. To make sense of these pages you need a Hangul font. There are several ways to do this on a PC:

- \* Use Korean Windows, either 3.1 or 95. This allows you to read most of the Korean pages you view. However, there is some expense and time involved in getting the software either from Microsoft or another vendor.

- \* Use public domain software (often called "freeware"). In the United States, you can find this software at Stanford (Internet address: <ftp://korea.stanford.edu>) or from UC-San Diego: <ftp://gort.ucsd.edu/pub/jhan>. Whether it works or how it works is speculation for your computer system. Download and try. There is usually no technical support for these programs.

- \* Go commercial. There are at least two companies, Hanmae and Unionway, selling Hangul fonts that work with the domestic/U.S. version of Windows 3.1 or Windows 95. Hanmae, used at DLIFLC, can be found on the net at <http://www.hanmasoft.com>. Its software costs between \$80- \$100. Unionway can be reached at <http://www.unionway.com>. This company allows you to try out the product for a 30-day period. Cost of this software is under \$50 for a very basic set up.

## Where to go...

Now that you have the Hangul font and a suitable web browser such as Netscape or Microsoft Internet Explorer, what can you send and where do you go? In general, Korea has a lively and vibrant presence on the 'net'. All sorts of information is available to those surfing the Internet.

Most national newspaper and magazine publishers in Korea have web pages. A few of these are: *Chosun Daily* at <http://www.chosun.com> featuring varied graphics and animation; *Daily Trade News of Korea* at <http://www.tradenews.co.kr> which, as its name suggests, is a publication about trade; *World Han-kyoreh* at <http://news.hani.co.kr> containing "Multimedia World" and "For Young Man and Young Lady;" *Maeil News* at <http://www.m2000.co.kr>; *Seoul Shinmun* at <http://www.seoul.co.kr> with other magazines published by that company.

The Korean government also has an Internet presence: you can look over the President's page from the Blue House at <http://www.bluehouse.go.kr>. This site is also available in English. The Republic of Korea National Assembly can be reached at <http://www.assembly.go.kr>.

### Listening to the 'Net'

Perhaps one of the more interesting innovations available from the 'net' is that of sound. Currently, you can listen to audio files and live radio as it is broadcast. This is available for Korean as well as other languages.

Progressive Networks' Real Audio player can make the sounds as well as the sights of the 'net' part of your experience. This company gives away software material you need to listen to simultaneous sounds over the information super highway. You can get the software from <http://www.realaudio.com>.

Once loaded the 'net' will yield its sounds to you. For Korean, you may start at the Korean Broadcasting System site at <http://kbsnt.kbs.co.kr>. As this page is in Korean, you must locate the phrase that indicates "sound." Click on it and after the next page loads, you will see the RealAudio logo and a "button" for radio. Press this with your mouse and you will be connected to the broadcast from Seoul. This will play in the background.

The broadcast quality is about the same as an AM station and is more suitable for speech than music, especially if you prefer high fidelity when you listen over the radio. Some other sites for the sound of Korea are: Munhwa Broadcasting Company at <http://www.mbc.co.kr/welcomek.htm>. Here you'll find news and music. If you want to keep up with the pop top-10 songs in Korea, you can find these along with the music at <http://www.iworld.net/yob/eayo/index.cgi>.

### What about Copyrights?

Most information you will see or listen to over the Internet is copyrighted. Since the 'net' is a whole new ballgame for those people dealing with copyrights, you may be inadvertently using copyrighted material without permission. Of course, you can look at or listen to whatever a Web page offers. It's when you print or record the information that things start going awry. To be safe, when you want to print a page, you shouldn't give it to others unless you have permission. The same applies to recorded material as well. If in doubt, ask those who know about copyrights.

### And What Else...

The Internet is in a stage of growth. More sites keep popping up; more bells and whistles are consistently being released; and the languages available are ever increasing. Such an explosion in growth means every month if not every week the 'net' offers you something new.

You can use the many search engines available on the 'net' to find new sites and sounds. If you want more specific information about Korean or other languages taught at DLIFLC, one excellent site is the Institute's own Lingnet at <http://lingnet.army.mil/lang.htm>. This intriguing site also contains links to many other web pages of interest to the DLIFLC community.

As more sites are added over time, you should be able to keep up with life in Korea with ease. Soon, you may find that video along with the sound is possible over the Internet. Keep your eyes peeled. 🎄

## Merry Christmas



and  
**Sappy New Year**  
**1997**  
from the  
**Public Affairs Staff**

## DLI alumni revisit the campus after 30 years

By Bob Britton

About 35 DLIFLC Russian and German graduates and some spouses came to the Presidio of Monterey for a 30-year reunion Oct. 19. Most hadn't returned to the Monterey area since attending classes from 1965-1970. The former soldiers renewed friendships, attended briefings, revisited favorite places on the Presidio and the Monterey Peninsula, and swapped war stories.

During their reunion, the alumni and some spouses received a command briefing, toured classrooms in the European and Latin American School, visited their old company's barracks and heard about DLI's history and the Commodore Sloat Monument. Group members also visited scenic attractions on the Monterey Peninsula.

"We all enlisted in the Army Security Agency (ASA) for four years of language training at DLI and follow-on assignments," said Jack Kravitz, a DLI Russian student from July 1965 to April 1966. He also received the Maxwell D. Taylor award for academic excellence as the outstanding enlisted graduate in his Russian class. "When we were students, the school emphasized proficiency in listening, reading and speaking."

Before coming to DLI, Kravitz studied Russian for five years in college. This previous experience helped him with his more intensive military Russian studies. He and his classmates used language laboratories, listening labs and writing exercises in their studies. They received a minimum amount of outdated military terminology from World War II.

Although these men graduated in

different years, they had several things in common. They all joined ASA for language training at the Institute and came in as privates and privates first class. Members of Kravitz's graduating class were the first soldiers to receive follow-on intelligence language training at Goodfellow Air Force Base, Texas. This set the foundation for future classes. Then all were assigned to the ASA field station in Berlin. Most of the DLI graduates spent two or 2 1/2 years in Berlin until the end of their four-year enlistments. All worked on the rotating shifts and monitored either Russian or German.

Jeff Gammon, a German student from June 1966-December 1966, coordinated this first-ever 30-year DLI reunion and enjoyed his German studies at DLI. "I volunteered myself as the reunion coordinator," he said. "I thought it would be a good idea to return to DLI as a group, since most of us hadn't been back after we graduated in the 1960s. While in Berlin, I was the group's unofficial social director who planned trips for the men around Germany during their off-duty time."

After Gammons left the service, he kept up correspondence with Kravitz and five other Berlin friends. They in turn contacted other former ASA Berliners and DLI graduates and sent messages on the computer Internet system. When he first mentioned a group reunion at DLI, he originally thought only about 15 people would show up. The ranks grew to about 35 alumni and some wives.

Kravitz enjoyed his tour in Berlin and communicating with the German people in their native tongue. During working hours, he and other military intelligence soldier-linguists monitored the Russian language through military radios. He later became a transcriber.

"I was fortunate enough to be off duty on Aug. 24, 1968, the date the Rus-



This aerial view shows how the former Army Security Agency Field Station Berlin looked during the height of the Cold War in the late 1960s. About 35 DLI German and Russian alumni served in Berlin together from 1965-1970, after they graduated from the Institute and Goodfellow Air Force Base, Texas. The former soldiers renewed friendships and held their first reunion at DLIFLC Oct. 19. (Photo courtesy of Jeff Gammons, reunion coordinator)

sians invaded Czechoslovakia," Kravitz said. "We had no Russian linguists on the Czech border, so the Army pulled several of us on our trick or rotating shift down to that area monitoring Russian. I spent three months in Bavaria near the Czech border listening to the Russian invasion.

"My most rewarding and scariest experience was sitting in Bavaria listening to the Russian invasion of Czechoslovakia," he continued. "I personally heard Russian soldiers saying they were going over the Czech border and take care of a neo-Nazi meeting the next morning in the hotel where I was on temporary duty at the time. While in Bavaria, I also listened to high ranking Russian officers communicating with others, since the phone security system was almost nonexistent at the time.

Another reunion attendee, Bob Hamlin studied German at DLI from January 1968 to May 1969. His class went through the normal 24-week German course. After graduation, many students remained at DLI to study with an extended 32-week German version, which was more conversational and covered political language.

"These courses better prepared us for going on the German economy two weeks after our arrival in Berlin," Hamlin said. "You thought in German instead of translating from English to German. At the time there were radical students in Berlin. Because we spoke the language with only a small accent, German students and other citizens never suspected we were Americans. Many of us talked with these people and established personal contacts. In our jobs, we listened to political conversations from East German political bosses over unsecure phone lines. It was fascinating to listen to this."

After military separation, Hamlin used his German knowledge while working for the state of Maryland's industrial training program. Under this concept, the state wanted to attract foreign and domestic companies to relocate to Maryland. In this capacity, he worked with a



Members of a DLIFLC 30-year reunion revisited the Monterey campus Oct. 19 for the first time since their German and Russian graduations from 1965-1970. During their tour, the Institute's alumni received briefings, sat in classrooms, revisited their former barracks and gathered around Sloat Monument. Several of the former soldiers later became lawyers or worked for government agencies. One member works for the Library of Congress while other alumni still practice their language proficiency in their daily jobs. (Photo by Bob Britton)

German company setting up operations and helped translate their operations into English.

Looking back on his military linguistic experience, Hamlin mentioned DLI did an excellent job preparing students as German linguists. He considers this the best military school as far as learning a language in the shortest period of time. His most rewarding experience was coming into the Army as a teenager, getting into another culture and being able to speak the German language fluently.

Reunion member Bill Bennett studied Russian at DLI from 1967-1968 and also ended up at the Berlin ASA field station. He later received a direct commission and became a lawyer after his military service. He used his Russian ability visiting Russia and Afghanistan between 1990 and 1995.

DLI and Berlin graduate Chuck Rada from Charleston, S.C., studied German at

DLI for 24 weeks and also the 32-week extension course. He felt positive about both places.

"I volunteered for the DLI language training instead of waiting to be drafted during the Vietnam War," Rada said. "I was honored to be at DLI studying German, since we had excellent preparation, motivation and teaching. While stationed in Berlin, we got out, met the German people and talked with them. I enjoyed the German culture and sites and talking with the people in their native language."

After Rada got out of the service, he used his German language skills quite extensively. One of his first jobs was working for a German brewery. In his current job, he works for another large German company, so his German experience has been useful and helpful.

"It helps build a level of trust that we have made an effort to speak their language," Rada said.



## Army transfers 7,200 acres to Bureau of Land Management

Story and photos by Bob Britton

**F**our years ago, Light Fighters from Fort Ord's 7th Infantry Division (Light) trained over this rough terrain of canyons, gullies, ridges, valleys, trails and thick vegetation. Soldiers wore ragtop helmets, camouflaged paint, load-bearing equipment (LBE) and carried weapons. Men and women from the Bayonet Division walked, crawled, marched and ran through this land ideally suited for military training of squad tactics, platoon drills, and company, battalion and brigade field training exercises.



Interior Secretary Bruce Babbitt accepts 7,200 acres of former Fort Ord property Oct. 25 for the Bureau of Land Management. The acreage, renamed Fort Ord Public Lands, consists of 50 miles of trails for walkers and hikers, mountain bikers and horseback riders.

Monterey area residents now have a new outdoor playground, long hidden and inaccessible to the public behind military fences and checkpoints at the former Fort Ord.

The Interior Department's Bureau of Land Management (BLM) became the owner of 7,200 acres during a land-transfer ceremony at Fort Ord's Mud Hen Lake Oct. 25. That's when the Army formally gave up this ordnance-free property, now known as Fort Ord Public Lands, as a new recreation area for hikers, mountain bikers, equestrians, bird watchers and the general public.

"This area transferred today is completely safe from unexploded ordnance (UXO)," said Col. Ila Mettee-McCutcheon, former Presidio of Monterey garrison commander and now chief, Base Realignment and Closure (BRAC) Directorate. "Other fenced-in areas are still unsafe and contain UXO. We continue to survey for ordnance and that's why the Army has only transferred the first of three phases to BLM. Significant surveying will take several years to complete and declare other areas safe for reuse."

Fort Ord closed permanently Sept. 30, 1994. Since then, the land lay idle except for restoration and protection of natural habitats for all wildlife and endangered species of plants and animals by the BLM management and its helping agencies, especially the Americorps members.

"People in the Central Coast have had a great commitment throughout history to preserve land and habitats," Rep. Sam Farr, D.-Carmel, said at the transfer ceremony. "People realize the long-term sustainability for the region is really in the land, which is the economic engine that drives everything else in this area. Today's ceremony represents the largest land transfer of Fort Ord property."

Interior Secretary Bruce Babbitt mentioned this ceremony completed the process of formally transferring military land for reuse by the general public. Under base realignment and closure procedures, preliminary talks become plans, then consensus, then action, and ends with turning the property over for public use.

"Now, we want to replicate this process and action all across the United States," Babbitt said. "The military has been a wonderful custodian of land throughout the United States. The Army got here early. It had excellent tastes in landscapes, saw the best terrain, moved in, built a fence around it and did us a great service by taking care of this landscape. I think all Americans owe all military services a debt of gratitude for national security and for their land stewardship, which will benefit all of us today. The bottom line is, the BLM is going to be holding this land in trust for all of you."

Steve Addington, the BLM Fort Ord project manager, approached local military officials several years ago, after Fort



**Lush vegetation and picturesque landscapes describe the new Fort Ord Public Lands by the Mud Hen Lake area of the former military installation. The Army formally turned over 7,200 acres to the Bureau of Land Management (BLM) Oct. 25. During the past three years, BLM and Americorps members have been restoring the area's trails and habitats for endangered plants and animals, and practicing erosion and environmental control at Fort Ord. Now the public may enjoy this vast outdoor playground.**

Ord came out on the base closure list. He suggested reusing some of the property as a natural habitat preserve for several varieties of plants and animals, including endangered species.

Since the former home to the 7th Infantry Division (Light) permanently closed Sept. 30, 1994, Addington, his BLM co-workers and Americorps members have been restoring trails, roads, and washed-out gulleys for erosion control.

"We have a system of 50-plus miles of trails the Army previously used for training," said Addington. "We continue to do erosion control in this area, since all trails require a high degree of maintenance. Our goal is having volunteer equestrians, hikers and bicyclists use and take care of the same trails. Trail-users will learn to co-exist and follow good trail ethics. On the trails, bicyclists must yield to both hikers and equestrians, while hikers allow horseback riders to have the right of way.

"Toward that goal, we've established a volunteer mountain bike and equestrian trail association (BETA) to help patrol the land and trails," Addington continued. "Members wear bright orange shirts, help visitors and teach them how to use the trails properly."

Mavis Ellis, one of the original founders of the BETA patrol, said her volunteer group saw a need to protect the trail areas and allow users to co-exist. BLM provided two days of training, including first aid and cardiopulmonary resuscitation (CPR) for these people before they could keep watch over the trails and terrain.

"We patrol about 50 miles of trails on the former Fort Ord," Ellis said. "All trails have numbers on them and can be used by the different groups. There are no separate trails for horses, others for mountain bikers or still others for hikers. We all co-exist on the same trails. Just remember, horses have the right of way over walkers and bikers."

Trail maps are available through the BLM headquarters office on Eucalyptus Road off North-South Road on the former Fort Ord. Most trails are open now to the public with few restrictions. For example, firearms, camping and motorcycles aren't allowed at any time on the lands.

For more information on the Fort Ord Public Lands, call Addington or Jack Massera at (408) 394-8314 or (408) 637-8183.



# Army sells golf courses to Seaside

Story and photo by Bob Britton

**A**ctive-duty military and retiree golfers will still enjoy reduced greens fees at the Fort Ord Bayonet and Black Horse golf courses. However, the Army and Seaside began a transition process at a Nov. 2 ceremony to eventually transfer the property.

Part of the \$11 million purchase agreement stipulated there will be a 30-45 day transition period until escrow on the property becomes finalized. The new target date is around January 15.

The ceremony began the golf course transfer period, since all required signatures and documents have been returned to Seaside from different government agencies, said Seaside Mayor Don Jordan. "With this transaction, Fort Ord's neighbor will not be severing its relationship with the military golfing community," Jordan said. "On the contrary, the city will continue supporting the military as it has in the past. As details come out on this contract, you will find Seaside and the Army really got together and did a tremendous thing for both active-duty military and retirees of this area."

This transition period will allow Seaside and its contractor, BSL Golf Corporation, Inc., of Houston, Texas, to become familiar with the golf-course operations. Under the agreement, BSL will lease the property from Seaside and manage the golf program. BSL plans to spend about \$1.6 million for improvements including cart paths, new tee areas, tree pruning and new carpeting and paint for the clubhouse, according to Andrew Schatte, a BSL partner.

"I think active and retired military will be very proud of what was negotiated when all the facts came out to the public," said Schatte. "We think these courses are about history and about the future of the military and civilian communities coming together in a partnership."

Service members and civilians around the globe know these historic championship courses are among the best

in the military recreational facilities. Today's active-duty service members honor the Army's long stewardship and ownership of the golf facilities. As part of the Fort Ord closure process, the excess Army property is being turned over to civilian control, mentioned Col. David Gross, Presidio of Monterey Army garrison commander.

"It's important to remember we are transferring part of our history," said Gross. "Bayonet, 7th Infantry Division (Light), Black Horse and 11th Cavalry Regiment are names that invoked memories of distant battlefields, hard fought battles, honor, courage and selfless sacrifice. Many of you here today served in these great and distinguished outfits. The Army honors soldiers and civilians who served in these honorable units by naming things we cherish after them. We in the Army reaffirm our unwavering support in the spirit of partnership in this property-transfer mission."

According to Rep. Sam Farr, D-Carmel, Congress literally passed a defense appropriations act to transfer these

golf courses, which are considered as moneymaking "enterprise property" within the U.S. military. When base closures and downsizing happen, an existing legal provision stipulates the military can give away excess property for education, parks, homeless people and for economic development purposes. But if the military property makes money, it must sell, not give it away, Farr said.

"Normally, the federal government opens bids up all over the world on that moneymaking government property. That's where we came in and said the property is going to be transferred to Seaside," Farr said. "We had to get an act of Congress to allow that transfer to occur."

Part of the sale money will remain in the local Morale, Welfare and Recreation (MWR) fund account for service members to enjoy quality-of-life benefits.

"This is the first transfer of money for land at the former Fort Ord," Farr said. "As we access these properties and transfer or sell them, Fort Ord is becoming a model for the rest of the nation's base closures." 



(Right) Col. David Gross, Presidio of Monterey garrison commander, formerly turns over the Fort Ord Bayonet and Black Horse golf courses to Seaside Mayor Don Jordan during a Nov. 2 ceremony by the clubhouse. Seaside purchased the property for \$11 million.

# Dean's Honor Roll

## ARABIC

### 1st Semester

Fish, Elizabeth, Pvt.2  
Hluchan, Peter, Seaman Apprentice  
Cassidy, Masami, Civilian  
Carpenter, Youssef, Staff Sgt.

## ARABIC

### 3rd Semester

Browning, Olessa, Petty Officer 3rd Class  
Dodson, David, Cpl.  
Ellis, Lisa, Pfc.  
Flinchbaugh, Seth, Airman 1st Class  
Jasper, Marc, Maj.  
Jasper, Jennifer, Civilian  
Medara, Thomas, Capt.  
McGee, John, Spc.  
Meservey, Alexander, Lance Cpl.  
Morris, Michael, Capt.  
Polanich, Jason, Spc.  
Saldana, Guadalupe, Staff Sgt.

## CHINESE-MANDARIN

### 2nd Semester

Carriker, Nicholas, Cpl.  
Hasler, Jeffrey, Warrant Officer 1  
Schlesinger, Sande, Capt.

## CHINESE-MANDARIN

### 3rd Semester

Ashford, Russell, Lt. Cmdr.  
Hobbs, Brian, Capt.  
Hobbs, Kayo, Civilian  
McElderry, Bradley, Capt.  
Williams, Andrew, Airman 1st Class

## FRENCH

### 1st Semester

Manzi, John, Lt. Col.

## FRENCH

### 2nd Semester

Boynton, Matthew, Staff Sgt.  
Doty, Daniel, Maj.  
Griffen, William, Lt. Col.  
Zimmerman, Christopher, Lt.

## GERMAN

### 3rd Semester

Burleigh, Bret, Lt.

## JAPANESE

### 3rd Semester

Basalla, Suzanne, Lt.  
Zoerlelin, Timothy, Capt.

## KOREAN

### 1st Semester

Arch, Nathan, Airman 1st Class  
Beach, Linda, Pvt.2  
Cook, Jonathan, Spc.  
Jarvis, Jason, Cpl.  
Jenkins, John, Spc.  
Lovejoy, David, Capt.  
Odell, Terrence, Maj.  
Padron, Elvis, Spc.  
Roberts, Mathew, Airman 1st Class  
Stauss, Janet, Pfc.  
Tebbe, Travis, Capt.  
Toler, Trever, Sgt.  
Vela, John, Spc.  
Watson, Richard, Spc.

## KOREAN

### 2nd Semester

McGown, Daniel Jr., Airman 1st Class

## PORTUGUESE

### 2nd Semester

Betancourt, Carlos, Capt.  
Desmarais, Carol, Cmdr.  
Espinoza, Gilberto, Staff Sgt.  
Irizarry, Warner, Capt.  
McGuire, James, Petty Officer 1st Class  
Quichoco, Vivian, Civilian

## RUSSIAN

### 1st Semester

Day, Sylvia, Pvt.2  
Gaspard, Scott, Pfc.  
Grauer, Andrew, Spc.  
McQueen, Holli, Pvt.2  
Nowicki, Casey, Pvt.2

Ramirezrial, Jose, Pfc.  
Rennersmith, Theresa, Staff Sgt.  
Sigler, Christy, Pvt.2  
Strauss, Rena, Pvt.  
Tiernan, Bridget, 1st Lt.  
Ursu, Diane, Pvt.2  
Vukelic, Miles, Seaman

## SPANISH

### 2nd Semester

Bonnetty, Luis Jr., Spc.  
Fay, Timothy, Capt.  
Fritz, Shawn, Capt.  
Galarza, Naomi, Pfc.  
Grondel, Matthew, Pfc.  
McGuire, Timothy, Capt.  
McNeely, Steven, Capt.  
Nasso-Aronja, Lorenzo, Airman 1st Class  
Silvestri, Robert, Maj.  
Watkins, Timothy, Capt.

## TAGALOG

### 3rd Semester

Christie, Amy, Spc.

## THAI

### 2nd Semester

Evans-Davis, Kathy, Petty Officer 2nd Class  
Gum, Edsel, Capt.

## VIETNAMESE

### 1st Semester

West, Patrick, Civilian

## VIETNAMESE

### 2nd Semester

Czarik, Jacob, Airman 1st Class  
Drabinski, Michael, Airman 1st Class  
Wooddell, David Jr., Airman 1st Class

# Graduations

## CHINESE-MANDARIN

Ashford, Russell, Capt.  
Barton, Gregory, Seaman Apprentice  
Belcher, Traci, Seaman  
Bronnee, Sharon, Seaman  
Cox, Monica, Petty Officer 3rd Class  
Gelsi, Brian, Seaman  
Hammond, Richard, Maj.  
Hardy, Shaphan, Seaman Recruit  
Hobbs, Brian, Capt.  
Hobbs, Kayo, Capt.  
Houston, Dion, Petty Officer 2nd Class  
Kamp, Brandon, Seaman  
McElderry, Bradley, Capt.  
McManis, Michael, Seaman  
Mirilovich, Michael, Seaman  
Moore, Brian, Seaman Apprentice  
Roe, Audrey, Seaman  
Schmitz, Matthew, Seaman  
Shepherd, Ronald, Capt.  
Sutterfield, Karl, Petty Officer 2nd Class  
Williams, Andrew, Seaman

## CHINESE-MANDARIN (Intermediate)

Frumkin, Gabriel, Capt.  
McLane, Jeffery, Civilian  
Tarchak, Steven, Civilian

## CHINESE-MANDARIN (Refresher)

Black, Benjamin, Petty Officer 2nd Class  
Malecha, Dennis, Staff Sgt.  
Morgan, Mari, Petty Officer 3rd Class  
Ortiz, Richard, Senior Airman  
Sollmann, Charles, Staff Sgt.  
Timmons, Annette, Petty Officer 2nd Class  
Verwey, Terrence, Senior Airman

## COMMAND LANGUAGE

Bengtson, Richard, Petty Officer 2nd Class  
Berg, Natividad, Civilian  
Bliss, Gary, Sgt. 1st Class

Bogaard, Arie, Maj.  
Brown, Philip, Petty Officer 1st Class  
Dammers, Kurt, Petty Officer 2nd Class  
Gross, John, Petty Officer 1st Class  
Lamb, David, Petty Officer 1st Class  
McCormick, Christopher, Chief Petty Officer  
Morrissey, Patrick, Warrant Officer  
Otten, James, Warrant Officer 4  
Pietri, Wilkie, Warrant Officer  
Rolon, Thomas, Petty Officer 2nd Class  
Sellnow, Brian, Petty Officer 1st Class  
Thomson, Valerie, Chief Petty Officer  
Trinkle, Scott, Petty Officer 1st Class  
Wilson, Larry, Senior Chief Petty Officer  
Wilson, Roland, Petty Officer 1st Class  
Wood, Carolyn, Petty Officer 1st Class

## CZECH

Anderson, Jacob, Spc.

## FRENCH

Arnold, Herb, Lt. Cmdr.  
Badilla, Daniel, Pvt. 2  
Bilvais, Michael, Capt.  
Boynton, Matthew, Staff Sgt.  
Conrad, Dana, Pvt. 2  
Davis, John, Pvt. 2  
Doty, Daniel, Maj.  
Fitzgerald, Frank, Seaman  
Frendak, Joseph, Seaman  
Griffen, William Jr., Lt. Col.  
Hathaway, Scott, Capt.  
Kelsey, Michael, Pfc.  
Lindsay, Erin, Pvt. 2  
Manzi, John, Lt. Col.  
Price, Camila, Senior Airman  
Sharkey, James, Capt.  
Terzian, John II, Sgt. 1st Class  
Toaso, Lisa, Seaman  
White, Jerry II, Capt.  
Williams, Audley, Capt.  
Willis, William, Staff Sgt.  
Willock, Samuel, Senior Airman  
Zimmerman, Christopher, Lt.

## JAPANESE

Basalla, Suzanne, Capt.  
Bellay, John, Capt.  
Oswald, Peter, Maj.  
Plewe, Russell, Pvt. 2  
Tanaka, Shawn, Spc.  
Zoerlein, Timothy, Capt.

## PORTUGUESE

Betancourt, Carlos, Capt.  
Betancourt, Jamie, Civilian  
Copeland, James, Spc.  
Desmarais, Carol, Cmdr.  
Espinoza, Gilberto, Staff Sgt.  
Hayes, Melissa, Lt.  
Irizarry, Warner, Capt.  
Mcguire, James, Petty Officer 1st Class  
Quichocho, David, Capt.  
Quichocho, Vivian, Civilian  
Robinson, Joseph, Maj.  
Roegner, Kevin, Airman 1st Class  
Topliss, Harry IV, Pfc.

## RUSSIAN

Anderson, Gene, Pvt. 2  
Barker, Timothy, Spc.  
Bayne, Michael, Pfc.  
Cook, Gregory, Capt.  
Cox, Charles, Capt.  
Doughty, Daniel, Pfc.  
Eiteuner, Mary, Staff Sgt.  
Erdelatz, Scott, Capt.  
Falkenberg, Gustave, Pfc.  
Fitzsimmons, Rachel, Pfc.  
Grewelle, John, Capt.  
Harkema, Kaleb, Lance Cpl.  
Hinds, Mark, Capt.  
Hull, Jeremy, Pfc.  
Jensen, Walter, Capt.  
Jones, Mark, Capt.  
Kendziera, Christopher, Capt.  
Markert, James, Capt.  
Markert, Karin, Civilian  
McCoy, Shannon, Capt.  
O'Neil, Dani, Spc.  
Parks, Kendall, Capt.

Pilloni, John, Capt.  
 Sandford, Benjamin, Capt.  
 Schantin, Karen, Spc.  
 Schantin, Phillip, Spc.  
 Schmoll, Tara, Pvt. 2  
 Shearer, Jon, Capt.  
 Sigler, Thomas, Spc.  
 Springer, Chad, Pvt. 2  
 Sroufe, Heather, Pfc.  
 Wasley, Richard, Spc.

**RUSSIAN  
 (Extended)**

Ames, Caleb, Petty Officer 3rd Class  
 Cunningham, Christopher, Petty Officer  
 3rd Class  
 McNabb, Michael, Petty Officer 3rd  
 Class  
 Nagle, Trevor, Petty Officer 3rd Class  
 Tulchinsky, Victoria, Pfc.

**RUSSIAN**

(Osia Treaty Speaking)  
 Nykes, Nollie, Sgt. 1st Class  
 Ost, David, Sgt.  
 Fisher, William, Master Sgt.  
 Jakstas, Janina, Petty Officer 2nd Class  
 Matheney, Barry, Staff Sgt.  
 Poor, James, Sgt.  
 Wetzler, Robert, Sgt.

**SPANISH**

Bailen, Jennifer, Airman 1st Class  
 Benjamin, Kent, Staff Sgt.  
 Blaydes, Kimberly, Pvt. 2  
 Bozoki, Alberto Jr., Pvt. 2  
 Bradbury, Brian, Spc.  
 Bush, Gary II, Sgt.  
 Cahill, April, Airman 1st Class  
 Campbell, Kris, Airman 1st Class  
 Carlson, Dennis, Spc.  
 Crosswhite, Kailehia, Pvt. 2  
 Dejesus, Manuel Jr., Spc.  
 Dennis, Ryan, Airman 1st Class  
 Dodson, Larry, Cmdr.  
 Dominguez, Santos II, Lance Cpl.  
 Emery, Jessica, Pvt. 2  
 Era, Myra, Spc.  
 Forney, Dale, Spc.  
 Fowler, Eyelyn, Airman 1st Class  
 Fulkerson, Stephen, Seaman

Fuller, Jeffery, Lance Cpl.  
 Garcia, Edwin, Pfc.  
 Garcia, Sarah, Maj.  
 Harbin, Jacquelyn, Airman 1st Class  
 Harrold, Heath, Airman 1st Class  
 Headrick, Christopher, Pfc.  
 Hitchner, John, Spc.  
 Jackson, Mindy, Pvt. 2  
 Janes, Jeremy, Pfc.  
 Jimenez, Jill, Airman 1st Class  
 Johnson, Adrian, Staff Sgt.  
 Joslin, Robert, Lance Cpl.  
 Keck, Tanya, Airman 1st Class  
 Kempf, Everett, Airman 1st Class  
 Kilman, Anne, Pvt. 2  
 Kima, Damien, Pfc.  
 King, Lindsey, Pvt. 2  
 Lee, Anthony, Pfc.  
 Lively, Michael, Lance Cpl.  
 Mallinger, Tracy, Spc.  
 Marks, Justin, Airman 1st Class  
 Martin, Michelle, Cpl.  
 Maxwell, Duane, Airman 1st Class  
 Mayerhofer, Martin, Airman 1st Class  
 Mcgee, Robert, Pfc.  
 Mcguire, Shane, Pvt. 2  
 Metz, Kris, Petty Officer 2nd Class  
 Mihaltian, Vicki, Airman 1st Class  
 Monahan, Christopher, Pvt. 2  
 O'Connor, Christian, Pfc.  
 O'Connor, James, Airman 1st Class  
 Petti, Anthony, Pfc.  
 Quick, Patricia, Seaman  
 Rager, Denise, Sgt.  
 Ratajczak, Mark Jr., Seaman  
 Reay, Jeremy, Airman 1st Class  
 Rose, James, Capt.  
 Rude, Gabrielle, Seaman  
 Rushing, Annetra, Pfc.  
 Sanders, Patrick, Lance Cpl.  
 Sapp, Shane, Sgt.  
 Scott, Brian, Pfc.  
 Sisco, Michael, Pfc.  
 Staton, Berry, Spc.  
 Stewart, Benjamin, Lance Cpl.  
 Stockton, Jennifer, Pvt. 2  
 Tanner, William, Spc.  
 Taylor, Brandon, Airman 1st Class  
 Tidwell, Bruce, Airman 1st Class  
 Vantassel, Aaron, Spc.  
 Wahl, Heather, Pvt. 2

Wallace, Cheryl, Sgt.  
 Williams, Latisa, Pvt. 2  
 Woods, Erin, Pvt. 2  
 Wright, David, Seaman Apprentice  
 Zeise, Andrew, Pvt. 2

**SPANISH  
 (Advanced)**

Delgado, Rivera, Seaman  
 Hildebrandt, Matthew, Petty Officer 3rd  
 Class  
 Machiela, Michael, Sgt.  
 Minier, Milton, Petty Officer 2nd Class  
 Santiago-Cruz, Wilfredo, Petty Officer  
 2nd Class

**TAGALOG**

Christie, Amy, Spc.  
 Guzman, Michael, Sgt. 1st Class  
 Liston, Annette, Seaman Apprentice  
 Spicer, Stuart, Pfc.

**GLOBE**

The *Globe* magazine and  
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 Language Center's  
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**GLOBE**



(Left) Col. David Gross, Presidio of Monterey garrison commander, and Dr. Peter Smith, president of California State University at Monterey Bay (CSUMB), unveil a bust of Maj. Gen. Edward O.C. Ord, the namesake of Fort Ord. The Fort Ord Alumni Association presented the statue to the university Oct. 29. Ord helped design the Fort Mervine fortifications by Sloat Monument in 1846-47. He plotted the first map of Los Angeles and was an Indian fighter. In the Civil War, he accepted Gen. Robert E. Lee's truce offer to end that conflict hours before the formal surrender ceremony April 12, 1865. (Photo by Bob Britton)

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