

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

The Presidio of Monterey becomes TRADOC's 17th Installation



See Page 4

Dear readers,

With the discontinuation of Fort Ord's weekly newspaper, the *Panorama*, mid-December 1993, the down-sized Fort Ord community lost a valuable link to local current news and events.

During the past year, the *GLOBE* magazine, DLI's command publication, did expand its community news section to include Fort Ord information to help fill the void. But, as a monthly publication, we regret that there was a scarcity of timely news.

Now it's time for a change — thanks to the activation of the Presidio of Monterey Garrison Command Sept. 30, which followed the official closure of Fort Ord during the morning of that same day.

The *GLOBE* relinquishes publishing the bulk of local community news and events so that our Public Affairs Office can provide a separate, biweekly community news/events supplement to augment the *GLOBE*. The first issue of the will be available mid-November and distributed to the major populated areas — such as the units, PX, commissary, dining facilities, outdoor recreation center, Price Fitness Center, POM Rec Center and through the community mayors' program.

The *GLOBE* will continue as a monthly, command publication. The format will remain the same, but the contents will be tailored more specifically to the world of the linguist with two main areas of concern: the Institute, academically, and outside the academic classroom — out to the field where linguists worldwide put their skills to work — training for real world missions.

HOPE J. RICKMAN
Sergeant First Class, U.S. Army
GLOBE Managing Editor

Presidio of Monterey, California



GLOBE

*The Defense Language Institute Foreign Language Center
Command Publication*



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GLOBE

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Left: Lighthouse Avenue, Monterey, just prior to the installation of electrified trolleys. (Photo courtesy of Pat Hathaway Collection of California Views.)

Below: MAJ GEN John P. Herrling, TRADOC Chief of Staff, presents the organizational colors to COL Vladimir Sobichevsky, DLI commandant. (Photo by Jaime Villareal.)

POM 'returns' as primary installation

The Presidio of Monterey and its annex became the newest installation of the Army's Training and Doctrine Command Oct. 1. The Defense Language Institute Foreign Language Center held a 30-minute installation activation ceremony and retreat on Soldier Field, Sept. 30, 4 p.m. As of Oct. 1, concurrent with Fort Ord's closure, the Presidio of Monterey was activated as TRADOC's seventeenth installation.

TRADOC has a dual mission: to plan, organize and conduct the Army's training and leader development and to be the architect of the future operational Army. TRADOC carries out this mission through a number of initial-entry training centers and service schools, including DLIFLC. For many years, the Institute was a tenant organization of Fort Ord, but assumed garrison responsibilities for both the Presidio and the POM Annex at the former Fort Ord.

The Defense Base Closure and Realignment Act of 1990 (Public Law 101-510) required Fort Ord's closure, but not that of its sub-installations, Fort Hunter Liggett and the Presidio of Monterey. Thus, Fort Ord held a ceremony the morning of Sept. 30 to observe its closure, only hours before POM holds its installation activation ceremony to observe its transition to TRADOC.

During the installation activation portion of the ceremony, as the narrator read the activation order, MAJ GEN John P. Herrling, TRADOC Chief of Staff, presented the organizational colors to COL Vladimir Sobichevsky, DLI commandant. CSM Thomas J. Bugarly took the colors from

the commandant to place in the color bearer's sling. Col. William H. Oldenburg II, U.S. Air Force, DLI chief of staff, was commander of troops during the ceremony.

With Fort Ord's closure, the Presidio of Monterey became the only Army installation in the area and controls the POM Annex, a small portion of the former Fort Ord. "We've come full circle," said Dr. James McNaughton, DLI command historian. "The Presidio of Monterey was a separate installation — and responsible for lands in the Fort Ord area purchased by the Army in 1917 — until Fort Ord was finally built in 1940. Then the Presidio began drawing a large measure of base operations support from that larger entity. After 54 years, we've reverted to our earlier condition."



Col. Robert E. Busch II, USAF, assumes duty as DLI's new assistant commandant

By JO2 Douglas H. Stutz

The chief responsibilities of the Defense Language Institute's assistant commandant form a heady group; there's the multimillion dollar annual budget, the managing of more than 1,000 civilian employees, plus providing guidance to unit commanding officers. There are the changes in scheduling, resident and non-resident linguistic instruction, negotiating labor discussions, and overseeing all Morale, Welfare and Recreation matters.

Col. Robert E. Busch II, USAF, came to DLI from his previous assignment as the director of Technical Assessments with the National Air Intelligence Center at Wright-Patterson Air Force Base, Ohio. His primary mission there was to plan, direct and manage the production of scientific intelligence on foreign aerospace weapons systems, subsystems and technologies for the Department of Defense.

"I'm glad to be back at DLI," said Col. Busch, a former graduate of the Russian school. "I enjoyed my previous time here. It definitely was one of the best of my 24 years of military service, although it was a real challenge trying to keep up with all our bright young students. I have a very high regard for our students. I feel they are among the best the armed forces can offer. I know how educated and resourceful they are from my time studying with them. I also know how difficult it can be to graduate and what an accomplishment it is."

Referring to current language training at DLI, Col. Busch stated how important it is to be prepared for all potential flashpoints around the world. "As we all know just by picking up a newspaper," he said, "just because the Cold War has ended, there is still a tremendous need for our qualified linguists. The best way we can accomplish that need is to use our tax dollars smartly for the best results. By trying to help the commandant steer down the road with a decreasing budget, plus train our people as linguists with maximum ability, we will accomplish our overall mission of training our students."

As a jogging enthusiast, Col. Busch is already a familiar



Col. Robert E. Busch II, USAF

daily figure churning out five to six miles. "I advocate that people should take time out for some sort of physical fitness program or hobby," he said.

Col. Busch was born July 25, 1948, in Japan, and attended a variety of schools throughout the United States. He received a bachelor of arts degree in finance from the University of Illinois in 1970, and also earned a master's degree in business administration. He completed the resident courses at Squadron Officer School in 1976 and Air Command and Staff College in 1985.

Col. Busch was commissioned as a second lieutenant in 1970. His first assignment was at Laredo AFB, Texas, in Undergraduate Pilot Training, and he was selected immediately afterward as an instructor pilot. He served consecutive tours in the T-37 aircraft at Laredo and then Moody AFB, Ga. He then went to Castle AFB, Calif., for Combat Crew training in the B-52, where he was

an Outstanding Graduate. He later joined the bomb squadron at Wurtsmith AFB, Mich., in 1976. While at Wurtsmith, he served as a crew commander, instructor pilot and wing executive officer. In 1979, Col. Busch began studies for attaché duty under the Air Force Institute of Technology program and received a master of arts degree in Soviet Studies from the Naval Postgraduate School in 1981, along with being recognized by AFIT as a distinguished graduate for his academic achievement. He next studied Russian at DLI and the U.S. Army Russian Institute, and also became a graduate of the Defense Intelligence College Attaché Course.

In 1982, he began a two-year tour in the Defense Attaché Office at the U.S. embassy in Moscow. After that, he attended Air Command and Staff College and then returned to rated duties. He served as the senior flight commander, chief of Wing Standardization/Evaluation Division, and director of Operations for B-52s at Anderson AFB, Guam. He then attended the Defense Intelligence and Security School in the United Kingdom in 1988, and then assumed duties as the deputy chief of the U.S. Military Liaison Mission to the Soviet Commander in Chief of the Western Group of Forces, based in Potsdam, Germany. He also commanded the 7452nd Special Activities Squadron. From 1991-92, he served with the 690th Electronic Security Group, Berlin, Germany, as the deputy commander. As a command pilot, he has amassed 2,800 hours in jet aircraft.

Col. Busch is married to the former Susan Shofstall of Holmes Beach, Fla. They have two daughters and one son.

Successes and challenges

By COL Vladimir Sobichevsky,
DLI commander/commandant

The end of the Cold War and the changing world order have drastically altered our national defense posture. As a result, the focus of our student load shifted away from Russian into other languages. The direct effects on DLI were rapidly-shifting student requirements and related personnel turbulence. We were forced to eliminate nearly 200 faculty and staff positions as enrollments declined in some languages, and are now finishing the demanding task of hiring and training nearly 100 instructors in other languages.

We know these changes resulted in added stress for almost everyone and created true personal hardships for many. We are extremely proud of the professional way you, the faculty and staff, have handled these challenging times.

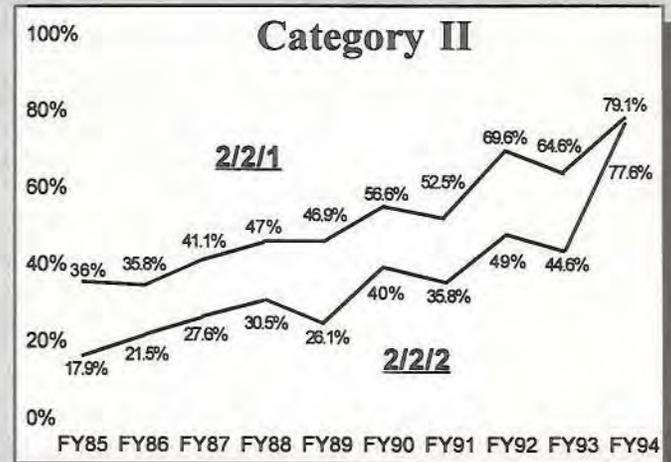
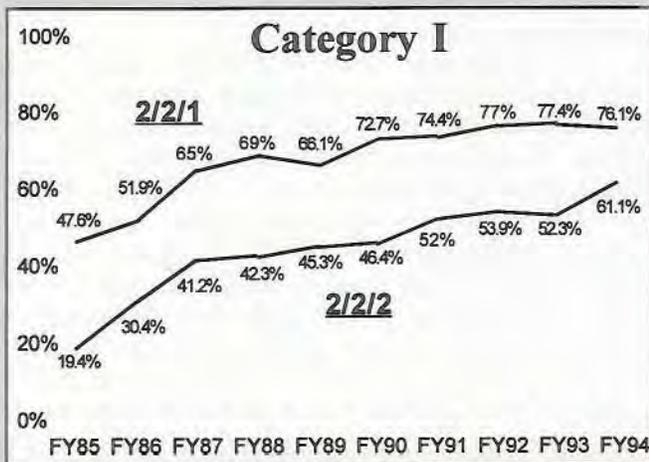
A very visible sign of your professionalism can be seen in the students' proficiency results during this turbulent period. Because of the organizational turbulence we've experienced, one might have projected a precipitous decline in student results. Instead, the percentage of DLI graduates reaching Level 2 in all three skill areas of listening, reading and speaking increased during fiscal 1994 by two percent. We attribute these successes directly to your professional diligence.

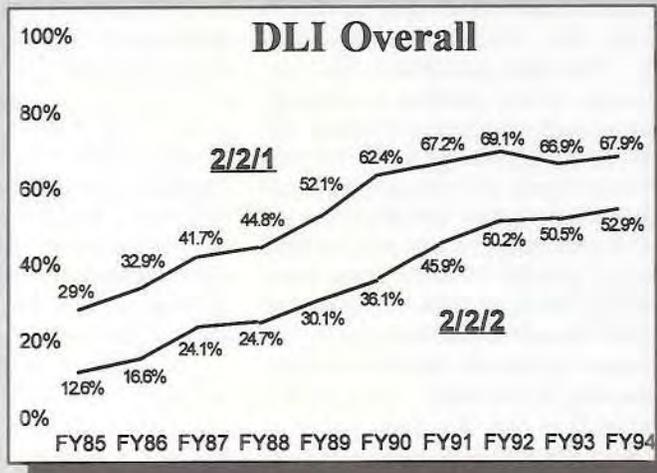
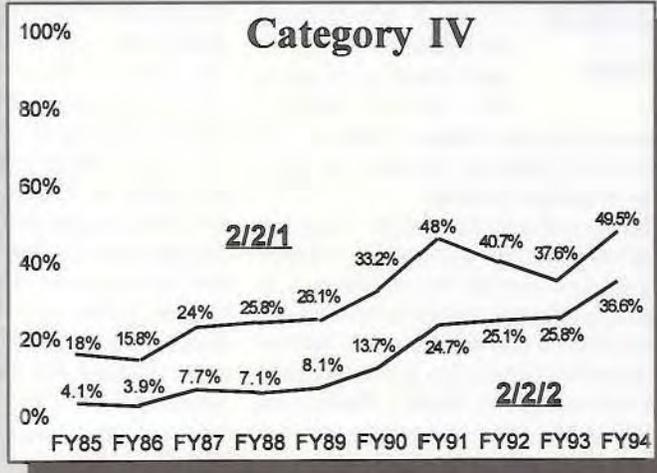
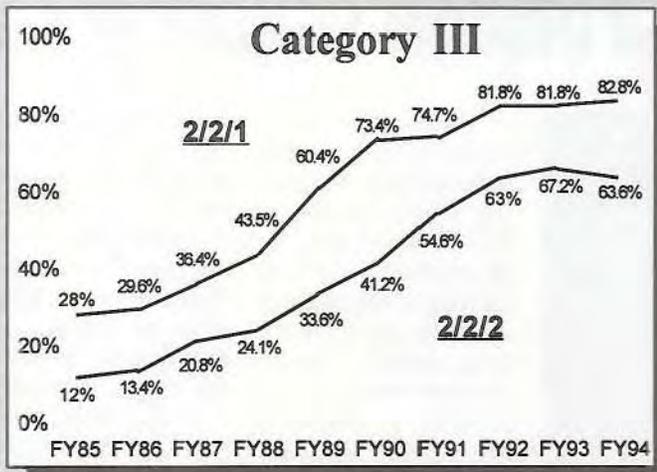
The most significant proficiency improvements were in Category IV languages, where historically DLP's pro-

ficiency results are lowest. The increase in these language scores is truly impressive. The percentage of graduates reaching 2/2/2 jumped 11 percentage points - from 26 percent in fiscal 1993 to 37 percent in fiscal 1994. That's a 42 percent increase in a single year. While we are still far from our 80 percent goal, it is clear we are making steady and significant progress.

During the same time period, the number of "extra" teaching hours devoted to individual and split-section activities in Category IV languages (our most difficult language group) rose to about 25 percent of the scheduled POI (Plan of Instruction) hours. It is not coincidental that a significant increase in the number of extra teaching hours was accompanied by a dramatic increase in Category IV proficiency results. This relationship between teacher contact time and student skill development provides further evidence successful foreign language learning requires communicative interaction with individual feedback. Professional teachers who provide these tailored learning opportunities produce superior results. I want to thank each of the hard-working DLI teachers and all of the staff who went out of their way to assist those teachers for their dedication and commitment to our mission.

I am pleased students' average proficiency scores increased in fiscal 1994, and it is DLI's dedicated teachers and support staff who made the difference. Our challenge for fiscal 1995 is continued improvements, and I am confident that we will meet that challenge. This Institute will reach the 80 percent 2/2/2 goal demanded by our customers in the near future!





Languages are grouped by category, I through IV. Category IV is the most difficult for English speakers to learn.

Graphics by TSgt. Ron Hyink

Korean linguist tabbed INSCOM Linguist of Year '94

By JO2 Douglas H. Stutz

Motivation is a strong force to reckon with. In all its different facets and stages of development, it can propel any person to accomplish their goal, realize their potential and rise to the top of their field of expertise. Motivation is a strong incentive indeed.

Part of the Defense Language Institute proponent mission is to support the Major Command (Army) linguist incentive programs. This support fosters a lasting relationship between DLI and MACOMs and provides an opportunity to acknowledge individual achievement. One of the Intelligence and Security Command (INSCOM) incentive programs is the selection of an INSCOM Linguist of the Year. For 1994, INSCOM has selected Korean linguist SGT Steven B. Barnes of the 501st Military Intelligence Brigade, Korea, as the INSCOM Linguist of the Year.

SGT Barnes, who graduated from DLI in June 1992, received his award and spoke with the faculty, staff and students in late September. Many motivational aspects played a large role in propelling him to his current linguistic status. He attributes his motivational factor to the simple formula of always trying to do the best in what he is doing.

"I have a motivation not to fail," said SGT Barnes, "and a motivation of wanting to succeed, of wanting to learn and of wanting to further my knowledge in the Korean language. I knew that before I signed on the dotted line. I was determined to do well and learn that language to the best of my ability."

There's other types of motivation for SGT Barnes, such as seeing his job through to completion, doing well on the DLPT's and qualifying for a cash bonus at Goodfellow Air Force Base, Texas.



SGT Steven B. Barnes

And for those soldiers still in the training phase of learning a new language, SGT Barnes shares, "A lot of times it's not easy studying a language, but you keep going and try to do your best. One of the best things to remember is that you don't know what the future holds but being prepared with knowledge is a definite asset. There's so much information out there, of course you can't know everything. But I believe that any

information you can obtain - even if you think you don't need it - is positive, especially in language training."

"It may not seem like it now, but down the road, who knows? All I know is that if you are the best you can be as a linguist, it can only help increase the opportunities for you. And even if you don't stay in that language, the prior knowledge just might help you survive and get by easier. There's no way you can go wrong knowing your foreign language as much as possible."

"SGT Barnes demonstrates his linguistic and technical expertise daily as a Guardrail GR/CS Operator Supervisor," said COL Wayne M. Hall, 501st ML commanding officer. "The operational/technical language impact at this position is normally assigned to much more senior soldiers. His emphasis on quality control has greatly improved the accuracy and timeliness of real-world threat information distributed to consumers. Additionally, he was selected over much senior soldiers to serve as an interpreter during the April 1994 Mock Nuclear Inspections throughout the Republic of Korea. Without the benefit of previous interpreter training, he performed exceptionally well - so well, in fact, that the U.S. Forces Korea Joint Security (J2) recognized him for outstanding performance."

In addition, according to COL Hall,

within five months of SGT Barnes assignment to the 501st Military Brigade, he raised his DLPT score from 2+/2+ to a 3/3. He also recorded the notable achievement of reaching the 3/3 DLPT level within 24 months of graduation from DLI's Basic Korean Course. SGT Barnes now uses his linguistic expertise to mentor 15 subordinate linguists as an active participant in his unit's Command Language Program.

"SGT Barnes is extremely effective in instilling the desire to learn," COL Hall said, "and excel in the Korean language which has resulted in increased DLPT scores for the soldiers he mentors. As well as being the role model to other soldiers linguistically, SGT Barnes is a soldier in the true sense of the word. This nomination depicts his impressive improvements in the short time since he graduated from DLI."

It still bothers SGT Barnes that there are words in Korean he doesn't know, or that when he gets on the train there are some conversations he can't quite grasp. He asserts what you do about it depends on what kind of person you are. "There are some days where I'm out in Korean society, and I swear it seems like I never learned the language. It's like those jokes about 'bad-hair days and good-hair days.' It's the same at DLI; there have been days when I thought I couldn't grasp a lesson, but I found if I kept going and studied hard, it got easier."

"When you're on the job using and formulating the language, it becomes part of you," continued SGT Barnes. "On the job is when the real learning process takes place. DLI is only the beginning, and a person couldn't ask for better. Studying a language may seem like a rollercoaster ride sometimes, but if a person hangs on, they will be rewarded. Maybe not right away, but the more a person keeps motivated, he/she will discover that opportunities will also present themselves."

SGT Barnes' simple formula has made him INSCOM Linguist of the Year, enabled him to attend 10 weeks in a Korean university, and receive the professional respect of his peers and command. What lies ahead is where his motivation takes him.

Motivation:

a factor in language learning

By the INSCOM '94 Linguist of the Year,
SGT Steven B. Barnes

(Editor's note: SGT Steven B. Barnes, Intelligence Security Command Linguist of the Year for 1994, is assigned to B Company, 3rd Military Intelligence Battalion (Aerial Exploitation), Camp Humphrey, South Korea.)

Motivation is the primary and most influential factor in learning a foreign language and increasing proficiency in it. Just as a leader uses motivation to drive soldiers to accomplish their mission, motivation can be used to spur increased language proficiency.

To motivate effectively, a leader must identify what motivates the individual soldier, for we are not all motivated by the same thing. While motivations vary between individuals, we can identify several motivations common to foreign language learning. These include survival, competition, duty, financial and social. Through using the proper motivation, leaders have the ability to aid the development of a linguist's foreign language proficiency. Survival as a motivating factor is generally what a native uses when first tackling their language. Survival needs may compel a foreigner to learn a foreign language in order to better survive in a foreign country. However, as a tool in increasing language proficiency, it is fairly limited as one can always learn just enough to "get by." Competition is a common but effective motivator. Students of a foreign language competing against each other to become the "3/3" linguist, or for higher test scores, for example, can push each other to higher levels of language proficiency. Language Olympics and other competitions give well-developed linguists a chance to bring their skills to a higher level through exposure to the best linguists in their respected fields. On the downside, competition can wear down and become replaced by a "lowest common denominator" mindset under which linguists give up the pursuit of excellence for reasons such as they are as good as most of their peers, or they perceive their language as too difficult.

Especially with soldier linguists, duty provides an effective motivator. Language proficiency requirements, which increase as greater language skills are required for either their job or standing as a leader, compel the duty-minded linguist to increase proficiency. Using sense of duty as a motivator in increasing proficiency to the highest levels may be limited, however, due to the fact the soldiers and Department of Defense civilians alike divide their time among many responsibilities.

Money is generally regarded to be one of the greatest motivators in nearly everything. So, too, money can motivate the linguist. Foreign Language Proficiency Propay gives the linguist a financial award for increased language proficiency. Increased language proficiency may also be one way to achieve a higher paying job, or give someone the edge for promotion, advancement or changing to a more desired occupation.

Finally, social motivation generates possibly the most powerful motivation to increase language proficiency. Language is, after all, a living, active tool used by people to communicate. The desire to meet and converse with people who speak a different language, or to win the love of a potential spouse can turn even the most lethargic linguist into a dedicated student. Most all, if not everybody, want acceptance. If you live in a foreign country or work with people who speak a language foreign to your own, becoming increasingly proficient in the other's language will enhance your ability to be socially accepted both on and off the job.

Motivations are many, but their result is the same. Motivations spur humans to action, and the stronger the motivation, the greater the results are likely to be. Discovering the strongest motivator an individual linguist has in learning their language may be the best way to provide the means for increased language proficiency.

THE PRESIDIO OF MONTEREY:

A history of service to the nation

By Dr. James McNaughton,
Command historian

The Presidio of Monterey has stood guard on California's Central Coast for more than 200 years. As America's national security needs have evolved from one generation to the next, the Presidio of Monterey has always kept pace.

In 1846, the United States went to war with Mexico, and Monterey was the prize on the West Coast, capital of the Mexican province of Alta California. The Presidio was already more than 75 years old — older than the United States itself — for the Spanish had first established an outpost here in 1770. When the first American soldiers arrived, they built Fort Mervine and stood guard over California's first constitutional convention. Two of those soldiers were Lieutenants William Tecumseh Sherman and E.O.C. Ord, who 20 years later both rose to general's rank in the Civil War. Its mission completed, the Army closed the Presidio in 1852.

Fifty years later, the Spanish-American War catapulted the nation to world-power status. Now America needed a power projection platform to support our new security commitments in the Philippines and elsewhere in the Far East. So in 1902, the Army reopened the Presidio and built the historic district you see around you today. On these 398 acres, the soldiers built barracks, stables and rifle ranges. Among the many outstanding soldiers who served here during this period were Lieutenant Joseph Stilwell and Captain Charles Young, one of the first African-Americans to graduate from West Point. The marksmanship training program that began here in 1904, the School of Musketry, was the predecessor of today's Infantry School at Fort Benning, Ga. For soldier support, the Army built ball

fields, a gymnasium, an officers club, family housing, and even a movie theater. Local property owners offered the sandy ranch lands north of Monterey as a local training area. During the first world war, the Army purchased this land and named it the Gigling Reservation.

Between the two world wars, the Presidio was home to the 11th Cavalry and the 2nd Battalion, 76th Field Artillery. The local community took these troopers and cannoneers into their hearts. The post supported active and reserve component training from the whole western region, and units from the Presidio of San Francisco came down every summer for field training. Thousands of officers and noncommissioned officers who led America's forces to victory on the battlefields of the second world war first learned how to soldier here on the Presidio of Monterey.

As war approached in 1940, the Presidio gave birth to Fort Ord on the Gigling Reservation, and it was from his headquarters here on the Presidio that General Stilwell commanded the then-new 7th Infantry Division. During the war, the Presidio once again proved its versatility, serving as a headquarters for several divisions and corps in training, an in-processing station for thousands of new soldiers, and a Civil Affairs staging area for military government teams preparing for the occupation of Japan. At war's end, its mission completed, the Army once again planned to close the Presidio.

But history took a different turn. During the war, Army Intelligence had operated a secret Japanese language school in Minnesota that produced 6,000 linguists. These "Yankee Samurai," as the Japanese-American soldiers called themselves, were a decisive force in our victory in the Pacific.

With the advent of the Cold War, the Army needed training in not just one, but dozens of foreign languages. The Presidio was ideal in location and size, so the Army moved its language school here in 1946 and expanded it to teach more than thirty languages and dialects. The Presidio's barracks became class-



rooms. Instead of cavalry troopers, its halls were filled with soldier-scholars. Instead of colorful cavalry officers, down its halls walked new taskmasters — language instructors — some of whom, it is true, had once been officers in the armies of Imperial Russia and other foreign lands.

Over the next few decades, the Presidio of Monterey matured into the nation's premier center for foreign language training. New buildings went up and generations of military linguists learned to speak the strategic languages so urgently needed for this "long twilight struggle." They served in Korea and Vietnam, Panama and the Persian Gulf, in remote field stations and on long deployments with the fleet, on airborne missions and military advisory teams. Many of the buildings on the Presidio today bear the names of our graduates who gave their lives in those struggles.

See Service, Page 12



Top: 11th Cavalry charges along Monterey beach, circa late 1930s. *(U.S. Army file photo)*

Above: Nisei Military Intelligence Service Language School graduates interrogate Japanese prisoners in the Pacific Theater during World War II. *(U.S. Army file photo)*

Service, continued from Page 11

Meanwhile, the military and civilian communities continued to grow together on the Monterey Peninsula. Fort Ord took on new life as a basic training center. Other schools followed the Army Language School to the area, including the Naval Postgraduate School, the Monterey Institute of International Studies, Monterey Peninsula College, and now the California State University system's newest campus at Monterey Bay.

During these same years, the Institute came to rely upon Fort Ord for a wide range of base installation support, so leaders could focus on their training mission: facilities engineering and logistics, medical support, housing for our families and schools for our children.

In those years, there seemed to be something special about the Monterey Peninsula that fostered excellence. The Combat Developments Experimentation Center tested some of the

techniques and technologies that made the Army second to none. After Vietnam, the 7th Infantry Division was reborn here, and became the Army's first and finest light infantry division. The Army Language School matured into the Defense Language Institute and became a world leader in foreign language education.

When the Cold War ended, Fort Ord's mission was completed, and the Army decided to close the base. However, in the post-Cold War era, the nation continues to have urgent requirements for proficient military linguists in dozens of languages and dialects. So the mission of the Presidio of Monterey continues, and we stand at a new beginning. The wheel of history has turned, and the Presidio is once again a separate installation. The special excellence which has arisen time and again from the close interaction between America's armed forces and the local community will continue to support the Defense Language Institute for many years to come.



View from Fort Mervine (Presidio of Monterey) looking toward Monterey, circa 1890s. (U.S. Army file photo)

Presidio command historian, Dr. James McNaughton, gets commission

By Kevin Howe,
Monterey County Herald staff writer

(Editor's note: This article appeared in the Monterey County Herald newspaper, dated Sept. 29, 1994.)

A Presidio Army historian has been commissioned to write an official history of the contributions of Japanese-American military intelligence troops in World War II.

Dr. James McNaughton, command historian at the Presidio of Monterey, who has the task of writing it, said the work will illuminate a long-neglected chapter of the Army's history and explode a number of myths about Japanese-Americans who served during the last global conflict.

He said he expects to take two to three years to write it. The work will include a search of official archives and interviews with survivors who served in military intelligence or knew firsthand of those soldiers' achievements.

One of the myths, he said, is that all the Nisei (first-generation, American-born citizens of Japanese descent) served in the 442nd Regimental Combat Team. The 442nd, made up of Nisei soldiers, covered itself in glory in Europe, fighting in Italy and southern France, and became known as the "Purple Heart Regiment."

In fact, McNaughton said, more than 6,000 Japanese-Americans served in the

Pacific Theater of World War II as translators, interrogators and radio operators who often intercepted enemy broadcasts.

Their work drew praise from the two senior commanders in the Pacific, Gen. Douglas MacArthur and Adm. Chester Nimitz, McNaughton said.

"We were not fighting blind," he said. "We owe thanks for what they did."

Many of those Nisei veterans, McNaughton said, weren't allowed to talk about their wartime service when they came home.

He said Japanese-American troops also served in the post-war occupation of Japan and were an important bridge between Japanese and American cultures that resulted in the good relations that the United States enjoys with Japan today.

Many of those veterans are still living, he said, and interviews will be particularly important "because I don't think the documentary record will be very strong."

The existence of Japanese linguists on the American side, he said, was considered extremely sensitive and records were kept to a minimum.

McNaughton, who has been military historian at the Presidio since 1987, said today's students at the Defense Language Institute in Monterey are the lineal descendants of those first Japanese linguists who formed the Military Intelligence School at Crissey Field in San Francisco in November 1941.

Teaching by telling *or* learning by doing?

By Michel Nicola, DLI Middle East School

Evidently, a lot of teaching happens in most classrooms. What is less evident is how much learning takes place.

The teacher "covers" the lesson with the class; that is, goes through it and makes it intelligible to students. Some of them are active participants in this process; others pretend to be, or merely coast along.

This is teaching by telling. Even though its aim is mastery of the language, not of the facts expressed in the language, there is little difference between it and lecturing. It is teacher-centered; nothing happens unless the teacher directly makes it happen.

Learning by doing is a different game. Here the role of the teacher is not to make things happen, but to provide the students with what they need to make them happen. What they need is tasks at their level, along with the tools needed to perform them with minimum intrusion from the outside. The ball is in the hands of the student; the class is student-centered.

There is little theater in such a class. It is relatively quiet; each student or small group does their own thing. The teacher goes around checking the progress of each group, correcting mistakes, giving hints, yet keeps intrusion to a minimum because he/she realizes that often students have their own program for learning, which may be different from the teacher's.

Student-centered classes are not the norm for various reasons. One is that most teaching materials have been prepared for the conventional, teacher-centered class and are meant to be taught, not to provide opportunities for learning by doing. The teacher who wants to conduct a student-centered class will have to supplement and modify the teaching material, which is difficult and time consuming.

Another reason is psychological. It might not be evident that anything is happening in a student-centered class. Teachers and supervisors may feel that they are not earning their pay unless active teaching is taking place. Some students share this attitude, but most enjoy doing things for themselves.

Independence and self motivation are crucial for successful learning and must not be smothered by intrusive teaching. Why give the student a fish rather than make him/her learn to fish?

POSITIVE BRIDGE of FRIENDSHIP

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

In the south Lebanon market town of Nabatiya Oct. 16, 1983, Shiites gathered to commemorate the martyrdom of Hussein, the prophet Muhammad's grandson, circa 680 A.D. During this most holy of annual observances, an Israeli military convoy tried to drive through town, honking horns for people to get out of the way. This crude violation of the Ashura celebration, whether intentional or out of ignorance, caused an immediate response of revolt. Panicked Israeli soldiers opened fire killing at least two persons, wounding 15.

It was only after this incident that the mainstream Shiite community, represented by the Amal militia, shifted its stance from remaining on the sidelines to entering into open hostilities against the Israelis. All of this could have been easily avoided in the first place.

This demonstrates how important it is for military personnel — especially linguists — to understand and respect the culture and religion of those people who live where we may be conducting military operations. DLI language students must learn more than just the mechanics of language. Area studies and culture are essential components of foreign language education. The appreciation and respect for culture and religious traditions go a long way in avoiding the kind of situation just described.

In upcoming issues of the *GLOBE*, additional examples of the importance of being knowledgeable in the area of religious studies will be highlighted. The fact is that such understanding will assist us in building positive bridges of friendship to those whose language we so diligently labor to learn.

Recent missions emphasize need for Army linguists

By K. McIntire Peters
Times staff writer

(Editor's note: The following article appeared on Page 4 of the Oct. 24, 1994, edition of Army Times. Reprint courtesy Army Times. Copyright by Army Times Publishing Company, Springfield, Va.)

WASHINGTON — With thousands of soldiers deployed to dozens of countries around the world, the role of Army linguists has never seemed so critical.

The Army scrambled to find more than a thousand Arabic linguists for possible deployment to the Persian Gulf region when recent Iraqi troop movements there raised concerns in Washington.

The Army plucked Creole speakers from as far away as Alaska to deploy with troops to Haiti in September, sources said.

When U.S. troops deployed to Somalia in December 1992, there were virtually no Somali speakers in the force.

So the Defense Department hired dozens of Somalis living in the United States to don desert uniforms and serve as interpreters for the Americans.

Significant achievement

During a recent joint U.S.-Russian peacekeeping exercise in Russia, Maj. Gen. L.D. Holder, commander of the 3rd Infantry Division, said, "Overcoming the

language difference was a significant achievement, accomplished by having interpreters down to squad level."

The U.S. Total Army Personnel Command (PERSCOM) here was unable to provide information regarding the number of language-skilled soldiers required for recent missions. However, officials said demands for those skills are on the rise.

With the U.S. military more frequently becoming engaged in multinational operations overseas, the role of linguists promises to expand.

Soldiers with language skills are likely to find themselves well poised for more service opportunities, as well as more pay.

The Foreign Language Proficiency Pay program entitles qualified soldiers in language-critical positions to earn an extra \$25 to \$100 a month for their skills, said Jane Khair, program manager and a military personnel specialist at PERSCOM.

Besides linguist positions, there are language-critical positions in Military Intelligence, Civil Affairs and Psychological Operations units. Also, officers in the Foreign Area Officer program must be proficient in languages.

Soldiers must be tested annually to receive the special pay. The pay varies depending on a soldier's level of proficiency and the difficulty of the language.

Soldiers can be paid for skills in as many as four languages, but may not earn more than \$100 per month.

Myriad needs

PERSCOM officials were unable to provide specific information on the number of soldiers required for particular languages and the extent of shortfalls.

However, there is generally a need for soldiers skilled in Arabic, Asian (especially Japanese) and sub-Saharan African languages, officials said.

In Civil Affairs units, there is a need for enlisted soldiers with skills in Spanish, Russian and Arabic languages; in Psychological Operations units, there is a need for enlisted soldiers skilled in French, Korean, Arabic and Spanish; in both types of units, there is a need for officers who speak Japanese.

In addition, with the military establishing more extensive relationships with Eastern European countries, there is an increased need for soldiers who speak Polish, Romanian, Hungarian, Czech and Croatian, said Lt. Col. Ernest Morgan, chief of the officer functional area assignments section, PERSCOM.

PERSCOM maintains an inventory of soldiers with language skills, whether or not they are in the Foreign Language Proficiency Pay program.

The only way to earn extra pay, however, is to be selected for the program.

"We encourage every soldier with language skills to be tested," said Phyllis Cates, a military personnel specialist at PERSCOM.

Soldiers should request testing through their chain of command and can be tested at most installations, she said.

Military linguists break language

"The Department of Defense is doing in preparing Army linguists for worldwide mis-

By SGT Ward Gros, Journalist,
Frontline, 3rd Infantry Division,
Germany

TOTSKOYE, Russia — Military linguists broke language barriers between former Cold War foes, making the first, joint-peacekeeping training exercise between America and Russia a success, said general officers from both countries.

Linguists interpreted for leaders in every situation, including conducting patrols, settling disputes and escorting humanitarian-aid convoys.

"On-the-spot translating is the most challenging aspect of working here," said interpreter SPC Jason Muse, assigned to the combined checkpoint. "It's difficult to articulate what's being said at the exact moment it's spoken."

"Yes, that's very difficult, said Russian cadet Antone Suprun, who also worked at the combined checkpoint.

American linguists spent one week training at the Marshall Institute, the Department of Defense's Russian language school in Garmisch, Germany, the week before the exercise.

"Our training in Garmisch focused on making us proficient interpreters in one week's time," said SFC Ron Hansen, senior enlisted Russian linguist from the 3rd Infantry Division. "We also covered peacekeeping topics to prepare for the exercise scenarios."

"There's just so much training involved with becoming a professional interpreter," said SPC Christopher Korff, who interpreted for the combined, quick-reaction force. "It takes years to do it

right. Russian military linguists spend four years at a university designed for professional linguists. Most of them have studied English since grammar school. That puts them years ahead of us in training, but we're holding our own."

"When translating from Russian into English, we translate," Hansen said. "When translating English into Russian, the Russians translate because they can immediately articulate what's being said in their language. We listen to each other to make sure nothing gets missed in those situations. Our translating abilities are equal."

"Overcoming the language difference was a significant achievement accomplished by having interpreters down at squad level," said MAJ GEN L.D. Holder, commander of the U.S. Army's 3rd Infantry Division soldiers who participated in the exercise. "The more chaotic it gets on the battlefield, the harder it is to communicate. That's typical of these types of operations."

"The main burden we had to overcome was the language barrier," agreed Gen. Maj. Anatoliy Sidiyakin, Holder's counterpart, commander of the 27th Guards Motorized Rifle Division. "We had 25 interpreters from the Moscow Academy of Finance and Law, and the Americans provided an equal number of interpreters for their squads."



"The last five years have been interesting for our linguists," MAJ GEN Holder said. "The missions we've been receiving, like Task Force Able Sentry in the Former Yugoslav Republic of Macedonia, require linguists. The Department of Defense is doing a good job preparing Army linguists for worldwide missions. They're keeping a base of linguists on hand and deploying linguists on short notice.

"When we screened our soldiers for Peacekeeper, the DLPT had very little to do with being selected," SFC Hansen said. "We chose soldiers based on their

barriers during Peacekeeper '94

ing a good job
sions" -- MAJ GEN L.D. Holder



tional implications," Hansen said. "It's important you convey exactly what the person you're interpreting for wants conveyed. Professional interpreters always have to remain neutral."

Russian and American interpreters realized how vital their language ability is to accomplishing missions throughout the exercise.

"It would be impossible to conduct training exercises like this without us," SPC Muse said. "It's great that we're able to work together and communicate for peace. After an exercise like this, I think our military relationship will go forward. I'm looking forward to the next training exercise in the U.S.A. next year. I'd love to do this again."

"We chose soldiers based on their actual ability to function in the language"

actual ability to function in the language, which includes the ability to talk around things you don't know. Sometimes an accurate explanation is better than knowing the right word."

"This whole exercise revolves around translations; without translations some things just wouldn't happen," Hansen added. "Recently, our training at DLI has focused on speaking ability. Whether you're in Bosnia, Macedonia or here in Totskoye, if you can't talk you're useless to your commander."

"Mediation between peacekeeping forces and ethnic rivals can have interna-



LEADERS's CALL - (left) Combined quick reaction force interpreter SFC Ron Hansen listens to platoon leader 1LT Ed Sudzina call the shots on a mission. Their counterparts watch. **HOLD UP** - (above) Soldiers at a mobile checkpoint detain a civilian player. (Photos by SGT Ward Gros)



BOOK REVIEW

The *Bridging the Gap* series in German is published by Heinle & Heinle, Boston, Mass. (1994). It consists of the following books:

Übergänge: Texte erfassen
Jurasek, Barbara and Richard

Übergänge: Sprechen, Berichten, Diskutieren
Clausing, Gerhard

Übergänge: Texte verfassen
Corl, Kathy, et al.

Gesichtspunkte: Gespräche und Aufsätze
Kastner-Wells, Peter

Gesichtspunkte: Aktuelle Lesetexte von Gestern, Heute und Morgen
Baginski, Thomas, and John Liontas

Bridging the Gap is a new series of textbooks in French, German and Spanish published this year by Heinle & Heinle. The main purpose of this series is to provide a link between the basic language study done during the first two years of the university foreign language program and the follow-on work students pursue during the third and fourth year. Traditionally, follow-on courses have been divided into three main types, each taught more or less independently of the others: "Written and Oral Composition," with focus on language studies; "Introduction to Literature," concentrating on literary history, genres, and styles; and "Cultural Studies," emphasizing cultural and social developments in the target language countries. The *Bridging the Gap* series tries to integrate these three strands of upper-division study so that they enhance each other and help students advance in all three areas simultaneously, thus laying a solid foundation for graduate and career-specific work.

The *Bridging the Gap* series in German consists of five textbooks at two different levels. The three books that make up the level recommended for the "5th semester and beyond" are called *Übergänge* (Transitions). Each of the books concentrates on a different language skill. The book entitled *Übergänge: Texte erfassen* is designed to practice reading comprehension; *Übergänge: Sprechen, Berichten, Diskutieren* engages the students in activities that develop speaking at the discourse level; and *Übergänge: Texte verfassen* provides the students with many op-

portunities to express themselves in writing. Each book is divided into ten chapters, and each chapter addresses a different language function: description (people), description (places), narration, reporting, summarizing, evaluation, supporting an opinion, persuading, interpreting literary prose and interpreting poetry. Since each of the three *Übergänge* books addresses the same functions in the same sequence, they complement each other perfectly.

The chapters are well organized. They all (1) have clearly-stated goals, (2) have effective preparation for the main task, (3) provide the students with the cultural background information and linguistic support necessary to carry out the main task, and (4) make suggestions for follow-up activities. All three books offer tasks that promote critical thinking. There is ample opportunity for partner and group work as well as individual study.

At first glance, these three textbooks seem to be well-suited for use in the second and third terms of the German Basic Course at DLI, because they offer an abundance of challenging materials and systematically develop the more advanced language functions that will help the students advance on the proficiency scale. The books are entirely in German. However, since these textbooks were written primarily for university students, most of the text selections are from literary sources that, in such quantity, are not appropriate reading for our students. There is also a heavy emphasis on developing writing, which is not tested by the DLPT. Listening comprehension, which is tested and is a crucial skill for DLI students, is not addressed at all.

The two textbooks recommended for the "6th semester and beyond" are called *Gesichtspunkte* (Points of View). The books are content driven and further develop the three language skills addressed in the previous three books. *Gesichtspunkte: Gespräche und Aufsätze* features speaking and writing. In *Gesichtspunkte: Aktuelle Lesetexte von Gestern, Heute und Morgen* the focus is on reading comprehension. Each book is divided into five chapters introducing the students to issues that are of vital interest to Germans today: environmental problems, the educational system, the status of foreigners in Germany, Germany after the unification, and Germany's place in the European Union. The text selections are from a variety of literary and non-literary sources. They are authentic German texts written for Germans. They represent a variety of text types and points of view.

The five chapters of *Gespräche und Aufsätze* are well structured and pedagogically sound. They are organized as follows: Each chapter begins with a short introduction to the main theme outlining the key issues to be discussed and the specific goals to be accomplished. Each chapter consists of five to six texts sequenced according to linguistic difficulty and topical complexity. Grouped around each text are tasks and activities that help the students accomplish their goals — to develop their German language skills and to gain a deeper understanding of the issues addressed. After the introduction (Die Probleme), the students are asked to activate their background knowledge of the topic and reflect on how the problems mentioned affect their own lives (Wie sind Sie davon betroffen?). Prereading activities (Vor dem Lesen) help the stu-

dents organize their thoughts and guide them in the use of various reading strategies. Postreading activities (Nach dem Lesen) help the students understand the text more fully by having them structure the information obtained from the text and then summarize it in writing. In addition, the postreading activities prepare the students for class discussions and additional writing assignments. The tasks in class discussions (In der Gruppe) lead the students to orally express their ideas concerning various aspects of the chapter topic. In the last part (Schreiben leicht gemacht), they receive detailed instructions for a variety of writing tasks including personal letters, letters to the editor, short newspaper reports, and the preparation of informal lectures. The writing tasks sum up and consolidate the lessons learned in the chapter.

Chapters four and five of *Gespräche und Aufsätze* contain an extra section featuring additional texts (Weitere Texte). These are picture-based texts such as maps, diagrams, charts, and cartoons, and are to be used at the instructor's discretion. Also included in the book is a German-to-German glossary of cultural terms, expressions and abbreviations (Kulturelle Begriffe und Redewendungen) usually not found in a student dictionary.

In *Aktuelle Lesetexte von Gestern, Heute und Morgen*, the first section of each chapter is again an introduction to the main theme (Kapitelvorschau). It provides the students with some background information and prepares them to work effectively with the following texts by activating the relevant linguistic and cognitive schemata. A carefully constructed questionnaire (Wie sind Sie?) asks the students for their personal views on the subject at hand: How tolerant of foreigners are you? How environmentally conscious are you? How knowledgeable are you about Europe? The questionnaire concludes with a self-appraisal (Selbsteinschätzung) that sums up the students' knowledge, beliefs and attitudes.

The prereading activities (Vor dem Lesen) are subdivided into two steps. The first step aims to access the students' background knowledge and to develop their text expectations based on contextual guessing, aided occasionally by diagrams or drawings (Wissensaktivierung und Hypothesenbildung). The second step presents them with tasks that serve as advance organizers such as answering comprehension questions or filling out cloze passages and tables (Orientierung mit Lesenotizen).

After so much careful preparation, reading the text for content comprehension should not present a problem. It should pave the way for the main objective: reading for meaning and text analysis (Intensives Textstudium). The following subsection presents a list of questions (Fragebogen) that guide the students to a better understanding of the text at the linguistic, literary and cultural levels.

The postreading activities (Nach dem Lesen) are designed to integrate the speaking and writing skills with the work done in reading up to this point. They are divided into three sections. In the first (Stellungnahme und Interpretationen), the students are asked to answer a series of questions about their personal views on the issues raised by the texts and to share them with a partner or the group. These exercises are to encourage the students to speak

their mind freely and to learn to support their opinion spontaneously — to sharpen their thinking skills. In the second (Gesprächsrunde), the tasks are designed to promote discussions in the group and to develop public speaking skills in the classroom setting, expanding on the work already done. In the third (Schriftliches), the students are asked to express their thoughts in writing in a variety of modes and formats, among them journalistic reports, letters to the editor, personal essays, diary entries, and storytelling.

The last part of the chapter is a self-test (Testen Sie Ihr Wissen) with eight to 11 multiple-choice questions. It seems to serve more to round out the chapter than to really test the students' knowledge of the subject. However, it may make them reflect on the subject and stimulate them to further reading on their own. *Aktuelle Lesetexte von Gestern, Heute und Morgen* also contains a German-to-English word list (Wortliste) that is arranged according to chapters, reading texts and word groups (Substantive, Verben, Andere Wörter und Ausdrücke), which makes it easy for the student to look up words or expressions.

According to the Heinle & Heinle Catalog, an instructor manual (Lehrerhandbuch) containing teaching and learning strategies, suggestions for text interpretations, background information on authors, culture notes and an answer key accompanies each of the five student textbooks of the German *Bridging the Gap* series. I am not able to discuss the manuals, however, because despite several attempts, I have not yet been able to obtain a copy.

All in all, the two *Gesichtspunkte* books seem to be better suited to DLI students than the three *Übergänge* books. The majority of the texts in the former are taken from current, non-literary sources, and the general emphasis is on meaning and communication rather than on the functioning of the language itself. Many of the materials could be used very effectively in Term III of the German Basic Course, when students concentrate on the use of the language and the acquisition of content/subject matter. Nevertheless, the *Gesichtspunkte* books show the same lack of listening comprehension activities, heavy emphasis on writing, and attention to genre and style as the three previous books. After examining all five books in detail, it is clear that the aim of the German *Bridging the Gap* series is definitely the preparation of college and university students for graduate studies in languages and literature. While this rules out their use as textbooks for the German BC, the books have such a wealth of useful and appealing material, that I would recommend the German department acquire several sets for use as resource books. I would also recommend that the French and Spanish departments take a look at their respective *Bridging The Gap* series. It may be quite worthwhile.

Book review by:
Christa Rutsche,
Curriculum Division

Computer/Electronic Accommodations Program: next presentation, Nov. 16

From DLI Civilian Personnel Office

The Computer/Electronic Accommodations Program provides accommodations to increase accessibility for persons with disabilities throughout the Department of Defense. CAP is part of the Defense Medical Systems Support Center within the Office of the Assistant Secretary of Defense (Health Affairs).

CAP assists DoD activities to procure adaptive equipment which provides access to computer systems and telecommunications. It can also provide resources to cover the cost of sign-language interpreters, readers and personal services for DoD employees attending long-term training (3 days or more).

The CAP office can provide the following services to employees and managers at the Defense Language Institute:

- Equipment and financial assistance for accommodations.
- Expert assistance in identifying hardware, software and other adaptive devices that will meet the specific needs of individual employees with disabilities.
- Training and educational support.

Dinah F.B. Cohen, director of the DoD CAP office, will give a presentation on resources available and procedures to follow in obtaining assistance, Nov. 16, 3 - 4:30 p.m., in the Munakata Hall auditorium Building 610, Room 139). Employees needing adaptive computer technology could benefit from this presentation; managers and first-line supervisors are also encouraged to attend.

For more information, call Wendy Smith, CPO, at 647-5137.

Books, languages and the MIIS Bookstore

By Hugh McFarlane,
Cryptologic Training System
Representative, DLIFLC

Because Monterey is home to a large foreign-language community and is a tourist center, many bookstores in the area cater to students, teachers or just plain readers of foreign languages. The nearby ones that have made a particular effort on behalf of the language community are Bay Books and the Monterey Coffee House Bookshop on Alvarado Street, The Book Tree on Webster Street near Hartnell Street (around the corner from the Monterey Post Office) and Bookworks in Pacific Grove — not to mention the half dozen used book stores within walking distance of DLI, each with foreign language sections.

Not only do the new book stores go out of their way to stock foreign books, newspapers and magazines, but they will do their best to get, through special order, any book currently in print that you might want. (The used book stores provide no special-order services other than book searches; what you see is what you get, although what you see is often a hard-to-find treasure that wouldn't be available at a new book store.)

One bookstore in the area stands out from the others, in that it stocks almost nothing but foreign language books and books for foreign language students and professionals — teachers, translators and interpreters. That is the bookstore of the Monterey Institute of International Studies.

Early this year, the MIIS Bookstore moved to its new location at 434 Pacific St. just up the block from Franklin Street. (From DLI, go down Franklin Street and turn right at Pacific Street. The MIIS bookstore is on the right, across the street from

a furniture store and large parking lot.) Inside, you'll find readers, textbooks, lots of dictionaries, grammar reference books, books on linguistics, teaching and testing, flashcards, tapes and computer software.

The special-order desk is staffed by knowledgeable people who have years of experience in dealing with foreign publishers and suppliers. They will not only order books for you, but also help you find the sort of thing you're looking for if you don't know a specific title. And, as an extra benefit for the community, they will usually order an extra copy or two to have in the store for others to buy.

Because they are the bookstore for a language institute, they get new titles in frequently (at least every time a new semester is about to begin), and we are all free to browse and buy in the textbook section as well as in the general book section. Another advantage that the MIIS bookstore offers is that most of their titles are discounted, they frequently have markdowns, and further-discounted, used copies are often available.

The MIIS bookstore is the only one in the area where teachers and testers can find material in their professional fields, including an extensive selection of titles in language education and applied linguistics from the Oxford University Press. They also stock many practical books on English and English as a Second Language. DLI's students will find it one of the best local sources of reference materials to supplement the material issued at the Presidio of Monterey.

Try the stores mentioned at the beginning of this article for general reading material, special orders and a delicious snack and hot coffee (three of them have coffee houses attached), but be sure not to miss the MIIS bookstore for the tools to make your language work at DLI produce solid results.

SCOLA schedule, effective Oct. 1, 1994

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

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

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

WEEKDAYS

- 2200 RUSSIA TV (News 1): (Repeat)
- 2300 UKRAINE (YT-1): (Tape)
- 2330 BULGARIA (B-1): (Tape)
- 0000 MYANMAR: (Tape)
- 0030 UNITED ARAB EMIRATES(French): (Tape)
- 0100 CZECH REPUBLIC (Udalosti, F1): (Tape)
- 0130 SLOVAKIA (Bratislava Aktuality): (Tape)
- 0200 ROMANIA (TVR - Actualitati): (Tape)
- 0245 CHILE (24 HORAS): (Tape)
- 0330 ESTONIA (ETV): (Tape)
- 0400 PORTUGAL (RTP): (Satellite)
- 0430 LITHUANIA (Panorama): (Tape)
- 0500 SPAIN (RTVE): (Satellite)
- 0630 FRANCE (France 2): R
- 0700 TAIWAN (CHINA)(CTS, TTV, CTV): (Satellite)
- 0720 ISRAEL (Channel 1): (Tape)
- 0800 GERMANY: (Deutsche Welle): (Satellite)
- 0900 JAPAN (FujiSankei): (Satellite)
- 0945 SCOLA SCHEDULE
- 1000 CHINA, Beijing (CCTV): (Satellite)
- 1100 RUSSIA (News 1): (Satellite)
- 1200 SAUDI ARABIA: (Tape)
- 1230 IRAN (IRIB): (Tape)
- 1300 JORDAN (J-TV): (Tape)
- 1330 LATVIA (Panorama): (Tape)
- 1400 CHINA (Tai Yuan, China Yellow River TV): (Satellite)
- 1500 POLAND (Panorama): (Tape)
- 1530 ITALY (RAI 1,2): (Satellite)
- 1600 FRANCE (France 2): (Satellite)
- 1630 HUNGARY: (Tape)
- 1700 CROATIA: (Dnevnik Hrvajska Televizija): (Satellite)
- 1800 SLOVENIA TV: (Tape)
- 1830 TUNISIA (TV-7): (Tape)
- 1900 UNITED ARAB EMIRATES: (Tape)
- 2000 CANADA (CFTM): (Satellite)
- 2030 KOREA (The Asian Network): (Satellite)
- 2100 GREECE (Antenna TV S.A.): (Satellite)
- 2130 ISRAEL (Channel 1): (Repeat)

SATURDAYS

- 2200 Reading From The Holy QURA'N: (Tape)
- 2215 JAPAN TW (FujiSankei): (Tape)
- 2300 BULGARIA (B-1): (Tape)
- 2330 LATVIA: TW (Tape)
- 0030 SLOVENIA: (Tape)
- 0100 LITHUANIA (Panorama): (Tape)
- 0130 SLOVAKIA TW (Bratislava Aktuality): (Tape)
- 0230 CHILE (24 HORAS): (Tape)
- 0400 SPAIN (RTVE): (Satellite)
- 0500 BLVD DEUTSCHLAND(Deutsche Welle): (Satellite)
- 0600 ELEMENTARY CHINESE(CYRTV/SCOLA): (Tape)
- 0700 TAIWAN (CHINA): (Satellite)
- 0720 SCOLA SCHEDULE
- 0735 TAIWAN (CHINA): TW (Tape)
- 0800 GERMANY (Deutsche Welle): (Satellite/TW)
- 1000 SPAIN (RTVE): Variety Programs (Satellite)
- 1100 CHINA (Beijing): (Satellite)
- 1200 Gulf Cooperation Council for the Arab States: (Tape)
- 1330 CHINA TW (Tai Yuan): (Tape)
- 1430 HUNGARY: (Tape)
- 1500 POLAND (POLSATV-DBS) Variety Programs: (Tape)
- 1600 CHINA (Shenzhen): (Tape)
- 1700 CROATIA: (Dnevnik) (Hrvajska Televizija): (Satellite)
- 1800 Voice of the Arab World: Special Programs: (Tape)
- 2030 KOREA: (Satellite)
- 2100 GREECE (Antenna TV S.A.): (Satellite)
- 2130 FRANCE (France 2): (Satellite)

SUNDAY

- 2200 Readings from the Holy Qura'n:(Tape)
- 2215 CHINA TW (Tai Yuan): (Tape)
- 2300 BULGARIA (B-1): (Tape)
- 2330 ESTONIA TW, (Tape)
- 0100 LITHUANIA TW (Panorama): (Tape)
- 0200 UKRAINE TW: (Tape)
- 0230 ISRAEL TW: (Tape)
- 0330 CHILE (24 HORAS): (Tape)
- 0400 SPAIN (RTVE): (Satellite)
- 0630 SWITZERLAND (SBC): (Tape)
- 0700 TAIWAN (CHINA): (Satellite)
- 0720 SCOLA SCHEDULE
- 0730 POLAND (POLSATV-DBS) Variety Programs: (Tape)
- 0830 Voice of the Arab World: (Special Programs): (Tape)
- 1000 GERMANY (Deutsche Welle): Presseclub (Satellite)
- 1100 CHINA (Beijing): CCTV (Satellite)
- 1200 SCOLA SHOWCASE: (Special Programs): (Tape)
- 1300 GERMANY (Deutsche Welle): (Satellite)
- 1430 HUNGARY (NBN)
- 1530 ITALY (RAI): (Satellite)
- 1630 SLOVENIA TV: (Tape)
- 1700 CROATIA: (Dnevnik Hrvajska Televizija): (Satellite)
- 1800 AFTAB: (Tape)
- 2000 NOAH'S WORLD TV/ISRAEL TODAY, (Tape)
- 2130 GREECE (Antenna TV S.A.): (Satellite)

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

Deans' honor roll

The following individuals have qualified for the Deans' Honor Roll:

ARABIC EGYPTIAN

1st Semester

GREEN, Mark R., SPC, USA
HECKENKAMP, Joseph E., A1C, USAF
HENNESSY, Katherine E., SPC, USA

ARABIC EGYPTIAN

3rd Semester

CONROE, Mark F., CPT, USA

ARABIC IRAQI

1st Semester

FOLEY, Joyelle, CTI2, USN
McCURRY, Mark A., SSG, USA
PHILLIPS, Lori J., SGT, USA
WHITE, Michael W., SGT, USA
WILLIAMS, Mark R., SGT, USA

ARABIC IRAQI

3rd Semester

SPER, Mary K., LT, USN

ARABIC SYRIAN

3rd Semester

CUSSON, Michelle P., CTI3, USN
MYERS, Paul R., LCPL, USMC

CHINESE MANDARIN

2nd Semester

BROWN, Leah K., A1C, USAF
JOHNSON, Thomas E., CPT, USA
LARSEN, Richard N., SGT, USA
MILTERSEN, Robert A., SrA., USAF
MILTERSEN, Sheila A., SrA., USAF
POHLMAYER, Todd, SPC, USA

CHINESE MANDARIN

3rd Semester

CHADDIC, John, Civ.
CLARK, Eric M., A1C, USAF
HARRELL, Aaron E., SN, USN
HENDERSHOT, Steven, Civ.
REID, Elizabeth M., CTI3, USN
TRUSKOWSKI, Michael, MSgt., USAF

DUTCH

2nd Semester

DALE, David S. Jr, Capt., USAF
DALE, Karin S., Civ.
GONZALEZ, Thomas J., LT, USN
MCELLIGATT, Timothy S., LT, USN

FRENCH

1st Semester

ARSENAULT, John A., Lt. Col., USAF
BOOTH, John R. Jr., SSgt., USAF
COPELAND, David R. III, PV2, USA
FERGUSON, Fredrick C.I., SSG, USA
ICKES, James P., SSgt., USAF
JOHNSON, Eric E., SPC, USA
JOHNSON, Leah D., LCDR, USN
KRANHOLD, Keith J., CPT, USA
LEONARDI, Jill A., SA, USN

GERMAN

3rd Semester

ABERNETHY, Christopher J., PFC, USA

HEBREW

1st Semester

ARMSTRONG, Emily S., SA, USN
CARTER, Nicholas R., SA, USN
DAVIS, Weston S. III, SA, USN
LEAVER, Elizabeth A., Amn., USAF
PLUFF, James M., SPC, USA
ROGERS, Jodie A., SA, USN
WILLIAMS, Willie L., SGT, USMC

3rd Semester

CARTER, Nicholas R., SA, USN
WARD, Cynthia J., A1C, USAF
WILLIAMS, Willie L., SGT, USMC

ITALIAN

1st Semester

GIANGIULIO, Anthony P., Capt., USAF
LANG, Gregory, LCDR, USN
MARRAZZO, Robert A., Capt., USAF

JAPANESE

2nd Semester

HONMA, Melanie U., SPC, USA

KOREAN

1st Semester

CHUDZIK, James E., SPC, USA
DAFFERN, Alicia K., A1C, USAF
HEWITT, Jon K., SPC, USA
KROES, Robert W., LCPL, USMC

KOREAN

2nd Semester

ARMSTRONG, Barrington, SA, USN
JANKE, Maria D., PFC, USA
LEWIS, Marie B., SPC, USA

PERSIAN FARSI

1st Semester

CHANEY, Thomas E., Sgt., USAF
COURTNEY, Michael B., Amn., USAF
DUNLAP, Sheereen, ILT, USA
FITE, David A., SPC, USA
MOHR, Stuart J., SSgt., USAF
MUNOZVAZQUEZ, Luis G., PV2, USA
RINCONES, Eric J., PV1, USA
SHUCARD, Adam I., SR, USN
WIESE, Pamela E., SSG, USA

PERSIAN FARSI

2nd Semester

BARBERA, Lisa C., SN, USN
DOWDY, Jeffrey W., Civ.
GEHLKEN, Aaron L., A1C, USAF
STEGMAIER, Christopher J., PV2, USA
WEBSTER, Karen L., SR, USN
WHITNEY, Richard J., EM3, USN

PERSIAN FARSI

3rd Semester

JOY, Daniel R., SrA., USAF
MANNNS, Howard J., SA, USN
VASQUEZ, Victoria A., PV2, USA

POLISH

1st Semester

BUTLER, Cecilia E., PFC, USA
GRAHAM, Anne S., PFC, USA
HATCH, Douglas R., PFC, USA
KIBURZ, Kim, SFC, USA
THOMAS, Douglas R., PFC, USA
WALLITSCH, Jeffrey A., PFC, USA

PORTUGUESE

2nd Semester

BEASLEY, Eddie C., SSgt., USAF
BURGOA, Jerhald A., CPT, USA
GOLDSMITH, Devon G., LCDR, USN

RUSSIAN

1st Semester

BODILY, David G., PFC, USA
CONKLIN, James T., MAJ, USMC
CONNELL, Daniel P., SPC, USA
GEERS, Jeanne E., SPC, USA
GEERS, Kenneth S., SPC, USA
ORENICK, Racquel R., SN, USN
ROLAND, Lisa L., PFC, USA
TWERBERG, Carl a., SN, USN

RUSSIAN

2nd Semester

DEAN, Sarah K., PVT, USA
 JOHNSON, Amy J., PVT, USA
 JONES, Julien S., PVT, USA
 NELSON, Robert W. Jr., SPC, USA
 RANTA, Amy L., PV2, USA
 SU, Chang K., SPC, USA
 WIGGINTON, Thomas H. Jr., PV2, USA

SPANISH

1st Semester

BERRY, James M., SPC, USA
 BOOTHE, Kimberly D., PVT, USA
 BROOKS, Tina A., PO3, USN
 BURCH, Rodney J., SGT, USA
 BUSTANTE, George A., LT, USN
 CLARK, Jack M., SN, USN
 FISHER, Paul D., LCDR, USN
 FLORKOWSKI, Stanley F. III, PVT, USA
 FRANK, Michael D., PFC, USA
 HOFFNER, John J., PVT, USA
 HOOVESTOL, Michelle M., A1C, USAF
 JODER, Daniel R., Capt., USAF
 MANTON, Kathleen M., Civ.
 MOHN, Randy S., SGT, USA
 MORAGNE, Jeffrey A., Maj., USAF
 RANDALL, Robert H., Amn., USAF
 REED, Amber M., SGT, USA
 SCHELL, Walter J., Lt. Col., USAF
 SHOFKOM, Heidi L., PVT, USA
 STONE, Eve G., Civ.
 SULLIVAN, Martin O., CW2, USA
 TODD, Mark T., Capt., USAF
 WALKER, Edith M., MSgt., USAF

SPANISH

2nd Semester

RIGAZZI, Richard A., CDR, USN

SPANISH

3rd Semester

COLLIER, Tawnya M., SGT, USA
 DEWS, Brian R., SSG, USA
 FONFEREK, Eric C., SPC, USA
 HELLMAN, Lance G., SPC, USA
 HINGSTRUM, Melissa M., SGT, USA
 HIPPLE, David B., TSgt., USAF
 LEE, Maurice D., SGT, USA
 SCHOFFMAN, Michael, LTJG, USN
 RIGAZZI, Richard A., CDR, USN

SILONG, Richard, LT, USN
 SIMMONS, Stephanie L., PV2, USA
 URIBE, Gilbert A., MAJ, USMC
 VICK, Edmund R., SGT, USA

TAGALOG

2nd Semester

CARIGNAN, Timothy R., SPC, USA
 MESSINGER, Keith J. III, SSG, USA
 MORRIS, Gabriel D., SA, USN
 RINEY, Terrence, CT12, USN
 STAIB, William C., SPC, USA

UKRAINIAN

2nd Semester

GABEL, Donald L. II, CPT, USA
 SHACKLEFORD, Crisanna L., PO2, USN

3rd Semester

RODGERS, Tony M., PO2, USN
 ZAHODY, Daniel, MSG, USA

VIETNAMESE

2nd Semester

JOHNSON, Patrice T., SPC, USA

Joint Service Achievement Medal

Effective Sept. 21, 1994

PLAISTED, Michael, SFC, USA
 SAUCIER, Johnny, SFC, USA
 VELEZ, George, SSG, USA

Effective Oct. 14, 1994

McCARTHY, Daniel, CT1CM, USN

Effective Oct. 19, 1994

CAMPBELL, Anastasia D., SrA,
 USAF

Student award winners for October 1994

Commandant's Award

Category I

FONFEREK, Eric C., SPC, USA

Category III

MANNNS, Howard J., SA, USN

ROGERS, Tony M., PO2, USN

WILLIAMS, Wille L., SGT, USMC

Category IV

CONROE, Mark E., CPT, USA

Provost Awards

Category I

DALE, David S. Jr., Capt., USAF

Category III

CARTER, Nicholas R., SN, USN

PRINCE, Kelly D., A1C, USAF

ZAHODY, Daniel, MSG, USA

Category IV

SPER, Mary K., LT, USN

Maxwell D. Taylor Award

VASQUEZ, Victoria A., PFC, USA

Kellogg Awards

DAVIS, Weston S., SN, USN

ROGERS, Tony M., PO2, USN

VASQUEZ, Victoria A. PFC, USA

AUSA Award

MANNNS, Howard J., SA, USN

Graduations

The following students graduated from foreign language course at DLI, Presidio of Monterey:

DLI graduates, Oct. 6

ARABIC EGYPTIAN

Class 01AE00893

AKELEY, Thomson C., PFC., USA
CONROE, Mark F., CPT, USA
FRUSHON, Frank J., CPT, USA
ROBINSON, James E. III, A1C, USAF
SHARP, Timothy J., SPC, USA
YOUNG, William T., A1C, USAF

ARABIC SYRIAN

Class 01DG00793

ALLEN, Clay C., A1C, USAF
HEDRICK, Thomas W., SSG, USA
HOCKETT, Michele R., SPC, USA
NORRIS, James M., CTI3, USN
OSBORN, William K., SPC, USA
PLUMLEE, James T., PFC, USA
REED, Steven L., LCPL, USMC
SHEARER, Clark A., SGT, USA
SPER, Mary K., LT, USN
TAYLOR, Jerold W., CTI3, USN
TOMA, Paul, SPC, USA
TOVAR, Christopher P., SPC, USA
YESKO, David P., PFC, USA

ARABIC IRAQI

Class 01AP00893

ANDERSON, Scott L., A1C, USAF
CUSSON, Michelle P., CTI3, USN
EDWARDS, Gregory L., SGT, USAF
HARGER, Todd M., SGT, USA
HAUFE, Angela C., SPC, USA
LOWEN, James M., MAJ, USA
MARTINELLI, Patricia M., SGT, USA
MCCRAY, Julie, SFC, USA
MYERS, Paul R., LCPL, USMC
MYERS, Tara L., A1C, USAF
PERDUE, Joshua S., PFC, USA
REPISCHAK, John P., SPC, USA
SEBRING, Patrick J., SSgt., USAF
SIEBERS, Nicole M., CTI3, USN
SMITH, Joshua D., CTI3, USN

BELORUSSIAN

CLASS 01BL00194

BERSANO, Bernard L. Jr., SFC, USA
BOGGS, Robert A., SSG, USA
PHILLIPS, Barry M. II, SFC, USA
YATES, Robert S., SSG, USA

UKRAINIAN

Class 01UK00194

EATCHEL, Jason, SN, USN
MOTTO, Thomas N., SGT, USA
RODGERS, Tony M., PO2, USN
ZAHODY, Daniel, MSG, USA

DLI graduates, Oct. 20

CZECH

Class 01CX00194

BRUNEEL, Melissa S., PFC, USA
VAN BRUNT, James T., SSG, USA

HEBREW

Class 01HE00194

CARTER, Nicholas R., SA, USN
DAVIS, Weston S. III, SN, USN
HOLLOWAY, Deborah L., A1C, USAF
KEMP, Paul D., A1C, USAF
MCLAUGHLIN, Kevin T., SN, USN
RUARK, Christopher S., A1C, USAF
WARD, Cynthia J., A1C, USAF
WILLIAMS, Willie L., SGT, USMC

DLI graduates, Oct. 27

DUTCH

CLASS 01DU00294

DALE, David S. JR., Capt., USAF
DALE, Karin S., Civ.
ENDICOTT, Michael A. II, SSgt., USAF
GONZALEZ, Thomas J., LT, USN

LIEBL, Richard B., CPT, USA
LIEBL, Susan M., Civ.
MCELLIGATT, Timothy S., LT, USN
SHAFER, Dionetta, Civ.
SHAFER, John R., Capt., USAF
TINKEN, Erica A., PFC

JAPANESE

CLASS 02JA50194

ALLEN, Ronald E. Jr., OTA2, USN
BUCH, Shawn A., OTM1, USN
GEORGE, Scott E., OTA2, USN
HOLECEK, Paul O., OTA2, USN
LAVEQUE, Terri L., OTA1, USN
POWELL, Paul H. B. II, OTA2, USN
SCRIBNER, Jeffrey L. Jr., LT, USN

PERSIAN FARSI

CLASS 01PF00194

ESPLAN, Barry A., YN2, USN
JOY, Daniel R., SrA., USAF
LACHAPELLE, Matthew W., CTISN, USN
MANNIS, Howard J., CTISA, USN
PRINCE, Kelly D., A1C, USAF
SHEWELL, Wayne D., SSG, USA
VASQUEZ, Victoria A., PFC, USA
WARNER, Quinn D., A1C, USAF

SPANISH

CLASS 01QB00594

BURCHETT, Robert C., SGT, USA
COLLIER, Tawnya M., SGT, USA
CULPEPER, Howard L., PV2, USA
DAVIS, Charles D. III, Capt., USAF
DAVIS, Robin E., Civ.
DUDEL, Martin C., SGT, USA
DUNCAN, David C., PFC, USA
ESTRADA, Daron E., PV2, USA
FONFEREK, Eric C., SPC, USA
FOSSETT, Tanisha S., PV2, USA
FRANCUM, Jonathan P., A1C, USAF
FRANK, Ramsey W., SPC, USA
GALLARDO, Robert J., PFC, USA
GRANT, James J., SGT, USA
GUTHEINZ, Rebecca A., PV2, USA
HATFIELD, Robert G., SSG, USA
HORNER, Patrick G. II, SGT, USA
HYDE, Michael S., SPC, USA



During graduation ceremonies Sept. 29 at the Tin Barn, COL Vladimir Sobichevsky, DLI commandant, stands with the top award winners after presenting their awards. From left to right are: SGT Edmund R. Vick, Commandant's Award, Category I; PO3 Elizabeth M. Reid, Maxwell D. Taylor Award, AUSA Award and Commandant's Award, Category IV; COL Sobichevsky; SPC Lance G. Hellman, Martin Kellogg Award; TSgt. David B. Hipple, Provost Award, Category I; and SN Aaron E. Harrell, Provost Award, Category IV. (Photo by Jaime Villarreal)

Commanders' Run results

Aug. 17

Females:

1st	Air Force	16:46
2nd	Co. D	17:04
3rd	Co. F	14:07
4th	Co. A	14:53
5th	Co. G	16:24
6th	Co. B	17:26

Males:

1st	Co. B	11:55
2nd	Co. D	12:08
3rd	Co. A	12:34
4th	Air Force	12:57
5th	Co. G	12:58
6th	Co. F	13:01
7th	Marine Corps	13:17
8th	Navy	11:57
9th	Co. E	12:03
10th	Co. C	12:47

Sept. 23

Females:

1st	Co. A	14:29
2nd	Co. B	15:33
3rd	Co. G	15:50
4th	Co. D	16:19
5th	Navy	14:29
6th	Air Force	15:43

Males:

1st	Co. B	11:55
2nd	Marine Corps	12:30
3rd	Co. A	12:52
4th	Co. D	13:06
5th	Co. C	13:33
6th	Co. F	15:05
7th	Navy	11:43
8th	Co. E	12:20
9th	Air Force	12:39
10th	Co. G	12:41

Grads, continued from Page 24

KIMMETT, Shane H., A1C, USAF
 KLOSOWSKI, Robert J., SN, USN
 LARSON, Allen D., SGT, USA
 LAWRENCE, Drue J., SSG, USA
 LEWIS, Jeffrey S., SPC, USA
 MARTINEZ, Johnny, SSG, USA
 MATTHEWS, Sean M., Amn., USAF
 MCDARIS, Brian E., SPC, USA
 MCENEARNEY, Scott T., PFC, USA
 MCLURE, Oscar Jr., A1C, USAF
 MOON, Kevin A., SGT, USA
 MORGAN, Joy B., PV2, USA
 NICHOLS, Shannon L., A1C, USAF
 ONSYSKO, Richard T., PFC, USA
 PATMORE, Angela M., Amn., USAF
 PLUMLEY, Thomas L., SPC, USA
 POWELL, John G., PFC, USA
 RIGAZZI, Richard A., CDR, USN
 RIGAZZI, Sibyle E., Civ.

SCHOFFMAN, Michael, LTJG, USN
 SCHOMBS, James M., PO1, USN
 SHAW, Dean J., CPT, USA
 SHERWOOD, Raymond C., LCPL, USMC
 SKINNER, Emily L., PFC, USA
 SMITH, Christopher K., PV2, USA
 SNYDER, Jack A., MAJ, USA
 URIBE, Gilbert A., MAJ, USA
 VIDAURRI, Daniel, A1C, USAF
 WELLS, Giselle, AN, USN
 WOLFORD, Ryan J., PV2, USA
 WOOD, Michael C., LCPL, USMC
 ZABALA, Jereme C., A1C, USAF

THAI

CLASS 01TH00194

BARNEY, Ted L., SGT, USA
 CURTIS, Jay R., MSG, USA
 KELLEY, Sean T., MSG, USA
 ST. JOHN, Robert L., SGT, USA
 TUPPER, James J., CPT, USA



National Hispanic Heritage Month honored at DLI

Story and photos by J02 Douglas H. Stutz

DLI joined the rest of the nation by honoring and recognizing Hispanic Heritage Month from Sept. 15 through Oct. 15. This year's theme was "Hispanics: Partners for Progress." DLI's commemoration activities officially began Sept. 19 with an opening ceremony at Munakata Hall auditorium.

The history of America is rich with the many varied contributions made by Hispanic-Americans, from the nation's early trading and settler days to the modern computer age. Recognizing the many contributions of Hispanic-Americans goes back to 1968, when then-President Lyndon B. Johnson signed a proclamation designating one week in September as Hispanic Heritage Week. Twenty years later, a bill was passed officially designating Sept. 15 through Oct. 15 as Hispanic Heritage Month to recognize the history, culture and contributions of such Latin American countries as Mexico, which celebrates Independence Day on Sept. 16. Events throughout

the country were as diverse as homeless relief agencies in Los Angeles helping out needy people to students in San Diego whipping out a 3,000-foot bean-and-cheese burrito.

"Throughout the year, our community here at DLI continuously celebrates specific ethnic observances," said COL Vladimir Sobichevsky, DLI commandant. "The purpose is to recognize achievements and contributions of those diverse ethnic groups and to promote a better understanding of their culture."

"My mother used to tell me that when you speak two languages, it's almost like being two people and part of two worlds," said guest speaker Dr. Steven F. Arvizu, Provost, CSU-Monterey Bay. "You as students and leaders of languages and culture have a very important position and role in influencing our diverse country and world in the future. It is very important to have positive interaction between people. Obviously, when you learn languages for military and strategic intelligence purposes, much of this revolves around how we look into the future. But how we interact in ways that go beyond that purpose are also significantly important. The same is true in our homes and communities. It is important we have people of good will



Far left: Music was provided by the Trio Xochiqilli at the opening ceremony reception.

Left: The traditional strains of Latin American music echoed outside Munakata Hall, providing a perfect backdrop for reception participants.

who reach out to one another and support one another. We have people who can cross languages and cultures and who can treat one another as human beings.

“There are some very important issues today involving family, community and our society’s institutions,” continued Dr. Arvizu, “as well as combining quality education with the interaction between the home and the community, and the school and the public institutions. What is also important is having a positive hope and dream and a pathway that are realizable which one generation passes on to another so they can improve themselves.”

Dr. Arvizu also advocated quality communication between parents and their children, or in cases where there might be a breakdown between adults and young people in the community, others must take on this responsibility; it could be neighbors, it could be church leaders, or other responsible citizens within that community. “But,” he added, “there has to be quality communication, an engaging, a support and a sense of community that passes on the cultural heritage and sense of identity that is important for someone to know where they come from, where they belong and how they fit in. This communication process may start with parents, but must expand beyond that to the

institutions in the community. The process can be even simple activities like the telling of stories, the presentation of music, or the oral tradition of family so that people can grow, having a deeper understanding of what they can be proud of. Then they do not lose their sense of language and culture and history. It may even seem trivial to some that we have a weekend parade in downtown Monterey. But we do because we’re developing a historical memory that serves as a base for cultural identity, security and integrity.”

Dr. Arvizu’s words echo exactly what the observance of Hispanic Heritage Week stands for; social distinctiveness, moral soundness and stature, not only for the Hispanic community, but for the nation.

DLI’s programmed events were planned and organized by the Hispanic Employment Program Manager Madlain Michael and the Hispanic Employment Program Committee. Committee officers are Enrique Berrios, chair, and Dr. Mehmet Ali Cicekdag, vice chair. Assisting was Sylvia Rodrigues, secretary, and committee members Mayda Cruz, Dr. Paul Cucional, Dr. Guido E. de la Vega Montalvo, Yousef Hazimeh, Siham Munir, and Elizabeth Ramirez-Fagan.

For a better balance of mind and body energy, try:

Upping your cereal, grain, vegetable, fruit intake

(Third in the series)

Compiled by HMC Rita Crawford,
POM Army Health Clinic

The Food Guide Pyramid tells us that the basis of a healthy diet is to eat plenty of cereal, grains, vegetables and fruit while consuming less fat, oil and sweets. Few of us as children were given plates full with plant food and a side dish of meat. It was usually the other way around. But increasing your cereal, grain, fruit and vegetable eating is important and is possible for everyone, with a little help.

The foods behind the categories

The good news is that foods in these categories are probably ones you already like to eat. The trick is to include more of them in your food choices each day.

Cereal

- All ready-to-eat cereals and hot cereals (aim for whole grain varieties such as shredded wheat, raisin bran, high bran oatmeal.)
- Wheat germ

Grains

- Sliced bread, pita bread, bagels, English muffins (aim for whole-grain varieties such as whole wheat, rye, pumpernickel, corn, oat, multi-grain); breadsticks; crackers.
- Pasta, including spaghetti and other noodles without whole eggs.
- Brown rice, white rice, barley, couscous, polenta, kasha (buckwheat)
- popcorn (aim for unbuttered)

Vegetables

- green, leafy such as romaine lettuce, spinach, kale, brussels sprouts
- red, orange and yellow such as yams, carrots, peppers, squash, cabbage
- green beans, peas, broccoli, corn, potato, celery, cucumber, cauliflower, onion
- vegetable juice

Fruits

- citrus fruit such as oranges, grapefruits
- berries such as strawberries, blackberries, blueberries
- melons such as cantaloupe, honeydew, watermelon
- apple, pear, banana, peach, apricot, grapes, plum, nectarine, mango, kiwi
- dried fruit such as raisins, figs, prunes, apricots
- fruit juice

How much is enough?

According to the Food Guide Pyramid, the numbers of daily servings of cereal, grains, vegetables and fruit a person should eat depends on his/her calorie level for the day. Your dietitian or nutritionist can help you work out which calorie level fits your needs. The dietician or nutritionist can also make sure you get adequate servings from the remaining food groups (milk and meat groups).

Do these numbers of servings sound like an impossible goal for you to achieve? It's really quite possible when you know how big a serving size is in each food group.

Let's look at a day's worth of cereal, grains, vegetables and fruit at the 2,200-calorie level. At least nine servings from the bread group, four servings from the vegetable group and three servings from the fruit group are recommended.

Remember to vary your choices from day to day to get more of the nutrients you need to stay healthy and fit.

Getting Creative

Here are some food preparation ideas to help you make the switch to high cereal, grain, vegetable and fruit eating.

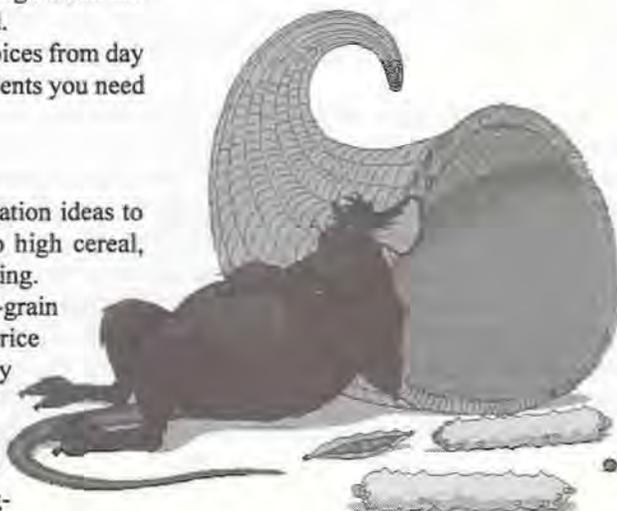
- Have two vegetable-and-grain main meals each week. Try rice and beans; vegetable stir-fry and rice; pasta primavera; kasha and bowtie noodles, tortellini salad; bean-filled tacos and tortillas; hearty veg-

etable-rice soup with low-fat crackers.

- Sprinkle cereal or wheat germ on ice milk of low-fat frozen yogurt. Or, add berries or chopped fruit to the frozen desserts.
- Add lots of celery, zucchini, green peppers, mushrooms and onions to tomato-based pasta sauce.
- Eat fruit salad as an appetizer or with your low-fat cake or cookies for dessert
- Prepare tuna and chicken salads with celery, grapes, chopped red peppers or apple pieces. Enjoy these salads with low-fat crackers.
- Dip fish or skinless chicken first in low-fat milk, egg white or cholesterol-free egg substitute and then in crushed cereal before baking.
- Use whole-grain bread or cracker crumbs, oatmeal or crushed oat bran cereal in your meatloaf or hamburgers.
- Dip pretzel chips in salsa or other low-fat dips.

Don't forget fluids

When you add plant products to your diet, be sure to drink a variety of fluids to keep regular. This is recommended whether you feel thirsty or not. Approximately eight glasses of water or other non-alcoholic beverages each day will do the trick.



In Memory of John Yuan, Yu Chih, 1920-1994

The Defense Language Institute Foreign Language Center community recently lost one of its long-term members, John Yuan, Yu Chih, a 33-year veteran instructor of Mandarin Chinese. John Yuan came to work at the former Army Language School (now DLIFLC) Feb. 13, 1961, and worked here continuously until failing health forced his retirement June 3. John Yuan passed away at Monterey's Hospice House before dawn Oct. 5. He is survived by his wife, Gloria, and three sons.

John Yuan was a well-known figure in the Chinese Department here throughout his career with the U. S. government. He brought a passion for mission accomplishment and a solid understanding of the needs of military linguists to his teaching. He consistently focused his students on mastery of the critical skills needed by the field customers of DLI. Famous for his rapid-fire delivery of questions and answers, he encouraged excellence in all he mentored. Besides his service at DLI as an instructor and team coordinator, he was union president of National Federation of Federal Employees, Local 1263 for several years during the early and mid-1980s. He was the recipient of numerous awards during his career with DLI.

His teaching time here was, however, a second career for John Yuan, who was born near Hangzhou City, Zhejiang Province, China, Jan. 7, 1920. He attended the Chinese Central Military Academy from July 1938 to August 1941, and subsequently entered service with the Chinese army as a second lieutenant. He fought against the Japanese during World War II while assigned to the Chinese 1st Army in Burma and India. After World War II, he attended the U.S. Army Infantry Officer Advanced Course at Fort Benning, Ga., from 1946 to 1947 as an exchange student, and then served in the Chinese embassy in Washington, D.C., until returning to Nanjing, China. He left mainland China in April 1947 and continued service on Taiwan. He was Chinese Military Attaché to the United States during 1956. In the course of his career with the Chinese army, he rose to the rank of colonel. He commanded at all levels from platoon, company and battalion to regiment. He retired from Chinese army service in June 1959, and within several years was beginning his second career in language education with ALS.

As a boy growing up in turbulent China in the 1920s and 1930s, he was active with the Boy Scout movement in China. In his last year as a Boy Scout, he attended international scouting events in Italy from June to November 1937 at the invitation of the Italian government. Throughout his teaching time here at DLI, he was a role model of the very best of traditional Chinese cultural values, military discipline and the scouting ethic. Col. Yuan's wry humor and dedication to excellence will be deeply missed by all who knew him as peer, mentor, instructor and friend.

— By MAJ David G. Tatman, Associate Dean, Asian School I

In Memory of

Mrs. Luba Boltunow, retired Russian instructor

A very gracious lady, and a true professional, Mrs. Luba Boltunow is missed by many friends in the Russian departments of both East European Schools, as well as by those from other DLI organizations who worked with her and knew her. A requiem mass (panikhida) was held Oct. 7 at St. Seraphim's Russian Orthodox Church, Seaside. She was layed to rest Oct. 10 at the Monterey City Cemetery, located at Fremont and Camino Aquajito Streets in Monterey.

In Memory of

Rogelio A. Castro, retired Spanish instructor

Rogelio Alberto Castro, 71, a retired Spanish instructor who devoted 32 years at DLI's Spanish Department, passed away Aug. 31 in Plano, Texas. Mr. Castro retired in 1985 at which time he moved to Costa Rica. Born May 8, 1923, and a native of San Salvador, El Salvador, Mr. Castro is survived by two sons of Plano, Texas, and Eugene, Ore.; two daughters of the Monterey Peninsula area; two sisters of San Jose and San Salvador; a brother of San Salvador; and 10 grandchildren. Memorial services were held at the Presidio of Monterey Chapel Sept. 23.

In Memory of

CTISN Richard J. Brewer, U.S. Navy

Seaman Richard J. Brewer, 21, a U.S. Navy cryptological technician interpreter, assigned to the U.S. Naval Security Group Detachment, DLI, died following a boating accident in the Monterey Bay Oct. 29. He was transported to the Community Hospital of the Monterey Peninsula where the coroner pronounced the official time of death at 1:18 p.m. Brewer and a friend, Scott Hoover, a former DLI student, were fishing in the Monterey Bay when Brewer's power boat propeller got tied up in kelp causing loss of power to the boat. According to a report from a Naval Postgraduate School representative, the boat then apparently drifted and was pulled by a strong current into a rocky area near the coastline area between the Naval Postgraduate School and the Presidio of Monterey Annex (formerly Fort Ord). Brewer got caught underneath the capsized boat. His friend was thrown free and able to swim to safety. The first alert to the accident was reported at 12:22 p.m.

Brewer was a Russian language student at DLI in Russian Course #21501RU94194. He was scheduled to graduate Nov. 17. He is survived by his wife, Christina Ann, 20; one son, Scott Alex, whose first birthday is Nov. 6; and two sisters, both of Longview, Wash.. An investigation into the accident is ongoing. A memorial service was held Nov. 1 overlooking Monterey Bay at Lover's Point, Pacific Grove.

(Top) To eliminate tripping hazards, Bob and Kenny Wygal, and Laurie and SSgt. Eric Robleto lifted and leveled sidewalks and cut out huge roots.

(Below, left) The once-dreaded, now harmless "prickle plant" sports a new military haircut.



"Prickle plant" tamed during cleanup



(Above) Adrienne Coll finishes leveling the filled-in pit at the base of one of the tunnel slides.

Story and photos by MSgt. Jon J. Brogdale,
USAF, MLI, East European I

At 8 a.m. on Saturday, Sept. 24, the residents of the Presidio of Monterey Enlisted Housing gathered to launch perhaps the most coordinated housing area clean-up effort of all time. In a well-organized, concerted effort, spearheaded by SFC Don Adamson, military and family members assembled near the Building 556 storage area, where awaited lawn mowers, edgers, rakes, brooms and weed whackers — on loan for the weekend.

Considering that the whole operation had been planned and notification sent only the night before, the turnout was impressive. Everyone combed the area in a frenzy of clean-

ing. Everyone pitched in to police the community areas - taking responsibility also for the unoccupied units. Then they made sure that their personal areas were squared away.

They mowed, edged and raked lawns and swept streets and sidewalks, filled and leveled trenches around the playground equipment and returned sand which had drifted from the central play area over the steps to the mailboxes.

Gardeners even braved the giant yucca plant and meticulously clipped its thorns on the giant yucca plant outside Building 559 to prevent further damage to children and inflatables. The once-dangerous and dreaded "prickle plant" is now tamed and friendly. In fact, the housing area looks friendlier.

Thanksgiving holiday travel advisory

By David R. LaRose,
DLI Safety and Occupational Health
Manager

The approaching Thanksgiving holiday is one of the most popular holidays of the year. It affords us the opportunity to relax, enjoy some quality time with family and friends, and a chance to get away from the daily routine.

Many of us will choose to share this festive holiday with friends and relatives. Most have already made plans for this extended holiday period, while others will wait until the last minute. Many will attempt to do more, see more and travel farther than an extended holiday will allow, resulting in a less-pleasurable time and increase the odds of an accident. It's an unfortunate fact that most of our accidents, injuries and deaths during this period are caused by automobile accidents.

Winter driving, particularly, will increase our exposure to holiday hazards. Here in California, along the Central Coast, we are faced with rain, fog, high winds and longer hours of darkness. However, as we begin our holiday travel and move away from the coastline, remember that driving conditions can change rapidly. That unexpected winter storm and more hazardous, winter-driving conditions may be just around the next curve or over the next hill, increasing the probability of an accident. Prudence requires us to plan our trips farther in advance and be safety conscious.

Because holiday periods usually involve holiday travel, and our exposure to adverse road and driving conditions greatly increases, we often overlook other

hazards associated with holiday driving. Survival on the highway depends on intelligent trip planning and preparation, unimpaired physical condition, and uninterrupted mental alertness. Do not allow that inexperienced, impatient, and all-too-often intoxicated, other driver cause you to become a part of their accident. Remember, if you travel across town or across country, be on guard and **DRIVE DEFENSIVELY**. Follow these excellent rules for holiday driving:

1. DON'T DRINK AND DRIVE OR RIDE WITH OTHERS THAT DO.

A significantly large percentage of holiday accidents involve impaired drivers.

2. REDUCE YOUR SPEED AND ADJUST TO DRIVING CONDITIONS. Stay alert and be prepared to adjust to unsafe roads and other obstructions.

3. DON'T DRIVE WHILE FATIGUED OR SLEEPY. Slow reaction time, irritability and loss of attention are related to and signs of fatigue

4. PREPLAN YOUR TRIPS AND ACTIVITIES. Stranded on a cold, lonely highway is not the place to think about what you should have done.

5. USE SEAT BELTS, CHILD RESTRAINTS AND REQUIRED MOTORCYCLE SAFETY EQUIPMENT. In the event of an accident, the initial collision is the crash of a motor vehicle crashing into another object. The second collision occurs when unprotected people, still moving forward, are stopped by something. It's the second collision that causes serious injuries or death.

Whatever your plans are for this holiday period, exercise a little common sense, caution and moderation in all activities. Have a safe and enjoyable Thanksgiving holiday, and return to home or work safely.

Service News

Marine Corps Ball held at NPS, Nov. 11

In honoring the U.S. Marine Corps' 219th birthday, the U.S. Marine Corps Detachment, Presidio of Monterey, will host the annual Marine Ball Nov. 11 at the Naval Postgraduate School Herrmann Hall. The ball begins at 6 p.m. in the Barbara McNitt Ballroom.

Personal finances course offered Nov. 19

A personal financial management course will be held at the Presidio of Monterey Chapel Annex, Building 324, Nov. 19 from 8 a.m. to 5 p.m. with a one-hour lunch from noon to 1 p.m. To enroll, call 242-4611 or 242-4713.

LINGNET available for computer/modem users

LINGNET is the Defense Language Institute's computer bulletin board system designed for and run by military linguists. LINGNET has an ever-growing catalogue of files of interest to linguists of all branches of service. Included in the files area of the board are computer-assisted language study programs, foreign language word processing programs, survival language kits, and DLIFLC news. The board currently has more than 300 military and civilian users from units throughout the world. All of the users can make use of the board's electronic message service to keep abreast of language training developments, or simply to keep in touch. This service is only a phone call away - all that is needed is a computer and a modem. Through your computer's communications program, call LINGNET at DSN 878-5333, or commercial (408) 647-5333. If you have questions or comments, call the LINGNET systems operator at DSN 878-5724, or commercial (408) 647-5724.



(Photo provided by DLI Arabic Instructor, Venus Attia)

“This is not my son,” states PFC Michael J. Quigley pointing to the bulging stomach of pregnant-costumed SSG Barry W. Jennings during their Arabic class picnic at Lake Elestero, Monterey, Oct. 7. Both, new foreign language students at DLI, SSG Jennings and PFC Quigley are U.S. soldiers assigned to D Company, Troop Command, and in the Middle East School II, Dept. C, Beginning Arabic Class 50194.