

# GLOBE

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*Serving the military and civilian community of the DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER*

## Language Olympics

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## DLI's Korean School

See page 5

## Saudi Arabia insights

See page 13



Photo by Chris Fry

PV2 Kimberly Mullins, an Arabic language student in the Defense Language Institute's Middle East School, competes in the *Draw Me a Picture* game in the 2nd quarter Language Olympics held at the International Language and Culture Center, March 15. Foreign language students from most of the DLI Army, Navy and Air Force units vied in the games. (See p. 4 for more.)





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## In memory

Efthimios A. Karahalios, a Defense Language Institute Greek language instructor for 33 years, died March 20, 1991. Born Dec. 12, 1915, in Agia Efthimia, Greece, Karahalios attended the Pedagogical Academy of Lamia and became a public school teacher. He served in the Greek army during World War II and then returned to teaching.

Karahalios emigrated to the United States in 1951, taught in various Greek communities here, and then moved to Monterey in 1958. He accepted a position at the Defense Language Institute, where he remained until his retirement, March 1, 1991. He earned a bachelor's degree in education and a master's in linguistics at the Monterey Institute of International Studies during his tenure. Karahalios was a DLI course developer in 1977-78 and a Greek Branch chief in 1988-89.

"Mr Karahalios was a very caring and conscientious teacher," said Dr. Nicholas G. Itsines, Greek Branch chief. "He was industrious, enthusiastic and totally in love with the teaching profession."

Funeral services were held March 23 at the Presidio Chapel, where many friends and colleagues paid their respects. Itsines delivered the eulogy.

Karahalios is survived by his wife, Helen; a son, a daughter and a grandson, all of Monterey.

## In memory

Spec. Michael A. Christoules, USA, a Polish language student attached to Golf Company, was declared dead at Community Hospital March 21 after being involved in a traffic accident in Monterey.

Born Sept. 16, 1966 in Angola, Indiana, the 24-year-old soldier completed Basic Training and AIT at Fort Sill, Okla. He was assigned to Germany, first to HHC 1st BDE in March 1987 and then to HHC 5th BN 8th INF in July 1987. He was attached to HQ CO WRAMC, Washington D.C. in March 1989 and then to HHB 3rd BN 11th FA, Fort Lewis, Wash., in May 1989. He arrived at DLI in June 1990.

He leaves his father, mother, a sister and a brother and his wife, Tanya, and a child, Christopher Allan. His wife and child live at Fort Ord. Memorial services were held March 25 in the Tin Barn, Presidio of Monterey.

## Trust fund established

A family trust fund has been set up for Christopher Allan Christoules, son of SPC Michael A. Christoules who was killed recently in a motorcycle accident. Christopher Allan has spinal bifida.

Call Loraine A. Cline at Bank of America, 646-5751, for information on making donations.



# Exchange Teaching for proficiency

By Monique Navelet

Teaching ideas are related to their historical, social and intellectual context. This is particularly true of foreign language teaching.

With population movements such as diasporas, explorations, conquests or the opening of new trade routes, foreign language became a tool of trade or a means of survival. From king to peasant, people had to learn new languages for proficiency; they needed a practical command of language.

However, after the advent of nation states, the mother tongue played a great role in ensuring national unity. Witness French efforts to eradicate dialects and impose the French language on citizens during the French Revolution. In addition people felt more secure within their states and traveled less. Hence, learning a foreign language became less urgent.

Whole peoples replaced the communicative goals of learning foreign languages with other goals. They looked at foreign language learning as a means to help students learn their own language or as a way to self-discipline or to develop reasoning abilities. Those were the days of grammar-translation methods.

Today all indicators point towards economic globalization, and the need to talk to other peoples becomes more acute. Even in my small village in the mountains of Provence the French baker is learning German to deal with the influx of German tourists. He is learning for proficiency.

Teachers should not feel that they lose prestige by becoming more practical in their foreign language teaching. Neither should they worry about their students' not reaching a level 5 in proficiency. If students take a great liking to their foreign language they will continue to study it. If their learning experience is very painful, students will try to forget it --and the language. Among past great scholars, Erasmus and Averroes both said that respect and liking for a good teacher is transmuted into high performance in school. Motivating students to learn, taking special pains to ensure that they don't come to dislike the subjects they're studying, and taking advantage of their natural curiosity seem nobler tasks than having students decline words and memorize grammar rules.

A teacher who can get high language proficiency out of students without continually preaching rules of grammar is akin to a conductor who can get marvelous sounds out of an orchestra without pontificating on the intricacies of conducting.

## OPINION *at the Presidio of Monterey*

By PH2 Ken Trent

**Q: What do you think about possible legislation being passed to provide special preference and benefits to Gulf war veterans only?**



*"I don't think special preference should be given to the Gulf war veterans because the troops here also played an important role in supporting the war effort, and their support should not be overlooked."*

**PFC Billy Currie, USA, Company G**



*"Singling out only those soldiers who fought in the Gulf would unjustly exclude the millions of others who supported their effort."*

**PFC Donald Calhoun, USA, Company G**



*"I believe that such legislation would be a good idea. However, I feel that any benefits or preferences should be shared by all service men and women."*

**PFC Kevin R. Bell, USA, Company A**



# DLI Language Olympics

## Students think on their feet in adlibbing contest

By SSgt. Ray Johnson

Military linguists at the Defense Language Institute eventually become interpreters, voice interceptors or cryptological technicians. To succeed in these career fields they must be able to think, speak, listen or describe spontaneously.

The second quarterly DLI Language Olympics, held March 15 at the International Language and Cultural Center, gave DLI students a taste of what they can expect on the job.

Playing the same three word games as in the earlier Language Olympics, *Password*, *Draw Me a Picture* and *Tell Me a Story*, students found themselves thinking on their feet and constantly ad libbing since there were no set scripts. Everything had to be said in a foreign language.

Participants in the competition found the format fun but challenging. "It was a blast. I enjoyed it not only because it was fun, but also because of the real world feeling. It took us out of the regular classroom atmosphere, where things can sometimes be repetitious. It put us in a situation where we basically provided the conversation and text needed," said SSG Robert S. Leonard, a German language student in Golf Company.

Sgt. Randy Ferguson, a Czech language student from Delta Company, said just preparing for the contest made him take regular studies more seriously. "Knowing I



CPL James Dotson, left, gives clues to SGT Randy Ferguson during the *Draw Me A Picture* word game.

Photo by Chris Fry

was going to be in the Olympics inspired me to work harder. I knew it was going to be more spontaneous than regular classroom studies, so I was really pumped to compete in it, and I wasn't disappointed. It really shows how far you've progressed and how far you need to go," he said.

TSgt. Jeff Kiewiet, a military language instructor in the Czech Department, said that the Olympics offered a change of pace for the students. "Though we play the same games in our class, the Olympics offer a little more realistic atmosphere, a little more of the stress that one would find in a linguist's job. It shows how you have to be flexible on the job. It also helps to instill confidence in the students by showing them they can handle the job," Kiewiet said.

The standings for the competition were:

Language	Unit	Points
Spanish	Bravo	117
German	Golf	106
Polish	Golf	95
Russian	Navy	88
Hebrew	Air Force	84
Russian	Foxtrot	70
Arabic	Bravo	70
Korean	Alpha	67
Russian	Delta	54
Chinese	Alpha	52
Czech	Delta	39



Photo by Chris Fry

SGT Ann Marie Campanella, SGT Teresa Smith and SSG Robert S. Leonard translate text from a foreign language to English for *Tell Me a Story*.





# 한국어 학교 안녕하십니까?

## Korean School

By JO1 Jayne Duri

The Korean School, established in 1989, comprises the Korean language departments that were originally a part of the Asian School. Charles Cole, Korean School dean, took over the helm at that time. Since then, proficiency levels have

consistently risen. On the Defense Language Proficiency Test 38 percent of the students achieved Level 2 or higher in Listening in 1989. Of the classes that have graduated so far in 1991, fifty-one percent achieved or exceeded Level 2. Reading scores have experienced gradual but continued growth. And in the most difficult category for Korean language students, speaking, scores in the oral interview portion of the DLPT test have increased by 11 percent. "It's widely known in the

language teaching business that Korean is one of the most difficult languages for Americans to learn," said Cole. "We're very proud of the progress that we've been making. The credit for these achievements goes primarily to the department managers and to the faculty. They are very motivated in finding more and more inventive ways to teach."

The Korean School currently has 275 students enrolled. Enlisted U.S. Army service members make up the bulk of the student body.



Charles Cole, dean, and Maj. Claude E Hunter, associate dean, study graduation statistics. Together they provide the primary academic leadership within the Korean School.

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*"It's widely known in the language teaching business that Korean is one of the most difficult languages for Americans to learn."*

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# Computer-Assisted Study enhances Korean language learning

By JO1 Jayne Duri

For the first time at the Defense Language Institute, students will use Computer-Assisted Study as part of a core curriculum in learning language. Later this year, students in the Korean School will spend one hour per day interacting with and learning from a computer.

The CAS is entitled The Korean Interactive Video Project, and it rests in the hands of Won P. Hong, a computer courseware designer in the Educational Technology Division. Hong has been on the cutting edge of courseware design at DLI for the past few years, developing many programs

tening labs using 20-year-old technology. They spend another two hours in evaluation and feedback. Each basic course lesson presents an average of 250 words of text, 25 vocabulary words and two grammatical items reinforced by drills and exercises. The CAS class will handle the same volume of text in a 5-hour lesson cycle, including the evaluation. This should give teachers more classroom time to interact with students.

"This powerful video and graphical environment is just what today's students need," said Hong. "Having the material reinforced by sight and sound as well as by the text

er, an audio board, and a 340-megabyte hard drive powerful enough to keep pace with changes in the computer industry for many years to come.

In Phase two of the CAS implementation plan the Korean School will have three complete language labs in operation consisting of 90 computer terminals, which will allow all Korean language students to spend one hour a day in the lab.

In Phase three, at some point in the future, the school envisions 250 multimedia computer units, one unit assigned to every two students to be used in their own classroom.

Computer-Assisted Study offers numerous advantages for the students, instructors and the Institute. For the students, learning can take place in an exciting, highly individualized environment with instant feedback provided for every answer given. In addition to their regular teaching duties, teachers will still be required to help students in the lab, lending their expertise when clarification on a given subject is required.

Computer-assisted study labs will give teachers much more time than they had in the past to spend on class preparation and course writing, providing them with greater opportunities to expand and develop professionally.

Hong said that DLI will benefit by earning prestige for leading the way in CAS in the Department of Defense. The Institute will save money on printed text material and provide more interactive classroom instruction. And of course, everyone is hoping to benefit from higher Defense Language Proficiency Test scores resulting, in part, from the implementation of CAS.

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*"First, learning has to be stimulating and fun for the students, and second, I think that we can realize a 30-percent increase in efficiency and effectiveness from this type of teaching across the board."*

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that have been used to supplement foreign language learning.

"This is a turning point," said Hong. "The CAS has never fully been implemented as part of a core curriculum before, so it has never received the kind of serious attention and funding it deserves. Now I think we can prove two important points about CAS. First, learning has to be stimulating and fun for the students, and second, I think that we can realize a 30-percent increase in efficiency and effectiveness from this type of teaching across the board."

The present Korean Basic Course lesson cycle is 12 class hours. Students spend two of those class hours in lis-

will increase retention greatly. Moreover, it will be an enjoyable and interesting way to learn."

By the end of 1991 the Korean School will have completed the first of its three-phase CAS implementation plan. It will have one complete CAS language lab in operation. The lab will have 30 state-of-the-art Desktop III multimedia systems. Each of these terminals will have a video disc play-

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*Everyone is hoping to benefit from higher Defense Language Proficiency Test scores resulting, in part, from the implementation of CAS.*

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# Instructors share ideas in periodical

By JOI Jayne Duri

The Korean School puts out an academic publication, one of only a few internal professional publications within the schools at the Defense Language Institute. An internal periodical called *Dialog on Learning Korean* published annually, it promotes professional sharing of ideas and concerns among faculty members on teaching and learning the Korean language and culture for English-speaking adults.

Faculty members often prepare papers to be presented at internal training seminars held periodically within the school and submit them for inclusion in the publication. Articles, some written in English and some in Korean, include topics such as Final Learning Objectives, the origins of the Korean and Japanese languages, and team teaching.

"The periodical is a good tool for people to make their ideas known," said Dr. John D. Sohn, chairperson, Korean Dept. D. "Publishing is required all the time by outside

universities. This encourages people to do more research, because we're often so busy with teaching. Our faculty has a lot of good ideas that

should be published and shared."

The first issue was published in April of last year. The next issue is due out this summer.



Photo by PH2 Ken Trent

Myung Ja Sohn, Korean language instructor, wears traditional Korean dress as she teaches her class.

# Korean courseware via satellite

By JOI Jayne Duri

Video teletraining: the hot new happening at the Defense Language Institute. Leave it to the Korean School to take the latest technology just one step further. Video teletraining allows teachers to talk to and be seen real time by students linked by satellite hundreds of miles away.

This technology allows DLI to extend its area of training to linguists all over the country. In addition to this innovative distance learning, the Korean School will be the first school at DLI to incorporate computer-aided study into the video teletraining curriculum.

Starting in May, DLI will beam Korean refresher and enhancement training to the Korean linguists of an MI Battalion (light) at Fort Lewis, Wash. The seven Korean linguists assigned to the battalion will be the first to benefit from a combination of video teletraining and computer-aided study.

"One of the main reasons for providing the VTT to this battalion is to teach them how to use the recently developed and distributed Korean courseware," said Alice K. Lee, chairperson of Korean Dept. A. "They have had the Korean courseware for some time, but they probably

haven't gotten the maximum use out of it."

After the students take a pre-test, they will have a brief period of refresher training followed by intensive study in grammar, military terms and health, weather and travel terms. Three of the the linguists will train six hours per day for 10 days. Those three students and an additional four will also receive training on Saturdays.

Rather than watching an instructor with conventional teaching aids on their video teletraining screen, these students will see their instructor working at a computer. The instructors will work with the same Korean computer course material that the students will use during their two hours of homework each night. "Each morning the instructors can quickly review the results of the students' homework to determine which language areas require more work," said Lee.

"The combination of these two technologies significantly enhances the results of training," said Lee. "The Korean School staff and faculty is motivated and excited about exploring all possible uses of computer-aided study and all new kinds of technology. We anticipate significant improvements in the scores of the post-test."



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# **Korean School updates course material to meet new proficiency requirements**

By JO1 Jayne Duri

The mission requires that 80 percent of the Defense Language Institute Korean School's military linguists achieve 2/2 proficiency levels by 1995. What do you do when the basic language course, developed before that requirement came about, prepares linguists for 1/1 proficiency? What do you do when you haven't the funding for a new basic course?

The Korean School answered this problem with an updated supplement, currently under development, to the Korean Basic Course. The new course material, called Interactive Listening /Reading/ Speaking Component, Phases 1-5, provides one hour a day of additional material after the completion of Basic Course Module Five.

Many instructors felt that the existing Korean Basic Course was not up to date. They saw the need for instructional materials to more adequately prepare students to take the Defense Language Proficiency Test. "Over the past several years there has been a significant change in the focus of DLI basic course instruction," said Joe Kwon, academic coordinator, Korean School. "There has been a major shift from achievement-based education to

proficiency-oriented education. The existing Korean Basic Course materials are focused more on achievement learning. We needed to change the basic course to reflect the Institute's newer philosophy."

The most recent Korean Basic Course, published in 1985 and long overdue for a rewrite, was good enough for training 1/1 proficiency-level linguists, but fell short of the 2/2 level requirement. The school lacked the time and money needed to develop a basic course to meet the new goals. The obvious solution: write a supplement to the existing course.

"The exercises in the Interactive LRS Components are designed not only for the shift to proficiency learning," said Kwon, "but they're also designed to reflect the same type of material the students are responsible for knowing on the DLPT. The exercises are written in the same way, using the same standards as the test writers used when writing the DLPT. The exercises in the old text were contrived and written as hypothetical examples. The new material contains authentic entries from actual books and newspapers. The students practice all three skill modalities using the same topics. In this way, the vocabulary and the lesson is reinforced several times by the time the students practice each skill. In the new Interactive LRS Components, the fifteen topical domains used in the DLPT are

the same ones represented in the new course material. These fifteen most frequently used subjects, such as economics, culture and science, reflect a move to a more global approach to language.

Some of the new validation editions of the Interactive LRS Components are already in the classroom. Phase Five is still being written. Once completed, all of the phases will be tried out in the classroom. Course writers will incorporate input and feedback from students and instructors into the final draft. When completed, the supplemental material will be looseleaf-bound so changes and updates can be made easily.

"We expect to gradually see a major improvement in the proficiency scores of our students with the addition of the Interactive LRS Components," said Kwon. This supplementary course material will be completed by September.

**Some of the new validation editions of the Interactive LRS Components are already in the classroom.**

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**"There has been a major shift from achievement-based education to proficiency-oriented education. The existing Korean Basic Course materials are focused more on achievement learning. We needed to change the basic course to reflect the Institute's newer philosophy."**



# Korean Basic Course on floppies

The problem: The 10-year-old Korean Basic Course instructional materials need revision, updating and correcting; however no money is available to fund a course-writing project.

The solution: Computers and a *can do* attitude.

The Korean School has created a curriculum word-processing project to transfer the entire Korean Basic Course text onto floppy discs. Having the material on disc allows instructors to correct simple errors in the text and gives each teaching team flexibility to manipulate the course material in ways that best suit their needs.

This is the first time a school at DLI has undertaken a project of this sort.

"Instructors have complained over the years that there are mistakes that should be corrected and changes that should be made in the Korean Basic Course," said Joe Kwon, academic coordinator.

"Since the total revision or rewriting of the entire Korean Basic Course, which is about ten years old, is out of the question under the current funding, this project is a must in order to provide teachers with a vehicle by which they can modify, revise, expand or recombine existing course materials.

**"We're providing the teachers an important tool to use in developing individualized and creative approaches to teaching Korean."**

Having the text on the computer will allow them to modify lessons as they see fit. For example, grammar lessons are scattered throughout the text. Some instructors may want to print out the entire series of grammar points for their students in one single handout.

The curriculum word-processing project will allow them to reorganize elements of the course to better serve

their students' needs."

The project, started last summer with the help of summer-hire bilingual clerks, uses a Korean word-processing program. So far, approximately 80 percent of the Korean Basic Course is in the computer. This summer the school hopes to finish the basic text and begin inputting other useful materials such as instructors' manuals and Korean reading texts.

The school has new computers on order so that in the future each teaching team will have a computer solely dedicated to the word-processing project.

Kwon said, "we're providing the teachers an important tool to use in developing individualized and creative approaches to teaching Korean."



Photo by JO1 Jayne Duri

Korean language students look up various topics of interest in the Korean School research room.



# Korean Defense Language Proficiency Test IV under development

By Jol Jayne Duri

The Defense Language Proficiency Test IV is coming to the Korean school. The new test is currently under development at the Testing Division. Kyu J. Pak-Covell and Seung-Hee Park, instructors from the Korean School assigned to the project as subject matter experts, write the test items that students will see on the new test.

The process of writing test items involves collecting authentic materials and selecting appropriate sections that could be used in the test. Then the two writers discuss the level of difficulty of each passage, develop a question and write four answer-options. Afterwards they review these items with the experts in the Testing Division to further scrutinize and refine each item.

"We examine a test item from many angles," said Pak-Covell. "We check items carefully for any cultural bias that could handicap a student." Next comes the process for inputting the test items into the computer. Then the test writers again go through the revision process with the specialists at the Testing Division, making many changes until everyone involved is satisfied with each item.

The test questions are assigned difficulty levels in accordance with the Federal Interagency Language Roundtable proficiency level descriptions. "In general, test items up to level 2+ measure understanding of factual information, and items beyond the 2+ level require that students go through more levels of cognitive processing," said Mrs. Park. "They have to make inferences and

draw conclusions about the information presented in the listening or reading comprehension texts."

The test writers stressed that the Korean DLPT IV contains straightforward questions. The test employs a multiple choice format. Each test question is presented in the form of an incomplete statement or a question. "The DLPT IV uses short passages in order not to impose too much memory load on the examinee; we try to measure how much the examinees know rather than what they don't know," Mrs. Pak-Covell said. Also, the DLPT IV is designed to measure what the examinee can do with the language rather than what he knows about the language.

The test-writing team began the project in June of last year. Before they started writing, the Testing Division trained them on how to write DLPT IV items for different skill areas, how to write multiple choice items, how to use the computer, and how to conduct an oral interview test. The writing team also received an orientation on the listening and reading subskills involved in reading and listening comprehension.

After the test-writers draft an adequate number of test items, pilot tests are assembled and field tested

along with "constructed response tests," used to calibrate the multiple choice tests. Results of the field tests undergo extensive statistical analysis before final test forms are prepared.

Upon completion, the DLPT IV battery will include two listening comprehension tests, two reading comprehension tests and four forms of a tape-mediated speaking test. These speaking tests will be used to measure proficiency in speaking outside DLI.

The target completion date for the Korean DLPT IV battery is March 1992.

**The DLPT IV is designed to measure what the examinee can do with the language rather than what he knows about the language.**





*Final Learning Objectives help Korean language students*

## FLOS play key role in Korean language training

By JO1 Jayne Duri

Final Learning Objectives form an integral part of every school's program of instruction at the Defense Language Institute. To increase the students' speaking and listening abilities, the Korean School makes special efforts to use the FLO program.

A part of the FLO program gives students the special vocabulary and language-processing skills they will need to perform their particular jobs in the field. This part, lasting one hour a day, constitutes an important part of their language learning. "The students like FLO training," said Maj. Claude E. Hunter, associate dean of the Korean school. "They like the quality of instruction, and they know it's job-related. Often they say they don't get as much as they would like."

Individual students receive special designations, depending on the specific jobs they will perform in the field, upon arrival at DLI. The designations indicate which of the two types of focus their FLO training will have. Cryptologic training students become CTS linguists, and general intelligence training students become GITS linguists. The CTS students focus primarily on listening skills in their FLO training, and the GITS stu-

dents focus on speaking skills.

Specialized FLO training begins at MOD 6, and both CTS and GITS students get the same core of basic material. At MOD 9, the CTS and GITS students separate for one hour a day to concentrate more on the particular skills they need to emphasize to better perform in the field.

CTS students make up 85 percent of the Korean Basic Course population. The CTS program is currently fully implemented in four phases of instruction and final testing in the critical sub-skills identified by the cryptological training manager in Washington. The CTS FLO program develops the student's skills in a progressive manner. All phases follow a basic format of military-related reading, number dictation exercises, key word transcription, Korean-English translation, listening comprehension, and full-text transcription. Phase 1 of CTS FLOs closely follows the Korean Basic Course in vocabulary and grammar. Phase 2 introduces military vocabulary and the Standard Korean Alphabetized Transliteration System. Phase 3 further develops the the student's skills by in-

creasing the length and content of the material. Phase 4 introduces authentic Korean material from the Korean Broadcast System and the Voice of America.

The Korean GITS program currently under development aims to increase the student's knowledge in Korean on a wide range of topics. The program allows flexibility. It can be easily tailored to suit the needs of individual students. The first phase of the GITS FLO program builds the student's military vocabulary and transcription skills. Phase 2 stresses speaking on military topics, and Phase 3 provides a wide range of topics that the instructor can choose from to address the particular needs of the students. These topics range from Korean history to recreation and leisure. The Korean GITS program primarily aims to develop the student's ability to understand and to ask and answer the who, what, when, where and how of written and spoken Korean. The program also gives the student the ability to understand and give directions and instructions.

The Korean language faculty is currently bringing its GITS program (See *FLOS*, p. 12)



Photo by JO1 Jayne Duri

DLI Korean Language students come to the blackboard as a group for a writing exercise.



## FLOS from p. 11

up to speed by gathering research material, writing textbooks and making tapes. They are also working on the final standardized GITS FLO test.

Because they are job-related, Hunter feels that the FLO tests are a good indicator of how well students will perform in the field. DLI, following the guidance of the cryptologic training manager, does not rely solely on those tests, however. "Cryptologists need the general language competence that is tested by the DLPT as well as the knowledge and abilities that the FLO tests evaluate," said Hugh G. McFarlane, Cryptologic Training System representative at DLI. "It's not an either/or proposition; cryptologic linguists need it all. At DLI, though, the emphasis is more appropriately on the global proficiency tested by the DLPT. After DLI, the students go on to specialized training that builds on the start they have gotten here."

"I think FLO training and FLO testing are very important," said Hunter. "It's a good program with good material, and it plays a key role in the training of our linguists."



Photo by JO1 Jayne Duri

F. Maitland Cuthbertson, academic support person at the Korean School inventories audio tapes in his office. Cuthbertson plays a vital role in keeping the school supplied with the course materials needed to teach the Korean language. Cuthbertson can appreciate the mission of the school and the challenge the students face, because he was also an army trained Vietnamese speaker who spent two years serving in Vietnam. "I've used the Vietnamese language in combat," said Cuthbertson, "so I know how important language training can be. I encourage these students to study hard, because when you're called on to use it, you damn well better know it."

## Faculty training: key to success at DKO

By JO1 Jayne Duri

Korean language teachers at the Defense Language Institute attribute much of their overall enthusiasm and success to faculty training. The Korean School holds a variety of faculty training seminars throughout the year.

Department chairs and the academic coordinator conduct monthly In-Service Training Sessions on a rotating basis. The information put out in these seminars covers a wide range of academic, psychological and teaching topics. The seminars provide supplemental information to instructors so they can continue to improve their teaching skills and understanding of how students learn language.

Another training tool used is the Quarterly Faculty Symposium held on blood days. At least one session per symposium deals with a Korean-specific subject in the form of lecture, demonstration, forum or sharing of experiences and information.

The Quarterly Faculty Academic Panel Discussions

are popular forums. Here, three- to five-member panels and a moderator discuss the successes and failures of a previously graduated class before the entire DKO faculty. "This is also a brain-storming session to find better ways to improve the proficiency results of graduating students," said Joe Kwon, academic coordinator.

The Christmas Faculty Forum, an academic forum open to staff and faculty from all over the Institute, bears on learning and teaching the Korean language. "This provides an opportunity for instructors to hear presentations from other faculty members," said Kwon. "It's always a pleasant atmosphere because the instructors enjoy learning from each others' experiences."

Several other faculty-training initiatives underway at the Korean School include teaching demonstrations, new instructor orientation and intern training, and Korean grammar workshops. All the training sessions aim at continuing the education and developing the professionalism of the Korean School faculty.



How to say it all in 25 words or fewer

# Understanding: More than language

By PFC Todd Smith

*Defense Language Institute Spanish language graduate and GLOBE reporter-at-large Todd Smith continues to write from Saudi Arabia.*

Northern Saudi Arabia -- I recently stood atop a well where pilgrims en route to Mecca have stopped to drink for more than a thousand years. I was there as a member of a delegation representing my MI division. The local Amir had invited us to lunch.

After the meal and customary coffee, dates and tea, an Egyptian guide led us on a tour. He knew little more English than I knew Arabic. He used hand gestures and sand drawings to explain Saudi culture and traditions. He also "cut and pasted" English and Arabic together to get his meaning across. He thanked me for being an American and representing freedom. I'd never before met anyone so grateful to someone he'd never before met. I felt truly proud to be an American. Though we barely spoke each other's language, I've never understood anyone more clearly.

Each new place we walked gave us an opportunity to chop away at the invisible wall -- the language barrier -- which separated us. Local children ran alongside and took every opportunity to teach us what they knew about each new wonder.

We stopped at a very deep well. The children dropped pebbles down it, and each put a hand to his ear and a finger to his mouth to tell us to be quiet and listen. The falling rocks bounced off the sides of the well a number of times, and a long five seconds later, hit the water with a splash. The kids laughed, and we, impressed,

laughed with them.

The guide explained that the well became the only source of water after the Iraqis contaminated the local water supply and that children carrying buckets were lowered a few hundred feet to get water.

The children staged an impromptu performance, illustrating how they swam during the wet season when the water in the well rose to the top. They conveyed all of this using a couple dozen words of English.

As we walked back toward the house, I taught the young boys to say "Airborne," simultaneously pointing to the patch on my sleeve and the wings on my chest. Though they parroted the word, they couldn't make the connection until I drew a parachute in the sand.

Then the Egyptian gave us background on Egyptian/ Israeli relations and explained that he'd received an eye wound during one of the engagements between the two countries. He also told us that Egyptian officers each had to bite the head off a snake during their training.

Then our truck came into sight. The kids and the guide thanked

us again and insisted that we return to the big tent for more tea before we left. Although we needed to hurry, we complied. As the Egyptian tried to interpret for the Amir, we sat in a small circle and talked about the day and what we'd learned. Laughter knows no language, and this axiom of communication was proven over and over through the afternoon.

As I look back on the six months I spent in a Defense Language Institute classroom and the four additional months in a Goodfellow classroom, I remember the many subtleties in Spanish, a language closely related to English. I was even tempted to use it here, though I knew I wouldn't be understood.

Though I knew only a handful of Arabic words, I learned something important. In the end, each other's interest in our respective cultures and the desire to communicate allowed us to learn from one another. We did not need interpreters. We understood each other perfectly. We spoke the language of curiosity, humor and mutual respect.







Photo by PH2 Ken Trent

The graduating class of the Persian Basic Course, Sept. 1990-March 1991, and their guests enjoy their graduation ceremony at Nakamura Hall Auditorium two weeks earlier than originally scheduled.

## Congratulations

The Persian Basic Course, September 1990 - March 1991, at the Defense Language Institute graduated March 14, 1991, in the Nakamura Hall Auditorium. Guest speaker: CW3 Robert Higgins, USA, DLI chief of Language Proficiency

### Honors and Awards

*Provost's Award, Category III:*

Sgt. Robert J. Bostic

*Maxwell D. Taylor Award:*

PFC Todd L. Frazee

*AUSA:*

PFC Aaron N. Gillham

*Persian-Farsi Faculty Book Awards:*

PFC Arjay Hinek,

PFC Kerri L. Coykendall,

A1C Catherine M. Coleman

## Persian-Farsi class graduates early

One Persian Basic Course class graduated March 14 -- two weeks early. Because of Desert Shield mobilization status, the class and its instructors worked right through the Christmas holidays.

Fifty-five percent of the class achieved 2/2, and 75 percent achieved level 2 or better in listening, according to Khosrow (K.Z.) Sadeghi Persian Department chairperson. "Instructors Mansour Neghabani, Jamshid Cyrus and Kumars Nikfar developed tremendous amounts of listening and reading materials, and they increased student listening

practice from one to two hours a day," he said.

"In all classes, the faculty dedication in the Persian Department is exceptional. The remediation and enrichment activities done by the instructors in this department is a marvel." Sadeghi added, "As a chairperson, I'm proud to be associated with such an outstanding faculty."

## Company F sends banners to units in Saudi Arabia

By Capt. Geraldine G. Gainey, cmdr, Co. F Foxtrot soldiers, wanting to show their support for units in Saudi Arabia, created two banners in February for troops in the Gulf. The Marine Corps Detachment joined them in designing the banners, one with Foxtrot's emblem and the other with the Defense Language Institute's and the Marine Corps crests. Company F soldiers signed the first one and sent it to an MI battalion in Saudi Arabia. MCD Marines signed the other and sent it to a Marine unit serving in the Gulf area.

Sgt. Gina Zimmer, in Foxtrot's 4th Platoon, came up with the idea, and her fellow company members and the Marines got enthusiastic about it.



Photo by SSgt. Ray Johnson

Sgt. Gina Zimmer, Foxtrot Company, and Maj. Rick Monreal OIC at MCD and Master Gunnery Sgt. Aubrey Henson, NCOIC at MCD write messages on banners to troops in the Persian Gulf.



## EEO Perspective: Rating supervisors in EEO

By Kathryn Burwell,  
EEO officer

The majority of the Defense Language Institute's managers and supervisors will be rated soon, and one rating element is equal employment opportunity

Command Policy #9-90, issued several weeks ago, covers "New Performance Standards for the EEO Element." The new standards serve as a valid measuring tool and provide the basis for a meaningful evaluation. A draft of the policy went out several months ago and received constructive comments. Since its publication and distribution, no comments or questions have been received. Some managers and supervisors may not be rated by the new standards for the current rating period because CP9-90 won't have been in place for the required time period.

Meanwhile, one possible misconception needs discussing. Some managers and supervisors assume that to ensure an 'exceeded' rating in EEO on their performance standards,

they can join an EEO special emphasis program. Generally speaking, this is not true. Yes, it helps, and may, indeed, contribute to achieving 'exceeded' in the EEO element. But it's not the whole story.

Furthering equal employment opportunity and affirmative action are important Army goals and a significant aspect of managerial and supervisory positions. To emphasize and achieve these goals the Army directed that EEO be a critical element in the performance standards of all managers and supervisors. Though external activity is good, their primary focus should be more internal -- on their own employees and primary job activities.

The EEO special emphasis programs -- Hispanic, Federal Women's and Asian Pacific/Islander and American Indian/Alaskan Native and EEO counselors -- all have performance standards for their collateral-duty members. Rated annually, they may receive 'fully successful', 'highly successful', or 'exp-

erience' ratings, based on their performance of collateral duties. Since these take place during duty hours, the time spent on them should be productive, quality time.

A manager or supervisor holding an SEP position who performs the collateral duties in an outstanding manner may earn an exceptional rating. That may be reflected in the EEO element in his/her primary position. If that manager or supervisor also performs in an exceptional manner where his/her own employees are concerned, that may reflect in a superior rating. But membership on a SEP committee or duty as an EEO counselor is no reason to receive an 'exceeded' rating. Ratings of 'exceeded' should be given for doing more than just meeting the standard.

The new Command Policy Memorandum illustrates how managers or supervisors may exceed in the EEO element. Call ext. 5105/5692 for more information.

## Tour of historic Monterey adobes slated

The 44th Monterey Adobe tour, sponsored by the Monterey History and Art Association, will take place April 27, 10 a.m. to 5 p.m. During the tour the public can see 25 restored historic adobe sites, some open only for this event. Guides in period costumes will explain the buildings' histories and answer questions. Among the adobes on the tour are Monterey's Old Custom House, Casa Serrano Adobe, the Stevenson House and Casa Abrego.

Admission is \$10 for adults, \$7 for students and no charge for children under 12 accompanied by an adult. A Baker's Breakfast at Pacific House, 9 - 10 a.m. and an elegant and traditional tea, 2-5 p.m., at the Casa Serrano are included in the admission price, as well as programs and maps of the tour route. Events not covered in the ticket price include a "Wine and Boar" tasting at the First Theater and a lunch served by the Junior League in the Old Whaling Station's garden, 11:30 a.m. - 2 p.m.

Other attractions include old-time olios at the First Theater, an art exhibit by William F. Stone, Jr., at the

House of the Four Winds, a sheep-shearing demonstration and a demonstration of spinning on a spinning wheel.

For advance ticket sales, write the Monterey History and Art Association, Box 805, Monterey 93942, or call (408)372-2608. Tickets will be available at many of the adobes on the day of the tour. A mini-van will be available for free transportation along the tour route.





# Career change a possibility

By Rosalie Salimento,  
Civilian Personnel Recruitment

What do you want to be -- or do -- when you grow up? Most of us answered that question years ago by choosing a specific career field. But changes in financial or family or educational status -- or midlife decisions -- lead to career changes for some of us.

During the next few years, the downsizing of the Department of Defense may lead to yet more career changes for DoD employees and keen competition for any promotional opportunities.

What if you -- or circumstances -- determine that a career change is necessary? As a worthy candidate, you know your professional expertise and shortcomings; you seek another position for professional satisfaction, and you know what you have to offer.

Moreover, you are confident that your training, experience and education have prepared you to perform new duties, and you know you have to acquaint yourself with the organization and mission at your new work site.

Now comes the difficult and stressful part: the application process. How do you prepare a good application packet, a good Standard Form 171? Be sure your packet is orderly, neat and manageable -- in other words, carefully prepared. Your referral depends on the sort of application you

submit. Usually your application will be one of many to be reviewed against established criteria.

Lengthy, messy and unfocused applications may receive lower scores because reviewers find them difficult to evaluate.

The Civilian Personnel Office has prepared concise information on application procedures to use with the DLIFLC Form 34, Employee Supplemental Statement. Available at CPO, it's called *A Guide to Preparing Employee Supplemental Statements* and offers instructions and sample statements. Employee Supplemental Statement Forms allow the applicant a means to provide training, experience, awards and education information to prospective employers.

A word of caution: According to *Standards of Conduct for Department of the Army Personnel*, government facilities, property and work assistance will be used for official government business. DA employees will not use or allow the use of government property of any kind for other than official purposes. This includes using government duplication machines, computer facilities stationary and typing assistance. Application packets prepared in violation of these constraints may not be considered and leave the employee liable for disciplinary action.

## Asian/Pacific American Heritage Week May 6-10 -- Dedication-Dignity-Distinction

★ May 6, 3:15-4:45, Nakamura Hall Auditorium -- Opening ceremony --

Speaker: Col. William Olds, USA, DLI school secretary

Cake and refreshments following

Topic: *Asian/Pacific Americans: Dedication-Dignity-Distinction*

★ May 7, 7:30-9 p.m., International Language and Culture Center

Presenter: DLI Pancultural Orchestra, directed by conductor Claire Horn

Ethnic foods and refreshments following

★ May 8, 2 - 3:30 p.m., Nakamura Hall Auditorium

Speaker: Dr. Glenn Fischer, Monterey Institute of International Studies

Topic: *Culture and Perception in Interpersonal Relations* (cosponsor: CPO)

★ May 10, 6:30 p.m. - midnight, Elks' Lodge, 150 Mar Vista Dr., Monterey

Asian/Pacific Islander American Heritage Night; dinner, cultural show

For more information call ext. 5429, 5150, 5183, 5237 or 5105.

## Library Advisory Committee notes

The Aiso Library provides:

- Current foreign newspapers in all the languages taught at the Defense Language Institute.

- Gateway and Headstart language instructional materials in Japanese, French (for Belgium), Spanish (for Puerto Rico, Panama, and South America), German and Korean.

- Computers, including three Macintosh, one Apple, ten EIDS (MS DOS with video disk).

- Interlibrary loan access to publications not held by Aiso Library (particularly useful for faculty interested in research).

- Video cassettes, both U-Matic and VHS, maps and vertical file materials available for use in the library or for check-out by the week.

- Books and audio cassettes available for four-week checkouts.

- Magazines (in English and all languages taught at DLI) to be read in the library.

- Academic journals in English and foreign languages, including, *International Journal of Slavic Linguistics*, *Foreign Language Annals*, *Foreign Affairs*, *International Association of Learning Laboratories*, *The Language Teacher* (from Tokyo).

- New acquisitions include *Grammar Practice Activities*, by P. Ur; *Learning Strategies in Second Languages*, by J.M. O'Malley; *Second Language Teacher Education*, by J. C. Richards; *Video in Language Teaching*, by J. Loneragan.

Library hours:

Mon. - Thurs. 7:30 a.m. - 9 p.m.

Fri. 7:30 a.m. - 4:30 p.m.

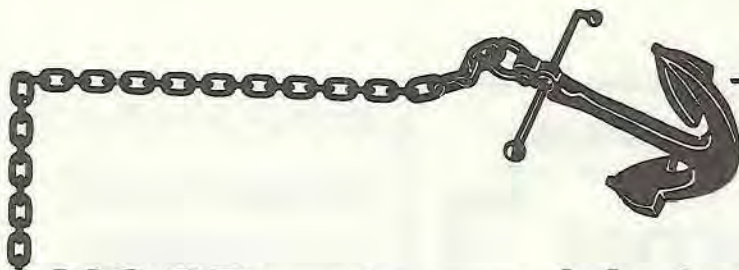
Sat. 1 p.m. - 5 p.m.

Sun. 12:30 p.m. - 9 p.m.

Closed holidays

The LAC serves as a liaison between faculty/staff and Aiso Library. The LAC chairperson is Nooria Noor, ESE/R. It meets the third Wednesday of the month at 3:15 p.m. in the Aiso Library.





## NSGD sets up high-tech study hall

By JO1 Jayne Duri

The Naval Security Group Detachment is riding the bow wave of extra-curricular language training at DLI.

The command established a Language Learning Center in Kendall hall back in October. It provide students with a multi-media environment for language learning that can be used at their convenience.

The center continues to grow, fueled by the enthusiasm of the staff and the high priority given the project by the command's leadership.

"Our goal is to be a strong partner with DLI in reducing academic attrition and increasing language proficiency," said CMDR. Kent H. Kraemer, OIC of NSGD. "We want to return to the classroom a sailor who is tuned in and turned on to the foreign language objectives necessary for academic success at DLI."

The relatively new Language Learning Center already boasts EIDS systems, Macintosh computers, Desk Top III linguist work stations as well as video and audio tape machines. In addition to this high-tech hardware, the learning center stocks several different types of language learning software, including Russian *Le Prep* for listening comprehension, Computer Assisted Language Instruction System, or CALIS, developed at Duke University and the very latest in computer-aided study software developed here at DLI. They also stock authentic newspapers, magazines and books, as well as taped television shows and movies in various languages.

"Also library is great, but where can students readily go to use computer-aided study materials after hours?" asked CTICM (NAC) Daniel P. McCarthy, training liaison officer for NSGD. "We want to try to provide our students with every opportunity to succeed." NSGD plans to further expand the learning center by obtaining more equipment and gaining access to even more computer-aided study software. The Detachment is even developing some of its own reading comprehension exercises on CALIS in French, German, Russian and Spanish.

The Marine Corps Detachment at DLI has been working side by side with the Navy on the Language Learning Center since its inception. MCD is creating reading comprehension exercises in Arabic and Persian Parsi.

The Marines, as well as the other services at DLI have followed the Navy's initiative, and are in the process of establishing similar language learning centers. The Navy and Marine Corps plan to share their language-learning



Photo by PH2 Ken Trent

SN Kevin Morgan works on one of the computers in NSGD's Language Learning Center in Kendall Hall.

materials with each other and with other commands at the Institute.

A contingent from NSGD and MCD will be making a trip in April to visit various military commands and service academies back east. The team will look for ideas on how better to improve their language centers. They will also look for the latest in language-learning software to use in their language centers.

The Navy hopes to gain permission from Duke University on this trip to export the CALIS software to Navy commands outside DLI for use in language maintenance.

The Navy Detachment will share all the materials and contacts gained on this fact-finding mission with DLI for the greater good of the institute. "We see this as a purple-suited initiative," said McCarthy. "The strides we make in helping our linguists excel will reflect positively on DLI as a whole. We are just beginning to see the usefulness of computers in language learning, enhancement and maintenance. If we all pull together and share our successes, everyone will benefit from this new technology."



# DLI Safety Corner



**Safety Does Pay!  
It Brings Our Troops Home**

**Suggestions?  
Complaints?  
Comments?  
Questions?  
Telephone  
BOSSLINE,  
647-5464**

any time, day or night

Leave your name (withheld at your request) and a telephone number if possible. Please hold comments to 100 words or fewer. Please write out longer commentaries.

## Presidio of Monterey Chapel Catholic services

### Masses

Sundays	9 a.m. and 5:30 p.m.	Chapel
Tuesdays	noon	Aiso Library Seminar Rm
Thursdays	11 a.m.	Nisei Hall Auditorium

### Sacrament of Reconciliation (Confession)

Sundays	Before Mass (8:15-8:45 a.m. and 4:45-5:15 p.m.)	
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### Bible study

Wednesdays	6:30 p.m.	Chapel Annex
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### Protestant services

#### Worship service

Sundays	11 a.m.	Chapel
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#### Sunday School (adults and children)

Sundays	9:45 a.m.	Chapel Annex
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#### Bible Study

Sundays	9:45 a.m.	Chapel Annex
Wednesdays	noon -- luncheon	Chapel Annex
Fridays	(couples)	See Chaplain for details

### Ecumenical activities

#### Pizza-video night

Fridays	7 to 9 p.m.	Chapel Annex
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#### Couples night

Held at individual homes, emphasizes marriage-building. Free babysitting provided. See Chaplain for details.

Call 647-5405/5233 for more information.

## Switching services -- not possible

By SSgt. John Chalmers, USAF,  
Recruiter, Central California

DLI students thinking of switching to different military branches might be disappointed. According to Army, Navy, Air Force and Marine Corps recruiting offices queried, there is no way to do an inter-service transfer, no way to go from one branch of the military to another without first being discharged. Even then, after discharge, joining another service might not be easy.

The Air Force wants no prior service at all. Regardless of branch of service or length of service, anyone with active duty service time is not eligible to join the Air Force.

The Navy will accept prior service Navy members only.

The Army and Marine Corps will accept only ex-service members with honorable discharges and good reenlistment codes.

Unit career advisors and retention NCOs should have more information about re-entry.



# Tell it to the Marines



## On the ropes with DLI's Marines

By LCPL Adam Humphreys

Confident shouts of *On rappel!* followed by the hiss of abused rope passing through snap links shattered the morning stillness. Was it a trek up Everest? Negative. The Marines from the Defense Language Institute's Marine Corps Detachment held a training day March 23.

They covered Essential Skills Training in first aid, land navigation, hand grenades, individual camouflage skills and the M16A1 rifle. They also participated in rappel training.

Marines prepared themselves by participating in pre-training activities the Tuesday and Thursday before. These activities primarily addressed safety and rappel procedures. The classes refreshed and enhanced the knowledge the Marines got in boot camp.

To maximize training, they formed two groups, one to attend Essential Skills Training while the other conducted rappel training. Those in the EST classes broke into smaller groups to get more one-on-one training by conducting the classes in a 'round robin' scenario. In this manner, the Marines received maximum training in minimum time.

Heavy-duty, hands-on training took place Saturday morning. After bussing to Fort Ord, the Marines broke into their training groups, and worked until everyone had mastered going down the 'wall', with the help of Gunnery Sgt. Scott Laasanen and the rappel masters.

Then the training shifted to the 'helo' side of the tower. Master

Gunnery Sgt. Aubrey Henson demonstrated the Australian rappel, rappelling down the rope upside-down, face first. The Marines followed through and demonstrated the Australian rappel, themselves.

At day's end, tired Marines felt good about their participation in the training, and many asked when they could expect more of it.

The training day took a lot of preparation and coordination,

involving a number of units. However, everything came off without a hitch. MCD appreciates the Army for its help in making the training possible.

The Marines are particularly grateful to SSG Craig Berry, Charlie Company, DLI; SFC David Briggs of Golf Company, DLI; and to the 2-27 Scouts, the 3-17 Scouts and the Air Assault School, all of Fort Ord.



Courtesy photo  
Master Gunnery Sgt. Aubrey Henson, NCOIC, MCD, and Gunnery Sgt. Scott Laasanen prepare to rappel off the tower at the Fort Ord training range as Sgt. Daniel Stinson offers them last-minute advice.



# Women's Memorial still far short of goal

By Evelyn D. Harris

**American Forces Information Service**  
The Women in Military Service for America Memorial Foundation has only seven months left to raise \$12 million to build its Arlington National Cemetery complex.

As of February the Foundation had raised about \$3 million. When Congress authorized the memorial, it re-

quired that \$15 million be raised by Nov. 6, 1991, said retired Air Force Brig. Gen. Wilma L. Vaught, foundation president. The group can use no federal money to build the memorial, which would recognize all women who have served, are serving and will serve in the U.S. armed forces.

The foundation wants the complex to include an auditorium where multimedia presentations will highlight military women's contributions and a computer registry of military women. Some 60,000 military women are registered in the computer data bank.

Anyone interested can access information by calling or writing the foundation. Said Vaught, "Members of the press have been using our data bank extensively, particularly now that the bravery of women serving in Operation Desert Storm has focused more attention on military women.

To contribute to the memorial or for information from the computer registry, write to: **Women in Military Service Memorial Foundation**  
Dept. 560  
Washington, DC 20042-0560  
or call: 1-800-222-2294.

## ★ ★ ★ ★ ★ ★ ★ ★ Military Awards

The GLOBE proudly announces the following military awards:

### Company B

*Meritorious Service Medal*

SGT Robert L. Rickman

*Troop Command Service Member of the Month, January*

SPC Steven J. Milatz

*Troop Command Service Member of the Month, February*

PFC David V. Scott

### Company D

*Army Commendation Medal*

SPC Glenn H. Kurkosky

*Promotion to sergeant first class*

David E. Mercado

*Naval Security Group*

*Detachment*

*Navy Unit Commendation --*

*NSGD Brunswick*

CTIC Kurt V. Porter

*Meritorious Unit Commendation --*

*USS Sam Houston*

OS1 George M. Shaheen

MM1 Richard Wert

*Good Conduct Medal*

CTI2 Douglas K. Burgess

*Promotion to CTIC (SS)*

Edward E. Hunter

*Promotion to CTI2*

Samuel E. Cowan

Todd A. Frommeyer



Photo by Source AV

Lt. Col. Harry K. Lesser, USA, Defense Language Institute Troop Command commander, presents the Fort Ord commanding general's Certificate of Appreciation for "Best-decorated dining facility" to Biano Esteban, Combs Hall Dining Facility manager, as the facility's staff applauds. Though the the Combs Hall manager and staff won the award late last year, the facility was closed for two months for renovation. The award, sponsored by the Fort Ord commander, Maj. Gen. Jerry A. White, USA, was finally presented last month.

## ★ ★ ★ ★ ★ ★ ★ ★ FPC offers scholarships

The Federal Personnel Council will provide six \$1,500 scholarship awards based on scholastic ability, activities and leadership, economic need and winning essays.

Candidates must write a 900-1100- word essay on "My Obligation for Creating Opportunities for a Better Tomorrow." Winners will receive their awards upon their enrollment in a recognized junior college or accredited college or university.

Eligible high school seniors graduating in January or June of 1991 must meet one of the following criteria:

- The graduate is a son or daughter of a deceased, retired or current permanent civilian employee.
- The graduate is currently employed in the Stay-in-School Program.
- The graduate was employed during the summer of 1990 under the Summer Youth Opportunity Program in Northern California.

Completed applications must be submitted to the Civilian Personnel Office by April 12. Selections will be announced in May.

Application forms and directions may be picked up in CPO, Rm. 101. For information call Bettye D. Cheatam, 647-5137.



## Rain doesn't stop golf tourney; Masters planned for May 10

By SSgt. Ray Johnson

Chilling rain and driving winds didn't stop 40 golfers from playing a Defense Language Institute Golf Association tournament March 24 at the Navy Postgraduate School golf course.

Charles Avery and Tim Yow took first place in the two-man alternating-shot style tourney with a score of 85. Two teams had 88s, but Chris Wess and Richard Postlethwaite claimed second place over John Estep and Ed Olah due to a better scores on the number-one handicap hole.

Estep disproved the myth that golf isn't a contact sport when he took a shot in the head from a competitor. The shot broke his glasses, but he managed to finish the round.

Three rain showers soaked the golfers and contributed to the unusually high scores during the tournament. Driving winds and soggy greens kept the scores up, too.

The longest drive award went to Olah, and Randy Knight won the closest-to-the-hole competition.

The DLI Golf Association will hold the 6th Annual Masters Tournament May 10. The tourney is limited to 25 four-man teams, so interested players should turn in entry forms as soon as possible.

The tourney consists of a pre-game pizza buffet, 18 holes of golf, and an awards ceremony and barbecue to follow. Players pay an \$8 entry fee plus appropriate green fees. For more information, call 1st Sgt. John Theobald, 5335.



Photo by PH2 Ken Trent

Kyle Hoffland, Jennifer Smith, Deidre Campbell and Lori Goodwin, Bravo Company, stretch before practice to continue their winning streak. They recently won Fort Ord's women's 10K championship. Campbell, the overall winner, ran the course in 46:12:00. Charlie Company won the men's event.

### Run with the Dream -- 10K road race at POM

A 10K Run with the Dream race beginning at Sloat Monument on the Presidio of Monterey is slated April 14, 9 a.m. Proceeds of the race will be donated to the Presidio of Monterey Boy Scout Pack 113 and Troop 43. Entrants receive commemorative long-sleeved T-shirts. For information on registration and entry fees call Jeff Fairbanks, 647-5442.

### 7th Infantry Division holds track, field meet

The 7th Infantry Division Track and Field Championships will be held May 14-15 at Fort Ord's Freeman Stadium. Events include sprints such as 100 and 200 meters, long distances up to 10 kilometers, relays, high and long jumps and the shot put. For more information call unit sports representatives, stop by the Presidio of Monterey's Price Fitness Center or call Fort Ord's Sports Branch at 242-5510.

### Bodybuilders compete at Fort Ord's rec center

Fort Ord's Stilwell Recreation Center will sponsor a body-building contest April 27, open to all active duty men and women. For more information, call 242-5633/5709.

### Skiers enjoy outstanding snow in the Sierras

Snow is falling heavily in the Sierras and Outdoor recreation is offering trips through the end of the month. All trips include lift tickets, ski equipment, transportation, lodging and beginner lessons for those just learning to ski. Customized trips can be arranged for units or groups. For more information call 242-7322/3486.



# Leisure

## POM Movies

April 8	Hamlet	PG	135 min.
April 9,10,11	Awakenings	PG-13	122 min.
April 12	The Russian House	R	124 min.
April 13, 15	Nothing But Trouble	PG-13	120 min.
April 14	The Rescuers Down Under	G	98 min.
April 16	L. A. Story	PG-13	95 min.

## Tours

April 12-14	Reno Tour, \$85. (DO)
April 20	Great America Tour, \$31. adult, \$25. child
April 21	Basketball: Warriors vs Jazz, \$28.
April 26-28	Disneyland/Universal Tour, \$132. (DO)
May 4	San Francisco Get Acquainted Tour, \$20.
May 11	Baseball: Giants vs Yankees, \$28.

## POM Rec Center

### Pool Tourney

POM Rec Center will hold an eight-ball pool tournament April 13 starting at 2 p.m. Trophies and prizes will be awarded.

### Deck Concert

The Cubes, voted the best rock band in Monterey County, will perform at a free outdoor band concert on the newly built deck outside the Rec Center. The performance starts at 2 p.m. Bring a blanket and picnic lunch, and enjoy the sun!

### Oil Painting

Learn to paint a cypress sunset in two sessions May 5 and 12. No experience is necessary. Classes start at 1 p.m. The cost is \$10.50 plus materials. Sign up deadline is May 3.

## Aerobics

Aerobics classes are available at the Price Fitness Center, Bldg. 842, Monday through Friday from 6:30-7:30 p.m., also on Saturday from Noon to 1 p.m. For all the details call 647-5641.

## POM Youth Center

### Martial Arts

Register at the POM Youth Center, Bldg. 454 for the Martial Arts Class, Tue., Thur., 6-7:30 p.m. at the Center. Cost: \$20 per month per student.

### Piano Lessons

Children and adults can take private piano lessons by appointment at the POM Youth Center, Bldg. 454. The cost is \$8 per lesson. Call 373-7480 or 649-2531 for more information.



## Fort. Ord Recreation

### Belly Dancing

Belly Dancing classes will be held on Tue. and Wed. from 1:30-2:30 p.m., or Wed from 7-9 p.m. Learn this ancient Arabic form of exercise in an eight-week course at Stilwell Community Center. The fee is \$40.

### Spring Skiing

That's right, the snow and spring skiing is great in the Sierras. Outdoor Rec at Fort Ord will offer skiing trips through April. All trips include lift tickets, ski equipment, transportation, lodging and beginner lessons. Outdoor Rec can arrange customized trips for units or groups. Call 242-7322 for all the details.

### Frame Shop

The "Do It Yourself" Frame shop, 3rd Avenue and 9th Street, Fort Ord offers framing and matting classes every Monday at 6:30 p.m. Custom framing, framing materials, custom engraving, passport photos, and black and white photo reproductions are available. For more information call 242-2539.

**Community Recreation Division: Bldg. 2865, 12th St. and E Ave., Fort Ord. Tele. 242-4919.**

**Outdoor Recreation: Bldg. 3109, 4th Ave., Fort Ord. Tele. 242-7466/3486 or FHL 16-2677/385-1207.**

**POM IFT Office, Bldg. 843. Tele: 647-5377. Open Thur. and Fri, 11 a.m. -6:30 p.m., closed from 2 p.m. -3 p.m. on those days. Tours available to active-duty and retired military, DoD civilians and family members on announcement.**

**POM Youth Center: Bldg. 454. Tele. 647-5277. Active-duty or retired military and DoD civilian family members may participate. Open Tue. and Thur, 2-7 p.m., Fri. 2-9 p.m. and Sat. 1-9 p.m. The Center offers pool tables, air hockey, table tennis, foosball, Nintendo games, board games, a library and a candleless snack bar.**

**POM Rec Center: Bldg. 843. Tele: 647-5447. Open 5-9:30 p.m. Mon.- Thur.; 5-10 p.m., Fri.; 1:30-10 p.m. Sat.; and 12:30-9 p.m. Sun. and holidays.**



# Stressbreak



"Is that your defense? You were cleaning it and it just went off?!"



"Why, it's not a silver lining at all! It's plain old tin foil!"



"Stand back, folks! It's writer's cramps!"



# Achievement

## Deans' Lists

March 1991

### German, Dept. B

Corbin, Elise C., SPC, USA

### Polish

Jones, Jeffrey R., PFC, USA  
McCole, Timothy S., PFC, USA  
McKinney, Michael L., PFC, USA  
Martinruehle, Alexis L., PV1, USA  
Milier, Christopher J., SPC, USA  
Phillips, Joseph W., SPC, USA  
Taylor, Luke, PFC, USA  
Thompson, Jill S., PFC, USA  
Wilson, Leslie A., PFC, USA  
Yarter, Rosa A., PFC, USA

### Czech, Dept. A

Bound, James H., PFC, USA  
Brown, Ernest L., SPC, USA  
Dunkelberg, George H., Col., USAF  
Hatton, Lisa, SPC, USA  
King, James H., PFC, USA  
Lundy, David L., PV2, USA  
Onstead, David L., PV2, USA  
Rowe, Diane A., SPC, USA  
Swan, Edward T., SPC, USA

### Russian 2, Dept. A

Black, Susan, Sgt, USAF  
Dunow, Gary, SSgt, USAF  
Hale, Robert, Sgt, USAF  
Hawkins, Duane, Sgt, USAF  
Idziak, Susan, SSgt, USAF  
Kopp, Daniel, A1C, USAF  
Melcher, Michael, A1C, USAF  
Morelan, Robin, Sgt, USAF  
McKernin, Kevin, MSgt, USAF  
Schlenker, Michael, Sgt, USAF  
Walker, Stephen, Sgt, USAF

### Russian 2, Dept B

Bailey, Todd, PVT, USA  
Bussiere, Elizabeth, A1C, USAF  
Carson, Cristen, SPC, USA  
Casey, Lundy, PVT, USA  
Kavarsky, Rachel, AB, USAF  
Lauscher, Ronald, SGT, USA  
Parrot, Scott, SSG, USA  
Rodenbeck, Andrew, A1C, USAF  
Scorseby, Michael, SGT, USA

### Russian 2, Dept B, cont.

Stuter, Ursula, A1C, USAF  
Wachter, Joseph, SN, USN  
West, Tommy, SPC, USA

### Russian 2, Dept D,

Anderson, Douglas, PV2, USA  
Burch, David, SA, USN  
Catanzaro, Basil, SGT, USA  
Anderson, Douglas, PV2, USA  
Burch, David, SA, USN  
Catanzaro, Basil, SGT, USA  
Chavarria, Sandra, SA, USN  
Gonzales, Rudy, SGT, USA  
Holmes, Thomas, CPT, USA  
Jazenski, Beborah, SN, USN  
Joyer, Marybeth, A1C, USAF  
Lunini, Michael, SGT, USA  
Martin, Laura, SN, USN  
McKee, Vincent, SA, USN  
McLain, Joe, SSG, USA  
Natvig, Darren, A1C, USAF  
Poole, Christopher, A1C, USAF  
Ristuben, Erik, SGT, USA  
Rutherford, Cherrrie, SGT, USAR  
Sanders, Brandon, PV2, USA  
Schneider, Noreen, SN, USN  
Shukan, Evan, SN, USN  
Sims, William, SGT, USA  
Skillings, Paul, SPC, USAR  
Smith, Undrea, PFC, USA  
Snyder, Darren, A1C, USAF  
Stene, Michelle, PFC, USA  
Turner, Jennifer, PFC, USA  
Wagner, Mark, AB, USAF  
White, Jeffrey, A1C, USAF  
Wunderlich, Darrell, PV2, USA

### Russian 2, Dept E,

Armstrong, Barry, PV2, USA  
Britton, David, SPC, ARNG  
Cinocco, DawnRenee, SPC, USAR  
Dell, Danielle, A1C, USAF  
Hamil, Katherine, PVT, USA  
Halvorson, Brent, SN, USN  
Harville, Bradley, A1C, USAF  
Herana, Rochelle, SA, USN  
Hodgeman, Jennifer, A1C, USAF  
Hynes, Susan, SSG, USA  
Kelley, Sam, A1C, USAF  
Ledford, Matthew, SR, USN  
Magee, Erin, SA, USN  
Martin, Robert, PVT, USA  
Medved, Eric, SR, USN  
Mincey, Robert, SPC, ARNG  
Mull, Robert, CPL, SA  
Pharo, Edward, SGT, USA  
Potter, William, SN, USN  
Quiroz, Manuel Jr., PV2, USA  
Richardson, Charles, SR, USN  
Rickmers, Leonard, PV2, USA  
Schaefer, Damon, PV2, USA  
Schwan, David, SPC, USA  
Smith, Scott, PV2, USA  
Stathers, Birk III, A1C, USAF  
Tanis, Cynthia, SN, USN  
Taylor, Dwayne, SA, USN  
Umali, Douglas, PVT, USA  
Van Nieukerk, Darla, SPC, USA  
Walker, Dawn, A1C, USAF  
Williams, Peter, SPC, USAR  
Wingate, Dale, SGT, USAR  
Wittrock, Mark, SN, USN  
Wylie, Meredith, PVT, USA  
Zimmer, Gina, SGT, USA

## Congratulations

The Russian LeFox Course,  
September 1990 - April 1991, at the Defense Language Institute  
graduated April 4, 1991 in the Nicholson Hall Auditorium

Guest speaker: Maj. R. Monreal, USMC, commander,  
Marine Corps Detachment

### Honors and Awards

*Russian LeFox Faculty Book Award:* CTISN Jason Carlson

### Honors:

SN Jason Carlson, PFC Darrel Doss, PFC Patrick Duffy,  
SN Toni Elliott, PFC Kimberly Herter, PFC Phillip Kizun,  
PFC Christopher Korff, PFC Joseph Latavaitis, LCPL Ronald Mansfield