

DLIFLC & POM

March/April 1996

GLOBE

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



Presidio Portrait

of
Lt. Col. Janet J. Escobedo
Commander, 311th Training Squadron

The responsibility of commanding a geographically-separated student squadron consisting of more than 600 enlisted and officer students and 34 permanent-party personnel lies with the 311th Training Squadron commander, Air Force Lt. Col. Janet Escobedo.

She provides for the morale, welfare, administration, discipline, housing and military training of assigned personnel, and is ultimately responsible to the commander of the 17th Technical Training Group at Goodfellow Air Force Base, Texas.

Escobedo, who has been in the Monterey area for one year, believes in taking care of people. "I treat people as I would like to be treated," she mentioned. "I strive to be firm, fair, swift and consistent in my actions. I don't believe in asking people to do anything I wouldn't do myself. I do believe in leading by example, and I keep a motto near my desk which says 'Lead, follow, or get out of the way!'"

The Air Force officer holds a bachelor's degree in French and interna-

tional studies from Virginia Polytechnic Institute State University and a master's degree in strategic intelligence from the Defense Intelligence College. She is currently working on a master's degree in counseling from Webster University.

During her 19-year career, she has held several challenging positions, including Advanced Systems Officer at Headquarters European Command, J-2 Plans in Stuttgart, Germany. Her most recent assignment before coming to the Presidio was at Kirtland Air Force Base, N.M., as Division Chief, Standard Systems Division of the Air Force Test and Evaluation Center.

Escobedo says her main goal is to leave the 311th Training Squadron with a higher quality of life than when she first arrived in February 1995. "I want students of all ranks to have comfortable, less-crowded, attractive dormitories," she noted. "I want them to have a strong voice in improving their academic language instruction through feedback using automated student questionnaires as the tool for improving the academic pro-

Photo by Master Sgt. Ron Hyink



Lt. Col. Janet Escobedo

cesses that lead to foreign-language proficiency of Listening-2, Reading-2 and Speaking-2. I want to lower Air Force attrition rates, while still providing operational commanders with the highest caliber airmen. As the second-largest service here at the Institute, I want to ensure that the Air Force has a continued strong voice in key decisions affecting quality of life and academic training issues."

Recently, the 311th Training Squadron earned the Air Force Outstanding Unit Award, the first such award for the squadron as well as the first in her career. Turn to page 8 for the story.



Commander/Commandant
Col. Daniel Devlin
Acting Director, Public Affairs
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GLOBE

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ABOUT THE COVER:

Change of command — Col. Daniel Devlin (left) formally accepts command of the Defense Language Institute and the Presidio of Monterey during a change-of-command ceremony Feb. 26 from Lt. Gen. Leonard Holder, who wears three hats: deputy commanding general of the Training and Doctrine Command; the commanding general of the Combined Arms Center and Fort Leavenworth, Kan.; and the commandant of the Army's Command and General Staff College. As part of the ceremony, DLI also became aligned under the CAC. Devlin took over the reigns from Col. Ila Mettee-McCutchon, who returned to her duties as garrison commander. Turn to page 4 for the story. (Photo by Jim Villarreal)

Col. Devlin takes over as commander/commandant

Story by Bob Britton
Photo by Jim Villarreal

He's no stranger to the Monterey Peninsula or to DLI. He left the area almost 16 years ago, never dreaming he would be reassigned to the historic Spanish Presidio. But at some time in his military career, he could have voiced Gen. Douglas MacArthur's thought from the Philippines, "I shall return."

Now, Col. Daniel Devlin returned to become the installation commander of DLIFLC and the Presidio of Monterey and the DLIFLC commandant, during a change-of-command ceremony Feb. 26 at Price Fitness Center. He replaces Col. Ila Mettee-McCutcheon, the outgoing commander/commandant. She resumes command of the U.S. Army Garrison, Presidio of Monterey, which she began in October 1994.



Col. Daniel Devlin (center) takes the POM colors from Lt. Gen. Leonard Holder during the change-of-command ceremony Feb. 26 as Command Sgt. Maj. Thomas Bugary looks on.

"To the military and civilian members of the Presidio and DLI, I ask three things: your support and cooperation as I promise you mine; I ask for your loyalty and trust as I pledge mine to you; and I ask for your flexibility in thinking and acting as we attack the problems of the 21st century, problems which won't be easier than ones we faced in the past," said Devlin. "But we'll succeed together with members of the different communities."

In addition to the change-of-command ceremony, DLIFLC and the POM became realigned under the direct control and guidance of Lt. Gen. Leonard Holder, deputy commanding general of the Training and Doctrine Command; commanding general of the Combined Arms Center and Fort Leavenworth, Kan.; and the commandant of the Army's Command and General Staff College. Holder was the reviewing officer for the ceremony.

Effective immediately, soldiers stationed at the Presidio will change shoulder insignia from the TRADOC tri-colored circular patch to the three-lamp and chevron shield worn by CAC soldiers. The installation remains in the TRADOC major command with no changes in the mission.

"DLI is already the best language institute in the world, and I speak from personal experience," said Holder. "Language training helps our foreign military intelligence and defense efforts, the military attachés and liaison people, and military exchange students between countries. Currently, we are having joint training between a U.S. infantry division and a Ukrainian rifle division at Fort Leavenworth. That effort is made possible by some 27 linguists trained at this institution, five of whom are assigned on temporary duty from DLIFLC to Fort Leavenworth.

"This is a highly-versatile operation at the Presidio," Holder added. "Its command language programs, Mobile Training Teams, Video TeleTraining, its on-line Computer Bulletin Board (LingNet), its emergency language survival kits, and the

Worldwide Language Olympics conducted throughout the forces augment the teaching done on station here to keep the study of languages alive and vital to the forces in the field."

Holder also praised the DLI proficiency levels and the total number of classroom hours devoted to teaching the 24 different languages. "Nobody can match this place for output," he continued. "Studies show that DLI linguists have a higher proficiency rate than college language graduates."

Last year, DLI taught 145,450 classroom hours of Arabic, while Georgetown University devoted 682 hours. For Russian teaching, the Institute programmed 106,095 hours. In the Korean language program, DLI taught almost 67,000 hours compared to 1,627 hours offered by UCLA, which has the largest Korean-language program in the country. For Mandarin-Chinese classes, the Institute scheduled almost 44,000 hours, or 15 times more hours of instruction than UCLA, according to statistics from Dr. Ray Clifford, DLI's provost.

Col. Ila Mettee-McCutcheon, outgoing DLI/POM commander and DLI commandant, mentioned the Institute's realignment in the past few months to upgrade the Presidio as an Army post.

"In December, Maj. Gen. Joe Ballard, TRADOC chief of staff, gave us the charter to take necessary steps to bring DLIFLC and POM up to Army standards as an installation, and to keep DLI thriving as a service language institution," said Mettee-McCutcheon. "The installation is now operationally correct as it continues to be the best language training facility strongly supported by the Office of the Secretary of Defense, the Department of the Army, TRADOC and CAC at Fort Leavenworth.

"We are extremely fortunate to get a new commander of the caliber of Col. Daniel Devlin," she continued. "He is a graduate of the Naval Postgraduate School, DLI as a Foreign Area Officer and a fully qualified joint specialty officer and, important to me, a professional peer and longtime friend."

Devlin is no stranger to languages, having studied Russian at DLI and the U.S. Army Russian Institute and served as a Soviet/East European Foreign Area Officer. He also holds a master's degree in national security affairs with Soviet/East European concentration from the Naval Postgraduate School.

"For those students studying Russian, I share your pain," Devlin said. "This assignment was an unexpected opportunity to come back and serve with this fine institution and return to one of the greatest areas to live. It's always nice to feel welcome and return home, having served and lived here before.


"When you come into command, one of the first things you look for is to build a team to accomplish things," he continued. "My family has known Col. Ila Mettee-McCutcheon and her husband, John, for 14 years now; we've known Col. Bob Busch (assistant commandant), his wife, Susan, and family for 15 years. We already have a team built and can move forward. I feel comfortable knowing that these highly-professional leaders are already here, already comfortable, in place and ready to work. I

look forward to working with all the people in command here. It's an exciting time to be at DLI and the Presidio of Monterey."

Devlin's resumé lists a variety of leadership positions as a tanker, a general's aide, a Soviet Foreign Area Officer in Military Intelligence units, and an expert in psychological operations. He's also a veteran of Operations Desert Shield/Storm in Saudi Arabia.

The new commandant received his Armor commission as a distinguished military graduate from North Dakota State University in 1969. He also holds a master's degree in international relations from the University of Southern California. Most of his assignments took him through armor, infantry, military intelligence, and psychological operations journeys up the commissioned ladder. Prior to coming to the Presidio, he worked in the Pentagon in the Joint Staff Office as the Chief of Psychological Operations and Civil Affairs.

Devlin's military schooling includes the Armor Officer Basic Course, the Marine Corps Amphibious Warfare School, the Army Command and General Staff College and the Army War College. He also graduated from the Army Foreign Area Officer and Psychological Operations courses, the Joint Senior PSYOP Officer Course, and the United Kingdom PSYOP Staff Officer and Allied Command Europe PSYOP courses.

"We look forward to working with the leadership of the communities surrounding Monterey Bay to our mutual interests for today and for the future," Devlin said. "During the past few years, the DLI, Presidio and community leaders have developed much appreciation for each other and have cooperated more than ever in the past. I look forward to continuing that cooperation and to build upon this for the future." 



Army members at DLI change from TRADOC to CAC patch

The change-of-command ceremony Feb. 26 not only ushered in a new commander/commandant, it was also a ceremony that realigned DLI under Lt. Gen. Leonard Holder, TRADOC deputy commanding general and commanding general of the Combined Arms Center at Fort Leavenworth, Kan. Army members assigned to DLI are now required to wear the CAC patch.

The chevron represents the martial character of the Combined Arms College, and the three lamps symbolize study and learning in the three-part Army (Active Army, Army Reserve and Army National Guard).

Dining hall renamed to honor linguist

Story by Petty Officer 1st Class T.E. "Scoop" Hansen

Some buildings receive periodic face lifts with new paint or wiring. Others become memorialized after a fallen hero from a global conflict. In a recent case, a former DLI Russian student paid the ultimate sacrifice and had a building named in his honor.

The former Russian Dining Hall was renamed Belas Hall Dining Facility after a dedication ceremony Feb. 27 in memory of the late Sgt. Lee Arthur Belas. The highlight of the event was Belas' father, mother, sister and best friend participating with about 50 soldiers from DLI's Foxtrot Company.

On Feb. 27, 1991, during the Persian Gulf War, Sgt. Belas was flying in a UH-60 Blackhawk helicopter with eight other soldiers, ferrying troops and supplies from one assembly area to another. While flying over enemy territory, at Ash Shamiyah, Iraq, his helicopter was shot down by Iraqi Republican Guard ground fire. All of the crew members were killed in the resulting crash.

Sgt. Belas was born May 7, 1968, in Burbank, Calif., and moved with his family to Port Orchard, Wash., at the age of 10. He graduated with honors from South Kitsap High School in 1986.

After graduation, he was selected as the first Port Orchard Rotary Youth Exchange student and spent a year in Belgium.

While in country, he studied German, Flemish and Latin, and attained fluency in French. He discovered that he loved learning languages and decided to learn as many as possible. It was for this rea-

son that he opted to take Russian language training at DLI.

Belas enlisted Oct. 14, 1987, and attended Basic Combat Training at Fort Leonard Wood, Mo. Upon completion, he attended Airborne School at Fort Benning, Ga., earning his airborne wings in January 1988.

He was then assigned to DLI's Foxtrot Company as a Basic Russian student from February 1988 to February 1989. When Belas graduated, he had achieved Defense Language Proficiency Test scores of 2/2+/2.

Follow-on training took him to Goodfellow Air Force Base, San Angelo, Texas, where he attended Advanced Individual Training from March to May 1989 and became an Electronic Warfare Voice Interceptor upon graduation.

Belas reported to his first duty assignment at Fort Riley, Kan., in June 1989 and was assigned to Alpha Company, 101st Military Intelligence Battalion, 1st Infantry Division (the "Big Red One"), where he worked as a voice interceptor.

That October, he was assigned to Delta Company, 1st Aviation Battalion (later redesignated Delta Company, 4th Battalion (Provisional), 1st Aviation Regiment, 1st Infantry Division) and from November to December, he completed Flight Crew Training at Fort Huachuca, Ariz.

He attended Platoon Leaders Development Course at Fort Riley, Kan., from May to June 1990, and on Sept. 1 he was promoted from specialist to sergeant.

Later that month, he became an assistant team chief and served dual positions as a jamming team/crew member in both a Collection and Jamming Platoon (Alpha Company, 101st MI Battalion) and the Quickfix Flight Platoon (Delta Company, 1st Aviation Battalion).


U.S. Army photo



Sgt. Lee Arthur Belas was memorialized Feb. 27 when the dining hall at DLI's Russian Village was renamed Belas Hall Dining Facility. Belas was a crew member on board a helicopter shot down over Iraq during the Persian Gulf War exactly five years before the dedication ceremony.

With war looming in the Persian Gulf in the fall of 1990, the linguists at Fort Riley, Kan., received Basic Arabic language training via Video TeleTraining in November in preparation for deployment to the Middle East.

On Jan. 8, 1991, Belas deployed with his unit to Southwest Asia, where he worked on his Arabic language skills with Kuwaiti crew members to attain fluency. He logged more than 46 combat flight hours as a crew member collecting vital intelligence on enemy actions for combat units.

Sgt. Belas' awards and decorations include the Bronze Star Medal (posthumous), Purple Heart (posthumous), Air Medal (posthumous), Good Conduct Medal, Aircraft Crewman Badge and Parachutist Badge. 

Arabic class sets example as benchmark for excellence

Story and photo by Petty Officer 1st Class T.E. "Scoop" Hansen

"Never say die," "It ain't over till its over," "Yes, I can!" These clichés must have been etched in the minds of DLI's Arabic class 21501AD00994, team A-1, Arabic Department A, Middle East I School. The 23 students practiced these mottos on a daily basis during their 63-week course of instruction to set new school records in several categories.

The class, which began in August 1994 and graduated Nov. 22, 1995, set new school records for highest enrollment, highest Defense Language Proficiency Test results, lowest attrition, and



Susu Davis, an Arabic instructor, conducts a class session on writing.

the largest number of recycled students who met the 2/2/2 goal.

"There were eight recycled students in the class and seven of them made the 2/2/2 proficiency level goal," said Despina White, chairperson of Arabic Department A, Middle East I School. "The class averaged an 87 percent in listening, 96 percent in reading and a 91 percent in speaking, which came out to an overall average of 87 percent for the 2/2/2 level goal. This was the highest percentage based on enrollment."

White has been with DLIFLC for 24 years as a teacher, a supervisor and now a chairperson and says she truly enjoys the job and loves to interact with the students as they learn their target language. "The team's attitude toward the students was to never give up on anybody and to work very hard," White said. "They had positive attitudes and didn't get down on any of the students, but showed a lot of team spirit and great effort in ensuring each student not only pulled through, but did so with very high grades."

Susu Davis, one of the class instructors, concurred with White's assessment of the success enjoyed by the Arabic class. "I believe the key to the success of this class of students can be attributed to the cooperation among the team members," she said.

"We didn't give up on any of the students, not even the weaker ones, and they in turn didn't give up on themselves," said Salwa Halabi, one of the team's coordinators. "Although some of the students were recycled, they never had a bad attitude — they kept going, pushing themselves and working on their target language with a positive attitude. They were all hard workers and turned out to be good students — they distinguished themselves."


"I think one of the main reasons for the high DLPT scores was all of the individual attention the students received," said Army Staff Sgt. Richard Pederson, a Military Language Instructor. "The team worked awfully hard and put in many hours as the students received a lot of one-on-one tutoring in skills they needed help with — specifically Final Learning Objectives material throughout the course. Plus, there was good leadership among the students in the class."

The Associate Dean and Dean of Middle East I School had words of praise for the students and teachers, as well.

"This reconfirmed that academic recycled students can become proficient linguists, though it may take them longer to get through the course," said Air Force Lt. Col. Alan McKee, associate dean of Middle East School I.

"I was a little surprised about the high finishing scores because the students had to overcome a lot to begin with," continued McKee. "A great deal of the credit for the high performance of this class must go to the teaching team, which tailored its instructing toward the class personality. It was a good plan and the key to their success — that the teachers and students worked together. I think the mix of the teachers instructing based on the personalities of the class made all the difference in the world to those students."

"I am glad to be working with our teams in Middle East I School," said the dean of the school, Dr. Taba Tabai. "This team was an example of hard work and initiative and I'm very happy for them and the entire school."

Arabic Department A, Team I instructors included Davis, Pederson, Victor Hanna, Mohammed Jamil and Cecile Karaman. Halabi and Antun Attallah were the coordinators. 

Author/Historian follows the lineage of Buffalo Soldiers

Story and photo by Bob Britton

DLIFLC recently invited Dr. Frank Schubert, a historian with the Chairman of the Joint Chiefs of Staff Joint History Office in the Pentagon, as a guest speaker Feb. 16 for Black History Month in the Tin Barn. He told service members and this reporter about the heritage of black soldiers on the American frontier, known as Buffalo Soldiers. The *GLOBE* staff later conducted an interview with Schubert; the following is an excerpt from that interview.

GLOBE: I understand you've written a book, *On the Trail of Buffalo Soldiers*, about these black horse cavalrymen. What is it about?

SCHUBERT: It's a collection of biographical data on 8,000 Buffalo Soldiers who served between 1866 and 1917.

GLOBE: How did the title of Buffalo Soldier originate?

SCHUBERT: It apparently originated with the Southern Plains Indians, maybe the Cheyenne. From what I can tell, it reflects their comparison on the black soldiers' skin color and nappy hair to the appearance and determination of the plains buffalo herds.

GLOBE: I understand Buffalo Soldiers served in the 9th and 10th Cavalry Regiments and some other segregated units. Black enlisted soldiers were commanded by white officers. Frequently, the Buffalo Soldiers served under harsh conditions and endured long frontier patrols. Can you comment on these things?

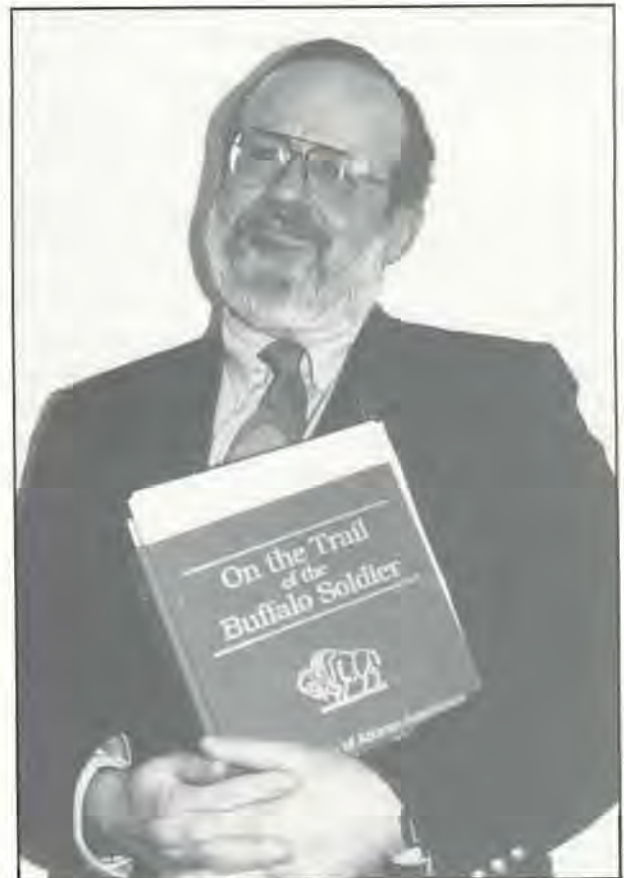
SCHUBERT: They were segregated units which experienced discrimination and racial violence on the frontier. One irony of these units was a positive gesture responding to 180,000 blacks in the Civil War. Places were made for them in the Union Army as segregated units. Civilian branches of the U.S. government were not segregated until World War I. The Army was segregated in 1866.

In 1948, the Army was desegregated by law, but the actual desegregation didn't happen until 1952. Now, whenever social changes come to the Army, people think the Army is no place for experimentation such as women in service, homosexuals and others. The Army has been on the forefront of integration since 1948.

GLOBE: With your book on Buffalo Soldiers covering the period from 1866 to 1917, what other units did black soldiers serve in?

SCHUBERT: At first there were six regiments, and by 1869 there were four: the 9th and 10th Cavalry Regiments, and the 24th and 25th Infantry Regiments. The Army expanded twice during the Spanish-American War and World War I. Both times, there were black volunteers.

GLOBE: How about valor under fire? How many black soldiers earned the



Dr. Frank Schubert, a historian with the Chairman of the Joint Chiefs of Staff Joint History Office, proudly displays his book about the Buffalo Soldiers. Schubert was a guest speaker at DLI Feb. 16 commemorating Black History Month.

Medal of Honor?

SCHUBERT: That's an interesting question, and I'm only halfway done with the book and research. There were 23 Buffalo Soldiers earning the Medal of Honor. Eighteen received it for valor during the Indian wars and five got it for action in Cuba during the Spanish-American War. Most of the 18 were from the 9th Cavalry Regiment.

That's interesting, because you don't know if the 9th Cavalry Regiment was an

extremely valorous unit or whether it had officers who cared to start the paperwork process for the award. It could have been a little bit of both, but Buffalo Soldiers bore the brunt of fighting border Indians from 1879 to 1880, chasing Indian Chief Nana and his forces in 1881 and other Apaches, where most of the awards were earned. Buffalo Soldiers also suffered heavy casualties fighting the Indians.

The first Buffalo Soldier to earn the Medal of Honor was Sgt. Emanuel Stance, Troop F, 9th Cavalry Regiment, in 1870. The last to receive it for Indian wars was Cpl. William Wilson, Company C, 9th Cavalry Regiment, during the battle of the Pine Ridge campaign in 1890. (Since that time, there was one Medal of Honor-winning Buffalo Soldier in World War I. Other black Medal of Honor recipients included 16 from the Civil War, two from the Korean War and 20 from the Vietnam War).

GLOBE: You mentioned Buffalo Soldiers served on the Southwestern frontier fighting Indians. Did they also serve in other frontier areas of the West?

SCHUBERT: Buffalo Soldiers were kept out in the remotest areas of the country. Congressional delegations and whites from populous areas were not interested in having black soldiers serve near them, for example, Fort Sheridan near Chicago. The first populated area they served was Fort Douglas outside Salt Lake City, Utah, as a gesture against the Mormons. The 24th Infantry Division, which went to Fort Douglas and the Salt Lake City area, adapted to each other and got along fine together.

The first black soldiers to be stationed east of the Mississippi River after Civil War reconstruction was K Troop, 9th Cavalry Regiment, at Fort Meyer, Va. The unit, with three Medal of Honor recipients, served there several years, and the 24th Infantry Regiment served in Utah in the 1890s. Basically, black soldiers served where Indian wars were decided in the West. There were more Indian wars than black soldiers and many

“Blacks weren’t allowed to have commissions. Only three blacks survived West Point before 1901.”

Dr. Frank Schubert

white units fought the Indians also. Besides the southern plains of Texas, Arizona and New Mexico, they also fought and patrolled in northern areas such as Montana.

GLOBE: How did white units react to serving with or being stationed on the same posts with black soldiers?

SCHUBERT: There were desegregated garrisons in Fort Robinson, Neb., and some other places. Sometimes, there would be a black trooper in a white unit or vice versa. There were very few incidents between soldiers of different races. Sometimes, whites or blacks would fight among themselves.

GLOBE: Why were black units commanded by white officers and not blacks?

SCHUBERT: Blacks weren’t allowed to have commissions. Only three blacks survived West Point before 1901. There were people commissioned from the ranks during the Civil War, but no blacks. Only a handful more were allowed into West Point in the early days.

Some of the white officers who commanded black units took great pride in their units and soldiers. Other white officers wanted to get the hell out for other assignments as quickly as possible. Others got promoted and moved on.

Benjamin O. Davis was an enlisted 9th Cavalry Regiment trooper during the Spanish-American War and got selected for a commission into the 10th Cavalry Regiment in 1901.

GLOBE: Did many black soldiers make a career of the Army?

SCHUBERT: Most tended to stay in the

Army a lot longer than many whites. They were better behaved than many whites, they held a relatively high status within the black community, they had regular jobs and paychecks, and carried guns in an era when civilian blacks carrying guns might be lynched by whites. They had the protection of the flag, and the possibility of a retirement at the end of the road. Also, black soldiers would write letters to editors of black newspapers, which were published, so this was important for the black community.

After emancipation during the Civil War, blacks were given chances to prove something to themselves and others. They viewed the military differently than some whites and were proud to serve under the flag.

GLOBE: What made you decide to write books on the Buffalo Soldiers in the first place?

SCHUBERT: I’ve been working on the subject for 25 years. Basically, the editorial market caught up with me. I had a long dissertation on black soldiers which I couldn’t get published for about 15 years. All of a sudden, I had one book published in 1993 and another in 1995, and a contract in advance of a third one to be published in the future.

Also, I would say Gen. Colin Powell’s military career and top position as the Chairman of the Joint Chiefs of Staff helped spark interest in black soldiers and their accomplishments. In fact, when he dedicated the Buffalo Soldier memorial at Fort Leavenworth, Kan., in 1992, he mentioned that his accomplishments

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wouldn't have been possible without the Buffalo Soldier heritage.

GLOBE: Is there any post or monument dedicated to Buffalo Soldiers?

SCHUBERT: It's kind of like a new industry — statues of Buffalo Soldiers. The main one is at Fort Leavenworth, Kan., which was the main home post for the 9th and 10th Cavalry Regiments. Another statue was recently dedicated near Fort Baird, N.M., and another one is planned near Warren Air Force Base outside Cheyenne, Wyo. The entire 9th Cavalry Regiment served in that area in 1905-1912. Someone in Delaware designed a

prototype monument of black Medal of Honor winners that he wants to put on one of the malls of the Pentagon.

GLOBE: Why did the mounted 9th and 10th Cavalry Regiments switch to motorized vehicles?

SCHUBERT: The horse cavalry went motorized about 1941. Most of the formations were converted to armored reconnaissance vehicles, or armor. Later, some were changed to air cavalry reconnaissance units.

GLOBE: When you were researching the Buffalo Soldiers for your book, what was the most important part of the research?

SCHUBERT: I wanted to know who

these people were, what they did and how they felt. That was most important to me when writing the book. A lot has been written about the Indian wars, but very little about the Buffalo Soldiers. The book has biographical sketches on the lives of about 1,000 men who were Buffalo Soldiers. I wanted to find out where they came from and where they went. Some of the research came from reading black newspapers and contacting people through that media. I found out that many Buffalo Soldiers who stayed for retirement had many different ailments and frequently died in their late 40s or early 50s. They bounced around on horses most of their career and had hernias, hemorrhoids and rheumatism. 🏹

Buffalo Soldiers speak out on black military heritage

Story and photos by Bob Britton

American plains Indians originated the term Buffalo Soldiers, comparing the black soldiers' nappy hair and skin color to the appearance and fierce determination of buffalo herds.

Three local-area Buffalo Soldiers related their military experiences as guest speakers to celebrate Black History Month Feb. 15 at the Presidio Recreation Center. Retired Lt. Col. Kenneth Hamilton, 9th Cavalry Regiment, retired Maj. Frank Steele and retired Chief Warrant Officer 4 Thomas Gaines, 10th Cavalry Regiment, were all proud to be Buffalo Soldiers.

Until 1948, the Army was segregated, so black soldiers served in black units commanded by white officers, while whites served in all-white units. When Steele enlisted in February 1940 from

New York City, his first assignment was with a detachment of the 10th Cavalry Regiment stationed at West Point. Other detachments were located at Fort Meyer, Va., and Fort Leavenworth, Kan.

"Our mission at West Point was teaching cadets how to ride horses and learn mounted tactical maneuvers," Steele said. "We were an all-black unit with white officers, and we had restrictions on where we worked or what we did."

Their proud heritage traces back to the Civil War and the many wars with Indians. American history books don't mention their valor or how they helped shape the country's westward expansion. Yet these unsung heroes — the Buffalo Soldiers — played an important role in developing our country.

Buffalo soldiers from the Civil War to 1900 helped escort westward wagon trains, helped construct some military forts such as Fort Sill, Okla., and Fort Bliss, Texas, and fought several Indian wars. They also rode next to Teddy

Roosevelt's Rough Riders at San Juan Hill during the Spanish-American War, mentioned Steele.

"At the time of World War II, restrictions were a way of life with no alternatives for persons of color," said Hamilton. "That was your lot, and you made do with what you had. After the Army became integrated in 1948, you had recourse if you were racially discriminated against. Until that happened, we blacks had the necessity to prove we were as good or better than white soldiers. We could ride and shoot better than most white soldiers, and this was one of our main goals and missions as Buffalo Soldiers."

Steele and his 10th Cavalry detachment moved westward in 1941, when the entire regiment consolidated at Fort Leavenworth, Kan. That's where he met Gaines, a draftee from an Arkansas farm who joined the 10th Cavalry Regiment in March 1941. Steele was a machine gunner and also worked in administrative

services, while Gaines learned to be a bugler, motorcycle messenger, radio operator and the unit intelligence NCO. They became good friends and stayed together for three years.

"The 10th Cavalry Regiment moved from Leavenworth to Fort Riley, Kan., for a year of training," said Gaines. "Then the regiment moved to Camp Lockett, near Campos, Calif., to replace the 11th Cavalry Regiment along the California-Arizona border. Steele and Hamilton were in the 10th Cavalry NCO school together up to Dec. 7, 1941. From that date, some high officials thought the Japanese might attack the American mainland through Baja California, so we were sent to patrol that area. We guarded tunnels and radar stations and patrolled the border from California to New Mexico, while the 9th Cavalry covered the area from Texas to New Mexico."

Later on, the 9th and 10th linked up with the 27th and 28th Cavalry Regiments to form the 2nd Cavalry Division, which went to Oran, Algeria, North Africa, in 1944, only to be deactivated shortly after arrival.

Before the cavalry units deactivated in Algeria, Army officials made decisions not to put black soldiers as infantrymen in line units, but put them in combat service support units such as quartermaster, engineers, port battalions or pontoon bridge companies, mentioned Gaines.

"However, in 1943, the Army made a decision to no longer use horse cavalry, but would use mule trains or mechanized vehicles," said Hamilton. "All of the mounted cavalry units were eliminated and we trained as infantrymen. When the disbandment came, that was the last thing we as mounted cavalry Buffalo Soldiers wanted. We had no idea this drastic change was coming."

"I thought it was the end of the world for myself and other black soldiers when the units deactivated," Steele said. "We were trained for four years to fight, and then we went down the tubes."

Gaines mentioned that Buffalo Soldiers became truck drivers, had other

support jobs, and nobody knew anything about driving vehicles, but they quickly learned and started their military careers all over.

While serving with the 10th Cavalry Regiment Buffalo Soldiers, Gaines went from private to master sergeant. Steele advanced up to master sergeant and warrant officer and helped disband the unit.


"I came into the 9th Cavalry Regiment in 1937 as a private and remained in that rank for a year and a half," said Hamilton. "I made corporal after a man in the unit died. At that early time, the only way you got promoted was when someone either died or moved on.

"Later, I held every enlisted rank during World War II and became the regiment's command sergeant major," continued Hamilton. After that, I was given a warrant commission in personnel in the unit. When we went overseas, I was a chief warrant officer and adjutant general and helped disband the unit."

Later all three served as personnel officers in the Adjutant General branch. Hamilton retired in 1968, Steele in 1965 and Gaines in 1970.

Gaines' career highlight was his assignment to the North Carolina A&T College ROTC unit, where he found time to study college courses. He retired at Fort Ord Feb. 1, 1970.

"I have many highlights," said Hamilton. "As the classifications and assignments officer at Fort Ord, I assigned baseball player and manager Billy Martin, and football player Ollie Matson to units. When they served, Fort Ord had undefeated baseball and football teams, because we had professional athletes stationed there. There was a Congressional investigation of keeping athletes at Fort Ord, but I was cleared of all charges, so that was another highlight."

"The highlight of my career was June 30, 1965, the day of my retirement at Fort Dix, N.J.," said Steele. "The next day, my two sons entered West Point as cadets. The year before, I served as a major in a colonel's slot as the Adjutant General of Fort Dix." 



Kenneth Hamilton



Frank Steele



Thomas Gaines

Alpha takes on 'The Dragon'

Photo by Cpl. Shawn Tanaka



A "partisan" offers to lead Alpha Company troops through a biologically-contaminated area that "killed" two others (left background) during a training scenario of Operation Dragon Thunder at POM Annex Feb. 10.

By Master Sgt. Ron Hyink

The macabre quiet and drawn faces of the soldiers in the briefing room told half the story. The other half was in front of them on the oversized topographical map, illustrating — with nearly a dozen arrows straddling the border pointing south — the recent invasion of South Korea by North Korean armed forces. Emotions of sadness, anger, apprehension and aggression circulated the room in a silent tempest. To snap the mood, the commander forced his voice

through the lump that had settled in his chest as he used his years of experience to appear composed and in control in front of his soldiers. But everyone in the room knew they were going to war.

The attack from the north was at first successful, but the invasion quickly stalled, putting the enemy on the defensive. The soldiers' mission awaited them: perform forced reconnaissance in the village of Kanggye, report enemy activity in the area, and engage and defeat the enemy in sector. And as linguists, these activities would require them to use their language skills as they encountered both the local populace and enemy soldiers.

Although fictitious, the scenario is

entirely possible. It is the training for such scenarios that may decide which side retains the advantage. Exposure to combat, communications and even emotions are necessary to round out each soldier/linguist in preparation for the real thing.

Operation Dragon Thunder is the name applied to Alpha Company soldiers' final step at DLI toward fulfilling these soldierization skills. The Feb. 10 exercise evaluated their ability to combine basic military and language skills in a simulated-combat environment. More than 100 Alpha soldiers participated in the exercise, encompassing six separate language classes. "This operation is not

only designed to meet the soldierization requirements, but to give our soldiers more of a real-world scenario," said Sgt. Lance Frazee, Alpha Company's training NCO.

With its multi-storied brick buildings, the MOUT (Military Operations in Urban Terrain) site on the POM Annex resembles a small town and set the stage for door-to-door fighting. The Alpha soldiers maneuvered through the obstacles in five squads, with each squad accompanied by an Observer/Controller. Smoke flares and snipers greeted them at nearly every turn in their perilous journey, while simulator explosions and a pneumatic .50-caliber machine gun created plenty of noise to make the training even more realistic. Representatives of the Safety Office were on site to reduce the likelihood of injury.

Challenges built into the exercise included NBC (nuclear, biological and chemical) warfare, numerous encounters with OPFOR (opposing forces), use of AT-4 anti-tank weapons, first aid, employing Claymore mines, reacting to direct and indirect fire, and more. Soldiers



Alpha soldiers take up defensive positions while determining how to best achieve their next objective. OPFOR launching pyrotechnics added realism to the exercise.

were also tested for their communication skills in six Asian languages: Chinese, Japanese, Korean, Tagalog, Thai and Vietnamese.

Clad in camouflage face paint and MILES (Multiple Integrated Laser Engagement System) equipment, which registers a "hit" in mock combat, the Alpha

Photo by Cpl. Shawn Tanaka

Company language students endured a long and challenging, yet enjoyable day. "Our soldiers had never experienced this type of training," said Frazee. "They stayed motivated, learned from their mistakes and accomplished the mission. I'm proud of each and every soldier involved."

Smoke flares of various colors gave indication to the type of environment the soldiers were in. A flare spewing yellow smoke signaled an NBC-warfare environment; white smoke served as cover for the squads as they negotiated open spaces; and red smoke indicated an OPFOR attack.

At the first sign of yellow smoke, the troops immediately donned their gas masks. One of the "partisans" — who were also played by students using their foreign-language skills — offered to lead them through the contaminated area. Once the "all clear" signal came, they removed their gas masks, only to be attacked again with chemical contaminants by a partisan faithful to the enemy forces.

The importance of language skills, negotiations with local nationals and survival in a chemical environment (donning their masks in nine seconds or less,



OPFOR were lurking at nearly every corner in the Feb. 10 exercise. Here, a sniper takes potshots at Alpha soldiers, who are attempting to overtake a row of buildings.

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Photo by Cpl. Shawn Tanaka



Above: An Alpha Company soldier hunkers down in a recess of a building to stay out of the line of fire while progressing against OPFOR in one of the exercise scenarios.

Right: A smoke flare marks the spot where OPFOR made an attack on Alpha Company soldiers. The Alpha soldiers' objective was to overtake OPFOR in the building shown in the background.

Photo by Master Sgt. Ron Hyink



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for example) struck home to the soldiers during the NBC-warfare scenario. "I thought it was very eye-opening," Spc. Kevin Burke, a Chinese student, said of the day's training. "It was definitely something that you don't really know what it's going to be like until you actually go through it."

Other scenarios offered their own special lessons with language-skill or soldierization-skill training. The first aid scenario was one such important task: aiding and communicating with wounded local nationals in a hostile environment. "It's been a lot more realistic than we thought it would be," said Pvt. 2 James Feldmayer, also a Chinese student. "We go through (training) like this in basic, but it's nowhere near this realistic. You don't have this much freedom of movement to make your own judgments." Feldmayer said he could see a big improvement in the way his squad worked together later in the day as opposed to earlier that morning.

Improvements were obvious even to the casual observer. As the OPFOR and soldiers attacked each other, a loud squeal of the MILES equipment revealed who was "dead." Early on, multiple squeals from among the squads disclosed that hardly any of them survived. As the day progressed, however, so did the soldiers' proficiency: more of the squeals were being emitted from the snipers and fewer from the soldiers. "They started off a little bit confused, but they get better as they go along," said Sgt. 1st Class Charlotte Montano, an Observer/Controller, near the end of the day's training.

Operation Dragon Thunder also marks how far soldiers have come in soldierization training. "I'm quite happy with how far we have come in the training and testing of our soldiers," said 1st Sgt. Michael Denton, first sergeant for Alpha Company. "We have departed from the 1970s style of 'round-robin' testing and progressed through scenario-driven, space-restricted station testing.

Photo by Master Sgt. Ron Hyink



Left: Alpha Company soldiers maneuver their way through a break in the wall between buildings at the MOUT site at the POM Annex. The MOUT site was originally used by soldiers of the former Fort Ord.

Below: The first-aid scenario was one where Alpha soldiers not only used their combat skills, but their language skills as well. Here, a simulated injury cripples a “local national” as he uses only his target language, forcing the Alpha soldiers to communicate with him in his “native” tongue.

Photo by Master Sgt. Ron Hyink

We now have achieved true lane training and testing.”

Denton explained that the soldiers not only were challenged to use their individual combat-survival skills, but were asked to enhance their leadership and collective task skills, as well.


And it wasn't just the Initial Entry Training soldiers who benefited — careerists and company cadre members did, too. “The exercise is quite a hit with the company. Prior to the execution of the operation, a lot of Alpha soldiers volunteered to participate,” said Capt. Douglas Mastriano, Alpha Company's commander. “Alpha soldiers know that this is the caliber of training needed to survive on the battlefield.”

Mastriano said the exercise is very intense and challenging. “When I took command of the company, I pledged that Alpha soldiers would receive the very best training,” he said. “I firmly believe that the better we train our soldiers now, the more likely they will survive on the battlefield later. The old axiom, ‘The more you sweat in peace, the less you bleed in war,’ is true. Operation Dragon Thunder fulfills my promise to the company.”



He explained that exercises like this are vital. “It reminds our soldiers why they are here and puts into focus how their language and military training will be used on the battlefield. I am really impressed by my soldiers.”

In the face of adversity, the

commander's poise, experience and leadership set the example and mood for his soldiers. He has provided the best training possible, and now it's their turn to use that training to create a positive outcome in combat, communications — and their emotions. 

Exercise prepares soldiers for overseas movement

Story and photos by Bob Britton

“Soldiers must be ready for deployment at all times,” said Flauzell Johnson, a military personnel specialist with the Office of the Adjutant General, Presidio of Monterey.

That’s why the POM’s Military Personnel Division, or MPD, held a Soldiers’ Readiness Processing exercise for Army permanent-party members assigned to the Institute. The exercise, formerly called Processing for Overseas Movement, was held Feb. 1-2 at the Recreation Center.

Army Capt. Susan Meyer, the Presidio’s adjutant general; Johnson; Gracie Van Steenberg, supervisor of the Records Section; and other key players from the Military Personnel Division, Finance and Accounting Office, Staff Judge Advocate, the Presidio Army Health and Dental Clinic, Army Community Service, and transportation section began planning for this readiness test about the middle of December.

Sometimes DLI units or soldiers must deploy within 72 hours of notification. Shortly after the 1994 Northridge earthquake rumbled in Southern California, for example, several Presidio military linguists were deployed to help translate for earthquake victims of different nationalities.

“The readiness exercise was set up for all Army permanent-party personnel, but other services could participate. A few permanent-party Marines also went through the exercise,” said Meyer. “During this exercise, I thought the two most important stations were personnel records checking DD Forms 93 or Record of Emergency Data and SGLI (Soldiers’ Government Life Insurance) options. Updating casualty data is important.”

During this deployment readiness test, DLI soldiers were processing through 14 stations to check their personnel records, record of emergency data, identification cards, security clearances, and immunization and dental records. They also updated their finance records, wills and powers of attorney, received Army Community Service DLI packets and received a briefing from the transportation office.

Spc. Kelli Ramsey, an MPD personnel actions specialist, screened soldiers’ identification tags and cards for proper data such as accurate Social Security Account Numbers, blood types and DEERS (Defense Eligibility Enrollment Reporting System) enrollment for family members.

“As of Jan. 1, all active-duty soldiers need to get the new holographic ID cards, which have a symbol of the U.S. Army on



A military personnel clerk briefs soldiers on procedures as they go through a processing readiness exercise Feb. 1-2 to verify the accuracy of their records before they can deploy.

them,” she said. “These new ID cards look like credit cards, and we can make them in the office on a walk-in basis. If soldiers have incorrect information on ID cards or tags, we can make new ones. We provide the tags, but soldiers must buy the chains that go with them.”

Johnson, who helped coordinate this readiness drill, said top priority stations included the personnel records review, medical and dental, finance and legal areas.

“We are concerned with several potential problem areas,” said Johnson. “For record of emergency data cards, soldiers must now list current names, addresses and phone numbers of their next of kin. Single or dual military parents need to have current family-care plans, which provide temporary guardians for their children if they deploy on short notice. We also want to

make sure spouses have access to joint bank or credit-union accounts and have funds available for daily expenses and bills, whenever the military members deploy for indefinite periods.”

Johnson is no stranger to soldier deployments. He’s a retired Army command sergeant major who spent 1985-1989 with the Adjutant General Division at Fort Ord processing Light Fighters assigned to the 7th Infantry Division (Light) for rapid deployment. He helped write the administrative annex to the Bayonet Division’s operation plan that certified it as the Army’s first light division.

“We have this Soldiers’ Readiness Processing, so everything is done before a soldier deploys,” said Staff Sgt. Ricardo Castillo, reassignments NCO in the Presidio Military Personnel Division. “If checklists are marked as a ‘no-go’ before soldiers leave the processing center, these deficiencies must be corrected.”

During the exercise, permanent-party soldiers checked their medical and dental records to see if they needed immunizations, medical treatment or dental work before a real deployment.

“We look for updated annual dental exams and a current panoramic dental X-ray,” said Staff Sgt. Terry Pickett, assistant NCOIC of the POM dental clinic. “If people need dental work, we give them appointments and make dental corrections before they deploy. With some soldiers, we’ve never seen them before, we don’t know their dental status and we need to examine them. Otherwise, these people would not be able to deploy immediately if they received an alert notice.

The finance section also plays a key role when service members go through the processing checklists. Spc. Catherine Bacasen, Headquarters and Headquarters Company, Troop Command, finance clerk, has two main concerns when talking with HHC soldiers. Her first priority is making sure spouses



Spc. Catherine Bacasen, HHC finance clerk, goes over a soldier’s checklist during the processing exercise.


have access to joint bank accounts as a source of income while the sponsor deploys. The second concern is checking the accuracy of soldiers’ finance records for marital status, entitlements and current allotments. If a service member is a newlywed, he or she needs to start paperwork for entitlements such as basic allowance for quarters and basic allowance for subsistence. These entitlements are different for military families living on post in government quarters or residing in local communities.

Sometimes, soldiers forget to get their legal affairs in order before they are alerted for overseas movement. They don’t have current wills or powers of attorney for their spouses. Dave Riddle, the legal assistance officer in the Staff Judge Advocate’s office, spoke with soldiers about their legal needs during the processing exercise.

“We can fill out power of attorney forms here and I can notarize them,” Riddle said. “We can process both general and limited powers of attorney for the service member. Some dangers with general powers of attorney are rocky marriages because soldiers refuse to give one to their spouses. Another important area is making temporary guardianship-contingency plans for children of single parents or dual military fathers and mothers. Guardians can be relatives, friends or neighbors, whomever the parents want designated for this responsibility. This is a personal decision for families to decide.”

Spc. Gary Casserline, Headquarters and Headquarters Company personnel actions center clerk, followed up these thoughts on single or dual parents and guardianship plans when soldiers process through his station. “I look at their checklists to see if they have the necessary forms such as a family guardian plan,” he said. “If they don’t, they must process through the records clerks and are considered ‘no-go’ for deployments. Most people have this required paperwork in their office or homes, but we need copies in the personnel office. I make sure family members are cared for while soldiers are deployed, spouses have current powers of attorney and they know how to read Leave and Earnings Statements. Also, my job provides points of contact when family members need assistance.”

During the readiness testing, several senior NCOs took their checklists and moved from station to station. These people have been in the Army many years and have gone through several previous Soldier Readiness Processings during their military careers. One of them, 1st Sgt. Steven Praksti of Company C, Troop Command, formerly assigned to the 7th Infantry Division (Light) at Fort Ord, compared the two experiences.

“It’s a lot quicker at the Presidio because the manpower isn’t as crowded as it was over there when we were deploying to overseas areas,” Praksti said. “This is an efficient operation and well organized. You don’t get 30 days advance notice for deployment, but you normally get from 24-48 hours notice, just like when we deployed to Panama in 1989 for Operation Just Cause. All my records are good to go and I set a good example for my troops, since I also check their records.” 

Choosing a guardian for your children is important for their future welfare

Make a will, set up financial trust fund

From the Legal Assistance Office

The Legal Assistance attorney at the Defense Language Institute Presidio of Monterey prepares wills for all active-duty members and their spouses in the Monterey area. In those wills, clients are afforded the opportunity to pick a guardian to care for their children if the parents die. This decision can be difficult, and often generates a lively and emotional "discussion" between spouses in the legal assistance office. Though usually a necessary and productive confrontation, it might be better waged prior to visiting the legal office. This article is intended to assist military parents in thoughtfully choosing a guardian.

Voice your choice in a will!

If both parents die, the court will appoint a guardian to provide personal care and supervision for their minor children. The parents' choice of a guardian in their wills, while not absolutely binding on the court, is highly persuasive. However, the preferences of a minor 14 years of age or older for a particular guardian may override the choice of the parents. A person who is unwilling to accept the responsibility will not be appointed.

Since the guardian will be responsible for the upbringing of your children, you should give careful thought to your choice, preferably while you are both alive and can discuss your preferences and concerns together. On the death of one parent, the surviving parent will nor-

mally be entitled to the custody of the children. However, each spouse's will should reflect his or her choice of guardian in the event the other spouse does not survive.

Less choice for a divorced parent

If you are divorced and you die, the other parent of the child will generally have the first right to raise the child, unless he or she is an obviously unfit parent. Many divorced custodial parents consider the other parent unsuitable to raise the child and would like to appoint someone else as guardian. In this case, the custodial parent can nominate in the will someone else to raise the child, but it is likely that the other parent will be appointed if he or she wishes to be.

Factors to consider

The guardian acts as a substitute parent to the children for their custody and care, but is not necessarily responsible for any property they may own. These responsibilities may be taken either by the same person or separate people. It is possible that those whom you choose to raise your children would not be suitable to manage and invest your money and other assets. In addition to providing food, shelter, clothing, health care and education, for the cost of which the guardian is entitled to reimbursement, the guardian will be the person to whom the children will look for love and emotional support.

Continuity of love and affection

The guardian and the deceased's children ought to feel a close, emotional attachment to each other. Ask your candi-

date first to determine the potential guardian's ability to accept so great a responsibility and his or her willingness to do so.

Most are genuinely honored, but beware: a few unthinkingly accept, either ignoring the depth of the responsibility or assuming the need to serve will never arise. If the children are mature enough, consider their feelings about the person in order to select someone in whom they have trust and confidence. A relative or friend of the family who has already established a close, affectionate relationship with the children and has a deep concern for their well-being is a positive choice. It's more disruptive to separate the children into more than one home. So the better choice of guardian is one who can take care of all of them.

Potential guardian's age and health

Even though willing to serve and with a close relationship to your children, the prospective guardian may not be a wise choice because these practical considerations can't be ignored. Grandparents are usually a poor choice because of their advanced age or poor health. Look for stamina as well as maturity in your selection.

Potential guardian's family situation

Important to the success of the guardianship is the way your children and the other members of the guardian's family interact. Is there jealousy or animosity




between the two sets of children? Would the guardian's spouse be uncooperative?

Potential guardian's financial situation

Try to alleviate the financial impact of your children on the guardian. The guardian is not legally obligated to support your children out of the guardian's own funds. The person who is appointed to manage your children's property will distribute the funds required for their support. Provide a sufficiently large estate to cover the costs of maintaining the children at least throughout the period of the guardianship. If you don't, the guardian will probably resort to his or her own resources, which could strain the guardian's family budget and, in turn, create resentment toward your children.

A children's trust to the rescue

One method of protecting your children from this stressful situation is by bulking up your estate with life insurance and naming a trust for your children in your will as the beneficiary of the proceeds. Almost all will clients have \$100,000 or more in SGLI (military life insurance). Many service members have additional commercial life insurance on themselves and their spouses. They are astute planners looking beyond their children's minority to give a sufficiently large estate to fund a college education, pay off a mortgage, help start up a business, or provide some measure of financial security to their children. The Legal Assistance attorney can prepare the children's trust you require. During your appointment, you will be asked at what age each child should receive his or her share of the remaining trust proceeds in a lump sum. You will also be asked to designate a primary and an alternate trustee to manage the trust assets — individuals you know and trust. The trustee need not be the same person as the guardian.

For appointments concerning wills, contact the Legal Assistance Office in building 275, Plummer Street, Presidio of Monterey, phone 242-5083/4. 

BABY — HANDLE WITH CARE

By Lt. Col. Jerome Pradier

A recent, sad incident in our local civilian community has alerted many to the dangers of an apparently harmless activity that causes deaths in infants and young children. That incident was initiated by shaking a baby violently enough to cause severe brain damage and eventual death.

Before this year, few of us had heard of the Shaken Baby Syndrome or Shaken Infant Syndrome, or SIS. We are learning, however, that injuries to infants from shaking young children are more common than we knew. Most people are not aware of the danger to our young children that shaking them presents. They don't realize that, even when playfully tossing or improperly burping babies, the result could be permanent brain damage, blindness or death. According to Dr. Joseph Puglise, a fellow of the American Academy of Pediatrics, even placing a baby in the bed too violently can exert forces strong enough to cause brain damage and learning disabilities.


The reasons for these injuries are easy to understand. In the early stages of child development, from birth to approximately five years old, the child's neck muscles are too weak to support the size of the head, which can be one-third to one-fourth the size of the entire body in infants. Add to this the relative smallness of the growing brain to that of the larger skull, and there are the ingredients for danger. When anyone shakes a child suddenly or violently, the whiplash causes the brain to slam against the skull causing internal injuries. Only sometimes do these injuries show themselves through bloodshot eyes, detached retinas or dizziness. Sometimes the motor dysfunction,

communication impairment, respiratory problems, dyslexia or mental retardation is not evident until much later.

Since April is Child Abuse Prevention Month and most of us are not child abusers, it is appropriate for us to consider SIS as one way we can unintentionally abuse children. Not all abuse is necessarily malicious. Some cases of abuse are the result of responding to the stresses of exhaustion, depression and lack of sleep, for example. But although SIS usually results from a caregiver's shaking a child to stop the child from crying or acting up, this isn't the only way it occurs. Sometimes, young children playing with younger infants — or even adults playing with infants — can cause these injuries. None of us wants to be the one to have to say, "I never meant to hurt her" or "I only shook him for a few seconds." Nor do we want to hear a family member or friend tearfully say these words. So we need to do our part to get the word out and alert others to this danger.

If we are in a position where a baby's crying is upsetting to us, we should try to remember that shaking the child will not help the situation. It will probably prolong the crying. We need to find other, more gentle means of control such as rocking the child or taking her outside in a stroller or car. We might ask a friend or relative to watch the child while we leave the area for a while. There are always agencies we can call for immediate help. For example, the Childhelp IOF Foresters Hotline is 1-800-4A-CHILD, and the California Consortium to prevent Child Abuse is 1-800-CHILDREN.

For more information and strategies to help yourself or a friend, call the Child Abuse Prevention Council at 755-4474.

(Lt. Col. Pradier, ATFL-ES, is the military representative and secretary of the Child Abuse Prevention Council of Monterey County.) 

Graduations

ARABIC

Baker, Andrea, Pfc.
Berns, Thomas, Petty Officer 1st Class
Bjurstrom, Edwin III, Sgt. 1st Class
Blom, Zane, Spc.
Brzoska, Daniel, Pfc.
Burt, Elyse, Spc.
Callin, Katrina, Airman 1st Class
Cantu, Melissa, Pfc.
Clark, David, Pfc.
Cooke, Daniel, Pfc.
Crouch, Christopher, Petty Officer 3rd Class
Davis, Heidelind, Pfc.
Demas, Matthew, Spc.
Donnell, Jessica, Airman 1st Class
Drennan, Leah, Pfc.
Dull, Chad, Spc.
Emery, John, Pfc.
Grellner, Matthew, Pfc.
Hays, Bradley, Pfc.
Hysell, Shawn, Airman 1st Class
Kachirski, Tanya, Spc.
Lobner, Mark, Staff Sgt.
Martin, John III, Staff Sgt.
McArdle, Brian, Sgt. 1st Class
Meadows, Billy II, Airman 1st Class
Moore, Sheila, Pfc.
Peter, Serena, Airman 1st Class
Pool, Jeffrey, Pfc.
Post, Jeffrey, Sgt.
Post, Kristen, Sgt.
Quinn, Adam, Sgt.
Rader, Jennifer, Spc.
Raymond, Mark, Airman 1st Class
Rogers, Molly, Petty Officer 3rd Class
Rolf, Nathan, Pfc.
Schulze, Joshua, Airman 1st Class
Shakeenab, Joe, Sgt. 1st Class
Shrier, Amy, Pfc.
Stricklin, Ernest, Sgt.
VanAllen, Danny, Sgt. 1st Class
Walker, Dawn, Airman 1st Class
Watt, Gian, Spc.
White, Kenneth, Tech. Sgt.
Wolven, Michael, Airman 1st Class

FRENCH

Bagsby, Wes, Spc.
Beckwith, Brent, Sgt.
Boa, James, Petty Officer 2nd Class
Bracero, Saul, Capt.
Camcam-McMillan, Sheilah, Civilian
Connors, Jay, Capt.
Cyril, Todd, Capt.
Devin, Timothy, Maj.
Hughes, Milton, Lt. Col.
Jones, Richard, Airman 1st Class
Kemp, David, Lt.

King, Harold, Sgt. 1st Class
McMillan, Eric, Sgt.
Moore, Wayne Jr., Staff Sgt.
Oyerbides, John, Sgt.
Ross, Antoinette, Civilian
Ross, James, Capt.
Sanchez, Manuel, Sgt. 1st Class
Smith, Kelli, Civilian
Smith, Ryan, Capt.
Sode, Richard, Staff Sgt.
Sullivan, Patrick, Lt.
Ward, Robert Jr., Spc.

GERMAN

Allen, Gary, Lt. Col.
Clifton, Fred Jr., Maj.
Fridde, Jay, Petty Officer 2nd Class
Kuebel, Charles, Pfc.
McCudden, Stephanie, Airman 1st Class
Oates, Lori, Civilian
Oates, Robert, Capt.
Werkhaven, Lisa, Lt. Cmdr.
White, Christopher, Chief Petty Officer

ITALIAN

Bisang, Todd, Lt.
Derley, Dennis, Petty Officer 2nd Class
Didier, Leah, Pvt.
Hopkins, Yvette, Capt.
Kronbergs, Karl, Capt.
Kronbergs, Shelly, Civilian
Laird, Abraham, Petty Officer 1st Class
Maisano, Gene, Capt.
Mancuso, August III, Lt. Col.
Mancuso, Teresa, Civilian

PERSIAN-FARSI

Almeida, Kannika, Airman 1st Class
Baxter, Christopher, Airman
Betzler, Mark, Spc.
Britnell, Elizabeth, Petty Officer 3rd Class
Cook, Justin, Pvt.
Coronado, Rafael, Petty Officer 3rd Class
Cripe, Santha, Pfc.
Demas, Timothy, Pvt.
Garcia, Diego, Pvt.
Gillespie, Matthew, Pvt.
Johns, Jason, Spc.
Keliher, Tara, Airman 1st Class
Lawrence, Douglas, Spc.
Lenz, Mark, Spc.
Linn, Douglas, Seaman
Marotta, Nicholas, Seaman Recruit
Ness, Mary, Spc.
Popescu, Nick Jr., Spc.
Renda, Brian, Lt.

Richards, Jason, Pfc.
Stagg, Russell, Seaman
Utermehle, Juliet, Spc.

PORTUGUESE

Carman, Dwayne Jr., Capt.
Carman, Nora, Civilian
Dooley, Jennifer, Civilian
Dooley, Robert, Capt.
Henry, Elizabeth, Civilian
Henry, Michael, Capt.
Roman, Ricardo, Master Sgt.
West, Robert, Lt.
Williams, Harold, Lt.

SPANISH

Ables, Donny Jr., Lance Cpl.
Adams, Gilbert, Capt.
Allen, Brook, Capt.
Anongdeth, Don, Spc.
Ashworth, Darren, Spc.
Benefield, Kenneth II, Airman 1st Class
Blackburn, Steven, Spc.
Boldt, Kristina, Airman 1st Class
Borgstrand, Dwight, Lt. Col.
Brewer, Brian, Pvt.
Calabrese, Ronald, Sgt.
Carranza, Deborah, Pvt.
Chang, Leo, Staff Sgt.
Clyburn, Terry, Spc.
Cole, Mashona, Pfc.
DelvalleOrtiz, Joel, Petty Officer 2nd Class
Diprimo, Mario, Col.
Dua, Tito, Lt. Cmdr.
Evans, Jeffery, Spc.
Fitzpatrick, Neil III, Lance Cpl.
Garrett, Aaron, Petty Officer 3rd Class
Garrett, Eric, Sgt.
Gendreau, Andrea, Pfc.
Guillot, Robert Jr., Maj.
Hall, Dianne, Airman 1st Class
Henry, James, Maj.
Henry, Kelly, Civilian
Hibbard, William, Pfc.
Hill, Gabriel, Airman 1st Class
Huffstutler, Nikki, Pvt.
Jacoby, Jacque III, Pvt.
Janik, David, Lt. Col.
Jenkins, Andrew, Capt.
Knoll, Barry, Spc.
Ledesma, Daniel, Petty Officer 3rd Class
Ligon, James III, Lance Cpl.
MacFarlane, Scott, Capt.
Madero, Mario, Pfc.
Mahutga, Robyn, Airman
Martinez, Doris, Seaman
Mason, John, Capt.
Matthews, David, Pvt.

McCann, John, Airman
Mitchell, George, Capt.
Mount, David, Capt.
Mount, Susan, Civilian
Murphy, Jeffrey, Capt.
Neumann, Robert, Col.
Ouellette, Brian, Petty Officer 2nd Class
Owens, Joel, Airman 1st Class
Pritchett, Anthony, Spc.
Rayburne, Michael, Col.
Rodriguez, Ricardo, Staff Sgt.
Ruiz, Jose, Petty Officer 2nd Class
Rush, Robert, Pfc.
Santiago, Patricia, Staff Sgt.
Schad, Steven, Maj.
Schaub, Michael Jr., Capt.
Semple, Stephen, Lt.
Sperry, Alexander, Sgt.
Stefan, Andrea, Pfc.
Studley, Andrew, Seaman
Suydam, Isaac, Airman 1st Class
Swauger, Ernest, Cmdr.
Tetzlaff, Scott, Petty Officer 2nd Class
Waldron, Lawrence Jr., Lance Cpl.
Wireman, Sheree, Pvt.
Worley, George, Maj.

THAI

Bonnell, Anthony, Warrant Officer
Fellows, William, Sgt.
Isham, Darrin, Petty Officer 2nd Class
Johnson, Michael, Spc.
O'Neill, Bernard, Petty Officer 1st Class
Schmid, Kurt, Warrant Officer
Vance, David, Pfc.
Williams, Cecil, Staff St

UKRAINIAN

Oxman, Donald, Sgt.
Taylor, Lisa, Petty Officer 1st Class

VIETNAMESE

Armstrong, Daniel, Pfc.
Byungho, Rian, Airman 1st Class
Crumley, Luciane, Sgt.
Gilchrist, Keith, Seaman
Gill, Patrick, Pfc.
Lowery, Daniel, Airman 1st Class
Pampanin, Rose, Airman 1st Class
Powell, James, Spc.
Slagle, David, Airman 1st Class
Vallee, Katherine, Airman 1st Class
Williamson, David, Airman 1st Class
Wolfe, Tristan, Pfc.
Wyatt, Wendy, Staff Sgt.
Zorn, Bridget, Airman 1st Class

Deans' List

The Dean's Honor Roll as of March 1:

CHINESE

1st Semester

Coon, Richard, Maj.
Davis, Robert, Capt.
Eng, Vivian, Airman 1st Class
Guerrette, Christopher, Airman 1st Class
Jenuwine, David, Scaman
Tucker, Diane, Airman 1st Class

CHINESE

2nd Semester

Hendrix, Philip, Airman 1st Class
Marotta, Heather, Airman 1st Class
Nielson, Layne, Petty Officer 1st Class
Worcester, Sherry, Airman 1st Class
Zeiber, Drew, Airman 1st Class

DUTCH

1st Semester

Dormido, Ronald, Sgt. 1st Class
Henderson, James, Capt.
Payne, Jonathan, Capt.
Wiese, John, Lt.

GERMAN

2nd Semester

Brotzen, Paul, Capt.

GREEK

1st Semester

Covell, Cynthia, Lt. Cmdr.
Moffett, Thomas, Capt.
Woods, William, Capt.

HEBREW

2nd Semester

Anderson, Jason, Airman 1st Class
Druecker, David, Capt.

JAPANESE

1st Semester

Basalla, Suzanne, Seaman
Bellay, John, Lt.
Plewe, Russell, Pfc.
Tanaka, Shawn, Cpl.
Zoerlein, Timothy, Civilian

KOREAN

1st Semester

Farquhar, Carl, Capt.
Hood, Michael, Sgt. 1st Class
Kotronakis, John, Pvt.

Malone, Cynthia, 1st Sgt.
Rank, Daniel, Pvt.
Scarborough, Patrick, Pvt.
Tietz, David, Pvt.

KOREAN

2nd Semester

Cady, Cameo, Lance Cpl.
Dahlin, Suzanne, Sgt.
Finholm, Timothy, Spc.
Hodson, Hugh, Airman 1st Class
Kennedy, Jackie, Staff Sgt.
Krehn, Jungmi, Spc.
Kim, Jin, Pvt.
Loyd, John, Pfc.
Ross, James, Pfc.
Stevens, Sean, Scaman Apprentice

KOREAN

3rd Semester

Dollar, William Jr., Spc.
Hamman, Danielle, Spc.
Reeves, Andrew, Lance Cpl.
Wallace, Trent, Pfc.

RUSSIAN

1st Semester

Peel, Tyler, Pvt.
Shaw, Angela, Airman 1st Class
Shudrowitz, Ronald, Pvt.
Welbes, Todd, Pvt.
Woodruff, Stephen, Spc.

RUSSIAN

2nd Semester

Ames, Caleb, Seaman
Freeman, Dennis, Sgt.
Roseman, David, Airman 1st Class

RUSSIAN

3rd Semester

Bentley, David, Lance Cpl.
Crafton, Ryan, Lance Cpl.
Eppers, Michael, Cpl.
Familo, Amy, Pfc.
Mullen, Todd, Spc.
Nagle, Trevor, Petty Officer 2nd Class
Smith, Ellis II, Spc.
Speckhals, Kurt, Airman 1st Class
Womack, Ann, Spc.

SPANISH

1st Semester

Banta, Robert, Spc.

Banta, Robert, Petty Officer 2nd Class
Banta, Stacy, Spc.
Bush, Frederick, Pvt.
Dixon, Albert, Maj.
Dixon, Frederick, Spc.
Gustavsen, Kenneth, Petty Officer 1st Class
Jackson, Angela, Seaman
Kaler, Curtis, Pvt.
Kearney, William, Capt.
McClain, Jolene, Seaman
Mumford, Michael, Capt.
Ornellas, Kristy, Pvt.
Prevost, David, Lt.
Roqueta, Renee, Pfc.
Schultz, Arthur, Airman 1st Class
Whitaker, Anessa, Seaman
Yanoschik, Thomas, Capt.

SPANISH

2nd Semester

Diprimo, Rosemary, Civilian
Grisham, Christopher, Pvt.
Guinan, Cornelius, Lt.
McGovern, James, Capt.

SPANISH

3rd Semester

Calabrese, Ronald, Sgt.
Clyburn, Terry, Spc.
Henry, James, Maj.
MacFarlane, Scott, Capt.
Mason, John, Capt.
Matthews, David, Pvt.
Mount, David, Pvt.
Schad, Steven, Maj.
Schaub, Michael, Capt.
Studley, Andrew, Seaman
Waldron, Lawrence, Lance Cpl.

TAGALOG

1st Semester

Ritz, Jonathan, Pvt.

THAI

2nd Semester

Maarze, James Jr., Sgt.
Woel, Cassandra, Sgt. 1st Class

THAI

3rd Semester

Bonnell, Anthony, Warrant Officer
Johnson, Michael, Spc.
Vance, David, Pfc.
Williams, Cecil, Staff Sgt.

Joint-Service Quarterly Award winners

Name: Dennis T. Freeman



Rank: Sgt.

Award: Joint-Service
NCO of the Quarter

Unit: Marine Corps Detachment

Job Title: Basic Russian student

Years in service: 7

Hometown: Woodbridge, Va.

Thoughts on winning: "The competition was tough. Everyone of us should have taken it — I guess I just squeezed by 'em. I feel great about it."

Name: Monica Cox



Rank: Spc.

Award: Joint Service
Junior Enlisted of
the Quarter

Unit: Alpha Company

Job Title: Basic Chinese student

Years in service: 1

Hometown: Greenville, Texas

Thoughts on winning: "I feel it was more like accomplishing a task than it was just winning, because we are all winners. It is part of my job to do my best. I had a lot of help and support from my chain of command, company and fellow soldiers."

WELA instructor receives community service awards

Story and photo by Petty Officer 1st
Class T.E. "Scoop" Hansen

Teresa Diaz, a volunteer instructor at the West European and Latin American School, recently received a certificate of special Congressional recognition for outstanding and invaluable service to the community.

The certificate was signed by Rep. Sam Farr (D-Carmel) and presented to Diaz Feb. 25 at a Monterey hotel as the Community Sector winner of the 1996 Community Service Award.

Diaz works as an advocate at the Monterey Rape Crisis Center on Friday evenings. "I handle telephone calls, accompany victims to the hospital and occasionally do interpretation," she said. "It's important for the rape victim to know that there is someone for them to talk and listen to, and understand them."


A volunteer Spanish instructor at DLI since February 1988, Diaz also received a California State Senate certificate of recognition from the Volunteer Center of Monterey County signed by the Honorable Henry J. Mello, a certificate of appreciation in recognition of outstanding volunteer service benefitting the community, and a plaque from the hotel along with the community sector award at the



Teresa Diaz exhibits a Congressional certificate and other items she received for her community service.

ceremony honoring the outstanding volunteers of the area.

"I knew I was nominated, but there were so many other deserving and hard-working volunteers," she noted. "So, I was very happy and surprised that I won — I could not even speak when I accepted the award. It's a nice award to receive, and it gives me a great deal of personal satisfaction in helping people out.

"I'd also like to say thanks to the Crisis Center staff and all the other volunteers, as well as to my husband, for all their support," she mentioned. 

Medals

Meritorious Service Medal
Buchanan, Gerry, Capt.
Pavey, James, Capt.
Personius, Alan, Capt.

MLI Badges

McVannel, Michael, Sgt. 1st Class,
Korean MLI
Tulp, Timothy, Sgt. 1st Class,
Spanish MLI

What cultural activities would you like to see during class?

(Editor's note: We wandered the hallways and sidewalks of DLI and approached several students at random, asking them what kinds of cultural activities they'd like to see implemented on a regular basis into the classroom environment, such as foods, singing, dancing, or nothing at all.)

Interviews and photos by Petty Officer 1st Class T.E. "Scoop" Hansen



**Navy Seaman
Nicole Klemens,
French student**

"I would like to see more movies and documentaries depicting the culture and everyday life in the countries that speak the target language. Also, at least an hour a week devoted just to talking and asking questions about the culture with the teachers because there are many aspects of the culture about which they can give us first-hand accounts."



**Air Force Airman
1st Class
Bryan Travis,
Chinese student**

"Looking back over the past 63 weeks and knowing how active our class has been, it's hard for me to think of anything we might have missed. Whether it's cooking Chinese food or dancing around with a 50-pound dragon head, we've done it all. The only aspect of the language I really never fully understood is the cultural differences from all the different areas of China. There's just too much! If a standard cultural curriculum was established, I believe it would benefit future students of the Chinese department."



**Navy Seaman
Dawn Bali,
Persian-Farsi student**

"My teachers are very good about implementing culture into the classroom. Each semester we get two to three lectures on area studies or culture. This entails history, geography and customs. On a daily basis, we receive culture through their actions and anecdotes. They always entertain our questions very freely. In addition, our teachers plan activities such as picnics where we help them cook native Iranian food and a field trip to an Iranian restaurant in San Jose. These activities keep our interest and breaks up the monotony."



**Air Force Airman
1st Class
Jamie Brightwell,
Arabic student**

"Not so much with the activities, but I would like to see more cultural information — like on religion and the political situations. Also, I'd like to see more information on customs and courtesies so as to have a better understanding of the Arabs."



**Marine Corps Pfc.
Jason Stayanovich,
Arabic student**

"More study focusing on the religion and person-to-person interactions of the areas studied."



Soldiers from DLIFLC's Alpha Company look over the terrain for their next objective during the exercise Operation Dragon Thunder, which was held Feb. 10 at the MOUT (Military Operations in Urban Terrain) site on the Presidio Of Monterey Annex. The MOUT site, which was used originally by the soldiers at the former Fort Ord, provided the perfect setting for the exercise. Operation Dragon Thunder is the name applied to Alpha Company soldiers' final step at DLI toward fulfilling their soldierization skills; it combines basic military and language skills in a simulated-combat environment. Turn to page 16 for the story. (Photo by Master Sgt. Ron Hyink)