

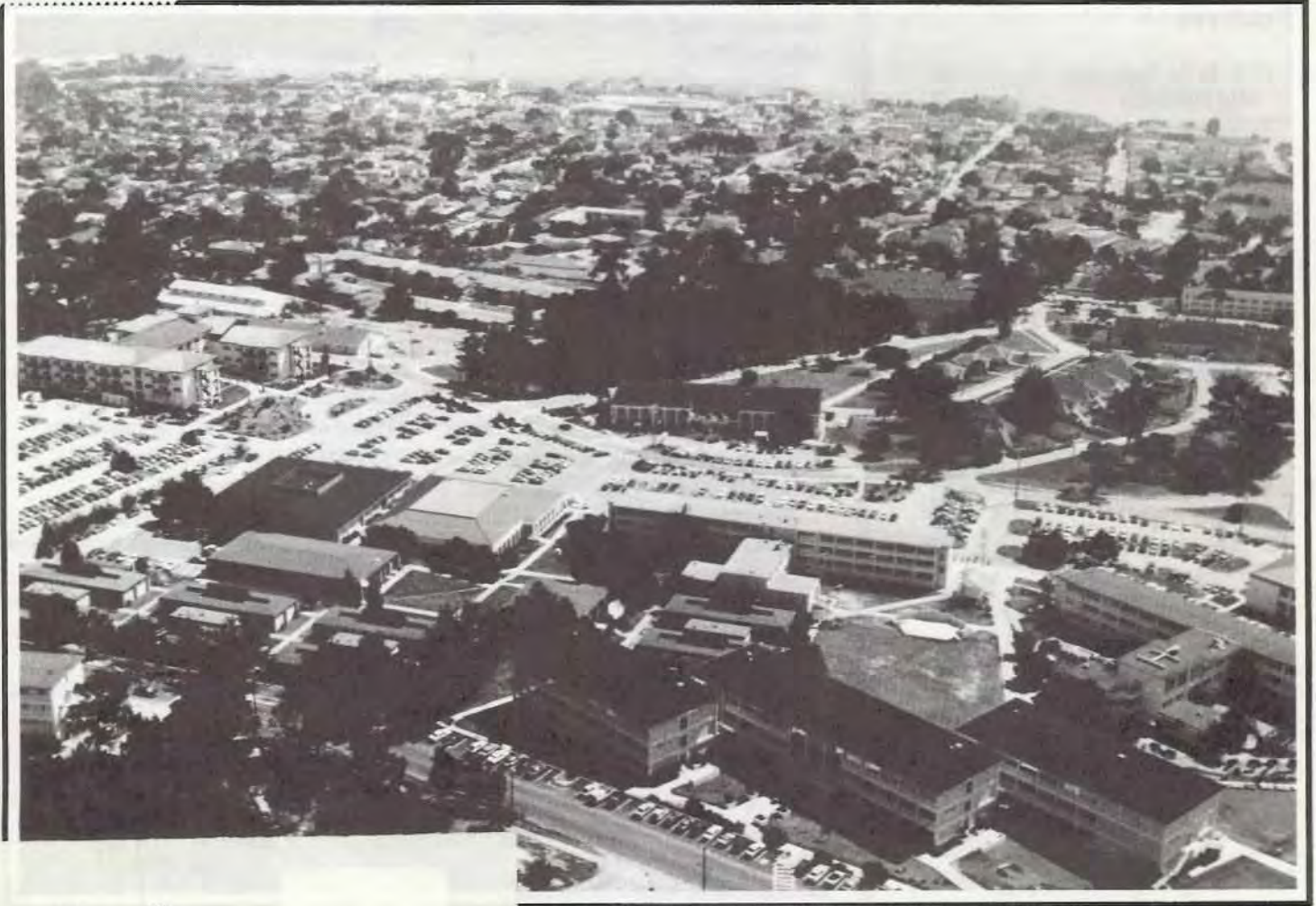
GLOBE

Jan. 31, 1994

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



Featuring "Vision for DLI" in 1994



DEPARTMENT OF THE ARMY

PUBLIC AFFAIRS OFFICE

Defense Language Institute
Foreign Language Center
Presidio of Monterey, CA 93944-5006

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PAY CHARTS this issue, pages 30-31

Correction:

The GLOBE regrets its error in the 1994 military payscale which appeared on page 31 of the Dec. 15 GLOBE publication.

All dollar amounts appearing in all columns are correct; however, the line showing the years of service (across the top of the pay chart) are out of alignment because of a tabulation error.

The information bureau wants you

If you'd like to express your views and ideas, or share information you feel would be of interest to others in the military and civilian communities of the Defense Language Institute Foreign Language Center, we invite you to write to the GLOBE newspaper staff at the DLI Public Affairs Office.

DLI is so diverse in both its people and institutional functions, we look to you, the community, to help us continue to portray DLI as such.

Whether you're a student, staff, spouse, youth, civilian or active duty (any branch) stationed at POM or Fort Ord, perhaps your information or story could be useful for others. The GLOBE is your base newspaper.

With your active individual participation, the GLOBE can continue, if not expand, its variety of coverage -- topics and information -- we may be unknowingly neglecting.

The type of articles PAO will consider for publishing are: stories about people; sports; community involvement; and news and events happening within the command.

If you are retired from the military -- representing the largest group in our military/civilian community -- the GLOBE also invites your comments, questions, informational leads for articles, or your own stories that may be of interest to others in the DLI community.

Send your story ideas or your own authored articles (typed) to:

**Public Affairs Office
Defense Language Institute
Foreign Language Center
Presidio of Monterey
CA 93944-5006.**

Within DLI's organizations and units, send thru distribution to:
ATFL-PAO

Please remember that the GLOBE is a command information publication, and its contents/articles should be pertinent to DLI, and/or useful for members of the DLI military and civilian community.

For each of you who regularly contribute to the GLOBE, we thank you for your helpful ideas and articles as well as your interest, time and enthusiasm.

GLOBE

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Laws tougher for pickup truck owners

Pickup truck owners and drivers of military pickup trucks:

Effective Jan. 1, 1994, it became illegal in California to transport passengers in the back of a pickup truck, unless:

* The truck has a shell covering the bed of the truck, or,

* A restraining device, such as a seat belt, is installed in the back of the truck for each passenger.

This law pertains to both civilian and military pickup trucks. The Federal Police will enforce this law on the Presidio of Monterey.

Fort Ord Pet adoption hours expanded

Fort Ord has expanded its pet adoption hours. Viewing and visitation of the animals is on Mondays, Wednesdays and Fridays from 10 a.m. to noon and 1 p.m. to 3 p.m. The animals are located at the Veterinary Treatment Facility in Bldg. 3144. For more information call the vet at 242-4994 or 242-4271.

Nurturing Parents Group

Everybody likes to get nurturing, but not everyone knows how to give it. This will help parents nurture themselves and their children and to help children cooperate with their parents, each other and themselves. Meetings are scheduled for each Tuesday, Feb. 1 to Mar. 22, from 9 to 11 a.m. at the Community Center, La Mesa Village.

Health Care Fair, Mar. 20

A transition Health Care Fair for active duty personnel and their families has been tentatively scheduled for March 20 at the Naval Postgraduate School. POC: Coordinated Care Division at 242-4005/4885/5512.

Vision for DLI

By Dr. Ray T. Clifford

"It is appropriate as we begin this new year to reflect on past accomplishments and to set goals for the future. We had many successes during 1993. It was especially gratifying to see that others, including the Base Closure and Realignment Commission, recognized this Institute's unique contributions to our nation's security.

"In 1994, we will face some of the same issues and many new challenges. The following statement outlines five areas where continued improvements must be made, if we are to retain our status as "the world's best language school."

DLI ACADEMIC VISION

The Defense Language Institute will base its planning, decision making, and daily operations on the five core values of high standards, accountability, professionalism, efficiency, and service.

HIGH STANDARDS

Eighty percent of our graduates will meet or exceed:

- * the foundation proficiency goals of 2/2/2 for basic courses, 2+/2+/2+ for intermediate courses, and 3/3/3 for advanced courses.
- * the performance standards for each user-defined learning objective.

Our faculty personnel system will:

- * provide merit-based promotion opportunities.
- * reduce personnel regulations.
- * set high standards.
- * reward those who come closest to meeting those standards.
- * improve hiring and promotion procedures.
- * streamline "termination for cause" personnel actions.



DLI Provost Ray T. Clifford

ACCOUNTABILITY

Consolidated team configurations will reinforce team teaching, increase accountability, and promote individual responsibility.

Data from formal and informal observations, feedback systems, and course examinations will routinely be used to refine and improve all instructional programs.

Summative program evaluations will be based on data from independent assessment procedures such as the Defense Language Proficiency Tests and Standardized FLO Skill Tests.

PROFESSIONALISM

A focused teacher inservice and professional development program will result in high-quality instruction, unmatched by any other institution.

DLI will be known for its professional teachers:

- * whose first concern is their students.
- * who believe that teaching students is more important than teaching a schedule.
- * who seek additional responsibility.
- * who are so confident of their teaching abilities that critiques by peers,

(See Vision, page 4)

Commentary

(*Vision, continued from page 3*)

supervisors, staff, students, and external visitors are not only accepted, they are welcomed.

* who are constantly refining and improving the instructional process.

We will develop sufficient managerial expertise and professional skills at all levels of the organization that instructional decision making can be delegated, sound instructional practices are the norm, and learner focused instruction is a reality in all programs.

The core curriculum used in each course will be updated to reflect recent geographical and political realities, current language usage, modern pedagogical (teaching) methods, and proven educational technologies.

Military and civilian expertise will be harmoniously merged to meet mission objectives.

EFFICIENCY

DLI will operate with a streamlined chain of command, characterized by:

- * limited layers of management.
- * effective communication
- * a single chain of responsibility for both program resources and program results

* fewer than 10% of the positions in the organization devoted to management and control.

* the Institute's cost-to-quality expense ratio will be superior to all comparable programs.

SERVICE

Language instruction will be provided for linguists throughout their careers.

DLI will be customer oriented, will help customers define their requirements,

and will provide instruction that effectively and efficiently meets those requirements.

"The Defense Language Institute has the best foreign-language instructional programs in the world. However, *being* the best is not good enough! Excellence is a process – not a state of being. Unless we continue to refine our programs, we will become complacent, lose credibility, and cease being the best.

The challenges that 1994 will bring will help us focus on the central objectives of high standards, accountability, professionalism, efficiency, and service. And by working together we will make DLI even better and more productive."

Teachable, Learnable

By Marie Z. Ford

I feel that the importance of the study of the Teachable, Learnable culture in the classroom cannot be overemphasized. What is the best way to teach it? I think that the L2 students need to be guided to discover the TL culture for themselves.

This could be done through the effective use of *realia*, TL books, magazines, articles, etc., or through the use of films and videos. It is important that the teacher does not interfere with the discovery process lest the process become distorted by the teacher's own biases or clichés. Besides, there are so many cultures within a culture!

Therefore, I've learned that the best way to teach culture is not to teach it at all. The same applies to teaching a foreign language in general. I believe that the teacher should be only a facilitator, a guide in the learners' process of TL acquisition. The learners need to take charge of their own learning.

My philosophy of L2 teaching hasn't changed, but it has gained a new breadth and depth. I've acquired conscious knowledge of the theories underlying some of the techniques and approaches which I used intuitively before the Master of Arts in

the Teaching of Foreign Languages (MATFL) program.

I became convinced that theory, far from being a frill, is extremely useful, indeed indispensable. Good, usable theory brings the teacher both necessary knowledge and a conceptual scheme for organizing it and making sense of new ideas as they become available.

I have learned that there are many ways to teach a foreign language, many ways to learn one, and that there are no universal answers to the myriad of questions concerning principles and methods of language teaching, interlanguage, learning styles and strategies or the integration of culture in the L2 classroom. I still do not know what happens inside the "black box." I don't know, however, that foreign languages are both teachable and learnable. And that there are many techniques at my disposal which may help my students to acquire the TL.

I may not know what makes a good language learner proficient, but I do know that a good teacher, in addition to empathy, patience and L2 expertise, also possesses professional knowledge which has been internalized to the point of being automatic. This professional knowledge becomes manifest in the creative intuition of the master of the teaching profession.

In conclusion, my credo as a teacher is the following,

"Show me - I will understand; Teach me - I will remember; Involve me - I will learn."

(*Marie Z. Ford is a DLI instructor with a Master of Arts in the Teaching of Foreign Languages Degree.*)

DLI: In the beginning

By Dr. James McNaughton

The date: Nov. 1, 1941. The place: Crissy Field at the Presidio of San Francisco. It was then and there that the Army established a secret language school at Fourth Army Headquarters for the impending war with Imperial Japan. Called the Military Intelligence Service Language School, its mission was to teach Japanese. This was the true birth date and birth place of the Defense Language Institute.

We know some of the details. Orange crates were used as desks and chairs — the initial \$2,000 budget did not go a long way, even in 1941. An abandoned aircraft hanger served as combined barracks and classroom building at the tiny airfield near the

southern end of the Golden Gate Bridge that had been shut down several years earlier.

But what do we know about the first students and their instructors? What brought them together? The answer is that many roads led to Crissy Field.

The Founding Father

The real founding father of the MISLS was John Weckerling, who grew up in Louisiana in the early years of the century. The year he turned 20, 1917, was the year the United States entered World War One. He accepted a commission as an Army second lieutenant. Although he signed up too late to see any combat, he opted to stay in after the Armistice.

In the long years of peace that followed, he served in a variety of assignments. In those days the Army sent two junior officers each year to Japan as language attaches for in-country language training, and in 1928, the Army sent Weckerling there. He returned to Japan in 1934 as assistant Army attaché to witness first-hand the rising influence of the militarists in Japan.

When the War Department G-2 staff was looking for an experienced officer in the summer of 1941 to start up a Japanese language school, they found Lt. Col. Weckerling languishing in a staff assignment in the Panama Canal Zone.

The Danish West Pointer

For an assistant, the War Department found another language attaché, Capt. Kai E. Rasmussen. Rasmussen had grown up on the family farm in Denmark, but in 1922, when he turned



On Nov. 2, 1993, a stone monument was unveiled at Crissy Field, Presidio of San Francisco, to commemorate the birth of the Defense Language Institute Foreign Language Center. (Photo: courtesy Presidio S.F. PAO)

20, he took passage to America. Quickly tiring of washing dishes in Albany, New York, the young immigrant walked into an Army recruiting office and signed up. Within two years, he had won an appointment to the US. Military Academy, where he graduated in 1929 as a lieutenant in the coast artillery.

After several routine assignments, in 1936, the Army sent him to Japan as a language attaché, where he met Weckerling. By 1941, he was back in America, commanding the coastal defenses of the San Francisco Bay. There he met Weckerling again. The two officers hand picked 60 students to make up that first class at Crissy Field. They only found two Caucasians who had some prior knowledge of Japanese, a doctor from Hawaii and a former missionary in Japan. The rest came from an unusual group, Americans of Japanese Ancestry, or "AJA," as they were officially called at the time.

The "Yankee Samurai"

Between 1890 and 1924 — when the US. Congress forbade any further immigration from the Far East — tens of thousands of Japanese had emigrated to Hawaii and the West Coast. Many were the descendants of impoverished Samurai warriors who passed on to their children the proud spirit of Japan's ancient martial caste. By 1941, more than 100,000 lived on the West Coast as farmers,

See *Beginning*, page 6

(Beginning, continued from page 5)

gardeners and shopkeepers.

Their American-born children, the Nisei, had grown up speaking English and playing baseball, more in tune with the Yankee spirit of their adoptive land. When America's first peacetime draft began in the fall of 1940, among the million of young men put into uniform were several thousand of these Nisei.

In the summer of 1941, Weckerling and Rasmussen personally interviewed more than 3,700 Nisei along a string newly-built, already dusty Army camps in California, Oregon and Washington. They had hopes that hundreds of these Japanese-American draftees could be put right to work as military linguists. To their dismay, they discovered that only three percent were fully qualified in Japanese, and perhaps another eight percent could even be considered "trainable." From these modest beginnings came the future student body of MISLS. Among this first group of students were

the seeds of the school's future greatness.

With their typical combination of pride and humor, they called themselves "Yankee Samurai."

The Private First Class from Harvard Law School

While looking for students, they also found the future academic director for the school, Pfc. John F. Aiso, working as a parts clerk in the motor pool of a quartermaster battalion in Southern California, awaiting his discharge papers — he had been drafted in April, 1941, but the Army changed its age limit several months later, and he was pending discharge for being overage.

Aiso had been born and raised in Southern California. His father, a gardener, had arrived in 1898; his mother in 1905, the year Japan defeated Russia in Manchuria. Aiso was valedictorian of the Class of 1926 of Hollywood High School, and his parents sent him to Japan for a year of further study. He returned to America to accept a scholarship to Brown University — where he also became valedictorian.

After graduating from Harvard Law School, he found work with a British Company doing business in Japanese-occupied Manchuria. In 1940, a bad case of hepatitis forced him to return to California. He was at home recovering his health and making plans to start a private practice in April, 1941, when his draft notice came.

By the time Weckerling caught up with him later that summer, Aiso was thoroughly fed up with Army life, and was irked by the discrimination against Japanese-Americans. When this strange lieutenant colonel asked him to help set up a school, he initially declined. Then the colonel did something unexpected. He put his



Language instructors break for lunch where they can in 1941 — for example, in front of an abandoned aircraft hangar at Crissey Field, DLI's birth place, then called the Military Intelligence Service Language School.

hand on Aiso's shoulder and said, "John, your country needs you." Aiso was stunned; no one had ever called America "his country." His answer was, "Okay, sir, I'll do it."

Weckerling found another instructor in Oakland, Shigeya Kihara, a recent graduate of the University of California Berkeley with a masters in international relations. Although many Berkeley instructors and graduate students of Japanese ancestry at that time were reluctant to have anything to do with the US.

No one had ever called America "his country."

Army, Kihara's studies had led him to a different perception about the real threat of Japanese militarism.

Together, this unlikely combination of officers, draftees and civilian instructors laid the foundation for a school that has lasted for over half a century. Many roads led to Crissy Field in 1941, and those who met at the hub found from that time on their lives were unalterably linked. During the war, the school graduated more than 6,000 students who contributed immeasurably to our victory over Imperial Japan and who were essential to the occupation that helped build Japan into the modern democracy it is today.

MLI goes from 'almost ran' to 'forerunner'

By JO2 Douglas Stutz

Was CTI2 Sam Dale born with a quick and ready tongue for other languages? Was he one of those special individuals who could stick their toe in a linguistic river and come away soaked? Well, not exactly, at the outset.

When Dale was studying the Russian Basic Course at DLI, he was failing so badly at one point that he faced attrition.

"I didn't really have good study habits," said Dale. "I had excelled in high school. Everything came easily to me so I didn't think I had to really apply myself here and I didn't at first. As a result, I found myself on probation, and I was a vocabulary quiz away from failing."

In desperation, Dale tried following the learning strategies DLI instructors urged on their students. He discovered that word/pronunciation and association helped him remember the Russian vocabulary words. For example, the Russian word, 'dom' means house. To Dale, 'dom' sounds like the English word, 'dome,' a form of housing structure.

"I started becoming creative," Dale said. "and became a lot more productive and focused. By studying with my peers in class, I came up with a vocabulary study theory of combining word association/

pronunciation with imagery. The method worked for me."

Dale found himself using this method systematically, and his vocabulary retention increased. He also spent less time staring at vocabulary lists, and discovered how to improve his listening comprehension scores, using acquired world knowledge (history, geography, political science). When he heard the Russian word for earthquake, 'zemletryaseniye', he knew what kind of information he was going to receive and focused on the described location, magnitude, number of dead and injured. In other words, he knew what to listen for and also realized that in English you need very few words to reconstruct a story.

For example, if all you managed to hear on the evening news is, "fire, cigarette, two children, five and seven, now in foster care," you can surmise that the story is likely about two children, age five and seven, who lost their parents in a fire caused by cigarette smoking, and are now in foster care. This same kind of logical approach Dale used in his study of Russian. Even if he only understood three of four words in a Russian passage, he figured that by adopting inductive reasoning, he could reconstruct the story meaning. He concentrated on what he knew, not on what he didn't know.



CTI2 Sam Dale stresses a particular point to his Russian linguist class.

Dale concluded that only 15 percent of success in learning a foreign language is due to natural ability and the other 85 percent due to a positive, focused attitude. "Positive expectations backed up with work," said Dale, "will get you to reach your goals with solid self-improvement."

With his new, effective attitude toward studying, Dale contests that his aptitude steadily increased. He earned scholastic honors of 3+/3/3 proficiency in Russian, then pulled a 2/2/2 in the shortened 12-week Serbo-Croatian course.

Currently, Dale just completed spending Sept. 20 to Dec. 10, 1993 at Offutt Air Base, Nebraska, as part of the Mobile Training Team, teaching the Serbo/Croatian conversion course.

"It was a definite challenge to teach Serbo/Croatian," Dale noted. "I can go into a classroom environment and teach Russian with knowledge and experience, but since I'm not as proficient in Serbo/Croatian, I've needed to spend a lot of time preparing to teach the language. When a person understands a topic well, many avenues open up to explain the many facets associated with that subject. But when the topic isn't as well known, there are limitations for a person, especially in a teaching role."

Dale is currently assigned as a Military Language Instructor (MLI) at DLI's Eastern European 2 (SEB) Language School, teaching the Serbo/Croatian course. His new year has started off on a positive note as he has been selected as one of four candidates for NSGD's Sailor of the Year.



Taking that extra amount of time to make sure that everyone understands the current lesson is what makes CTI2 Dale a valuable DLI MLI.

From orange crates to VTT

Compiled by DLI Historian,
Dr. James McNaughton

1941 — Sixty students report to 4th Army Intelligence School, Crissy Field, for Japanese language training.
1942 — MIS moved to Camp Savage, Minn. Renamed Military Intelligence Service Language School (MISLS).
1943 — Army intensive Japanese Language School at University of Michigan.
1944 — MISLS moved to Fort Snelling, Minn.
1945 — Korean and Chinese classes begin.
1946 — MISLS transferred to Presidio of Monterey.
— Russian training begins.
1947 — Training begins in *Arabic, Chinese, French, Greek, Korean, Persian, Portuguese, Spanish, Turkish*.
— MISLS renamed Army Language School (ALS).
— First woman instructor comes aboard.
1948 — Training begins in *Albanian, Bulgarian, Czech, Danish, Hungarian, Norwegian, Polish, Romanian, Serbo-Croatian, Swedish*.
1950-53 — ALS supports Korean War Japanese, Chinese, Korean. Russian departments expand.
1951 — *German, Italian, Chinese-Cantonese* added.
1952 — ALS Women's Club established.
1954 — ALS student input peaks at 2,840.
1955 — Army decides against moving school to East Coast.
— *Finnish, Indonesian, Lithuanian, Malay, Vietnamese* added.
— Monterey Institute of International Studies established.
1957 — *Burmese* added.
— Faculty RIFs take place.
1958 — Language labs first installed.
— Air Force threatens to withdraw

all USAF students from ALS.

— Congressional investigations (1958-59).

— Nisei Hall, first permanent building for school.

1959 — Department of Nonresident instruction started.

1961 — Lewis Gymnasium dedicated to Pvt1 Robert E. Lewis, USA, who died trying to rescue a fellow soldier who was drowning.

1962 — DLI Headquarters provisionally organized in Washington.

1963 — ALS becomes Defense Language Institute West Coast Branch.

— DLIWC HQ established in Washington, D.C.

— Language department, Naval Intelligence School becomes DLIEC.

— USAF language training detachments placed under DLI control.

1964 — DLI begins special Russian training for "Hotline."

— Congress authorizes language training for wives.

— *Swahili* course started.

1965 — Combs Hall dedicated to SGT1 Alfred H. Combs, USA, killed in action in the Republic of Vietnam.

— DLI support to Vietnam War (all Branches).

— Chinese aural comprehension program moved from Yale to DLIWC.

1966 — DLI Support Command, Biggs AFB, El Paso, Texas, established for Vietnamese language training (1966-73) later renamed DLI Southwest Branch).

— DLI gains control of USAF English Language School, Lackland AFB, Texas.

— Bureau for International Language Cooperation established.

— Haines Board studies Army officer education and language training



Linguistic skills in listening helped Military Intelligence Service Language School graduates crack Imperial Japan's codes during World War II in the Pacific Theater.

programs.

1967 — DoD decides against consolidating all DLI branches at Ft. Bliss, Texas.

— Vietnamese instructors at Biggs Air Force Base strike against contractor.

— National Federation of Federal Employees Local 1263 recognized at DLIWC.

— First NCO technical language assistants (military language instructors) assigned to DLIWC.

1968 — Kendall Hall dedicated to GYSGT George Percy Kendall, Jr. USA killed in action in the Republic of Vietnam.

— Vietnamese input peaks at 4,157 students (all branches).

— Le Fox extension courses started.

1969 — Nisei Hall dedicated at DLI to Nisei (second-generation Japanese-American soldiers who defended the United States in World War II).

1970 — Bomar Hall dedicated to CPO Frank Willis Bomar, USN, killed in action in the Republic of Vietnam.

— Pomerene Hall dedicated to

(See DLI years, page 9)

(DLI years, continued from page 8)

CAPT Robert Lewis Pomerene USA, who died of battle wounds in Korea.
— DLI Systems Development Agency established (1970-74).
— Congressional investigations.
— Last Air Force University contract program closed.
1971 — Vietnamese instructors at DLIWC strike against contractor; contract programs ended.
1972 — Increase in female students.
— Basic Course Enrichment Program.
1973 — DLI Southwest Branch closed.
— TRADOC assumes control of DLI.
— U.S. Air Force Student Division established (later renamed 3483rd Student Squadron).
— National Association of Supervisors chapter organized at DLIWC (later renamed Federal Managers Association).
1974 — DLI Headquarters moves to Presidio of Monterey.
— Aural comprehension courses begin.
— WWII-era buildings removed from Soldier Field.
1975 — Army Linguist Personnel Study.
— BG Hixon investigation of faculty complaints.
— DLIEC closed.
1976 — DLI renamed Defense Language Institute Foreign Language Center (DLIFLC).
— Dutch started.
— Norwegian, Swedish re-started.
— German Headstart fielded.
— TRADOC mandates instructional technology individualized instruction methodology.
1977 — Defense Language Aptitude Battery (DLAB) fielded.
1978 — Accreditation granted.
— Separate “listener” and “speaker” courses established in most languages.
1979 — Munzer Hall dedicated to Dr. Hans W. Munzar.
1980 — Hachiya Hall dedicated to TSgt Frank Tadakato Hachiya, USA, died as a result of wounds received in battle at Leyte, Philippine Islands.
— Mizutari Hall dedicated to Cpl Yukitaka Mizutari, USA, who died of

wounds received in action at Aitapo, New Guinea.
— Nakamura Hall dedicated to Sgt. George Nakamura, USA, who died of wounds received in battle at Payawe, Philippine Islands.
— Special Program Review.
— Lackland Branch established for USAF enlisted Russian students (1980-87).
1981 — General Officer Steering Committee (GOSC) started.
— General Accounting Office investigation.
— Tagalog, Dari, Pashtu started.
1982 — Educational Technology Division established.
— Presidio of San Francisco branch established for U.S. Army enlisted students of German, Korean, Spanish and Russian.
1983 — Facilities master plan adopted.
1984 — Munakata Hall, DLI Romance School dedicated to Yutaka Munakata.
— First Defense Language Proficiency Test (DLPT) III fielded.
1985 — Language Needs Assessment.
— Hebrew re-started.
1986 — “A Strategy for Excellence” first published.
— New Personnel System proposal submitted.
— Team Teaching started.
— German VELVET fielded, first interactive video.
1987 — NJAHS Museum Exhibit, Nakamura Hall, DLI, on permanent loan.
— Nicholson Hall dedicated to Maj. Arthur D. Nicholson, Jr., USA, shot by Soviet sentry, denied medical assistance, and bled to death.
— Final learning Objectives (FLOs) started.
1988 — Aiso Library dedicated to Judge (LTC ret.)

John F. Aiso, USA, chief instructor when language school started.
— Rasmussen Hall, dedicated to COL Kai E. Rasmussen, USA, one of the language school’s founders.
— OSIA training started.
— ACTFL meeting in Monterey.
1989 — Price Fitness Center dedicated to CT3 Patrick R. Price, USN, lost at sea when a SEA-3B went down with all hands during a night landing attempt on the USS Nimitz.
— 10 small language departments closed.
— First DLPT IV fielded.
1990 — Taylor Hall dedicated to Lt. Robert F. Taylor USN, killed in action when the EC-121 (1969) he was on was attacked and shot down over the Sea of Japan by two North Korean MIG-24s.
— DLIFLC supports Operation Desert Shield.
— VTT begins.
1991 — DLIFLC support to Operation Desert Storm.
— DLIFLC’s 50th anniversary.
1992-93 — Reductions in Russian, Polish, Czech, and German faculty.
— SOF project.
— Seven-hour day.
1993 — Weckerling Center dedicated to Brig. Gen. John Weckerling, the school’s founder (1941).
— Base closure averted.



Foreign language skills at the Defense Language Institute, Presidio of Monterey, are beamed through the world via video teletraining (VTT).

Dependable enemies, *undependable* friends

Compiled by Steve Comerford

Over the past several years, the threat to this nation's security has changed in a fundamental way. For more than 40 years, the primary focus of the Department of Defense (DoD) was to wage and win the cold war against communism and to prevent — or, failing that, to prevail — in a hot war with the Soviet Union.

Today the enemy is not so well defined. With the demise of the Soviet Union, the counterintelligence and security countermeasures communities lost a dependable enemy. Since by their very nature these disciplines counter an opposing threat, their continued viability and relevance have been called into question. If there is nothing to oppose the justification for the counterintelligence and security countermeasures community seems to disappear. There has been a push to identify a new enemy, and many new adversaries that have been identified are national allies. The new sources of the intelligence threat are the same countries whose companies the American businesses are teaming up with in international partnerships. The majority of the countries are military and political allies.

Americans expect to be safe and secure in their own country, which they are. But, when they travel outside of the

U.S. boundaries, that is another question. They do not expect to have their business secrets targeted by a friendly government, or to have their rooms searched, telephones monitored, or to have their hotel rooms searched while on business trips. However, these same rights and privileges that are expected at home are not necessarily extended elsewhere.

Americans cannot and should not expect the same protection overseas that are a right in America. There is proven evidence that Americans traveling the world over, will be victimized. Their luggage will be searched, briefcases will be opened and important data photographed, computers will be turned on and their data banks searched.

The countries doing this are not necessarily the old communist regime, but, friendly countries such as France, Japan, Korea or any one of the free countries of the world today. Foreign countries and their governments should not be blamed for acting in what they consider to be their own best interest for using their intelligence assets for the economic gain of their countries industry.

We will continue to be friends with these countries and continue to advise our citizens what to do for protection and what to expect from them.

(Condensed by Steve Comerford, DLI Security, from an article by John Donnelly, Director of Investigation Service which appeared in Security Management, August 1993 publication.)



Safeguard DLIFLC information

Do not provide, discuss or disclose information regarding DLIFLC plans, personnel, training or operations to individuals or activities without a "need-to-know." Report all unofficial attempts or instances of obtaining such information to the immediate supervisor, your service Security Manager or the Security Division.



BOOK REVIEW

(Editor's note: In this and future issues of the GLOBE, we will be publishing a special book review column to be written on a rotating basis by members of the Faculty and Staff Division, Academic Records Branch, Curriculum Division and other offices. The reviewed books are available at DLI's Aiso Library.)

Alice Omaggio Hadley. *Teaching Language in Context (TLC)*, second edition, published by Heinle and Heinle, Boston, MA; 1993, 532+ xi pages.

This edition of TLC is a thick volume on current practices in foreign language teaching. It is a resource manual which reviews past and present theories of language acquisition, along with the major trends that have influenced foreign language education with an emphasis on practical classroom techniques and their application. The volume has been up-dated to reflect some of the more recent discussions on the nature of language, adult language learning, and the concept of language proficiency.

The book proceeds with an insightful and well-documented evaluation of the various theoretical constructs of second language acquisition which are effectively summarized and presented in visually attractive half-page displays. Assumptions and beliefs about language and language learning are also the subject of some attention. Omaggio Hadley includes a fifteen-item instrument for self assessment by teachers or would-be teachers of their own attitudes that is likely to generate a good deal of discussion in any course or seminar on language teaching methods. Such methods and the models which gave them impetus are weighed for their merits in terms of proficiency orientation. And, believe it or not, even the audio lingual method, popular in the 1960's and 70's is deemed to include elements that are compatible with proficiency orientation.

According to Omaggio Hadley, five central hypotheses provide a basis for effective language teaching (p. 77). They are important enough to list here, as they become recurring

themes dealt with in more detail in the various chapters of TLC.

- 1) Opportunities must be provided for students to practice language in a range of contexts likely to be encountered in the target culture.
- 2) Opportunities should be provided for students to practice carrying out a range of functions (tasks) likely to be necessary in dealing with others in the target culture.
- 3) The development of accuracy should be encouraged in proficiency-oriented instruction. As learners produce language, various forms of instruction and evaluative feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use.
- 4) Instruction should be responsive to the affective as well as the cognitive needs of students, and their different personalities, preferences, and learning styles should be taken into account.
- 5) Cultural understanding must be promoted in various ways so that students are sensitive to other cultures and prepared to live more harmoniously in the target language community.

Moreover, it seems that no book on teaching methodology is complete without some discussion on tests and testing. And TLC is no exception. While pointing out that classroom tests are still largely focused on discrete points of grammar and mastery of isolated components of knowledge and skill, Omaggio Hadley confidently states that "classroom tests can (emphasis added) be designed so that they reflect proficiency goals, presenting language in context and requiring students to use language beyond the sentence level to carry out realistic tasks" (p. 413).

Summative measures such as the Oral Proficiency Interview (OPI) and adaptations thereof, as well as hybrid tests based on highly contextualized language discourse better serve the goals of proficiency. Suggestions on how to construct such evaluation instruments which engage the student's ability to synthesize clues and complete tasks are illustrated throughout chapter IX. A stepwise set of guidelines is also offered (p. 451f).

This condensed look at an important work by a recognized expert is far from doing it justice. And space limitations of a news periodical are the culprit. Suffice it to say that TLC is indeed a volume that belongs on the bookshelf of every foreign language professional.

Book review by:
Dr. Salah-Dine Hammoud,
Faculty & Staff Development Division



Our friend, Mr. Dewey

By Carl C. Chan

Have you wondered how it is that you can browse through the shelves of the Library and find books on related subjects next to each other in an orderly manner?

You have Mr. Melvil Dewey to thank for that. He was the originator of the **Dewey Decimal Classification** system (DDC). It is the most widely used library classification system in the world. In the U.S., the only other generally used system is the Library of Congress classification system (LC).

Most public libraries and schools (primary and secondary) libraries use DDC, while LC is used mostly by university libraries. Many foreign libraries also use DDC; there is a complete Spanish edition of the DDC.

Mr. Dewey (or Melvil, as librarians affectionately refer to

him), born in 1851, was the Librarian of Amherst College in Massachusetts when he first published his classification in 1876. In this first edition, all knowledge was classed into 1000 categories, numbered 000-999.

The DDC is called a "decimal" system because it divides knowledge hierarchically into no more than ten divisions at each level of specificity. In the first edition of the classification, there are 10 classes at the most general level, each subdivided in 10 for 100 classes at the middle level, and each of these 100 classes further subdivided in 10 to give us the original 1000 categories.

The following are the 10 general divisions:

000	Generalities
100	Philosophy
200	Religion
300	Social Sciences
400	Language
500	Pure Sciences
600	Technology
700	The Arts
800	Literature
900	Area Studies

The DDC is also called a "decimal" system because each division of knowledge can be designated with a notation using the ordinary digits 0-9 and a decimal point. As knowledge expands, the DDC can be expanded also, by dividing each of the original categories further.

To distinguish the original 1000 categories from the newer, more specific ones, we add a decimal point after the original category (000-999) and then add more digits. The more digits added, the narrower the topic. The DDC number for surface-to-air missiles illustrates this:

600 – Technology
620 – Military and Nautical Engineering
623.4 – Ordnance
623.45 – Ammunition and Other Destructive Devices
623.451 – Delivery Devices
623.4519 – Guided Missiles
623.45194 – Surface-to-Air Missiles

Another of the characteristics of the DDC is its synthetic

(Library, continued from page 12)

and mnemonic nature. What we mean is that the DDC system provides numerical building blocks which are systematically put together to closely reflect the nature of what a book is about. Because these number fragments mean the same thing throughout the system, they can be remembered. For example, a dictionary of nautical engineering is classed at 623.03 by adding a number indicating a dictionary, -03, to the number indicating military and nautical engineering, 623.

One set of these building blocks are called the Standard Subdivisions, some of which are excerpted below. The hyphen is a reminder that these building blocks do not stand by themselves, but are always added onto a base number indicating an academic discipline or area of inquiry:

- 016 Bibliographies
- 03 Dictionaries
- 05 Serial Publications
- 06 Organizations and Management
- 07 Study and Teaching
- 09 Historical and Geographical Treatment

There are also similar sets of building blocks for indicating specific geographical areas, specific languages, specific racial/ethnic/national groups, groups of persons related by other non-occupational or occupational characteristics, and subdivisions within individual languages and within individual literatures.

The DDC tells us what a book is about. Books about the same or a sufficiently similar subject will have the same DDC number. It will thus be shelved with and near other books about the same or related subjects. However, to keep track of every book and keep them all in good order, each book must have a unique number and a precise placement in the shelf sequence.

The Call number contains additional information which makes the identification unique. Here is a call number for a hypothetical book about surface-to air missiles. It is too big to fit on the regular shelves, is written in Arabic, was authored by someone whose last name begins with "H" (who has written at least one other book on this subject which we have), was published in 1992, is part of a multi-volume set, and was a donation (we normally don't get duplicates of something we already have).

- OVERSIZE** - Format collection designator
- Ara -- Language/Area collection designator
- 623.45194 -- Dewey Decimal Class number
- H645a -- Cutter number
- 1992 -- Edition number
- v.1 -- Part number
- c.2 -- Copy number

The Format and Language are provided because there are special areas in the Library for different physical formats (audio, video, maps, oversize, etc.) as well as for the different languages and within each subject class, the cutter number (also known as the Author number and named after Melvil's friend, Mr. Cutter) distinguishes the various books, usually by the author. If there is no author, the main title is used instead.

The Cutter number allows us to shelve these authors alphabetically without spelling out their names. There may also be a Work mark at the end of the Cutter number. A Work mark occurs most frequently in the 800's (Literature). It is used when the Library has more than one book by the same author in that specific subject class.

The Edition number is usually the year of publication. This is necessary to distinguish works in the collection which have been revised or are a classic work that has been repeatedly issued by different publishers.

The Part number is used when the book is so long that it was physically divided up. Encyclopedias are most frequently issued as multi-volume works.

The Copy number means that the Library has (or had) identical copies of the same book.

Here are some of the more popular and useful DDC class numbers:

- 000 GENERALITIES
- 005 Computer Science
- 030 General Encyclopedias
- 050 General Periodical Publications [circulating only]
- 080 Special Collections

- 100 PHILOSOPHY
- 150 Psychology

- 200 RELIGION
- 290 Comparative Religion and Non-Christian Religions

- 300 SOCIAL SCIENCES
- 327 International Relations
- 355 Military Arts and Sciences
- 370 Education
- 398.2 Fairy Tales

- 400 LANGUAGE
- 410 Linguistics
- 420-480 Western European Languages
- 490 Other Languages

- 500 PURE SCIENCES
- 529 Chronology (Time)

- 600 TECHNOLOGY
- 641.5 Cook Books

- 700 THE ARTS
- 741.5 Comic Books
- 780 Music
- 790 Recreation and the Performing Arts

- 800 LITERATURE
- 810-880 Western European Literatures
- 890 Other Literatures

- 900 AREA STUDIES
- 910 Geography and Travel
- 920 Biography and Genealogy
- 940-990 Modern History and Civilization

DLI students earn name on Dean's List

The following students have qualified for the Dean's List at the Defense Language Institute Foreign Language Center, Presidio of Monterey, as of Dec. 16, 1993:

EAST EUROPEAN I (Polish), 1st Semester

Frawley, John, WO1, USA
Weir, William, SPC, USA
Raventas, John, PO2, USN
Luce, Mary, PV2, USA

Students earning names on the Dean's List, as of Dec. 6, 1993, are:

ARABIC-EGYPTIAN, 2nd Semester

Matahen, Khaled A., SSgt, USAF
Perry, Michael R., CPT, USA
Prince, Michael R., A1C, USAF

ARABIC-EGYPTIAN, 3rd Semester

Norris, Joseph P., SFC, USA
Shaw, Darin S., SrA, USAF

ARABIC-IRAQI, 1st Semester

Price, Kathryn L., SPC, USA
Smith, Darin D., PFC, USA

ARABIC-IRAQI, 2nd Semester

Davis, Victor J., LT, USN
Herron, John J. Jr., SSG, USA
Marmon, Boaz B., PFC, USA

ARABIC-SYRIAN, 3rd Semester

Black, Richard L., SGT, USMC
Brown, Nathan A., A1C, USAF
Dix, Anthony B., SGT, USMC
Lock, Kevin R., SN, USN
Ozuna, Miguel A. Jr., PFC, USA

CHINESE, 3rd Semester

Anderson, John P., CPT, USA
Baenziger, Mark M., LTJG, USN
Doyle, John K., SA, USN
Kamphausen, Arminda A., Mrs.
Kamphausen, Roy D., CPT, USA
Packard, Anthony M., Capt, USAF
Taylor, Kristen G., SN, USN

FRENCH, 3rd Semester

Frazier, Leslie A., SFC, USA
Hampton, Daniel L., CPT, USA
Roghair, Neil E., A1C, USAF
Teague, Gloria K., Mrs.

ITALIAN, 3rd Semester

Bornt, John A., SSgt, USAF
Comstock, Michael A., Capt, USAF
Karaban, Michael A., SSGT, USMC
Naill, Timothy P., LT, USN
O'Neill, Patrick K., LT, USN
Schleicher, Michael V., CPT, USA

JAPANESE, 1st Semester

Nakayama, David T., LtCol, USAF
Rogers, Randall A., SFC, USA

KOREAN, 1st Semester

Read, Peter D., Capt, USAF

KOREAN, 2nd Semester

Alix, Mark F., TSgt, USAF
Hausam, David C. II, PV2, USA
Lopez, James S., SPC, USA
Morris, David P., SSgt, USAF
Weinandt, Mark J., A1C, USAF

PORTUGUESE, 3rd Semester

Hand, Joseph T., CPT, USA
Hand, Mary K., Mrs.
Sexton, April Y., A1C, USAF

RUSSIAN, 3rd Semester

Anderson, Richard J., CPT, USA
Fillmore, Douglas S., SN, USN
Van Bebber, Susan M., Mrs.
Webb, Laura M., SPC, USA

FILIPINO, 1st Semester

Emery, Glenn E., SGT, USMC
Jaenicke, Brian L., SFC, USA

FILIPINO, 3rd Semester

Mannion, Christopher M., SPC, USA
Robinson, Jeremy B., SR, USN

THAI, 1st Semester

Jernigan, James W., Capt, USAF
Johnson, Jack C., SGT, USA

VIETNAMESE, 1st Semester

Sutherland, John A., CPT, USA

SCOLA SCHEDULE

Effective January 1, 1994

Regular updated, Channel 7

Weststar Cable Pacific Daylight Time

Key: TD = *Tape Delay*; SD = *Same Day*,

TW = *This Week*; R = *Repeat*

WEEKDAYS

2200 SYRIA (Arab TV) Damascus: TD
 2230 RUSSIA TV (News 1): R
 2300 BULGARIA: TD
 2330 KENYA (KBC): TD
 0000 ITALY (RAI): R
 0030 SWEDEN (Nyhetema): TD
 0100 CZECH REPUBLIC (F1): TD
 0130 SLOVAKIA, Bratislava Akuality: TD
 0200 ROMANIA (TVR 1) Actualitati: TD
 0245 CHILE (24 HORAS): TD
 0330 PHILIPPINES (TV5) Balitang Balita: TD
 0400 BRAZIL (Various): TD
 0430 LITHUANIA: TD
 0500 MEXICO (ECO): "LIVE"
 0600 FRANCE (FRANCE 2): R
 0630 ISRAEL (Channel 2): TD
 0700 TAIWAN, CHINA (CTS, TTV, CTV): "Live"
 0725 SCOLA Schedule
 0730 UKRAINE (YT-1): TD
 0800 GERMANY (Deutsche Welle): SD
 0900 JAPAN (Fujisankel): SD
 1000 RUSSIA (News 1): "Live"
 1100 CHINA, Beijing (CCTV): SD
 1200 SAUDI ARABIA: TD
 1230 IRAN: TD
 1300 JORDAN: TD
 1330 LATVIA: TD
 1400 CHINA, Tai Yuan, (Yellow River TV): SD
 1500 POLAND (Wiadmosci): TD
 1530 ITALY (RAI 1,2): TD
 1600 FRANCE (France 2): SD
 1630 HUNGARY: TD
 1700 CROATIA: (Dnevnik) Hrvajska Televizija: SD
 1800 SLOVENIA TV: TD
 1830 TUNISIA: TD
 1900 UNITED ARAB EMIRATES: TD
 2000 CANADA (TVA-CFTM) Les Nouvelles: "Live"
 2030 KOREA (The Asian Network): SD
 2100 GREECE (Antenna TV S,A): TD
 2130 ISRAEL: R

SATURDAYS

2200 Readings from the Holy Qura'n
 2215 CANADA: TW
 2300 CROATIA - Special Program

0000 LATVIA: TW
 0100 LITHUANIA: TW
 0200 CZECH REPUBLIC: TW
 0300 SWEDEN: TW
 0400 MEXICO (ECO): "Live"
 0500 GERMANY (Deutsche Welle): TW
 0700 TAIWAN, CHINA: SD
 0725 SCOLA schedule
 0735 TAIWAN, CHINA: TW
 0800 GERMANY (Deutsche Welle): TW
 1000 RUSSIA: TW
 1100 CHINA, Beijing: "Live"
 1200 Gulf Cooperation Council for the Arab States
 (starts Dec. 18)
 1330 ITALY: SD & TW
 1430 HUNGARY: TD
 1500 CHINA, Tai Yuan: TW
 1600 FRANCE: SD
 1630 SLOVENIA Magazine
 1700 CROATIA: (Dnevnik) Hrvajska Televizija SD
 1800 Voice of the Arab World: Special Programs
 2030 KOREA: TW
 2100 POLAND: TW

SUNDAYS

2200 Readings from the Holy Qura'n
 2215 BULGARIA: TW
 2300 CHINA, Tai Yuan: TW
 0000 PHILIPPINES: TW
 0100 CANADA: TW
 0200 GREECE: TW
 0300 ISRAEL: TW
 0400 MEXICO (ECO): "LIVE"
 0500 CHILE: TW
 0600 BRAZIL: TW
 0700 TAIWAN, CHINA: SD
 0725 SCOLA schedule
 0730 Voice of Arab World special programs
 1000 GERMANY (Deutsche Welle): SD
 1030 GERMANY (Deutsche Welle): "Live"
 1100 CHINA, Beijing: "Live"
 1200 FRANCE: TW
 1300 GERMANY (Deutsche Welle): "Live"
 1400 GERMANY (Deutsche Welle): TW
 1430 HUNGARY (NBN)
 1530 SCOLA SHOWCASE: Special Programs
 1630 ITALY (RAI): TW
 1700 CROATIA: (Dnevnik) Hrvajska Teloevizija: SD
 1800 AFTAB
 2000 NOAHS World Television
 2130 KENYA (KBC): TW

SOF Project wraps up successful tenure

Story and photos by JO2 Douglas Stutz

The project began with a lot of questions. It ended with them answered, along with it ending up as being one of the most successful undertakings put together by the Defense Language Institute.

In between, it brought together personnel from many schools, departments and offices of DLI, as well as from Fort Bragg, to form a professional team that supplied the Army's Special Forces with linguistic support, such as they had never received before.

The project is a result of an agreement with Fort Bragg for assistance to write courses in 13 languages with special emphasis on certain geographical areas of the world and also on certain proficiency levels.

"Our goal on these courses was attaining a level of one (across the board)," said Carl Erickson, SOF supervisor of Portuguese and Spanish. "Although, some students will attain a 1+ as a result of the materials and some very, very good students will be able to attain a 2. This is quite an advance from what the special forces had before, for their goals were 0+, so we moved the level up."

The courses put together were in German, Latin American Spanish, French (with emphasis of Zaire), Portuguese (with emphasis on Angola), Polish, Russian, Czech, Persian, Arabic, Korean, Vietnamese, Tagalog and Thai.

The project finished on Dec. 23, 1993. Almost all of the people who have come to the project from DLI's departments and offices will be returning "up the hill." Larkin School, property of the Monterey School District, had been the home of the project since August 1991.

"The project has been separated from



A building is just a building until your office is in it. Larkin School, leased by DLI, was the site of the SOF Project since August 1991.

the other DLI departments, not only in locale, but in objectives," said Erickson. "Objectives haven't been undertaken with the knowledge that they would automatically be utilized by the various departments. But, it is very possible that some of the materials will be used.

"As a matter of fact, the Portuguese materials that we assembled for Angola are already being used by the Portuguese Department with a new class. And there are lots of elements in these materials that can be taken by other departments and used by them. In other words, we want to get maximum use out of all of our efforts and all the materials that we've accumulated in the SOF Project."

According to Erickson, the one thing that makes this project stand out from all others is the fact that it has a computer-assisted study element (CAS).

The homework for every lesson, in all 13 languages, has been computerized. There still is paperwork, but the computerized homework is what is expected to be used at Ft. Bragg.

Obviously the paper homework will

be used by those of the language community who do not have access to a computer. Plus, there has been a lot of interest expressed by civilian language teaching organizations in the computerized homework.

"The project really started out with a lot of questions about how we would be organizing the homework," noted Erickson. "In the past two years, we've come a long way. We've made a lot of discoveries about how computerized homework can be made more effective for the student(s) to learn. We started with the German course, which was our prototype. It's been refined over and over, to where it really could serve as a model for anybody who wanted to do computerized learning at 0+ and 1+. We're hoping that the departments also find our computerized learning model useful, for in many cases, they don't have anything like it."

"We used graphics in a way that most

(See SOF Project, page 17)

(SOF Project, continued from page 16)

DLI courses do not. For example, we took advertisements from newspapers in the target language and incorporated them in our course work. The graphics made the course more 'friendly' by breaking up the constant gray of text, by adding visual and educational appeal, thus making that particular lesson more attractive and interesting to the student."

The courses also incorporated tasks with the lessons, like buying food, clothes and finding entertainment. Medical lessons were added, where students learn the terms for local illnesses, diseases and how to carry out routine examinations of patients. Pertaining to certain geographic locations, it hasn't always been easy to get authentic material. Angola is a prime example, but SOF managed and authenticated its' Portuguese course as much as possible to Angola. There is no other course like it anywhere in the US. And the same can be said about French, which is devoted to Zaire. Where there is some courses that focus on Africa, there are none that focused exclusively on those particular countries.

"SOF project was self-contained," Erickson said. "It had a beginning, middle and now we've come to the end. We have learned all along what is needed to be done in order to turn out the final

product. Every lesson has been the result of cooperation of a lot of people. It's not just the Persian team or the Thai team, you have to describe them in the form of extended-teams. So, we had editors, graphics/production and computer experts. We had to be sure that the exercises we were developing, as a team, were CASable and could be transferred to a computer as a teaching/learning instrument. If it couldn't be transferred to CAS, that meant that person would have to rewrite the whole program and they didn't have time for that. There was more than one time when a lesson couldn't automatically be transferred onto a computer program, so all of our staff was in constant communication, going over every lesson and course."

"I believe that there are two major lessons to be learned from the SOF project that apply to DLI as a whole," said Lt. Col. Edward Rozdal, the overall project manager. "The first is that the SOF project succeeded largely because we operated more like a private business than like a government entity. Like a private business, we had a finite budget and produced a satisfactory product on time.

It was left up to us to ensure that we stayed within budget and produced a satisfactory product on time. None of this made our lives easier, but accountability helped us get the job done.

"A business friend once said that the greatest difference between the government and private sector is that the government is process oriented, whereas the private sector is oriented toward producing a product. In other words, government will work on a product until, finally, the money



The Cavalry commeth . . . Lt. Col. Edward Rozdal presides over the SOF Project's 'Hail and Farewell.'

runs out, whereas private enterprise, which does not have the government's resources, earns nothing until the product is on the street.

"Unless government can learn to do the job more in the entrepreneurial spirit of the private sector, we will be made redundant by change. Unless we can do things better, faster, and cheaper, we will not be competitive. This is exactly the point made by our commandant in his 25 June 93 letter to us on the subject of 'BRAC and the Future.'

"We will be made redundant by change unless we can do things better, faster, and cheaper. We will not be competitive if we do not follow this

(See SOF project, page 18)



(L-R) Dr. Yousef Saad, Nabil Kahlil, Dr. Monika Ihlenfeld put finishing touches on the SOF Arabic/Egyptian dialect course.

DLI Success

(SOF Project, continued from page 17)

philosophy.

"The second lesson is the successful use of technology in the SOF materials," continued Lt. Col. Rozdal. "The Computer Assisted Study (CAS) element of the BMLC is not perfect, but in the process of creating it, a wide range of lessons have been learned that could prove useful in the future. Now that Fort Bragg has a CAS element that teaches to levels one and one-plus in 13 languages, it makes sense to consider the possibility of creating a second-generation CAS program to build on the original.

"The question is not whether technology has a place in language learning. The question has been settled in the affirmative. The question now is how the government language-learning community can use technology to speed up the learning process and allow the teacher more time to do what human beings, as opposed to machines, do best."

"Also," concluded Lt. Col. Rozdal, "I would like to thank the many people at DLI and Fort Bragg who have helped to bring this project to a successful conclusion. I am very grateful for everyone's dedication and will never forget the many contributions."

Foreign Internal Defense (FID) is one of the Special Forces' five main missions, and the language training is important to interacting with the local populace, he said.

The lesson plans that the SOF Project developed for the Special Forces soldiers will give them the needed resource(s) and basic guide(s) in their MOS and target language to follow and pass on to their training cadre(s).

The SOF Project might be over as far as its responsibilities to Fort Bragg are concerned, but the knowledge, insight and lessons learned will go a long way in helping to improve DLI.

Instructors of the year

**Not one, but two
DLI language coordinators
nominated by
Kiwanis Club of Monterey**

By JO2 Douglas Stutz

Academic Specialist Professor Raul G. Cucalon and Training Instructor Maria P. Aparicio, Spanish Department coordinators, were named as the Kiwanis Club of Monterey Instructors of the Year at the Defense Language Institute for 1993.

The honor is especially noteworthy for it is the first time both awardees have both come from the same department. They were given a Certificate of Recognition for Professional Excellence and Community Service, along with a monetary award that they donated to the charity of their choice.

"It was a complete surprise, as well as a wonderful experience for both of us to be involved in," said Prof. Cucalon.

"It was a great honor for our whole school that these two were selected,"



Professor Raul G. Cucalon, DLI academic specialist, and Maria P. Aparicio, DLI training instructor, confer on their training materials before class.

said Dr. Maria DeSoto, Spanish chairperson, Department C. "They both are very mission-orientated and truly get their students ready to use their acquired language skills on their future tasks. There is more and more expected of our teachers such as being learner-focused and preparing our own materials."

"They are the two hardest working teachers we have," noted Mrs. Deanna

Tovar, Spanish chairperson, Department B. "Everyone recognizes their commitment in putting forth the needed materials, and preparing the students. We can always count on them."

Along with MLI instructor SSGT Doug Kiser being named Instructor of the Year, the Spanish Department has established itself as a very competent, professional component of DLI.

Computers and the classroom

By Monique Navelet

By learning how to use a computer and how to program a computer, I became adept at using various types of computers and programs.

I was trained to use computer programs such as Database IV, Word Perfect, Display Write 4, as well as a typing tutorial program. These commercially produced training software programs had the following educational features.

You were in control of your own learning, namely, you could select the path of your own learning. There were options to choose from.

You could select when and where you wanted HELP. Help was always available.

You could select the SPEED at which you wanted to type in the typing tutorial.

You could also select WHEN you wanted to take the SELF-ASSESSMENT test. When you took the test and made mistakes, the program would give you indications on the possible causes of your mistakes so that you could avoid them in the future. The tone of voice in the corrections was always pleasant.

These were my conclusions:

We, as teachers, have had captive audiences for too long and we have forgotten what it means to sell our products by making them attractive and "User Friendly." We have also forgotten how pleasant it is to be in control, and how much harder we can work when we want to. Hence, we need to relinquish control over learning and to become learner-centered.

I learned to write computer programs for teaching reading and listening skills. As a result I learned to provide options for the students. I think about the HELP feature of any program. I explore the kind of feedback you give to a learner. I devise self-assessment quizzes as well.

I'm able to carry all of this into my classroom teaching. For example, I give menus to the students of the various activities we have during our three-hour sessions (these discussions, carried in French, also help make French function like a language) and students select and prioritize the tasks.

For homework they have the choice of the kind of homework they find most useful for them. Because, most important in my teaching is to remember that our students at the Defense Language Institute are adults and are capable of making their own decisions in life and in learning a foreign language.

(Monique Navelet is an Education Programming Management training instructor at the DLI.)

Computer Ergonomics

Protecting Yourself

Compiled by Scarlett de Galffy

This is the first in a series of three articles about computer ergonomics.

Ergonomics is a science which studies body and equipment positions of people at work and recommends ways to prevent aches and pains.

How you sit and operate your computer equipment, especially for long periods at a time, can put strain on your body. When muscles are not exercised they contract, resulting in poor circulation and aches and pains.

1. Avoid monitor glare:

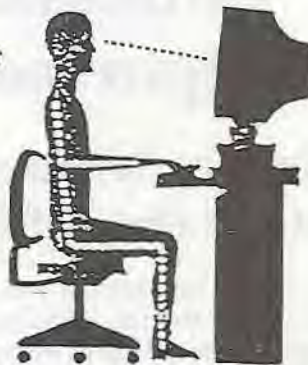
* Angle your monitor so that light from windows or ceilings does not reflect from it.

* Avoid placing your monitor directly beneath overhead lighting.

* Avoid facing a window while working at your monitor, or at least try to position at a right angle.

* Use the brightness control on your monitor to reduce brightness. (Brightness button is located at the bottom right hand side of the monitor).

* Attach a filter screen to your monitor.



2. Position your body the correct way:

* Sit in your chair, place your feet flat on the floor, and form right angles at your knees.

* Position your body at a right angle to your thighs or lean back a little. Make sure your back touches the back of chair, if not, get a cushion. (Do not lean forward.)

* As you reach out to the keyboard, make right angles at your elbows with your arms parallel to the floor or slightly elevated. Make sure you can keep your wrists flat as you type.

* Keep your head erect and positioned so that your eyes are looking slightly down to see the center of your monitor.

* If you look at documents while you are working, use a copy stand, positioned at the same angle or height as your screen. This avoids eye and neck strain.

(Scarlett de Galffy is a management assistant for the DLI Resource Management Division.)

Air Force Reserve has military benefits too

The Air Force Reserve has a continuing mission at DLI to recruit active duty Air Force members for positions with the Air Force Reserve.

STILL LOOKING: The Air Force Reserve is looking for individuals to fill immediate openings in the Air Force Reserve. Positions are available locally and nationally. For more information call MSgt Todd Zimmerman at (408) 723-8600.

The mailing address is USAFR Recruiting Office, ATTN: MSgt Todd J. Zimmerman, 5353 Almaden Expy # 33B, San Jose, CA 95118-3632.

Discount tickets at POM ITT Office

The Presidio of Monterey ITT Office is located in the Recreation Center, Bldg. 843 on Mason Road next to Price Fitness Center (Gym).

All active duty, retired military, DoD civilians and their families are welcome. For a list of discount tickets available and other upcoming events, stop by and pick up a current brochure.

Office hours are Tuesday through Friday from 10:30 a.m. to 6 p.m., but closed for lunch from 2 to 3 p.m.

For more information, call 647-5377.

Call 800 for tax help

For free tax forms and publications write to:

IRS
Forms Distribution Center
P.O. Box 25866
Richmond, VA 23289

For help with resolving a problem, check with the local IRS office or IRS district director, or call toll-free 1-800-829-1040. Hearing-impaired individuals who have a telecommunication device for the deaf may call toll-free 1-800-829-4059.

Toll-free number for information on POV shipment

Persons shipping privately owned vehicles (POV's) through the processing point at OAKLAND ARMY TERMINAL, Calif., can call the following number for shipping information:

1-800-446-0443

The Military Traffic Management Command, Western Area, began the toll-free line to answer questions on how to ship a POV, expected arrival time of enroute vehicles, the probable time of the next shipment departure, and available services for military personnel in the San Francisco Bay and Monterey Bay areas.

Earthquake preparedness

briefing, information at Fort Ord Red Cross

Are you still shaking? The American Red Cross at Fort Ord has information available to help you beat the quake. Learn to be prepared before the next quake hits. Red Cross can provide earthquake briefers for your group or you can stop by the office at 3rd Avenue and 10th Street, Bldg. 2662, Fort Ord, to pick up any information you desire. For more information call, 242-7801.

First aid, CPR, safety classes offered by Red Cross

The Fort Ord Red Cross will offer a Standard First Aid Class on Feb. 5. This class meets on Saturday from 8:30 a.m. to 4 p.m. The class teaches adult CPR, and first aid for bleeding, poisoning, burns, and other life threatening emergencies. The course fee is \$17. For more information, call 242-7801.

The Fort Ord Red Cross will offer a Community First Aid and Safety Class on Thursday, Feb. 17 from 6 to 10 p.m., and Saturday, Feb. from 9 a.m. to 3 p.m. This two day class teaches rescue breathing, choke saving, and CPR for infants, children, and adults, along with basic first aid. The course fee is \$18. For more information, please call 242-7801.

The Fort Ord Red Cross will offer a new class, "CPR for the Professional Rescuer" to be held on Feb. 26 from 8 a.m. to 5 p.m. This course teaches more advanced methods of CPR and life saving techniques, like the two-person CPR method. It is recommended that individuals be certified in infant, child and adult CPR prior to enrollment in this course. Course fee is \$20. Course participants must also have a face mask for the class. A face mask can be purchased from the Fort Ord Red Cross for \$10. For more info, call 242-7801.

The Red Cross needs you

The Red Cross will remain at its present location (3rd Ave. and 10th St., Bldg. 2662, Fort Ord) through the spring of 1994. The office will then relocate to a yet undetermined location on one of the military installations on the Monterey Peninsula.

Volunteers are always needed, especially for their Disaster Action Team. Call 242-7801.

Information Management Division
Information Center
presents a

Demonstration

of Configuring MS-DOS for Windows

Date: **Feb. 25, 1994** Time: **1 p.m.**

Location: **Weckerling Center, Bldg. 326
Presidio of Monterey**

Target Audience: **Any interested DLI faculty and staff member.**

This demonstration will offer assistance with:

- * the ideal CONFIGURING SYSTEM for Windows.
- * the ideal AUTOEXEC.BAT for Windows.
- * memory management for Windows.
- * how to optimize your PC.

Is your job training worth college credit?

The College Level Examination Program (CLEP) enables students to earn college credit by examination.

All active duty military personnel are eligible to take CLEP tests to demonstrate college level competency, no matter where or how this knowledge was acquired: through formal study, private reading, employment experience, non-credit courses, adult classes, TV/radio/cassette courses, military/industrial/business training, or advanced work in regular high school courses.

Many military personnel have reduced the cost in time and money of their college education by successfully completing CLEP tests for credit.

Five general CLEP examinations are available: English Composition, Social Sciences and History, Natural Sciences, Humanities, and Mathematics. Up to 30 semester hours of college credit can be earned by successfully completing these five examinations.

Further information and assistance can be obtained from your Base Education Office.

DLI Civilian Personnel Office employee receives Superior Civilian Service Award

Nora O. Deis, chief of Management Employee Relations, Presidio of Monterey, is presented the Superior Civilian Service Award by DLI Commandant Colonel Vladimir Sobichevsky on Dec. 3, 1993. The award is in recognition of her dedication to duty during her 50 years of federal service, and is signed by TRADOC Commander General Frederick M. Franks, Jr.



Parenting Support Group meets each Thursday

The Parenting Support Group at Fort Ord meets each Thursday at 6 p.m. in Bldg. 2286 (next to the Pool and Sports Arena, formerly Rec. Ctr. #2). FREE child care is available.

Join other parents in "Celebrating Parenting:"

- * Develop parenting skills -- problem solving; effective discipline.

- * Expand social contacts -- and share ideas with other parents who are dealing with similar issues.

- * Discover community resources -- learn about the various agencies that are available to assist you.

To register, call Family Advocacy, ACS, at 242-5950.



Sole Parent Support Group meets each Wednesday

Meet other sole parents at 6 p.m. each Wednesday at Bldg. 2286, Fort Ord. Develop parental self confidence by improving problem solving and learning disciplining techniques. FREE child care is available. Call 242-5950.

Play Groups for parents and kids

Stilwell Park:

Tuesdays, 9:30 a.m. at the Noumea Road Playground trailer. Call Bonnie Mathews at 899-1803.

Patton Park:

Wednesdays, 10 a.m. at Bldg. 3045, behind Patton Park Shoppette. Call the Army Community Service, 242-5611 or 242-3903

Marshall Park:

Thursdays, 10 a.m. at Marshall Office on Malmedy. Call Mayor Lisa Clayton at 899-3872.

Delta Company -- one big family

By PFC Diana L. Rethoret

The fact that life in the military involves change and transition has been well illustrated here at DLI, especially recently with the relocation of most of the DLI schools during October and November 1993.

Because of the school moves, some personnel had to be reassigned to other companies.

The Arabic Department split into two schools and as a result, two classes from Delta Company and two classes from Bravo Company switched companies.

Change always creates stress -- even for service members who don't live in the barracks.

Being assigned to a different company

means having to readapt to new times and places for formations, new people, a new chain of command and possibly new over-all procedures.

The cadre of Delta has done an excellent job of easing the transition for their newly acquired personnel. The new Ducks are participating in activities from the run team to the Family Support Group.

The Delta FSG recently held a successful bake sale. The proceeds were used to fund the company Christmas mixer which was open to all soldiers in the company. The party was held at the main chapel at Fort Ord.

In one corner a television and VCR were set up, showing movies to all the kids, from tots to those in their thirties. After everyone had a chance to sample homemade goodies, deli trays and the commander's famous spiced cider, the children were

treated to a special visit from Santa, and a chance to get a free picture with Santa. Other special visitors included Troop Support Commander LTC James W. Berry and his family, and Maj. Gene Ahlstrom and SFC Carmen Munoz.

The Delta Company Christmas party was a complete success due in a large part to the help and cooperation of soldiers in the barracks.

The Delta Company FSG welcomes any of its soldiers who enjoy wholesome family activities to please contact someone on the FSG staff. Their interest and participation will be appreciated.

From all of the Delta Ducks, we hope your holidays were safe and happy and we wish you all the best in the new year.

(PFC Diana L. Rethoret is an Arabic student assigned to Delta Company).



Running down that personal promise

By JO2 Douglas Stutz

The start of a new year gives quite a few people the opportunity to make resolutions to strive to improve themselves.

A number of these resolutions revolve around getting in better physical shape, shedding those extra pounds gained over the holidays, and in general, improving one's appearance.

Sometimes a person's best intentions get overshadowed by other responsibilities at work, at school, and at home. Those are understandable reasons why a person can't get to the gym when they want, or log in some miles on the track or along the beach. But it is a undeniable reality that many a individual's resolution to better their physical readiness with a workout program has a tendency to lapse due to apathy.

Then again, there's those people whose idea of running comes under two categories; away from enemies and to the bathroom.

But, in this day and age, if a person is in uniform, physical fitness standards must be adhered to. And what better way to keep in shape than to take in a local 10K or 5K run/walk? So what if you don't want to log in a personal best, the bottom line is that you're out there, participating. You'll see young and old out on any course, regardless if it's hilly or flat, scenic or blemished; you'll see couples running, parents with infants in strollers jogging, wheelchair contestants whirling, weekend warriors chugging, speed demons racing, slow-but-sure walkers promenading and dog owners straining (sometimes you wonder who's leading who).

Here's a list of the upcoming local Monterey Bay area runs/walks coming up in the near future:

February 6 (Sunday)

Aptos (just north near Santa Cruz): NorthWind 10 mile Classic Road Run, 8:30 a.m., \$10, \$12 w/goody bag, medals 10-deep. Very hilly paved loop. 408-688-6072.

February 13 (Sunday)

Pacific Grove: "Together with Love" 10K Run/Walk. 9 a.m., \$15. \$18 after 2-4, w/long sleeve shirt. At Lover's Point, mostly flat, beautiful out/back loop. Benefits Monterey Rape Crisis Center. 408-373-3389.

February 20 (Sunday)

Santa Clara: "Spirit of Hope '94" 10K. 9 a.m. \$15, \$18 race day, w/t-shirt. Straight-flat-paved. 408-980-9801.

February 26 (Saturday)

Monterey: Presidio of Monterey's own "Run With The Dream" 10K/5K. 9 and 9:10 a.m. \$12, \$17 race day w/long sleeve t-shirt. Course is hilly, paved, scenic and challenging. 647-5668/5442.





Are you driving to the mountains?

By Cpt. Brian E. Walter

As he drove up into the mountains, John was thinking about how long he had been looking forward to this ski trip. In his mind, he had visions of skiing on freshly laid snow and relaxing around a hearty fire while drinking hot cider.

These visions only made John drive that much faster. About half way to the ski lodge, it began to snow. The snow only increased his excitement as he raced towards his final destination.

When he was about 10 miles from the lodge, John rounded a corner onto an exposed mountain ridge. Suddenly, the car began to skid. He slammed on the brakes, but the car continued to spin out of control. He felt himself pushed back into his seat as the car left the road. With a massive thump, the car plowed into the ditch and hit a tree.

Several minutes later, as the police tow truck arrived, John looked at his smashed and twisted car with a heavy heart. Deep down he knew that he had been lucky. His safety belt had

prevented him from being seriously hurt. Yet, he could not get the idea out of his head that the weekend that had started out so promising, had ended so badly.

Although this story is fictional, every year thousands of similar accidents occur just like this one throughout the country.

In many cases, the individuals involved are not as lucky as John. People are seriously injured and or killed in winter driving accidents. Here are a few safety tips to help you avoid becoming an accident victim:

- * When driving into areas prone to snow fall, listen to weather reports and plan your trip accordingly. When possible, avoid driving through snow storms. Be aware that the weather can change quickly.
- * When driving into higher elevations, be on the lookout for icy or slick conditions on the road, especially on areas not exposed to sunlight. Bridges and exposed windswept ridges and passes are particularly prone to these conditions. Remember, clear weather can be deceiving.
- * When driving on wet, slick, and/or icy roadways, please SLOW DOWN! Keep the car in low gear.
- * Use tire chains or snow tires. Bring a shovel and a bag of sand or kitty litter for traction.
- * When trying to slow down or stop on slick and/or icy roads, pump the brakes and gear down. Never slam on the brakes.
- * If the car begins to skid or slide, turn the wheel in the direction of the skid.
- * As in all driving conditions, always, always remember to wear your seat belt.

Health care services undergoing changes

(The following information is provided by SBHACH, Public Affairs Officer, 1Lt Chris McManus).

Aetna Government Health Plans will be the CA/HI contractor for the Managed Care Support (CHAMPUS) contract for DoD personnel. Foundation Health's request for injunction was denied on Jan. 21. For more information, call the Coordinated Care Division at 242-4005/4885/5512.

Effective Feb. 1, **CHAMPUS changed to TRICARE!** At this time the terms are basically interchangeable. The point of contacts are Coordinated Care Division at 242-4005/-4885/5512 and the TRICARE Service Center, 1st Floor, Silas B. Hays Army Community Hospital (SBHACH), Fort Ord. Call 647-2180.

Complete CHAMPUS/TRICARE briefings are offered daily from 2 to 3 p.m. in Room 608 on the 6th Floor of the Fort Ord hospital.



If you or your dependents are enrolled in CHAMPUS Prime and have NOT received a transition letter from Aetna Government Health Plans you need to contact either the Coordinated Care Division at SBHACH or the CHAMPUS/TRICARE Service Center

As of Dec. 1 the Emergency Room at SBHACH became an ACUTE CARE CLINIC with hours of operation from 7 a.m. to 11 p.m., seven days a week.

On Feb. 17, at 1:30 p.m. in the Headquarters Conference Room of SBHACH, there will be a Health Care Consumers Meeting. This meeting is not designed for individual attendance, but to have one representative from interested groups attend. In turn that representative will disseminate the information to the appropriate offices and people. Point of contact is the Clinical Support Division at 242-3826/6549.

A transition Health Care Fair for active duty personnel and their families is scheduled for Mar. 20 at the Naval Postgraduate School (Herrmann Hall and King Hall) from 9 a.m. to 4 p.m. Point of contact is the Coordinated Care Division at 242-4005/4885/5512.

The following is a highlight list to upcoming changes at SBHACH:

- March 1**
 - * Inpatient Pediatric Services close.
 - * Inpatient Podiatry Services close.

- March 15**
 - * Inpatient Oral Surgery closes.
 - * Inpatient GYN Surgery closes.
 - * Anesthesiology closes.
 - * Inpatient ENT Surgery closes.
 - * Inpatient General Surgery closes.
 - * Inpatient Orthopedic Surgery closes.
 - * Optometry Service closes.

- March 31**
 - * Outpatient Cardiology Service closes.
 - * Inpatient Neurology Service closes.
 - * Inpatient Internal Medicine Service closes.
 - * Outpatient Audiology Service closes.
 - * Inpatient Nutrition Care closes.

- April 1**
 - * Acute Care Clinic hours reduced from daily care to weekdays only (7 a.m. to 5 p.m.)

If you or your dependents need to know if a service is still available at SBHACH, please phone the Coordinated Care Division (242-4005/4885/5512), or the Clinical Support Division (242-3826/6549).

If in doubt, ask the pharmacist

The following information was compiled by Pharmacy Service Chief Perla P. Pangdan, RPH, and Sergeant Robert Steele, NCOIC, both of Pharmacy Service, Presidio of Monterey Army Health Clinic.

What's new in drugs:

as of January 1994

RESPIRATORY/ALLERGY

Last year many asthmatics became worried when a study came out suggesting that beta-agonist inhalers, such as Proventil, Alupent, etc. increase the risk of death.

A new study indicates this is mainly a concern for asthmatics who use NEBULIZERS, maybe because they're sicker to start with.

Recommendation: Discourage regular use of beta-agonist, and encourage reliance on CROMOLYN AND STEROIDS to control asthma and beta-agonist inhalers to relieve an occasional attack.

PAIN

SYNTEX is alerting physicians to use lower doses of IM TORADOL (Kertorolac) in certain high risk patients, people over 65 years old, people who weigh less than 110 pounds, or people with reduced kidney function.

These patients may have more problems with TORADOL such as GI bleeding, renal failure and even death.

Recommendation: High risk patients get the lowest recommended doses of injectable TORADOL, use 30mg IM followed by 15mg every 6 hours. Give narcotics in addition to TORADOL if patients need more pain relief. This is safer than increasing the TORADOL dose. Make sure patients get TORADOL

only for a limited time, up to 5 days for the injectable or 5 to 14 days for the oral.

PEDIATRICS

Physicians are prescribing AMOXICILLIN just ONCE a day for children with ear infection. There's now some preliminary evidence that this works as well as the usual TID doses. AMOXICILLIN once a day also works well for strep throat. It's more convenient and costs less than newer, once-daily antibiotics such as SUPRAX (Cefixime).

Reminder: Make sure kids get the same TOTAL daily dose of Amoxicillin as they would get if they were taking three smaller doses a day; also inform parents this new approach doesn't seem to cause any more side effects than when the Amoxicillin is given in smaller doses.

PEDIAZOLE is being given TID for ear infection instead of QID.

ROCEPHIN (Ceftriaxone) can be used just once-a-day for bacterial meningitis in children. Recommended dose for children is 100 mg/kg/day for 7 to 14 days but no more than four grams of Rocephin a day.

Pediatricians are still concerned that steroids are making children more susceptible to bad cases of chicken pox. One child has died. The steroids limited his immune response.

The latest news is that even children who use NASAL steroids such as BECONASE may be more susceptible.

Recommendation: Keep an eye out for children who have been using any oral or inhaled steroids right before coming down with chicken pox. Use ACYCLOVIR to lessen complications of chicken pox, but must be initiated within 24 hours when the first symptoms appears.

DIABETES

Recently they found CAPTOPRIL (Capoten) to slow down diabetic

nephropathy, a major complication of diabetes that leads to kidney failure. Diabetic nephropathy is a progressive loss of renal function. Patients eventually need dialysis or a kidney transplant. CAPTOPRIL seems to slow this loss by about half, even in diabetics who DON'T have high blood pressure. It's thought that Captopril prevents renal damage by lowering blood pressure IN THE KIDNEY. Other ACE inhibitors may also work.

Recommendation: Use Captopril for diabetics who show any signs of kidney disease, like protein in their urine. Experts say it probably helps both insulin-dependent and adult onset diabetics.

CARDIOLOGY

New research shows the ACE inhibitor Captopril (Capoten) seems to reduce the diuretic effect of FUROSEMIDE (LASIX). This is important because many patients with congestive heart failure take both Furosemide and an ACE inhibitor. Heart failure patients taking Furosemide rely partly on Angiotensin II and Prostaglandins to maintain blood flow to the kidney. ACE inhibitors may block this, leading to less urine production.

Recommendation: Watch for patients who start on ACE inhibitors such as CAPOTEN. Tell patients to alert their physicians if they have more swelling or edema.

Researchers are finding out that people from different ethnic backgrounds metabolize PROCARDIA (Nifedepine) much differently.

People from Bangladesh and India seem to metabolize PROCARDIA (Nifedepine) slower than Caucasians.

The same may be true for drugs with similar metabolism such as cyclosporins or the calcium blockers CARDENE, NORVASC, PLENDIL, etc.

Use Nifedepine CAUTIOUSLY. Keep in mind that some people may need lower doses of Nifedepine. Alert the patients that if they feel any heart palpitations or dizziness to inform their physicians, so the dose can be lowered.

Dental Clinic strives to meet needs of patients

The Fort Ord Dental Activity is scheduled to close Burke Dental Clinic Fort Ord on June 30. For military members remaining at Fort Ord dental care will be provided by the Presidio of Monterey Dental Clinic.

As of June 30, all clinical and administrative responsibilities for dental care for Presidio of Monterey, and Fort Ord dental patients will be the responsibility of the Presidio of Monterey Dental Clinic, which became a Health Services Clinic Command on Nov. 1, 1993 under the command of Col. John R. O'Neal.

The Presidio of Monterey Dental Clinic is already preparing for this change, while at the same time, continues to strive to meet the current needs of patients and minimize the time students are out of class. For example:

Emergency dental treatment

To reduce the waiting time at the clinic for patients needing emergency dental treatment, the emergency treatment clinic staff has been tripled during 7:30 to 8:30 a.m.

Dental sick call

To best benefit from the increased staff coverage, dental sick call patients need to report to the POM Dental Clinic promptly at 7:30 a.m. Late morning or afternoon arrivals will find a much longer waiting time for patients already scheduled for appointments.

Dental In-processing

Dental in-processing is conducted from 12:30 to 3 p.m. Monday through Friday. During this time, records can be audited and updated, as needed. Should an examination be required for updating, it will be performed at that time, rather than requiring an additional appointment.

Dental Out-processing

Dental out-processing can be accomplished at any time during clinic operating hours, and generally will require just a few minutes to sign out the record, assuming it is up to date. If an examination is required, additional time will be necessary.

Annual and Overseas dental examinations

Annual and overseas screening dental examinations are now available on both scheduled and walk-in basis. Scheduled examinations are available from 10 to 11 a.m. Monday through Friday. Walk-in examinations are available during all clinic hours, however emergency treatment and patients with scheduled appointments will have priority.

Delta Dental insurance program

All military personnel are advised to use the Delta Dental insurance program for dental care for their family members, if

eligible, because of the extremely limited availability of non-active duty appointments. By law, the dental clinic is not able to provide any care that is covered by the Delta Dental Program.

Emergency after-hours care is now conducted at the POM Dental clinic. Call the Dental CQ first for screening of the situation. To call the CQ, dial 4-2-0112 (ext. 607) from a military line, and 242-0112 (ext. 607) from a civilian line. Provide the CQ with your name and your telephone number so your call can be returned. If clinical care is indicated, you will be provided with the necessary instructions on being treated at the clinic.

Need dental advice?

If a situation exists that requires individual attention, please advise the POM Dental Clinic staff by calling 647-5612 or 647-5613, or feel free to stop by and speak with SSG Durand, NCOIC, or Col. John R. O'Neal.

Patient Satisfaction Survey

We welcome *you* to fill out the 'Patient Satisfaction Survey' that is always available for your use at the POM Dental Clinic.

The survey can benefit *you*, the patient, and also the clinic staff because:

- It gives you an opportunity to make your concerns, complaints, etc., known to us! Complaining to friends about the dental clinic, staff, or care does no one any good. Unless the clinic staff is aware of a problem, chances are not good that a fix will be found.

- The survey gives you the opportunity to be the donor of positive feedback, if warranted.

- And, the survey gives, us, the clinic staff, the chance to see if *changes* are, in fact, having as much an affect as we may think they are. At times, *your perspective is more useful* than ours.

The staff of the dental clinic will make every effort to provide timely, efficient care for all eligible personnel but is important that the patient population assume a certain degree of responsibility in the delivery of that care.

We welcome the opportunity to serve the military community in any way possible.



Tax check off supports Veteran's Memorial

Sacramento - Tax season, -- that time of the year that finds tax preparers working around the clock in an attempt to complete returns on time and also the time of the year that most of us just plain dread.

There is one group, however, that actually looks forward with great anticipation to tax season, and it's not the IRS.

The California Veterans Memorial Commission this year is again part of the annual tax check off program which allows for direct contributions by simply placing a figure in a box on your 1993 California tax return.

Veterans from throughout California have the opportunity this year to support the "All Veterans" memorial through the annual tax check-off program. Contributions to the memorial can be made directly by placing a figure on line 53 on the 1993 California Tax Return.

"There has been a tremendous outpouring of support from veterans in the past and we expect that support to continue this year," said CVMC Chairperson Gina McGuiness. "We are moving forward in our efforts to build this impressive memorial to all veterans from California, but are still in need of financial support to help us continue on our path of completion."

The California Veterans Memorial will be built at Capitol park in Sacramento and will honor all California veterans who have served since statehood was established in September of 1850.

"The tax check off program has proven to be a very successful fund raising program in past years and we look forward to another successful season," McGuiness said.

For more information, contact the Commission at (916) 653-1863 or your tax accountant.



Tax rules vary for senior citizens; check tax pubs

American Forces Information Service

Senior citizens should check the tax rules carefully because of special tax breaks offered only to them, said Internal Revenue Service officials.

For example, a single person age 65 or older with an income of less than \$6,950 generally doesn't have to file a federal tax return. For married couples filing a joint return, if one is 65 or older, they generally need not file if their income does not exceed \$11,600. If both are age 65 or older, the level rises to \$12,300.

Several other tax breaks are a credit for the elderly or the disabled and a higher standard deduction. Also, taxpayers at least 55 may qualify for a once-in-a-lifetime exclusion of some or all of the capital gain on the sale of their personal residence. There are certain restrictions, said IRS officials, but the exclusion generally applies if the individual has lived in the home at least three of the past five years and never used the exclusion. IRS officials recommended checking IRS Publication 523, *Selling Your Home*, for specific information.

Some publications that may be of particular interest to seniors and caregivers include:

- Publication 1, *Your Rights as a Taxpayer*;
- Publication 17, *Your Federal Income Tax*;
- Publication 502, *Tax Withholding and Estimated Tax*;
- Publication 523, *Selling Your Home*;
- Publication 524, *Credit for the Elderly or the Disabled*;
- Publication 554, *Tax Information for Older Americans*;
- Publication 910, *Guide to Free Tax Services*; and
- Publication 915, *Social Security Benefits and Equivalent Railroad Retirement Benefits*.

For copies of these and other free tax publications, check with the local library or call the Fort Ord's tax assistance office, Office of the Staff Judge Advocate, Legal Assistance, at 242-7861 or 242-7862. Ask for Mrs. Phyllis Nepa, the installation tax coordinator.

IRS telephone service answers tax questions

American Forces Information Service

Have tax questions about contributions, deductions or expenses? The Internal Revenue Service has a program that may help you.

Tele-Tax, a telephone prerecorded system, offers information on more than 140 different tax subjects, said IRS officials. The service is available any time, any day of the week, if you have touch-tone telephone, you must call during normal business hours.

Information on the service and how it works can be found in your federal tax return package. For a complete listing of the topics addressed, check the tax package or ask for Topic 123 when you call Tele-Tax. IRS officials said some subjects have also been recorded in Spanish.

To listen to more than 140 tax topics, call the telephone number listed in your tax package for your area or call toll-free 1-800-829-4477. The messages average a few minutes in length.

Some prerecorded subjects, with their topic numbers are:

- 251, *Computer-assisted tax filing*
- 252, *Electronic filing*
- 501, *Should I itemize?*
- 503, *Deductible taxes*
- 504, *Moving expenses*
- 505, *Interest expense*
- 506, *Contributions*
- 508, *Miscellaneous expenses*
- 509, *Business use of home*
- 513, *Educational expenses*
- 515, *Disaster area losses*

Unit Tax Advisors ready to help

From the Office of the Staff Judge Advocate,
Legal Assistance Office, Fort Ord

The Legal Assistance Office will only be assisting active duty soldiers and their family members. NOTE: Electronic Tax Filing is not available.

However, retirees may contact Mrs. Erma Ashley of the Army Community Services for assistance at 242-5611 or 242-5713..

Please be sure to make an appointment before stopping by.

Anyone needing federal or state tax forms should stop by the Legal Assistance Office, located on 12th Street, Bldg. 2793.

Below are the names of this year's **UNIT TAX ADVISORS** for units at the Presidio of Monterey, Fort Ord, Fort Hunter Liggett and the Naval Post Graduate School. Please talk with your Unit Tax Advisors for assistance in filling out your taxes before attempting to contact our office.

Presidio of Monterey, DLI

Sgt. Marion K. Saunders	HHC, DLI	647-5210/5399
SFC Arnold D. Kimble	A Co.	647-5514/5587
SSG Ralph E. Curtis	B Co.	647-5224/5387
SSG John Giersdorf	C Co.	647-5660/5107
SSG Macie W. Wlodarski	D Co.	647-5310/5368
SSG Lawrence L. La Clair	G Co.	647-5456

Fort Ord

Army Community Services, Mrs. Erma J. Ashley		242-5611/5713
SFC James Spearman	HHC, 67th GSB	242-2613
SFC William L. Sommerville	A Co., 67th GSB	242-2009/8847
SSG Gail Spearman	B Co., 67th GSB	242-5536
SSG Paul Lawrence	C Co., 67th GSB	242-5004/5763
SFC Shirley B. Hargrove	Meddac	242-3036/3206
SFC Robert F. Zidlicky Jr.	Meddac	242-5198/4400
SSG Stephen M. Stalcup	Meddac	242-3366
Sgt. Terry G. Pickett	Dentac	242-5315

Fort Hunter Liggett

Sgt. Lisa Gilbert	HXC, CXB, TEC, FHL	16-2710/2108
SSG Roger G. Dray	HXC, CXB, TEC, FHL	16-2717

Naval Post Graduate School

LCDR Felicisimo Landingin	FNMOC	655-8440
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Special Benefits for Disabled

Armed Forces Information Services

Some benefits and tax credits are available for taxpayers and families with disabilities, said Internal Revenue

Service officials.

For specific details, call IRS toll-free at 1-800-829-3676 and ask for a free copy of IRS Publication 907, Tax Information for Persons with Disabilities

Monthly BAQ rate BAQ 1994

PAY GRADE	SINGLE	PARTIAL	MARRIED
	FULL RATE	RATE	FULL RATE
0-10	730.50	50.70	899.10
0-9	730.50	50.70	899.10
0-8	730.50	50.70	899.10
0-7	730.50	50.70	899.10
0-6	670.20	39.60	809.70
0-5	645.30	33.00	780.30
0-4	598.20	26.70	687.90
0-3	479.40	22.20	569.40
0-2	380.10	17.70	486.30
0-1	320.10	13.20	434.40
03E	517.50	22.20	611.70
02E	440.10	17.70	552.00
01E	378.30	13.20	510.00
W-5	607.50	25.20	663.90
W-4	539.70	25.20	608.70
W-3	453.60	20.70	558.00
W-2	402.60	15.90	513.30
W-1	337.20	13.80	444.00
E-9	443.40	18.60	584.10
E-8	407.10	15.30	538.50
E-7	347.40	12.00	500.10
E-6	314.70	9.90	462.30
E-5	290.10	8.70	415.50
E-4	252.30	8.10	361.50
E-3	247.80	7.80	336.30
E-2	201.30	7.20	320.10
E-1>4	179.10	6.90	320.10
E-1<4	179.10	6.90	320.10

NOTE:

* Payment of the partial rate of BAQ at these rates to members of the uniformed services without dependents who, under Title 37 U.S.C. 403(b) or (c) are not entitled to the full rate of BAQ, is authorized by Title 37 U.S.C. 1009(c)(2) and Part IV of Executive Order 11157, as amended.

Basic allowance for subsistence '94

Officers

cash/in-kind 142.46/month

Enlisted members

When on leave or authorized to mess separately:

E-1<4 months 6.28/day
All other enlisted 6.80/day

When rations in-kind are not available:

E-1<4months 7.08/day
All other enlisted 7.67/day

When assigned to duty under emergency conditions where no messing facilities of the United States are available:

E-1<4 months 9.39/day
All other enlisted 10.16/day

Service Academy Cadet Pay is \$543.90, effective on Jan. 1, 1994.

Military pay chart, effective Jan. 1, 1994

Years of service

Pay
Grd <2 2 3 4 6 8 10 12 14 16 18 20 22 24 26

Commissioned Officers

0-10	6801.60	7040.70	7040.70	7040.70	7040.70	7311.00	7311.00	7716.00	7716.00	8267.70	8267.70	8821.50	8821.50	8821.50	9371.10
0-9	6027.90	6185.70	6317.40	6317.40	6317.40	6478.20	6478.20	6747.60	6747.60	7311.00	7311.00	7716.00	7716.00	7716.00	8267.70
0-8	5459.70	5623.50	5756.70	5756.70	5756.70	6185.70	6185.70	6478.20	6478.20	6747.60	7040.70	7311.00	7491.30	7491.30	7491.30
0-7	4536.60	4845.00	4845.00	4845.00	4845.00	5062.20	5062.20	5355.60	5355.60	5623.50	6185.70	6611.10	6611.10	6611.10	6611.10
0-6	3362.40	3694.20	3936.30	3936.30	3936.30	3936.30	3936.30	3936.30	4070.10	4713.60	4954.20	5062.20	5355.60	5536.80	5808.60
0-5	2689.20	3157.50	3375.90	3375.90	3375.90	3375.90	3375.90	3478.20	3665.40	3911.10	4203.90	4444.50	4579.50	4739.40	4739.40
0-4	2266.80	2760.30	2944.50	2944.50	2999.10	3131.40	3345.00	3533.10	3694.20	3856.50	3962.70	3962.70	3962.70	3962.70	3962.70
0-3	2106.30	2355.30	2517.90	2785.80	2919.00	3023.70	3187.50	3345.00	3427.20	3427.20	3427.20	3427.20	3427.20	3427.20	3427.20
0-2	1836.90	2005.80	2410.20	2491.20	2542.80	2542.80	2542.80	2542.80	2542.80	2542.80	2542.80	2542.80	2542.80	2542.80	2542.80
0-1	1594.80	1659.90	2005.80	2005.80	2005.80	2005.80	2005.80	2005.80	2005.80	2005.80	2005.80	2005.80	2005.80	2005.80	2005.80

Officer with more than 4 years' active duty as enlisted or warrant officer

0-3E	0.00	0.00	0.00	2785.80	2919.00	3023.70	3187.50	3345.00	3478.20	3478.20	3478.20	3478.20	3478.20	3478.20	3478.20
0-2E	0.00	0.00	0.00	2491.20	2542.80	2623.50	2760.30	2866.20	2944.50	2944.50	2944.50	2944.50	2944.50	2944.50	2944.50
0-1E	0.00	0.00	0.00	2005.80	2143.20	2222.10	2302.50	2382.60	2491.20	2491.20	2491.20	2491.20	2491.20	2491.20	2491.20

Warrant Officer

W-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3662.70	3801.60	3911.40	4076.10
W-4	2146.20	2302.50	2302.50	2355.30	2462.40	2570.70	2678.70	2866.20	2999.10	3104.40	3187.50	3290.40	3400.50	3506.40	3665.40
W-3	1950.60	2115.90	2115.90	2143.20	2168.10	2326.80	2462.40	2542.80	2623.50	2701.80	2785.80	2894.40	2999.10	2999.10	3104.40
W-2	1708.50	1848.30	1848.30	1902.00	2005.80	2115.90	2196.30	2276.70	2355.30	2438.10	2517.90	2597.10	2701.80	2701.80	2701.80
W-1	1423.20	1632.00	1632.00	1768.20	1848.30	1927.50	2005.80	2088.90	2168.10	2248.80	2326.80	2410.20	2410.20	2410.20	2410.20

Enlisted members

E-9	0.00	0.00	0.00	0.00	0.00	0.00	2496.90	2552.70	2610.60	2670.60	2730.30	2783.40	2929.20	3043.20	3214.20
E-8	0.00	0.00	0.00	0.00	0.00	2093.70	2153.70	2210.40	2267.70	2327.70	2381.10	2439.60	2582.70	2697.90	2870.40
E-7	1461.60	1578.00	1636.20	1693.80	1751.40	1807.20	1865.10	1923.30	2010.30	2067.30	2124.60	2152.20	2296.80	2411.10	2582.70
E-6	1257.60	1370.70	1427.70	1488.60	1544.40	1599.90	1658.70	1744.20	1798.80	1857.00	1885.20	1885.20	1885.20	1885.20	1885.20
E-5	1103.40	1201.20	1259.70	1314.30	1401.00	1458.00	1515.60	1571.40	1599.90	1599.90	1599.90	1599.90	1599.90	1599.90	1599.90
E-4	1029.30	1087.20	1151.10	1239.90	1288.80	1288.80	1288.80	1288.80	1288.80	1288.80	1288.80	1288.80	1288.80	1288.80	1288.80
E-3	969.90	1023.00	1063.80	1105.80	1105.80	1105.80	1105.80	1105.80	1105.80	1105.80	1105.80	1105.80	1105.80	1105.80	1105.80
E-2	933.30	933.30	933.30	933.30	933.30	933.30	933.30	933.30	933.30	933.30	933.30	933.30	933.30	933.30	933.30
E-1	832.80	832.80	832.80	832.80	832.80	832.80	832.80	832.80	832.80	832.80	832.80	832.80	832.80	832.80	832.80

E-1 with less than 4 months - 770.10

Note: Basic pay is limited to \$9,016.80 per month by level V of the executive pay schedule.

Figures include a 2.2 percent pay raise effective Jan. 1, 1994.

The raise applies to basic pay, Basic Allowance for Quarters and Basic Allowance for Subsistence.

FEBRUARY IS BLACK HISTORY MONTH

Events at the Presidio of Monterey

Feb. 4 – OPENING CEREMONY,
begins at 3 p.m. in the "Tin Barn" building,
(near the DLI Headquarter building).
Call 647-5184/5104; ask for SSgt. Richard Tatum.

Feb. 10 – ART/HERITAGE SHOW.
Show begins at 7 p.m. until 9 p.m. at the POM
Recreation Center Bldg 843 (next to Price Fitness Center).
The evening will feature presentations and an arts
and historian, and Mr. Walter Avery, a retired
Army graphics illustrators.

Feb. 11 – ESSAY CONTEST DEADLINE.
"Passing the Torch...Preparing for a Better Tomorrow."
Essays are due on Feb. 11 by COB.
Call 647-5148/5184; ask for SSgt. Richard Tatum.

Feb. 17-19 – STAGE PLAY: "Blind by Choice"
at 7 p.m. until 9 p.m. at the POM Recreation Center.
Call 647-5184/5104; ask for SSgt. Richard Tatum.

Feb. 26 – RUN: "Run with the Dream" (10K/5K),
starts at 9 a.m. at Sloat Monument.
Pre-registration fee paid before Feb. 19 is \$12.
Fee for registering after the postmark of Feb. 19 is \$17.
Registration will also be held Feb. 26 from 6:30 to 8:30 p.m.
Call SFC Bobby L. Hamby, Equal Opportunity Office, 647-5442.



Harriet Tubman leading a raid by Union Soldiers

"There was one of two things I had a right to, liberty, or death; if I could not have one, I would have the other; for no man should take me alive; I should fight for my liberty as long as my strength lasted, and when the time came for me to go, the Lord would take me."