

# GLOBE

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



***DLIFLC students, staff translate  
for children at Monterey Bay Aquarium***

# Presidio Portrait

of  
Dr. Martha Herzog

Dean of Asian School II and Chief of Curriculum and Instruction Directorate  
Defense Language Institute Foreign Language Center, Presidio of Monterey

Named dean of Asian School II in August 1996, Dr. Martha Herzog manages the DLIFLC Korean Language Program. As dean of one of the most rapidly growing programs of the Institute, Herzog supervises three departments, more than 450 students and more than 100 faculty members.

Herzog's primary goals for the department are successful implementation of the new basic course, greater professional development opportunities for the faculty, an enhanced Military Language Instructor program and improved communication within the school.

Continuing to serve as dean for Curriculum and Instruction, she is the principal adviser and assistant to the provost on academic issues and academic programs. She manages staff offices responsible for faculty training and professional development, teaching methodology, curriculum development, and development and integration of educational technology into the foreign language curriculum. Herzog has held this position for over six years.

During her career, Herzog served as dean of the School of Central European

Languages, dean of the School of Romance Languages, chief of Nonresident Training and chief of the Testing Division. She had more than eight years of service in the Testing Division.

She was also instrumental in working on and preparing DLIFLC's Faculty Personnel System for more than 10 years, heading a series of task forces that focused on rank qualifications. She assisted with development of the FPS Handbook and negotiations with the National Federation of Federal Employees for its implementation. At this time, she is completing service on the first Rank Advancement Board for the professor rank.

Before joining DLIFLC in 1977, she spent three years at the Defense Language Institute English Language Center at Lackland Air Force Base, Texas. At that time the DLIELC was an Army School with the same commandant as the DLIFLC. She also taught at the University of Texas, Austin Community College and Webster College.

Herzog earned her bachelor's and doctorate in English from the University



of Texas at Austin. She has published articles on foreign language teaching and testing in academic journals and books and has presented professional papers to the American Council on the Teaching of Foreign Languages, the Teachers of English to Speakers of Other Languages, the Modern Language Association, the Defense Exchange committee on Language Efforts, and the Bureau for International Language Coordination.

Herzog has received several awards for DLIFLC service, and in March 1997 the Federal Women's Program Committee named her the Outstanding Supervisor of the Year. She lives with her husband, John, in Pacific Grove.



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## GLOBE

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

The *GLOBE* is an authorized publication under the provisions of AR 360-81 and the Associated Press Style Guide for members of the United States armed forces. Contents of the *GLOBE* are not necessarily official views of, or endorsed by, the U.S. Government, Department of Defense, Department of the Army, or DLIFLC. It is published monthly by the Public Affairs Office, DLIFLC, Presidio of Monterey, CA 93944-5006, phone (408) 242-5104 or facsimile (408) 242-5464 (DSN 878). The *GLOBE* has a circulation of 4,000 and is printed by offset press. The commandant, public affairs officer and editor reserve the right to edit materials as necessary to conform to *GLOBE* editorial policies. All photos, unless otherwise credited, are Department of Defense photos.

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Vol. 20, No. 6

September 1997

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#### **About the cover:**

Army Foreign Area Officer Capt. Jeffrey Oppenheim (left) and Army Pvt. 2 Jason Garneau, along with their two Russian guests, look at a starfish while a Monterey Bay Aquarium volunteer provides information. The hands-on portion of the aquarium was one of the first stops for many of the Russian children and their DLIFLC escorts July 18. See story and photos page 15. (Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)

## Commander's Notes

### ***DLIFLC, Presidio people volunteering in local events strengthens partnership***

Our military and civilian personnel are volunteering and serving the local community in many ways. This issue's article on the recent visit to the Monterey Bay Aquarium by Belarussian children of the Chernobyl Children's Project is a great example. As the article states, 32 Russian language students volunteered their services as interpreter-escorts.

Almost every week we receive a call for volunteers from the Defense Language Institute or the Presidio is not received. So far this year, our color guard has voluntarily deployed to the Annual Nisei Veterans of Foreign Wars Reunion, the Pacific Grove Good Old Days Celebration, the YMCA Military Award Luncheon, the Armed Forces Veterans Day Ball, the Seaside Memorial Day Service, the Pacific Grove High School Graduation, the Monterey Fourth of July Celebration, the California Rodeo in Salinas and the Monterey History and Art Association's Annual Sloat Landing Ceremony and San Francisco Giants baseball games.

Organizers of local events, such as the Chernobyl Children's visit, know our personnel are eager to serve the community. DLIFLC volunteers numbering 10, 20 or more performed some of the less ceremonial work involved in most of the events cited above, as well as in this year's AT&T Golf Tournament, Sea Otter Classic Laguna Seca Bike Races, Pacific Grove Birthday Celebration, Multiple Sclerosis Walk, Monterey Squid Festival and other events. Most recently, about 50 of our people supported a YWCA run/walk, 100 volunteered to the California International Airshow at Salinas, and 150 helped out for the Laguna Seca historical car races.



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

I'm pleased our Institute's and installation's record of helping out in community events is a good one. If our reputation for providing quality volunteers weren't solid, I'm sure we wouldn't be invited back to these events year after year.

To all at DLIFLC and the Presidio who have given so generously of their time so these and other worthy community events could be fulfilled as their planners envisioned them, I extend my sincere thanks. I hope our military community and all our neighboring communities continue to interact as partners in all our mutual concerns. By contributing to the success of community events, we build trust with our neighbors. I think that's the best foundation for any partnership.



# Presidio police hold open house at new facility

By Bob Britton

The Directorate of Law Enforcement dedicated its new facility, Building 4468, on the Presidio of Monterey Annex with an open house Aug. 5. The police now operate from one building at the intersection of Gigling and Arnheim roads, instead of several older World War II-style former barracks. The Base Realignment and Closure/Environmental Directorate provided the \$550,000 renovation funds for the project, while the Directorate of Public Works contracted out the job.

"We are no longer fragmented and located in several buildings," said deputy chief Rich Weaver. "Chief Alex Kerekes is the best thing that happened to the police at Fort Ord since I've been with the force for the past 13 years. Since we moved into the new facility in March, we

received all new furniture and new vehicles. On a scale of 1 to 10, I'd rate this relocation as a 12."

Col. Robert Baldwin, U.S. Army Training and Doctrine Command's provost marshal or top cop, and Kerekes, chief of the Presidio of Monterey police, cut the ribbon at the former 7th Infantry Division's (Light) Aviation Brigade dining facility and spoke briefly to the guests. With the current trend of downsizing, Baldwin said he was more familiar with closing ceremonies than opening new facilities.

Kerekes is proud of the renovated former dining facility and thanked past and present Presidio commanders for making this move a reality.

Several police sections now operate under one roof. These include the communications/dispatcher, vehicle maintenance, animal control, patrol and desk operations and separate offices for the

chief and his secretary. Other branches are physical security, police administration, police training, systems analyst, firearms training, police investigations, a training room and the Criminal Investigation Division. Police now have adequate interrogation/interview rooms, processing areas and detention cells, an evidence room, budget/supply area, an arms room, equipment storage and administrative storage areas.

Some of the federal police officers also mentioned the



Jorden (left), Dylan and Melissa Koszegi, visiting the Monterey area from Hart, Mich., check out a toy "Presidio Police" remote-controlled car. The cop car zoomed around the halls during the open house, airing messages on the dangers of being involved with gangs and drugs.

Directorate of Law Enforcement's predecessors: the military policemen of the 571st, 7th and 54th Military Police Companies when the 7th Infantry Division (Light) was still active at Fort Ord, said Weaver.

Col. Daniel Devlin, the commander of the Defense Language Institute Foreign Language Center and Presidio of Monterey and commandant of DLIFLC; Col. David Gross, the Presidio garrison commander; and Col. Ila Mettee-McCutcheon, the chief of the Base Realignment and Closure/Environmental Directorate, were among those who attended the ceremony.



Presidio of Monterey Police Officer Brian Burleson displays a sniper rifle while Maj. Rich Weaver, deputy chief of Presidio of Monterey Police, looks on. The open house was held Tuesday Aug. 5 after a ribbon-cutting ceremony celebrating the opening of the new facility. (Photos by Petty Officer 1st Class T.E. "Scoop" Hansen)

# Runners will represent DLIFLC in Army Ten Miler in Washington Oct. 12

By Tech. Sgt. Renee Hearrell

**E**ight soldiers from the Defense Language Institute Foreign Language Center and Presidio of Monterey will compete in the 13th annual Army Ten Miler race in Washington, D.C., Oct. 12. This is the first team the Presidio has ever entered.

More than 30 runners competed in a race June 14 for a chance to be a part of the team traveling to Washington to represent the Institute. The top four finishers in both the men's and women's categories will now compete in the 10-mile race in the nation's capital.

The top eight runners were:

- Andrew Anderson, A Company;
- Ben Grimley, A Company;
- Eric Chowdery, A Company;
- Michael Barrett, B Company;
- Hillary Alberts, B Company;
- Linda Kessinger, A Company;
- Shiela Suess, F Company; and
- Jackie Deolibeira, E Company.

In addition, Andy Anglenyer, F Company, and Penny O'Donnell, D Company, qualified as alternates for the team.

The Association of United States Army General Stilwell Chapter is sponsoring the team and providing uniforms. The AUSA corporate sponsors donated \$500, and the chapter raised more than \$800 during car washes July 12 and Aug. 9.

The team will depart Oct. 10 and return Oct. 12 after the race. Col. David Gross, garrison commander; Sgt. 1st Class Daniel Kessinger, member of the AUSA Stilwell chapter executive board of directors; and retired Col. Richard Adams, chapter president, will accompany the team on the trip to Washington as AUSA representatives.

The AUSA is a private non-profit educational organization whose members, civilian and military, support all aspects of national security, with emphasis on America's total Army and the men and women who serve. The associations objectives are people support, force modernization, public education and promotion of professionalism.

For more information about AUSA membership, contact Kessinger at 242-6319.



## Historical donation

Retired Lt. Gen. Robert Coffin (left), a veteran of 35 years of military service, presents plaques and coins from tours of his career to Col. Daniel Devlin, commandant of Defense Language Institute Foreign Language Center and commander of DLIFLC and Presidio of Monterey. Coffin made the presentation July 24 in Devlin's office. The European and Latin American School will display the items in the Italian Department. (Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)

## Korean Language Program improves curriculum

### *School officials discuss course changes, program increases, faculty development, initiatives*

By Dr. Martha Herzog, dean of Asian School II and Andrew Soh, academic coordinator, Asian School II

The Korean faculty in Asian School II is presently implementing a new Basic Course. Implementation started with the class that began in September 1996. By October 1997, all basic course students will be enrolled in the new program.

A team directed by Dr. Neil Granoien developed materials for semesters I and II. These materials consist of 14 units, covering approximately 44 weeks of instruction. The course uses real-world language tasks and integrates skills to provide stimulating classroom activities and to build the language competence needed to meet Defense Language Institute Foreign Language Center's learning objectives. Those who are unfamiliar with newer concepts in language course design will be pleasantly surprised by the numerous authentic texts incorporated into the materials as well as the strong listening comprehension component.

A separate team headed by Andrew Soh is developing Semester III materials. This project started in November 1996. Semester III consists of 11 units covering the rest of the 63-week curriculum. Materials range from proficiency levels 2 to 3. This portion of the new course builds upon the first two semesters but focuses even more directly on the Final Learning Objectives skill and content areas. Korean language is used exclusively except when required to facilitate development of a FLO subskill such as translation or two-way interpretation.

The first two units of Semester III consist of intensive, back-to-back military activities, with each unit lasting two weeks. The first covers the North Korean air force and the second North Korea's army and navy. Each unit is built around realistic, overarching themes pertaining to the North Korean military. The air force unit, for example, introduces students to basic aerospace equipment, weaponry, tactics and even air order of battle using an actual scenario of a MIG-19 pilot who defected to South Korea in 1996. Similarly, the army/navy unit is built around a rash of border violations which also occurred in 1996. Nearly 75 percent of the material is authentic, mostly collected from the Internet.

The military units are composed of three chapters, each of which requires three to four days of instruction. The first chapter consists of vocabulary-building exercises designed to force students to discover the meaning of unknown words through context and linguistic knowledge, such as word parts. The second chapter introduces students to authentic texts, teaches basic FLO skills and recycles vocabulary and grammar. Students learn FLO subskills in Korean. For example, they learn four-step processing skills for translating and summarizing. Finally, the third chapter is a "super bridge" consisting of a sequenced series of realistic scenarios that allow students to apply FLO skills in purposeful contexts. This portion of the air force unit focuses on debriefing skills, while the army unit focuses on collection and processing skills, such as transcription and translation.

The remaining nine units cover FLO topics such as accidents and crime, health, environment, economy, industry, education, science, technology, cultural and social issues, with a week devoted to each topic. These units use authentic reading and listening materials, including video such as SCOLA satellite television network news. Learning activities are exclusively in Korean and designed to integrate four skills in every hour of instruction.

In addition to daily homework, teachers assign a weekly project requiring students to search through the Internet or periodicals for an article on the topic of the week and then to prepare a report for the class at the end of the week. This project makes students more independent in their study and has them practice conducting research, as they will do in their jobs. Speaking activities include discussions on FLO topics, debates and techniques such as Di Pietro's Strategic Interaction.

The faculty used Semester III materials as quickly as they were developed to enhance the learning opportunities for students in the old program.

### **Increases**

During fiscal 1997, proficiency results of students in the Korean program have increased significantly. So far this year, 174 students have graduated with 39 percent attaining Level 2 in listening, reading and speaking. Recent graduating classes

**continued on page 8**

continued from page 7



Spc. Kent Lane and Spc. Gayle Jackson play a Korean chess game Aug. 1 at the Weckerling Center during a Korean cultural class. (Photo by Bob Britton)

have performed extremely well in listening comprehension, achieving 70 percent and 71 percent Level 2 or higher. At the same time, the size of the program has increased markedly.

The number of students has risen by more than 100 since fiscal 1996, and by September there will be 102 certified teachers on board.

### Faculty Development

During this period of expansion, the school has placed a strong emphasis on faculty development. All new civilian and

military faculty take the Instructor Certification Course. During September and October 1996, more than 80 faculty members completed a six-hour workshop in "Techniques for Teaching Listening Comprehension" given by Dr. Pardee Lowe Jr., of the National Cryptologic School. All teaching teams have also completed Faculty and Staff Development Division's workshop, "Teaching for Proficiency," which includes a follow-up observation and opportunities for self-critiques using videotape. With this training completed, Faculty and Staff Development Division will now provide "Introduction to Counseling" to all faculty.

Granoien also gives training and orientation in use of the new basic course as each team receives a new class. As a follow-up, Dr. Maurice Funke observes implementation of the new course and gives the faculty teaching tips on FLO-related activities. The school offers optional training in "Introduction to the Final Learning Objectives," "Error Treatment," "Skill Level Descriptions for Non-Testers," "Developing Meaningful Tasks for Authentic Texts" and related subjects. Soh gives periodic training in "Teaching the Korean Language" to all newer teachers and others who are interested. All new faculty have also received training in "The Rights and Responsibilities of Government Employees," with the cooperation of the Equal Employment Office, Civilian Personnel Office and the National Federation of Federal Employees president, as well as school personnel.

The Korean chairpersons have taken extensive training in "classroom observation" from Grazyna Dudney, dean of the European and Latin American School. This training applies principles of positive faculty development exemplified by Professor Donald Freeman of the School for International Training, and it supports the new performance standards in place for the Korean faculty.

### Other Initiatives

In addition to new materials and new teaching concepts, the Korean program has benefited from several other initiatives. These included renovation of the computer lab, acquisition of an audio lab, active use of an Internet connection, and the donation of dozens of posters and cultural handbooks by the Korean Consulate's Office.

As the program has expanded, the faculty has quickly adjusted to the uncertainty associated with this level of change. They have created new teams, moved from familiar offices, provided feedback on the new course materials, learned new grading protocols and participated in a level of concentrated change not usually associated with immediate academic progress. The higher proficiency and FLO scores obtained so far in fiscal 1997 are directly attributable to the willingness of the faculty to accept new mission requirements.



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## Sustain, maintain, survive: What inspires linguists to maintain their Korean language skills?

By Army Chaplain (Maj.) Kenneth Sampson  
World Religions Instructor, Directorate of Curriculum and Instruction

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**H**undreds of hours of focused effort spent in learning grammar, syntax and vocabulary; stacks of Korean Basic Student Course texts, plus language tapes and recorder; 'proficiency-oriented materials' geared to achieve communication excellence; mastery of the Korean language requires such energy and resources.

Yet, once graduation from Defense Language Institute Foreign Language Center occurs, maintaining skills is difficult. The structured classroom becomes a nostalgic, wistful dream. For soldiers, sailors, airmen and Marines assigned to tactical units, there is seldom the luxury of consistent, scheduled hours for learning. Field training exercises, deployments, road marches, and shifting, changing missions vary one's routine from week to week and day to day. Students assigned to strategic units, while enjoying a more routine schedule, must rely upon their own initiative and drive to maintain language abilities.

For armed forces personnel privileged to learn the Korean language, what principles motivate sustainment of language skills? Once graduation occurs, what inspires maintenance of language proficiencies?

**Preparedness:** T.R. Fehrenbach, in his classic book entitled "This Kind of War," told of weaknesses of the Army during initial stages of the Korean conflict. The 24th Infantry Division experienced decimating losses early in the war. "None," wrote Fehrenbach, "were equipped, trained or mentally prepared for combat."

The continued North Korean threat reminds us of the precarious state of political affairs on the Korean Peninsula. Our calling requires us to remain trained and ready to step into harm's way. Linguistic training is no less important than weaponry skills, staff synchronization or physical fitness. In keeping language abilities honed and ready, we can deploy immediately, going into areas of conflict where skills serve the broader intelligence community and our nation.

**Understanding:** Continued language sustainment enables fuller awareness of and appreciation for Korean culture. Korean society is dynamic. Its political, religious, economic and military dimensions are closely intertwined. To interpret these many facets and capture both overt and subtle nuances of interaction, requires linguists and intelligence analysts who maintain language abilities. We also deepen ties with Allied partners — whether Korean Augmentees to the United States Army, "Team Spirit" associates, or Republic of Korea members of noncommis-

sioned officer or officer service schools — when we keep up our language proficiency skills.

**Enjoyment:** Few experiences are so satisfying as speaking and understanding a foreign language. It becomes pure pleasure to speak Korean with family members in commissaries, post exchanges and chapels located throughout posts and bases both within and outside the continental United States. Continued study enhances our experience of the quiet grace, warm kindness and refined courtesy of individual Korean friends and acquaintances. As described by one DLIFLC student, the feeling of actually speaking and understanding the language is "awesome."

**Responsibility:** The scriptures enjoin us to "neglect not" the talents the Lord places at our disposal. We have a responsibility. Our nation and our God allowed us to learn another language. With that privilege comes a personal obligation — to maintain proficiency in the language skills acquired.

Retired Army Gen. Colin Powell, in his autobiography "An American Journey," early on in his tenure as Chairman of the Joint Chiefs of Staff identified two theaters of operation with greatest potential for conflict — the Middle East and the Korean Peninsula. The 'Land of the Morning Calm' may become the location of our next tactical engagement. Prepared linguists — those who are responsible, understand the broader culture and enjoy their work — will perform a critical role, should that time of conflict come. 



Basic Korean Course students prepare a Korean meal called Mondo. Students preparing the meal are (on left from front): Sgt. Kirk Allen, Staff Sgt. Thomas Sotsuda and Johanna Kim, (on right from front) Airman 1st Class Timothy Doerr, Airman 1st Class Lesley Johnsen, Pfc. Doug Chon, Airman 1st Class Tim Miller and Sam Kim. (Photo by Bob Britton)

# Looking back

## Former Korean chairperson reflects on course history

Story and photo by Bob Britton

**D**r. John Sohn experienced many changes teaching the Korean language in the Army Language School from 1951 until he retired from the Defense Language Institute Foreign Language Center early in 1997. The original Basic Korean Course emphasized aural listening in a 47-week program, while today the 63-week program stresses student proficiency in listening, reading, writing and speaking.

Immigrating to the United States in 1950, before the Korean War started, to study for his master's degree, Sohn earned his degree in linguistics from Indiana University. He later received his doctorate in philosophy from the same academic institution when he took a leave of absence from the Presidio of Monterey.

Sohn was in Los Angeles in 1951 when he heard about the Army Language School recruiting instructors for the Korean language program. At the time he had little money and wanted to continue his advanced studies. So he applied for the ALS position and was hired as a faculty member. During his long tenure at the Presidio of Monterey, this Korean educator worked as an instructor, a course coordinator, a course evaluator and as a department chairperson.

"I like books, so I like writing language books," Sohn said. "At the same time I like people, instructing and being on the platform teaching students. In 1951 we had the so-called aural theory, and we changed this in later years to language listening. Before, our teaching was repetitive and habit-forming instruction for the students. We are trained to think in a language, so we modified the aural teaching process. Now we try to teach better language efficiency and progressive methods for better student proficiency."

Shortly after Sohn started his career in Monterey, the Institute had the basic 47-week course in place and developed a nine-month course for Air Force students only. Sohn said that the Air Force was happy with this shorter language program, but it only lasted a few years before it was dropped from the instruction. Air Force students then attended the longer 47-week course with students from other military services.

During the Korean War, the Army Language School only had a few books on Korean military subjects, and the emphasis was on the aural listening process.

"However, that changed when the National Security Agency demanded we include speaking in the basic course,"

said Sohn. "Most of their military people were listening and reading the Korean language in their intelligence activities. So we wrote a complete listening course for the NSA. Their people also needed to speak more Korean. Again, we wrote course revisions to emphasize more speaking proficiency."

Many Americans and even native-born Korean instructors say the Korean language is the most difficult foreign language for Americans to learn. Sohn agrees with this perception.

"We use Chinese characters which are quite difficult to learn," Sohn said. "The reading part isn't that difficult. The most difficult part is the grammar and chronology. This part of the learning process is more difficult than Japanese or Chinese. Linguistics is my major area. I know those languages and studied them for many years.

No matter how I analyze all three languages, Americans find it extremely hard to learn the Korean language."

Within the past year, DLIFLC staff and faculty kept busy revising the Basic Korean Course. The main reason: to increase student proficiency in speaking the language. Students are getting better in their proficiency levels in listening, reading, writing and speaking. Teachers are spending extra time coaching individual students or smaller groups of them when they have difficulty. Students do improve their proficiency levels as they progress into the latter stages of the course, Sohn mentioned.

Although most of the Korean instructors or professors are native speakers, they depend on military language instructors as part of the team-teaching concept. Earlier in their military ca-



**Korean students Airman 1st Class Timothy Doerr, Airman 1st Class Lesley Johnsen and Pfc. Doug Chun experience preparing Korean cuisine.**

reers, these MLIs graduated from the DLIFLC basic and intermediate Korean courses. Many also served military intelligence tours in Korea and brought field experience in the language with them to DLIFLC.

“Military language instructors had a long history at DLI,” said Sohn. “At first they were called technical language assistants who assisted in the language laboratories with tape machines, but they didn’t do any platform teaching. Now we call them MLIs where they do teach students. We have two thoughts on MLIs. In the old days, the technical language assistants or TLAs belonged to the different language departments, and chairpersons supervised them. Now the MLIs are separate from the language departments and have a separate leadership chain. I think MLIs should belong to the different departments within each language program. They are effective since they’ve gone through the language process themselves, and the students like them to supplement the native speakers. MLIs handle the military aspects of the course and military terminology. MLIs help native instructors or professors, but I think we should increase their numbers, especially since each team doesn’t have one. We have a shortage of them in Asian School II.”

The main emphasis of the 63-week Korean program concentrates on students becoming proficient in the Korean language. However, they do receive training about Korean culture and customs. Instructors want to increase the culture knowledge in the courses, but the needs of the military services take priority, mentioned Sohn.

“We take students to Korean markets and restaurants and bring them some Korean customs and culture inside the classroom,” said Sohn. “We do show them how to prepare Korean food and sample some culture during the third semester of classes.”

During the past 10 years, more students are increasing their proficiency levels in listening, reading, writing and especially speaking. This became evident when the Institute increased the Korean course length from 47 to 63 weeks. Today, a higher percentage of students pass the Defense Language Proficiency Test with 2/2/2 levels in listening, reading and speaking proficiency. Students graduate if they pass the department tests, mentioned Sohn.

In closing, he compares DLIFLC with college and university Korean language programs.

“College students pay their tuition and have to get their money’s worth,” he said. “DLI is more intensive with six hours of classes daily compared to a few hours two or three times a week in college. When I was instructing, I tried to schedule five hours of lab work to three hours of teaching. In college, Korean language students taking three years of college classes doesn’t compare to the 63-weeks at DLI. Our students are better prepared and have a better knowledge and proficiency of the Korean language.”



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The

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magazine is now available on the World Wide Web through the Presidio of Monterey's home page by accessing <http://pom-www.army.mil> on the worldwide web.

Information on the Defense Language Institute Foreign Language Center and LingNet can be obtained by accessing <http://dli.army.mil> on the worldwide web.

Information and membership applications can be accessed for the Stilwell Chapter of the Association of the United States Army through the Presidio of Monterey home page.

# 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 first of a two-part review by Dr. Maurice Funke on a workshop sponsored by the Center for the Advancement of Language Learning. Part two of the review is scheduled for publication in the October 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.

## Team Word-Webbing

This exercise develops associations between partially learned vocabulary and expands other vocabulary through cooperative learning. The activity could serve as a springboard to writing in the target language.

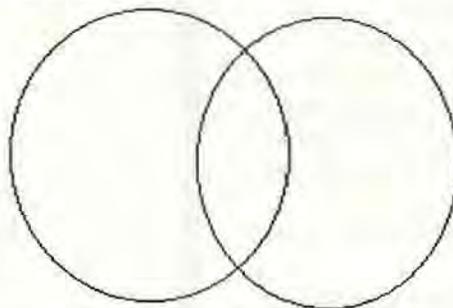
Students sit in groups of three or four around a large piece of butcher paper with a small square in the center, just large enough for writing in one word. The instructor gives students a "core concept" which one of them writes in the center of the paper. Students now work alone. On the butcher paper they write words or phrases which they associate with the core concept. For example, if the core concept is "oceans," students might write: island, surfing, fish, bay, sailing, tuna and swimming. When they are finished (usually timed by the instructor), they are asked to categorize the words and phrases which they have written out. The words given above, for example, might fit into "fish," "activities" and "geography." Finally, the groups report back to the class. As homework, students

might be asked to write an essay using the words which they had categorized.

Commentary: This activity seems to have two advantages. First, students work together to produce a common vocabulary list so that one student will learn from another. Second, students associate new vocabulary with already learned vocabulary through guided activities such as writing the original lists, categorizing all the vocabulary and writing the essay afterwards. The activity might be useful in preparation for homework, as a time-filler when a few minutes of class time are left over, and as a source of entertainment and fun with the language. For example, if the "core concept" was "characteristics of undesirable partners," "your nightmare-weekend" or "places you could hide booty after robbing a bank," students might enjoy carrying out this activity as a break from more serious taskings.

## The Venn Diagram

This activity is closely related to the "webbing" activity. However, in this case the content is more closely controlled. Students are given a diagram such as the following:



Students write in a pair of words, one word for each circle, for example, "snake and mouse," "the USA and the target country," "American food and Japanese food," "the Korean Army and the American Army" or "procedures for enrolling in college versus the procedures for being

recruited into the army." Students work alone.

In the space shared by the two circles, students write whatever the two concepts have in common. In the space not shared, students write the individual characteristics of the concepts, the characteristics of the first concept in the left-most part of the diagram and the unique characteristics of the second concept in the area to the far right of the diagram. After some class discussion, students prepare an oral or written comparison of the two concepts.

Commentary: This activity involves more language than "webbing." When students use sentences and ideas rather than just words, they necessarily use grammar (the means of making sense out of words). This approximates communication much more than webbing. If the contracted concepts are procedures ("recruitment" versus "enrollment") rather than nouns, students will probably be even more active in communicating. As in the case of "webbing," students might be asked to compare and contrast the concepts orally or in written form.

This activity seems useful as a preparation for a written homework assignment. It might be particularly helpful for weaker students working in pairs with stronger students. Bassano suggested an interesting variation of this. The instructor might give students two articles of the same genre, for example, two biographies. Students would then be asked to read and then fill in the Venn diagram comparing the two individuals whose biographies they had read. This type of activity might also be used for two versions of a report of a car accident, two slightly contradictory reports about a natural disaster, or at a lower level, two renditions of a particular person's daily schedule.



# Seeing what lives in the sea

## DLIFLC students, staff host Russian children for tour of Monterey Bay Aquarium

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

The way the wide-eyed Belarussian children were admiring the jellyfish, bat rays and wide assortment of Monterey Bay Aquarium sea life, a person may have drawn a comparison to the way American children are awestruck when they first awake on Christmas morning, wiping the sleep from their eyes while inspecting what Santa Claus has left under the Christmas tree for them.

The children, natives of Belarus, a republic of the former Soviet Union, visited a busy and crowded Monterey Bay Aquarium July 18 from 11 a.m. to 4 p.m. The Chernobyl Children's Project is a charity organization assisting children exposed to radiation resulting from the Chernobyl disaster in 1986. The organization sends the children throughout Europe and the United States for medical care. The children stay with host families in Petaluma and Marin County, Calif., for six weeks during the summer.



Navy Lt. Elizabeth Hooks, operations officer at European II School, coordinated the event.

According to Navy Lt. Elizabeth Hooks, the coordinator of the event and operations officer at European II School, the trip to the aquarium was organized and hosted by her school with the blessing of the Institute. Thirty-two Russian language students from the school went as escorts while also serving as interpreters for the children. The Monterey Bay Aquarium granted free admission to the children and the language students, as



Navy Seaman Miles Vukelic (left), a Russian student, and Air Force Master Sgt. William Fisher, a Russian Military Language Instructor at European II School, listen to a question from a young girl with the Chernobyl Children's Project, in the hands-on area of the aquarium.

well as reduced rates for the host families.

"We picked up 38 children and 18 adults between Petaluma and Marin County and bussed them to the Aquarium. The children were between the ages of 7 and 16," she said. "Along with those 56 people, several of the host families drove down with the children they are sponsoring to tour the Aquarium with the rest of the group.

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"Our students enjoyed themselves very much because they were able to practice their Russian in a real-world situation. The children speak limited English, and the aquarium stimulated their conversation allowing our students to increase their vocabulary," Hooks said. "Additionally, I think bonds of friendship were established today and that many of our students will now have Russian children as pen-pals. I think today benefitted both the children and our students. They don't have aquariums in the former Soviet Union such as ours here, so I thought the children might enjoy visiting the Monterey Bay Aquarium.

"The children all seemed very excited about visiting the aquarium, and I know our students have been looking forward to this event for sometime," she mentioned. "They (our students) were all brushing up on their Russian prior to the visit using a special vocabulary list generated for the event."

The idea to host the event had been in the works since March, and Hooks said a great deal of planning with Liz Pacini, the president of the Chernobyl Children's Project in Petaluma, went into making the day a success. "With Russian being taught at European School II, it was obvious that this would be a great experience for both our Russian students and the children to enjoy an afternoon together communicating in the Russian language while enjoying the natural beauty of the aquarium and its vast displays of sea life," she said. "From what I gathered from our linguists and the children, I do believe the favorite part of their visit was the sharks."

And what about the students' favorite aspects of the experiences of the day? "I think that would be following the children around and taking advantage of the opportunity to learn Russian outside of the classroom environment."

Although the children appear healthy and unaffected by the Chernobyl accident, they are still at risk from exposure to radiation. "It's (contamination) in the air they breathe and much of the food such as vegetables they eat," she noted. "The main thing is getting them away from the contaminated area for a period of 30 days, which is supposed to allow their immune systems a chance to recover. They seem to enjoy California and the United States."

One or two Defense Language Institute Foreign Language Center Russian students were paired off with one Russian child to basically be their guide or guides at the aquarium. Most of the students attending the children's visit were in week 36 of a 47-week course.

"I think this is a pretty neat experience for not only the Russian children but for us as students as well," said Army Pfc. Bradley Branson of Echo Company, 229th Military Intelligence Battalion. "I've been able to practice the Russian language today,



**Army Foreign Area Officer Capt. Frank Zachar talks with 11-year-old Irina Runets of Belarus at the large main aquarium.**

and it is exciting and the children are excited about being here. They are a bit on the shy side to begin with, but they seem to warm up as well as open up quite quickly."

"The children seem very excited and very surprised at how much there is to see," said Army Pfc. Michael Vintoniv of Foxtrot Company, 229th MI Bn. "The way their eyes light up in awe of this magnificent attraction and the way they are talking to one another in their native language quickly and have their faces all over the windows is something to behold."

"I think they are ecstatic to be here," said Marine Corps Pfc. Jonathan Reid, who just recently began his course of Russian instruction. "I was one of the drivers who picked them up in San

Francisco, and the entire way down to Monterey they seemed very happy as they chattered away. It is nice to see these children with their ear-to-ear smiles! This has also been a great experience for me and helped me out in my language learning."

Army Captains Frank Zachar and Jim Lampton, both Russian students with Echo Company, escorted 11-year-old Irina Runets around the aquarium during the day. When Irina was asked some questions about the aquarium and California, the two captains took turns translating the questions and her answers. With a smile on her face, the little girl said she liked the jellyfish and sunfish best and that her escorts were good guides. Although she was enjoying the day and California, she was homesick and missed her parents.

"These children are very impressed because they've never seen anything like this — particularly the big fish such as the sunfish that can be seen here," Lampton said.

"Irina is still warming up to us and is kind of shy, but she has been asking more questions as the day progresses," Zachar mentioned. "We are doing our best to explain answers to her questions. I'm learning new things as well. I didn't know how to say sea otter until today. The fact that we as Russian students have somewhat of a knowledge of the language has made the children feel more secure. This really is a great opportunity for us to use the language we are learning."

Navy Seaman Miles Vukelic of the Naval Security Group Detachment, said the day was a lot of fun. "These children are so friendly and open — it's obvious friendship is a big thing to them, and they put a high premium on it," he said. "On the ride down from Petaluma, most of the children were singing songs. When we first arrived at the aquarium, some of us students gave the children military ranks, and they loved that. The conversation has been lively, and there is an awful lot of absorbing they are trying to do.

"Basically they are just being kids," he continued. "Going from display to display is always interesting, and they have definitely enjoyed the elevator ride from the first to second floor and vice versa. That has been very big to them as have the revolving doors. They seem to find that very fascinating. Touching the bat rays was another funny story — they seemed to like that, but I think they enjoyed splashing salt water on me even more. I'm really enjoying myself and the interaction with the children while doing my best in talking with them and teasing with them in the language I'm being trained to learn. I've found today that I know the language better than I thought I would, and it is helping with the continuation of my learning process. The one thing that sticks with me in talking Russian with them, is that they are normal everyday kids — just being kids like American children."

Air Force Staff Sgt. Clarence Powell, a Russian Military Language Instructor with 11 years of service to his credit, said

the event was good for both the children and students as well. "Obviously it is great for our students to be able to practice their language skills while bringing some happiness into the lives of these children," he explained. "When you stop and think about Chernobyl and the radiation that has affected these children, well, it really makes you sad. It is nice to see them walking around the aquarium in fascination with smiles on their faces. Additionally, it is nice being able to practice U.S./Russia relations in an ambassador type of way."

Hooks wanted to thank everyone who participated, the Chernobyl Children's Project, and the people of the Monterey Bay Aquarium for granting free admission to the children and students. "The Presidio of Monterey/DLIFLC and the Monterey Bay Aquarium have always had a great working relationship."

The following people acted as escorts or assisted in some way with the Chernobyl Children's Project visit to the Monterey Bay Aquarium, July 18:

**Students:** Pvt. Christopher Tucker, Pvt. Adrian Villegas, Seaman Miles Vukelic, Pvt. Andrew Andlemeyer, Pvt. 2 Jenny Reynolds, Pvt. Matthew Ellett, Capt. James Lampton, Airman 1st Class Benjamin Andrew, Pvt. 2 Tracy Botsford, Pvt. Timothy Shelton, Pvt. Jeremy Poyner, Pfc. Justin Moseley, Airman 1st Class Ramon Espique, Pfc. Beth Fynbo, Seaman Apprentice Carol Journey, Lance Cpl. Joseph Kowalczyk, Pvt. Bradley Branson, Pvt. Michael Vintoniv, Spc. Charles Freeman, Pvt. 2 Milissa Getty, Pvt. Colin Nisbet, Spc. Susan Baer, Pvt. Antonio Chang, Pvt. 2 Jason Garneau, Pvt. 2 Yvonne Kunz, and Pvt. Thomas Repas;

**Drivers:** Pvt. 2 Christopher Lindsay and Pfc. Jonathan Reid;  
**Foreign Area Officers:** Capt. Robert Moore, Capt. Jeffrey Oppenheim, Capt. Michael Yuschak and Capt. Frank Zachar;

**Military Language Instructors:** Staff Sgt. Clarence Powell, Master Sgt. William Fisher and Gunnery Sgt. David Volling; and  
**Administrative support:** Lt. Elizabeth Hooks and Petty Officer 1st Class Marlene Kollars.



**Navy Seaman Miles Vukelic converses in Russian with one of the young boys at the aquarium.**

Members of the 11th Cavalry charge along Monterey Beach, circa late 1930s. (U.S. Army file photo)



## Office preserves history of Institute, Presidio

By Dr. James McNaughton  
Command Historian

Gary Larson once did a funny cartoon showing Christopher Columbus discovering America: "Look! Look, gentlemen! ... Purple mountains! Spacious skies! Fruited plains! ... Is anyone writing this down?"

On the Presidio of Monterey, there *is* someone writing things down. The Command History Office has the mission of recording and preserving the history of the Institute and installation, as well as military linguists and the Defense

Foreign Language Program.

I have been the Command Historian here since the office was established in 1987. I received my doctorate in European history from Johns Hopkins University. My office is in Bldg. 274.

Other centers and schools in the Army Training and Doctrine Command also have civilian historians, as does TRADOC Headquarters itself. In addition, the Center of Military History located in Washington, D.C., oversees historical programs Armywide.

Dr. Stephen Payne joined the office in 1994. He earned his doctorate in public history from the University of California at

## Nisei linguists history in the Military Intelligence Service

By Dr. James McNaughton  
Command Historian

The U.S. Army began training Nisei soldiers to be translators and interpreters in November 1941 just weeks before World War II began.

By war's end, it had trained 6,000 Nisei, the first time the Army had ever organized such a large-scale language-training program. Several have been

inducted into the Military Intelligence Hall of Fame at Fort Huachuca, Ariz. Despite their importance, the story of the Military Intelligence Service Nisei has never been told in full.

In 1994 Congress asked the Army to write an official history of their contributions. Because the school where the MIS Nisei were trained was the predecessor of the Defense Language Institute, the U.S. Army Center of

Military History selected me, as DLI's Command Historian, for the assignment. Since then, I have interviewed more than 30 MIS Nisei veterans and used more than 10 archives and libraries.

When it is finished, the book will be the first-ever complete account of these unique combat intelligence specialists, America's first trained military linguists.



Santa Barbara. His office is in Bldg. 614, just steps away from the Command Group offices, where much of the history is being made.

The annual command history is our most important product, the "first rough draft of history." Each one is written soon after the year it describes. The process is continuous. Each quarter every school and staff office sends in their historical updates. Meanwhile, the historians gather additional material in meetings and interviews with people throughout the Institute and installation.

The annual histories are backed up by an extensive historical research collection in Bldg. 274. In that collection, researchers can find more than 500 linear feet of historical materials about the Institute and installation. Most of it isn't that old, dating from the 1960s and 1970s. The collection includes oral history interviews with former instructors, commandants and students dating back to World War II. Caroline Cantillas, a former librarian, is currently cataloging the collection.

The collection also includes material about the Presidio, the former Fort Ord, and Defense Language Institute's predecessor school, the Military Intelligence Service Language School. These include rare photographs and some older historical documents.

Many long-time residents will remember the Presidio Army Museum, which closed in 1992. Payne is working with the City of Monterey and the California State Department of Parks and Recreation to open an all-new exhibit next year in the former museum building, which has been serving as a temporary youth center since 1996.

The Presidio's historians can also provide the commander with special research papers on selected topics, such as the short histories of individual language departments that have appeared in recent issues of the *Globe*.

In recent years the office has undertaken two special research projects that were specifically requested by Congress. In 1994 I began to research and write the official Army history of the Japanese-American (Nisei) linguists who served in the Military Intelligence Service in World War II (see sidebar).

In 1996 Congress directed the Army to conduct a search for Asian-American soldiers who received the Distinguished Service Cross in World War II for possible upgrade to the Medal of Honor. To carry out this new mission, I used special Army funding to hire a three-person research team (see sidebar).

History is being made every day on the Presidio of Monterey, as it has for over 200 years. It's a full-time job for the Presidio's historians just to keep track of it all. They keep busy providing historical support to the Institute, installation, and the Army staff. Yes, someone is writing it down!



## Asian-American Pacific Islander Distinguished Service Cross study

**T**he 442nd Regimental Combat Team fought against the German Army in Italy and France in World War II and was the most decorated unit for its size in U.S. military history. Its Japanese-American soldiers earned more than 9,000 Purple Hearts, an impressive statistic when you consider the unit never numbered more than 4,500 soldiers.

In the Far East, Filipino soldiers fought the Japanese alongside U.S. Army soldiers under General Douglas MacArthur. Thousands of other Asian-American and Pacific Islander soldiers served in the Army and Army Air Forces around the world.

In all, more than 70 Asian-American soldiers received the Distinguished Service Cross. At least two earned the Medal of Honor: Sgt. Jose Calugas (Bataan, 1942) and Pfc. Sadao Munemori (Italy, 1945).

In 1996 Congress directed the Army to conduct a study of Asian-Americans and Pacific Islanders in World War II to see if any others might be eligible for the Medal of Honor. Several years earlier, the Army had commissioned a similar study of African-American soldiers in World War II. As a result, last year seven African-Americans had their awards upgraded to the Medal of Honor.

With special funding from the Total U.S. Army Personnel Command, the Command History Office recently hired three full-time researchers for this two-year project. When the review is complete, a general officer board will consider these awards for possible upgrade.

As a result, brave soldiers and airmen who may have been overlooked during the war will at last receive the full recognition they have waited over 50 years to receive.



# Military Personnel Division

*Employees provide support for thousands of soldiers in California*

By Tech. Sgt. Renee Hearrell

While an often overlooked staff function is administrative and personnel support, the Office of the Adjutant General at the Presidio of Monterey provides administrative support for a Department of Defense activity consisting of more than 4,700 students, staff and faculty from the four military services and the civil service. The AG is also responsible for the one division, consisting of only 27 employees, that provides all aspects of personnel support to assigned and attached Army personnel and tenant units located throughout central and northern California. It is the Military Personnel Division.

Charlotte Hendrickson became chief of the MPD in September 1985 when it was still a branch and only about half its present size. "I have an excellent and dedicated staff that I am very proud of," she said. "They, for the most part, work as a team and together with their predecessors have earned a valued reputation for being one of the best personnel divisions in the army. We are a 'customer service' organization and try to remember at all times that if it weren't for the customer, we would not have a job."

The MPD is divided into three branches: Personnel Management, Personnel Services, and Transition Center and Casualty and Mortuary Affairs.

The Personnel Management branch is responsible for officer and enlisted assignments; reassignment briefings; Standard Installation/Division Personnel System, commonly known as SIDPERS; promotions and the Army Training Resources and Requirements System. ATRRS is a database that provides information on all Army linguists concerning their language training levels, from entry-level to advanced, according to Army

Staff Sgt. Ricardo Castillo, noncommissioned officer-in-charge of the Personnel Management branch. Castillo, one of nine enlisted members of the MPD, said while all aspects of the branch are important to soldiers here, reassignment assistance is a significant challenge.

"We're responsible for ensuring the more than 2,000 Army students — officer and enlisted — who are reassigned from the school depart here in a timely manner and that their dependents are taken care of," said Castillo. He said the issues they brief on include housing and concurrent travel, travel times, leave, pay and other entitlements.

The Personnel Services branch is responsible for officer and enlisted evaluation reports, Military Occupational Specialty Medical Review Boards, Officer Candidate School interview boards, post

exchange and commissary agent authorization, soldier actions, special pay, identification cards and tags, officer and enlisted records, flags, in- and out-processing programs and Soldiers Readiness Processing exercises.

While the branch is routinely busy with the number of customers served, July was unusually busy, according to Flauzell Johnson, chief, Personnel Services.

"The normal in- and out-processing requirement coupled with the deactivation of Fort Hunter Liggett virtually doubled our workload for about a month during July," said Johnson, one of 18 civilians assigned to the MPD. Army Col. James Prouty, commander of the TEXCOM Experimentation Center at Fort Hunter Liggett, presented the MPD with a certificate of appreciation for the outstanding personnel service support provided to his unit for the past year.

Johnson said the section along with the rest of MPD was also preparing for a Training and Doctrine Command Personnel Management Assistance Team evaluation at that time. When PERMAST completed its assessment Aug. 8, it gave his branch an overall commendable rating, and named the Personnel Records section the best in TRADOC. Johnson said all the work centers worked hard to prepare for the visit. "It was some long hours, and they deserve the recognition. They always give me 100 percent," he said.

The MPD continues to look for new ways to improve service to its customers, according to Johnson. Among the initiatives developed to improve service to soldiers are an outprocessing customer service questionnaire, classes on evaluation reports, informational packages on promotions and a quarterly personnel conference between AG staff and personnel representatives from supported units.



**Pfc. Cynthia Burcham, personnel services specialist, double checks paperwork for an inprocessing soldier. (Photos by Bob Britton)**

Although not staffed to provide "area support," the Adjutant General and MPD currently provide support to an area covering several hundred miles, according to Capt. Dawn Rodeschin, adjutant general. The MPD currently handles more than 2,000 records belonging to Army permanent party and student personnel assigned to Defense Language Institute Foreign Language Center and POM, as well as Army personnel assigned to a number of other agencies. These include local groups such as the Defense Finance Accounting Service and TRAC-Monterey, as well as outlying organizations, such as the On Site Inspection Agency at Travis Air Force Base and Northern California Veterinary Service Support District. The AG is currently coordinating to provide personnel support to Joint Interagency Task Force-West located in Alameda, Calif. In addition, National Guard and Reserve units are requesting medical review board support for their members.

The MPD also provides identification document support for a customer base of about 90,000 active duty and retired personnel, Department of Defense employees and family members. Monthly, the MPD issues more than 700 identification cards or tags and 18 post exchange and commissary agent letters. The ID card section answers an average of more than 350 telephonic inquiries per month.

"It's never boring, and you're always busy," said Barbara Chism, a military personnel clerk who works in the ID cards and tags section. "The hardest part is when the system goes down and you have to turn people away or make them wait." She said although people may have to wait a little while because of the large number of customers they serve, once it becomes their turn, each ID takes only about five minutes.

In the third branch of the MPD, two contact representatives operate the Tran-



Retiree wife Delores Howard checks over her new identification card with Sasa Silifaiva, military personnel clerk, while Howard's husband, Edward, watches. The military ID card section processes more than 90,000 ID application forms annually.

sition Center and assist soldiers with retirements, separation actions, transition services and the mandatory portion of the Army Career and Alumni Program. "We let separating soldiers know what is out there for them," said Judith Costello, who works with William Thomas in the section. "We have information on job hunting, scholarships and grants if they plan to return to school, Veterans Administration claims and any other help they may need for themselves and their families. It's a really good program."

On the retirement side, the Transition Center offers a quarterly pre-retirement orientation which includes military and civilian speakers who cover topics such as Social Security, transportation, finance, identification cards and VA issues. Although the Retirement Services Officer is centralized in San Francisco, Costello took over the duty of presenting the Pre-Retirement Orientation, a regulatory requirement. Her concern for the needs of soldiers in the Central Coast area is saving the government countless dollars in temporary duty assignment funds to either bring the RSO here from San Francisco or send individuals to San

Francisco.

Costello also said people who can't get answers to their retirement questions through other sources may submit them to the transition center, and they will research answers.

The other section of this branch of the MPD is the Casualty and Mortuary Affairs section. In this section, Tommy Brooks is responsible for casualty operations, funeral details and line of duty investigations. Casualty operations include training and guiding Casualty Notification Officers, Casualty Assistance Officers, escort officers for the remains and Summary Court Officers.

"The entire AG community is successfully accomplishing the mission of providing outstanding administrative and personnel support to the installation," said Rodeschin. "Every day, I am impressed by the knowledge and expertise of my AG and MPD staff. We are in the tough business of customer service, so we have to focus and strive to improve our procedures wherever possible to provide the support our customers deserve. The AG motto is 'Defend and Serve!'"



## Distinguished visitors



The Honorable Larry Napper, ambassador extraordinary and plenipotentiary of the United States of America to the Republic of Latvia, talks with Command Sgt. Maj. Debra Smith during his visit to the Defense Language Institute Foreign Language Center and Presidio of Monterey Aug. 4. Napper was visiting the Institute for orientation purposes. His visit included an office call with Col. Daniel Devlin, commandant of DLIFLC and commander of DLIFLC and Presidio of Monterey, and a command briefing from Lt. Col. Roderic Gale, DLIFLC associate provost and dean of students. (Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)



A video link between DLIFLC and the headquarters of the commander of U.S. forces stationed in Macedonia enabled the ambassador to consult on current events in her homeland. (Photos by Joe Morgan)



Ljubica Acevska, Republic of Macedonia ambassador to the United States (left), attends a Video TeleTraining orientation conducted by systems manager Pete Lallo of Operations, Plans and Programs Directorate at DLIFLC Aug. 4.

# Army Family Action Plan symposium reviews Army issues

## Standardized back packs tops proposals

By Bob Britton

When members of the Army's General Officer Steering Committee meet they will discuss important issues brought up by military delegates at the Army Family Action Plan symposium in March. High priority subjects include backpacks with uniforms, a military savings plan, dislocation allowances for retiring soldiers, a supplemental food program for overseas military families and education on deployment medication.

Air Force Senior Master Sgt. Debra Ritchie, the former chief Russian military language instructor in European School II, represented the Defense Language Institute Foreign Language Center and the Presidio of Monterey at the AFAP conference held in Vienna, Va. Attendees were active-duty soldiers, Reserve Component members, family members, retirees, teenagers and Defense Department civilians.

"From my personal viewpoint, I feel fortunate that I was able to attend the AFAP and represent DLIFLC and the POM," Ritchie said. "I was proud to represent the installation where I've spent almost six years on active duty, and I was especially pleased that the Army leadership entrusted that duty to an Air Force member."

Service members carry backpacks all the time for books and personal effects. They come in all shapes and colors: green, black, brown, camouflage, blue and with and without commercial logos. However, junior enlisted soldiers and members of other military services receive frequent corrections from their noncommissioned officers and officers about uniform violations when wearing the backpacks.

Conference delegates listed the backpack dilemma as their top priority issue forwarded to the Army leadership's General Officer Steering Committee, mentioned Ritchie.

AFAP delegates preferred a standard regulation which would allow a neutral-colored black or brown bag worn with the different uniforms, instead of the variety of school backpacks and bags with sports logos that soldiers carry now, mentioned a March 31, 1997, Army Times article.

Ritchie completely supported the backpack issue, since DLIFLC is a joint service school and students carry their books and personal effects in the different colored bags. Each service has its own regulations on what is acceptable while wearing the military uniforms.

"Where are soldiers going to carry their personal effects?" asked Army Lt. Col. Kathleen Ireland, an Active Guard Reserve

officer attending the conference from the Army Materiel Command. "The Army doesn't want you carrying wallets and stuff in your Battle Dress Uniforms, because they don't want the pockets hanging out. In fact, they took away the flaps on the BDU pockets so soldiers can't carry anything in the pockets. So how are you supposed to carry anything? They don't want women carrying purses with their BDUs, so where are you going to put your comb and lipstick?"

"One of the most exciting things about attending the AFAP symposium at the Army level was seeing a grass roots program at the conclusion of its long process," said Ritchie. "The process begins at DLI and other installations when we bring up our concerns at a local AFAP symposium. We raise an issue, discuss it, and send items up the chain of command for action. If the concern is a local issue, the commanders and agencies deal with it. If the topic is considered to be global in nature (it requires Army level or higher approval and affects the Total Army Family at multiple installations), the AFAP coordinator forwards the issue to the major command. Ms. Kevin Moore, the chief of Army Community Service and the local AFAP coordinator, has really embraced the program and had worked hard to get DLI issues through the system."

After the backpack issue, the second highest priority topic proposed a military savings plan. If adopted, this idea would set up a program to allow service members to invest as a group in tax-deferred savings plans through payroll deductions. This option would be an alternative to Savings Bonds or Individual Retirement Accounts.

Next came the subject of a dislocation allowance for retiring soldiers. The AFAP proposal recommends paying retirees an allowance equal to one month's quarters pay to offset relocation expenses. Under current regulations, newly retired soldiers can't collect this money, which offsets costs of a permanent move.

One of the next issues mentioned a low-income food supplemental program. Currently, the Agriculture Department's Special Supplemental Food Program only applies to low-income military families and civilians within the United States. Symposium delegates recommended Congress appropriate this extra money so the program can include overseas welfare-eligible military families. Delegates also want overseas commanders to have the authority to implement temporary funding solutions and to have overseas military families apply to their home of record for food program stamps and benefits, mentioned the Army Times article.

Public Law 103-337 allows the overseas food program, but

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*A Ukrainian-born mechanic who has taught Russian at Defense Language Institute for several years admits that he often thought of defecting but waited patiently for the right moment. Finally, when the 24-year-old sailor's ship docked in India, he saw his opportunity. Leaving behind almost everything except for his important papers, Tarasov jumped from his ship and made the*

## *Short swim to freedom*

### An account of the defection of Vladislav Tarasov

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By Pfc. Richard Zowie  
Foxtrot Company, Russian linguist student

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**A**s Vladislav Tarasov swam deep within the waters of Calcutta harbor on that fateful night in November 1962, his sole thought was finding that rope ladder that would secure his freedom. The ladder represented his only hope of reaching the Steel Surveyor, an American ship in the same harbor at the time. "If I hadn't found the rope ladder, it would have been very hard for me to return to my ship," he recalled.

Very difficult indeed, especially for one attempting to defect to America from the Soviet Union. Tarasov, a Ukrainian-born mechanic who has taught Russian at Defense Language Institute for several years, admits that he often thought of defecting but waited patiently for the right moment. Finally, when the 24-year-old sailor's ship docked in India, he saw his opportunity. Leaving behind almost everything except for his important papers, Tarasov jumped from his ship and swam to the American one.

Despite the frequent political lectures he had received in Russia that extolled the virtues of communism and the problems of America, Tarasov remained fascinated with America. "I had always read about America a lot," he said. "I read copies of America magazine, which is a magazine published in Russia. The magazine talked about President Kennedy and described Americans as being a beautiful people."

All the wonderful stories that Tarasov read in America further fueled his restlessness. An adventurous man, Tarasov felt confined by the Soviet Union and its laws which seemed only to crush creativity and free-thinking. Had he chosen not to defect, Tarasov estimates that his future would have been bleak at best.

"I probably would have been an electrical mechanic or

electrical engineer on a ship, nothing more than an average Russian citizen," he said. Even before defecting, Tarasov feared that his outspokenness, which had led to his being reprimanded on several occasions, would even blacklist him from landing a decent job in the future.

Perhaps these same thoughts lingered in his mind as he stood dripping wet on the deck of Steel Surveyor. All that seemed left for Tarasov to do was to proceed to the nearest American embassy and request political asylum. However, it was not meant to be that easy. The Soviet government, obviously infuriated over previous defectors, tried feverishly not to allow Tarasov to escape their stronghold.

First came the false charges that Tarasov had stolen money from the money box on the ship. Their intention was to force the Indian government to return Tarasov to Russia for a trial that he said would doubtlessly begin and end in the Siberian tundra.

Tarasov knew he would have to fight for his freedom both inside and outside the Indian courtroom. Knowing the methods the KGB used when dealing with defectors, Tarasov wisely refused all correspondence sent by his "family" during the trial.

"I thought the letters would be forged, that the KGB would dictate letters to my family to write to me," he said. "The KGB would try to make it look as if my family itself had written the letters."

Fortunately for Tarasov, his government seemed to lack a good understanding of international law. According to the forged records that his captain tried to produce in court, the fictional theft took place while the ship was docked in Calcutta harbor. Since the theft technically took place on Indian waters, the Indian government insisted on trying Tarasov in India.

Although he was visibly nervous during the trial, the case against Tarasov looked good only on paper. Never during the trial could the Soviet embassy in Calcutta produce valid paperwork or even reliable witnesses to support their false allegations against their renegade sailor. They further embar-

passed themselves by changing their story and insisting that the alleged crime had occurred on the high seas and not in Calcutta harbor. This claim was made solely to try to extradite Tarasov back to Russia for trial, something he, needless to say, did not want. During the trial, he told one Indian reporter that "if I am sent back to my home for a trial, they (the Soviets) will cut my throat."

Perhaps Tarasov's gravest worry was the lack of security around him. He recalls that whenever he was in his cell during those long four months, the guards seldom checked on him. Whenever he and his lawyer went out to eat or watch a movie, only a few people went with them. "Not only did the Indians not understand Soviet tactics concerning dealing with criminals or traitors, they also didn't realize that the Russians could have tried to kidnap or assassinate me," he said.

Finally, after nearly half a year of litigation which saw the Soviets continually earn international embarrassment due to lack of any credible evidence and due to witnesses and important files that all mysteriously disappeared at the most critical times, the Indian court cleared Vladislav Stepanovich Tarasov of all charges and permitted him to travel where he wished. From India he flew to America via Iran and began his new life.

After receiving a master's degree in Russian literature from Cornell University, Tarasov spent two years doing post-graduate work at the University of California Los Angeles before eventually coming to DLI to teach Russian.

Becoming an American has not made Tarasov forget what he left behind. He frequently calls his family and recently returned to Russia for a visit. He also pays close attention to current events in Russia, something that Russian instructors also strongly encourage their students to do. Although Tarasov considers the Soviet government of the late 1980s under Mikhail Gorbachev to have been less dictatorial and strict than that run under men like Stalin and Khrushchev, Tarasov warns that bad things could result should communism ever return to Russian government. "If Gennady Zyuganov (a prominent leader in the Russian Communist Party) ever gets elected," Tarasov warns, "then at the beginning of his rule the Communists would be liberal (by American standards). Then they would become more and more dictatorial as time goes by, like the days of Stalin or Brezhnev."

And if the worst should ever happen, Tarasov will be out of harm's reach, thanks to a rope ladder and his ability to swim. 

## Awards and decorations

**Master Sgt. Nicholas Klucarich,**  
Meritorious Service Medal  
**Sgt. 1st Class Dorothy McClendon,**  
Meritorious Service Medal  
**Sgt. Michael Anderson,**  
Army Commendation Medal  
**Sgt. Russell Smith,**  
Army Commendation Medal  
**Spc. Bruce Fitton,**  
Army Achievement Medal  
**Pfc. Paul Poteete,**  
Good Conduct Medal  
**Pfc. Alix Stuckel,**  
Good Conduct Medal

Submit inputs for awards and decorations column to the Public Affairs office. For details on eligible awards and deadlines, call 242-5104. 

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the catch is the Agriculture Department hasn't received additional funding for the Defense Department's overseas welfare-eligible service families.

Two other hot topics covered medical education on pharmacy prescriptions and deployment medications. Attendees wanted concise prescription printouts which list possible side effects and mixed reactions with different kinds of food. When soldiers deploy, their families want information on possible side effects of this deployment medication and immunizations. This information should be given during pre-deployment and post-deployment briefings, mentioned the attendees.

"The second exciting thing I got to do at the AFAP symposium was to attend the General Officer Steering Committee meeting," Ritchie said. "It is at this meeting that agency representatives report the status of all active AFAP issues to our Army leadership. Seeing representatives report on the issues which we brought up six months to 10 years ago brought home to me that the generals really are concerned with personnel and quality of life issues. I was able to see what actions various organizations are taking and have taken to improve the life of the Total Army Family — soldiers, families, civilian employees and retirees." 

## DLIFLC auditor, athlete competes in triathlons

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

**E**ndurance, perseverance, determination, drive, desire, heart, will-power. Traits associated with a marathon runner, right? This is true, but in today's sporting world, another event is rising to the forefront and being associated with those traits.

Swimming, bike racing and running blend together to form the sport of triathlon competition. The sport's popularity continues to grow with today's push on cross-training.

Dwight Johnson knows those traits well and works on improving himself physically and mentally every day by preparing for triathlon competitions around the Monterey Peninsula.

The 47-year-old Defense Language Institute Foreign Language Center Installation Auditor finished second with a time of 1 hour 27 minutes in the Second Annual Monterey Bay Challenge Triathlon July 13 at the Seascape Resort in Aptos. It was Johnson's second year in a row finishing as runner-up in the 45- to 49-year-old age division. A triathlon USA-sanctioned event, the competition consisted of a .5-mile swim, a 16-mile bike race and a 4-mile run.

"Over 600 athletes competed in the event which was challenging, beautiful, and most of all fun," he said. "I think the race course was accessible to the novice or weekend multi-sports enthusiast as well as challenging and exciting for the serious cross-training junkie.

"From talking with the other athletes in my age division after the competition, they know I'm out there," he mentioned. "I hear comments like, 'you must have been running faster today' and so forth. Actually, although running is my weakest point, I've taken off two to three minutes on my times but still can't hold off the great runners. I'll generally come out of the swim and bike race in first place and then the run just kills me — I guess I wasn't born to run. I'm working on it though. My best event and the one I like the most is the swimming competition and then the bike portion of the event."

Johnson also has competed in the Pacific Grove Triathlon the past two years finishing sixth both years. "Last year there were 600 competitors for that triathlon, and this year they are expecting 1,000," he said. "The beauty of the area and cleanliness of the streets brings in some real 'ringers' to the P.G. event. I'd be very happy with a third-place finish."

Staying in top physical shape has always been a priority of Johnson's. "I've been athletic my entire life and staying physically fit drives me to compete and be successful. And believe

me, in this sport, you have to have a competitive edge to be successful," he said. "I can't quit until I bring home the gold!"

Awards vary for placing in triathlon events. "I've won medals, sweatshirts, baseball caps, and bottles of wine. Sweatshirts are always nice to receive living in Pacific Grove," he said. "However, I'm more into the sport for personal satisfaction and to push myself to the best of my ability — not so much for the awards."

Johnson works in the Internal Review office and has been the Installation Auditor since October 1994 when he arrived from the former Fort Ord. "I was there for 14 years and held the position of auditor as well. I like the independence of the job best, as well as getting out and meeting people in the various directorates here. People to people contact is what I enjoy most though. However, doing inspections and audits can be fun, really!" he said. "The biggest problem I've found in my job is the lack of communication between directorates and even people who work in the same office."

A native of San Jose, he has lived in Pacific Grove for 17 years with his wife Kathy, and 8-year-old son Bryan. "My wife is a good supporter, but she thinks I'm crazy," he said. "Bryan can't wait until he is 14 years old so he can start competing in triathlons with me. I'm looking forward to competing together as well. Right now, he rides his bike with me when I'm doing my training runs."

Holding a bachelor's degree in accounting from San Jose State University where he competed on both the swimming team and water polo teams, Johnson has been participating in triathlon events off and on since 1980. "In 1990, when I turned 40, both my triathlon career and second life as an athlete again kicked in," he said with a laugh. "That's when I started taking the sport seriously and implemented a more stringent training schedule."

That schedule includes being up at the crack of dawn Monday through Friday mornings. "I either run or swim at 6 a.m., before heading into work. It all depends on how I feel. When I swim, it's at Monterey Swim/Gym, and I take one swim per week in Monterey Bay," he said. "I bike three times a week after work on one of three different 20-mile loops within the Pebble Beach area. My general running route is seven miles in the Pacific Grove area, and I've found that to be the perfect way to start my day off. It's tranquil, and I can totally clear my mind of any stress. My special diet, if you want to call it that, consists of power bars in the morning and at lunch. On days I miss training, I definitely notice — for people who like coffee, it's like not having any on the days I miss. My body craves the physical

training, so I try to stay as active as possible. I need the training as a jump start to get that 'runner's high feeling.' Sticking to a regimented training schedule is mostly mental and how well you can discipline yourself to continue on."

According to Johnson, triathlons increase in popularity every year. "Cross-training is the major reason for that, with people wanting to build up their endurance," he noted. "And what better way to cross-train than competing or training in three sports which make up a triathlon?"

"The competition is scheduled to become an Olympic event in 2000 at the games in Australia," he continued. "Pacific Grove holds a triathlon every September that is the same distances as the Olympic event, and there has been some talk of Pacific

Grove becoming one of the qualifying stops for the Olympians."

Johnson said the official distances for a triathlon are a 1.5-kilometer swim (one mile), a 40-kilometer bike race (24 miles) and a 10-kilometer run (6.2 miles).

"Because of the increase in popularity of the sport and the serious competition, manufacturers have cashed in by producing new and improved equipment. "New technology is not cheap," he said. "I've purchased new designer equipment such as bikes and wet suits. That has lowered my time by five minutes in the biking competition and two minutes in the swimming portion since 1990. I tell you though, for ocean swims such as we do here in the cold Pacific water, I highly recommend a specially-designed wet suit."

Johnson calls Mark Allen 'the Joe Montana' of the triathlon world. "He is the person that inspires me the most in this sport," he said. "He won the Ironman competition in Hawaii six years in a row and just recently retired from the sport at the age of 40."

Johnson's hobbies include scuba diving, underwater photography and snow and water skiing. He also volunteers his services to the Monterey Bay Aquarium where he performs two dives per month every other Thursday. "I became a certified diver in 1968, and I guess you could say that outside of triathlon competition, scuba diving is my number one hobby," he said. "I answered an advertisement from the Monterey Bay Aquarium that a scuba diver was needed for feeding shows as well as to clean inner aquarium windows. I was interviewed, passed my diving test and have been there over seven years now and enjoy it quite a bit. Diving is relaxing and non-stressful while you leave your responsibilities topside — just the opposite of triathlons."

And what event is up next for the 'auditor ironman?' "The Monterey Bay Challenge Triathlon is a member of the Santa Cruz Triathlon series, along with the Sandman Triathlon (Johnson placed third in this competition on Sunday, Aug. 10) and the Sentinel Triathlon," he noted. "I want to compete in all three and hopefully have top three finishes in each. The Santa Cruz Triathlon Series committee will be recognizing cumulative accomplishments based on participation and placing in these three races."

Perhaps one day, the Energizer bunny seen on television commercials will be replaced by Dwight Johnson, who seems to keep going and going with his endurance, perseverance, determination, drive, desire, heart and will-power.



Dwight Johnson, Defense Language Institute Foreign Language Center installation auditor, raises his arms as he crosses the finish line of the 1996 Pacific Grove Triathlon. (Courtesy photo)

# Navy chief warrant officer gives back to communities through umpiring skills

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

**"H**ey! Good, we've got that Navy guy today as our umpire!" Those words were heard at a high school softball game at Jacks Park in Monterey by players of the Gilroy High School women's softball team as they were about to battle Monterey High. That sentence and those words are being heard quite frequently these days on softball diamonds around the Monterey Peninsula and outlying areas.

That Navy guy is Navy Chief Warrant Officer 4 Rick Howard. A native of Xenia, Ohio, Howard is the Training and Operations Officer for the Naval Security Group Detachment here. A veteran of 28 years of naval service, Howard draws several correlations between the job he

does for Uncle Sam during the daytime and the 'moonlighting' job he does for today's younger generation of sporting enthusiasts in the community via umpiring area softball games.

Howard has been in Monterey for nine months during this tour. When he is not helping with the development of sailors at NSGD during the day, he most likely can be found calling balls and strikes on softball diamonds during the late afternoon or early evening hours.

"Umpiring softball is by far my favorite sport to officiate," he said. "I have and do referee women's high school and up through NCAA Division III basketball, but softball is number one with me, and basketball isn't even a close second. I used to officiate both tackle and flag football as well as volleyball, but now it is strictly basketball from November

through March and then softball from March through October. I've umpired from junior olympics and high school to all levels of women's collegiate softball. I stay busy but have no problem with my other responsibilities because I manage my time effectively. I can't say enough good things about softball, and the Amateur Softball Association. Softball is more popular than ever now and I'm a big advocate and strong supporter of the ASA. I love the interaction with the people, and it is my main job to ensure a fair game is played — that's my job. The players are the focal point, not me.

"Actually, as an umpire, I have the best seat in the house to watch the game as well as call it," he noted. "I do enjoy watching all the other strategy games that are going on besides the overall game of women's fast-pitch softball itself. The



**By day** — Chief Warrant Officer 4 Rick Howard (right), a veteran of 28 years of Naval service, discusses a NSGD command issue with Petty Officer Second Class James Schaffert. Howard is the Training and Operations officer at the command.

players are trying to outduel their opponents, and the coaches are trying to outcoach each other while doing their best to manipulate the umpires. It's a fun sport to watch because many of the games are very closely played, and 1-0, 2-1 and 3-2 scores are quite prevalent."

Besides seeing the high caliber play of teams, Howard said he's seen some very impressive individual players as well. "I've umpired from the Maryland state high school finals up to the NCAA Division I Regional Play-In Series. I had the honor of watching and working with a young woman pitcher who got to toe the rubber and hurl five innings against our women's Olympic team. She shut them down for those five frames and is now a sophomore pitching college ball for the University of Maryland," he mentioned. "I've seen a lot of talent and would hope that some of these other players I've umped games for will be collegiate ballplayers one day and possibly fulfill their dreams of making the Olympic squad. I've seen two pitchers from this area who are really tough. One is from North Salinas and the other from Gilroy."

Incidentally, the two pitchers Howard is referring to, Jennifer Deering of North Salinas and Sarah Caudell of Gilroy, hooked up in a 34-inning pitchers' duel in May that was finally won by North Salinas. The game was the second longest in California state history.

"I didn't ump all 34 of those innings," he mentioned with a grin and laugh. "After the first 16 innings, the game was suspended due to darkness and resumed a few days later. I just umped those first 16 innings."

With Howard having been stationed on both coasts of the United States, how does he compare the level of softball between west and east? "West Coast softball is stronger, but the East Coast is balancing things out quickly," he said.

Howard, tongue in cheek, said duty in Monterey is a real tough assignment. "I was here once before, and this area of the United States is definitely different than the East Coast," he said. "The weather is great and so is the job challenge. Having the opportunity to work for and with the kids is the best part of being here — specifically watching them mature into fine, young sailors.

"It is my job to ensure support is given to all Navy linguists while they are attending school at DLIFLC," he noted. "I am also responsible for all Navy Cryptologic Technician Interpretive language quotas, foreign exchange officers, and special warfare program students."

Entering the Navy in July 1969, Howard came in as an enlisted man. "I was a cryptologic technician (interpretive) and a Russian linguist," he said. "I was a senior chief petty officer (E-8) when I was selected for commissioning and became a Chief Warrant Officer 2 on Feb. 1, 1988."

According to Howard, he looks at his umpiring duties as not only being fun but also a way to be a type of ambassador for the Navy.

"I want to be sharp, and I want to look sharp with my shoes shined and my shirt pressed because I only have one chance to make a first impression with the kids playing and the coaches — I guess it goes back to looking the part — if you look goofy, the coaches react with skepticism, but if you look sharp and communicate effectively, then the coaches assume you'll do more of a professional job, and the players and coaches will treat you with respect," he noted. "The days of the old school umpire at 5'2" and 310 pounds, who never left the plate and made the calls from great distances is long over. The big thing is remaining calm and communicating effectively because as an umpire, if you get excited about a close call, then the

coaches do as well. The more calm I am when discussing a close call, the more calm the coach or player will be."

Howard again draws a similarity between his two jobs. "Once again, I draw a correlation between being a sailor and umpire," he said. "It's all in preparing and presenting one's self and taking the time to become good at what I do. Communications is a major part of this. A person can really make an impression with communications skills whether it is in the Navy or on the ballfield. When I'm umping higher level ball, coaches are less likely to question my judgement if I have good communications skills to go along with knowing where I'm supposed to be, hustling to get or be there and having that good angle to make the call. Many of these coaches are former players or umpers themselves, and they know if I'm hustling or if I'm just dogging it.

"I think that my umpiring duties are good for the Navy. It gives our service a good image by looking sharp and carrying myself professionally," he said. "Umpiring pressure is all in how well you handle it. I have found it very easy to handle any pressures due to my military training over the years. Let's compare the pressure of umpiring a major college tournament with the pressure of being in charge of a 100-person Navy command on an Army base. It's all in what stresses and pressures a person puts on himself. I always try and maintain a positive outlook while having fun with what I'm doing.

"I've always had good support for my umpiring duties from the chain of command wherever I've been stationed," he continued. "I've always been active in sports or command activities. I recall early in my Navy career having a chief petty officer or senior first class petty

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officer always there for me, and they would mention to me that one day down the road, I would be expected to “pay my debts.” They would say, ‘Rick, one of these days, it will be your turn to pay back by coaching or umpiring for the younger sailors or the community in which you are stationed.’ This is what drove me to be a sports official/umpire/referee and to give back, on and off for roughly the past 16 years.”

Howard attends many umpiring and officiating clinics, camps and training seminars. “I attend several but nowhere near as many as that of today’s serious athletes,” he said. “The parents of these athletes are sending their children to various clinics. Why not when there are \$100,000 scholarships available to great institutions like Stanford University and the University of Southern California?”

This draws yet another correlation between the Navy and athletics from the warrant officer. “I look at it this way; you have a young woman attending college and a young woman attending a language training course,” he explained. “Once that college student gets her degree with the help of her scholarship due to her athletic ability, she is able to begin her civilian career. On the other hand, the military student is able to use her language skills and start her Navy career once she has graduated. There are a lot of similarities. They both have goals that are just as high and just as real.”

With all of his years of umpiring, Howard said many interesting and hilarious anecdotes permeate his mind, but one in particular stands etched as his favorite memory. “I was umping a senior Olympic softball game in Baltimore, Md., with men age 70 and up playing,” he noted. “Most of these guys were old major and minor league ballplayers, and they still had their mental capabilities but not

physical abilities for the most part. Anyway, a batter hit the ball, and it bounced directly in front of home plate. The catcher was yelling, ‘let it go, let it go!’ At this same time, a jet aircraft was flying overhead, and the batter heard a sound and assumed it was me making the call for a foul ball when it was fair. The play turned into a double play and ended the ballgame as it was in the top of the seventh inning and obviously a critical juncture of the game. Well, needless to say, the man became quite upset with me even when the opposing catcher looked up at him laughing and called him a deaf son of a gun! The batter then took out his hearing aids and said, ‘I just got these things two weeks ago!’ He then walked over and threw them away. His wife then came over, picked them up out of the trash and explained they were way too expensive to be thrown out! And to think, I get paid to have this much fun! I feel exactly the same about my Navy career as well.”

According to Howard, umpires are always going to hear catcalls from armchair quarterbacks or hecklers. “If it is a close call and my partner had a better angle, I will listen to his explanation, and then we will decide on the proper call. I’m not always right with my calls and have reversed them in the past,” he said. “The most important thing is to get the job done right, and the same can be said in the development with sailors. So, you see the similarities. To me, it is a worse feeling in getting the call wrong and sticking with it if you know it was wrong. When you have two umpires working a game, there is really no excuse for not taking the time to talk over the call and then getting it right. I tell you though, when you see a close play live and then say to yourself, ‘that was close — let’s see the video replay.’ — well, it is amazing how many calls the umpires don’t miss! As an umpire, you can’t be above

explaining calls to players or coaches, and in fact, I take a lot of pride in my communications with the players and interaction with the fans and other umpires. Yet again, this is comparable and similar to what we have in the Navy — the interaction and communications bond with sailors.”

And what does the Navy officer like least about umpiring? “The parent that sits up in the corner of the stands living through the child and has no idea whatsoever about the rules of the game or the calls being made,” he said. “I relate it to a 10-year-old girl looking at the ump and saying, ‘you suck blue!’ They obviously had to learn that somewhere and that points to their upbringing and parents. As bad as some of these kids are though, most of them are great kids!

“Then there are the armchair umpers who follow you to the parking lot after the game,” he said. “You deal with a lot of verbal abuse. Although sports and softball are important for the development of kids, people have to remember that although it’s important, it’s just a game.”

Early in his Navy career, Howard was quite an established athlete in his own right. “I was very active in sports and in particular, softball. I went from the normal progression of playing for division teams and then matured a bit to base teams, then the traveling league before working my way up and making the 1976 All-Navy squad,” he recalled. “I was also selected to the All-Armed Forces team and competed at the national level in 1976. One of the things that stands out about that year — I was in Atsugi, Japan, on the Fourth of July and didn’t make it back to my command until after Labor Day Weekend. I was playing softball that entire time and loving every minute of it!”

Howard said 1983 was the end of his playing days. “Although I’m Navy, I

made the All-Air Force Training Command team and was getting ready to play in the Worldwide Air Force Tournament in Arizona," he mentioned. "However, the Navy wouldn't release me so I could play for the Air Force. That was the end of the road for my playing career.

"My philosophy has always been to be the best I could be at whatever I'm doing," he said. "Whether that be as a Navy officer or as an umpire."

Howard is also actively involved as a volunteer coordinator for the Naval Security Group Detachment. In January, he was a marshal during the AT&T Pebble Beach National Pro-Am Golf Tournament. He also works for several other volunteer events during the year. "I absolutely believe that command involvement is very important and acts as a stress reliever for the sailors here," he noted. "Whether it be as a big

brother/big sister hugger at the Special Olympics or picking up garbage at the AT&T Golf Tournament. Helping out the community and giving back is one of the neatest feelings in the world and is important in that it sheds a positive light on the Navy and the military, which is good — specifically with all the negative that people hear about our military. Being ambassadors of and for the Navy and military is important."

Howard has more than just the respect and admiration of the athletes he officiates for. "My biggest fan is my 4-year-old grandson, Brett," he said. "He



**By night** — Chief Warrant Officer 4 Rick Howard (center), accepts the lineup card from the Monterey High School Women's softball coach (left) while the Gilroy High School coach looks on. The game was won by Gilroy during a game in May at Jacks Park in Monterey. Howard has been umpiring women's softball games for the past 16 years.

was recently watching me umpire a junior college game and someone said something to me that upset Brett who quickly said, 'Hey — that's my Grandpa!' That really showed how much pride he takes in what I'm doing and in me.

"Actually, my wife and our children are very supportive and always have been," he mentioned. "They know how strongly I feel about my umpiring and community work while establishing a

bond with the community as well as with the military command where I'm stationed."

What has been Howard's favorite tour of duty in his career? "Well, they say your last one is always the best or supposed to be the best, but I'd have to say Sinop, Turkey," he noted. "It was a one-year unaccompanied tour, and I was the operations officer in charge of 100 sailors. It was probably the purest example of Navy core values I've ever experienced. We really bonded there and became a family in a sea of Army cammies. We (the Navy) were totally dependent on each other, as many times there were no papers or television. It was probably the best tour I've experienced and by far the most rewarding."

And what lies ahead for this sailor of the old Navy after his retirement in the later months of 1999 with 30 years of service to his credit? "Well, I joined in '69, and it is already 1997," he said. "It seems

like I have only been in for a week in many ways. I don't know for sure what I'll do when I leave or have to grow up. I have some ideas in that I'd like to become actively involved in coaching, teaching and counseling young people while continuing with my umpiring on a full-time basis. I want to work with today's youth and help prepare them for the challenges of life in the world."



## Dean's Honor Roll

### ARABIC

#### First Semester

Pvt. 2 Lisa Sanchez  
Pvt. Christine Simpson

### ARABIC

#### Second Semester

Pfc. Melissa Hannigan  
Pfc. Christopher Holman  
Pfc. Jon Rodriguez  
Spc. Thomas Walker  
Seaman Chadwick Wilkins

### ARABIC

#### Third Semester

Spc. Joann Naumann  
Spc. Seth Schleicher

### CHINESE-MANDARIN

#### First Semester

Airman 1st Class Alisia Allen  
Airman 1st Class Kaycee Black  
Sgt. Nathan Brigmon  
Seaman Apprentice Valerie Carrell  
Capt. Elizabeth Cisne  
Seaman Elizabeth Gallagher  
Capt. Paul Haenle  
Spc. Jason Moran  
Capt. Nicholas Reisdorff  
Staff Sgt. David Roman  
Senior Airman Barbara Sweet  
Seaman Nathan Walsh

### CHINESE-MANDARIN

#### Second Semester

Airman 1st Class Alan Branch  
Airman 1st Class Lewis Depp  
Spc. Michele Ehrlich  
Pfc. Theodore Hasse  
Airman 1st Class Shannon Moran  
Airman 1st Class Jody Robey

### FRENCH

#### First Semester

Capt. Patrick Doyle  
Capt. Daniel Jones

Gunnery Sgt. Michelle Payne

Maj. Clyde Woltman  
Despina Woltman, civilian

### GERMAN

#### First Semester

Staff Sgt. Patrick Dellinger  
Senior Chief Thomas Lohr  
Lt. Olin Sell

### KOREAN

#### First Semester

Spc. Michael Banks  
Spc. Candy Boparai  
Airman 1st Class Christine Brown  
Spc. Matthew Ellis  
Seaman Michael Engle  
Spc. Douglas Harkins  
Airman 1st Class Amy Johns  
Spc. Douglas Lancaster  
Pvt. 2 David Malcolm  
Pvt. 2 Lucila Romine  
Pfc. Sean Romine  
Lance Cpl. Steven Roton  
Pvt. 2 Carl Sachs  
Airman 1st Class Sara Schleicher  
Pvt. 2 Samuel Sinclair  
Senior Airman Matthew Sullivan  
Pvt. 2 William Tannler  
Staff Sgt. Brian Traylor  
Airman 1st Class Darryl Watanabe  
Spc. Peter Whalen  
Spc. Rebecca Williamson

### KOREAN

#### Third Semester

Pfc. Linda Beach  
Sgt. Elvis Padron  
Airman 1st Class Matthew Roberts  
Maj. Travis Tebbe

### PERSIAN-FARSI

#### First Semester

Airman 1st Class Katayoun Bahramian  
Airman Elliot Ferris

Seaman Season McKendry

Airman 1st Class Thomas Mortensen  
Airman 1st Class Rodolfo Ortiz  
Airman 1st Class Jason Smith  
Airman 1st Class Kenneth Stark  
Pvt. Robert Venosky

### RUSSIAN

#### Second Semester

Pvt. 2 Andrew Anglemeyer  
Sgt. Joseph Koschmeder  
Lance Cpl. Joseph Kowalczyk  
Capt. James Lampton  
Capt. Michael Nerstheimer  
Pvt. 2 Thomas Repas  
Pvt. 2 Jenny Reynolds  
Pvt. 2 Davide Schmitt  
Pfc. Timothy Shelton  
Pfc. Christopher Tucker  
Pfc. Adrian Villegas  
Pfc. Michael Vintoniv

### RUSSIAN

#### Third Semester

Pfc. Aaron Atkin  
Pfc. Erin Hawkins  
Airman 1st Class Michael Morris  
Pfc. Tobias Person  
Sgt. 1st Class Kenneth Phillips  
Airman 1st Class David Riley  
Spc. Marnie Schultz  
Spc. Matthew Schultz  
Airman 1st Class Jeremy Stump  
Capt. Michael Javelde

### SPANISH

#### Second Semester

Pfc. Edmundo Armendariz  
Pvt. 2 Christopher Green  
Spc. Chad Mathews  
Lt. j.g. Brian Weinstein

### THAI

#### First Semester

Lt. Col. Steven Babcock  
Master Sgt. John Trujillo

## Graduations

### 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

### HEBREW

Airman 1st Class Patricia Licea  
 Airman 1st Class Steven Long  
 Airman 1st Class Joel Taylor  
 Pvt. 2 Nicole Taylor

### SPANISH

Pfc. Edmundo Armendariz Jr.  
 Spc. David Blalack  
 Seaman Matthew Blaszczyk  
 Spc. Leonard Box III  
 Pvt. 2 Mark Brown  
 Spc. John Bryzgoria  
 Pfc. William Cain Jr.  
 Pvt. 2 Carl Coates  
 Pvt. 2 Emily Cockrell  
 Lance Cpl. Robert Coleman  
 Senior Airman Amy Cutler  
 Tech. Sgt. Christopher Evert  
 Spc. Marie-Alena Fontana  
 Spc. Bridget Freeman  
 Pvt. 2 Christopher Fridley  
 Lance Cpl. Christopher Gavin  
 Spc. James Gilliland  
 Lance Cpl. Joshua Graves  
 Pvt. 2 Daniel Greco  
 Pvt. 2 Christopher Green  
 Pvt. 2 Hooman Haghbin  
 Pvt. 2 James Howe

Pvt. 2 Clayton Jensen  
 Lance Cpl. Erica Lamb  
 Pvt. 2 Melissa Langham  
 Maj. Gregory Lynch  
 Spc. Chad Matthews  
 Airman 1st Class Megan Mayer  
 Pvt. 2 Keith Mays  
 Seaman Apprentice Vanessa McCallister  
 Airman 1st Class Carrie McKimmy  
 Seaman Paul Nixon  
 Spc. John O'Brien  
 Spc. Wendy Redd  
 Pfc. A. Robinson  
 Pvt. Heather Ryan  
 Spc. Kevin Snyder  
 Pvt. 2 Russell Stoddard III  
 Lt. j.g. Brian Weinstein  
 Pfc. Mark Weisbecker  
 Spc. Jeffery Wells  
 Lance Cpl. Steven Westphal  
 Spc. Kristina Williams  
 Pvt. 2 Jessica Yeykal  
 Spc. Lisa Zajack

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**Barabara Chism, military personnel clerk, inprocesses Spc. Darren Sammons, 229th Military Intelligence Battalion, while serving another customer on the telephone. Chism works in the Military Personnel Division identification section. For more on the MPD, see story and photos page 18. (Photo by Bob Britton)**