

GLOBE

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Photo by PH2 Ken Trent

Michele Crouch, a care giver at the Presidio Child Development Center, engages her charges in a sorting activity, designed to develop beginning math skills. The kids are (from left to right), Sammy Watson, Alex Ford and Shannon Ramos. (See related story, page 5.)

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**Linguistic
workshop**

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**New assistant
commandant**

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**advanced
degrees for
faculty**

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In Brief . . .

Mandatory date set for full PT uniform

Fort Monroe, Va. (TNS) -- Soldiers must possess the full PT uniform ensemble by April 1, 1992, instead of by Oct. 1, 1991, according to a recent message from the Department of the Army. Currently, soldiers must have one T-shirt and one pair of trunks. By April 1992, they must have a second pair of trunks, another T-shirt and a sweatshirt and sweatpants.

Peninsula schools to open Sept. 3

Students at all grade levels in schools in the Monterey Peninsula Unified School District will begin classes Sept. 3, according to Superintendent Nancy Dalton. She asks that any student not yet enrolled at his/her individual school do so through the school office. Students new to the district must have necessary documents to include a birth or baptismal certificate, immunization records, any health exam information and transcripts from former schools, if possible. Four schools in the district are already in session. Hayes, Manzanita, Marshall and Olson schools began classes July 22. La Mesa Elementary School will open Aug 19.

TRADOC drug detection rates fall

FORT MONROE, VA. (TNS) -- The positive rate from urinalysis drug testing of soldiers in Training and Doctrine Command has fallen to .3 percent in the second quarter of fiscal year 1991. Through the first six months of fiscal year 1991, 95,851 soldiers were tested and 288 of the tests were positive. Most of the soldiers who tested positive were using cocaine, according to Don Conway, drug and alcohol control officer at TRADOC. Cocaine has become the drug of choice, Conway said. In fiscal year 1987 the positive rate was 1.05 percent, representing 2,483 soldiers of 235,669 tested. The following year was 1.14 percent, but in 1989 the rate fell to .7 percent. That rate was halved in fiscal year 1990 to .37 percent. Conway credits the reduction in drug use to the Army's education efforts, the urinalysis testing program, and the policy for discharging officers and noncommissioned officers for a first offense, and other soldiers after two offenses.

Women's Equality Day, 1991

Women's Equality Day, Aug. 26, commemorates passage of the 19th Amendment to the Constitution of the United States. The Amendment, which afforded women the right to vote, became law on Aug. 26, 1920. The Federal Women's Program Committee and the Civilian Personnel Office, Training and Development Branch, at the Defense Language Institute will observe the day with a course. See p. 14.

Exchange Professionalism

By Dr. Neil Granoien,
dean, Central European School

Professionalism belongs to that category of things that are difficult to describe, but you know them when you see them. Consequently, it must be that it resides chiefly in the eye of the beholder. Professionalism is frequently described as an attitude. I remember once when I reluctantly took on an onerous task, I was called a "professional" for doing so. Hearing that didn't change my perception of the job ahead or make me feel better. Professionalism is sometimes perceived as knowing all there is to know about one's field, and having all available skills. If that is true, then it must belong only to a select few, and the rest of us are left out. "Professional" can even be a threatening word, especially when an encounter with your boss leaves you with the impression that you're not there yet.

To my mind, professionalism is not the exclusive domain of a few who reside at higher levels of accomplishment. Neither is it the result of publicly recognized credentials. Rather, it is a way of thinking and a way of doing.

Professionals think across organizational lines and are aware of the impact of their actions beyond their immediate job. The line between advocacy of their own position and the needs of the group is clear to them, and they easily step across it. Professionals think in terms of systems, preferring to see inter-relationships rather than simple cause-effect events.

Professionals think constantly about innovation. They go out of their way to involve themselves with people of differing orientations and points of view, participating readily in the thoughts of others. They don't counter new ideas, but look for ways to synthesize them. Professionals don't ask questions to display what they know, but to clarify what they don't. They're not afraid to show their ignorance.

Professionals are guided by a personal vision. They take risks. They shun the quick fix and the self-protective in favor of what makes sense in the long term. But once they see that something isn't working as planned, they are willing to make changes, even to let go, regardless of personal investment. Professionals listen. They are sensitive to feedback and know how to apply it.

Finally, professionals seek constantly to learn. Learning for them is the highest form of personal growth. They read voraciously to enrich their experience and are forever experimenting with new approaches.

Professionals don't wear labels to identify themselves. They are not distinguished by the cut of their clothes, by certificates on their walls, or by any other external marks. But I know them when I see them.

OPINION at the Presidio of Monterey

By PH2 Ken Trent

Q: How do you think that DLI faculty members can best achieve and maintain professionalism?

"Professionalism at DLI can best be achieved by taking advantage of the courses and job-related training the government generously offers us and by applying the skills and information learned. At the present time only a small percentage of what has been taught is actually being used. Also, professionalism can be attained by not fraternizing with the students. The fine line between being friendly and being too friendly should never be crossed. Finally, real professionals have a positive attitude towards our mission and take pride in being important members of the DLI family."



Dr. Jorge Kattan Zablach, Romance School

"We can do two things: 1) Form small reading groups, and 2) Join the MATFL program at the Monterey Institute of International Studies. In order to get up to date with the latest developments in our field we need to read and discuss articles on language learning and methodology using the ideas to evaluate our teaching and to improve it."



Elvira L. Coffin, Romance School

"To achieve and maintain professionalism DLI should set up a high professional standard. New employees must meet those professional requirements. Old faculty members without them should be allowed to catch up in a certain time period. For promotion, the candidate's educational background and working experience should be considered as the most important factor. To avoid favoritism an examination by a panel that has no business relationship with the candidate is necessary. DLI should also provide equal opportunities for professional in-service training to all faculty members."



Patrick Pakchong Lam, Asian School

"A key element in developing the Army's capability to defeat a threat, no matter what it is."

TRADOC takes lead in counter-drug efforts

Fort Monroe, Va. (TNS) -- Training and Doctrine Command, the 'architect of the Army,' is taking the lead in developing ways for the Army to support the Department of Defense counter-drug program.

"TRADOC is, indeed, a key element in developing the Army's capability to defeat a threat, no matter what it is. By applying the TRADOC systems and process to the counter-drug fight, our Army will be more capable of providing support to civil authority and enhance their efforts to defeat the drug threat," said Lt. Col. Wade H. Bowie, Jr., chief of the Army Counter-Drug Proponent Office, Combined Arms Command, Fort Leavenworth, Kan.

Secretary of Defense Dick Cheney has ordered the military to combat the flow of illegal drugs -- in the countries that are the source of the drugs, in transit to and for distribution in the United States," Bowie said.

Bowie's job is to assist the Army's efforts to integrate support for drug law enforcement agencies around the country, including the Drug Enforcement Agency, Customs Service, Border Patrol and other federal, state and local organizations fighting the drug program.

"The DLEAs have typically operated together on a case-by-case basis, but not in a coordinated fashion against a series of activities or against a single-threat force, as we refer to it in the military," Bowie said.

He added that the proponent will conduct a requirements assessment, or 'front-end analysis,' to determine the types of training and assistance required by the DLEAs. The DLEAs and military activities already supporting the counter-drug effort will be major sources of information used for the assessment.

"After we complete the assessment, then we can see what Army capabilities are feasible and acceptable for employment. For example, there are things we could do that would be legally and physically possible, but good sense would tell you the public would not accept them," Bowie said.

"We do not want to put the military forces of this country in harm's way with our own citizens. For example," he said, "we now have regulatory limitations about collecting domestic intelligence. Those are good rules."

Bowie said that in addition to training and giving administrative and logistical support to DLEAs, the Army will provide operational support by "conventional application of conventional forces in nontraditional ways."

An example of this is "terrain denial." If DLEA intelligence indicates that drug traffickers will attempt to move illegal drugs across the Mexican-United States border at a certain location, Army forces can be moved there. Joint Task Force 6, a group that coordinates drug enforcement activities of federal, civilian and military agencies, may deploy conventional forces to that area as a blocking force.

The forces will not be there to apprehend the criminals; they will be engaged in legitimate training activities. However, their presence is a blocking force in front of the smugglers.

"There will be an inducement not to cross at that particular place, to try to cross somewhere not inhabited by major combat forces," Bowie said. "When they go to another part of the border, there are DEA agents waiting to capture the traffickers."

If the smugglers are bold enough to try to infiltrate through the Army units and are stopped, civilian law enforcement personnel attached to the units will arrest the traffickers.

The benefit to the Army, according to Bowie, is that the blocking force will perform regular Army unit training.

"While counter-drug operations are important, unit training is still a high priority. Counter-drug operations are not the only threat the Army must be prepared for. Training done in this environment is the same as what is done at the National Training Center or on the back ranges of Fort Hood, Texas," Bowie said.

While national laws prohibit the military from engaging in civilian law enforcement actions within the United States, the restraints differ in other countries. U.S. military operations in foreign countries will conform to local laws. Virtually no limitations regarding apprehension exist in international waters.

An Army Counter-drug Symposium will be held Oct. 16-17 in Rosslyn, Va. According to Gen. Gordon R. Sullivan, Army chief of staff, the symposium intends "to develop a better understanding of issues confronting the Army in the counter-drug arena."

Linguistic workshop teaches learning strategies

By CTIC Kirk J. Hine,
Assistant CTS Representative

"How do people process language information?" That was the question asked in July in a series of teacher workshops on the subject of applied linguistics offered at the Defense Language Institute to educators by the National Cryptologic School.

Approximately 40 faculty and staff members attended the week-long course taught by Ed Stoops, a faculty member of the NCS, in the International Language and Cultural Center building. This professional course was given twice during the month under the auspices of the Faculty and Staff Development branch of the Curriculum and Instruction Division. Dr. Martha Herzog, dean of the department, welcomed

Stoops on July 8 and helped set the tone for what was a challenging week of instruction.

Mr. Stoops indicated that, as teachers, they must be aware of the processes that students use to learn or use any given language, either primary or secondary. The intent of this wholly English-language class was to assist teachers in devising strategies to enable students to recognize and use those processes. The course forced each of the participants to examine how they themselves "encode" and "decode" language information and

how they make sense of this information.

Much of the class was given over to practical exercises such as Cloze exercises, gisting, note-taking, scanning, and skimming. In addition, Stoops provided word puzzles, anagrams, cryptograms and other teasers and

help of lexical and grammatical aids provided in the textbook, the students were able to accurately understand and read the spoken and written texts.

The students discovered that, no matter whether working from a title to create a comprehensive news article or vice versa, or completing a Cloze exercise, or skimming and scanning

articles for specific information, they were able to glean the important points of the texts. The lessons learned during this course will find their way into the classrooms.

Stoops said "I'd like to find a way to teach this class to all of the students who come through here. They could benefit greatly from it, and perhaps it would help them understand how they themselves learn."

If the purpose of language is to convey information and meaning, any-

thing that facilitates this is valuable. With that as the criteria, this NCS course is valuable. Not only that, it's just plain fun.

The course forced each of the participants to examine how they themselves "encode" and "decode" language information and how they make sense of this information.

ticklers to challenge and confound the students -- all the more challenging because most of the participants were non-native English speakers.

The teachers were also given aural exercises in which the intent was to accurately point out topic sentences and essential elements of information, and others in which the speakers used a variety of accents and slang. The

The lessons learned during this course will find their way into the classrooms.

The Defense Language Institute welcomes new assistant commandant

A graduate of the Arabic Basic Course

Col. Ronald E. Bergquist, USAF, joined the Defense Language Institute command group Aug. 9 as assistant commandant. From 1989 until his assignment to DLI, Bergquist was deputy commander for Operations, 7455th Tactical Intelligence Wing, in West Germany.

A career intelligence officer, his service began in 1968 with two tours in Vietnam, first as an interdiction targeteer at Headquarters 7th Air Force in Saigon and later as a pre-mission briefer in the 366th Tactical Fighter Wing at Danang.

Then he was assigned to the 4th (later the 45th) Tactical Reconnaissance Squadron at Bergstrom Air Force Base, Texas. Subsequently, Bergquist served as a watch officer for the 20th NORAD at Fort Lee, Va., as a student at the Naval Postgraduate School in Monterey, as a Middle East intelligence analyst at the Air Staff, and as a research associate for the Airpower Research Institute at Maxwell AFB, Ala.

His European theater experience includes assignments as intel plans officer at Headquarters Allied Air Forces Central Europe, and later to USAFE Intelligence in 1986. While assigned to the Combat Operations Intelligence Center, Bergquist was chief, Defense Analysis Division, until June 1987. He then commanded the 7456th Tactical Intelligence Squadron until Oct. 1989.

Born in Idaho, the son of an Australian war bride and one of the Air Force's first chief master sergeants. Bergquist attended school in Hawaii, Delaware and Texas. While stationed at Bergstrom AFB, he met Drucilla Dawn Bryant of Dublin, Va., and they were married in 1972.

A distinguished graduate with a degree in geography and history from the University of Texas, he received his commission in June 1968. In addition to his bachelor's degree, Bergquist earned a Master of Arts in National Security Affairs as a distinguished graduate of the Naval Postgraduate School in Monterey. In addition, he received honor graduate recognition for the Arabic Basic Course at DLI in July 1978. After completing Squadron Officers School and Air War College, Bergquist completed the Air Command and Staff College resident course.

During his Maxwell AFB assignment, Bergquist authored *The Role of Airpower in the Iran-Iraq War*, published by Air University Press, 1988.

His awards and decorations include the Bronze Star, the Defense Meritorious Service Medal, the Joint Service Commendation Medal, the Air Force Commendation Medal, the Air Force Outstanding Unit Award with the "V" device and five oakleaf clusters and the Vietnam Service Medal with five campaign stars.



Photo by PH2 Cindy Kuethe
Congressman Hunkin E. Faleomavaega of Samoa greets a Samoan soldier and his wife.

Samoan representative visits

By PH2 Cindy Kuethe

Congressman Hunkin E. Faleomavaega, representing Samoa in the U.S. House of Representatives, visited the area Aug. 2 and spoke at Fort Ord.

The Congressman, dressed in the island's traditional *Iefaitaga*, or lavalava suit, recognized those Samoan soldiers stationed locally who were involved in *Operation Desert Shield/Desert Storm*.

He spoke of efforts in Congress to change the existing Veterans Administration benefits for Samoan military service members to allow them to purchase homes on the island, using their VA benefits. "Since Samoa is a territory and not a state, Samoans have been prohibited from using VA benefits to purchase homes on the island," said SGT Ben L. Vadmu, training NCO.

Faleomavaega also talked about future improvements to the bases located on the island, which include adding a commissary.

The congressman then met with all the Samoan soldiers from both the Defense Language Institute and Fort Ord at a barbecue given in his honor.

Faleomavaega ended his visit to the military installations in the area with a tour of the Defense Language Institute's Lewis Hall and Price Fitness Center, conducted by Col. Donald C. Fischer, Jr., USA, DLI commandant.

Intra-School Study Group lures faculty members

By JO1 Jayne Duri

The rumbles started about a year ago. From instructors and academicians all over the Defense Language Institute came a grass roots movement to begin an intra-school training program. Out of this interest in

mental research and other articles pertaining to the topic. The group meets for twelve 90-minute sessions.

"We didn't expect to continue with the study groups past the first two sessions," said Betty Leaver, dean of the Slavic School, "but the in-

ing the academic process here at DLI," said Leaver.

Every school at DLI has had a participant in the Intra-School Study Group at one time or another. Each group is a mixed bag of instructors, deans, military language instructors and academic coordinators. "Everyone I've talked to is very favorable about the diversity of the study groups.

"The mix of people seems to stimulate the discussions and increase understanding not only between the schools but also between the people who work at different levels of the teaching process," said Leaver.

"I like the study group because we all get a chance to exchange our ideas and experiences," said Gordana Stanchfield, German B chairperson. "We get a chance to see how other schools operate and what problems they may be having. We come to understand that most of the challenges we face are present in every school. It gives us a common ground for discussion. It's very enlightening."

The DLI Intra-School Study Group is just another way teachers and others are helping themselves to stay current and on the cutting edge of foreign language teaching. More groups are planned for the future. Call the Slavic School to get on the waiting list for the next group.

"We didn't expect to continue with the study groups past the first two sessions, but the interest was so high from every level of the school that the study group is back by popular demand."

terest was so high from every level of the school that the study group is back by popular demand."

Leaver and Dr. Martha Herzog, former dean of the Central European school, along with their academic coordinators initiated the group and got it off the ground.

Now the staff of the Slavic school provides the logistics to keep the group alive. "The second session was made up of people who had tried to

get into the first group. The third session came about because people just kept calling me, asking when there was going to be another one. I'm happy to see such enthusiasm for enrich-

professional development, the Intra-School Study Group was formed.

The Intra-School Study Group is currently meeting in its third session. Fifteen participants from the academic side of DLI meet every Monday in the Aiso Library to discuss the latest developments in foreign language teaching and to exchange ideas on how this information can be applied to DLI classrooms.

They work from a book called *Principals of Language Learning* by Doug Brown. Each participant agrees to present one chapter from the book and facilitate discussion of the material. They also bring in supple-

"I like the study group because we all get a chance to exchange our ideas and experiences."

Master of Arts in Teaching Foreign Languages at the Monterey Institute of International Studies **DLI faculty members earn master's degrees**

**By Nooria Noor, education
research specialist,
Evaluation/Research Division**
Since 1986 when the Master of

Arts in Teaching Foreign Languages program was launched at the Monterey Institute of International Studies, 18 Defense Language Institute faculty members have received master's degrees, and several are scheduled to complete their course work by the end of 1991.

Two factors motivated the program, according to Dr. Jon M. Strolle, dean of Language Studies at MIIS. A survey/need analysis to determine the educational backgrounds of DLI faculty members took place in 1985. It indicated a need for faculty foreign language education and a need to look to the future to prepare the faculty -- or give it the opportunity -- for promotion when the New Personnel System is implemented.

Cooperation between DLI and the MIIS led to a program of offering a master of arts degree in Teaching Foreign Languages. The MATFL, now called TFL, program provides specific courses geared to DLI faculty. The program offers academic preparation and practical application in teaching foreign languages.

Strolle sees the practical element of the program as its strength. He noted that the program offers a 'self-renewing professionalism' for those who are interested. He described it as geared toward a range of areas instead of focused on a particular

subject. It provides courses in education in language, linguistics, curriculum design, methods of instruction, language testing, research design

and statistics. Dr. Neil F. Granoien, Central European School dean, sees the program as unique. It differs from university language programs that

focus on teaching literature and linguistics.

This program offers a specific and practical course of study in foreign language education. He added that, when it comes to actual consideration for a job, specialized and related education gets serious consideration. Thus, a TFL master's degree benefits not only the organization but also the individual. The schools, he said, are becoming increasingly aware of these DLI faculty/MIIS graduates. Several graduates have advanced to GS-11 or better positions. Education has helped them in their careers.

Granoien and Strolle agree that both DLI and MIIS have benefited from this program. MIIS gets highly motivated DLI faculty members for students. They take their classroom experiences to the MIIS program and bring specialized education to DLI.



Photo by PH2 Cindy Kuethe
Elvira L. Coffin, instructor in Spanish A; Ulviye Y. Fischer, Turkish language instructor in the Middle East School's Multi-Language Department (top row); Nooria Noor, education research specialist, Evaluation/Research Division; and Madlain Y. Michael, training instructor in Arabic B (bottom row), recently received master's degrees from the Monterey Institute of International Studies.

Defense Language Institute provides master's degree opportunities for faculty

By Margaret Bennett,
chief, Training and Development Branch

The Defense Language Institute offers its faculty members an exceptional opportunity: the chance to obtain a master's degree at very little cost.

Since 1986, DLI instructors have been eligible to participate in the Teaching Foreign Languages master's program offered through the auspices of the Monterey Institute of International Studies.

All courses offered are directly related to the duties of foreign language instructors. They include principles and methods of foreign language teaching, curriculum, language test theory, educational research principles, sociolinguistic and psycholinguistic theories and research, linguistic analysis and research courses.

The courses provide knowledge and experience at an advanced, postgraduate level to the faculty. The skills can be applied to the instructional process, the development of curricula, the development of testing instruments and to educational research.

All qualified DLI foreign language instructors are eligible to participate, including military language instructors. Candidates can get release time to attend class sessions.

After the candidate pays a one-time, \$50 fee to register in the program, DLI pays all costs except for books and supplies. Students have to meet MIIS requirements in order to be accepted. One requirement for all non-native speakers of English who do not have accredited bachelor's or master's degrees is the Test of English as a Foreign Language.

Government training regulations prohibit late registration. Though it is too late now to register for the fall semester, interested faculty members can begin planning for achieving that advanced degree. It is strongly recommended that interested candidates call the MIIS admissions office to begin application to the

program. Call the Monterey Institute of International Studies, 647-4198. Ask for information about the MATFL program at DLI.

The Faculty and Staff Development Division at 647-5217/5380 or the Training Branch of Civilian Personnel at 647-5221/5230 can provide additional information.

DLI faculty perspective: motivation for attending MIIS courses

Helma F. Zeuge, German language instructor, earned her MIIS master's degree in Dec. 1990. She also has a bachelor's degree in Russian Language and Civilization from MIIS. Zeuge was motivated by a desire to improve her teaching. She took advantage of the unique Teaching Foreign Language opportunity and recommends the program to others.

Madlain Y. Michael, a training instructor in Arabic B who completed her undergraduate work in English literature in Baghdad, is an active professional in Arabic B. She entered the TFL program in 1987 motivated, she said, "because the courses were tailored to meet the professional needs of the DLI teachers."

Elvira L. Coffin, an instructor in the Spanish A Department, already had one master's degree in Educational Psychology from the University of Nyarid in Mexico. She wanted to develop professionally. She found the TFL courses at MIIS very helpful and directly applicable in her position as a foreign language teacher. In addition, the course work helped prepare her for the various demands she meets since her recent promotion to program coordinator.

Nooria Noor, education research specialist, found unexpected benefits in her TFL degree. Faced with a RIF in 1989, her education expanded the range of positions she could apply for. She found that her education at MIIS related to or was part of the requirement for positions she was interested in. "The satisfaction for me," she said, "has been both personal for accomplishing a goal and professional for keeping my foot in the door of the vast field of education."

Live, interactive programming

DLI makes full use of Video Teletraining

By JO1 Jayne Duri

Video teletraining continues to grow rapidly at the Defense Language Institute. In recent months, the Distance Education Division provided more video teletraining to military linguists in the field than at any time in the past. With increasing help from the Faculty and Staff Development Division, DLI instructors have refined their teaching techniques on the teletraining system to fit the medium.

The history of video teletraining here is short but dynamic. The ball really started rolling in the summer of 1989 with a pilot Arabic-Egyptian program DLI conducted live, simultaneously to Fort Campbell, Ky. and Fort Stewart, Ga. via the Fort Ord Video Telecommunication Center. A year later, because of *Operation Desert Shield* requirements, DLI conducted Arabic-Iraqi live interactive programming for a Fort Campbell Military Intelligence unit through the facilities of Fort Ord and Fort Campbell VTC systems. At that time requests for training came in from several units around the country. They needed Arabic and Iraqi dialect training before they deployed to Saudi Arabia. Consequently, DLI dispatched contracted instructors and instructor support from the Middle East School to the tele-conferencing room at Fort Ord to broadcast Iraqi language training to Fort Campbell. Around this time, the summer of 1990, the commandant saw the need

for DLI to have its own video teletraining equipment. In September, DLI and Fort Hood acquired their first VTT systems. The Army Training Support Center provided some funding, and the rest came out of DLI mission funding. This enabled DLI to broadcast live Arabic-Iraqi training to the Fort Hood troops designated for deployment to the Middle East. Shortly thereafter, DLI also provided VTT in Arabic-Iraqi to selected troops at Fort Riley, Kan.

In early April, Washington Army National Guard linguists from Fort Lewis received two weeks of German language refresher training through the VTT system at DLI. Both sides of the training process felt that the instruction went well because of the intensity of the communicative interaction during the training. That resulted in marked improvement in the linguists' target language proficiency, especially in speaking and listening. On the heels of that session came Korean language training, followed by Russian, and Arabic, and Iraqi dialect, and Japanese. "As a result of this rapid growth in VTT requirements, the program scheduling is becoming more intense, more complex,"

said Ted Horn, training systems manager.

The VTT program here is mushrooming. Instructors are currently conducting 20 hours of video teletraining per month, on an average, and the number of hours will continue to grow. To help instructors adapt to the differences between talking to live classes and teaching through a monitor Brigitta G. Ludgate and Kiril P. Boyadjieff from Faculty and Staff conduct Train-the-Trainer seminars. They familiarize instructors with the VTT equipment and show them the best teaching strategies they can use to make language teaching/learning an interactive process between themselves and their students. The program provides refresher and enhancement training to linguists in the field. It makes the tapes and textbooks currently in use more effective and more cost effective than sending DLI instructors TDY for teaching.

Video teletraining is no longer a test: it's a reality. In fact, Pete Lallo, technology project manager, hopes to see DLI have six sending stations and 32 receiving stations around the country by 1993.



Photo by JO1 Jayne Duri
Japanese instructors Poshio Sakai (right) and Yoshimi Allard teach the 341st MI BN of the Washington Army National Guard via video teletraining. Brigitta Ludgate, a faculty trainer, monitors the class.

Spanish class sends test scores right off the board

By SSgt. Richard Tatum

If you asked a number of people, "What does it take to be better than average or outstanding?" you'd probably get just as many answers as the number of people questioned.

However, according to the language instructors at the Romance School in the Spanish A Department, there's only

one real answer--self-motivation along with teamwork. Recently, Spanish Class 02-91 proved them right, as the students walked away with the highest class ratings ever achieved on the Defense Language Proficiency Test.

"I have never seen a group of students score so high on the DLPT," said Dr. Jorge Kattan-Zablah, chairperson of Spanish A. "High ratings such as these only result from motivation. The students had to be self-motivated for the most part, but I believe the teachers did all they could to keep them motivated."

Students are rated in three areas on the DLPT -- listening comprehension, reading comprehension and speaking ability. They must score a level 2 or higher on listening comprehension, a 2 or higher on either reading comprehension or speaking, and a 1+ or higher in the remaining skill.

In listening comprehension, 96 percent of the students in Spanish Class 02-91 scored a 2 or higher. Ninety-three percent scored a 2 or higher in reading comprehension, and 81 percent scored a two or higher in speaking.

"It's an even greater accomplishment when you look at the academic attrition rate for this class. It was only 6.6 percent for Class 02-91," said Kattan-Zablah. The normal attrition

rate for a Spanish class is 10-12 percent.

Spanish A instructors all looked for reasons for the notable success of this class.

According to one of the military

"What does it take to be better than average or outstanding?"

language instructors, Master Sgt. Federico Plummer, although the ratings were achieved through practice and togetherness, he was surprised to see the class earn such high ratings. "We spent time doing mock proficiency tests but I didn't expect the class as a whole to do as well as they did. We did have some students I didn't think

"I can't quite put my finger on it, but somehow we kept them interested."

would make it in certain areas. Some were very strong in two of the three areas but weak in the other. However, there was a lot of camaraderie among the students in the class and I think that made the difference," Plummer added.

"The class as a whole was motivated from the beginning to the end. Usually, the classes start off strong but saturate or get bored in the middle, which reflects on the testing results," said Enrique Berrios, an instructor/coordinator with DLI for 18-years. "I can't quite put my finger on it, but somehow we kept them interested."

Alejandra Gu-

tierrez, also a course coordinator, said that, although she is not normally interested in how other classes do in testing, she did notice something different about Class 02-91. "Ordinarily, I'm just happy with helping them learn the language; and when I do, it makes me happy. However," she continued, "in the case of this class, I found that they worked well together, which may have accounted for their outstanding rating."

One the newest members of the staff, Angela Enchaustegui, believes she has the key to keeping a class enthusiastic. "The most important factor is to get them excited about learning Spanish, encourage them every day, and converse with them in Spanish everyday and wherever you see them."

Salvador Bonomo, an instructor for 14 years, said that he was not really surprised by the rating. "When you have been teaching as long as I have, experience can tell you when one class is more

motivated than others." In addition, Bonomo said, "This class didn't really have any weak students, but those who were stronger helped the other students who weren't as strong. To achieve such a good rating as a class, there must be teamwork."

"I think one of the key answers is discipline. If the students are well disciplined, it makes it easier to motivate them or make the subject interesting to them," said language instructor Albert Arellano. "However," he added, "The main thing is self-motivation."

"To achieve such a good rating as a class, there must be teamwork."

Community, installation bid farewell to Monreal

By SSG. Eugene Hill

Maj. Richard Monreal, the departing commander of the Defense Language Institute's Marine Corps Detachment, received numerous military and civilian tributes to his service-oriented leadership during the July 26 change-of-command ceremony held at Sloat Monument on the Presidio of Monterey.

The former commander received a Congressional Citation from Congressman Leon Panetta and the Defense Meritorious Service Medal from the acting commandant, Col. William Olds. Monterey's Mayor Dan Albert and the city council officially renamed the day *Rick Monreal Day*.

Other agencies, such as the Special Olympics Organization, the American Lung Association, the Monterey Parks and Recreation Commission and the Pacific Grove Police Department also presented Monreal with honors and awards.

In his statement to the assembled guests, Monreal shared his special feelings about his assignment as the MCD commander and the wonderful opportunity he and his Marines were presented to serve the command and the community.

Monreal and his family depart DLI to serve at the Marine Corps Support Battalion in Fort Meade, Md.

Base Realignment and Closure Commission action: No direct impact on DLI civilian work force

By Jim Davis

The Base Realignment and Closure Commission 1991 announced June 30 that Fort Ord was on their proposed closure list (which the President has approved and forwarded to Congress).

Although this action affects DLI in the area of base support responsibilities, it does not directly impact on the Institute's civilian work force. For Reduction in Force purposes, the Defense Language Institute is not in Fort Ord's competitive area. In other words, Fort Ord civilians cannot "bump" DLI civilian personnel.

As far as vacancies are concerned, some DLI vacancies would be subject to future actions under the Department of Defense Priority Placement Program.

If there is a vacancy in a geographical area that a registered employee is interested in and qualified for, said vacancy will show up on what CPO calls a "stopper" list.

Schedule of Services for Jewish High Holy Days

The Presidio of Monterey Chapel

L'Shanah Tovah Tikatayvoo!

May You Be Inscribed for a Good Year!

Service name	Day of Week	Date	Time
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5752 Rosh Hashannah 5752

Erev Rosh Hashanah	Sun.	Sept. 8	7:30 p.m.
Rosh Hashanah (1st day)	Mon.	Sept. 9	10 a.m.

Yom Kippur

Erev Yom Kippur (Kol Nidre)	Tues.	Sept. 17	7:30 p.m.
Yom Kippur Morning (then Yizkor)	Wed.	Sept. 18	10 a.m.
Yom Kippur Afternoon, & Concluding followed by Break the Fast	Wed.	Sept. 18	start time 5 p.m.

Parking is on the street or in the lot behind and across from the Officers Club. Chapel telephone: 647-5405

The Fifth Street Chapel aboard Fort Ord

conducted by Rabbi Greenebaum

L'Shanah Tovah Tikatayvoo!

May You Be Inscribed for a Good Year!

Service name	Day of Week	Date	Time
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5752 Rosh Hashannah 5752

Erev Rosh Hashanah	Sun.	Sept. 8	8 p.m.
Rosh Hashanah (1st day)	Mon.	Sept. 9	10 a.m.
Erev Rosh Hashanah	Mon.	Sept. 9	8 p.m.
Rosh Hashanah (2nd day)	Tues.	Sept. 10	10 a.m.
Shabbat T'Shuvah	Fri.	Sept. 13	8:15 p.m.

Yom Kippur

Erev Yom Kippur (Kol Nidre)	Tues.	Sept. 17	8 p.m.
Yom Kippur Morning (then Yizkor)	Wed.	Sept. 18	10 a.m.
Yom Kippur Evening	Wed.	Sept. 18	5:30
Yom Kippur Concluding	Wed.	Sept. 18	6:30
Break the Fast	Wed.	Sept. 18	7:30*

* Time of the Break the Fast is approximate.

*Parking is behind the Chapel. Chapel telephone: 242-6089
Note: Weekly Shabbat services are held every Friday at 8:15 p.m. at the Fifth Street Chapel aboard Fort Ord.*

Commitment to excellence through continuing training

Child care givers enhance professionalism

By Diane L. Sanker,
Education Program Specialist,
POM Child Development Center

Quality child care is a must for working parents. At the Presidio of Monterey Child Development Center, the care givers take their responsibility seriously. Through a program of ongoing supplemental training, the care givers are continually training and improving their professional credentials.

Care givers are pillars of patience, love, and understanding. A great deal of training gives each care giver at the Presidio a solid foundation.

Through a series of 13 workbooks developed by the Department of Defense, care givers learn the fundamentals of child development. The Child Development Services Training Modules cover such information as safety, self-esteem, health and creativity.

Each module is divided into three stages. First the care giver carefully studies and completes the workbook. Next, a written test is administered to assess the knowledge gained.

Finally, the care giver is observed to ensure that the material in the workbook is being utilized on a daily basis. After being checked off on all three phases of a topic area, the care giver moves on to the next module. Upon completion of all three levels, care givers continue to obtain knowledge through various literature, workshops, and observations.

"The training helps us a lot," said Margaret Cowthram, a care giver in the pre-school room. "We receive a lot of information on the child's physical and psychological development that helps us be better professionals." Care giver training requirements also include classes in CPR, First Aid, communicable disease, administration of medication, and child abuse.

Completion of all the training modules can mean an increase of about \$2 per hour for the care givers. This is added incentive for them to complete the training program.

"We used to have about 100 percent turnover in the staff every year," said Linda Slothower, assistant director at the Child Development Center. "Now that our staff members have a system of advancement, they look at their work as a career and not just a job. That kind of dedication gives us a higher quality of care givers than can be found at most centers."

We would like to recognize and congratulate the following care givers for their achievements in completing the required classes and all 13 modules.

Carol Kriskie, Leona Webb, Janet Companion, Deb-

Margaret Cowthram, Josie Manguabat, Maryanne Rivera, Antonnette Spataro and Susan Lang.

The care givers at the Presidio of Monterey Child Development Center enhance children's learning through reading, music, finger-plays, painting, and play.

They develop a trust with children through feeding, diapering, communicating, mending bumped heads or skinned knees, and by comforting during that sometimes tearful morning good-bye.

Through their commitment to excellence and professionalism, the care givers at the Presidio of Monterey Child Development Center are striving to provide the best child care possible for the students and staff at DLI.



Photo by PH2 Ken Trent
Care giver Leona Webb of the infant room works with Ashley Grigsby on her motor skills at the Presidio of Monterey Child Development Center.

Call for historical information for the *GLOBE*

Were you ever present at a historic moment for the Defense Language Institute? the Army Language School? the Military Intelligence Service Language School? or the 4th Army Intelligence School?

Were you there at events that you wanted to tell friends about or thought ought to go into the history books?

We'd like to hear from you and get your personal memories of his-

tory in the making at DLI, ALS, MISLS or 4th AIS.

We'll publish interesting recollections, anecdotes and historical information in our special 50th Anniversary edition.

We'll celebrate that anniversary Nov. 1, 1991.

We'd appreciate any information and background on facilities and technology through the years. If you can suggest people who

might be helpful, we'd appreciate that, too.

If you can help us out, please include the following information with your submission. We must have the material by Sept. 12, 1991.

Please submit information to the *GLOBE* office, DLIFLC, Public Affairs Office, Presidio of Monterey, CA 93944-5006, or call Kay Rodrigues, 647-5184.

Leadership course slated in August

The Federal Women's Program Committee and the Civilian Personnel Office, Training and Development Branch, will sponsor a Leadership course Aug. 27-29, 8 a.m. - noon. It will be offered in observance of Women's Equality Day, celebrating ratification of the 19th Amendment to the Constitution, which states:

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Congress shall have the power to enforce this article by appropriate legislation.

The course, titled, *Leadership ... We All Have the Potential*, will be held in the CPO Training Room, Bldg. 634, Rm. 6.

Open to all DLI employees, the course will examine the characteristics that make leaders successful and will define their roles. Participants will explore the concepts of followership and discover how to gain and maintain respect and credibility and how to take initiative.

Nomination for the course is by informal memo, to include name, social security number, pay plan and grade of employee nominated. The memo must be signed by the employee's supervisor and submitted to the Training and Development Branch, Civilian Personnel Office by Aug. 23. Submission of names does not guarantee admission into the class. The training coordinators will provide confirmations.



In honor of

Women's Equality Day

The Federal Women's Program

presents

Kary Schender

Literacy coordinator for the City of Salinas
Public Library Adult Reading Program

Topic:

Literacy as a Force for Peace!

A Woman's Perspective

3:30 p.m., August 26

Munakata Hall Auditorium

Everyone welcome

Refreshments to follow

EEO Perspective: Analysis

By F. Kathryn Burwell, EEO Officer

This is the last in a series of articles reviewing TRADOC'S and the Defense Language Institute's Affirmative Employment Plan. In the last issue we explained the meaning of the AEP acronym PATCOB (Professional, Administrative, Technical, Clerical and Other White collar and Blue collar). This issue we will see how DLI stands in terms of AEP.

An analysis of DLI's *Professional* category shows an increase in females from 28.1 percent to 28.5 percent. DLI exceeds the Civilian Labor Force for females in this category, but minorities show a conspicuous absence.

An analysis of DLI's *Administrative* category shows an increase in females from 49 percent to 49.3 percent. White females, all Hispanics and Pacific Islanders exceed the CLF. Blacks have remained the same at 4.3 percent (CLF is 6.8 percent). This is not surprising, considering that most administrative positions are held by language instructors who are natives of non-Black countries.

An analysis of DLI's *Clerical* category shows that females and all minorities, with the exception of Hispanics, exceed the local CLF.

An analysis of DLI's *Other* category shows a decrease in the total number of employees by 90 percent. However, one Hispanic male was hired.

An analysis of DLI's Blue Collar positions shows that males in most EEO groups are well represented. Females and American Indians/Alaskan natives are conspicuously absent. Although representation of females increased during FY 1990, they remain at 3.7 percent below the local CLF (6.4 percent).

The majority of GS grades 1-4 are held by females in clerical positions. Other EEO groups are fairly well represented in this grade grouping. In GS grades 5-8, employment of females decreased from 78.3 percent to 72.8 percent. However, Black females increased from 2.7 percent to 2.9 percent.

The majority of GS grades 9-12 have positive foreign language requirements and are held by language instructors. At these levels, representation of females has grown from 48.7 percent to 49.1 percent. Women in all EEO groups remain above the CLF. The ratio of males to females in GS-9 positions is proportionate (50 percent each). GS-11 positions consist of 66 percent males and 34 percent females. White males make up the majority (55 percent) of the GS-12 grades.

At the GS/GM 13-15 level, the positions are all in the professional and administrative categories. Males occupy the majority of these positions (84 percent). There are no Senior Executive Service positions at DLI. A review of the TRADOC AEP reveals that TRADOC did well in overall goal accomplishments in all of the PATCOB categories compared to the previous year--in spite of hiring freezes, reductions, commercial activity studies and implementation of most efficient organizations. Here at DLI, we too, made some significant gains in spite of adverse conditions. We hope to not only maintain our gains, but improve on them for the next reporting period.

You can review highlights of TRADOC and DLI AEP in the EEO Office.

1941 - 1991

*From the
4th Army Military
Intelligence School
to the
Military Intelligence Service
Language School
to the
Army Language School
to the
Defense Language Institute:*

*Fifty years of excellence
in
military
foreign language training*

**Celebrate our
50th Anniversary
with us**

Oct. 31

2 - 5 p.m.

Reception at Nakamura Hall

6 p.m.

MISLS dinner at the Hyatt Regency

Nov. 1

8 - 11 a.m.

MISLS peninsula tour

DLI in-school activities

11 a.m. - 1 p.m.

in-school luncheons

Special lunches at dining facilities

12:30 - 1:45 p.m.

VIP reception at ILCC

2 p.m.

Parade

6 p.m.

Dinner-dance at the Hyatt Regency

FLY BY



Air Force News

Evacuees status folder

Evacuees from Clark Air Base (Fiery Vigil) may stop by the Satellite Personnel Activity to check the status of their household goods, personnel records, and other vital information.

The information is maintained in a centralized folder.

For more information, call A1C John Tucker, 647-5667.

Separation pay clarification

Headquarters Air Force Military Personnel Center released a clarification message on E-4 High Year Tenure separation pay.

According to AFMPC officials, any E-4 HYT members who make themselves ineligible for promotion, through refusal to test or to accept promotion to staff sergeant, will not receive separation pay.

For more information, call SrA. Stephanie Walter, 647-5667/5515.

NCO retraining program

Air Force officials recently announced an FY92 Noncommissioned Officer Retraining Program. During fiscal year 1992, approximately 2,900 NCOs--staff sergeants through master sergeants--will be retrained from overage Air Force Specialty Codes into those that reflect a shortage.

According to Air Force officials, members in overage AFSCs had until Aug. 15 to request retraining. However, a list of available fields at the Consolidated Base Personnel Office. Depending on the AFSC, some restrictions may apply.

For more information, call TSgt. Sandra Ruffner, 647-5303.

Discontinued proficiency pay

The Air Force discontinued testing and qualification for foreign language proficiency pay as May 1, 1991, due to funding constraints.

According to Air Force officials, only Air Force members in a language designated position or 208XX linguist position are eligible for FLP pay.

For more information, call TSgt. Sandra Ruffner, 647-5303.

Air Force Student of the Month



Photo by SSgt. Richard Tatum

Name: A1C Scott Johnson

Age: 23

Hometown: Longview, Wash.

Language Studying: Korean

Favorite Color: Green

Favorite Food: Mexican

Favorite Music: Top 40s

Goal: Become Air Force officer

Contributing factor: Work-a-holic both in class and around the squadron

Augustus assumes new duties

The 3483rd Student Squadron recently welcomed a new first sergeant to the unit.

MSgt. Frederick L. Augustus arrived with his wife, Lillian, and began his new duties Aug. 14.

The senior master sergeant selectee was formerly the first sergeant for the 7002nd Civil Engineering Squadron at Ramstein Air Base, Germany. He replaces acting first sergeant MSgt. Brenda K. Weichert.



Still chargin' after all these years

SN Randy Chin

"Keep Charging" is the motto of Lt. Cmdr. Kent Kraemer, officer in charge of the Naval Security Group Detachment, Monterey. Kraemer has been charging for the Navy longer than most DLI students have been alive. In May 1991, Kraemer celebrated 30 years of service in the U.S. Navy. The story of his career stands as an example of just how rewarding a Navy career can be.

Kent Kraemer was born in Fond du Lac, Wis. When he was nine, he and his parents moved to Phoenix, Ariz. At the age of 17, he joined the Navy as a seaman recruit on May 8, 1961. Originally slated to be a yeoman, Kraemer quickly changed his rating to cryptologic technician administrative. "All the prima donnas were in the Naval Security Group," said Kraemer. "If the best of the best were headed toward NAVSECGRU, I wanted to be with that group of people."

Kraemer rose quickly through the enlisted ranks from seaman recruit to master chief petty officer. "My favorite promotion was to petty officer third class. Putting on that crow was an extremely proud moment for me," says Kraemer. He added, "I've enjoyed every pay grade. Each stripe adds new challenges and new perspectives."

Still more challenges laid ahead. As a master chief cryptologic technician administrative with 16 years of naval service, Kraemer received a commission as an ensign through the Navy's Limited Duty Officer program. During his rise from ensign to lieutenant commander, he received a bachelor of science degree in Business Administration from Old Dominion University in 1982, and a dual master of arts degree in Management and Human Relations from Webster University in 1984.

Kraemer's former duty stations include Naval Security Group Activity Keflavik, Iceland; Naval Security Group Activity Hanza, Okinawa; NATO Headquarters (SACLANT), Norfolk, Va.; Staff Headquarters, Naval Security Group Command, Washington, D.C.; and he served as the officer in charge, Naval Technical Training Center Detachment, Goodfellow Air Force Base, Texas. He has been the OIC of NSGD Monterey since April 1989.

Kraemer said, "I can honestly say that I've never had a bad duty assignment, and that includes places like Keflavik and Adak. Each duty station included its own little special interests. It's all been very exciting."

Reflecting on the changes he has seen in the Navy during the past 30 years, Kraemer said, "There have been a lot of changes in our technology. I grew up listening to Sky King over the radio. We didn't have computers and video games when I was young. Today's sailors take computers for granted. And now we're



Photo by SN Randy Chin

LCDR Kent Kraemer, OIC of Naval Security Group Detachment, Monterey, still at work after celebrating 30 years in the Navy.

moving forward into computer-based language training here at DLI. We've come a long way, and it looks very promising."

Kraemer stated that he envisions that NSGDs will someday provide direct support from outer space. "In the future," he said, "it wouldn't surprise me to see a NSGD conducting direct support from a space shuttle...NSGD Atlantis. I see opportunities that far ahead."

Kraemer will retire from the Navy next year and will take his same hard-charging drive and energy to a private company. Reflecting on his 30 years of naval service, he tells the men and women of NSGD, "The Navy is a wonderful organization for providing opportunities for upward mobility.

"While here at NSGD Monterey, you'll each receive a \$52,000 foreign language education, a \$20,000 security clearance and \$30,000 in support," Kraemer added. "If you give 110 percent to the Navy, the Navy will take care of you. You'll see promotions, bonuses, and exciting duty stations all over the world.

"I was once a seaman recruit just like many of you are now. I'm probably a good example of how you can succeed in the Navy if you just keep plugging away at your job and giving the Navy 110 percent. If I can make it from seaman recruit to lieutenant commander, you can too. So learn your language well, be a good sailor, and above all, have fun and keep charging."

DLI SafetyCorner

How to be a Safe Driver



Basically, it takes skill and a sense of responsibility. Safe drivers must be able to:

1. **CONCENTRATE COMPLETELY:** Safe drivers are alert to traffic and road conditions at all times.
2. **SEE CLEARLY:** Safe driving depends on receiving a clear, sharp picture of the traffic scene - day or night.
3. **THINK QUICKLY:** Drivers who can make quick, intelligent decisions are more likely to avoid dangerous situations.
4. **REACT IMMEDIATELY:** Good reflexes and the ability to coordinate eyes, hands and feet help ensure safety.

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

**any time, day or night
Leave your name (withheld
at your request) and a tele-
phone number if possible.
Please hold comments to
100 words or fewer. Please
write out longer commen-
taries.**

The International Language and Culture Center

now provides facilities for
Defense Language Institute

- conferences and meetings,
- foreign language training
and cultural activities
- foreign language clubs
- graduations
(up to 50 students)

- Ample space, tables, chairs, park-
ing
- Facilities for refreshment prepara-
tion and food storage, buffets
- Elegant ambience for family,
friends

Faculty representatives and stu-
dents, call 647-5487 for more in-
formation -- or visit the center to
plan a graduation activity.

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
	<i>Sunday School</i> (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

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 baby-
sitting. See Chaplain for details, tele. 647-5405/5233

Monterey Bay Hot Jazz Society presents

Dixieland jazz concerts

2nd Sunday each month, 1 - 5 p.m.
at the American Legion Post 41 Hall,
Jefferson & High Streets, Monterey
Free admission!



Tell it to the Marines

New commanding officer welcomed by Marine Corps Detachment

By LCPL William Galloway, USMC, MCD

The U.S. Marine Corps Detachment at the Defense Language Institute bid farewell to Maj. Rick Monreal. Maj. Marcus E. Sowl of Duluth, Minn., assumed command on July 26 in a ceremony at Sloat Monument.

Sowl entered college upon graduating from high school during the Vietnam War. He had hoped to join the war effort through the Marine Corps but recruiting difficulties would have delayed his arrival to Vietnam, so the major agreed to enter the U.S. Army as a high speed Morse intercept operator.

Following completion of his training at Fort Devens, Mass., he was assigned to Korea from 1968 to 1969. Immediately after this tour, he was transferred to duty in South Vietnam where he was involved in tactical intercept and radio direction-finding operations, both on the ground and in the air.

The major ended his tour with the Army in 1971 and re-enrolled in college. He again pursued his desire to be a Marine and entered the Platoon Leaders Class. This led to his commission in the reserves.

Sowl entered the Basic School in Quantico, Va., after receiving a Bachelor of Arts degree from the University of Minnesota and became an infantry officer at Camp LeJeune,

N. C. He was augmented into the regular Marine Corps during his work with Second Radio Battalion where many of the Marine students at DLI will be attached in the future. Then a first lieutenant, Sowl was appointed the Signal Intelligence/Electronic Warfare officer of the battalion.

From 1980 to 1984, the major spent time as a recruiting officer in New York and with First Marine

Security Agency, he was assigned to DLI as a Korean language student. He received the Commandant's Award for academic and military excellence upon graduation. Following that, he was promoted to his present rank. The major was again attached to Second Radio Battalion and involved with many operations with that unit during Desert Storm.

He attributes his success to the fact that, he says, "I'm a Marine, and Marines get the job done regardless of, whether it's in the class or in the field."

As the current Commanding Officer of DLI's Marine Corps Detachment, Sowl plans to continue the policies that lead Marine students to success in their studies, and hopes to continue the proud tradition of setting the example in a joint service environment. One such manifestation of this tradition is the Marines'

success in the recent Inspection of Excellence. The Detachment expects to see many more of these achievements under the new command. Welcome aboard, Maj. Sowl.

During these tours in Korea, the major developed a lasting respect for the Korean people, and after completion of the National Senior Cryptologic Officers Course at the National Security Agency, he was assigned to DLI as a Korean language student.

Corps District Headquarters. Soon after, he rejoined the Fleet Marine Force where he served as the liaison officer to the Korean Marines.

During these tours in Korea, the major developed a lasting respect for the Korean people, and after completion of the National Senior Cryptologic Officers Course at the National

"I'm a Marine, and Marines get the job done regardless, whether it's in the class or in the field."

Officiating: It's more than a parttime job

By SSgt. Richard Tatum

One Army master sergeant added a different twist to the Navy's slogan--"It's not just a job, it's an adventure." His philosophy..."It's not just a part-time job, it's a hobby."

However, Randolph (Randy) J. Jordan isn't talking about the military but sports officiating.

Now in his 12th season of officiating, Jordan began his "hobby" while stationed at Fort Ord in the 70's. According to the deputy associate dean of Korean Department (School), his desire to officiate stemmed from his involvement with sports as a youngster.

"I've always played sports, probably since the time I learned to walk, and as I got older I wanted to do something to stay active involving sports. That's when I decided to become an official," said Jordan, who played for and coached the DLI post team for the past two years

Although he began his hobby with flag football, he continued to reach for higher goals which led him to other playing areas. "I worked my way up to high school football and basketball, college basketball, and various levels of softball."

Jordan recently achieved another milestone on his quest for the gold.

"Officiating a national championship was one of my goals. Now that I've done that I just want to keep going higher." He added, "Eventually, I would like to officiate women's division one college basketball."

Although it was an Amateurs Softball Associate Girls 14 and under national softball championships, it's not a job just anyone can do. "In order to be selected for the national cham-

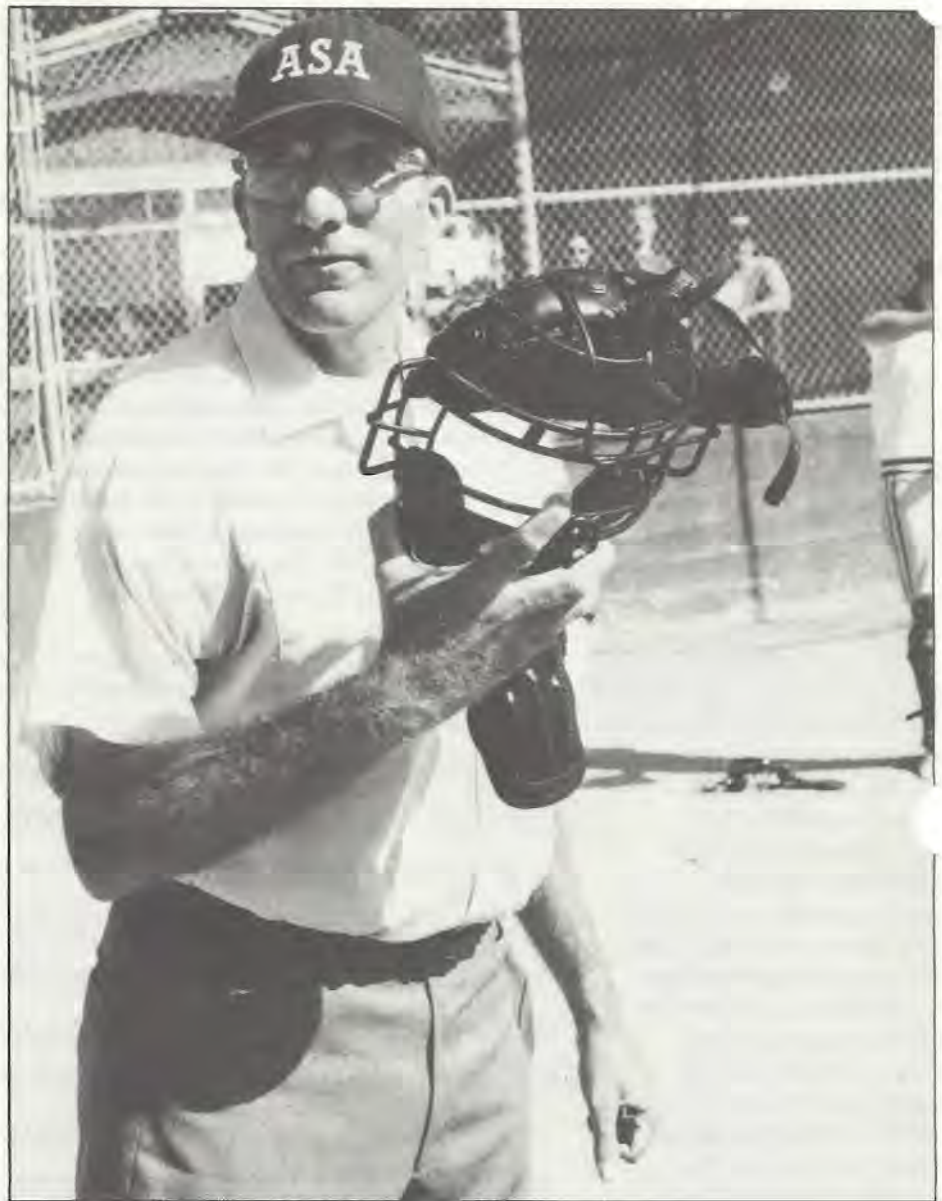


Photo by SSgt. Richard Tatum

Randy Jordan watches a throw is relayed back into the infield during a fastpitch softball game.

pionships," Jordan said, "you must be certified by ASA for at least five years, attend a series of clinics, pass a multitude of test, be evaluated by ASA officials, attend national and regional umpire schools, officiate a regional tournament, and be nominated for the nationals.

"After going through all this preparation and dealing with sometimes irate coaches, players and

fans, sometimes you wonder if it's really worth it," Jordan said. "But then you get to national championships, and you say, 'Yes!, it is worth it.'"

However, like most hobbies, there are some drawbacks. Unfortunately, in the officiating business, it's often verbal and/or physical abuse.

See Officiating, Page 21

Officiating

continued from Page 20

"I've been fortunate, I haven't had anyone threaten my life or do any harm to me ; just yell at me. However," Jordan said, "I've heard of situations where it has happened."

"As a matter of fact, California just passed a law making it a felony to attack an official. Legislation is going all over the country now because it's got to a point where officials are attacked, beaten up or put in the hospital by players or fans."

Jordan said he believes the biggest factor behind violence is the lack of understanding on the part of the coaches, players and fans that officials are human too and they sometimes may miss a call.

"However, more times than not, it's a matter of players not understanding the rules, and the officials

make the correct call. But," he added, "the players don't care if it's correct. It went against their team and they get upset. Due to human nature, people always need a scapegoat, and for years, officials have always been the scapegoats."

After putting up with the yelling, the sometimes long drives and hours, and often being away from the family, what makes the 16 1/2-year Army veteran stick with officiating?

"I do it because I enjoy it. I don't believe any official is in it for the money, especially when you consider all the things we go through and what we are being paid. It has to be a love of the games themselves," Jordan stated.

However, for the most part, to Jordan it's just a matter of "being all he can be."

Air Force Students capture softball titles

By The Phantom Phan

Yes, it's final. And as the old card players say, "read'em and weep"--the standings that is.

Flying high in both the men's and women's softball standings are the Air Force Students. And usually whoever is ahead at the end of the season is the winner. So, why should this season be any different?

Trust me! It's not! Therefore, since the Air Force Students beat the Marines in head-to-head competition earlier in the season, The Air Force Students men's team took home the gold.

Their female counterparts had to edge out A Company to win the gold, and they did. It doesn't take a great mathematician to figure that by winning one game more and losing one less than A Company that the Air Force are lady's champs this year.

However, I'm puzzled by this one thing. If they are students, what are they doing giving lessons?

I believe I heard it said that it was youth versus experience. If so, then I must draw this conclusion... young legs are better than old heads.

Nevertheless, I say to the old heads..."take courage because young legs don't last forever."

Final softball standings

men's

Air Force Students	10	3
Marines	10	3
A Company	9	4
Air Force NCOs	9	5*
D Company	8	5
F Company	8	3
E Company	8	5
C Company # B	7	6
B Company	6	7
C Company # A	5	8
HHC	4	9
G Company	3	10
Air Force Staff	3	10
Navy	2	11

women's

Air Force Students	12	1
A Company	11	2
B Company	8	5
Navy	7	6
C Company	4	5*
D Company	3	8
G Company	0	13

*denotes losses for not officiating when required

Korean B tops other departments in festival

After all was said and done, Korean Department B walked away with top honors during the Korean Independence Day Culture Festival.

The festival is celebrated each year in honor of Korea's independence from Japan in 1948. The festival is highlighted by music, food and games. See related photos in the next issue of the *Globe*.

Although Class 0791 of Korean Dept. D finished first as a class with 98 points, it was not enough to help their department win the overall competition. Korean Dept. D finished in second place with a total of 480 in the four events, 120 points behind Korean Dept. B.

Third place went to Korean Dept. C with 396 points while Korean Dept. A rounded out the competition with 153 points.

The following is a list of the top three competitors in each event.

Volleyball

Class	Points
0291KC	49
0990KB	39
0691KB	19

Table Tennis

0791KD	49
0291KB	39
0391KA	19

Tug of War

0791KD	49
0391KA	39
06911KB	19

Kim-chi Eating

0990KC	32
0591KA	22
0291KB	12

Top 5 Overall Standing

0791KD	98
0391KA	65
0291KB	57
0291KC	51
0990KB	50

Leisure

Tours

Aug. 25	Baseball: A's vs Milwaukee	\$21
Aug. 30-Sept. 2	Disney/Sea World/Knotts Berry Farm	\$97 active duty, \$121 non-active duty
Sept. 7	San Francisco Get-Acquainted Tour	\$20
Sept. 14	Hearst Castle Tour	\$31
Sept. 21	Alcatraz/Fishermans Wharf	\$25

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The tour price includes all event tickets, round-trip bus transportation and lodging where applicable. Price is reduced for third and fourth persons sharing a room and for children between the ages of three and 11.

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POM Rec Center

Pool Tournament

Enter a nine ball pool tournament on Aug. 25 at 1 p.m. There is a \$5.00 entry fee. Winner takes all!

Talent Show

Share your talent, musical or otherwise, at the outdoor Talent Show on the deck behind the Rec center Sept. 8. The entertainment starts at 2 p.m. Free food!

Board Game Tournament

Try your luck at the game of "Diplomacy" on Sept. 15. The tournament runs from 12:30 - 6 p.m.

Oil Painting

Paint the Golden Gate Bridge on Sept. 22 & 29 from 1-5 p.m. The fee is \$10.00 plus your supplies. Sign up early. No experience required.

Aerobics

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

Fort Ord Recreation

Belly Dancing

Belly dancing classes are held at Fort Ord's Stilwell Community Center on Tuesdays at 6 p.m. The fee is \$40.

Jewelry Shop

The Fort Ord Jewelry Shop, located in Bldg. 2240, offers classes, repair, restoration and custom design work. Call 242-4367 Thur. - Mon. from 2-10 p.m.

Riding Lessons

Fort Ord riding stables offers top quality introductory english and western riding lessons. Group lessons are \$15. For details on this and more call the stables at 899-7737 or 373-8192.

POM Youth Center

Piano Lessons

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

Outdoor Recreation

SCUBA

Monterey Bay SCUBA diving is the finest in California. Learn to SCUBA dive with Fort Ord outdoor rec. Earn complete certification for \$200. For more information call 242-7322.

Boat Rentals

Would you like to rent one of the many boats available from Fort Ord Rec Center? Take the boating safety certification class on Aug. 27 for a fee of \$5.00. Call 242-3486 to sign up.

Splash Party

Experience the the thrill of scuba diving in the safety of the Fort Ord Pool. The next scuba splash party will be held Sep. 18 at 7:00. Come out and give it a try, there's no charge!

Tour Guides Needed

Volunteer to be a weekend Ski guide this winter, and Ski for free! Call 242-7322 for details.

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

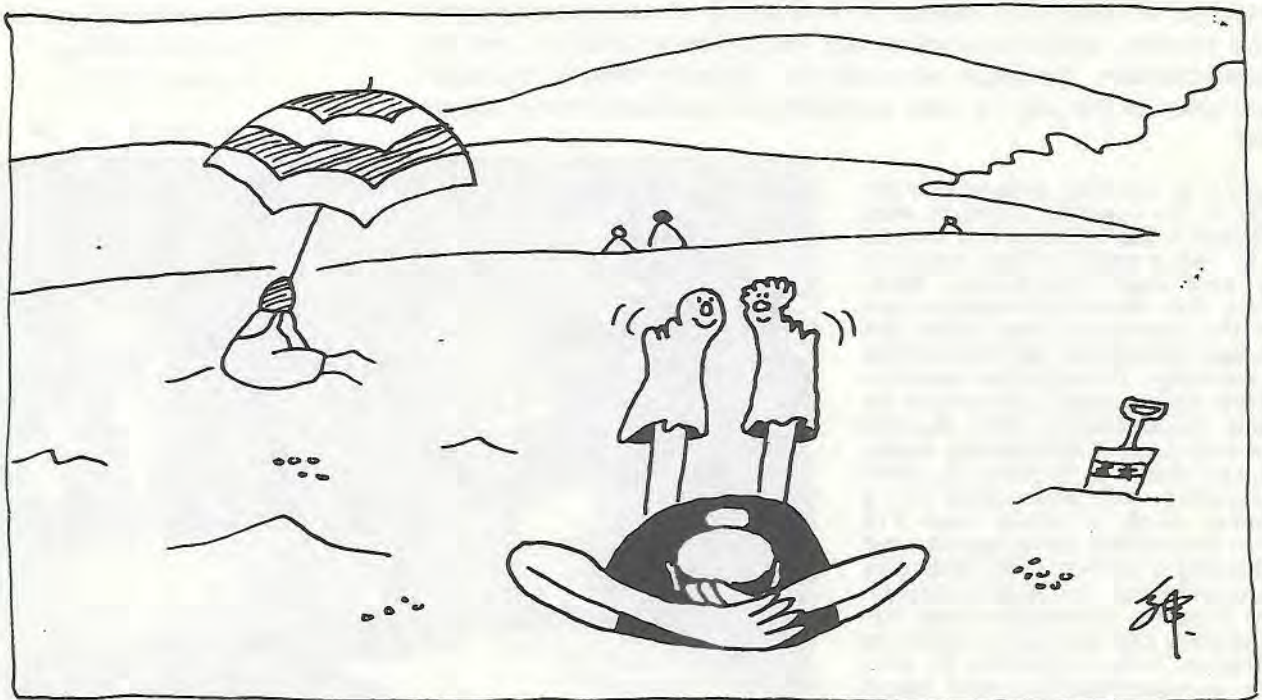
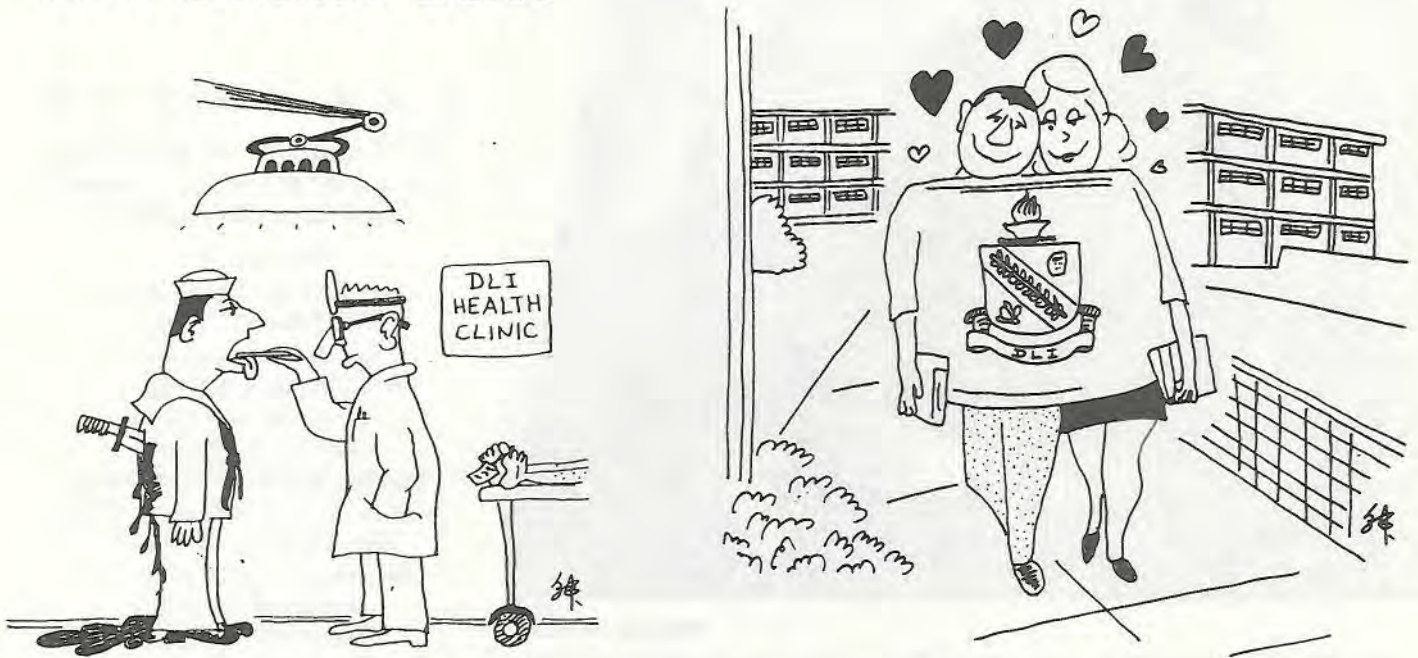
Outdoor Recreation: Bldg. 3109, 4th Ave., Fort Ord. Tele. 242-7466/3486 or FHL 16-2677/385-1207.

POM IFT Office, Bldg. 843 on Mason Road. Tele: 647-5877. 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



Although retired after 35 years of teaching dialogue drills, Camozzo occasionally reminisced while relaxing on Carmel Beach.

Achievement



Photo by Source AV

Maj. Ronald J. Davidson receives the Bronze Star decoration from Col. Donald C. Fischer Jr, Defense Language Institute Foreign Language Center commandant. Davidson earned the Bronze Star during Desert Storm. While assigned to the 75th Field Artillery Brigade as the assistant S-3 counterfire, his unit was credited with locating 17 and destroying 10 enemy targets, while supporting the 1st Infantry Division and 1st Armored Division. Davidson, who was the associate dean of the Asian School prior to the war, is now a student at the Naval Postgraduate School.

Gayanne N. Gandia, property book officer at the Logistics Division, was presented a Staff Excellence Award July 9. "As a result of her sense of duty and high standards, Mrs. Gandia has received recognition from the command and from the language schools for her helpfulness and courtesy. Through her administrative ability and willingness to assume responsibility, Mrs. Gandia has maintained a demanding workload, said Ralph S. Brooks, Sr., chief of Logistics. She accounted for a property book of more than \$12 million reconciling hand receipts and conducting a wall-to-wall inventory of property not on hand receipts. Upon finding shortages and delinquencies, she set out to achieve consistent improvements in property accountability and hand receipt updating. She corrected long-standing deficiencies in the crucial area of property accountability. Mrs. Gandia performs her duties in a most exemplary and outstanding manner."



Photo by PH2 Ken Tren.

★ ★ ★ ★ ★ ★ ★ ★ Military Awards

The GLOBE proudly announces the following military awards:

B Company

Army Commendation Medal

SGT Robert D. Binney

Army Achievement Medal

SPC Gennaro A. Connors

Promotion to sergeant

Gennaro A. Connors

Marine Corps Detachment

Joint Service Achievement Medal

Sgt. Adrian V. Barbour

Promotion to staff sergeant

Daniel M. Stinson

Delbert D. Wills, III

Robert E. Perry

Promotion to lance corporal

Ronald J. Nelson

John C. Odonnell

3483rd Student Squadron

Promotion to Major

Lance J. Tomei

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