

GLOBE

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

DLIFLC Serbian-Croatian students prepare for deployment to Bosnia



Presidio Portrait

of

Lt. Cmdr. Barry W. Phillips
Officer in Charge, Naval Security Group Detachment, Monterey

As Officer in Charge (OIC) of the Naval Security Group Detachment, Monterey, Lt. Cmdr. Barry W. Phillips takes on military and administrative responsibility for all Navy personnel assigned to the Presidio.

His job, as he sees it: "To be a strong advocate for my staff and students. If the staff and students know that I will support them in tough times they will be better able to concentrate on the mission. The staff and students are the key to mission success."

Phillips says his long-term goal is to produce quality sailors and linguists for the Navy, to which he adds: "And to continuously improve the quality of life of our sailors."

A native of Columbus, Ga., Phillips enlisted in the Navy as a seaman in 1974 and was trained as a cryptologic technician.

In 1982 he was discharged from enlisted service as a petty officer 1st class after assignments with the Office of the Assistant Commander, Naval Security Group Command, Fort Meade, Md.; the Naval Technical Training Center, Pensacola, Fla.; and the Naval Security Group Activity, Pearl Harbor, Hawaii.

Phillips then enrolled as a student at the Martin, Tennessee, campus of the University of Tennessee, pursuing a bachelor's degree in criminal justice. In 1984 he graduated with honors. The following year he attended the

Navy's Officer Candidate School and upon graduation was commissioned as an ensign (surface warfare) in the U.S. Naval Reserve.

In 1985 Phillips was assigned to the USS Charleston (LKA113) homeported in Norfolk, Va. While waiting to attend Surface Warfare School he was selected for special duty in cryptography. In 1986 he was assigned to the Naval Security Group Activity, Naples, Italy, where he served as communications officer, fleet electronic support officer and operations officer.

In 1989 Phillips reported for duty as the electronic warfare officer aboard the USS Josephus Daniels (CG27), homeported in Norfolk, Va. He qualified as fleet steaming officer of the deck, surface warfare officer, tactical action officer and command duty officer (underway). During his tour, the Josephus Daniels circumnavigated South America and participated in several operations to counter drug-smuggling activities. In 1992 Phillips was assigned to the staff of the commander in chief of the U.S. Pacific Fleet, Pearl Harbor, Hawaii, as the cryptologic direct support officer.

In 1995 Phillips became assistant OIC of the Naval Security Group Detachment, Monterey. Last January he succeeded Cmdr. Gus Lott as OIC.

Phillips' personal decorations include the



Lt. Cmdr. Barry W. Phillips

Navy Commendation Medal (two awards), the Navy Achievement Medal and the Navy Good Conduct Medal. He qualifies as a Small Arms Expert (Pistol).

Phillips is married to the former Kimberly Carson.

"I want to infuse the Navy's core values of honor, commitment and courage in every facet of Navy life at DLI," says Phillips.

A personal motto: "Do what is right and you can't go wrong."



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GLOBE

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ABOUT THE COVER:

(Left to right) Serbian-Croatian linguists Spc. Charles Foresyth, Sgt. Tara Sundt, and Staff Sgt. Joaquin Duenas, guard their checkpoint "Neretva" during a field training exercise at Soldier Field Jan. 29. The trio used their language ability to search vehicles and question occupants. All three previously studied Russian, while Sundt also graduated from the Arabic course last year. See article on page 22. (Photo by Bob Britton)

Commander's Notes

The faculty and staff of the European and Latin American School have many real success stories to tell. That is the reason the School, with its history of achievement in foreign language instruction, has been selected as the theme of this issue of *The Globe*. It's gratifying to see contributions to this issue by the very people who have made the School truly distinguished.

To see how the Institute adapts curricula to student needs, look to the European and Latin American School. DLIFLC students have always had an enormous appetite for course materials — so great that it's always been a challenge to keep them supplied with up-to-date texts. For most languages, only course materials developed in-house will provide the required range of subject material.

In the European and Latin American School languages, the option to adapt commercial materials to the DLIFLC classroom has occasionally been feasible. When the window of opportunity for using commercial materials appeared, the enlightened managers who guided the school through the years used good judgment in adapting these materials and supplementing them as necessary. When the requirement to develop materials presented itself, they always used the School's resources wisely.

As articles in this issue of *The Globe* attest, students in the European and Latin American school are being trained to perform to the exacting standards of the Institute. Their language skills are geared to real-world tasks and graduates are hitting the 2/2/2 proficiency mark much more often than not. I think readers of *The Globe* always benefit by learning about all of the Institute's language programs, not just languages in which they are personally involved, and the European/Latin American School merits the continued attention of all linguists worldwide.

* * *

This issue of *The Globe* also includes coverage of our Annual Program Review, which brought managers of the Defense Foreign Language Program to DLIFLC.



Col. Daniel D. Devlin
Commandant of DLIFLC,
Commander of DLIFLC and the Presidio of Monterey

The Institute considered the opportunity to host this influential assembly a rare privilege, and the exchange of information and views was productive, as always. I thank all who participated, including the many who worked behind the scenes.

* * *

The Buffalo Soldiers of the 9th Cavalry Regiment built something lasting while they were stationed at the Presidio of Monterey just after the turn of the century. The article in this issue by Dr. James C. McNaughton, our Command Historian, tells the story. Only in recent years have the Buffalo Soldiers gained widespread recognition for their great accomplishments, and their history at the Presidio deserves to be included. 🪖

Arabic instructor named Army Linguist of the Year

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

If you do good things, good things will happen; if you do bad things, bad things will happen; if you do nothing, nothing will happen to you at first, but eventually bad things will happen to you. That is the philosophy I live and work by and try to instill and pass on to my students. It's so simple, its trite. However, it has worked well for me," said Staff Sgt. Raymond Criswell, a military language instructor (MLI) who teaches Ara-



Staff Sgt. Raymond Criswell holds two awards he received in Washington, D.C. at the Pentagon for winning the Department of the Army's Linguist of the Year competition. Criswell is a Military Language Instructor who teaches Arabic at Middle East School I.

bic at Middle East School I.

He was recently named as the top linguist in the United States Army. A very impressive distinction since it was the first time an Army Linguist of the Year competition was held. The presentation was held at the Pentagon during the Army Language Committee Meeting Jan. 15. The Headquarters, Department of the Army Linguist of the Year program acknowledges the important role all linguists play in supporting the warfighters while recognizing the extraordinary accomplishments of individual linguists. The prestigious honor was announced after a panel review of all nominations.

According to Criswell, the naming of an Army linguist of the year was probably the idea of Lt. Gen. Paul Menoher, the Deputy Chief of Staff for Intelligence at Headquarters, Department of the Army. "This award does a lot for morale basically and says to me, 'hey, you're doing all right.' The recognition is a shot in the arm and shows that hard work pays off. I think it also impacts on students because when they see this, they know that they too can strive for success and receive recognition. Since it was the Army Language Committee Meeting, it was quite an eclectic gathering with all the key players in attendance. Even Lt. Col. Marilee Wilson, chief, Operations, Plans & Programs Directorate; attended. She works with Lt. Col. Roderic Gale, DLIFLC associate provost and dean of students."

A number of factors went into the nomination criteria and procedures to be eligible for the award: the nominee must be a staff sergeant or below; be a member of the active Army, National Guard, or Army Reserve; and must meet the Army language-proficiency standard of 2/2 in listening and reading.

"The award was pretty much based on linguist issues in general. I don't think they took too many other factors into consideration such as community involvement," he noted. "I had to prepare a nomination packet and forward it to Headquarters, Department of the Army, by Oct. 1, 1996," Criswell said. "That packet included a 5x7 head and shoulder photo, my unit commander's nominating memorandum with endorsement from the chain-of-command, a copy of my current DA Form 330, a copy of my DA Form 2-1 and 2A and a written essay that didn't exceed two typewritten pages, addressing the topics, 'Ideas for improving linguists' incentive programs' and 'suggested methods to improve the U.S. Army's Command Language Program.'

"I was quite surprised when I was informed I had won

continued on page 6

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the award," he said. "I was with my wife at a Christmas party at the Weckerling Center on a Friday evening when Capt. Jeffrey Elliott, company commander of Headquarters and Headquarters Company, made the announcement and congratulated me on being named as the Army Linguist of the Year. I was in disbelief because I thought the essay I wrote for my nomination package was too sharply worded and that I would be disqualified. Basically, I sent the package and then forgot about it until Capt. Elliott made the announcement. The glowing remarks and support from my chain of command were definitely a major influence on the decision-making process. Other factors that helped me were being assigned to teach two classes vice the normal formula of one class at a time; the development of books and courseware in the Arabic Department; and being the first MLI from DLI to go to Iraq as part of a weapons-inspection team. The combination of being a soldier in both the classroom and out in the field weighed heavily. The competition involved other soldiers and students. I heard the award came down to myself and the soldier who was named as the Intelligence and Security Command Linguist of the Year. There were only a couple of points dividing us."

A native of Kansas City, Kan., Criswell is married with two sons and two daughters. He has been stationed here for two years and has been in the Army since October 1987. Besides speaking Arabic, he also knows some Tagalog. Interaction with students is the part of teaching he likes best.

"I receive my energy through working with students," he mentioned. "I've noticed over the past two Christmas exodus periods that I lose energy over that time frame when the students are off from classes and back home with their families. The other part of my work I like best is the fact I can teach and develop books and materials for the Arabic Department at the same time. I really enjoy bridging that gap between teaching students and developing materials and programs to help other linguists. I know that if I was just developing books and materials and not teaching, I wouldn't have as much fun. It is wonderful to work with such accepting teaching teams and it is great to be a teacher — this is the best job I've had in the Army. I tell you, when you put a motivated teaching team together with energized students, well, that is something to behold."

Currently, Criswell is developing booklets called "Authentic Arabic." They are listening-comprehension exercises which correspond with topics taught in semesters one and two in the Basic Arabic Course. He gleans material for the booklets from various radio and television broadcasts and uses student feedback extensively in the development process. "I have four more units left to be completed," he said. "Then, I will place the booklets on CD-ROM along with the video and audio to assist with rapid learning of the vocabulary, and possible sustainment for linguists in the field once they've graduated from DLI. There are so many far-


reaching possibilities we have here at DLI — it's a cliché but the technology is right at our fingertips.

"I'm a listener and have been for the last nine years," he continued. "There is a need for good listening materials and being that I consider myself a purist, I think we can do better than just voicing reading texts on tapes and calling that 'listening material.' I often record new material right off the radio or download them from the Internet and then incorporate them into these listening-comprehension booklets. That way, they're always up to date and interesting."

Criswell thanked Master Sgt. Fitts, 1st Sgt. Santana, Capt. Jeffrey Elliott and Command Sgt. Maj. Ronald Solmonson for their support. "My chain-of-command was instrumental in my winning of this award with the input they submitted," he noted. "I would like to specifically thank Command Sgt. Maj. Solmonson who highly encouraged me to submit a package for this award. He brought the program to my attention and told me that I would submit a package. At the time, he was the MLI Program Manager. Basically though, he steered my nomination through the chain here at DLI and then followed up by ensuring my submitted package arrived at Army headquarters.

"From the Pentagon side of the house, I'd like to thank Lt. Gen. Menoher who really seems interested in and cares about linguist issues. I'd also like to thank Chief Warrant Officer 5 Ohnesorge, who really made the whole thing come together. The Pentagon folks were very cordial. Lets face it, it's not very often that an enlisted service member has the opportunity to sit and chat with a three-star general at the Pentagon, but they really made me feel at home."

One would think that between his teaching, developing materials and spending the little free time he has with his family, Criswell wouldn't have too much time to assist with other activities. Not so. The scoring system that is used for the annual DLIFLC Language Olympics should be called "The Criswell Scoring Method." "Well, I don't know about that," he said with a laugh. "But they have used my system the past two years and Petty Officer Stuart Lamb of the Naval Security Group Detachment (the sponsoring unit of this year's games) has asked for my assistance again this year. It is still a complicated scoring system, but I think it is much better and on more of an even scale for all the teams competing. I'm also involved with Total Army Involvement Recruiting which involves talking to students in high schools and universities about language opportunities in the Army.

"It all goes back to the philosophy of doing good things, working hard and applying yourself," he said. "When I graduated from my Arabic Basic Course in December 1988, I left DLI with marks of 2/2/2 in reading, listening and speaking. When I left the 101st Airborne Division (Air Assault) at Fort Campbell, Ky., before being assigned to Fort Meade, Md., I was at the 3/3 level and have maintained that status since 1991." 

DLIFLC Hosts Annual Program Review

**Capt Rusty Shughart, U.S. Air Force
Deputy Director, DLI Washington Office**

Col. Daniel Devlin, the DLIFLC/Presidio of Monterey Commander and DLIFLC Commandant, and the DLIFLC staff and faculty hosted nearly 40 foreign language program managers for the DLI Annual Program Review (APR) Feb. 11-13. This forum allows DLI to discuss training initiatives of the preceding year with managers of the Defense Foreign Language Program (DFLP).

Ms. Jennifer Carrano, Director of Intelligence, Policy, Plans and Programs, Office of the Assistant Secretary of Defense for Command, Control, Communications and Intelligence (OASD/C3I) was the DFLP senior representative. OASD/C3I is the primary functional sponsor of the DFLP. Other DFLP representatives included members of the Requirements and Resources Coordinating Panel and the Career Management Panel, the action arms of the DFLP's Policy Committee.

Members of the Foreign Language Committee (FLC) joined the discussions for the first time. The FLC serves as the focal point within the Intelligence Community (IC) and between the IC and other elements of the U.S. Government, academia, and the private sector for coordination of foreign language efforts. Ms. Susan Rudy, Chairman of the FLC, led the group to Monterey. Peter Eddy, Acting Director of the Center for the Advancement of Language Learning (CALL), was also a key participant. CALL's Resource Center provides excellent language-support services to military Command Language Programs (CLP's) around the world.

Col Eugene Beauvais, DLIFLC Assistant Commandant, chaired the discussion of a wide variety of program variables. Key items were an update on the new Faculty Personnel System which DLIFLC has incorporated to professionalize its faculty; a review of the Final Learning Objective (FLOs); and discussions on technical health issues related to DLI curriculum review procedures. Dr. John Lett, Acting Dean of DLIFLC's Evaluation and Standardization Directorate, briefed attendees on preliminary results of three language research initiatives DLI is conducting with FLC coordination for use at the Presidio and at other government foreign language training programs. These include foreign language conversion training, language immersion programs and a pre-learning language awareness course.

Technology was a major topic of this year's APR. Lt. Col. Marilee Wilson, Director of Operations, Plans and Programs, demonstrated the features of DLI's LingNet Internet site. She noted that with more than 2,000 users calling upon LingNet daily, its use has proliferated well beyond the DoD community to become a true global resource for foreign language information and materials. Wilson also outlined DLI's Video TeleTraining (VTT) initiatives, adding that the VTT continues to demonstrate its value as a viable and economic training method supporting DLI's efforts to train, sustain, evaluate and support military linguists around the world. Mr. Deniz Bilgin, Chief, Technology Integration Division, described DLIFLC's computer-based courseware development




Photo by Joe Morgan

For Defense Foreign Language Program Managers and the DLIFLC staff the Annual Program Review is a forum for discussing training issues.

projects and demonstrated recent products in Serbian/Croatian and in Persian-Farsi.

APR participants also visited several facilities on the Presidio and the POM Annex. Capt Wes Andruess, primary project officer for the conference, designed a comprehensive orientation for them, many of whom were visiting Monterey for the first time.

As the APR concluded, Lt. Col. Gordon Sumner, Chief of the Institutional Training Division, the Army Office of the Deputy Chief of Staff for Operations (ODCSOPS), briefed the participants on the Structure Manning Decision Review (SMDR) procedures for defense foreign language training. The annual SMDR process designs the DLIFLC schoolhouse structure for the outlying training years by optimizing the utilization of program resources. The Army ODCSOPS, which serves as the executive agent for the DFLP on behalf of the secretary of defense, accomplishes this task through one of its many Management Decision Execution Packages (MDEP). The DLIFLC MDEP, which consists of 10 major funding categories, produces a military linguist training plan that directly influences foreign language readiness across the spectrum of the Defense Department's intelligence and operational missions.

The APR included a preview of DLIFLC initiatives to improve the foreign language training program. Col. Devlin briefed the participants on the "Commandant's Vision" as an integral part of DLIFLC and POM planning for the 21st century. Dr. Stephen Payne, Command Historian, outlined the role of the DLIFLC Strategic Planning Board (SPB) to refine and facilitate preparation for these and other future enhancements. The SPB is incorporating quality techniques into the foundation of plans for future institutional improvements at DLIFLC. The degree to which the DLIFLC staff and faculty is successful in achieving many of the short-term goals will be addressed as the topics of next year's APR. 

Contract schools augment DLI capability

By John B. Ratliff III
President of Diplomatic Language
Services

The Defense Language Institute works closely with five contract language schools in Washington, DC, in order to meet language training requirements beyond the capabilities of its Monterey campus. Through the DLI Washington Office, contract schools play an important role in meeting the U.S. military's total language training needs, particularly in the following important areas:

- Training in 60 "low-density" languages not offered in Monterey
 - "Surge" training needed for overseas crises
 - Specialized and tutorial training for personnel in the Washington DC area
- DLI currently conducts training in 24 high density languages in Monterey. DLI provides an additional 60 languages (plus a number of Arabic dialects) to its military clients through competitive-bid contracts with five private language schools in the Washington, DC, area, making for a unique "partnership" relationship in meeting the military's language training needs.

The availability in the Nation's Capital of instructors in low density languages, combined with the "for profit, can-do" motivation of the commercial language schools under contract to DLI, makes these schools a critical augmentation to DLI's in-house training capability in times of crisis. For example, DLI contract schools, including Diplomatic Language Services, taught Iraqi Arabic to nearly 100 military personnel during Operation Desert Shield. Most recently, the schools responded quickly to the need for Serbian training for Bosnia, conducting either refresher training or cross-training from other Slavic languages to 150 mili-

tary students. Along the way, contract schools also met surge requirements for Somali and Haitian Creole. For Somali, Diplomatic Language Services sent one course developer and four instructors to Monterey to work in DLI classrooms in a round-the-clock effort to meet the emergency requirements in Somalia. The ability of the contract schools to hire quickly, rent additional classroom space on a moment's notice, and develop ad hoc materials if necessary, provides DLI with an invaluable resource on which to draw in times of crisis.

Certain specialized, tutorial training routinely is assigned to contract schools in Washington. For example, language training for military attaches assigned to U.S. embassies abroad traditionally takes place in Washington, immediately following or preceding attendance at the Attache Training Course at the Defense Intelligence College. Such training is typically on a tutorial, "one-on-one" basis, permitting special tailoring to the needs of the individual officer. Another area of contract school capability is in Arabic dialect courses, not always offered at Monterey. Diplomatic Language Services has produced special training materials for conversion from MSA to six individual Arabic dialects and, in addition to using them for its own classes, makes these courses available to military units around the country through its publishing division, DLS Press.

Although in no position to match DLI's "Mobile Training Teams", contract schools have also been asked to dispatch instructors to bases such as Ft. Gordon, Ft. Drum, Ft. Bragg, Ft. Meade, and army reserve units in the Washington-Baltimore area. Through its branch office in Atlanta, Diplomatic Language Services recently provided introductory Korean training at Ft. McPherson to a 4-star gen-

eral assigned as the new Commander of U.S. Forces in Korea.

Are contract schools as good as DLI? The short answer is: "Yes, but different." All the contract schools have trained for DLI at least 10 years and so are very familiar with language proficiency requirements, the Defense Language Proficiency Test, and "Training by Objectives". Although they do not have physical and human resources on the same scale as DLI, in many ways, they are "mini-DLI's" with their own multi-media labs, access to SCOLA broadcasts, and a supervisory structure similar to DLI's. They also have the quick response, high motivation, and flexibility that comes from being in private industry. Whether trained at DLI or at one of its contract schools, today's military personnel get the best language training available!

John B. Ratliff III studied Korean at DLI's predecessor institution at the Presidio of Monterey, the Army Language School. He retired from the U.S. State Department in 1985 as the Acting Dean for Language Training at the Foreign Service Institute. He is the Founder and President of Diplomatic Language Services, inc., the largest private language services company in the Washington, D.C. area. In 1992, Diplomatic Language Services was named to Inc. Magazine's Inc. 500 List of America's fastest growing private companies. 

Roots of Hebrew traced to Semitic languages

By Dr. Sadok Masliyah
Hebrew Branch Chief,
Middle East School I

Hebrew is a Semitic language closely related to Phoenician and belongs to the Canaanite branch of the Semitic languages (Arabic, Aramaic, Syriac). It is the language of the Jewish Bible and the Old Testament of Christians. Although it ceased to be spoken for over 2,000 years, it has a very continuous history. It has been kept in constant use by Jews from antiquity to modern times, in correspondence, reading old texts and liturgy. Hebrew's revived version (Israeli Hebrew or Modern Hebrew) became the official language of the State of Israel and made it the everyday colloquial tongue for all purposes.

Modern Hebrew is not the same language as the idiom of the Hebrew Bible. The difference between the two is great enough to make it impossible for the person who knows one to understand the other without effort, yet a partial understanding is indeed possible. Modern Hebrew is a mixture of Biblical Hebrew (2000 B.C. - 450 B.C.) and post Biblical Hebrew. Modern Hebrew borrowed many foreign words and idioms, created others from existing roots and forged many compound words. Influenced by a host of Indo-European languages (English, French, German) and Arabic, Yiddish and Russian, Modern Hebrew has lost many features of a Semitic language.

Like Arabic, Hebrew is written from right to left. It has 22 characters, five of which assume different shapes in final position. None of the characters of the Hebrew script connects to each other. Some of the characters serve as long vowels, but they are used also instead of short vowels to facilitate reading. The other vowels are symbols (dots and other reduced-size designs placed under and above the characters). In modern prac-

tice, consistent vowel marking is restricted to Biblical texts, poetry, dictionaries, and children's books.

At the end of the sixth century B.C., the old Hebrew consonantal script, practically identical with the Phoenician one, was gradually replaced by an Aramaic script. In the following centuries, this evolved into what is known today as the Jewish "square" or the standard script.

Hebrew sticks out like a sore thumb in comparative Semitics because of its most (too perfect) algebraic-looking grammar, i.e. root + pattern system. Hebrew grammarians adopted the practice of making patterns by means of the "dummy" root: p, ' , l ("to do, act" in real use), e.g. "hitpa'el" means a form where the prefix "hit" is added to the root, the first root consonant is followed by the vowel *a* and the second root consonant is followed by the vowel *e*.

In the verbal system seven common derivational classes ("binyanim," structures or conjugations) are used in Modern Hebrew. Each of these derived forms carries a meaning relevant to the basic meaning of the root formed according to a fixed pattern. The same is also true about every word in Hebrew, as it is ultimately derived from one or another "root" (usually a verb) that represents a general, and often a quite neutral concept of an action or a state of being.

Usually this root consists of three letters. By making changes in the root letters (according to fixed patterns), the original root concept or idea is refined and altered. Each of these changes produces a new word, i.e. a new meaning that literally grows out of the root, but the original, the basic idea of the root, persists in one way or another.

To illustrate this feature of Hebrew (and of Semitic languages as well), let us take an example. The three root consonants, K(X), T, and B(V) connote the idea of writing. Looking up the root,

K,T,V in the dictionary, one finds among other entries the following: (the three letters of the root are printed in bold type so that they stand out):

"**KaTaV**" he wrote
 "**KaTV**anit" typist (f)
 "**KaToV**" Is being written, is written
 "**KTiV**" script
 "**KTaV**" handwriting
 "**KTiVah**" writing
 "**MiXTaV**" letter
 "**KToVet**" address

The common underlying factor in all these words is the idea of writing. Once the student learns the meaning of the root letters and masters the patterns of forming new words, his/her vocabulary is increased with a minimum effort. There are several letters in Modern Hebrew that merge into one sound, which constitute some difficulty in spelling for the Israeli and the foreign learner.

Unlike Biblical Hebrew, Modern Hebrew gave up all length distinctions and simplified the system. It also lost doubling of the sound, e.g. "diber," (he spoke) instead of "dibber" and some emphatic sounds characteristic to the Semitic languages.

Unlike Arabic, Modern Hebrew has no case endings. It has no verb "to have," and the verb "to be" in the present tense is understood from context. The Hebrew verbs have 10 persons, three tenses (the present is basically active participle) and two aspects (perfect and imperfect). Prefixes are used in the future to indicate the person. The past tense is formed by adding suffixes to the root consonants. The word order in Modern Hebrew is S (Subject), V(Verb), O(Object).

The Hebrew Language at DLI

Hebrew was first introduced at DLI in the mid-1970s for a short time. Dr.

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Arieh Loyah, a Middle East scholar first headed the Hebrew Department. Later, in 1984, efforts were made by Army Col. Seymour Moskowitz, a chaplain and head of the World Religions and Cultures at DLIFLC, transferring National Security Council (NSC) Basic Hebrew students to DLI. Chaplain Moskowitz was appointed as temporary chairperson of the new Hebrew Department in December 1984.

Within a short time, five Hebrew instructors were on board and the instruction of Hebrew resumed in 1985.

The first Hebrew class consisting of four students graduated in 1986. Dr. Sadok Masliyah, a Semitic languages scholar served as the next chairperson of the Hebrew Department when Chaplain Moskowitz retired in 1986. Dr. Masliyah continues to serve as Hebrew Branch Chief to this day.

Among the first Hebrew faculty members teaching Hebrew were Dr. Albert Waldinger and Mrs. Michelle Kolerstein. At its peak, the Hebrew Branch had five classes with a faculty of 11 instructors and about 40 students. In addition to instructing four Basic Hebrew classes, the present eight Hebrew faculty members occasionally teach refresher and Video TeleTraining (VTT) courses. They also teach area studies and culture courses.

The Hebrew Branch has made good use of commercial materials, published in Israel for teaching Hebrew to new immigrants, and also developed supplementary materials using authentic sources. New bi-weekly tests, semester semi-finals and finals began to be developed in 1996 and will be completed by the middle of 1997.

Hebrew students' proficiency was tested through the Oral Proficiency Interview through 1990. By 1990, Hebrew Defense Language Proficiency Test (DLPT) IV was developed and implemented in November 1991. Recently, the Hebrew Branch started writing a second set of DLPT IV. Hebrew DLPT results are among the best at DLI. 

Turkish scarf symbolizes several things

By Chaplain (Maj.) Kenneth Sampson
World Religions: Curriculum
Development and Instruction

An "indication of religious political power," a "manipulative toy," an "expression of religious conviction," a "political banner and tool to dismantle the secular state." What is this controversial center of Turkish cultural debate? A newly designed flag? The proclamations of a popular religious zealot? It is the scarf.

Since the early 1980s, female college students at public universities have begun covering their hair with a scarf (referred to as "turban" by many Turkish people) to demonstrate commitment to Islam. Resulting state directives banned such attire for civil service employees and from public university campuses.

For many Turkish citizens, the woman's scarf, head covering and veil symbolize whether a person advocates secularist or religious politics. Turkey's newly elected Prime Minister Necmettin Erbakan strongly identifies with Islam. Along with his Muslim-oriented Welfare party, he seeks repeal of laws forbidding scarf and veil wearing in civil institutions.

Awareness of the symbolism represented by the scarf benefits DLIFLC linguists in two ways.

First, we encounter the uneasy state of religion and politics in the Middle East.

In the United States, our Constitution guarantees church-state separation. As a result, we often compartmentalize spiritual and political worlds. Religion becomes a private affair, frequently separated from politics. Not so in the Middle East. Not so in many parts of the world.

The depth and fervor with which religious and political beliefs motivate individuals from other societies become difficult for us to comprehend.

According to Muslim scholar Mohammad Arkoum, the "most fundamental, most searing, most debated and most embroiled issues in Islamic thought" center on the domains of spiri-

tual and political authority.

The symbolism expressed by a woman's scarf in Turkey represents the intense secular/religious debate currently taking place there. The head covering illustrates these unwavering political tensions.

A secularist government oversees Turkey's population, which is 99 percent Muslim. Some see the policies of Prime Minister Erbakan — the first leader since the founding of the Turkish Republic 74 years ago to openly embrace a politicized Islam — as undermining Turkey's secular state status. Fears of militant fundamentalist uprisings surface.

Linguists and intelligence analysts benefit from being aware of this undercurrent of secular-religious tension.

Secondly, linguists — whether serving in tactical or strategic posts — are well advised to maintain sensitivity to manners and customs used within their target language nations. Often, seemingly small gestures, taboos and practices of a people are symbols of larger, greater issues.

To develop an understanding of the "soul" of the Turkish people and their language requires sensitivity to their cultural context. Our NATO ally Turkey is located in one of the most strategically important locations in the world. To capture important nuances of her communication, interaction and understanding, we cannot overlook customs and courtesies.

Contact with our Turkish allies may take place in a variety of ways. Some may deploy to Incirlik as part of Operation Provide Comfort, which establishes a safe haven in northern Iraq for the Kurds. Intelligence personnel stationed in Europe or the Middle East may catch a military hop to Turkey to enjoy her beautiful beaches or archeological treasures. Joint operations bring us into close association with our Turkish counterparts. As we are aware of and sensitive to Turkish culture and religious/political expressions, we not only enhance abilities to carry out our mission, but enrich our lives in the process. 

Turkish used Arabic alphabet until 1928

By Mr. Nuzhet Gencoglu
Turkish Branch Chief,
Middle East School 1

Turkish is a member of the Turkic branch of the Altaic family of languages. Turkic is spoken by 175 million people from southeastern Europe to the borders of China. The Turkish branch itself is divided into the Eastern, Western, middle-Asiatic and Southern. Turkish, which is spoken in Turkey by some 65 million people, belongs to the southern group. All of the Turkic branches are quite similar.

Ottoman Turkish shows extensive borrowings from Arabic and Persian, as well as a small amount from European languages. The Turkish language is still far from stabilized. New tendencies resulting in a new group of words and even forms, as well as discarding some old ones, give it a fluid and unsettled aspect as compared to such languages as English and French. The tendency to rid the language of excessive Arabic and Persian words and forms was given official sanction in the late 1920s and has gained considerable momentum in recent years.

Turkish used the Arabic alphabet up until 1928 when the Latin alphabet was introduced and the Arabic script outlawed. The new Turkish script is almost like a phonetic transcription. A person can easily learn to read and write the language after learning what sound each letter stands for. The Turkish alphabet is made up of eight vowels and 21 consonants. Each sound is represented by one letter only, and there are no silent letters.

History of Turkish at DLI

The Turkish language program was led by Mr. Velid Dag, until his retirement in 1975. He was succeeded as chairperson by Mr. M. Sefik until 1981, followed by Mr. S. Cicin until 1993. Since then,

Mr. Nuzhet Gencoglu has been serving as Turkish Branch Chief.

The Turkish Department at DLI was established in September 1947. There were two instructors in the department at the time, who were assigned to one of the buildings which the early Russian Language Division occupied. Turkish instructors shared their large room with three other newly organized language departments — Arabic, Persian and Greek.

Instructors were told to expect their first class sometime in November 1947 and begin preparing teaching materials for that class, as well as for future ones. This was a tall order since there were no materials with which to work, not even dictionaries. The only materials available at that time were War Department Manuals BM 515 (Spoken Turkish, Units 1-12) and BM 516 (Units 13-30). One of the Turkish instructors' first jobs was obtaining dictionaries, grammar books and other reference material, but it was impossible to procure most of these materials in the United States. Available material in this country was ordered from the East Coast while attempts were made to purchase the remainder in Turkey.

This was a long, drawn-out process which took weeks and months. In the meantime, instructors tried to make the best of the situation, using the few books which were at their disposal. They worked five days a week, including most evenings, and sometimes on weekends, to have the materials for classroom instruction completed in time for the first class.

Another problem Turkish teachers faced was reproducing text materials for the students' use. At the time, there were no Turkish typewriters on hand. Although the school had ordered some, it took a long time to get the second-hand ones procured by the Army. Another

problem was the slow process of learning to type, since neither instructor knew how to use a typewriter.

After typing text materials using the two-finger method, Turkish instructors went to a basement room in one of the buildings near the old post headquarters and ran their instructions off on a ditto machine. In those days, planning and organization of textbooks was more of a challenge, since they had nothing to go by. Everything had to be started from scratch.

Another problem was obtaining qualified instructors. The department chairperson, Mr. Velid Dag, and his faculty had to go outside the Monterey area to recruit instructors. During the Christmas holidays of 1947, they were placed on temporary duty and flown to the East Coast and the Detroit area on an Army plane for the purpose of recruiting instructors. Fortunately, their efforts proved to be fruitful as they were able to hire two new instructors. As time went on, more reference materials became available. Through experience acquired by teaching, they were able to devise more effective methods of teaching the Turkish language.

In 1948, Mr. Dag was given the job of preparing a proficiency test in Turkish. After the test was completed, it had to be recorded, but there was no recording studio as we have today at DLIFLC. A make-shift studio was made using a classroom which had been converted by hanging heavy curtains over the windows. Since it wasn't possible to sound-proof this room satisfactorily, instructors had to re-record parts of the test several times because distracting background noises could be heard in the recording. As a matter of fact, one day after they finished re-

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ording a passage, the Turkish teachers played it back and could hear sounds in the background like several birds chirping, which provided the background "music" for the proficiency test.

In the 1960s through 1980s the department had six classes per year, with the number of teachers increasing to 11. At the time, the audio-lingual methodology was used with the emphasis mostly on speaking and grammar. Also, military materials gained momentum in teaching. Students were taught the skills of speaking, listening, reading, and writing. Tests were basically achievement type. Students were responsible for what had been introduced in the classroom.

In August 1979 Turkish Headstart videos were produced and used in the Headstart classes. These were a survival course which covered basic situations. Students, mostly officers who took this course, were later assigned to duty in Turkey.

Language proficiency, or the functional ability to communicate accurately in the language, came about in the 1980s.

Toward the end of the 1980s proficiency tests were written in speaking, reading and listening, using the Interagency Language Skill Level Descriptions. The Turkish Defense Language Proficiency Test (DLPT) IV was written in 1991.

In 1984 Turkish Course developers began writing new textbooks, workbooks, lab exercises and related audio-cassettes and tests. These language materials focused on proficiency skills in listening, speaking, reading and writing. Again, Interagency Language Roundtable Skill Level descriptions were used. Grammar-based methodology was abandoned and replaced with exercises based on real-life guided dialogs, storytelling, paraphrasing, and role-playing using the functional approach and authentic materials. Artificial and contrived situations were avoided.

In these ventures, cultural activities, films and area studies were introduced. This new methodology also produced creativity and flexibility. Memorization and grammar drills were also avoided. Counseling students became part of the

instruction to diagnose students' learning problems and needs, and to modify lesson plans and schedules, if necessary. The new Turkish Basic Course was implemented in 1989.

In 1990 the Turkish Interactive Video Disc (IVD) project was finalized, integrating it into the resident Turkish Basic Course. The project was accomplished in Turkey, using authentic language and cultural settings. Today, IVDs are still being used in the basic course, where students watch a video segment of a situation, listen to the dialog, and answer questions at the end. Students can stop the video anytime to listen again.

Today, three instructors teach two basic course classes, while two other teachers are writing a second set of the DLPT IV. Also, each year we teach up to three short courses of eight-weeks duration.

For student proficiency results, the average DLPT scores of 2/2/2 and better for listening, reading and speaking the Turkish language are about 80 percent.



Turkish instructors pose with one of their 1994 graduating classes as the students proudly display their diplomas. (U.S. Army photo)

Persian-Farsi faculty, students observe New Year

Compiled by Laleh Shabani,
Edited by Youssef Arbab,
Persian-Farsi Chairperson,
Department B, European School II

DLIFLC Persian-Farsi staff, faculty and students observed "Norooz," the Iranian New Year, March 21. "Norooz" (new day) marks the end of winter, the rebirth of nature and the season to reaffirm family ties and friendships. This festive season has been celebrated for more than 2,500 years. Many rituals followed during this season date back to the Zoroastrians who lived in ancient Iran.

It is speculated that a legendary Jamshid Shah began the tradition of New Year on the first day of spring. According to one legend, Jamshid Shah, who was originally called Shah Jam, loved the sun's rays. One year on the first day of spring, he sat facing the sunrise in his bejeweled throne on a mountain top. Onlookers saw the sun's rays reflecting off his crown and throne and shouted in amazement, "Shid (luster)!" From that day, Shah Jam became Jamshid Shah.

"Norooz" festivities begin weeks before the official arrival of spring. People plant wheat and lentils in dishes for sprouting ("Sabzeh"), cleaning, painting and repairing new clothes for the New Year. Iranians buy presents for children and friends while women prepare sweets days or weeks before the official holiday.

"Haji Firuz" are traditional heralds of "Norooz" who appear a few weeks before March 21. These people blacken their faces and dress in colorful costumes to remind everyone to start preparing for the festivities. "Haji Firuz" entertain people by dancing and singing comical folkloric tunes as they wander through streets.

"Chahar Shambeh Soori"

On the last Wednesday of the outgoing year, Iranians perform special rituals

referred to as "Chahar Shambeh Soori." In Farsi, "Chahar Shambeh" means Wednesday, while "Soori" means red, referring to fire. According to legend, people should burn away all bad luck of the preceding year over a fire. Youth gather kindling in the morning of "Chahar Shambeh Soori." At sundown, a fire is prepared for everyone to jump over while the crowd chants phrases such as "your redness is mine and my yellowness is yours" to the flames. This is a symbolic exchange of poor health (yellowness of the individual) for good health (redness of fire).

The fire-jumping ritual was originated more than 2,500 years ago. It was noted and recorded by Greeks when Alexander the Great conquered Iran. Historians don't know why the day Wednesday was chosen to perform this custom. However, they confirm that when the well-known scientist and poet, Omar Khayam, developed the solar calendar in the 13th century, the people started to celebrate this ritual on the last Wednesday of the year.

"Sal Tahvil" refers to the exact moment spring begins. This is the instant the sun crosses the earth's equator, making day and night equal length. "Sal Tahvil" is the climax of the "Norooz" festivities. This year "Tahvil" falls on March 20.

"Haft Seen"

Just before the arrival of the New Year, the "Haft Seen" table is set. The literal translation of "Haft Seen" is "Seven S's," referring to seven items beginning with the letter "S" in Farsi, which must be displayed on a tablecloth. These items are: "sekkeh" (a coin), "sabzeh" (greens), "samanoo" (a dish made from wheat), "seer" (garlic), "serkeh" (vinegar), "senjed" (a sweet dried fruit), and sumac. In some regions of Iran, other items beginning with "S" such as "seeb" (apple) and "sombol" (hyacinth) are

placed as part of the seven special items.

Over the centuries, the traditional "Haft Seen" table has become a centerpiece for additional items. Candles represent fire; a mirror symbolizes eternal life; colored eggs mean fertility; two goldfish in a bowl bring good luck; the Koran is a symbol of faith in God; and gold coins represent future prosperity. The table is decorated with tulips and narcissus. Honey or sweets are added as a final touch.

An hour before "Sal Tahvil," family members gather around the "Haft Seen" table. Candles are lit in anticipation of the New Year. After "Sal Tahvil," family members exchange greetings and elders give gold coins or new money to the young. The week after New Year's Day is devoted to visiting relatives and close friends. It's customary to visit elders' homes first. Everyone puts on new clothes and enjoys pastries prepared especially for the "Norooz" season.

Season festivities end with the arrival of the 13th day of spring or "Sizdah Bedar." The literal translation of "Sizdah Bedar" is "Thirteen Out." As in most cultures, the number 13 is considered unlucky among Iranians.

To keep bad luck away, everyone stops working and spends the day outdoors. Picnics are held to drive away bad omens, while families spend the day bonding, eating, dancing and conversing.

Single women make knots in the grass if they wish to form families; the knots imply that this time next year they will be married. The green wheat and lentils which were planted for the "Haft Seen" table are brought along and tossed into streams to mark the end of the "Norooz" season. At sundown, once all bad omens are banished, everyone returns home and the "Norooz" festivities come to a close. 🌟

Persian-Farsi observes 50 years at DLI

By Youssef Arbab
Chairperson, Persian-Farsi
Department B, European School II

The year 1997 marks the 50th anniversary of the Persian-Farsi program at DLI. Since its inception, the program has adapted to the changing needs of the military with great success. Graduates of the program have performed their military duties well and also participated in community projects capitalizing on their language skills. Most recently, when the Olympic Security Support Group needed segments of its Law Enforcement Handbook translated into Persian, it utilized the services of DLI graduates stationed at Fort McPherson, Ga.

In November 1947 Persian, a category-three language, and nine other languages, were added to Russian and Japanese, the only languages previously being taught at DLI, which was then called the Army Language School. The Persian Department began training students in early 1948. Persian, Albanian, Greek and Turkish were all in the same section. The program was put together in haste, due to geopolitical reasons and the U.S. interest in the Middle East, especially in Iran.

According to one of the earliest graduates of Persian, the department started with only four instructors and no textbooks or other instructional aids. Instructors relied solely on their own creativity to provide the necessary material needed for students. All materials were handwritten while tests were administered every other week.

It was during these early days that the ideas for the Persian-Farsi Basic Course originated as we have it now. Developed in the mid 1960s, the basic course is primarily a survival course designed to provide a linguist with the

skills necessary to interact with the general public. It places a lot of emphasis on the spoken language.

The first newspaper book was added to the basic course in 1983 followed by a second newspaper book called "PARSI" added in 1995. The latter is a compilation of original articles from various newspapers, followed by supply-type questions and classified according to Final Learning Objective (FLOs) contents. These two books, beside the regular Persian radio and television broadcasts, as well as voluminous extra material that instructors provide, complement the basic course. Together they are instrumental in achieving the desired DLI results.

Subsequent to the development of the basic course, weekly and phase tests were developed. By the late 1970s, the need to revise the Persian Curriculum was evident. Thus, the first part of the basic course was redone in 1980. The redone portion, called the Threshold Phase, replaced the first 18 lessons of the basic course and was revised in 1988. Also in 1980 the Sound and Script part of the course was added to the basic course.

In the early 1990s the Persian DLPT IV (four versions) was developed through the Testing and Evaluation Division.

According to the recommendations of the Persian Curriculum Review of 1992, the departmental tests are being completely revised in a joint effort by both Persian departments. The new series of tests are biweekly and are designed to take place after the completion of every 10 lessons. A new set of quarterly tests was developed at the same time as the Defense Language Proficiency Test (DLPT) IV and were delivered to the Testing Division.

In 1994 a 22-week Persian-Farsi Basic Military Course was completed through the Curriculum Division for the Special Operation Forces (SOF). Also in

1994 an initiative started to develop three textbooks for an intermediate course through the Curriculum Division. Books I and II have been printed and are being used in class. Book III is ready for print.

Also, the first two computer-assisted programs were developed in 1995-96. The first is a multimedia exercise program for the Sound and Script portion of the course; the second is also a multimedia reading and listening exercise program done through Technology Integration. The former is particularly useful at the beginning and the latter is designed for the last portion of the course.

The instructional program as it stands now is divided into three semesters. Each semester is approximately 12-weeks long and encompasses two phases. At the end of each phase a Phase Test is given. Weeks 37-47 are spent practicing different skills. Students receive many supplemental practice materials extracted from various Persian publications and broadcasts from Iran, as well as from the United States.

Prior to the Iranian revolution, Persian was not considered an important language. In fact, in the late 1970s the department went through a cutback on the number of instructors, partly due to the seemingly stable political situation in Iran. In 1979 the number of Persian students had declined to nine, the lowest enrollment ever.

Since the Iranian revolution of 1979 and the subsequent drastic change in political relations between the United States and Iran, enrollment in the Persian Department has steadily increased. This growth, in turn, led to the creation of a new Persian Department in October 1996 by splitting the program into departments A and B in European School II. Each has 80-100 students and about 18 instructors. The present chairs are Dr. Ale Ali in Department A and Youssef Arbab in Department B. 🏰

Greek language program celebrates 50 years at the Presidio of Monterey

By Dr. Nicholas G. Itsines,
Chairperson, Multi-language Department,
Middle East School I

The Greek language program at the Defense Language Institute, then the Army Language School (ALS), was established in 1947, along with Arabic, Persian, Turkish, French and some five other languages. As such, with the exception of Japanese and Russian, it is one of the longest continuously taught languages at the Presidio of Monterey.

Two firsts are associated with Greek at DLI: its founder, Miss Ann Arpajolu, was the first woman instructor at the Presidio (arriving in September 1947), and she was also the first woman to become a language department head.

Greek started in 1947 as a direct result of the Truman Doctrine (March 1947), which offered American aid to combat the communist insurgency during the 1947-1949 Greek Civil War.

At first, Miss Arpajolu was told to expect 20 students -- who were to start in November -- and then the number went up to 125 in January 1948. Under such prospects it was urgent to recruit more teachers. During the 1947 Christmas break, she was sent to New York to do just that. Among the earliest teachers she hired were Olga Mavrophidou and Socrates Eleftheriades, Aris Zavitsanos, Angelos Seferiades, and Simon Kuntelos.

The other challenge was to prepare materials for the Greek curriculum. Greek is an Indo-European language, but it has its own alphabet. Therefore, a Greek typewriter was needed if a course was to be developed. Arpajolu, who's still alive and well in retirement, remembers that when she asked for a typewriter,



Historic Greek amphitheater

“they said they’d have to check all Army supply warehouses to make sure they didn’t already have a Greek typewriter. Only then would I be allowed to order a Greek typewriter.” She goes on to say that through her supervisor she obtained a typewriter much quicker from a Greek church in San Francisco. But it needed some minor repairs.

“However,” she muses, “the Army said, ‘Oh no, it wasn’t bought with government money, so we can’t use government technicians or funds to repair it.’ I said to myself, ‘Everything I’ve ever heard about the Army and the crazy things they do is true.’ Here we had a free typewriter and couldn’t use Army repairmen to fix it, even though it was used for Army business.”

In the end, her boss found a young GI who was a mechanic, bought him the best steak dinner in town, and he agreed to repair it. Thus, she began typing

course materials on mimeograph stencils for reproduction.

Greek Curriculum

The indefatigable Arpajolu, assisted by her colleagues, continued to write and revise course materials and a battery of tests. These constituted the basis of the present Greek Basic Course, written in the audio-lingual method, which is more than 35 years old and quite antiquated. Suffice it to say that the Greek Branch today uses a variety of supplemental materials and teaching strategies to make the course communicative. Traditionally, excellent Defense Language Proficiency Test (DLPT) results confirm the effectiveness of the program.

Greek is the oldest branch of the

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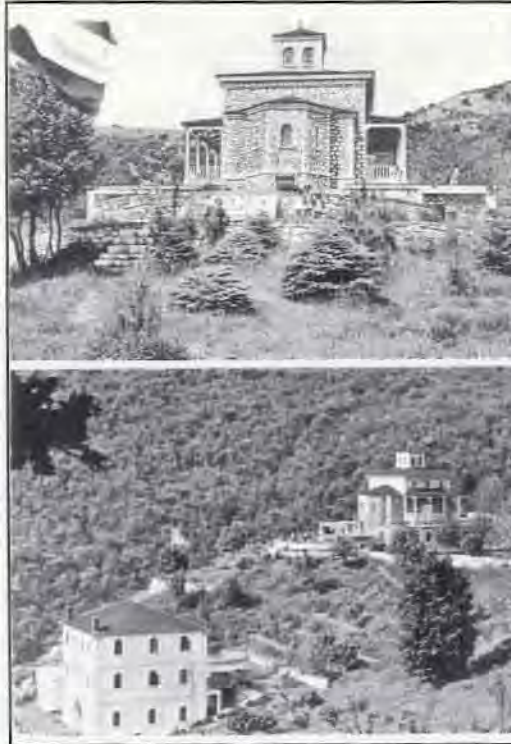
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Indo-European family of languages -- some of 4,000 years old -- and is the longest continually spoken language in Europe. Since languages are living organisms, they evolve and change and Modern Greek is no exception. In its present form, it is the descendant of Linear B, and Homeric Greek, of classical, Hellenistic "Koine" and medieval Greek, to name just a few strata.

However, as A.T. Robinson notes: "It is one language whether we read the 'Epic Homer,' the 'Doric Pindar,' the 'Ionic Herodotus,' the 'Attic Xenophon,' the 'Aeolic Sappho,' the 'Atticistic Plutarch,' Paul the exponent of Christ, an inscription in Pergamus, a papyrus letter in Egypt, Tricoupis or Vlahos in the modern times ("Grammar of the Greek New Testament in the Light of Historical Research," p. 42).

With the creation of the modern Greek state in 1829, the "Katharevousa," or puristic Greek, a more archaic form of Modern Greek became the official written language, beating out the common spoken "Demotic Greek." It was the language of the government, the church, the legal system, the army, the press and the educational system until 1977, when "Demotic Greek" became the official language of the country.

This monumental legislative decision and the adoption of the monotonic (one accent) system in 1982, (the existing course, written in the late 1950s and early 1960s obviously contains both "Katharevousa" and the polytonic accent system), and the increasing age of the Greek Basic Course led to efforts to write a new course. The first attempt in the late 1970s failed to produce results for a variety of reasons. In 1983-84, a new course-development effort produced the Analysis and Design documents in preparation for writing the new course.



Scenes from Christian Greece

In 1987 a decision was made to develop semesters I and II by contract, but writing did not begin until 1991 when the first lessons were sent to the Greek department for review. Contractor-related delays and other problems forced us to change contractors in 1996. Semester I (38 lessons) is expected to be completed shortly. I plan to implement this new Semester I course in August 1997 with the incoming Greek class. Semester II is to be completed by December 1998, and Semester III will be developed in-house afterward.

In January 1988 the Greek Interactive Video Disc (IVD) courseware project was approved to support and supplement Semesters I and II of the new course. Filming in Greece took place in 1989 under contract, followed by editing. However, due to lack of funds, alternate sources were sought at the National Security Agency (NSA) and most recently at the Center for Advanced Language Learning (CALL). The present goal is to

complete the project on CD-ROMs containing video, graphics, exercises, and vocabulary. When it is completed, it will add computer-assisted materials to the Greek course.

Greek students are tested weekly every three lessons, with comprehensive mid-semester and semester finals given accordingly. Semester I of the present course consists of lessons 1-46, Semester II covers lessons 47-75, and Semester III contains lessons 76-120. Students also take final semester tests in Area Studies, which cover a survey of Greek history and civilization, and Culture, which focuses on 30 culture-related themes.

Students are tested on their language proficiency by the DLPT. The Greek DLPT I, developed in the early 1950s, continued to be used until 1979; it was replaced by the DLPT II in 1980, which was in turn replaced by the DLPT IV in 1995. Final Learning Objectives tests were developed at the Directorate of Evaluation, Standardization and Testing

(EST) and implemented in 1996.

Faculty and Students

Arpajolu headed the Greek Department until her retirement in 1973. She was succeeded by Aris Zavitsanos, who served from 1973-1985, and he in turn was succeeded by this writer, Dr. Nicholas G. Itsines, from 1985 to the present.

1997 marks the 50th year of the Greek language program's existence at DLI. As long as the Greek Civil War continued (1947-1949), the student population numbered 100-130 with some 15 instructors. From the 1950s to the late 1980s the Greek Department operated with up to nine instructors and five classes, with up to 35 students per year.

The overwhelming majority of Greek students has always been officers going to American bases in Greece. With the fall of communism in 1989 and the closure of the bases, the number of Greek classes and students gradually decreased. Since 1994 we've been having an average of six students in one class per year.

DLI's decision in November 1988 to combine smaller language programs into Multi-Language Departments and rename them as branches affected the Greek Department as well. At first the Greek Branch was together with the Hungarian, Bulgarian and Serbian-Croatian branches. When the latter language programs were abolished in 1989, the Greek branch joined with the Hebrew and Turkish branches. These three languages constitute the Multi-Language Department of Middle East School I today.

Over the years many instructors have taught Greek at DLI. Besides those previously named, I should mention Efthimios Karahalios, who briefly served as Branch Chief in 1988-1989; the colorful Spiro Lekas; Arthur Paleologos; Andrew Bouzinekis; Mrs. Lia Womack; Theodore Psarras; and finally Spiro Politis; and Miss Katina Kreatsoulas who carry on the mission today.



Student-linguists learn from on-site immersion study

Marshall Center Public Affairs Office
Garmisch, Germany

(Editor's note: The Marshall Center Public Affairs Office in Garmisch sent the following article to Soldiers magazine, which was published in the May 1997 Soldiers magazine).

Garmisch, Germany: —
"Bromley, Khmelniyskiy?" echoed through the officer's club in Minsk, Belarus, as Defense Attaché Maj. Robert Hand read the list of American service members and their Belarusian sponsors. Sgt. Bruce Bromley and 10 others were meeting the sponsors with whom they'd live, eat and most importantly, speak Russian for the next week. The first tentative greeting in Russian seemed to express the excitement and apprehension that most of the students felt.

The mood was decidedly warmer a week later in the lobby of the Hotel Planeta as Americans and their new Belarusian friends exchanged parting gifts, took pictures and said good-bye. This final meeting capped a week of in-country immersion training for linguists attending an intensive five-week Russian refresher course at the Foreign Language Training Center, Europe (FLTCE), in Garmisch, Germany.

FLTCE currently offers intensive refresher and enhancement training in 10 foreign languages to linguists from all four U.S. military services, including the Reserve Components. Students are taught by native instructors in small groups that don't exceed a student-to-instructor ratio of 4-to-1. A crucial element in the curriculum is in-country immersion training, which sends stu-

dents wherever their target language is spoken for a week of applying what they've learned in the classroom.

Students in Belarus and Poland were the first to participate in a new immersion approach at FLTCE — "home stays." Students are placed in homes, rather than staying in hotels, to give them greater opportunities to use and sharpen their language skills. Students also receive valuable insights into how ordinary people live and think in their hosts' countries. The only regular contact with English speakers is a daily gathering for accountability and scheduled events such as visits to university classes or museums. The result is a much more intensive learning experience.

For many students, FLTCE's immersion training is the first opportunity to visit a country where their foreign language is spoken.

"For FLTCE students to fully appreciate the culture, history, and political and economic realities of a specific region, we feel that it is important to bring them as close as possible to the people through home stays," said FLTCE Director Maj. Robert Loynd. "In the long run, we are helping to create better linguists."

Military occupational specialty (MOS) -qualified linguists interested in the program should contact a unit command language program manager or S-3 office. Units can contact FLTCE's director of instruction, Mr. Brendan Phipps, at DSN (314) 440-2459 or e-mail loyndr@email.marshall.adsn.int for class schedules and tuition information.



Student's interactive novels teach combat leadership, decision-making

Story and photo by Joseph Morgan

You can learn a lot about battlefield decision-making from the combat novels that Lt. Col. John F. Antal has written. He's put into them much of what he has learned about warfighting and leadership in his 20 years as an Army officer and from his lifelong study of combat arms.

What's more, Antal has structured the novels to draw you into their narratives in an inventive way.

"They're 'interactive fictions,'" explains Antal, who recently completed two months of intensive Russian study at DLIFLC under the tutelage of Dr. Rachel Joseph. "You don't just passively read the novels, you participate in determining how they end."

Antal is a 1977 graduate of the U.S. Military Academy at West Point who has been selected to attend the U.S. Army War College starting in July. Twice a tank company commander, twice a tank battalion operations officer and a graduate of the Command and General Staff College at Fort Leavenworth, Kan., he's the type of officer who seeks out assignments that place

him with troops in the field.

One of his assignments was as executive officer of the 1st Battalion, 63rd Armor — the famed Opposing Forces at the National Training Center at Fort Irwin, Calif. He recently served as the commander of an M1A1 tank battalion, the 2nd Battalion, 72nd Armor, 2nd Infantry Division, at Camp Casey, Korea. His Task Force 2-72, nicknamed the Dragon Force, is stationed just a few miles from the demilitarized zone between North and South Korea.

Troop assignments are the jobs that Antal is plainly proud of. "It's been one of the greatest honors of my life to lead American soldiers and to be sent to places where the U.S. Army is forward-deployed," he said.

A voracious reader of books on military subjects who likes to tour historic battlefields, Antal began his writing career producing nonfiction pieces for military journals such as "Military Review," "Infantry," "Armor," "Artillery" and "Engineer." A prolific writer, he has had 28 articles published to date.

He also participated in discussions of battles, weapons and military leaders in 19 of the 25 episodes of the "Brute Force" television series that aired weekly on the Arts and Entertainment Network in 1994-95. Reruns of the series continue to appear on A&E.

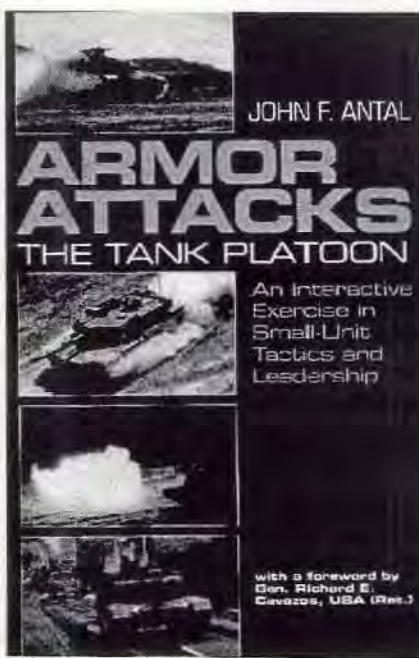
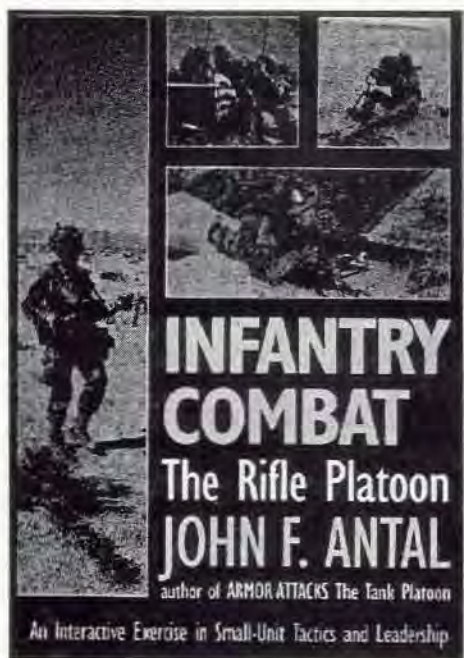
Ideas for writing interactive fiction came to him while he was at the National Training Center and later at the Command and General Staff College, Antal said.

"I became intrigued with trying to help young officers and NCOs and soldiers sharpen their tactical skills and their ability to make decisions," he said.

"Part tactical decision game, part combat adventure page-turner" is how one reviewer described the interactive structure of an Antal book.

In "Armor Attacks," Antal's first interactive novel, published by Presidio Press in 1991, the reader makes decisions for fictitious Army 2nd Lt. Sam Jaeger, commander of a platoon of four M1A1 tanks, each with a four-member crew, in a combat scenario.

Antal sends Jaeger (and the reader) on two missions, one in which Jaeger is ordered to conduct an assault and another in which he conducts a counter-reconnaissance.



"In each area you must bring your knowledge and judgment to bear," says the publisher's back-cover blurb. "If you choose wrong, defeat and even death may be your lot. If you succeed, you savor the taste of victory and live to fight another day."

The success of "Armor Attacks" led to Antal's second interactive novel "Infantry Combat," published by Presidio Press in 1995. In "Infantry Combat" you make decisions for fictitious Army 2nd Lt. Bruce Davis as he commands an infantry platoon defending a position against an advancing mechanized force.

Antal has divided the books into numbered sections. After the opening section it's the reader's decision-making that determines which section to turn to. To help the reader make informed decisions, the author has included in each book glossaries and appendices with detailed information on weapons, unit organization and other subjects.

Here and there in both books Antal has also placed instructions for the reader to proceed according to the outcome of a roll of dice. It's Antal's way of showing that the element of chance is always present on the battlefield.

As Antal puts it: "You can make the right decisions but you can be unlucky."

The narratives resound with the din of battle. ("*Karrummp! Karrummp!*" is the sound of incoming artillery in "Armor Attacks.") The author says he's tried to make the novels as realistic as possible.

"Of course when you're reading them you're probably not wet, cold, hungry, tired and being shot at," he says, in deference to the conditions under which combat soldiers through the centuries have had to carry out their duties.

Antal is currently at work on a third interactive novel, "Company Team," for which the reader makes decisions for the commander of a heavy company team of two tank platoons and two mechanized infantry platoons.

"He's on a mission to relieve a light infantry unit that's surrounded by enemy forces," says Antal. "If he doesn't get there in time they'll be annihilated."

Antal is also completing his first non-interactive novel. Titled "Proud Legions," about a future conflict in Korea.

His Russian study at DLIFLC was an all-out effort to prepare him linguistically to be the first U.S. military officer exchange student at Russia's Vorshilov Academy. The academy is where senior colonels and general officers of the Russian Army grapple with a curriculum that invites comparison with that of the U.S. Army War College.

Antal said he was saddened when arrangements for a



Russian student Lt. Col. John Antal and Dr. Rachel Joseph, his instructor, talk about classroom progress in a two-month special course. Dr. Joseph tailored her instruction to meet the needs of this one student.

year's study there suddenly collapsed, but the opportunity to attend the U.S. Army's prestigious warfighting institution took the edge off his disappointment.

At DLIFLC Antal spent at least 10 hours a day focused entirely on Russian, a language he first studied at West Point. When his wife Uncha joined him a few weeks after his arrival at DLIFLC, she began to study Russian by entering a Basic Course class that was forming. Dr. Joseph, who has been a DLIFLC instructor since 1990, guided Antal's instruction using many texts and Russian magazines, newspapers and videos, sometimes covering in days what Russian Basic Course students cover in weeks. She was impressed by Antal's success.

"He is a very hard working student," said Dr. Joseph. "We went so fast. He worked day and night and he came in every morning prepared."

"I've benefited tremendously from my DLIFLC experiences," Antal said. "It's a great place to learn."

Despite the turn of events, Antal said his Russian study may yet serve in the interest of improved relations between Russian and U.S. military forces, its original purpose.

"I have the feeling that I'll probably be the sponsor for a Russian officer at the War College," Antal said. 🇷🇺

DLIFLC hosts Monterey sister city visitors from Japan

Story and photo by Joseph Morgan

DLIFLC was one of the stops on a March 25 tour of Monterey for eight members of a delegation from Nanao, Japan -- Monterey's sister city.

The visitors were accompanied to DLIFLC by Monterey Mayor Dan Albert and were greeted by Col. Daniel Devlin, DLIFLC/Presidio of Monterey Commander and DLIFLC Commandant. They attended a DLIFLC command briefing

conducted by Air Force Lt. Col. Roderic Gale, DLIFLC Associate Provost and Dean of Students, which was simultaneously interpreted by the delegation's interpreter.

The delegation visited the Japanese Branch, Multi-Language Department, Asian School I, and met with students, faculty members and Col. David Gross, Presidio of Monterey Garrison Commander, at a reception there.

The sister city relationship between Nanao and Monterey was formalized in

December 1995 after about 10 years of exchanges between community organizations and schools of both cities.

With a population of about 48,000, Nanao is situated on the Noto Peninsula in Ishikawa prefecture on the west coast of Honshu, the largest of the four main islands of Japan. Like Monterey, Nanao's economy was once based largely on a thriving fishing industry which has been replaced in recent decades by other enterprises, including tourism. 🌳



A member of the Nanao, Japan, delegation takes her turn as self-introductions are conducted in Japanese during the delegation's visit to the DLIFLC Japanese Branch. Nanao is Monterey's sister city.

Religion gives a preferential option for the poor

By Chap. (Maj.) Kenneth Sampson
World Religions: Curriculum Development and Instruction

In 1980 unknown assassins shot El Salvador's Archbishop Oscar Romero. The Archbishop's refusal to remain silent about societal injustices — killings, torturings, kidnappings — led to his murder.

While a homily was being said at Romero's funeral, authorities fired upon a large crowd gathered outside cathedral doors. Some 40 individuals died. Gustavo Gutierrez, author of "A Theology of Liberation," was part of the crowd, attending the wounded.

Dr. Gutierrez's book, first published in Spanish (1971), popularized throughout Latin America a "grass roots," people-oriented movement known as liberation theology. People like those killed at the archbishop's funeral — the unknown, 'anonymous' poor — were the focus of liberation theology. Martyred Archbishop Romero became its symbolic figurehead.

What does liberation theology have to do with Defense Language Institute linguists? How does it fit into the Romance language setting? Why should intelligence analysts concern themselves with this particular school of thought and practice?

Liberation theology influences a widespread audience. African-American and feminist theologians draw heavily upon its tenets. It was a major factor in the insurgencies of Nicaragua, El Salvador and Honduras. In South Africa, it helped fuel anti-apartheid sentiment. Recent Noble Prize winning Bishop Carlos Ximenes Belo of Indonesia's East Timor advocates liberation themes as he addresses the government concerning human rights abuses against East Timor citizens.

This movement offers us challenges. It confronts us to recognize the distress of the poor. Throughout Latin America, many people experience great shortages of life's basic needs. Lack of adequate food, clean water, suitable housing, essential health care, and physical security combine to create dehumanizing, oppressive environments. The theology of liberation directly speaks to such needs.

The movement also tasks us to see its spiritual underpinnings. I was privileged to study with Dr. Gutierrez last year at Princeton Theological Seminary. He is a warm, engaging, deeply spiritual scholar — leader — priest. He continues to pastor a parish, living and working among the poor of Rimac, a slum section of Lima, Peru.

Critics often overlook the deep spirituality of liberation adherents. To ignore this devotional foundation and its roots in the traditions and disciplines of the church is to do liberation theology a disservice.

To capture a fuller picture of the liberationist context, the

following sources are helpful: "A Theology of Liberation" (Orbis Press, 1995), and "We Drink From Our Own Wells" (Orbis, 1995) by Gustavo Gutierrez; "Saint, Sinner, or Soldier—Liberation Theology and Low Intensity Conflict," (School of Advanced Military Studies, Fort Leavenworth, Kan., 1992, [Defense Technical Information Center Technical Report]) by Robert Drumm; and "Liberation Theology and the Religious Roots of Rebellion," (Parameters 16, Summer 1986) by Donald Davidson.

Practical implications, applicable to linguists serving as interrogators, translators, or intelligence analysts, also surface.


Liberation theology sets an example of how religion can be a motivating force for social change. A military strategist of another generation, Antoine Jomini, wrote of religion's power, "it excites the (passions) of the people, and often creates a closely-knit party."

We better comprehend the complexities of Latin American society and politics by understanding this school of thought. Stereotyped, "idealized" notions of Latin America's poor would have us consider this group as content with their lot, hopeful to receive generous aid from wealthy North American benefactors. The "breaking of the poor," a liberationist theme, stops these preconceived notions. The marginalized poor can become self-reliant, speak, organize and act in new ways.

Tactical units are wise to employ caution when dealing with the realities of the church in Latin America. The organizational base of liberation theology is a loosely knit affair. There is no elaborate structure, little formal design and no means of administrative control. Consequently, some liberationists may align themselves with "left-wing guerrilla groups."

We often assume priests, Protestant pastors, nuns and church workers to be friendly, "safe," neutral figures. This is not always the case. Intelligence analysts would be well-advised to be aware of the peculiar bias of the religious groups with whom they deal.

Additionally, on deployments and in partnership missions, soldiers, sailors, airmen and Marines can do much to counterbalance negative notions their Latin American counterparts may have of Americans. As we demonstrate courtesy, gentleness and maintain justice, we accomplish much to introduce new friends to democratic ideals.

Liberation theology summons us to practice our faith. Liberationist themes, God's "preferential option for the poor"... his being a "God who liberates"...who does not "abandon the poor but has a special concern for them," can prick our collective consciences. As we genuinely respond to the challenges presented, while employing caution in our dealings, we more readily fulfill obligations to our God and nation. 

DLIFLC students use their language skills in Serbian-Croatian during field exercise

Story and photos by Bob Britton

DLIFLC Serbian-Croatian students prepared for deployment to Bosnia with a language Field Training Exercise (FTX) at Soldier Field Jan. 29. The 40 students in the 16-week class practiced interrogating fellow students, stopping and searching vehicles, looking for weapons and using their Serbian-Croatian vocabulary. Most of the students previously studied Russian or Czech at the Institute.

"This was the first time recently we held such an exercise," said Ishka Jenson, the chairperson of the Multi-Language Department, European School I. "We wanted to give the military linguists some practical experience before they graduated and were assigned to Bosnia. The faculty and students planned this exercise weeks ahead of the event. Everyone was exposed to all realistic situations."

During the FTX, some of the linguists drove vehicles through different checkpoints. Other classmates armed with weapons questioned the drivers and passengers, and stopped and searched their vehicles for possible explosives. The checkpoint guards also interrogated and body searched some of the suspicious drivers.

"We named the different checkpoints after the rivers in Bosnia," said Jenson. "These included the Drina, Vrbas, Sava, Neretva, Bosna, Sutjeska, Una and Sana."

"This was my best field training exercise in quite a while," said Serbian-Croatian student Spc. Charles Foresyth as he guarded one of the exercise checkpoints. "We used our language capabilities for real world situations. This is better speaking the language in the field instead of memorizing words in classes. I previously studied Russian and found it difficult switching from that language to Serbian-Croatian."

For some students, the FTX was a first-time experience and eye-opener. It helped prepare students for possible real-world situations in Bosnia, such as searching people or vehicles and know-

ing what to look for. Normally, linguists learn about a country's culture, customs, the language and prepare for the Defense Language Proficiency Test (DLPT) in the classroom, mentioned Sgt. Tara Sundt.

"This was my first time involved in a field training exercise, so I appreciated the realism," said Sundt. "I could be performing similar duty in Bosnia after graduation. Previously, I studied Russian and Arabic here, but it is difficult changing languages, especially for the grammar part."

Staff Sgt. Joaquin Duenas has participated in previous language FTXs with other units. He enjoys the realism and

training younger soldiers to receive his experiences and knowledge. The most important part of the scenario was reinforcing language training and preparing the students for realistic world situations, he mentioned.

"I've been a Russian military linguist for 16 years and previously served at DLIFLC as a Russian Military Language Instructor from 1991-1993," Duenas said. "I've seen language learning from a student's perspective and from an instructor's. Exercises like this prepare students for future language assignments worldwide."



Staff Sgt. Joaquin Duenas, DLIFLC Serbian-Croatian student, guards a simulated suspect while Sgt. Tara Sundt searches him. Serbian-Croatian students and faculty set up a realistic field training exercise at Soldier Field Jan. 29. Students practiced their language skills, set up checkpoints, interrogated people and searched vehicles and occupants. (Photo by Bob Britton)



Sgt. Tara Sundt, a Serbian-Croatian student, simulates searching a suspect during a language field training exercise at Soldier Field Jan. 29. Class members practiced their language ability by interrogating fellow students, stopping and searching vehicles, looking for weapons and using their Serbian-Croatian vocabulary. They could be doing similar things if they deploy to Bosnia.

Spc. Charles Foresyth, a Serbian-Croatian student at DLIFLC, covers a simulated terrorist at Soldier Field Jan. 29. Class members pretended they were checkpoint guards who stopped vehicles and people and questioned occupants in their target language. Foresyth previously studied Russian at the Presidio of Monterey.



TCS status complicates Army NCOs' Bosnia service

Story and photo by Joe Morgan

Getting the bureaucratic runaround is an all too common experience when you're deployed to Bosnia on temporary change of station (TCS) status, according to three Army NCOs of Headquarters and Headquarters Company who've been through it.

Sgt. 1st Class John Andruszka, Staff Sgt. Victor Kamenir, and Sgt. 1st Class Maciej Wlodarski say they've benefited professionally by serving with NATO peacekeeping forces in Bosnia. Deploying on TCS status, however, might be called the downside of their experience.

The three are interrogators in military occupational specialty (MOS) 97 Echo. Each has served as a Russian military language instructor (MLI) at DLIFLC. Each is a Russian linguist cross-trained in

Serbian/Croatian.

Deployment on TCS status was a new experience for each of them. "They are the first Headquarters and Headquarters Company, 229th Military Intelligence Battalion, soldiers to deploy to Bosnia as Serbian/Croatian linguists," said Capt. Jeffrey Elliott, the unit's commander.

The paths of all three crossed in Elliott's office one morning in February. Wlodarski had recently returned to DLIFLC after a 364-day tour with military intelligence units in Bosnia. Andruszka and Kamenir, who are still assigned to military intelligence units there, visited while on leave.

As Elliott explained it, deployments took unexpected turns before they began.

"Their orders said 179 days, not to exceed 180, with a possible extension up to 364 days," Elliott said. "Before their feet even hit ground they were extended."

With most U.S. personnel rotating out of Bosnia after four or six months, Andruszka said, the extension has taken a psychological toll.

"Every month you're seeing people rotate out and you're still there," he explained. "It's rough on you to say goodbye to so many people."

Wlodarski, who was among the first 27 Serbian/Croatian linguists sent by the U.S. military to Bosnia, encountered a double standard, which he described as "one standard for TCSers and another for permanently assigned soldiers." Units the TCSers were attached to saddled the linguists with work details, including guard duty, kitchen police (KP) and convoy support, that they became unavailable for intelligence missions, he said.

"Because we were in TCS status, everybody used us as their detail bodies," Wlodarski said.



From left: Staff Sgt. Victor Kamenir, Sgt. 1st Class Maciej Wlodarski and Sgt. 1st Class John Andruszka discuss their deployment to Bosnia with Capt. Jeffrey Elliott, Headquarters and Headquarters Company Commander.

Andruszka said TCSers were also put to work helping with the processing-out of departing units and the processing-in of new ones. "And we got handed off from one unit to the next as they rotated through Bosnia," he said.

The NCOs said they knew of instances in which leadership positions were denied to soldiers because of their TCS status.

Opportunities to attend schools fall by the wayside for TCSers, they said, because their status makes them ineligible.

Access to promotion boards usually gets put on hold for TCSers because each unit to which they're attached insist on a minimum of 90 days' service with the unit in order to qualify, they said.

"By the time they get 90 days in the unit, that unit's already starting to deploy," said Andruszka.

Getting resupplied with even such essentials as basic loads of M-16 ammunition and participating in uniform parts exchanges can be problematical, they said, because units are hesitant to share with TCSers.

Kamenir recalled an assignment to TCSers to repaint vehicles. It came with a deadline, but no cans of paint.

"So we ended up buying our own paint and paying through the nose," he said.

As for the military's standard 30 days of leave per year, the NCOs said they had to settle for 15 days of rest and relaxation because of their TCS status.

Moving among the once-warring Serbs, Croats and Muslims on intelligence-gathering missions has given them insight into the nature of the conflict in Bosnia, the three agreed.

"There's no right or wrong side to the conflict," said Kamenir. "Each side is to blame and each side is a victim."

"I think what we're doing in the human intelligence field is cutting-edge," said Andruszka, explaining that interrogators and counter-intelligence elements in Bosnia are finding new ways to work together.

"We're doing stuff the manuals haven't covered yet," he said.


Wlodarski said he gained a great deal of experience in both interrogation and counter-intelligence.

"I've improved myself professionally, there's no doubt about that," he said.

Kamenir ran into some of his former students in Bosnia. He said his Bosnia experience will make him a better MLI.

"I know what needs to be focused on," he said.

Andruszka said he expects to be assigned to another Bosnia tour when his current one is over.

"I have a feeling that Serbian/Croatian linguists are going to wind up rotating over there at least twice, maybe three times before it's over," he said. "Hopefully, things will be a little more organized the next time around." 

Helpful hints on using the government American Express credit card

The Defense Language Institute Foreign Language Center and Presidio of Monterey (DLIFLC & POM) no longer provide advances for Temporary Duty (TDY) travel and PCS moves. Instead, DLIFLC & POM participates in an Army-wide American Express credit card program. Use of the government AMEX card is for official travel and related expenses (lodging, meals, incidentals) away from your official duty station.

This card is not to be used for personal purposes.

As of February 1997, the status of AMEX accounts at DLIFLC & POM is:

Active Accounts: 555
Canceled Accounts: 75
Renewed Accounts: 4

BE AWARE THAT:

-By accepting the AMEX credit card, you are entering into an agreement between you, as a cardholder, and AMEX.

-As a cardholder, you are responsible for paying the bill in full upon receipt of the monthly statement.

-For the DLIFLC & POM, the billing cycle is from the 5th of one month to the 5th of the next month. You can expect your charge account statement between the 7th and 10th of each month.

-The billing statements are mailed to cardholder's home address, not the office.

-With the AMEX card and PIN number, you can withdraw cash from any ATM machine. There is a 2.75% charge per each transaction that is fully reimbursable. For DLIFLC & POM the cash limit is \$600.00 per month and should be used for small purchases and emergencies/incidentals only while on official travel.

-The AMEX card itself has no limit set

for charges as long as they are authorized on your orders.

-The AMEX monitors all the accounts very closely, so make sure that all your charges are travel related and authorized.

-Use of the AMEX card is not mandatory. You can use the government AMEX card, your private credit card or a combination.


-If you are on extensive TDY, do not wait to file your Travel Voucher Claim until completion of your TDY. File partial claims - every three or four weeks. Receipt of reimbursement takes up to 21 working days.

-If you are transferring to a different duty station there is no need to close your account. Upon arrival contact the AMEX POC and transfer your account to your new duty station within 30 days of your arrival. If the account is not transferred within the given time frame the AMEX has the right to close your account without notifying you.

-In case of PCS move, the cardholder is responsible for notifying the AMEX of address change.

-Civilian employees, when making lodging reservations, should make sure that the government AMEX card will be accepted and that there won't be a tax fee charged.

-To apply for the AMEX card, stop by the office of AMEX Installation Program Manager and fill out an application. It takes up to 14 working days to receive cards in the mail.

-You can find the DLIFLC & POM AMEX Installation Program Manager, Jolanta Parker at Directorate of Resource Management (Bldg 614, Rm 127), ext. 5216. 

311th Training Squadron Presidio of Monterey leadership changes hands

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

The 311th Training Squadron leadership changed hands as Lt. Col. (Sel.) John Diggins took over the reigns from Lt. Col. Janet Escobedo at Soldier Field Feb. 28. The day also included a retirement ceremony in honor of Escobedo's 20 years of service to the Air Force.

Although a bright and beautiful sunny day, the afternoon breeze put a slight chill in the air as Escobedo received the Meritorious Service Medal after the presentation of the command and colors. Next,



Lt. Col. Janet Escobedo, outgoing Commander of the 311th Training Squadron, passes the unit colors to Col. Ronald Yaggi, Commander of the 17th Training Group at Goodfellow Air Force Base, Texas, who then passed the guidon to the incoming 311th Training Squadron Commander, Lt. Col. (Sel.) John Diggins during the change of command ceremony at Soldier Field Feb. 28.

Escobedo passed the Air Force colors to Col. Ronald Yaggi, Commander of the 17th Training Group, Goodfellow Air Force Base, Texas. Yaggi was the reviewing officer for the ceremony. He then presented the colors to Diggins signifying the change of command of the 311th. Following this, Escobedo's retirement was recognized and she along with her husband were presented with certificates.

Col. Yaggi then gave his remarks. "Lt. Col. Escobedo and Lt. Col. (Sel.) Diggins, you should both feel very proud today. Your 311th Training Squadron looks extremely sharp — they are top-notch airmen and like you both, are part of a great organization," he said. "Col. Escobedo, you have done a superb job and you will be missed. You have had challenging job assignments in the past but assignments that were perfect jobs in what we were looking for in an intelligence officer and that field. You're a great officer and a great lady. God Bless you on your way out. To Lt. Col. (Sel.) Diggins, you have a hard act to follow but I know you will do a superb job with your new assignment. Go get 'em Tiger on your way in."

Yaggi then presented Escobedo with a letter of appreciation from President Bill Clinton before introducing her to speak in front of family, friends, airmen and service representatives from all the service branches. Also on hand was Col. Daniel Devlin, DLIFLC/installation Commander and DLIFLC Commandant.

Escobedo thanked God first and foremost along with her family, friends and parents for all their support over the years. She specifically noted the encouragement and advice over the years of her late father. "I would also like to thank my 311th Training Squadron for all of their hard work while I was

here in Monterey. They have done a great job and they look great," she said. "Also, thanks to Col. Devlin and the Garrison Command for all their support.

"I have spent the last 20 years training and looking to destroy the enemy as a bloodthirsty intelligence officer," she stated. "Now, I will move with my husband Brian; my daughters Sara, Rachel, and my son Douglas to Albuquerque, N.M. to pursue a career in counseling. To Lt. Col. (Sel.) Diggins, you have a great opportunity ahead of you and I wish you every success and luck. I know you will do great! It has been an unforgettable day and ceremony. God Bless you all and thank you."

Diggins then addressed all in attendance. "So, this is how you treat the new guy? I am put on last after an act like that? "I'm going to make this short, just give me 30 seconds and that's all," he mentioned. "With Lt. Col. Escobedo's departure and retirement, I have some very big shoes to try and fill. Col. Devlin — I'm looking forward to working with you and to the 311th Training Squadron — I'm proud to serve with you."

After Diggins' remarks, the 311th Airmen passed in review to end the ceremony. A reception followed at the Weckerling Center.

Diggins served in the enlisted ranks from 1968 to 1975. He served as a Chinese linguist in Okinawa, and as a cryptologic language instructor at Goodfellow Air Force Base, Texas, and the National Security Agency (NSA).

After a six-year break in service to pursue a college education and teach, he was commissioned a second lieutenant in February 1981.

Prior to becoming the 311th Training Squadron commander, he was assigned as the Operations Officer, 17th Training Support Squadron, Goodfellow Air Force Base. The unit supports intelligence training for all U.S. military services as well as officers and noncommissioned officers from a dozen foreign nations.

Diggins is married to the former Elaine Knight of Iraan, Texas, and they have one daughter.



Air Force commander improves airmen quality-of-life

By Air Force Lt. Col. Janet Escobedo
Commander, 311th Training Squadron

On Feb. 28 I completed my two year, 25-day tour as Commander, 311th Training Squadron, and my last active-duty assignment in the United States Air Force. As I look back on my time at the Defense Language Institute Foreign Language Center, I am thankful for all of the good things that have happened.

My formula for success has been simple: "success equals persistence times prayer" or to "coin" a phrase from our United States currency — "In God We Trust." This article is about what happens to a squadron commander with a little persistence and a lot of prayer.

The first thing in the squadron that needed fixing was our manpower situation for the permanent-party staff. I looked at the future student load and saw student numbers rising with no projected manpower gains in the support staff. The military training branch had six noncommissioned officer training managers to look after 600 airmen. We had nobody to staff the mailroom or to perform as registrar. There was only one officer beside myself for a squadron projected to grow to over 750 before I would leave.

I was able to get 10 new manpower positions added to our permanent-party staff. These included three more military training managers (with recognition that five more are still needed); mailroom, registrar and security investigative positions; a captain squadron-section commander; and three military crypto-linguist positions.

The executive-officer position was converted into a computer-communications officer and made it into a training-support flight commander. This person works closely with the three senior NCO cryptologic-linguist positions, which are the squadron's link to the schools.

During my tour, I was successful in convincing 2nd Air Force to send our airmen to the Institute a week early for formal headstart training. A final improvement is a major change to the lan-

guage-selection process which now occurs early in the recruiting pipeline for greater customer satisfaction.

Once student customers had an adequately manned permanent-party support staff, the next opportunity to improve fell into the quality-of-life arena. The Air Force population was growing without any requisite increase in dormitory rooms. Consequently, airmen were crammed into quarters designed for one person. Despite a painful, laborious process, the four services have realigned dormitory space to ensure a more equitable distribution of scarce resources.

Having enough dormitory space wasn't enough. The former 2nd Air Force commander and Gen Billy Boles, the Headquarters, Air Education and Training Command (AETC) commander, agreed to purchase \$1.2 million in new furniture. Beside the furniture, Gen Boles also purchased new television sets and microwave ovens along with new dayroom furniture.

As if that wasn't enough, I turned my two-person supply team loose on our facilities. They found space for a brand new language-learning center filled with computers for computer-based learning, a new self-help conference room and a newly carpeted main dayroom. Other renovations were a furnished classroom, a carpeted Military Personnel Activity and Finance office; and a stairwell-renovation project replacing the railings and covering the unsightly stairs with a safer, quieter rubberized surface.


Perhaps the most visible improvement is the DLI-funded Recreation and Leisure Facility, fondly known as "RALF." This "RALF" is the symbol of persistence times prayer. With its privacy fence, landscaping, and volleyball court, the beautiful gazebo project was born. We started out with \$4,000, some dreams, and some elbow grease. Air Force people convinced the DLI command staff to bulldoze the former eyesore area and build an alternative. The Air Force loses space living in the same building as the Combs Dining Facility.

Food — the final frontier — has always been an issue for airmen who arrive from Lackland Air Force Base, Texas, on

low-fat diets at basic military training. I invested much time and energy putting visibility on an issue that always bothered me. How can we bring Combs Dining Facility up to the same high standards as the Belas Hall Dining Facility? After much dialogue, Col. Daniel Devlin, the DLIFLC/Presidio of Monterey Commander and DLIFLC Commandant, and Col. David Gross, the Garrison Commander, have found a solution. Fixes are starting to happen with more to come. I have tried to eat at least one meal a day where my airmen eat — after all, if I want to represent my people, I must have first-hand knowledge of their concerns.

This same philosophy of first-hand knowledge carried me to dozens of classrooms. I would regularly visit classrooms whenever I could break free from the job of command. I enjoyed showing the Air Force flag. As a commander, I want my airmen, NCOs, and officers to know I care about how they are doing in the classrooms. If they had problems in class, it gave me first-hand knowledge of their issues. It also helped me to get acquainted with the faculty members.

Finally, any plan to improve the squadron wouldn't be complete without some work on the moral climate. During my first few months, some airmen were casually getting married on their lunch hours and later were eliminated from training due to major marital problems or mismatches. We also recognized a lack of emergency counseling options to help airmen through short-term, though not life-threatening crises. Fortunately, we now have three full-time Reservist Air Force chaplains who are now providing support to all military services. The chaplains run a mandatory marriage-preparation class which airmen must complete prior to getting married.

As I relocate to Albuquerque, N.M., and complete my graduate studies in counseling, I need to thank the 311th Squadron permanent-party staff — the most remarkable collection of professionals I have ever worked with. My husband, Brian, and my children's support and encouragement truly have kept me going. "In God We Trust!" 

DLIFLC personnel volunteer their services to the AT&T Pebble Beach Pro-Am Golf Tourney

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

Throughout the year, service personnel from the Defense Language Institute Foreign Language Center are asked to volunteer their services for many local events. These include the Toyota Grand Prix Laguna Seca car races, the YWCA Run/Walk, the Scottish/Irish Festival and Highland Games, the Fourth of July celebration, Special Olympics and the Triathlon at Pacific Grove. However, the biggest turn-out of DLI volunteers comes every year around Jan. 26 through Feb. 2 at the popular and famous AT&T Pebble Beach National Pro-Am Golf Tournament. Formerly known as the Bing Crosby Clambake, the tournament is rich in history and tradition. Every year, golf enthusiasts of the world and those people who like to star gaze turn their eyes and focus attention on the Monterey Peninsula.

"The event continues to grow each and every year," said DLIFLC Community Relations Director Alvin Macks, who handles all requests for volunteer services of DLI personnel. "This year, we had 116 service members, both permanent party and students, who went out and volunteered their services at the annual event."

Macks believes volunteer opportunities throughout the year give DLI military people a chance to give something back as well as to interact within the community. "DLI has a proud reputation when it comes to assisting local community organizations and that continues to grow as well," he noted.

Of course, seeing and being near film stars such as Kevin Costner, Andy Garcia, Bill Murray and Joe Pesci, and Hollywood legends Clint Eastwood and Jack Lemmon this year helped attract crowds. Other famous personalities also participated like music stars Huey Lewis and Vince Gill, and star athletes like Jerry Rice, Brent Jones, Mark Grace and Orel Hershiser. Pro golfers like the legendary Jack Nicklaus, Craig "The Walrus" Stadler, Tom Watson, Johnny Miller and the newest member of the tour — 21-year-old phenom Tiger Woods, helped get more service members out to assist with any tasking at the lush, green links of not only the Pebble Beach golf course, but also its accompanying two courses at Spyglass Hill and Poppy Hills.

Macks, who met Costner, said his favorite part of the tournament was seeing tough-guy actor Joe Pesci walking around puffing on his stogie and Bill Murray joking with the large galleries of fans. "There were many interesting stories from many

people of the time they spent out on the three courses rubbing elbows with celebrities and golf professionals. Supposedly, everybody has fifteen minutes of fame in their lifetime — well, for many of those volunteers, this was accomplished during the AT&T," he noted.

"We had much better unit coordination this year," said Macks, who fields annual requests for more than 1,000 DLI volunteers encompassing over 100 different activities within the community. "We receive many requests for the joint service color guard and drill team. By far we are asked for volunteer support more than anything else with the AT&T Golf Tourna-



Petty Officer 1st Class Timothy Chesser, the assistant testing control officer at DLIFLC's Testing and Evaluation Directorate, volunteers his services at Poppy Hills Golf Course by securing a trash container.

ment as the requester of the most volunteers."

A former soldier himself, Macks said the best part of his job is the satisfaction he receives from being the link between the community and the military. "I enjoy being the buffer," he said. "I like working with the community and the military and meeting people."

According to Bob O'Neil, a general contractor and the chairman of the Clean-Up Committee, this year's tournament lended itself to more participation due to 'Mother Nature.' "Unlike last year when we were washed out by the heavy rain, we had gorgeous weather for the entire tournament this year," he said. "Our volunteers basically policed the grounds, picking up trash on or near the fairways and greens of each and every hole of the three golf courses used during the AT&T tournament. They also were responsible for the placement of cardboard trash containers on the links and the set-up of the ecology campsite."

O'Neil has worked the AT&T for 16 years now. This was his first year as the ecology committee chairman. He praised efforts of all volunteers and specifically the service coordinators. "I'd like to give special thanks to Sgt. Scott Kimble of the Air Force, Petty Officer 2nd Class James Schaffert of the Navy, Sgt. Brett Letchworth of the Marine Corps and 1st Sgt. J.B. Woods of the Army for their hard work and coordination," he mentioned. "Scott was an everyday main player — a steady and invaluable person to our committee. Of the three co-chairs I had working with me, two of them were former military men. Retired Army Chief Warrant Officer Bob Higgins was in charge of operations. He worked out a plan to have the Army work Poppy Hills, the Air Force had Spyglass Hill and the Marines and Navy worked Pebble Beach. I'd also like to thank Pvt. Angel Tilton and Jason Trupp for all their hard work with transportation — they were right on with their points of pick-up and times.

Kimble, the Air Force coordinator, working the tournament for the second straight year, said there was a lot better turn-out of volunteer service members this year. "The biggest reward for me was seeing the looks on the faces of the airmen when they got out on the course near celebrities. I had one young airman who came up to me and said she had talked with country music star Vince Gill, got his autograph and then walking away, Gill said to her — 'take care and have a nice day, honey.' She must have told me that story three or four times. Personally, I saw film star Joe Pesci quite angry at one point of the tournament — I was standing next to a cameraman who kicked Pesci's golf ball after a shot on the fairway. When Pesci questioned the photographer about it, he was pretty upset and told the cameraman he was out there to cover the tournament and not there to interfere with play. Pesci was so chapped that he ended up with a bogey (one shot over par) on that particular hole.

"The thing I like best about the tournament is that it helps



Film stars Bill Murray (left) and Joe Pesci (center) chat about their golf games as they walk up the fairway of the second hole on the Peter Hay Golf Course at Pebble Beach. Murray, the star of movies such as "Caddyshack," "Kingpin" and "Ground Hog Day" and Pesci, who has starred in films such as "Goodfellas," "Casino" and "Raging Bull", were competing in the 3-M Celebrity Shoot-Out Jan. 29. Pesci and his partner, rocker Huey Lewis (far right wearing sweater), won the shoot-out in a chip off with two other teams.

the community raise money for local charities," Kimble continued. "Talking with Bob O'Neil, he said the tournament has raised \$23,500 over the past two years for the Monterey YMCA and other community groups such as the Girl Scouts, battered women's shelters and scholarship funds among other organizations."

Schaffert, the Navy coordinator, has worked in that capacity for seven community events encompassing over 300 Naval Security Group Detachment sailors over the last year. His biggest highlight and most rewarding aspect was seeing the 46 Navy student and staff volunteers' enthusiasm, excitement and enjoyment of meeting celebrities and professional athletes. "It was an opportunity to create long-standing contacts with community leaders and become involved within that venue," he said. "The Navy volunteers showed a lot of pride in representing their service at a highly visible event such as the AT&T. Three of my volunteers had prime jobs during the tournament. Chief Petty Officer Larry Puckett, a division chief petty officer who oversees students in their languages and proper military development, and Seaman Amy Sadeghzadeh, a Persian-Farsi student, were marshalls. They had the good fortune to be paired up with Tiger Woods and Kevin Costner during all four days of the tournament and received much face time on the last two days of the

continued on page 30

continued from page 29

tournament, as it was nationally televised. Sadeghzadeh also received the opportunity to apply as a personal assistant to Tiger Woods on a permanent basis. Additionally, Seaman Selena Absher, an Arabic student, landed several photo opportunities of a lifetime as a VIP shuttle driver by getting up close and personal photos with all the major celebrities and sports stars."

O'Neil said the toughest element for the volunteers to overcome during the tournament was staying power. "I think the biggest challenge for the volunteers was to stay until the end and finish with the trash pick-up," he said. "The tournament is over and the excitement has worn off and the only thing left to do is to pick up garbage. The volunteers are up while it is still dark and they don't finish until after dark. The long hours have a way of wearing the excitement off. However, they are great kids — very professional and helpful.


"I always like working with the military because of their comraderie," he noted. "They're on time, they stick together, cooperate and do whatever is asked of them. I do believe everybody had a real good time. They are a responsible group who wore the right clothes and shoes and had a good time. This is the first time my committee has finished with its clean-up of all three courses before the sun went down. We also had plenty of food for the volunteers and a barbecue get-together each day of the tournament. I don't think anyone went hungry, that's for sure. I also tried to recognize their service by talking with most of the volunteers and expressing my thanks and appreciation while giving them AT&T golf pins."

And what did O'Neil think the volunteers liked best about the tournament? "I think it was the bragging rights — just to say they were there for Tiger Woods first AT&T appearance and with all the course records being attacked," he mentioned. "I think it was just being there and seeing those celebrities. I don't know how many stories I heard of, 'I was this close to Kevin Costner or Clint Eastwood or Bill Murray or Huey Lewis said this to me.' Obviously, most of the volunteers were much more interested in seeing the celebrities than the golf professionals."

O'Neil said that DLI volunteers have contributed their services for as far back as he can remember. "When I began out here, service members were out here helping on a much smaller scale in numbers than they are today," he noted. "The amount of volunteers continues to grow each and every year and I think we will eclipse our numbers next year — I can't wait until then."

O'Neil added that an Appreciation Barbecue and Dance will be held on Flag Day. He said time and location will be announced at a later date. According to O'Neil, this event will be open to all volunteers who helped out in any way with the AT&T tournament.

Incidentally, the tournament was won by Mark O'Meara, who captured his fifth AT&T title by shooting an incredible

steady 67 each of the four rounds for an overall score of 268. Tiger Woods and David Duval tied for runner-up honors one shot back at 269. The team title went to actor Andy Garcia and professional Paul Stankowski, who paired to shoot a blistering (and record) 43-under par 245. 

Letter to the Editor Monterey Herald February 16, 1997

Volunteers Excel

Well, once again the AT & T has come and gone. This time we lucked out with the weather and the crowd; both were excellent.

Speaking of excellence, what about those volunteers. We Y's Men have been doing cleanup at this event long before it became the AT & T.

When it was the Crosby, we could do all of the cleanup with just the members of the Y's Men Club, our spouses and a few friends.

Over the years as the tournament grew and changed names, we recruited help from the military stationed at Fort Ord and the Presidio. Now that Fort Ord has gone, we have relied on the students and cadre at the Presidio for our main source of manpower for this thankless and sometimes humiliating job.

This year was a banner year for volunteers. We had representation from all branches of the armed forces stationed at the Presidio. The Army, led by 1st Sgt. J.B. Woods, took the high ground, Poppy Hills.

The Air Force with Sgt. Scott Kimble covered Spyglass. And the Navy and Marines with Bob Higgins (ret., Army) and Petty Officer James Schaffert at the helm were responsible for cleaning up Pebble Beach.

The enthusiasm and professionalism displayed by these young men and women made the long hours of planning and coordinating the cleanup well worth the effort. On behalf of the Y's Men Club I would like to thank all of these fine individuals for their help.

Also, I would like to extend a special thanks to the Public Affairs Office at the Presidio, particularly Alvin Macks, under the leadership of Michael Murphy. Without their efforts we would have been woefully short of help.

Special thanks to the San Carlos Group, led by Mary O'Toole, and all the many other volunteers too numerous to name here.

Thanks again to all, see you next year.

Bob O'Neil, Pacific Grove

*(O'Neil is committee chairman of the
Y's Men Club of the Monterey Peninsula.)*

Buffalo Soldiers paved way for other African-Americans

Story and photo by Bob Britton

Retired Lt. Col. William Jones spoke about Buffalo Soldiers during his Black History Month presentation Feb. 19 at the Tin Barn. Before his retirement last year, Jones served as the Base Realignment and Closure Office Director on the Presidio of Monterey Annex.

He mentioned Negroes were encouraged to enlist during the War of 1812, but not that many did. Later on, African-Americans did serve in all-Black northern units during the American Civil War.

After America expanded westward, Buffalo Soldiers in the all-black 9th and 10th Cavalry Regiments earned their spurs opening up regions for future settlers in eight western plains states. These horse-mounted units had white officers

and black enlisted soldiers and fought over 125 engagements, mostly against different Indian tribes.

"American Indians gave the black soldiers their name of the Buffalo Soldiers for several reasons," said Jones. "One, because they were fierce warriors. They were proud like the buffalo herds which roamed the open territory. The black skin and nappy hair of black soldiers also resembled the appearance of the animals.

"Buffalo Soldiers fought numerous Indian Wars, located westward food sources as the country expanded and helped open up areas like Fort Lawton, Okla., and San Carlos, Texas," said Jones. "Buffalo soldiers frequently got

saddlesore traveling 1,000 miles on patrols. They were selfless soldiers, loyal, well disciplined and faced much racial prejudice in their journeys."

Frequently Buffalo Soldiers were kept on long patrols away from white outposts and most civilization. They fought in Indian Wars from Texas up to Montana and were headquartered in either Fort Riley, Kan., or Fort Leavenworth, Kan. They also patrolled along the southwestern states bordering Mexico, mentioned Jones.

Buffalo Soldiers and their two regiments were inactivated during World War II when there was no longer a need for horse-mounted cavalry units. These were replaced by armored cavalry units and later by air cavalry units in other 20th century wars.

After World War II ended, President Harry Truman signed executive orders eliminating segregated units in the military services. That opened doors for equal opportunities for African-American service members.

Buffalo Soldiers' heritage and pride allowed future generations of African-American service members to reach previously unattainable heights in military leadership positions and rank, especially since World War II. Retired Gen. Colin Powell served as the Chairman, Joint Chiefs of Staff, before his retirement. Currently, Sgt. Major of the Army Gene McKinney is the Army's senior enlisted advisor to the Army Chief of Staff, while his twin brother is the Command Sergeant Major for the Training and Doctrine Command. These African-American soldiers reached the top of the military hierarchy. 🏆



Retired Lt. Col. William Jones talks about the Buffalo Soldiers during a Black History Month speech at the Tin Barn Feb. 19. Jones served as the Director of the Base Realignment and Closure Office before his retirement last year.

9TH CAVALRY REGIMENT SOLDIERS HELP BUILD PRESIDIO, 1902-1904

By Dr. James C. McNaughton
DLIFLC Command Historian

At the end of the Spanish-American War and the Philippine Insurrection at the turn of the 20th century, the Army decided to build a modern Army post in Monterey where the Spanish had once maintained a small presidio. Two units rotating out of combat duty in the Philippines were selected to do the job.

The first unit, the 15th Infantry, was sent in September 1902. Their initial task was to clear an open area for a bivouac site on some level ground a few hundred yards uphill from the ruins of Fort

Mervine, built by American soldiers in 1846 following Commodore John Drake Sloat's landing. (This simple clearing later became Soldier Field). At first the post was simply called the "Monterey Military Reservation."

In November 1902 they were joined by 425 black cavalry troopers of the 1st Squadron, 9th Cavalry Regiment. They arrived by train from San Francisco and pitched their tents near the Chinese fishing village that once stood in Pacific Grove, near the present-day Hopkins Marine Station. They had spent the previous two years fighting in the Philippines.

This regiment brought with it one of the most interesting and unusual histories

of any unit in the Army. They were among the first black soldiers to be stationed anywhere in California.

Theirs was one of four black Regular Army regiments created after the Civil War as a direct result of the achievements of black troops during the Civil War, as featured in the movie "Glory." Between the Civil War and the Spanish-American War, the regiment had fought countless campaigns until the Indian Wars ended in 1891.

When the Spanish-American War erupted in 1898, they fought with Teddy Roosevelt's volunteer Rough Riders in Cuba. From there they shipped out to the Philippines, where they fought a tough counterinsurgency campaign in the southern islands.

It was during their tour of duty in the Philippines that Benjamin O. Davis Sr., who many years later became the Army's first black general, had been briefly assigned to the regiment. But when he received his regular commission in 1901 as a second lieutenant, he was transferred to the 10th Cavalry Regiment, another black regiment.

After two years in combat, the 1st Squadron was sent to Monterey to rest and refit. The regiment was split among three West Coast posts: the 2nd and 3rd Squadrons were posted to Walla Walla, Wash., and the Presidio of San Francisco, respectively. According to one report, 15 of the troopers even brought their Filipino wives with them.

During their first year in Monterey, the 15th Infantry and the 9th Cavalry Regiment worked alongside local contractors to construct the wooden buildings on the lower portion of the post, many of which have remained in continuous use to the present day. The 9th Cavalry received new horses to break in and new recruits to train. In those days, each regiment had to train its own recruits.

In the summer of 1903 the post was renamed Ord Barracks. The following year it received the name that finally



Photo courtesy of Dr. James McNaughton, DLIFLC command historian, and Pat Hathaway studios

Buffalo Soldiers from Troop A, 2nd Squadron, 9th Cavalry (colored) Regiment, parade down Pacific Grove streets in 1903. The unit was stationed at the Presidio of Monterey from November 1902 to October 1904. Buffalo Soldiers helped construct the post and patrolled in Yosemite and Sequoia National Parks.

stuck, the Presidio of Monterey. The 9th Cavalry moved into their new barracks just before Christmas in 1903.

One of the regiment's leaders during this time was later to come to national attention. Capt. Charles Young, the third black graduate of the U.S. Military Academy (Class of 1889), was a regimental officer at the time, although not serving with the 1st Squadron in Monterey. In 1904 he left regimental duty and was assigned as military attaché to Haiti, the only black-ruled country in the western hemisphere at that time.

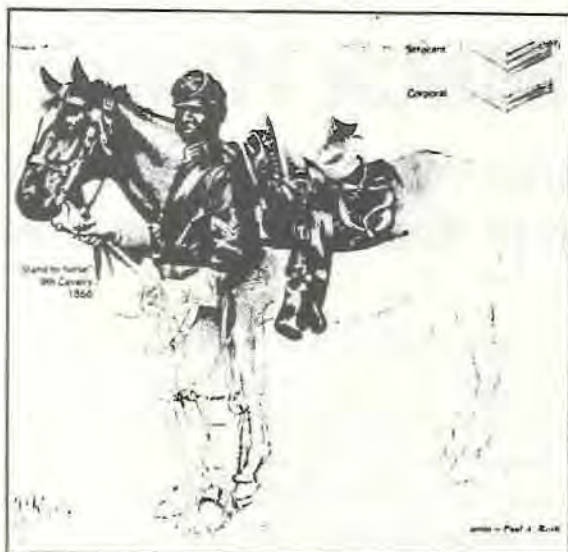
On the eve of the First World War in 1917 when Young had risen to the rank of lieutenant colonel, the War Department attempted to force him into retirement for "medical" reasons, rather than risk having him exercise command over white officers. In protest — and to prove his fitness — he rode on horseback all the way from his home in Ohio to the nation's capital. The Army was forced to reinstate him and later assigned him to be military attaché to Liberia, then one of the few black-ruled states in Africa.

During most of their stay in Monterey, the squadron was commanded by a white officer, Maj. John Bigelow Jr., one of the Army's leading intellectuals of the day. He had served as professor of military science and tactics at the Massachusetts Institute of Technology (MIT) and was a widely published author.

In the spring of 1904 the troopers buried one of their members, Pvt. George S. Johnson, who had joined the regiment from Alabama. Johnson was the first soldier of any race to be interred in the post's new cemetery.

Later that year in marksmanship competition on the newly-constructed rifle range, near present-day Combs and Kendall Halls, the black soldiers took top honors. The local newspaper reported, in the style at the time, "The dusky troopers have done some fine shooting."

Later that spring, the whole squadron left for duty patrolling the remote areas of Yosemite and Sequoia National Parks, which in the days before the National



Park Service were policed by the U.S. Army. That fall, when winter weather began to make the Sierras impassable, they returned to Monterey on a 245-mile mounted road march.

Later that year they left Monterey by train for Fort Riley, Kan., never to return.

In the spring of 1905 part of the regiment was sent to Washington, D.C., to participate in President Theodore Roosevelt's inaugural parade, where, according to regimental history, they "were the subject of much favorable comment upon their fine appearance."

Although the 9th Cavalry's far-flung duties never brought the regiment back to Monterey, one by one a handful of the troopers returned after their enlistments were up.

Two more members of the regiment found their final resting place in the tiny post cemetery — as did one of their wives. Retired members of the regiment were said to have played an active part in the local community, such as in the founding of the First Baptist Church in Pacific Grove in 1909 and the first local chapter of the NAACP in 1927.

In this way the Buffalo Soldiers of the 9th Cavalry Regiment had a lasting impact on Monterey. Although their time was short, they left a legacy that is still visible today. And they gave the new post a touch of glory that lingers still.

(An earlier version of this article first appeared in the March 7, 1991, issue of the "Globe" magazine). 🌲

BUFFALO SOLDIER LEGACY STARTS IN 1867

By Michelle Starr

Nicknamed the "Buffalo Soldiers," the 9th and 10th black Cavalry Regiments earned their formidable and fearsome fighting reputation near a railway construction camp on the Kansas frontier in 1867. That's when the uncommon valor of a trooper of the 10th combined with the cultural perceptions of the Plains Indians produced a legend.

The following description of the origin of the nickname is excerpted from *Army Magazine*, January 1981:

It's not known how many Cheyenne Dog Soldiers rushed Pvt. John Randall of Company G, 10th U.S. Cavalry, who was cornered at the railroad tracks. But it is known that 11 of them counted coup on him before, they, in turn, were ambushed by a Company G reaction force.

Randall was pulled from under the railroad track, crimson with blood from 11 lance wounds — but he survived. The dog soldiers knew that they had failed to kill him — the first black "white" man they had ever seen.

The story spread: the black "white" man had fought like a cornered buffalo; he had, like a buffalo, suffered wound after wound and yet had not died; he had, like a buffalo, a thick and shaggy mane of hair.

What happened that day, at least in the minds of the Indians, marked the 10th Cavalry as something special — as something new on the old Kansas plains. On that day the 10th Cavalry became "the Buffalo Soldiers" — the black-faced fighters who could not be beaten.

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Roots of Black History Week

Started by Dr. Carter Woodson to share the facts of the contributions of Black Americans of America

By Master Sgt. Rickey Harrell,
AIA/PA, Kelly Air Force Base, Texas

The Negroes in America are essentially Americans and not Africans. There is little except color which shows relationships to Africa and there are Negroes whose color does not show it, but who are proud of their African background.

"They have learned the language and social techniques of the country in which they live. But they came to this country from a culture which had been developing in Africa through many centuries.

"There are traces of African culture in Negro life in America, and the Negro-American seems not to be essentially different in this respect from the Irish-American, the German-American, the Scotch-American, or any other American types of far as the old cultures of the lands of their ancestors are concerned.

"Millions of Europeans have come to America and millions of Negroes have been brought from Africa to America. They have all become a part of the American population.

"These Africans, designated as Negroes, have been marching

forward in all lines of endeavors and achievement. They are proving that civilization and contributions to it are not based on race or color but upon the individual man or woman of ability. In these respects, God is no respecter of persons."

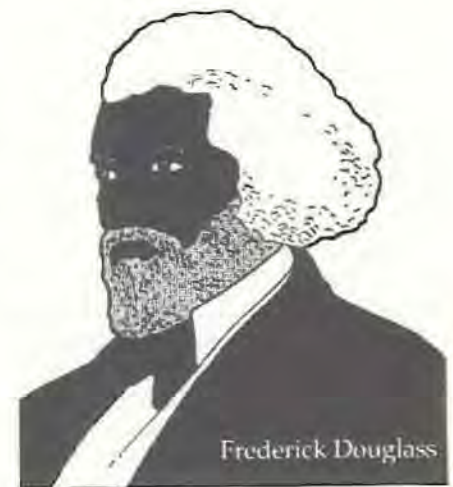
Dr. Carter G. Woodson

Black History Week was started by Dr. Carter Woodson in 1926 to share the facts of the contributions of Black Americans to the discovery, pioneering, development and continuance of America.

It was Dr. Woodson's hope that through this special observance, Americans would be reminded of their ethnic roots and togetherness among the various United States racial groups would develop out of a mutual respect for backgrounds.


Dr. Woodson, known as the father of Black History, chose the month of February because he was keenly conscious of symbolism in the American psyche. Because he wanted Black History Week observances to be a process that involved many ethnic groups and not just blacks, he chose February because the month contains the birthdays of Frederick Douglass and Abraham Lincoln.

What originally started as Negro History Week in 1926, changed its name to Afro-American History Week in 1972.



The name change focused on the new thinking by Black Americans and indicated the new recognition of their African background and the appreciation of themselves as individuals, citizens and contributors to the American scene.

Black History Week changed again during America's Bicentennial celebration in 1976 when it shared the national spotlight as part of the major thrust of America's 200 year-old history. Black History Week expanded to include the entire month to provide more time for programs, observances and celebrations.

Since its beginnings in 1926, the dream of Black History Month has remained the same: that the sharing and contributions of all Americans in America will be so appreciated, so accepted and so understood, that there will be no need for any ethnic group to call attention to its contributions and exploits for the good of the country. That day has not yet arrived and until it does, Black History Month celebrations will continue to provide the information needed about Black citizens in America. 



From left: Col. Daniel Devlin, DLIFLC and POM Commandant and DLIFLC Commandant, stands with Michael Murphy, DLIFLC Public Affairs Officer; Dwight Johnson, Installation Auditor; Tech. Sgt. Isabel Rubio, Law Enforcement Coordinator; Aidir Sani, Chairman of the Multi-Language Department at Asian School I; and Dr. Stephen Payne, Command Historian, during a ceremony held in the Commandant's office in January. Murphy, Johnson and Payne each received an Achievement Medal for Civilian Service. Tech. Sgt. Rubio received a Certificate of Appreciation for her work with the mobile training teams and coordination of foreign language training for Joint Task Force 6 during the period of 1994-1997, and Sani received the Commandant's Coin of Excellence for his work with the Multi-Language Department. (Photo by Jim Villarreal)

Awards

Abutin, Frederick, Staff Sgt., Joint Service Achievement Medal
 Allen, Steven, Sgt., Joint Service Commendation Medal
 Blankenfeld, Rhonda, Staff Sgt., Defense Meritorious Service Medal
 Caddell, Lyle, Capt., Army Achievement Medal
 Fagan, Robert, Capt., Army Achievement Medal
 Meyer, Susan, Capt., Army Achievement Medal
 Prugh, Samuel, Capt., Army Achievement Medal
 Stokes, April, Spc., Joint Service Achievement Medal
 Talledo, Salvador, Staff Sgt., Joint Service Commendation Medal
 Wallman, Gary, Sgt. 1st Class, Defense Meritorious Service Medal
 Warring, Richard, Sgt. 1st Class, Meritorious Service Medal

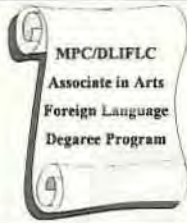
(Disclaimer: The PAO staff will attempt to list awards from all service branches in future issues of the Globe magazine.)

Globe Logo design winners named for Language Day '97

The winners of the cover design/photo contest for Language Day 1997 Globe are as follows:

First Place Mark & Mary Blair/Japanese Department
Second Place Elaine Martinez/ATFL-DCI-C
Third Place Jaymye Allen / military spouse

The winning design will serve as the Language Day '97 Logo and will be featured on the cover of the Special Language Day Edition of the DLIFLC GLOBE Magazine. "I would like to express my thanks to all participants and much gratitude to Outdoor Recreation and the Directorate for Community Activities for providing a splendid array of prizes," said project officer 1st Lt. Kevin May.



**December 1996 Graduates of the Monterey Peninsula College/Defense Language Institute
Associate in Arts Foreign Language Degree Program:**

Boynton, Matthew, Staff Sgt.	French, German, Vietnamese	311th TRS
Brookens, Lena, Petty Officer 3rd Class	Spanish, Chinese	NSGD
Crane, Jacqueline, Pfc.	Arabic	B Co.
Davidson, Glen, Sgt. 1st Class	Korean	E Co.
Enslow, Christopher, Staff Sgt.	Spanish, Persian	311th TRS
Forney, Dale, Spc.	Spanish	C Co.
Garcia, Sarah, Capt.	Spanish	311th TRS
Hammond, Travis, Staff Sgt.	Hebrew	MCD
Hanssen, Julie, Spc.	Arabic	B Co.
Hernandez, Luis, Staff Sgt.	Russian	E Co.
Hitchner, John, Spc.	Spanish	C Co.
Howell, Melissa, Seaman	Persian	NSGD
Jackson, Mindy, Pvt. 2	Spanish	C Co.
Johnson, Adrian, Staff Sgt.	Spanish	C Co.
Johnson, Phillip, Airman 1st Class	Chinese	311th TRS
Kinne, Adrienne, Pfc.	Arabic	D Co.
Lloyd, John, Pfc.	Korean	A Co.
Lunini, Michael, Staff Sgt.	Russian	F Co.
Martin, Gregory, Sgt. 1st Class	Arabic	E Co.
McMillan, Eric, Sgt.	Spanish, French	C Co.
Monger, Gregory, Sgt. 1st Class	Korean	E Co.
Post, David, Sgt.	Korean, Spanish	MCD
Rager, Denise, Staff Sgt.	Spanish	311th TRS
Reyes, Lory, Airman 1st Class	Arabic	311th TRS
Riches, Steven, Spc.	Arabic	B Co.
Ross, James, Pfc.	Korean	A Co.
Rush, Robert, Pfc.	Spanish	G Co.
Staggs, Michael, Pfc.	Spanish	C Co.
Taggart, Mark, Capt.	Spanish	311th TRS
Traugott, Amber, Pfc.	Arabic	B Co.
Vega, Hector, Staff Sgt.	Persian	E Co.
Velti, John, Warrant Officer 1	Arabic	D Co.
Vogel, Sarah, Seaman	Persian	NSGD
White, Jerry II, Capt.	French	D Co.
Watkins, Timothy, Capt.	Spanish	D Co.

Dean's Honor Roll

ARABIC

1st Semester

Dugan, Jessica, Pfc.
Elmasry, Yousef, Pvt. 2
Haderlie, Jay, Airman 1st Class
Hannigan, Melissa, Pvt.
Holman, Christopher, Pvt.
Rodriquez, Jon, Pfc.
Wolkow, Lisa, Spc.

ARABIC

2nd Semester

Hluchan, Peter, Seaman Apprentice

ARABIC

3rd Semester

Cravens, Tara, Spc.
Jarrard, Jacob, Pfc.
Kelley, Catherine, Sgt.
Meadows, Michael, Staff Sgt.
Schmude, Heather, Pfc.
Snyder, Rebecca, Seaman
Woller, Laura, Seaman

CHINESE-MANDARIN

2nd Semester

Hubick, William Jr., Airman 1st Class

CHINESE-MANDARIN

3rd Semester

Bauer, Michael, Airman 1st Class
Holiman, Jerry, Airman 1st Class

FRENCH

3rd Semester

Hilbert, Linda, Civilian

GREEK

1st Semester

Clawson, Gregory, Capt.
Oikonomides, Deborah, Airman 1st Class

HEBREW

1st Semester

Bouchard, Bryan, Airman
Long, Steven, Airman 1st Class

JAPANESE

1st Semester

Davis, David, Capt.
Yamamoto, Takashi, Lt. Cmdr.

JAPANESE

2nd Semester

Stumpf, Thomas, Lt. Col.

KOREAN

2nd Semester

Burford, Eric, Airman 1st Class
Chadwick, Angela, Airman 1st Class
Chatfield, Walter, Airman 1st Class
Elliott, Kevin, Sgt.
Harris, Aaron, Airman 1st Class
Philpot, Douglas, Airman 1st Class

PERSIAN-FARSI

3rd Semester

Allen, Jason, Spc.
Amorosi, Craig, Pfc.
Diehl, William, Lt.
Johnston, Justin, Pfc.
Kuter, Rachel, Pfc.
Mays, David, Spc.
Morris, Daniel, Spc.
Mullins, Dusti, Seaman

SPANISH

1st Semester

Adams, Robert, Lt. Col.
Belin, George, Capt.
Carr, Tony, Pvt.
Cuellar, Rodrigo, Pvt.
Farley, Michelle, Seaman
Gomer, Nathan, Senior Airman
Grizzard, Geoffrey, Lt.
Grizzard, Jacquelyn, Civilian
Koob, Karen, Pfc.
Lamb, Mark, Pfc.
Lowrance, Monica, Spc.
Manasses, Dean, Seaman Apprentice
Schmidt, Jeffrey, Lt.
Wisotzki, Stephen, Lt. Cmdr.

SPANISH

2nd Semester

Adams, Robert, Lt. Col.
Belin, George, Capt.
Grizzard, Geoffrey, Lt.
Lamb, Mark, Spc.
Robinson, Wendy, Spc.
Wisotzki, Stephen, Lt. Cmdr.

RUSSIAN

1st Semester

Anglemyer, Andrew, Pvt. 2
Atkin, Aaron, Pvt.
Botsford, Tracie, Spc.

Chang, Antonio, Pfc.
Ellett, Matthew, Pvt. 2
Farmer, Kris, Spc.
Koschmeder, Joseph, Sgt.
Kowalczyk, Joseph, Lance Cpl.
Lampton, James, Capt.
Mckinney, Miriam, Airman 1st Class
Nerstheimer, Michael, Capt.
Repas, Thomas, Pvt. 2
Reynolds, Jenny, Pvt. 2
Schmitt, David, Pvt. 2
Schultz, Marnie, Spc.
Schultz, Matthew, Spc.
Shelton, Timothy, Pfc.
Stump, Jeremy, Airman 1st Class
Thornton, Jennifer, Airman 1st Class
Tucker, Christopher, Pvt. 2
Viera, Frank, Spc.
Villegas, Adrian, Pvt. 2
Vintoniv, Michael, Pfc.

RUSSIAN

2nd Semester

Bordovsky, Patrick, Airman
Ellis, Steven Jr., Spc.
Frazier, James, Spc.
Jones, Rebeca, Pvt.
Kallestad, Adam, Seaman
Roberts, Patrick, Spc.
Rose, Eric, Pfc.
Tudose, Corneliu, Staff Sgt.
Youngquist, Niccole, Pvt.

RUSSIAN

3rd Semester

Collins, Julie, Capt.
Hamilton, Robert, Capt.
Kilby, Astrid, Petty Officer 3rd Class
Krueger, Tracy, Airman 1st Class
Persson, Daniel, Airman 1st Class
Stamper, John, Spc.
Thompson, John, Capt.
Tobin, John, Pfc.

TAGALOG

2nd Semester

Church, Brent, Pvt. 2
Flores, Catherine, Pfc.
Niksadat, Adam, Pvt. 2

THAI

3rd Semester

Bodanske, Daniel, Pfc.
Hunsaker, Clifford, Airman 1st Class
Toth, Stephen Jr., Staff Sgt.

Graduations

ARABIC

Bayard, Karen, Spc.
Bousman, Edward, Lance Cpl.
Brown, Aaron, Pfc.
Cravens, Tara, Spc.
Garcia, Christine, Sgt.
Hurley, Bryan, Cpl.
Kelley, Catherine, Sgt.
Meadows, Michael, Staff Sgt.
Puglisi, Lillian, Pfc.
Ralls, Henry Jr., Spc.
Schmude, Heather, Pfc.
Schwarz, Kenneth, Spc.
Snyder, Rebecca, Seaman
Tyler, Christopher, Spc.
Woller, Laura, Seaman

ARABIC

(Intermediate)

Arterberry, Mitchell, Sgt.
Bradley, Andrew, Sgt.
Coward, David, Staff Sgt.
Dixon, David II, Spc.
Pangle, James, Tech. Sgt.
Salzman, Laurel, Senior Airman
Silva, Andres, Sgt.
Sommer, William, Staff Sgt.

ARABIC

(Advanced)

Moore, James, Staff Sgt.
Moroney, Jennifer, Senior Airman
Spencer, Joseph, Petty Officer 1st Class

FRENCH

Almeida, Pedro, Capt.
Baumann, David, Spc.
Biel, Maria, Petty Officer 3rd Class
Bonner, Ferrel, Civilian
Buras, Chelsea, Pvt. 2
Colon-Rodriguez, Carlos, Civilian
Ellefson, Kirkland, Chief Warrant Officer 3
Espinosa, Steven, Petty Officer 2nd Class
Hilbert, Clint, Civilian
Hilbert, Linda, Civilian
Kosir, Elsie, Staff Sgt.
LeClerc, David, Spc.
Lowery, Richard, Spc.
Lynch, Michael, Lt.
McCollough, Lewis II, Warrant Officer 1
Moffett, Christopher, Capt.
Moore, Joseph, Maj.
Moyer, Daniel, Spc.
Neal, Patrick, Capt.

Pontious, Sean, Pvt. 2
Roddy, John, Capt.
Smith, James Jr., Pvt. 2
Strickland, John, Pvt. 2
Taxis, Elizabeth, Seaman
Wilkinson, Robert, Spc.

ITALIAN

Bernotas, Scott, Lt. Cmdr.
Curry, Patrick, Cmdr.
Griffin, Kenneth, Maj.
Griffin, Laura, Civilian
Guelzow, Eric, Staff Sgt.
Kisch, James, Capt.
Krisko, Kevin, Capt.
Sessoms, Reginald, Warrant Officer 2

RUSSIAN

Anderson, Jeffrey, Pfc.
Bentley, George III, Spc.
Billard, Thomas, Spc.
Black, Jami, Pfc.
Bonick, Jeffrey, Sgt.
Boydén, Jane, Airman 1st Class
Brose, Micah, Pfc.
Gissel, William II, Pfc.
Gordin, Christopher, Pvt. 2
Harjala, Lenny, Spc.
Hawkins, Iris, Airman 1st Class
John, Josiah, Pfc.
Keel, Christopher, Pfc.
Larivee, Christopher, Spc.
Loring, Steven, Pfc.
Maddox, Justin, Spc.
Martineau, Kelli, Pfc.
Miller, Keith, Pfc.
Powers, William, Pfc.
Sheikh, Rizwan, Pfc.
Sink, Keith, Pfc.
Smithers, Amanda, Lance Cpl.
Stegmeier, Cory, Spc.
Tegen, Erik, Airman 1st Class
Travis, Sparkle, Pfc.
Washburn, Bradley, Spc.
Weddle, Nichole, Pfc.
Weyhrauch, Chad, Spc.
Wile, James, Airman 1st Class

SPANISH

Archuleta, Ruben, Spc.
Aylesbury, Toby, Pvt. 2
Backo, Shawn, Pvt.
Beck, Karen, Petty Officer 1st Class
Blevins, Richard, Pfc.

Butner, Joseph, Ensign
Calderon, David Jr., Spc.
Card, Deborah, Pvt. 2
Casey, Brian, Pfc.
Decker, John, Pfc.
Dodson, Vera, Staff Sgt.
Farley, Mark, Lt. Cmdr.
Fate, Trend, Pvt. 2
Gibson, David, Capt.
Grimm, Johann, Spc.
Hamlin, Brian, Spc.
Hofmann, Thomas, Pvt. 2
Jack, Jaime, Lance Cpl.
James, Matthew, Pfc.
Maloney, Keri, Spc.
Marks, Scott, Spc.
McNeil, Daryl, Pvt. 2
Milam, Thomas Jr., Lt. Col.
Miller, Nickeya, Pvt. 2
Mitchell, James Jr., Sgt.
Mormon, Shannon Jr., Sgt.
Neeld, Daniel, Seaman
Olcari, Kimberly, Pvt. 2
Parmenter, Robert, Pvt. 2
Riedel, Curtis, Capt.
Saffold, David, Lt. Col.
Saffold, Linda, Civilian
Scheller, Patricia, Spc.
Schindler, Thomas, Pvt. 2
Schwalm, Scott, Pfc.
Stock, Garrin, Pvt. 2
Taylor, William, Pfc.
Weed, Alicia, Capt.
Welch, Michael, Staff Sgt.

What is your favorite phrase in your target language and what does it mean?

(Editor's note: We wandered the sidewalks and hallways of DLIFLC and approached several students at random, asking them to share their favorite phrase in their target language.)

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



Army Pfc. Kimberly Moore,
Russian Student,
Foxtrot Company

"Privyet Natasha! Davai poidyom E poyeshim Belkoo E Losya!"

"Hey Natasha! Lets go and find Squirrel and Moose!"



Marine Sgt. William Lee,
Spanish Student,
Marine Corps Detachment

"Dime con quien andas y te dire quien eres."

"Tell me who you hang out with and I will tell you who you are."



Marine Cpl. Paige Evatt,
Russian Student,
Marine Corps Detachment

"Kto nu ruskyet, tot nu pyot shampankovo."

"He who takes no risks, drinks no champagne. OR Nothing ventured, nothing gained."



Army Pfc. Penny Malin,
Russian Student,
Foxtrot Company

"Posli uroka maya golova idyot Krugom! Sevodnya Pyatnitsu?"

"After class my head spins! Is it Friday?"



Air Force Airman 1st Class Jonathan Oliver,
Arabic Student,
311th Training Squadron

"HaZa Mishmish Mish Min Mishmishna!"

A Syrian tongue twister meaning "This Apricot is not from our Apricots!"



Navy Seaman Angela Angel,
Arabic Student,
Naval Security Group Detachment

"Anta Ar-rajul" wa "Li-tH-Habee Ya bint"

"You're the man" & "You Go Girl!"



Army Pfc. Heather Pedro,
Russian Student,
Foxtrot Company

"Tak, ya Ni Znaiyou, ni Ponimaiyou, yeshyo raz?!...? shto?"

"So, I don't know, I don't understand, one more time!?!..? what?"



Air Force Airman 1st Class Neal Farmer,
Greek Student,
311th Training Squadron

"E zoe mass eenal otee teen kanomal."

"Life is what we make it"



**NSGD EARNS FIRST "BEST UNIT MAILROOM
OF THE QUARTER" AWARD**

Lt. Cmdr. Barry Phillips, officer in charge of the Naval Security Group Detachment (left) and Petty Officer 2nd Class Cruz G. Lopez Jr., NSGD custodian of postal effects, display their awards signifying the "Best Unit Mailroom of the Quarter." The ceremony was held Jan. 17 at the NSGD quarterdeck. The program promotes excellence, proficiency, effectiveness, and esprit-de-corps.

According to Edward J.C. Pullum, the director, Information Management, and Gaye Rearick, chief, Information Management Support Branch, each quarter, the plaque will be rotated to the mailroom selected as the best for the past three month period. In addition to the rotating plaque, a small individual mailroom plaque, to be maintained permanently in the selected mailroom, will also be awarded. *(Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)*