

GLOBE

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



***DLIFLC color guard earns award
for contribution to California Rodeo Salinas***

Presidio Portrait

of

Lt. Col. (select) John Diggins
Commander, 311th Training Squadron

Defense Language Institute Foreign Language Center, Presidio of Monterey

Lt. Col. (select) John Diggins enlisted in the Air Force in 1968 and served as a Chinese linguist, after pulling down top honors at the Defense Language Institute Foreign Language Center as a distinguished graduate in the intermediate Chinese course, and as the honor graduate in the advanced course.

Of particular note, he was a cryptologic language instructor at Goodfellow Air Force Base, Texas, and at the National Security Agency before he took a break in service to pursue a college education. He completed Officer Training School as a distinguished graduate and was the honor graduate from the Officer Signals Intelligence course.

Following assignments to Korea and Japan, he completed Squadron Officer School as a distinguished graduate, then went on to RAF Mildenhall, United Kingdom, where he was chief of Flying Operations for an RC-135 squadron. When Diggins returned stateside, he was assigned to the Pentagon as a program

element monitor for the \$500 million Consolidated Cryptologic Program, then moved to Kelly Air Force Base, Texas, where he helped the newly established Air Intelligence Agency to stand-up a \$300 million General Defense Intelligence program.

Diggins speaks two foreign languages, Chinese and French, and was promoted Below-the-Zone to major in 1993. He was the first American to attend the Belgian Military Command and Staff College in Brussels, Belgium. He completed the Belgian school as a distinguished graduate and received special mention for his thesis, which he wrote and defended in French.

He was also the first of a cadre of military officers ever assigned to the Director of Central Intelligence's Nonproliferation Center in Washington, D.C., where he managed a \$30 million research and development fund that fielded capabilities to counter the nuclear, chemical and biological proliferation threat. After



Lt. Col. (select) John Diggins

only six months as the chief of Operations for the training support squadron at Goodfellow Air Force Base, he served as interim commander of the 311th Training Squadron here, from mid-February to July 1997.

Diggins and his wife, Elaine, moved to the Presidio of Monterey in August 1997 when his assignment as the commander of the 311th Training Squadron became permanent.



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GLOBE

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About the cover:

The Defense Language Institute Foreign Language Center Joint Service Color Guard earned a special award from the California Rodeo Association for its appearance at the California Rodeo July 20. Members of the color guard were Army Sgt. Stephanie Hall, Army Sgt. Linda Kessinger, Army Spec. Nicole White, Marine Corps Sgt. Ivan Roney, Pfc. Elizabeth Collova, Air Force Airman 1st Class Chandra Harms and Marine Corps Lance Cpl. Susan Nothem. (Courtesy photo)

Commander's Notes

All services can take pride in contributions to operations at DLIFLC

The Air Force 50th Anniversary message from Air Force Secretary Dr. Sheila Widnall published in this issue of *The Globe* is a glowing tribute to the youngest of the America's armed forces, a testimonial that should make the men and women of DLIFLC's Air Force contingent proud.

Still more than that, it should resonate in all of us at the Institute, servicemembers and civilians alike.

Each branch of the U.S. armed forces has a proud history. I am extremely proud to wear the uniform of the U.S. Army, and I know that members of the Air Force, Coast Guard, Marines and Navy take the same pride in letting the world know the service they represent. This pride in one's branch of service translates into strength.

Today, America's armed forces work together as never before. At many installations joint-staffing is evident, and the trend toward the armed forces becoming increasingly more purple (purple symbolically representing the blending of Army green, Air Force blue, etc.) is very real.

Our Institute has long been a model of joint-service cooperation and command. We have always been a leader, showing others how it's done. Our Institute's name was changed from the Army Language School to the Defense Language Institute more than 30 years ago, and today we are recognized as the foremost foreign language training facility for all the U.S. armed forces.

One reason for our success is that we offer training that is responsive to the needs of all the services. Another is that servicemembers from all branches guide our day-to-day operations, combining their tal-



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

ents and abilities.

Our Institute is recognized as a meeting place for world cultures. It is also a meeting place for U.S. military service doctrines and of interservice cooperation. We are privileged to serve a unique institution that is enriched by contributions from many sources. In our work and studies here, we have the opportunity to learn from each other.

I join with Air Force Secretary Widnall in recognizing the U.S. Air Force's first 50 years. For all of us who serve in the military, there comes a time to reflect on what our branch of service means to us and to the world.



Medical detachment's command guidon is passed

By Joseph Morgan

Lt. Col. Robert Weien succeeded Col. Duong Nguyen as commander of the California Medical Detachment in a ceremony at CMD Headquarters on the Presidio of Monterey Annex Aug 12.

Brig. Gen. George Brown, commander of Madigan Army Medical Center and Tricare Region XI, the CMD's parent unit based in Tacoma, Wash., stood with the outgoing commander and the incoming commander and in the Army's ritual of command-change passed between them the flagstaff bearing the CMD's colors. Visible in the distance was the Silas B. Hayes Army Community Hospital building, which in the aftermath of the closure of Fort Ord now houses the Defense Manpower Data Center.

The CMD was established in August 1993 to provide medical care to the military population once served by the hospital and by Letterman Army Medical Center at the Presidio of San Francisco, along with other northern and central California facilities.

Brown spoke of "fewer men and women in uniform to deliver health care as we knew it" as a change that has come with military downsizing and base closure.

"We're standing up to the challenge of change," he said. "Health care delivery is better now, I daresay, than it was when back when Silas

B. Hayes was humming."

Nguyen expressed his thanks to all members of the CMD staff for their continued personal help. He thanked Brown for his "trust, confidence and for allowing me the freedom to command."

Characterizing Nguyen's two years of leadership of the CMD as "innovative and flexible," Brown credited the outgoing commander for inspiring loyalty and dedication among those he worked with. He urged CMD members to work with Weien in the same spirit.

"You're in good hands," Brown told them. "He's an impressive soldier and an impressive health care leader."

Nguyen, whose new assignment is at

the Andrew Rader Army Health Clinic at Fort Myer, Va., is a native of Vietnam who escaped from South Vietnam just two days before the communist takeover in 1975. He served as a medical and clinic commander in the South Vietnamese armed forces. A graduate of the University of Saigon's school of medicine, he joined the U.S. Army after arriving in the United States and has served at Aberdeen Proving Ground, Md., and in Germany and the Persian Gulf. He received a master's degree in public health in 1983 from Johns Hopkins University and completed the Preventive Medicine/Public Health Residency at Madigan Army Medical Center in 1984.

Weien, a native of Ottawa, Kan., served as division surgeon of the 25th Infantry Division at Schofield Barracks, Hawaii, just before coming to the CMD assignment. After entering the Army through the ROTC program at the University of South Dakota, where he received a bachelor's degree in 1974, he served at Fort Campbell, Ky.; Fort Rucker, Ala.; and in Korea and the United Kingdom.

He earned a doctor of medicine degree from the University of Louisiana in 1983 and a master's degree in public health from Harvard University in 1987.

In his remarks at the ceremony, Weien spoke of the future. "The challenges ahead of us in providing accessible quality care, as Army medicine continues to evolve, will keep all of us at CMD occupied full-time and more," he said.



Brig. Gen. George Brown, commander of Madigan Army Medical Center and Tricare Region XI, accepts the California Medical Detachment colors from departing commander Col. Duong Nguyen (right) to pass them to the new commander, Lt. Col. Robert Weien (left). (Photo by Mary Erner)

Kiwanis Club honors members of DLIFLC, NPS

By Joseph Morgan

Two DLIFLC instructors and two international students enrolled at the Naval Postgraduate School were named winners of the Kiwanis Club of Monterey International Awards for 1997.

The awardees are chosen for their academic achievements, professional development and involvement in community affairs, said Oleg Kovalenko, chairman of the club's International Relations Committee. Each winner received a commemorative plaque and a gift of \$200 for donating to the awardee's favorite charity.

The DLIFLC awardees were Bella Anna Cohen, an instructor in Russian assigned to European I School, and Staff Sgt. Lisa Marie Thomas, a military language instructor in Spanish assigned to the European and Latin American School.

The NPS international student awardees were German Navy Lt. Thorsten Leonardy, who is pursuing a master's degree in physics, and Chilean Navy Capt. Heinz Pearce, who is enrolled in the school's Defense Systems Management program.

The awards were presented by



Chilean Navy Capt. Heinz Pearce and his wife Moira. (Photos by Al Macks)



Staff Sgt. Lisa Marie Thomas (left) and Headquarters and Headquarters Company Element Commander Capt. Susan Meyer.

Kovalenko on behalf of the Monterey Kiwanis Club's president Sally Green and the club's 120 members at a monthly meeting Aug. 20. The club, one of 8,500 in 83 countries that comprise Kiwanis International, was founded in 1926. Volunteerism and fundraising in support of community service projects are among its aims.

"I offer my congratulations to the awardees," said Col. Daniel Devlin, commandant of DLIFLC and commander of DLIFLC and the Presidio of Monterey, who spoke at the meeting. "I think it's very important that the Kiwanis Club of Monterey works closely with the military institutions here on the Monterey Peninsula, and that we work hand-in-hand to ensure that recognition goes out to those who volunteer, who are studying hard, and who represent the best instructor capabilities that there are anywhere."

Cohen, a native of the former Soviet Union, emigrated to the United States in 1989 and joined the DLIFLC faculty the following year. In addition to serving as

a teaching team leader and department chairperson she has worked with the U.S. Secret Service in developing a course for interpreters of Russian.

Thomas has taught at DLIFLC since her arrival in 1996 and has worked with the Curriculum Design and Development Division on special projects. She has competed twice in DLIFLC's Worldwide Language Olympics and is credited by MLI Program Manager Sgt. Major Ronald Anderson for performing a key role in conducting the 1997 Spanish Games.

Leonardy has maintained a grade point average of 3.81 out of a possible 4.0 at NPS. His curricular officer notes that Leonardy's thesis on navigating a four-wheel-drive vehicle for mine detection may help prevent the killing or maiming of many who are potential victims of uncleared land mines throughout the world.

Pearce, who has maintained a grade point average of 3.86 at NPS, once delivered a presentation on Chile to DLIFLC students of Spanish, prompting a formal letter of appreciation and a request for more international speakers from NPS. 



German Navy Lt. Thorsten Leonardy and his wife Ute.

Local news anchor is Women's Equality Day speaker

Story and photos by Joseph Morgan

Women's Equality Day was observed at the Defense Language Institute Foreign Language Center Aug. 26, the 77th anniversary of the ratification of the 19th Amendment to the U.S. Constitution which guarantees women the right to vote. Guest speaker for the observance was local television news anchor Adrienne Laurent, who noted that her career has spanned an era of improving opportunities for women in the television industry.

However, women who work in television news have not attained full equality with men, she said.



Adrienne Laurent

"Equality as a goal for women is something that is pretty well illustrated in my industry," Laurent said. "When I entered this profession in 1979, women were really just beginning to be a force."

Her first job, she recalled, was as a weather girl, a presenter of the weather report that is common in television newscasts. It was a niche in

which women in television were "cast aside" in those days, she said.

She recalled that at this stage of her career she regularly put in added hours covering news events, then rushed back to the station to edit videotape and write the lead-ins and follow-ups for her reports.

"Then when it came time to present the stories, there were three men on the anchor desk and I stood by near the weather map," she said.

"Fortunately, things are changing," she said. "Slowly but surely."

Laurent currently anchors the 11 p.m. newscast on KSBW-TV. She has held anchor positions with other local stations and has worked as a reporter and news director. Married and the mother of three sons, she is a member of the Associated Press Advisory Board and founder of MediaLine, Inc., an employment service for the television industry.

Noting that almost all owners and general managers of television stations are men, Laurent said women have yet to achieve full parity with men in the business.



Garrison Commander Col. David Gross presents a commander's coin to local television news anchor Adrienne Laurent in appreciation for her speaking at the DLIFLC Women's Equality Day observation.

"There's still a long way for women to go in broadcasting, as in society in general," she said.

Laurent cautioned that greater opportunities are accompanied by increased responsibilities.

"The more progress we make," she said, "the more responsibilities we take on."

She cited three responsibilities that top her list.

□ "We have the responsibility to respect the progress that women before us have made and to try to build upon that."

□ "We have the responsibility to forge ahead so that those who come after us will have an easier path."

□ "We have the responsibility to fiercely protect the gains we've made."

Laurent spoke at Weckerling Center. Her visit was sponsored by DLIFLC's Federal Women's Program Committee.

Speaking for the committee's members, program manager Despina White said the ratification of the 19th Amendment was "the culmination of over 75 years of struggle spanning several generations of women's and men's lives."

She added: "A great deal of hard work, courage and perseverance by both men and women went into the achievement of women's suffrage, which was an important step in gaining equality for women."



Arabic schools complete course development projects

By Omima El-Araby and Madlain Michael
Assistant Professors of the Middle East School Arabic Department

The Arabic schools composed a team of four course developers in 1995 to start to update the Arabic Basic Course. Omima El-Araby, Madlain Michael and Salim Daniel started the project by developing a plan that included the course design, scope and sequence for 32 units. The first unit was the Introduction to Arabic Language. Joe Krupski, from the Curriculum Instruction Directorate, supervised the introductory phase of the project.

The previous program was called Sound and Script and included only those two elements. Students spent two weeks

working on learning the Arabic alphabet. No other skills were addressed during this phase. This process neither motivated nor challenged the students.

The updated Introductory Phase is designed to help the student practice basic communicative skills in Arabic right from the beginning. This goal is reached through a wide range of activities integrating all four language skills: listening, reading, speaking, and writing.

Faculty and staff members offered positive comments on the introductory phase course changes.

"I did classroom observation when we started applying the Introductory Phase," said Osaila Elkhatib, Middle East School II Department A chairperson. "I was overwhelmed with how interactive the course was and how interested the students were during their first week of

the program."

Some learning strategies applied throughout the course are classifying, scanning, working in small groups, discovering and of course lots of practicing. The tasks include both recognition and production levels in all aspects of the Arabic language. Culture notes and basic grammatical features are introduced from the first day to create meaningful background knowledge for the learner. Instructors introduce authentic materials to the student right at the beginning.

"Everything that I am learning at the Monterey Institute of International Studies, through the MATFL (Master's Degree in Teaching Foreign Languages) program, I found applied throughout this book," said Mohsen Fahmy, a team leader and assistant professor in Middle East School I.



Arabic students (left to right) Petty Officer Third Class Donna Deckard, Pfc. David Hulme, Pfc. Lisa Venters, Airman Andy Haney and Seaman Apprentice Erick Edwards work on a classroom assignment. (Photos by Bob Britton)

After completion of the Introductory Phase, the team conducted numerous training sessions in both Middle East schools to acquaint the faculty with the new textbook.

Arabic Language Maintenance Studies and Computer-Assisted Studies

A team consisting of Carol Green, El-Araby, Michael and Daniel designed a compact disk primarily intended for use as a foreign language training resource. The Center for the Advancement of Language Learning funded this project.

Arabic Language Maintenance Studies are computer exercises that emphasize listening comprehension. The team designed the program around the 22 countries which are the members of the Arab League. The first three exercises in each module are of the same design: a geographical overview of the country, facts about the country with both audio and written text, and a game using the facts learned in the previous exercise.

Exercises that follow the first three are varied in design and



Assistant professor Leila Najm smiles during an Arabic class discussion.

purpose. Course developers adjusted the exercise to accommodate the material and allow flexibility while simultaneously taking into consideration the Final Learning Objectives. Subjects covered in the 22 modules are agriculture, current events, culture, economy, education, history, military, politics, technology, industry, science, sports and women issues.

This computer program is intended to support the Arabic linguist who has graduated from Defense Language Institute, but it is also appropriate for students at Defense Language Institute Foreign Language Center in the later phases of the Arabic Basic Course. The materials and tasks are at proficiency level 1+ /2+ and above, as defined by the Interagency Language Round Table.

Supplementary Materials "From The Gulf To The Ocean"

The Arabic Basic Course Supplementary Materials "From the Gulf to the Ocean" book was designed to assist students and teachers with supplementary materials to reinforce the vocabulary and grammar of the course. It is composed of seven units. Each unit includes sentences, passages and a variety of exercises. Faculty members wrote some of the passages, and a large portion is authentic materials. The book includes easy-to-read humor at the end of unit six and an introduction to the Arabic culture in unit seven.

Arabic Computer Assisted Study, Military Modules

After the school identified the need for military materials and computer-assisted study, a team consisting of Anna Bielecki, El-Araby and Michael developed courseware designed for field linguists and advanced students at DLIFLC in support of language sustainment activities. It consists of reading and listening comprehension exercises. Military topics and FLO skill activities constitute the primary content of the modules. This courseware uses language learning strategies in a contextual environment. Language proficiency levels of 1+ to 3 in reading and listening comprehension are maintained as the standard in source selection and courseware development. Each listening comprehension task is followed by its written transcript and subsequent reading comprehension reinforcement and enrichment activities. All reading comprehension texts are supplemented with audio.

In all activities, the program provides feedback to student input in several ways: written transcripts of the passages, graphics, spelling check and vocabulary explanations. Students can record their voices and compare the pronunciation with that of a native speaker. Most activities offer an option to print out the Arabic transcripts. Selected activities provide an option of printing out student input, and some exercises provide feedback on student progress.



Arabic program offers Video TeleTraining, Mobile Tele-training

By Samir Nimri and Venus Attia
Assistant Professors at the Middle East School Arabic Department

The Arabic Video TeleTraining Program at the Defense Language Institute Foreign Language Center was launched Sept. 11, 1989. Teachers provided an Arabic refresher course in the Egyptian dialect to students at Fort Stewart, Ga., and Fort Campbell, Ky., using the former Fort Ord telecommunication facility. In January 1990, the General Officers Steering Committee asked DLIFLC to provide more training via VTT on a more systematic basis that would include other languages such as German, Korean, Russian and Japanese.

Non-resident students in these VTT and Mobile TeleTraining programs arrive with levels ranging from 0+/3. The customers are the Army, Air Force, Navy and Marines located in different sites. The most frequent customers are linguists at Camp Lejeune, N.C.; Fort Meade, Md.; Fort Gordon, Ga.; Davis-Monthan Air Force Base, Ariz.; Fort Bragg, N.C.; and Goodfellow Air Force Base, Texas. When part of a MTT team, the teachers would travel to the sites. About 40 percent of the VTT or MTT teacher's time is spent on MTT visits to the sites.

Teaching on a VTT team is challenging because of the variety of different proficiency levels and different backgrounds. VTT and MTT teachers must understand the practical difference such a variety of proficiency levels makes in terms of student needs.

Teachers need to be knowledgeable about proficiency levels and should be prepared with vast amounts of supplementary materials to fit the needs of the diverse student population. Some students have not attended the basic course at DLIFLC. Some are graduates from the 1980s or earlier. Some practiced the language a little during the Gulf War. Some had just graduated a year ago from DLI with 2/2/2 and are trying to maintain their proficiency levels. Others would like to go above 2/2/2. Because the students' backgrounds are so diverse, the team does a thorough needs analysis for each class. Faculty members have a conference with student leaders and tailor the program of instruction to the students' levels and need.

The VTT team usually does not use DLI standard texts or material. Instead, the team develops material to be taught. Students had taken DLI courses before, so teachers want to avoid repeating material. The textbooks, developed by the team under the supervision of Sabine Atwell, academic coordinator, are based on authentic sources such as Arabic newspapers, magazines, Voice of America broadcasts and the Internet.

Teachers are the cornerstone in the curriculum; they make

the difference by understanding the real needs of the students and by diagnosing their strengths and weaknesses. Pictures, maps, slides and authentic media have to be used in every hour to minimize boredom and to maximize interest and participation. Teachers interactively address the Final Learning Objectives and directly incorporate them in the curriculum. The team presents current events daily and stresses culture and area background. Students need to know how language and culture are tied together.

The VTT and MTT teams work with individual students to reach the common goal of raising their proficiency levels. If at any point during the training, the team finds the program it originally decided upon needs to be modified, it makes the changes and sends the new material to the site. The VTT and MTT teams maintain archives of the most up-to-date and relevant authentic material for all proficiency levels.

After the conclusion of each scheduled class, students are given an opportunity to evaluate their training and instructors. Their comments are taken seriously and, whenever possible, their suggestions are then incorporated in future training. Material sent to the field usually arrives in about 24 hours.

The system used for VTT here is the latest and most advanced satellite telecommunication system available, yet it is simple and easy to use. It encompasses two-way video communication supported by terrestrial links between the United States and overseas such as the Sinai desert at Sharm El Shaykh, Egypt. It is supported by multimedia enhanced graphic capability, fax, videocassette recorder options and year round, flexible teaching hours. With an electronic pen, the user can control the high-resolution camera, display pictures or written texts or even write his own. It is the electronic chalkboard of modern times. It is an innovative distant learning system that fulfills the needs of our students in the field to enhance their language capabilities and to keep their linguistic skills from deteriorating.

This system offers many advantages. Soldiers who would otherwise not be trained receive training. Students can receive their scheduled training with minimum interference with their primary job. Flexibility and freedom from predetermined curriculum make the programs interesting for students and teachers alike. In addition, schedules can be flexible, and instructors can carry out innovative teaching methods and techniques. An almost unlimited number of strategies is used to adapt to the diverse student population.

Although the system can have its drawbacks, such as bad weather occasionally causing loss of connection, VTT training provides a great opportunity for soldiers to enhance their language capability in an interesting and motivating way.



In the spotlight

Arabic instructors, students appear in local theater productions

Editor's note: Army Staff Sgt. John Pullen has been involved in theater on the Monterey Peninsula since 1989, when he was an Arabic student. His first show was a Greek comedy called "Lysistrata." He continued his involvement in theater until his assignment to Goodfellow Air Force Base, Texas, in 1991. He was reassigned here as a military language instructor in 1994, and returned to local theater. His performances have included musicals, such as the "Pirates of Penzance;" dramas like "To Kill a Mockingbird;" and comedies like "Swan Song." Pullen has also directed a play, "The Hostage," with a cast including several Arabic students.

By Army Staff Sgt. John Pullen Military Language Instructor

I was walking backstage during a performance of "Shenandoah," when a voice in the darkness whispered, "Staff Sergeant, what's the preposition for 'about' in Arabic." Not the usual backstage chatter during a musical, but then, this wasn't a usual cast member, and neither am I.

In August, Monterey Peninsula College produced the musical "Shenandoah," about a Virginia family and their involvement — or non-involvement — in the American Civil War. Most musicals produced at MPC cast college students and local actors and actresses. This production had a touch of authenticity added to it, in the form of soldiers and Marines from the Defense Language Institute Foreign Language Center. The opening number of the show poses Union and Confederate soldiers on opposite sides of the stage, singing about beating the other side. Sprinkled liberally among the two sides were Arabic students from Middle East school II.



Posing backstage in their American Civil War costumes are six Arabic students of the "Shenandoah" cast: (left to right) Pfc. Robert Murphy, Pfc. Steven Perez, Lance Cpl. Matt Rector, Army Sgt. Conrad Zabecki, Lance Cpl. John Hennagin and Lance Cpl. Jeffrey Cordell. (Courtesy photo)

During rehearsals for the production, I noticed a number of the women's ensemble were playing soldiers in the opening number. Unfortunately, the Civil War was fought back before the days of equal opportunity, and there really weren't many female soldiers North or South. I decided to see if I could rustle up some fighting men. My first recruit was another MLI, Marine Corps Sgt. Andrew Bradley. He was watching as I made up a recruiting flier and immediately volunteered. He had such a good time at his first rehearsal, he went back and got six more Marine Corps volunteers from his platoon. The flier also attracted the attention of Army Sgt. Conrad Zabecki, a Delta Company, 229th Military Intelligence Battalion, Arabic student. After his first rehearsal, he was given a real part with lines and everything.

The director of "Shenandoah," Tom McKenzie, and the choreographer, Susan Cable, have nothing but praise for the military members of the cast. Although the cast had been rehearsing the opening number for weeks, the Marines had the number down in only one session, and they should have. It was all marching and

rifle drill. Backstage, after the opening number, the Marines would move set pieces and props or, during breaks in that action, study Arabic. Occasionally, an impromptu tutoring session would happen in the dressing room, with Bradley or myself helping the students with some grammar question or point of vocabulary. One of the Marines mentioned to me he got more studying done during shows and had more fun at the same time.

Arabic students in "Shenandoah" are Zabecki, Lance Cpl. Jeffrey Cordell, Lance Cpl. John Hennagin, Lance Cpl. Matt Rector, Pfc. Robert Murphy, Pfc. Steven Perez, and Pfc. Micah White.

Students and instructors continue to appear in local theater performances. In September, a group from Middle East II joined the cast of "Coriolanus" at the Carmel Shakespeare Festival. The cast included two MLIs from the Arabic program, Sgt. 1st Class John Senchak and myself, and seven Arabic students: Seaman Brandi Bacon, Pfc. Brea Bostic, Pfc. Eileen Fernald, Pfc. Robert Garhart, Pvt. Suzanne Mary Jo Hendricks, Spc. Suzanne Marie McConnell and Seaman Angela Miller. 

Integrated skills, collaborative strategies to build fluency

Center for the Advancement of Language Learning workshop offers student exercises

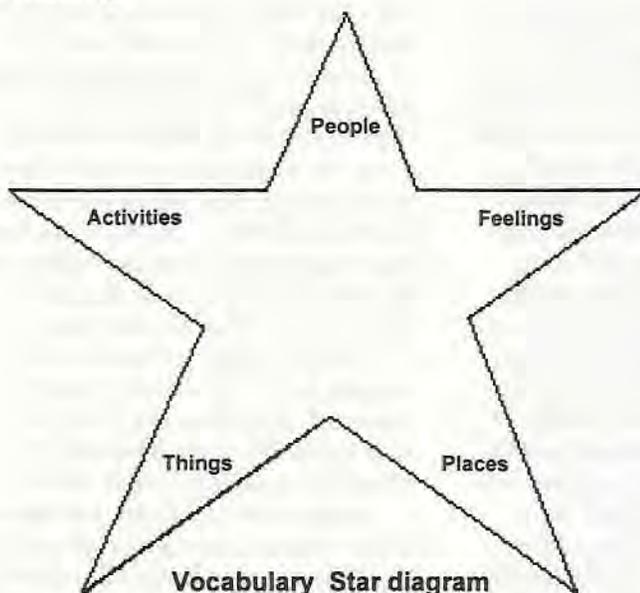
Editor's Note: The following is the second of a two-part review by Dr. Maurice Funke on a workshop sponsored by the Center for the Advancement of Language Learning. Part one of the review was published in the September issue of the Globe.

Review by Dr. Maurice Funke
Directorate of Curriculum and Instruction

A workshop led by Sharron Bassano, sponsored by the Center for the Advancement of Language Learning, suggested a number of activities which could lead to students gaining greater fluency in the target language. The following is a description of some of those suggestions.

Vocabulary Star

Students are given a reading text and a diagram resembling the following:



Students read the text and take notes on key words and phrases related to each of the given categories. They can work alone and then, when finished, work with another student to compare their choices of key words. Finally, students report back to the class as a whole and discuss the choice of key words, keeping those that are genuinely important and discarding those that are related but of minor importance. At the end of the session, students

might be asked to write a summary of the text using the key words chosen by the class as a whole. Note the types of categories included in the star-diagram ("people," "feelings" or "activities") depend on the content of the reading text.

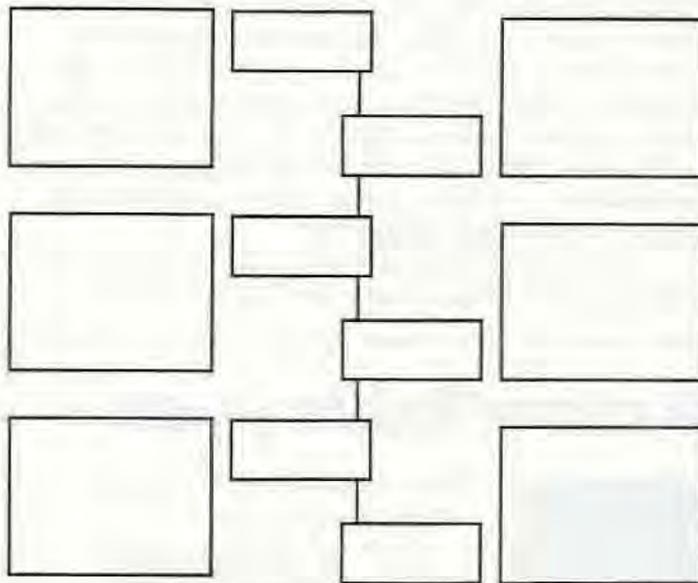
Commentary: This seems like a viable way to begin teaching the art of summarizing a text. I suspect that the value of the activity will depend on the students' discussions in which they decide whether a word really represents an essential concept or if it is a detail that might be overlooked for the purpose of summarizing. More advanced students might be asked to create their own categories of information after reading the text. A discussion of which categories to include in a summary might lead to students developing more refined procedures for writing summaries in general.

Character Analysis Chart

A chart with a combination of large and small boxes is given to students. (See example, page 13)

Students then either listen to a recording or read a text in which a person is described either in a straightforward monologue or over the course of the whole text in bits and pieces as in the case in most literature (plays, short stories or novels) and in many natural conversations. While listening or reading, students are to write several characteristics of the person being described into the small boxes down the center. While listening a second or third time, students fill in the larger boxes associated with each characteristic with supporting data from the text. For example, one of the characteristics might be "very outgoing," and the supporting data from the text might include "member of tennis club," "popular speaker" and "extrovert." As in previous activities, students may be asked to summarize the information either orally or in writing.

Commentary: This type of activity seems simple and direct. It gives students a way of organizing information and potentially involves all four skills. The theme might be changed at will. Instead of a description of a person and "characteristics," the task could be to take notes on the "occupations" of various individuals and supporting data, such as education, salary, place of work or rank within the profession. The chart would be modified appropriately. If you have a discussion of various restaurants in the context of two people deciding where to eat for lunch, the chart might contain "type of restaurant" for the small box and supporting data such as the foods served, specialties or atmosphere in the large boxes. All in all, this exercise type is probably quite useful for both listening and reading comprehension at levels 0+ through 1+.



Character Analysis Chart

Dictation in Pairs

Students work in pairs. Student A gets a list of words and student B gets a different list. Student A dictates the words on his list to student B, who writes them out. The two students then reverse roles. When they are finished, they correct their own work. The instructor helps with pronunciation. Instead of lists of words, students may be given cards with sentences or paragraphs.

Commentary: This activity was controversial in Bassano's workshop. Some teachers worried that students would learn incorrect pronunciation from fellow students. She pointed out the fear that students will learn a word at one hearing is probably not justified (if it only were!). In any case, students will have heard all the words on the "list" several times before this activity takes place and will probably encounter the list words many times after the activity. What seems most important about the activity is that it forces students to do their best at reading the list words, phrases or sentences correctly. If they read them incorrectly, they will cause their partners to fail. The motivation is imbedded in the situation. With small classes of 10 students (five pairs), the instructor is likely to catch most – if not all – of the mispronunciations. As a follow-up activity, the instructor might ask students to write a short story or sentences using the words, change the paragraph into a dialogue between two people

and act it out with a partner, or use any other written or oral format change as a follow-up task.

Messenger and Scribe

The instructor cuts a text, an article, or story of any kind into three, four or five parts. Each part is hung in a different part of the room, perhaps pasted to the walls. Students work in pairs. Student A looks for the first part of the text, reads it, and returns to the seat where Student B is sitting. Student A dictates the first part of the text by heart, returning to read it again, if necessary. Students A and B might want to take turns reversing roles for the second, third, fourth and fifth parts of the text. In any case, the pair is expected to completely recreate the original text in handwritten form. After finishing the dictation, students may correct their own work.

Commentary: This activity has some advantages which go beyond those of "Dictation in Pairs." When students sit for six hours per day, they get physically and mentally exhausted. This activity gets them out of their seats and physically active. The passages could be short enough so that the whole activity could take place within 10 minutes. This might be worth the effort.

In addition to numerous activities, not all of which are mentioned here, Bassano suggested several hallmarks of good teaching. They included the following (paraphrased):

- Collaborative (students working together to accomplish a shared goal) and communicative (students using the target language to fill an information gap) activities are plentiful.
- Listening, speaking, reading and writing are integrated within the lesson in a realistic context.
- Activities are varied and well-paced to suit students' attention span.
- Learning styles are addressed through a variety of materials, such as visuals, objects or artifacts, manipulatives, charts, cards, print, demonstration, music and technology.
- Students work in many settings (large and small groups, pairs or the class as a whole) to maximize interaction, collaboration, peer assistance and motivation.
- The lesson plan calls for activities which draw upon and incorporate students' background knowledge, their previous experience and current situations in preparation for introducing new materials.
- Students get adequate physical movement during class.
- Activities encourage higher-level thinking skills, such as developing individual points of view, negotiating differences, making compromises and solving problems.



Air Force contributes to mission completion

By Staff Sgt. Hector Machorro
Korean Target Language Instructor

The Defense Language Institute Foreign Language Center, is charged with providing quality language instruction and support to Department of Defense linguists and other government agencies. As a joint service environment, the Institute employs the expertise of many Air Force cryptologic linguists, including duty as an academic training advisor, military language instructor or target language instructor, as well as various staff positions. In each case, Air Force professionals directly

contribute to the completion of the DLIFLC mission.

Military language instructors are assigned to the Air Force Element and work within the seven language schools alongside native instructors, providing language instruction to students from all military branches and a few civilians. Classroom instruction can range from lessons on a target country's culture to intricate nuances found in a target language's grammar. Besides spending time behind the podium, the 28 MLIs provide students with academic counseling, oversee audio laboratory exercises and process administrative paperwork.

"I enjoy being able to give back to the Air Force part of the training that I have received," said Staff Sgt. Michael

Air Force celebrates 50 remarkable years

By Dr. Sheila Widnall
Secretary of the Air Force

Sept. 18 culminated five decades of remarkable achievement as the Air Force celebrates 50 years as an independent military service.

This golden legacy witnessed our fledgling Air Force emerge from the fire of World War II and mature into the world's premiere air and space force. Today's world-class airmen carry on this legacy of excellence as they push the envelope of air and space dominance into the 21st century.

We are inspired by visionaries like Gen. Henry H. "Hap" Arnold and the other aviation pioneers who understood that the security of the United States is best served by an independent air arm. They also understood that this Air Force must be based on the principal of unity of command, both in Washington and throughout the various theaters of operation.

It didn't take long for Arnold's



Dr. Sheila Widnall

vision to become reality as U.S. air forces took to the skies in 1948 and 1949 to conduct the Berlin Airlift.

The largest airlift in history, this grueling operation kept the island of freedom afloat behind the Iron Curtain. The next big test for our airmen was to achieve combat air superiority over the war-torn Korean Peninsula in 1950-53. These heroic airmen also achieved uncommon valor in Southeast Asia while hastening the end of the Vietnam War with tactical and strategic bombing amid some of the

heaviest concentration of enemy air defenses ever experienced.

Of course, Desert Storm set the standard for timely and precise employment of massive yet efficient airpower. The ground war lasted only 100 hours, but the campaign started weeks before when stealthy F-117A Nighthawks struck in the middle of the night, sending shock waves that shook the foundation of old-school aerial warfare doctrine. Lessons taught and learned in the Persian Gulf have evolved into today's core competencies for the Air Force: air and space superiority, global attack, rapid global mobility, precision engagement, information superiority and agile combat support.

We have not easily come to this golden anniversary day. As in any journey there have been bumps in the road. Yet, if we look ahead with the eyes of a Hap Arnold and envision the challenges of the 21st century Air Force, we can look forward to a boundless future of achievement, protecting our freedoms and serving our great nation for generations to come. (Courtesy Air Force News Service)

Daughtry, a Korean MLI assigned to DLIFLC's Asian School II. "I also feel privileged to be in a position to pass on my knowledge for the good of the mission."

Target language instructors, also assigned to the Air Force Element, provide a structured study skills and language orientation course to Air Force students before they begin their DLIFLC course. As part of the newly created Student Motivation and Retention Training Directorate, the four assigned TLIs use their knowledge of language, culture, history, and field operations to motivate and prepare Air Force students for language study. The TLI continues to build on this foundation by periodically following up with motivational language workshops and tutoring conducted after-hours.

"We are here to prepare and guide Air Force students through what will most likely be the most difficult academic environment of their lives," said Tech. Sgt. Matthew Arnold, non-commissioned officer-in-charge, SMART Directorate. "Our role is vital, since every graduate becomes another asset for field commanders to utilize in fulfilling the Air Force mission."

More than 800 students are assigned to the 311th Training Squadron, the larger of the two Air Force units on DLIFLC.

Headquarters Air Education and Training Command established the duty position of the academic training advisor to assist the unit's six military training managers, who are responsible for military training and discipline, with academic issues. The three ATAs assigned to the 311th TRS advise and brief the 311th TRS commander on training issues, such as status of classroom instruction, academic standing of assigned students and academic trend analysis. They also serve as the 311th TRS liaison between the various language schools and DLIFLC agencies. The ATAs play a vital role in the 311th TRS mission by effectively managing academic issues related to foreign language training.

Air Force linguists also hold staff positions at the Institute. For the most part, these people are responsible for operational and planning support to the Defense Foreign Language Program. Duties include coordinating with outside agencies on foreign language training issues, supporting Command Language Programs, and managing interpretation and translation support for DOD customers.

"The most rewarding part of my job is knowing that I'm giving the first-line linguists in the field the tools they need to maintain or enhance their language capability," said Master Sgt. Martin Dooley, NCOIC of Programs Coordination.

Be it TLI, MLI, ATA, or staff NCO, all linguist positions at DLIFLC contribute to the goal of producing quality foreign language graduates to meet operational mission requirements in the field. As an Air Force team, they have a positive impact on the DLIFLC mission and future Air Force linguists. 

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membership applications
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Summer hire gains valuable work experience

Story and photo by Bob Britton

Donna James gains valuable work experience as a test administrator in the Evaluation and Standardization Directorate. She participates as a summer-hire intern under the Work Force Program for College Students with Disabilities.

The President's Committee on Employment of People with Disabilities and the Defense Department under the Americans with Disabilities Act jointly sponsor this program. For the first time, the Defense Language Institute Foreign Language Center is taking part in this federal program.

"This is a special program for people with disabilities," said Air Force Tech. Sgt. Deborah Harrell, the test control officer in the ES Directorate. "We coordinated actions with Wendy Smith, the program coordinator in the Civilian Personnel Office, and had an opportunity to hire someone in our testing division. I was concerned in test management with what type of person we were getting and any special needs requirements of that individual. We looked at 10 potential employee resumes and chose Donna for her previous skills and qualifications. We were concerned whether or not Donna could do the job for us without much training.

"I speak for everyone in our directorate who says her work habits and ethics were above and beyond what we anticipated," Harrell said. "She has been an asset to our organization and has done some critical tasks for us. She's helped us come on line with a different type of test and has been involved in the entire process."

James is studying for her master's degree at California State University in San Bernardino. She started working for

the Institute June 16 and returns to college classes Sept. 29. She receives her pay from special Defense Department funds for this program.

"The advantage of coming under the DOD program through your college is that you are considered a regular federal employee," said James. "As a summer hire intern, I qualify for benefits like permanent employees do."

After James found out about the disability program, she interviewed for it

and was impressed with the application form, which asked what part of the country she wanted to work in. She felt it was a chance to move out of southern California, and she chose to relocate.

"We test all students who complete all the foreign language training at DLIFLC," said Harrell. "We administer several types of tests, including the Defense Language Proficiency Test for listening, reading and comprehension as well as for oral proficiency. Our directorate gives the Final Learning Objective subskill tests and does an end-of-course student questionnaire or evaluation after students complete all their required testing. Donna administers those tests."

James performs many tasks with all phases of testing students. She administers and scores the different language tests, prepares material for distribution and helps quality control new test material as ES receives it. Recently, she assisted in a project that compared different



Donna James assists Senior Airman Yvonne Brazell, test analyst in the Evaluation and Standardization Directorate, with a computer program.

modes of oral proficiency testing, according to Harrell.

"I help administer the Automated Student Questionnaire test at the end of the different language courses," said James. "This ASQ form allows students to critique their courses and instructors for feedback afterward. Most students feel positive about their studies here and admit they were challenged and learned quite a bit in the different languages.

"I understand the students and how well prepared they are when they take their tests. It's nice to have a start when students take their first translation test," James said. "The work in the testing environment is good for me. It's totally different from a college testing environment. I like my job, the people I work with and the students."

Last year, James worked as a summer hire for the Defense Investigative Services in Alexandria, Va. She chose that program to broaden her horizons and

DLIFLC participates in college students with disabilities program

By Bob Britton

The Defense Language Institute Foreign Language Center is participating for the first time in the Work Force Program for College Students with Disabilities. Summer-hire interns learn different jobs and receive their pay through a special Defense Department fund.

Wendy Smith, a personnel staffing specialist with the Civilian Personnel Office, coordinates this program locally. The President's Committee on Employment of People with Disabilities and the Defense Department jointly sponsor this activity.

"The program started a few years ago, but this is the first time we decided to participate," said Smith. "We submitted our nomination through the Department of the Army and were one of the installations selected. Originally, we put in a bid for two college students, but one withdrew at the last minute due to a family crisis. However, the other student, Donna James, accepted our offer of summer employment and started working on June 16 with the Evaluation and Standardization Directorate."

When college students with disabilities apply for the program, normally they prefer to remain within their home or college geographical area. However, they do have the option of accepting summer positions in other parts of the country with different sponsoring federal agencies, mentioned Smith. Most applicants are students pursuing their bachelor's or master's degree or credentials.

Representatives from DOD and the President's Committee visit college campuses in January. They look for potential candidates with disabilities to work in federal agencies during the summer months. Students accepted into the program send their resumes to the committee members. However, the installation CPOs usually can't contact potential employees before May with employment starting in June.

"After a military installation is accepted for the program, then I, as CPO coordinator, receive resumes from students interested in working in this area," said Smith. "Next, I ask the different directorates if they can use a summer hire college student with a disability. When I apply for the program sponsorship and summer hires next year, it might be easier to concentrate on students only from California, instead of all over the country."

"Once a disabled student wants to work here during the summer, we need to find the summer intern a place to live," said Smith. "Also, we find out if the person needs any accommodation in order to perform the job or special facility accessibility. Ms. James lives with a DLIFLC & POM sponsor family in Marina and receives transportation to work."

James works in the Evaluation and Standardization Directorate as a training technician in testing. She helps administer, evaluate and monitor the different DLIFLC language tests.

"Normally, people find the work experience rewarding, since it opens new avenues for them about their capabilities and abilities," Smith said. 

be away from southern California. It was a different experience working for an investigative agency compared to DLIFLC's teaching and learning environment, she mentioned.

What has been James most valuable experience working for ES?

"I would definitely say acceptance by all the people working in ES," she said. "A few weeks ago, I had a seizure in a restaurant on a Friday. Nobody pointed a finger at me or asked themselves what they were going to do now after I had the seizure. Tech. Sgt. Harrell and Carrie Pettibone took care of me and made sure I was all right. After I came back to work the following Monday, nothing was ever said other than people asking how I felt."

"DLI people treat me as just an-

other employee and not someone special with a disability. Harrell and her staff made me feel welcome to join them," James said. "This experience has made me much more aware of my capabilities when I return to school. I've also learned to be more patient and relaxed with myself. Although I have disabilities, it isn't the end of the world, especially if I fail a test the first time and pass it later. I can go on with my life. That was never my outlook before."

Previously in college she was a perfectionist, who always produced, never considered failure and drove herself to get nothing but "As" in her courses. She started college at a later age than most students, and she felt she had to work harder and prove herself with higher standards she set for herself.

James offers this advice to other college students with some kind of disability:

"First of all, find out if your school is involved in the DOD program. If it isn't, find the address of the federal agencies who participate in the program and start local programs on your college campus," she said. "It's a wonderful experience, and participants should be open to moving or living anywhere in the country that uses this special program. The more you go to different places, the more you grow and learn, and it broadens your experience levels. Until you experience different things, you don't realize your full potential and know what your capabilities are. Now I have more potential than I had before." 

MIS student witnessed Japanese surrender aboard USS Missouri

Editor's note: Retired Col. Thomas Sakamoto witnessed the formal surrender of Japan aboard the Battleship USS Missouri Sept. 2, 1945. This is his story of that moment in history. For background information, Sakamoto graduated from the first Japanese-American language course at the 4th Army Military Intelligence School, Crissy Field, Presidio of San Francisco, in May 1942. Then he served as an instructor when the school changed its name to the Military Intelligence Service Language School and moved to Camp Savage, Minn. in the spring of 1942. Sakamoto served in World War II with the Allied Translator and Interpreter Section in Brisbane, Australia, in November 1943. On Feb. 29, 1944, he landed with the 1st Cavalry Division on Los Negros in the Admiralty Islands, participating in a reconnaissance in force. He also served as the U.S. Army foreign intelligence officer with the government of Japan for the U.S. Far East Command, 1953-1956; and a military aide and political analyst to the High Commissioner, Ryukyu Islands, 1957-1961.

By Retired Col. Thomas Sakamoto

At 5 a.m. Sept. 2, 1945, I joined the group of Allied war correspondents as a language officer to witness the historic surrender ceremony. We boarded a destroyer at Yokohama harbor and headed for the USS Missouri, anchored in Tokyo Bay along with its sister battleships the USS New Jersey and the USS Iowa. They all pointed their huge guns toward the sky, a display of U.S. Naval power. As we approached the battleship USS Missouri, she was so huge our destroyer seemed like a row boat. In the closing months of the war, this year-old warship had bombarded Iwo Jima, Okinawa and the Japanese mainland, but today, her 16-inch guns were silent.

Once aboard the USS Missouri, we were assigned various places to stand so these newsmen could observe first hand this historical event. We were privileged to be on a subdeck only about 30 feet from the one table on the main deck where the surrender instruments awaited signing. On one side of the main deck were the nine Allied commanders, and at other vantage points were a long line of the most senior U.S. generals, admirals and key staff officers. Throughout the battleship, hundreds of sailors crowded all other available space on the ship.

The scene was a noisy, but cheerful morning. The band blasted "Anchors Away," and everyone, particularly the sailors, was elated because the war had finally ended, and they could finally go home. To this extent, the atmosphere was one of a celebration.

This festive moment abruptly turned to one of silence as

the Japanese delegation arrived. They were stripped of their samurai swords. One could hear a pin drop. The delegation was left standing for 15 minutes, subject to hostile staring. The air was suddenly thick with feelings of animosity.

If there was ever a scene that brought home to me how sad a defeated nation can be, this was it. Of the total surrender ceremony, this 15 minutes of silence and staring impacted me more than any other portion of the ceremony. I recalled then my four years of high school education in Japan, of once proud Yamato Damashii (Japanese spirit), Bushido (ways of the samurai), and the mentality of the Japanese military.

As a Nisei, of parents pride in those things Japanese, everything now vanished at that moment on the deck of the Missouri in a total defeat and disgrace for the Japanese people and the nation.

Japanese Foreign Minister Shigemitsu hobbled aboard on a leg injured by a terrorist many years before. He walked ever so slowly, leaning on his cane, followed by other members of the Japanese delegation.

Both Shigemitsu and his aide Toshikazu Kase were in top hat and formal suit. They appeared out of place as the U.S. military leaders present were in their informal khaki uniforms without ties.

Then Gen. Douglas MacArthur strode into view with Admiral Chester Nimitz. He immediately summoned Gen. Jonathan Wainwright, who had surrendered to the Japanese on Corregidor, and British Gen. Arthur Percival, who had been captured with the fall of Singapore. Both were pathetically emaciated, as they had just been liberated from many years in Japanese prisoner of war camps and had been hurriedly flown to this ceremony.

Then, Lt. Gen. Richard Sutherland, MacArthur's chief of staff, began the signing ceremony. No conversation took place between the Japanese delegation and MacArthur. Sutherland motioned for Shigemitsu to come forward. Gen. Yoshinari Umezu, the chief of staff of the Japanese army followed. Throughout, it was obvious that the entire Japanese delegation members were in an extreme emotional state. Their expressions were very solemn. It was a particularly painful experience as they did not know what to expect. This was not a rehearsal.

Gen. MacArthur made a short speech, emphasizing peace and cooperation. The top generals and admirals, who lined the deck, appeared gray and in their 60s. In their faces, I could almost read that this ceremony meant not only the end of their war but a climax of their long military careers. Such was how the final chapter of this long and bitter war was written.

As for myself, after 25 months of combat in the hot jungl

German linguist donates 200-pound piece of Berlin Wall

By Bob Britton

He served a four-year tour in Berlin during the Cold War, saw a historic event, shipped a unique souvenir back to the United States and is now returning to Germany. However, he is donating his 200-pound piece of the Berlin Wall to the Defense Language Institute Foreign Language Center.

Staff Sgt. David Jensen, Company D, 229th Military Intelligence Battalion, graduated from the DLIFLC Basic German Course Sept. 11. Before he left the Institute for his next duty assignment as a linguist at Ramstein Air Base, Germany, he donated this piece of history to the DLIFLC Command Historian's office.

"I feel good about giving a piece of the Berlin Wall to the Institute," said Jensen. "The highlight of my Army career was being stationed in Berlin both before and after the fall of the wall.

While I was stationed there from March 1988 to January 1992, I saw the two Germanies unified and the wall come down. Other

people in my unit grabbed small pieces of the historic wall, but I decided to get a large chunk in December 1990. When I left Berlin, I shipped it back to the United States and planned to make it into a coffee table. But that didn't happen. Instead it remained crated up or in storage during my next assignment to San Francisco, or while I attended military schools."



Staff Sgt. David Jensen, Company D, 229th Military Intelligence Battalion, collects a souvenir after the fall of the Berlin Wall. (Courtesy photo)

During his Germany tour, Jensen served in counter-intelligence with the 766th Military Intelligence Detachment, 66th Military Intelligence Brigade, which deactivated and cased its colors in 1994. He monitored refugees and gave security briefings.

The Steinstucken part of Berlin, where Jensen got his souvenir, was walled off from the rest of West Berlin. According to Jensen, that part of the Berlin Wall contained a concrete wall separating East and West Berlin, a no-man's land area patrolled by dog sentries and handlers, 10-square-foot sheets of metal upright spikes to discourage potential escaping refugees, another wall, railroad tracks and another wall. All these obstacles made it difficult for East Germans to flee from communism into freedom.

of the Southwest Pacific islands, this moment aboard the battleship Missouri was by far the most emotional experience I had the privilege of witnessing.

It is said we Japanese-Americans in the Military Intelligence Service had to fight two wars, one against the military enemy and the other against racial prejudice and distrust at home. But, in the Pacific War, we had to overcome another barrier which was discrimination within the military. Nevertheless, despite these inequalities, we did our best.

Our MIS story was one of small units, often alone, of Nisei soldiers who were assigned to combat units, and became involved in every major campaign in the war against Japan. However, we MIS Nisei involvement was kept a secret from the

American public until 1972. A comprehensive MIS story is yet to be told.

It always has been my conviction that our country is made up of immigrants and no one ethnic group has a monopoly over our democracy, and every individual by birth or otherwise is equal regardless of race or religion. However, in view of the outright bigotry which prevailed then against Nisei, I believed then that my only choice was to prove my loyalty in the field of battle. In closing, whatever sacrifices suffered during the Pacific war, we, the Japanese-American veterans did so willingly, and we want the American people to know that we are proud to have served our country.



Distinguished visitors



Air Force Col. John Jasper (left), vice commander, 17th Training Wing at Goodfellow Air Force Base, Texas, views a barracks room Aug. 19 at the 311th Training Squadron and talks with representatives of the unit about living arrangements and operations. Jasper visited the 311th and the Defense Language Institute Foreign Language Center Aug. 18-21 for orientation purposes. In addition to meeting with Lt. Col. (select) John Diggins, 311th Training Squadron commander, he also had office calls with Col. Daniel Devlin, commandant of DLIFLC and commander of DLIFLC and Presidio of Monterey; Col. Eugene Beauvais, assistant commandant; and Col. David Gross, garrison commander. (Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)

Army Brig. Gen. Fletcher Lamkin Jr., dean of the Academic Board, United States Military Academy at West Point, N.Y., arrives at Rasmussen Hall for an office call with Col. Daniel Devlin, commander of DLIFLC and Presidio of Monterey and commandant of DLIFLC, Sept. 4. Lamkin visited the Institute Sept. 2-5 for orientation purposes. He was accompanied in his party by Dr. Johannes Vazulik, professor of German, and escorted by Army Maj. Joseph Moore, operations officer to the executive officer. After meeting with Devlin, Lamkin was given a command briefing before touring the Operations, Plans and Programs Directorate and the Video TeleTraining labs. Lamkin also visited French classes at the European and Latin American school, Technology Integration Division and the Textbook Warehouse. (Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)



Dean's Honor Roll

ARABIC

First Semester

Lewis, Adam, Spc.
Moore, Roberta, Airman 1st Class
Smith, Kristi, Seaman Apprentice

CHINESE-MANDARIN

First Semester

Albers, Kari, Petty Officer 2nd Class
Donahue, Daniel, Airman 1st Class
Goold, Adam, Airman 1st Class
Ladd, Charlet, Airman 1st Class
McClarty, Carla, Seaman
Yoh, Michael, Senior Airman

FRENCH

Third Semester

Anderson, Craig, Lt.
Mengewasser, Alan, Seaman

GERMAN

Third Semester

Cummings, James, Lt.
Freeland, Neal, Lt.
Horn, Mark, Maj.

ITALIAN

Second Semester

Bradley, Frank, Lt.
Roberts, Yvonne, Ensign

ITALIAN

Third Semester

Jodoin, Jeffrey, Lt. Cmdr.

KOREAN

First Semester

Hattrup, Dion, Airman
Nuckles, Julia, Airman 1st Class
Sanchez, Edward, Airman 1st Class

RUSSIAN

First Semester

Andrews, Aric, Pfc.
Babcock, Brian, Pvt. 2
Brose, Christopher, Lance Cpl.
Carr, Elizabeth, Airman 1st Class
Cassidy, Andrea, Seaman
Coquat, Sarah, Pvt. 2
Dendorfer, Meghan, Pvt. 2
Dias, Deborah, Airman 1st Class
Dorris, Brad, Sgt.
Foote, Shayna, Airman 1st Class
Fraser, John, Staff Sgt.
Hall, Dana, Spc.
Jancigar, Adam, Pfc.
Kehe, Brian, Pfc.
Kosylak, Boguslaw, Sgt.
Langelett, Einer, Pfc.
Macomber, James, Spc.
Martens, Dennis, Lance Cpl.
McDonnell, Charles, Airman 1st Class
Mead, Steven, Airman 1st Class
Mier, April, Airman 1st Class
Mramor, Marti, Airman 1st Class

RUSSIAN

First Semester

Monden, William, Seaman
Mounts, Alisha, Airman 1st Class
Ochoa, Rhoda, Airman 1st Class
Pfeiffer, Henry, Sgt.
Robertson, James, Spc.
Robinson, Jeri, Pvt. 2
Saunders, Arthur, Spc.
Schalmo, Peter, Spc.
Schmitt, John, Lance Cpl.
Simonds, Gabriel, Spc.
Speed, Kevin, Spc.
Sterling, Tammy, Pfc.
Tessmer, Brady, Airman 1st Class

TAGALOG

Second Semester

Lewis, Rachael, Petty Officer 2nd Class
Tao, John, Capt.

VIETNAMESE

Third Semester

Nguyen, Wen, Huyen, Seaman

JAPANESE

Second Semester

Patterson, Kimbra, Capt.

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Graduations

ARABIC

Pfc. Melissa Ray
Airman 1st Class Casey Black
Pfc. Brian Brakke
Seaman Scott Bramucci
Spc. Daniel Devine
Pfc. Linda Marsh
Airman 1st Class Elena Martin
Spc. Deanna Mitchell
Cpl. Andrea Moss
Staff Sgt. Larry Moss
Spc. Joann Naumann
Pfc. Sean O'Malley
Pfc. Jennifer Ralls
Cpl. Zachary Reeves
Spc. Seth Schleicher
Spc. Vianne Verrecchio
Sgt. Craig Wilkes, Jr.
Airman 1st Class Amy Alston
Airman 1st Class Joshua Anderson
Airman 1st Class Denise Anzalone
Spc. Kristin Beasley
Pfc. Julie Bessette
Seaman Christopher Brown
Pfc. Zachary Brown
Airman 1st Class Janelle Curry
Lt. Patricia Deckert
Pfc. David Gill
Pfc. Lisa Gill
Pfc. Martin Green III
Airman Jay Haderlie
Pfc. Melissa Hannigan
1st Lt. Ulinda Harper
Staff Sgt. Thomas Hogan
Pfc. Christopher Holman
Spc. David Hulverson
Staff Sgt. Connie Kelher
Sgt. Alton Lippe
Airman 1st Class Garrett Miles
Staff Sgt. Norman Nelson
Airman 1st Class Elvira Ochoa
Airman 1st Class Christina Pagel
Sgt. Travis Patriquin
Pfc. Frank Polanchek
Pfc. Jon Rodriguez
Pfc. Renee Schwartz
Seaman Rachael Shannon
Master Sgt. Talib Shareef
Staff Sgt. Patrick Ticer
Airman 1st Class Chad Todd
Spc. Thomas Walker
Pfc. Stacey Wells

Airman 1st Class Christopher Wheeler
Spc. Michelle Whitmill
Seaman Chadwick Wilkins

CHINESE-MANDARIN

Airman 1st Class Brian Baker
Seaman Kristina Lebeck
Airman 1st Class Rebecca Beitner
Airman 1st Class Rebecca Benson
Airman 1st Class Anthony Bevilacqua
Airman 1st Class Jay Bradshaw
Spc. Erik Chavez
Seaman Thomas Cserep
Spc. Peggy Henry
Airman 1st Class Leigh Hoffman
Pfc. David Hull
Sgt. Gaylen Kelly
Staff Sgt. Joel Koeth
Seaman Catherine Kvasnicka
Seaman Ernest Lombardi
Pfc. Brian McCall
Seaman Wylie McDade
Sgt. 1st Class Timothy Soderlund
Airman 1st Class Azure Widener

FRENCH

Lt. Craig Anderson
Capt. Thomas Brennan
Spc. Stephen Brunk
Sgt. James Clark
Spc. Greg Dow
Seaman Kimberley Ell
Petty Officer 3rd Class Jonathan Flavin
Sgt. Ryan Jett
Seaman Recruit Crystal Jones
Pvt. 2 Margaret Jones
Staff Sgt. Charles Lightner
Seaman Alan Mengwasser
Sgt. Thomas Nobles
Spc. Jason Rissler
Sgt. Christopher Schroh
Warrant Officer 1 Patrick Seiden

GERMAN

Lt. James Cummings
Lt. Neal Freeland
Lt. Michael Hayes
Maj. Mark Horn
Lt. Brett Howe
Capt. Thad Hunkins
Staff Sgt. David Jensen

Capt. Michael Johnson
Lt. Cmdr. Donald Nuckols, Jr.

ITALIAN

Maj. Jeffrey Conover
Lt. Cmdr. Jeffrey Jodoin
Capt. Artur Loureiro
Lt. Michael Saum
Lt. j.g. Rod Tribble

KOREAN

Airman 1st Class Travis Austin
Pfc. William Eaton
Airman 1st Class J. Hann
Pfc. Dawn Harris
Airman 1st Class Juan Hinojosa, Jr.
Airman 1st Class Changmi Fenwick
Sgt. William Hudon
Sgt. Jason Jarvis
Lance Cpl. Christopher Jesmer
Capt. David Lovejoy
Airman 1st Class Daniel McCombs
Staff Sgt. William Mikeal, Jr.
Sgt. Elvis Padron
Pfc. Steve Vyaxheslav Parkhomov
Spc. Jeninejo Pauer
Pfc. Anne Radday
Pfc. Chad Richman
Sgt. Russell Smith
Sgt. Trevor Toler
Airman 1st Class Thomas Tsueda
Spc. John Vela
Staff Sgt. Robert Turner
Airman 1st Class Nathan Arch
Spc. Michele Burgess
Pfc. Christopher Cleary
Spc. Jonathan Cook
Sgt. Trevor Ellison
Airman 1st Class Shawn Enokawa
Spc. James Hagerman
Pfc. Linda Hong
Sgt. John Jenkins
Sgt. Craig Krusemark
Airman 1st Class Amanda Maxey
Airman 1st Class Lorene McLaughlin
Maj. Terrench O'Dell
Pfc. Daniel Oliver
Staff Sgt. Timothy Owen
Spc. Michael Quinn
Airman 1st Class Matthew Roberts
Airman 1st Class Matthew Roque
Airman 1st Class James Saunders

Spc. Janet Stauss
Capt. Travis Tebbe
Lance Cpl. Thomas Thompson
Spc. Richard Watson

PERSIAN-FARSI

Spc. Bryan Averbuch
Seaman Beverly Blackwell
Chief Petty Officer David Bryan
Pfc. Gregory Bumann
Sgt. 1st Class Mumbutuuo Dambuza
Airman 1st Class Daniel Davis
Airman 1st Class Micky Dewall
Spc. Kristin Everett
Seaman Douglas Gurth
Pfc. Richard Hossain
Airman 1st Class Katrina Lee
Pfc. Cassie Louret
Pfc. Patrick McDougal
Seaman Jennifer Miklusicak
Airman 1st Class Albert Paulsen
Pfc. Rina Platt
Pfc. Nicholas Salcido, Jr.
Pfc. Mark Shemwell
Pfc. Nathan Stewart
Sgt. Stephanie Thibodeaux
Sgt. Michael Todd
Capt. David Toni
Petty Officer John Walker
Spc. Bryan West
Seaman Mark Williams
Airman Stephanie Yeykal

RUSSIAN

Pfc. Aaron Atkin
Pvt. Shanna Barbagallo
Airman 1st Class Rodel Barut
Pfc. Kelley Buck
Pfc. Michael Chauvin
Airman 1st Class Ryan Cherry
Airman 1st Class Jai Childs
Spc. Scott Crivelli
Pfc. Colleen Curtis
Spc. Nicole Determan
Staff Sgt. Harry Ferrer
Pvt. Jeannie Gann
Pfc. Shauna Gavin
Staff Sgt. Ellis Harkins
Pfc. Erin Hawkins
Airman 1st Class Heather Hills
Pfc. Elisha Horsfall
Seaman Julia Johannsen

Seaman Jason Kalman
Seaman Michael King
Pfc. Kimberly Latrobe
Airman 1st Class John Malone
Pfc. Patricia Martinez
Airman 1st Class Jacquelyn Miller
Airman 1st Class Michael Morris
Sgt. Eunkyong Park
Pfc. Tobias Person
Sgt. 1st Class Kenneth Phillips
Airman 1st Class Amy Tsueda
Spc. Jason Reynolds
Pfc. Alisha Richardson
Airman 1st Class Cindy Riley
Airman 1st Class David Riley
Spc. Marnie Schultz
Spc. Matthew Schultz
Pfc. Patricia Scott
Airman 1st Class Trevor Scott
Airman 1st Class Scott Sliter II
Pvt. Robin Southards
Sgt. 1st Class Boleslaw Spans
Pvt. Mitchell Steffes
Airman 1st Class Jeremy Stump
Airman 1st Class Gregory Towe
Capt. Michael Vandavelde
Airman 1st Class Skye Whipkey

RUSSIAN

(Osia Treaty Speaking)
Sgt. Eric Beard
Master Sgt. David Boggs
Lt. Col. Maria Constantine
Petty Officer 1st Class Richard Gettmann
Staff Sgt. Donna Neal
Senior Airman Anthony Randall
Petty Officer 2nd Class Jason Salyards
Petty Officer 1st Class Mark Tenally

SPANISH

Sgt. Reginald Adams
Pfc. Adam Aguilar
Staff Sgt. Kamela Brooks
Petty Officer 1st Class Arik Burks
Capt. James Collins
Seaman Matthew Courtad
Airman 1st Class Joshua Eads
Petty Officer 1st Class Greg Ebersole
Airman 1st Class Steven Fields, Jr.
Lance Cpl. Patrick Hinkebein
Airman 1st Class Tedra Jurena
Airman 1st Class Robert Kilroy

Spc. Derek Kittle
Airman 1st Class Tanya Leonhardt
Pfc. Christopher Luera
Seaman Courtney McCarroll
Airman 1st Class Karen Merrill
Airman 1st Class Melanie Moreira
Airman 1st Class Tamika Moye
Seaman Kip Ota
Pfc. Phillip Palosaari
Pvt. Christina Salisbury
Airman Matthew Shover
Pfc. Jessica Stevens
Airman 1st Class Wesley Stine
Lt. Michael Stull
Seaman Sonja Washington
Pfc. Malvena West
Pvt. Corey Willard

SPANISH

(Intermediate)
Seaman Matthew Clutteur
Staff Sgt. Lonny Frye
Petty Officer 2nd Class Thomas Hirzel III
Petty Officer 2nd Class Erika Holt
Staff Sgt. Michele Moore
Petty Officer 2nd Class Edwin Thelander
Capt. Alicia Weed
Senior Airman Lon Weigand
Sgt. Russell Zufelt

SERBIAN & CROATIAN

Airman 1st Class Andrew Hise
Airman 1st Class Hunter Norton
Airman 1st Class Devin Phinney
Airman 1st Class Wendy Pritchard
Petty Officer 3rd Class David Reinhard
Capt. Daniel Shedroff
Airman 1st Class Joshua Waite
Airman 1st Class Slavka Waite
Airman 1st Class Lisa Walker

SERBIAN & CROATIAN

(Conversion)
Petty Officer 2nd Class James Billingsley
Tech. Sgt. Daniel Jensen
Master Sgt. Erik Nilsen
Staff Sgt. Angela Okroi
Senior Airman Angela Payne
Petty Officer 2nd Class Michael Schmidt
Petty Officer 1st Class David Spichtig
Petty Officer 2nd Class Brian Tichenor
Staff Sgt. Michael Tyson

PUBLIC AFFAIRS OFFICE

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Presidio of Monterey, CA 93944-5006

OFFICIAL BUSINESS



Donna Melugin, a certified sign language interpreter and manager of the Valley Advocacy and Communications Center for the Deaf and Hard of Hearing, Inc., Salinas, Calif., communicates with sign language to some of the attendees at the Subversion and Espionage Directed Against the Army briefing at Weckerling Center Aug. 14. Four DLIFLC employees require certified sign language interpreters during meetings and training sessions. Defense Department civilians must attend SAEDA briefings annually. During the training, Melugin interpreted for the hearing impaired while Sgt. 1st Class Richard Nolan, noncommissioned officer in charge of the Directorate of Security, gave the lecture to attendees. (Photo by Bob Britton)