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GLOBE

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SERVING THE MILITARY and CIVILIAN COMMUNITY of THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER



Photo by PFC Ed West, G Co.

Violinists Gretchen Taylor, Rebecca Sulavik, Wendy Geiger, Rosemary Peter, and Walter Vicijan and clarinetist Peter Nicola practice with the Defense Language Institute's Pancultural Orchestra. The orchestra's director, Theodore Garguilo, invites all students, faculty, staff and community members interested in playing with the orchestra to call him. See page 9 for more information.

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The GLOBE welcomes letters from readers. Mail letters to Editor, GLOBE, Public Affairs Office, Presidio of Monterey, CA 93944-5006, or deliver them to Room 133, Building 614. All letters must be signed and include a return address and phone number; names will be withheld on request. The editor reserves the right to edit letters for clarity, length and good taste.

In Brief . . .

Caltrans sponsors student poster contest for Rideshare Week

The California Department of Transportation is sponsoring a statewide Student Poster Contest for California Rideshare Week, which is held each October. The campaign theme is *Keep California Moving*. Ridesharing includes all forms of commute transportation other than driving alone. The winning poster will include several modes such as car pools, van pools, buses, trains, bicycles and walking. It will convey the idea of traveling in small or large groups. The winning art work will be used for campaign materials aimed at increasing public awareness of ridesharing benefits. Entries must be received by Mar. 16. In addition to statewide exposure and special recognition for the poster, the artist whose work is selected will receive a professional fee of \$1,000. For more information, call Vicki Cobb, (916)327-5058.

Fort Ord Youth Services to present fashion show

The Youth Services Branch of the Family Support Division and the Main Post Exchange will present a pre-Easter fashion show Mar. 10, 7 p.m. at Recreation Center 2 on 9th Street. For more information call Alice Varnador at Youth Services, 242-4364.

Fort Ord Red Cross needs health and safety volunteer

The Fort Ord Red Cross office, which also serves the Defense Language Institute and the Naval Postgraduate School, is seeking a volunteer to serve as Health and Safety chairperson. The position involves developing and implementing training programs in CPR, first aid and water safety, while offering excellent opportunities to build job and leadership skills. The position requires a minimum of two days a week. Call 242-7801 for more information..

Second incomes taxable

American Forces Information Service

Internal Revenue Service officials remind taxpayers with second incomes that the additional income is taxable, regardless of its source. The guiding principle for the IRS is: Income from any source is taxable whether it is received in cash, property or services, unless it is specifically excluded by law. Taxpayers may have to pay estimated tax if no tax is withheld from the second job. If the extra income is from self-employment, the taxpayer should generally report it on Form 1040, Schedule C, *Profit or Loss from Business*. Expenses to produce the additional income (such as uniform expenses or union dues) are usually deductible on itemized returns. For more information call, toll-free, (800) 424-3676.

OPINION at the Presidio of Monterey

By PH2 Ken Trent

Q: What do you think of the weight requirements set by the military ?



Pvt2 Sheila M. Goetjen, USA

"These requirements were set for good reason: to give us the best, and the fittest U.S. Army."



CTA1 Cynthia M. Saliwado, NSGD

"I think the standards set by the Navy are excellent, but not enforced strictly enough. There is a variance from each command which still creates confusion. But with the direction the Navy is taking, the 21st century will be seeing all sailors physically fit."



CWO3 Les Smitherman, NSGD, AOIC

"They're a necessary evil, required for a lean, fit fighting machine, whether it be at sea, in the air or on the ground."

Experts disagree Drug testing: a deterrent?

By PFC Jeanmarie P. Amend, Co. G

The next time health and welfare representatives wake you up at 4:30 a.m. to request a warm sample of urine, remember, you are not alone. What was once considered an invasion of privacy has become a part of the president's antidrug policy and a familiar practice among private employers. To ensure drug-free environments, 74 percent of the Fortune 500 companies now conduct these tests.

President Bush's new drug policy calls for testing of federal employees and urges private employers to test "where appropriate," Rebecca Sharp said in the February issue of *Mademoiselle*. She said, "Deciding to submit to a drug test has more to do with common sense than principle." William Bennett, head of the Office of National Drug Control Policy, said, on behalf of the Bush administration, "The country has changed. American public opinion has hardened on this issue."

Why? A few students I asked said it was obvious. "Although drug-testing is a violation of your Fifth Amendment right to avoid self-incrimination, I think it is a necessary way to prevent alcohol and drug abuse," said Pfc. Shannon Gorman, G Company. Pfc. Tammy Prince, also of Co. G, agreed. "It is fair," she pointed out. "Why should I have to work with someone who abuses alcohol or drugs?" Around DLI, informally-pollled students -- without exception -- concurred. Benefits mentioned included safety, efficiency and better relationships due to the drug-free standard.

Does screening deter drug use? Experts disagree. Tests may be inaccurate. Or, given advance notice, abusers may abstain long enough prior to the test for traces of illegal substances to disappear from their systems. What screening does deter is a sense of the inviolate right to one's person which constitutes privacy. This is an invisible effect to be weighed with the benefits.

From the Commandant

DLI training is proficiency-based. Keep that in mind throughout your course work, or you could be surprised at DLPT time. What does proficiency-based language training mean? It's training in the functional language skills you need to perform successfully in your language assignments. That's why this school, unlike many institutions, must evaluate you on your ability to use

what you've learned. Think about it. That might be a revolutionary concept! The "Final exam" for the course--the Defense Language Proficiency Test--is designed to determine how well you can understand and apply the language in real-life situations. Daily or weekly quizzes, especially in the early stages of the course, may show how well you know the particular items of information being taught in that lesson or unit. However, if you do not make a conscious effort--with the assistance of your instructors as well as through self-study activities--to practice with and integrate those individual "bits" of information, you may do very well gradewise, and then have disappointing results on the DLPT--the real test of how well you can perform in the language.

The school's full adoption of the concept and challenge of proficiency-based instruction has taken a number of years. Up until about seven years ago, there were no express proficiency levels specified for DLI to meet. Then in 1983, our graduates were required to have a Level 1 proficiency in listening, reading, and speaking. After 1986, Level 2 became the desired outcome, and beginning in October 1988, Level 2 performance in two skills was formally established as the graduation requirement for all students entering DLI on or after that date. In early 1989, the General Officers Steering Committee tasked DLI to see that, by the end of fiscal year 1993, 80 percent of our students achieve Level 2 in at least two of the three skills. So now DLI must deal with a greatly increased emphasis on understanding and using language at a fairly complex level -- an emphasis that until recently did not exist.

Because of the increase in standards, our systems and procedures for course-of-training testing are also in transition. In some courses, the evaluation process that you experience during training may not emphasize language proficiency development as much as it should. If the DLPT is the recognized measure of ability to use the language,



Courtesy photo
Col. Donald C. Fischer, Jr., USA
Commandant, DLIFLC

then our evaluations during the course should also focus on proficiency--particularly in the middle and later portions of the course.

Although both the Provost and the schools are working diligently to make the course-of-training tests more proficiency-oriented and hence more aligned with probable later performance on the DLPT, you should recognize that getting A's or B's on a number of lesson tests may only be an indication that you are doing well in learning the particular vocabulary or grammar elements reflected in these tests--not necessarily that you are developing your general language proficiency at a corresponding pace. Although course test, classwork, and homework assignments will certainly help you in your language learning, you must also do whatever you can to maximize your contact with the language. We provide a lot of opportunities here to do that.

We're a proficiency-oriented school. Do you, our students, practice correctly? Do you seek out and take advantage of real reading, speaking, and listening experiences? We're bringing in computer language programs, foreign language video programs, and satellite television. We're increasing our emphasis on remedial and enhancement work and on improving the instructor-section ratio. A task force headed by Dr. Boylan, Romance School academic coordinator, is researching effective learning strategies, and the Faculty and Staff Development Division will be training instructors to help you learn and apply these strategies.

What can you do to get real reading, speaking, and listening experiences? You can use the library -- hunt for books, tapes, and films in your target language. Use the computers in the library. There, in addition to the Electronic Information Delivery System, EIDS, computers, we now have Macintosh computers, all of which can provide language practice and interaction. We have individualized programs on pronouncing letters and numbers in French, Arabic, Russian, and Korean. Final Learning Objective, FLO, exercises and excellent grammar practice drills exist in German. The library is full of enrichment programs. You can also form groups of classmates to help you speak and listen to the language you're learning. Even if you can't be immersed in your target countries, you can and should immerse yourselves as much as possible right here.

To maintain my own proficiency, for example, I get German and French films for my VCR instead of English films. The bottom line is, don't be complacent as you go along in your course of instruction.

Look toward that day when you'll be asked to verify your listening, speaking, and reading abilities. Use your target language in any way you can. Practice will increase your ability. You're here to learn a language, and we're here to help you learn. We're also here to test you at the end to see how well you've done and what you can do with your language. So take responsibility for your own proficiency development, and make every possible use of the available learning and practice tools.

School secretary bids DLI farewell; receives Special Forces command

By LCpl James McGarrah

When, as a student, Lt. Col. Vladimir Sobichevsky left the National War College for duty at the Defense Language Institute in August 1987, he didn't know what to expect from his upcoming tour. This assignment promised to be quite different from any of the posts he had served throughout more than 30 years in the Army's Special Operations community.

He could not have foretold that, in the two years and eight months he would spend at DLI, he would be promoted to colonel, nor that he would get married. He certainly did not expect to recover his health after combat with sudden illness, nor to return to his home in Special Forces after DLIFLC.

Sobichevsky began his military career as an enlisted soldier. A native Russian, he came to the United States from a displaced persons camp in the Federal Republic of Germany at age 12, joining the U.S. Army six years later. In his ten years of enlisted service with Special Forces, he won the Combat Infantry Badge for action in Laos in 1962. By the age of twenty-five he was promoted to Sergeant First Class. Later he attended officer candidate school, was commissioned in 1965, and served with Special Forces in Vietnam. While on active duty he earned his bachelor's and master's degrees in Government, and is also a graduate of the U.S. Army Command and General Staff College.

"A measure of a soldier's many tours through his life is how he remembers some of those tours."

During his tenure at the DLI, Sobichevsky has served successively as associate dean in the School of East European Languages, DLIFLC chief of staff, and school secretary. Due to the tremendous diversity of his responsibilities, he has learned a great deal that he is confident will serve him well in future assignments.

Sobichevsky has witnessed many dramatic changes in DLIFLC during his tour. Since his arrival, academic graduation standards grew from 1/1/1 to 2/2/1. The required student:faculty ratio has improved, and

team teaching has progressed from being just a much-discussed concept to a reality throughout DLI. In many respects as well, the physical appearance of DLI has changed prodigiously.

Sobichevsky attributes this progress in great part to the efforts of all the Soldiers, Sailors, Airmen and Marines who do their share for the TRADOC Communities of Excellence competition every year. They have been justly rewarded with the TRADOC Commander's first place COE trophy for 1989.

But the thing he will long remember and miss about DLI is the genuine niceness of the people that work here, the staff and faculty and the students that he came to know as associate dean. His only regret is that he did not get to know all the faculty. This is a tour he will



Col. Vladimir Sobichevsky
DLI school secretary

remember fondly. In departing DLI he wishes to bid a sincere farewell to everyone to whom he has not had the chance to personally say goodbye.

"A measure of a soldier's many tours throughout his life is how he remembers some of those tours -- memorable tours, meaning that there are some tours you never forget, and some that just never surface in your mind at all. I was very fortunate, many of my tours surface in my memory. I know that this tour will also sur-

face, and fondly. And that is a good measure of time well spent at DLIFLC," he said.

Now, after 34 years of military service, Sobichevsky is looking forward to going home to Special Forces. From DLI he will move to Hawaii to assume duties as J3 of Special Operations Command -- Pacific, an organization exercising operational control for all Army, Navy and Air Force Special Operations forces in the Pacific. We all wish him good luck and good hunting!

Former DLI commandant, Col. Richard Joseph Long, dies

By James C. McNaughton,
DLI command historian

Col. Richard J. Long, USA, served more years at the Defense Language Institute than any other commandant before or since. It was during his watch from 1962 until 1968 that the Vietnam War buildup took place, the school's greatest challenge of the post-war era. But that was only part of the change. Under his stewardship virtually every aspect of the school was changed forever.

Long's selection in 1962 as commandant of the U.S. Army Language School culminated a distinguished career as soldier, diplomat

In Memory

Former Defense Language Institute commandant, retired Col. Richard Joseph Long, 76, of Pebble Beach, died of respiratory failure Feb. 19 at Carmel Convalescent Hospital.

Long, an artillery officer fluent in French, German and Spanish, was commandant of the Institute July 1962 - June 1968, during its transition from the Army Language School to the Defense Language Institute. He retired after a thirty-year career in the Army.

Long was awarded the Bronze Star with a V, Purple Heart, Commendation Medals and the Legion of Merit as well as other decorations from France and Belgium.

Survivors include his wife, Alice Burke Long; his son, Richard Jr. of Herndon, Va.; two daughters, Andrea Long Tweedt of Arcadia and Felicity Long Hager of Hawthorne, N. J.; his brother, Robert Long, and his sister, Dorothy Giarla, both of Nachant, Mass; and four grandchildren.

and scholar. He was the last of the school's World War II-era commandants, having graduated from the U.S. Military Academy in 1938 on the eve of the Second World War. He fought with the 17th Airborne Division in the European Theater, participating in Operation "Market Garden" and the Battle of the Bulge, where he earned both a Bronze Star and Purple Heart.

After the war he served in the Joint - U.S. Military Assistance and Advisory Group in Turkey, and then commanded a field artillery battalion and group in the XVIIIth Airborne Corps Artillery. In 1958-59 he attended

the U.S. Army War College and was appointed to its faculty upon graduation. Along the way he earned a master of arts degree in international affairs from George Washington University.

The Army Language School Long took over in 1962 had changed little since the late 1940s. Most of the original faculty remained, as had most of the original buildings. Only two buildings had been added since the end of the war. But changes were stirring far beyond Monterey that would change the school forever.

His predecessor in Monterey, Col. James L. Collins, Jr., had left the area in the summer of 1962 for Washington to organize a new headquarters, the Defense Language In-

stitute. On July 1, 1963, this new headquarters took control of all foreign language training in the Department of Defense, and ALS became the Defense Language Institute, West Coast Branch.

The Institute was soon to be transformed by another factor as well, the relentless pressure of mobilization for the Vietnam War. The small Vietnamese Department was overwhelmed by the sudden demand for training, especially after the

Army committed ground units in 1965 and began to demand 12-week orientation courses for NCOs and junior officers.

Long responded as best he could. The Vietnamese faculty wrote nonresident training materials. Shorter and shorter courses were developed.

Finally, in 1965 the school



Col. Richard J. Long, USA

was forced to hire contract instructors. the following year DLI opened a Vietnamese-only branch at Fort Bliss, Texas, using only contract instructors. This was not without problems, for the contract instructors went on strike at Fort Bliss in 1967 and in Monterey in 1970. The war years also saw rapid turnover in the service members assigned to the school, and the casualty lists from Southeast Asia included dozens of the school's graduates.

The school's reputation for academic excellence continued nevertheless. *Time Magazine* dubbed it "Lingo Tech" in a glowing 1965 article. Language labs throughout the school were replaced with state-of-the-art equipment. Air Force contract training programs at Yale,

Syracuse and Indiana University were gradually phased out, bringing more Air Force enlisted students here.

Some smaller languages at Monterey were phased out as well, such as Lithuanian, Slovene, Ukrainian and Burmese, while others were added, such as some Arabic dialects and, for a time, Swahili.

A new generation of language proficiency tests were written, the first of the Defense Language Proficiency Test series, to replace the outmoded Army Language Proficiency Tests, and a new Defense Language Aptitude Battery was developed.

Faced with the threat of contract training and a more remote management at DLI headquarters in Washington, D.C., the faculty joined a nation-wide trend and organized their own union, Local 1263 of the National Federation of Federal Employees, which won federal recognition in 1966.

The service cryptologic agencies, who provided more than 50 percent of the school's students, prompted the development of special "aural comprehension courses" stressing listening comprehension. In 1967 the U.S. Army Security Agency assigned the first NCO Technical Language Assistant (a Korean linguist) to the school, the forerunner of today's Military Language Instructor. The first LeFox extended basic courses began the same year.

To keep pace with the academic changes and growth in student load, a building program was launched that has continued to the present. The seven buildings above Pomerene Hall were erected (Bldgs. 631-637), as were Nisei Hall, Kendall Hall, the NCO quarters, audiovisual building, medical clinic and the two base officer quarters. No aspect of the school was left untouched.

Long's six-year stewardship occurred during a period of great growth and change at Monterey. Under his leadership the school met the challenge of the Vietnam War build-up and laid the foundations for the next generation. When he retired in 1968 the quiet Army Language School of the 1950s was a thing of the past, and the new Defense Language Institute, West Coast Branch, was on the road to its modern transformation into the DLIFLC of the 70s and 80s.

EEO Perspective

Equal Employment Opportunity programs

By F. Kathryn Burwell, EEO officer

Each Army installation or activity is required to establish and implement an EEO Program and Affirmative Employment Program to assure nondiscrimination on the basis of race, color, religion, sex, national origin, age and handicapping condition.

The Equal Employment Opportunity Commission and the Office of Personnel Management provide government-wide leadership in these areas. OPM's main responsibilities are in the program and policy areas. Through its Office of Affirmative Employment Programs, OPM assists the Army in developing and implementing creative approaches to employment designed to increase opportunities for minorities, women, the handicapped and veterans through its:

- Federal Women's Program
- Hispanic Employment Program
- Asian American/Pacific Islander and American Indian/Alaska Native Program
- Black Employment Program
- Veterans' Employment Program
- Selective Placement Program (for handicapped persons)
- Minority Programs and Outreach and Upward Mobility Programs.

DLI has specialists in each of these areas, and they are available to help managers and supervisors plan their EEO efforts and take specific steps to improve the employment profile of DLI. The EEOC has responsibility for enforcement functions, including review of Affirmative Action plans and processing of discrimination complaints.

People often ask, "Isn't Affirmative Action often just a distortion of the merit system? Sounds like out-and-out preference to me." The answer is *no*. Not if it's understood and done correctly. Affirmative Action plans exist to help achieve a representative work force, to compensate for past discrimination. For most jobs there are many qualified candidates among the various racial, ethnic and gender groups. Affirmative actions are taken to assure that members of these groups have an equal opportunity to apply for and be considered for vacancies. The purpose of Affirmative Action is to assure that the merit system is truly based on merit, without special groups getting preferential treatment.

So far we have described how managers and supervisors can plan ahead in the hiring process -- and train present employees -- as some ways to carry out EEO responsibilities. There are still other means open which may achieve results. These ways and means will be discussed in the next issue. If you have questions or comments, please call F. Kathryn Burwell, EEO officer, 647-5105/5692.

Hiring freeze guidance updated

By Robert Snow, Civilian Personnel Officer

On Jan. 11 the secretary of defense sent a message announcing a Department of Defense-wide hiring freeze with guidance on implementation and exceptions to follow. In the early stages there was some confusion as to what types of recruitment and internal placement, within DLI and within Department of the Army, could be processed. It was hoped that, at a minimum, movement within DLI to include Merit Promotion would be allowed. However, upon receipt of DoD guidance, it was determined that not only was there no movement allowed within DA but also no movement internal to DLI. It is anticipated that the freeze will be in effect until at least Oct. 1.

Guidance is being constantly received and updated. Guidance has been received to allow the filling of vacant positions within DoD with employees registered in the Priority Placement Program who have been separated or who are scheduled to be separated by a Reduction-in-Force or base closure. At present the only way to fill a vacancy, other than with a PPP registrant, is by detail. We may not reassign or promote employees. The policies restricting hiring freeze are being stringently applied. There are provisions for exceptions to the freeze on a case-by-case basis. The secretary of defense will review each justification for requested exceptions and make the determination on each case. DLI has forwarded requests for 67 exceptions for training instructor positions in four different languages. We have not received a determination from the secretary of defense on this request at the present time.

The latest guidance received on temporary appointments is that these appointments cannot be extended more than one year. This means employees who have been on a temporary appointment for a year or more must be released when their present appointments expire. Employees on temporary appointments for less than a year may have their appointments extended to the full year. That is, an employee who was hired for a temporary position not to exceed five months may be extended an additional seven months under the current freeze regulations. In the commandant's letter of Feb. 9, the following examples were given in anticipation of questions regarding temporary appointments: :

a. Currently, this does not affect temporary promotions already made. We cannot make new ones. Temporary promotions can be extended; temporary appointments cannot. For example, people currently holding GS-11 mentor positions may be extended in that position at that grade, but once a mentor position

becomes open, it may not be refilled.

b. Employees (for example, training instructors) on temporary appointments cannot be extended beyond the terms of their appointments.

c. Employees who have been appointed for less than a year may be extended to complete one year.

d. Those appointments expiring after October are currently, to the best of our belief and knowledge, not affected by this DoD guidance.

e. Hiring commitments made by the Civilian Personnel Office prior to the Jan. 11 memorandum may be carried to completion.

The purpose of the freeze is to reduce the civilian force, while at the same time, the uniformed force is being reduced. If the DoD work force is reduced significantly by attrition, this might avoid the need for future forced strength reductions. This is the most severe restriction on hiring I've seen in the last 20 years.

This information is the most current received. As new guidance is received, information will be sent to DLI schools and directorates by the Civilian Personnel Office.

There will be many areas throughout DLI impacted by this freeze as employees leave and cannot be replaced. If we all strive to work together and be patient with each other, as things take a little longer to be accomplished due to a decreased work force, we can get through this freeze together.

The employee representative, NFFE Local 1263, has been kept abreast of these developments.



Photo by PH 2 Ken Trent

Bob Snow, Civilian Personnel Officer, reviews guidance on the new hiring freeze. Snow recently returned to the Defense Language Institute after serving as CPO at the Armed Forces Recreation Center, Garmisch, West Germany. This is Snow's third tour as CPO here.

Photos by PFC Ed West
Flautists Les Rose and Jennisse
Schule and bassoonist John
Weaver rehearse with the Pan-
cultural Orchestra.



DLI Pancultural Orchestra

By Pfc. Ward T. Gros

Students and faculty from various language departments at the Defense Language Institute and community members volunteer their time and musical talents to provide others with an artistic and cultural side of language.

DLI's Pancultural Orchestra, sponsored by the Institute's Office of Area Studies, provides a means for students and faculty to relax from their classes and work with professionals.

"This is the only orchestra in Monterey where amateurs can participate and work with professionals," the orchestra's music director and conductor Theodore Gargiulo said.

The orchestra started six years ago under Gargiulo's guidance as a project of World Religions and Cultures, the former department title for the Office of Area Studies. Chaplain (Col.) Seymour Moskowitz, head of the department at the time, started the orchestra for the students as a cultural experience and diversion from their studies, Chaplain (Maj.) John Babcock, coordinator for the orchestra's activities said.

"Chaplain Moskowitz saw that the school had enough talented people to start an orchestra of its own," said Gloria Gargiulo, the orchestra's artistic director.

"The orchestra still provides a meaningful cultural diversion and complements the languages by providing insight to different cultures as

the musicians play various musical selections from around the world," Babcock said.

Aside from the cultural aspects of music, some students enjoy playing with the orchestra just for fun.

Pvt. 2 Jennise Schule, a student in the Mandarin Chinese Basic Course, said she joined the orchestra after seeing a flyer which encouraged musicians to attend the practices. "I love playing the flute. So, this is a wonderful opportunity to get back in touch with the music," she said. "It's a real stress relief from the other pressures of military life."

The orchestra most recently performed two free concerts celebrating Polish culture and the music of Frédéric Chopin.

"This is the first time that the orchestra has dedicated two nights, two concerts to perform the music of one composer, as far as I know," Polish

instructor W. Voy Dymitrow said.

Musical selections included Chopin's Piano Concerto No. 2 in F Minor, Op. 21, featuring guest pianist Lyn Bronson from Carmel and other songs performed by the DLI Vocal Ensemble.

Bronson, a graduate of Yale University's School of Music, completed Russian Language training at the Army Language School in 1960 during his five years in the U. S. Army as a special agent in the Counter Intelligence Corps.

Bronson said he used to practice piano at the service club and sing with the Russian chorus when he attended the language school.

"We did have a chorus when I attended the Army Language School, but an orchestra was unthinkable at the time. This is really something special, and I encourage others to participate," he said. This was Bronson's first appearance as a guest performer with the orchestra.

"Bronson is a renowned concert pianist. He teaches lessons in Carmel and holds his own concerts throughout the year," Gargiulo said. This is just one example of the opportunity that the orchestra's musicians have to play with professionals.

The orchestra rehearses regularly from 3 to 5 p.m. Sundays in Munakata Hall, Building 610. "There are no tryouts for musicians. However, those interested must be able to read music, play competently and rehearse with the orchestra," Gargiulo said. Players of all instruments are welcome in every section of the orchestra. For more information call 372-6728 or 647-5110.



Violists Bill Thompson and Tiffany Ferrantelli, clarinetist Peter Nicola, French horn player Sharon Rockne and bassoonist John Weaver practice at Munakata Hall Auditorium.

Learning strategies course prepares DLI students for language training

By PFC Todd Smith, B Company

Have you played *tic, tac, toe* lately?

When you see two sets of parallel lines intersecting one another, do you place X's and O's in the boxes? Or do you draw stars? Or more lines?

Most people would probably draw alternating X's and O's inside these lines in an attempt to achieve three consecutive X's and O's respectively. But why do they do it? Is it because they have learned it through repetition? Or do they associate the intersecting lines with the rules of the game?

Regardless of how any of us learned *tic, tac, toe*, we probably use some sort of learning strategy to recall the rules of this game. Learning strategies are the subject of a workshop recently conducted by the Romance School. It was an offshoot of a three-year research project entitled *Learning Strategies Center*, managed jointly by the Research Division and the Romance and Central European Schools.

At the request of Col. Donald C. Fischer, Jr., DLI commandant, course developers Maria Ford and Gilbert Converset designed and developed the workshop as a way to better prepare DLI students for success in the classroom. "Col. Fischer, knowing of our research project, requested a course in which students on casual status could receive training to increase their success rate once they entered the class room," said project coordinator Dr. Pat Boylan, Romance School academic coordinator.

A recent surge in students waiting to attend language classes provided an opportunity for this experiment.

This class, called "Study Skills Workshop," was taught by Ford and Converset; Dr. Christine Campbell, team chief of Test Development, Jose Ortiz, training instructor, and Monique Navelet, in service trainer, provided special assignments.

The 10-hour workshop exposes students to many different learning strategies. Its goal is to help them discover and understand the

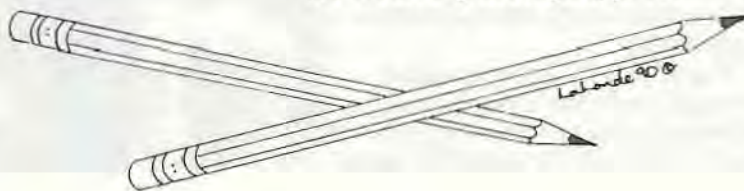
ways in which they learn. "Our general learning strategies are not always effective when applied to foreign language training. We must discover which ones work -- and for whom -- in the foreign language classroom," Boylan said. "When students understand the many ways they can learn," she continued, "they can implement effective and appropriate learning strategies. For example, I am primarily an auditory learner; visual aids do not help me as much as other types of stimuli. But many students, having grown up with a great deal of television, are visual learners. Knowing how to increase one's ability with visual aids may assist a student with organizing and retaining information essential for foreign language proficiency."

This workshop, given seven times, continued to develop based on every student's input. Each class had 20 students. In addition to exposing students to learning styles and strategies, course instructors also attempted to reduce their learning anxieties. "The instructors try to generate a noncompetitive teamwork attitude," Boylan said. A student in isolation is rarely successful in language training. Students need assistance from fellow students. One summed it up appropriately when he said, 'I want to be the best I can be, but not at the expense of someone else'."

This workshop prepares students with strategies for the DLI classroom. It also tries to prevent possible learning inhibitions. Among the tools used by the workshop instructors are literature about learning strategies, memorization strategies, questionnaires about learning tendencies, observation games, discussion groups, and experiments with authentic foreign language articles.

One of the most memorable experiences of the workshop -- according to students who have taken the class -- is an observation game using pencils. In this game eight to 10 students sit in a circle. An instructor and one student sit opposite one another. They have previously conferred about the code to the game. One student receives a pair of pencils from the next student. The pencils may be crossed or parallel. The student passing the pencils may also cross his legs. The object of this exercise is to

(See *Learning strategies*, p. 16)



Rosa Parks



Mother of the Civil Rights Movement

By Pfc. Todd Smith

Rosa Parks, mother of the Civil Rights Movement, sat in a tan folding chair in the middle of the Monterey Peninsula College Gymnasium Feb. 16. Though this chair was probably far less comfortable than the bus seat in Montgomery, Ala. on Dec. 1, 1955, it surely couldn't compare with the black leather seat in the limousine that brought her to Monterey.

Parks had been brought to MPC by Kathy J. Curl and Mary Welbourn, co-chairpersons of the Students for Rosa Parks Committee. Their dream, to have Rosa Parks speak at MPC during Black History Month, was realized as they both proudly sat next to Parks, awaiting her introduction.

Parks began her presentation by briefly mentioning her historic

impact. However, she tended to dwell more on the present and future of the Civil Rights Movement.

In 1955, while sitting in the back of a bus -- as the segregationist Jim Crow laws dictated -- Rosa Parks made a decision. "When the bus driver demanded that I give up my seat for a white male passenger, I just couldn't comply. I felt that it was not right for the driver to have me move."

Parks was en route to her home, where she intended to complete plans for a NAACP youth workshop. "It was a Thursday and the workshop was scheduled for Saturday. I knew the work for the youth program would be interrupted (if she were arrested). I was inconvenienced and rather annoyed."

By being arrested and deciding to work with the NAACP, Rosa Parks became involved in a lawsuit that would go all the way to the Supreme Court. Four days after her arrest, with the direction of Dr. Martin Luther King Jr., a 381-day bus boycott was created. The protest earned Parks the title *Mother of the Civil Rights Movement*.

She is quick to point out that she does not feel like a hero. "I'm still a quiet kind of person,

but I still try to improve. I accept any accolade given to me in the names of those who gave their lives for the Civil Rights Movement."

This attitude is evident in that Parks and her husband Raymond, now deceased, founded the *Rosa and Raymond Parks Institute for Self-Development* to "motivate and direct the average youths not targeted by other programs to achieve their highest potential."

Parks sees the energy of young people as a force for change. It is one of her most treasured themes in speeches to people of all ages at schools, colleges and national organizations around the country. "I'm so happy to see all of these young people here tonight. They are so attentive and concerned."

Mrs. Parks also addresses the current status of the Civil Rights Movement. "We will not know the full meaning of peace and equality unless we find it within ourselves to continue the struggle."

Before Parks spoke, Marines from the Defense Language Institute presented the colors and performed a drill and ceremony presentation. Parks noted this performance by declaring her appreciation to the Marines in her opening remarks.

Chains to Break

By Pvt. Andre James, G Company

I am a black male who was born with freedom. Then I was given chains to break.

Now I am free, but not completely, for I have won the battle, but not the war. Racism is my life-long foe. The general of its forces is prejudice. Its new weapon is drugs. Worse than a nuclear bomb, ten times as strong.

It is not the white man alone. The white man is possessed by the powerful notion of racism. We were many... now we are few in many.

We fight and kill each other.

The strategy of General Prejudice is ignorance.

We have one last resort -- that is to remember the past. Bring back my culture, make it last

Black man, sit back and think. The profit you take can be made another way.

We must fight this battle or die.

We must have more heart to defeat the General and his forces.

We cannot be beaten. We must be bold. Stand up for your life, or it will be taken by the invisible darkness.

I am a black male who was born with freedom. Face the wind and diminish racism.

Stress, learning and overachievers



academic standards may have a great deal of trouble maintaining those same standards in their language studies. However, many students feel that admitting a problem exists is tantamount to admitting defeat -- which is sometimes intolerable. Such students continue the facade that everything is fine until the stress becomes so great that they collapse. Therein lies the danger.

Today's most-used stress-coping technique is the ingestion of mood-altering substances. These include Valium, nicotine/caffeine, illicit drugs, or more commonly, alcohol. The greater the stress, the greater the consumption of the 'drug of choice'. For example, ask smokers when they are most likely to smoke more cigarettes than is their norm.

By Gunnery Sgt. R. J. Owen
Students here at DLI are among the top 10 percent of their respective services. They're the cream of the crop. DLI students, through high school -- and in some cases, college -- almost effortlessly maintained excellence in academic achievement and learning. You can become accustomed to the accolades these achievements bring. They become the norm.

Then foreign language training at DLI happens. The difficulties of foreign-language learning are well-documented. There are few tricks to easing the language-learning process. It takes time and effort -- time and effort that many students have never been forced to exert. These difficulties, along with the psychological pressures to excel, as well as the external pressures of the schools and commands, can make students feel numb, isolated, trapped, helpless and hopeless. The pressure and fear of

failure can cause tremendous stress.

Occasionally, individuals will recognize a need for some sort of stress counseling/reduction but will hesitate to ask for assistance. Why do they hesitate?

First, many of us require security clearances for our occupational specialties, and *any* mention of mental health makes us as nervous as a long-tailed cat in a room full of rocking chairs. It's true Special Security Officers must be informed about any contact with Mental Health Services. However, unless a severe psychological impairment exists, there is usually no impact upon clearance. In fact, SSOs encourage students to acquire or hone their stress-coping skills prior to entering the field or real-world environment. It is simply in the best interests of the students and their respective services.

Second, students who normally have few problems maintaining high

Symptoms of acute stress include:

- ▶ Extreme mood swings
- ▶ Growing isolation (stressed person spends more and more time alone)
- ▶ Morbidity (stressed person talks about gloomy subjects such as death and dying, and even makes light of them)
- ▶ Bouts of long-term sadness
- ▶ Blank, defeated or hurt looks or looks of fatigue
- ▶ Chronically slumped posture (stressed person is perceived as having extreme weight on the shoulders)
- ▶ Lack of eye-contact when speaking to others

If you or someone you care about have the symptoms of acute stress, seek help or encourage that someone to do so. For more information call Fort Ord Mental Health Services, 242-4720. For information about local 12-step programs call GySgt. Owen, 5328/5407.

"Computers are an essential asset for the vast amount of information the library receives each day."

Aiso Library's Cooper-Hawkins looks back over 25 years of change

By Pfc. Ward T. Gros

Aiso Library's media training technician, C. Laverne Cooper-Hawkins, began working at the Defense Language Institute's academic library in March 1965. She retired Mar. 2. Through her 25 years in the DLI academic library system, she has seen it grow from a one-room building where everything was processed by hand to a facility of many rooms, automated processing and computer-based learning technology beside the books.

She began at the academic library as a clerk-typist. Her responsibilities included hand-binding incoming library books, manually writing titles and call numbers for the bindings and using manually-operated typewriters to type up new catalog cards. Cooper worked as a library technician from 1978 to 1984. "All of that hand work is done by computer today. Technology has brought about big changes in the library and made things easier for the librarians and the students," Cooper said.

It took some time before she realized that she could learn the technology. "I thought I was too old at 47 to learn anything about computers. Gary Walter, the chief librarian, is the motivating factor behind the technology here in Aiso Library. He pushed me to take a computer class," Cooper said.

She has been getting along with computers ever since.

Cooper became the library's electronic media section chief in 1984 and established a micro-computer resource room which included two new additions to the library, videocassette players and instructional computer systems.

PLATO, a national computer desktop publishing system, provided students with a source for interactive learning outside of the classroom, she said. Cooper became DLI's director for PLATO activities and received an exceptional performance award for stimulating faculty interest and developing programs for PLATO.

"I'm receiving reports that DLI's foreign language studies menu, which I typed up for PLATO, is still being used throughout the United States at different Army posts," she said. It's good to see others are using the programs, even though DLI discontinued using PLATO in 1988, she added.

1988 also marked the Academic Library's move from Munzer Hall, right next door, to its present site, the Aiso Library. This facility was designed and built to be a



Photo by PH2 Ken Trent
C. Laverne Cooper-Hawkins, media training technician at Aiso Library, updates information banks in the library's computer system. Cooper-Hawkins retired Mar. 2

library -- a far cry from Building 302, the one-room structure down the hill where Cooper-Hawkins began working in 1965. The library remained in that building until 1976.

The move marked the beginning of an increasing number of technological additions to the library.

"We've acquired the Electronic Instructional Delivery System, also known as EIDS, and I've developed a menu of activities for the system," she said. It includes DLI's Arabic reading comprehension program and German introductory program. The other EIDS programs are from the Educational Technology Division, she said.

Cooper, a graduate of John Francis Polytechnic High School in Los Angeles, has taken only one computer class. She says she keeps up with the technology by reading computer-oriented magazines she subscribes to. She says she also stays in touch with the Educational Technology Division and receives constant coaching from the chief librarian.

Cooper said her responsibilities, selecting computer software and testing the software, keep her on her toes.

"We received MacIntosh computers two weeks ago and I've already typed Spanish, Italian and German vocabulary lists into programs called Testers (multiple

(See *Librarian*, next page)

Librarian from page 13

choice games) and Hangman," she said. "The students love it. I had to put in more modules for Spanish. They wanted a harder vocabulary. So, I had to go to module 6."

"Students come over on their own to bolster their language skills. The computers are designed to complement the languages and are not a direct extension of DLI texts," she said.

Cooper listens to students, finds out what their needs are and does what she can to help them out. "The library is filled with people who care about student needs," she said.

"Students have been coming over on their own to bolster their language skills," she said. "The computer programs are designed to complement the language study and are not a direct extension of DLI learning materials."

"It's been successful. Usage statistics are going up every month," she said.

Video tapes are another source for students' learning enhancement that Cooper has set up. "I went over and talked with the Educational Technology Division, and asked them if they would record satellite broadcasts for library users," she said. "We keep newscasts on videotape up to a week old to be viewed in the library. The tapes are not circulated."

In addition to making improvements in the library's computer system, she also worked as a consultant for the language laboratory at Fort Huachuca, Ariz.

"They invited me to do an on-site evaluation of their lab in 1988. I've been giving hands-on training and

showing them the methods we use here. I've also shown them how to use their computers more effectively," she said.

"Computers are an essential asset for the vast amounts of information that the library receives each day," she said. "At first I didn't want to be bothered with computers, but now I can see all the possibilities. Many people don't want to be bothered with computers, but once they get started, that will open their eyes."

Cooper said she has more work in store for her after her retirement from DLI.

"I'll start working at Hartnell Community College Library as the Senior Library Assistant. I won't be sitting at home letting those brain cells go," she said.

Training Schedule -- Area Studies

Programs in Area Studies are scheduled as follows:

Lectures and Presentations

Date	Hour	Department	Topic	Lecturer	Languages	Place
14 Mar	0755-0845	Korean D	Culture of Korea	Alice Lee	Korean/English	Nakamura Hall Aud.
16 Mar	1400-1500	Arabic	Iran	Mr. Cyrus	English	Munzer Hall Con. Rm
16 Mar	1410-1500	Korean B	Video-Korea	J. S. Lim	Korean	Bldg 623 Rm 371
21 Mar	1410-1500	Korean B	Korean Government	K.W. Nam	English/Korean	Bldg 621 Rm 233
23 Mar	1410-1500	Korean A	Korean Armed Forces	C.H. Pak	English/Korean	Bldg 621 Rm 271
23 Mar	1400-1500	Arabic	Iran	Mr. Cyrus	English	Munzer Hall Con. Rm
29 Mar	1410-1500	Chinese	Mountain Climbing in China	W. Bueler	Chinese/English	Nakamura Hall Aud.
30 Mar	1400-1500	Arabic	Iran	Mr. Cyrus	English	Munzer Hall Con. Rm

Unofficial

Foreign films may be helpful in increasing facility in target language usage and also provide DLI students with some cultural insight. The following presentations are listed as information and do not necessarily constitute endorsement.

Date	Hour	Title	Language	Cost	Place
16-18 Mar	2015	Twist & Shout	Danish	\$3 (Faculty/Staff) \$2.75 (Students)	S.F.B. Morse Aud., MIIS
21 Mar	2015	Through A Glass Darkly	Swedish	\$3 (Faculty/Staff) \$2.75 (Students)	S.F.B. Morse Aud., MIIS

For more information about future programs and presentations, telephone 5110/5565



Tell It To The Marines

The ancient art and the modern Corps

by Lance Cpl. J. McGarrahan

Gen. Al Gray, the Commandant of the Marine Corps, recently cited several reasons for selecting an ancient Chinese classic, Sun Tzu's *The Art Of War*, as the *Commandant's Choice* for 1990 under the Marine Corps' Professional Military Education Reading Program. Among them, Gray noted that the book is "the very foundation upon which modern maneuver warfare is based," and that its principles of warfighting are as applicable today as when they were first recorded.

For twenty-five centuries, Sun Tzu's wisdom has had a profound influence on the development of military doctrine throughout Asia; Mao Tse-Tung and his advisors quoted frequently from this work, and any study of Vietnamese tactics would reveal an intimate knowledge of Sun Tzu's philosophy. During the Mongol-Tartar empire, Sun Tzu's terse aphorisms were transmitted by roving warriors to the Russian steppes, where they quickly became a lasting part of the Russian attitude on the conduct of war.

Other versions of Sun Tzu have exerted equally powerful influence on the course of Western military history. The first Western edition was translated by a Jesuit missionary in 1772, and helped to shape the military philosophies of both Napoleon and Clausewitz. Since World War Two, the German translation has been a required text in East German military academies. The first English translation appeared in 1905 by Captain E. F. Calthrop, a British Army

language student in Japan. The definitive English translation was rendered by Samuel B. Griffith, a retired Marine Corps brigadier general, in 1960.

In seeking to adapt these ancient principles to the problems of modern maneuver warfare, we must remember that Sun Tzu's ideas have formed a latent part of the Marine Corps' battle leadership doctrine for generations. The present Commandant's linkage between Sun Tzu's philosophy of war and modern warfighting doctrine is not a sudden shift in strategy or tactics, but simply the statement of a *de facto* condition that has existed for some time. One way to analyze Sun Tzu's contribution to modern warfighting doctrine is to compare it with the Marine Corps philosophy of leadership. The principles contained in *The Art of War* form a core

around which the modern Marine's canon of leadership principles have developed. To note our debt to the old master, we need examine only three of these principles.

The Marine Corps' most important leadership principles is: *Set the example*. In Sun Tzu's words, "Because a general treats his men as his own beloved sons, they will march with him into the deepest valleys, and they will die with him." Elsewhere, "The general must be the first in the toils and fatigues of the army. In the heat of summer he does not spread his parasol, nor in the cold of winter

don thick clothing. In dangerous places he must dismount and walk. He waits until the army's wells have been dug and only then drinks; until the army's food is cooked before he eats; until the army's fortifications have been completed, to shelter himself." Through his own moral influence (Tao), the general leads the army along the Right Way.

Another of the principles of Marine Corps leadership, *Know yourself and seek self-improvement*, is a modern echo of Sun Tzu's "Know the enemy, and know yourself; your victory will never be endangered. When you are ignorant of the enemy, but know yourself, your chances of winning or losing are equal. If ignorant both of your enemy and of yourself, you are certain in every battle to be in peril."

Finally, Sun Tzu's work is saturated with the advice to: *Employ your command in accordance with its capabilities*. Such sayings as "The art of using troops is this:

When ten to the enemy's one, surround him; when five times his strength, attack him; if double his strength, divide him. If equally matched, engage him. If weaker numerically, be ready to withdraw; and if in all respects unequal, elude him, for a small force is but booty for one more powerful." Later he adds, "Do not charge people to do what they cannot do. Select them and give them responsibilities commensurate with their abilities."

Sun Tzu's, and Gray's, warfighting principles run the gamut from a very broad philosophy of war to practical matters of battlefield troop leadership. The application of these principles may have changed with technological advances, but as he says himself, "There is no general who has not heard of these matters. Those who master them win; those who do not are defeated."

孙子

"War is a matter of vital importance to the State; the province of life or death; the road to survival or ruin. It is mandatory that it be thoroughly studied."

Sun Tzu Wu, "The Art of War."

兵法

Photo by SSgt. Ray Johnson

Jo Dennis smashes a computer cake during her Feb. 9 retirement party. Dennis, secretary for the Civilian Personnel Office, had worked at the Defense Language Institute for 10 years. She initially worked in the Evaluation Division, and then in the Organizational Effectiveness Office. After that Dennis worked in the Civilian Personnel Office for seven years. "Jo hated computers," said Marge Bennett, Training and Development officer. "So my daughter designed and baked a computer cake for Jo's retirement party. We provided her with a croquet mallet, and she went for it!" Dennis plans to garden, rest, read and enjoy being at home.



Photo by PH2 Ken Trent

Members of the Polish Department sponsored an exhibit in the Aiso Library foyer to honor Polish composer Frédéric Chopin. The exhibit contains books, pictures and articles which describe the composer's life. The library exhibit was one of many activities the Polish Department provided for Chopin's 180th birthday anniversary.

Learning strategies from page 10

observe the way in which one receives the pencils and to determine what to say when passing them on. It can become frustrating when a student does not identify the code. Ironically, the exercise is designed to promote teamwork and confidence -- which the activity succeeds in doing, much to the dismay of some of the group members. Once a student determines the code, he/she experiences a sense of satisfaction similar to that of understanding a new aspect of a foreign language. According to Boylan, there is always a time when a student feels he is the only one not understanding something in class. "This activity is designed to show students that they can learn from one another and can feel confident when they overcome the unknown.

Most students, upon completing the course, felt they had learned about learning and that the instruction was helpful. Pvt. Rory Krause said, "The Study Skills Workshop taught me memorization techniques such as associating words with abstract thoughts to help me remember them. I also learned more about using the origins of words to figure out their meanings. The learning strategies presented provide options for me to use when I learn my language."

Although the impact of this course will be difficult to judge until graduating class performances can be interpreted, students agreed that the workshop increased their confidence in their own abilities to select effective learning strategies.

Navy News



Sailors play sweet-sounding music to wash away the blues



By Seaman Deborah Polelli, NSGD

For a while, musically-inclined people from the Naval Support Group Detachment were unhappy because there wasn't any place they could go to practice and share with others the musical abilities they had to offer. No sweet-sounding capella chorals to soothe the soul, no deeply satisfying blues music to delight the senses, not even an occasional rip roaring, guitar screeching, jam session to relieve all that DLI stress.

Nonetheless, there were a few NSGD members who thought it was a shame to let all that talent go to waste, so they decided to organize a band for the well-deserving, music-loving types out there who wanted to practice their craft. What started out as a small, three-piece band steadily grew into what is now known as the *Navy Music Guild*.

"We wanted to be a kind of focal point or clearing house for musical talent," said SN Scoot Smith, co-facilitator of NMG and an accomplished musician himself. "If anyone comes up to me and says, 'You know, I'd really like to do X, Y and Z, but I don't really know how to go about it,' we can say, 'Well, you'll need a drummer and Seaman So-and-So plays drums, and Petty Officer Whoever used to do that and can tell you a lot of the tricks of the trade.'

"Or, if someone were to say, 'We need something to spice up a party,' or, 'We need some special music this Sunday,' we can put them in touch with some folks who'd want to do just that," Smith said.

But why go through the trouble of a guild for a few people who want to do a little guitar-strumming every now and then?

"What we are trying to do," explained Smith, "is provide people with a flexible vehicle for doing just about anything they want with music. We've got some people who want to perform chamber music or jazz out in some of the nearby towns, we've got some who are interested in church-related vocal music, and still others who just want to rock and roll! Many of them have sung or played professionally, some for several years."

However, the *Navy Music Guild* is not just for the serious musician. "I've only just started playing the drums very recently and really don't consider myself very good at all," said CT13 Mark Sewell, recent NMG member and creator of his very own make-shift rock-and-roll band, *The Security Risks*, "but I just like to get together with the guys whenever I can and just have fun with it!"

NMG is a group that welcomes all music lovers, from the seasoned professionals to the enthusiastic beginners, like Sewell, who just want an avenue to develop their newly-acquired musical skills.

So, what's in store for the future of this innovative melting pot of music? "Really, it's like anything else in life. We're only limited by our imagination and our level of commitment," replied Smith. "Some of the things that we are doing or plan to do in the future include a Navy Talent Show, a vocal group featuring barbershop and light jazz, a brass ensemble, a small Country and Western group, two or three rock/blues-type groups, and a lot of fund-raising activities, such as a Battle of the Bands or a Madrigal Evening featuring madrigals and some more popular opera choruses," Smith said.

He added, "We're not selfish in any way. The *Guild* is open to everyone, not just Navy members. If anyone is interested in this sort of thing, needs some performers, or just has some ideas, they call me or other band members at Ext. 5142."

IRS provides appropriate forms

Need more time to file taxes?

American Forces Information Service

Automatic four-month extensions for taxpayers may be available to those filing Form 1040 or 1040A.

To get the automatic extension, file Form 4868, "Application for Automatic Extension of time to File U.S. Individual Income Tax Return." Forward it to the appropriate Internal Revenue Service processing center by Apr. 16.

An extension of time to file is not an extension of time to pay. After estimating their taxes for the year, individuals must remit the payments due along with Form 4868. Underestimating the amount owed results in paying interest on the unpaid amount. If that amount is more than 10 percent of taxes owed, IRS officials also assess a penalty.

Individuals filing Form 1040EZ or asking the IRS to compute their taxes are not eligible for automatic extensions. IRS rules do not permit extensions to individuals under a court order to file by the regular due date.

Call toll-free (800) 424-3676 or use the order form in tax packages to receive IRS Form 4868.



Photo by PH2 Ken Trent
Col. Donald C. Fischer, Jr., DLI commandant, presents SSgt. Ray Johnson, GLOBE staff writer, with a Department of the Air Force Newspaper Award for his 3rd place finish in the 1989 Journalist of the Year competition. Johnson, who also won 3rd place in the news writing category, competed against 350 Air Force journalists to land these awards. The presentation took place Feb. 13 at Munzer Hall.

18 GLOBE
March 8, 1990

The Defense Language Institute
Federal Women's Program



joins in
the
observance
of

National Women's History Month: March 1990 *Courageous Voices Echoing in our Lives*

Special programs:

March 26

Opening observance -- 3:30 - 4:45 p.m.,

Munakata Hall Auditorium

Speaker: Barbara Shipnuck,
Monterey County supervisor, 2nd District

Topic: *Courage Will Get You There*

Refreshments following

March 27

Training offered jointly with Civilian Personnel

-- 9 a.m. - 4 p.m., Bldg. 634, Room 6

Topic: *Leadership Skills for Women*

(Open to all employees;

however, attendees need supervisor's permission.)

Presenter: National Seminars, Inc.

March 28, 29

Training offered jointly with Civilian Personnel

-- 8 a.m. - 4 p.m., Bldg. 634, Room 6

Topic: *Decision Making and Problem Solving
for Support Staff*

(Open to all employees;

however, attendees need supervisor's permission.)

Presenter: Office of Personnel Management

March 30

Federal Women's Program Committee Awards

Reception -- 3:30 - 4:45,

Presidio Students and Faculty Club, Gold Room
Presentation of Awards

Speaker: Lt. Col. Helen A. Brainerd, USAF,
asst. provost

Topic: *Successful Women in the Military*
Hors-d'oeuvres, no-host bar

Tickets: \$3 (Purchase in advance.) For more information and tickets, please call Despina White, ext. 5538; Alice Lee, ext. 5169; or the EEO Office, Bldg. 518, Tin Barn, ext. 5105.



Education worker finds living on the sea a Spartan, but fun, life.

Her home is a 31-foot sailboat docked on the Monterey Bay



By Staff Sgt. Ray Johnson

The term, "There goes the neighborhood," takes on a whole new meaning for Pam Wiese when she or any of her neighbors go sailing on the weekends. When they do go out, they literally take part of the neighborhood with them.

Wiese, an education technician at the Education Office, is one of 10 people who live on boats in the Monterey Bay. Her living quarters for the last year and half have been, first, a small sailboat, then the 31-foot ketch she lives on now.

Wiese's interest in boats goes back several years. She first started sailing when she and her brother built a 13-foot sailboat. She was then 13 years old and living in Oregon. The first sailing excursion she took in Oregon is nothing compared to the one she took 10 years ago, sailing

from Mexico to Tahiti.

Her first experience in actually living on a boat occurred when she was a student at the Defense Language Institute several years ago. A friend asked her to boat-sit while he was away. "Those three months I stayed on the boat got me hooked on living on the water," Wiese said. After returning to DLI to work at the education office two years ago, Wiese bought a small sailboat to live on and then purchased the larger ketch in October. She says the \$20,000 boat is an investment just as is a normal land home.

The image of sailing into beautiful sunsets and awakening to glorious sunrises is what some people might picture living on a sailboat is about. Wiese has some news for them. "People have this romantic image of living on a boat. It can be, but

it can also be a very Spartan life.

There's limited space, I have to buy bottled water for drinking and cooking, the ice-box is always needs blocks of ice, and there are other little inconveniences. It's not a life for everyone," Wiese noted

The independent lifestyle is something Wiese enjoys, though. "I've had to learn a lot -- things like stringing electrical wire and putting in plumbing pipes," she explained. "Believe me," she added "I've read all the Time-Life *How To* books."

An independent lifestyle, freedom to go when she wants and weekend excursions to Santa Cruz and other towns every other weekend -- this is why Wiese puts up with the little inconveniences. Besides, she can always sit out on her deck and scream "There goes a the neighborhood!" when a boat goes by.

Ironperson competition

By Staff Sgt. Ray Johnson

The scores were a little higher than usual and the competition a lot closer as the first Ironperson Competition of 1990 was held Feb. 8 at Hilltop Track.

In the men's 17-26 age group category, Brett Fisher from Co. D blazed through the two-mile run part of the competition to beat R.A. Avila, MCAD, 431-401. The Marine was ahead in points, 317-301, after sit-ups and push-ups but faltered in the two-mile run. Fisher ran it in 11:11 minutes to Avila's 11:49 to give him the victory. Andre Baze, Co. F, took third with 326 points.

In the women's 17-26 category, Jeanne Sovek, Co. B, took first place with 211 points.

In the men's 27-36 division Marine B.S. Simmons avenged his comrade's loss as he squeaked by the Navy's David Haley 347-332. The battle for first was again tight after the sit-up and push-up portions as the marine held a 241-238 lead over the sailor. Simmons then ran the two-mile race in 12:55 to Haley's 13:54 to win the event. Derek Werner, Co. D, was only 10 points behind Haley with a 322 score.

In the women's division Jennifer Werner, Co. D,



Photo by Jennifer Fry

The strain shows on the faces of Marines during the tug-of-war contest.

soundly defeated her opponents as she gathered 375 points. Heidi Wonderlich, Co. D took second with 319 points while Theresa Cecchettis, Co. F, claimed third with 224 points.

In the men's 37 and over competition Gary Ostoj, Co. A, dominated as he won with 440 points. Clive Lee, Co. F, was second with 377.

In the final event of the day, Foxtrot women and Bravo men captured the tug-of-war battles.



Photo by Jennifer Fry
Ironperson competitors strive for high scores as judges count their push-ups.

AF basketball team makes Ord playoffs

By Staff Sgt. Ray Johnson

The intramural basketball regular season is slowly coming to an end with only one team from the men's league, Air Force #1 claiming a spot in the Fort Ord Post-season Tournament. However, the AF will probably struggle in the tourney after losing several key players,

The other teams fighting for one of the two remaining playoff spots include Charlie #1 and MCAD #1, who have the best chance -- with 10-1 marks -- and Golf and Echo, long shots at 9-3 and 8-3.

In the women's division, every DLI team will make the playoffs. The strongest-looking group is the Bravo team, led by Sue Howle, which is 9-1. Delta, at 8-1, also will be a factor.

Bravo has more incentive though, since poor officiating in last year's title game cost them the championship.

Standings

Team	W	L
Men's League		
AF #1	11	1
Charlie #1	10	1
MCAD #1	10	1
Golf	9	3
Echo	8	3
Delta	7	4
Alpha	6	6
Bravo	5	7
Charlie #2	2	7
Navy	3	8
AF #2	3	9
MCAD #2	1	12
Women's League		
Bravo	9	1
Delta	8	1
Foxtrot	5	3
AF	5	3
Alpha	3	6
Charlie	3	7

Middle East School run teams dominate Fort Ord 10-K race

For the second year in a row, runners from the Middle East School have won the Fort Ord 10 kilometer team championships.

Last year's DME men's team won their division and the ladies took second in theirs. This year, both teams claimed first place. There were more than 100 teams in these events.

Thomas Newman led the men's team to victory as he was the overall winner with a 33 min. 30 sec. timing. Other men's team members were Justice Kennedy, Michael Fisacco and Chuck Isner.

The victorious women's team was made up of Kimberly McCarty, Jeanie Sovek, Sue Howle and Melissa Thompson.

Chuck Inser, DME executive officer, organized the teams with academics as well as athletic in mind. "One condition for our students to participate was that they had to have an overall average of at least 90 to be on a team," Isner said.



Photo by Jennifer Fry

The Alpha women's running team speed around Hilltop Track in the January Commander's Run. Alpha won the event with a 14:39 time.

Leisure

Community Recreation

Community Recreation Division: Building 2865, 12th St. and E Ave., Fort Ord, Calif. Telephone 242-4919.

Outdoor Recreation: Building 3109, 4th Ave. Telephone 242-7466/3486 or FHL 16-2677/385-1207.

Custom engraving

First quality plaques, desk name plates and personalized gift items can be created at Fort Ord Arts and Crafts. Also, routing on a wide selection of colored plastic laminates for name tags, sign and ID plates is available. Place orders at the Photo Shop, Bldg. 2241, 2nd Avenue and 8th Street.

Ski trips

Plan a two-day ski trip: Mar. 9-11, 16-18 or 23-25. Prices are \$139 for adults and \$114 for children. Sign up at Outdoor Recreation, 242-7322/3486.

Outdoor Recreation Sale

A Winter Warm-up Sale is going on at Outdoor Recreation Equipment Center, Bldg. 3109 on 4th Avenue, through Mar. 15. Save 10 - 20 percent on clothing and ski accessories. For more information call 242-7322/3486.

Roller skating

Fort Ord's Stillwell Community Center, Bldg. 5283, offers open roller skating from 6:30 to 9:30 p.m. on Friday and Saturdays and 1 to 4 p.m. on Sundays. Admission is \$1 for military and family members and \$2 for civilian guests. Skate rental is \$1. DJ night is the second Saturday of every month and admission is \$1.50.

Custom framing

The *Do-It-Yourself* Frame Shop, Building 2293, offers quality custom framing and matting for posters, photos and art work. Besides instruction, it offers mat board, molding, glass, hardware and ready-made frames. Call 394-5363 or 242-2539.

Youngsters' gymnastics

The Youth Services Branch of the Family Support Division is taking registrations for youngsters aged 3 through 6 for the gymnastics class. Class size is limited to 10 students, each class meets once a week. Call Youth Services, 242-4364 for times and days scheduled for 3- and 4-year-olds and 4- and 5-year-olds. There is a waiting list for youngsters 7 and up.

Rec Center

Classes at the POM Rec Center

Aerobics, Mon.-Wed., 5:30-6:30 p.m., Thurs. 11:30 a.m.-12:30 p.m.
Jazzercise, Tues., Thurs, 4-5 p.m.
Piano, Mon., 5:30-9 p.m.
Tai-Kwon-Do, Tues., Thurs., 7-9 p.m.
Ballroom dancing, Wed., 7:30-8:30 p.m.
For more information call ext. 5447.

Jonglear Rock Band

The POM Rec Center will host the Jonglear Rock Band Mar. 24, 2 p.m. Free. Call ext. 5447 for more information.

Trophy tournaments

Darts, Mar. 10, 3 p.m. Special darts tourney, Mar. 15, 6 p.m.
Table Tennis, Mar. 17, 3 p.m. Special tourney: Battery Feud, Mar. 24, 3 p.m. Special 9-Ball, Mar. 31, 3p.m., (\$1 entry fee).

Acting, singing classes

Come by the Rec Center during office hours to sign up for classes in acting and voice. We need at least 10 people to fill a class. For cost and information call the Rec Center, 647-5447.

Information Ticketing & Travel

Hearst Castle (Tour #1), Mar. 10, \$23.
Disneyland/Universal Studios, Mar. 16-18, \$95.
Gilroy Area Wineries, Mar. 24, \$15.
San Francisco Zoo/Exploratorium, Mar. 31,
\$18 adult, \$11 child.

San Francisco get-acquainted tour, Apr. 7, TBA.
Roaring Camp, Apr. 14, TBA.
Great America, Apr. 21, TBA.

(Great America Tickets are on sale now at the ITT Office. The park opens Mar. 10.)

Alcatraz/Fishermens Wharf, Apr. 22, TBA.
Disneyland/Universal Studios, Apr. 27-29, TBA.
Cherry Blossom Festival, Apr. 29, TBA

For more information, call the ITT Office, 647-5377, Mon. - Fri., 11:15 a.m. - 2 p.m. and 3 - 5 p.m.

ITT Office hours

The ITT Office, Building 843, is open Mon.- Fri., 11:15 a.m.-5 p.m., closed 2-3 p.m. The POM ITT will stay open until 6 p.m. every Friday. The office is closed Saturdays, Sundays and holidays, except for the first Saturday of each month; then it's open 1-5 p.m. Tours are available to all authorized patrons (active-duty and retired military, DoD civilians and family members) on announcement. Tele: 647-5377.

Rec Center Hours

5-9:30 p.m. Mon.- Thurs.; 5-10 p.m., Fri.; 1:30-10 p.m. Sat.; and 12:30-9 p.m. Sun. and holidays. Tele: 647-5447.

★★★ Stressbreak



"The computer just proved it, sarge; all these years, we're the ones who were wrong."



"Relax. We're vegetarians."



"I'm on hold."



"Sgt. Shnoggle has survived dangerous missions in the past, sir. For years he was a big city cabby!"

Achievement

Deans' Lists Through January, 1990

Arabic, Dept. C

Antone, Duraid S., SPEC, USA
Arnold, Preston F., 1LT, USAF
Bagby, William T., SGT, USA
Corpstein, David C., AMN, USAF
Dunn, Mark J., MAJ, USA
Duval, Daniel L., PVT2, USA
Fiacco, Michael, CAPT, USA
Green, Shawn M., PFC, USMC
Hargrove, Sabra, A1C, USAF
Harms, Dennis, CAPT, USA
Hart, Mark S., LCPL, USMC
Hurtt, Ivan, PVT, USA
Krasnesky, Thaddeus H.D.,
PVT2, USA
Krizek, Johl R., PFC, USMC
Lamer, Donald L., SR, USN
Murphy, Brian J., SPEC, USA
Perkins, Timothy K., SPEC, USA
Pickett, April C., PVT2, USA
Pullen, John G., SPEC, USA
Rodrigues-Pazo, Ed, SSGT, USA
Toth, Liana L., AMN, USAF
Vancil, Todd, A., PVT2, USA

Polish

Beard, Kathleen J., SGT, USA
Duffy, Paula J., PVT, USA
Evans, LeRoy, SGT, USA

Turkish

Ebert, Daniel W., 2LT, USAF

Hebrew

Bissinger, Karl C., SA, USN
Maloney, Michael D., AMN, USAF
Rivard, Jennifer R., PVT2, USA
Skousen, Darren S., PO3, USN
Smith, Scott W., SMN, USN
Van Velzen, Louis J. Jr., AMN,
USAF
Wilson, Jeffrey D., SR, USN

German A

Balzhiser, David E., PFC, USA
Gagnon, Gregory R., SGT, USA
Hardesty, George W., SGT, USA
Howlett, Judith M., PFC, USA
Lindemann, Timothy F., CAPT,
USAF
Mazyck, Alphonso F., CAPT, USA
Nelson, Thomas D., WO1, USA
Sangwin, Mark E., CAPT, USA

German B

Closson, Jeffrey J., CAPT, USN
Dzincielewski, Stephen F., CAPT,
USA
Gerber, Sue P., PFC, USA
Grimes, Patricia L., SGT, USA
Linscott, Darren R., PFC, USA
Littlefield, Monte A., WO1, USA
Pratt, John M., CAPT, USA
Pugh, Robert I., SSGT, USA
Rock, Marlon K., PFC, USAF
Wardell, Daniel N., A1C, USAF

Congratulations

The Polish, Russian I and Czech
Basic Courses,

March 1989 - February 1990
at the Defense Language Institute
graduated February 15, 1990
in the Tin Barn.

Guest speaker:

MSgt. Edwin C. Larson (Retired)

Honors and Awards:

Commandant's Award

SN Jeffrey A. Harwood

Provost's Award, Category III

TSgt. Walter C. Magda

Maxwell D. Taylor Award

Spec. Tracy L. Owens

Martin Kellogg Award

Sgt. Kevin A. Newman

AUSAA Award

SSgt. Jeffrey D. Bailey

Kiwanis Award

SN Bruce J. Osgood

Polish Donor Book Awards

TSgt. Walter C. Magda

SSgt. Camilla J. Varner

Russian Faculty Book Awards

PFC Joanna M. Barton, Spec. David L.

Bledsoe, Spec. Charles J. Eichman,

PFC Joel C. Lambert, PFC Marc A.

Midkiff, SN Daniel L. Nielsen,

AMN Phyllis M. Ott, PFC Jennifer K.

Peskie, SSgt. Michael C. Smith, Spec

Stacey M. Smith, PFC Angela L.

Vanhorn and PFC Brian K. Woods

Congratulations

The Russian II and Korean
Basic Courses,

March 1989 - February 1990
at the Defense Language Institute
graduated February 15, 1990
in the Tin Barn.

Guest speaker:

Thomas B. Grasse, PhD. (Capt., USNR)

Honors and Awards:

Provost's Award, Category III

AMN Thomas A. Shane

Maxwell D. Taylor Award

Spec. Scott G. Parker

Korean Donor Book Award

AMN Susan M. S. Dever

Korean Faculty Book Award

PFC Jeremy W. Chambers

Russian Faculty Book Awards

ENS David A. Bondura,

SSgt. Toni L. Craig, Sgt. Jeffrey B.

D'Arcy, PFC Velma C. Gleason,

ENS Lawrence E. Gloss,

Spec Scott G. Parker, Sgt. Brent Allen

Paul, Spec. Phillip D. Smits and

Spec. Kathleen M. Steele



Photo by Source AV, Inc.

Col. Ronald I. Cowger, USAF, DLI assistant commandant, presents the commandant's award to SN Jeffrey A. Harwood during graduation ceremonies at the Tin Barn, Feb. 15. Harwood was graduated from the Russian Basic Course.