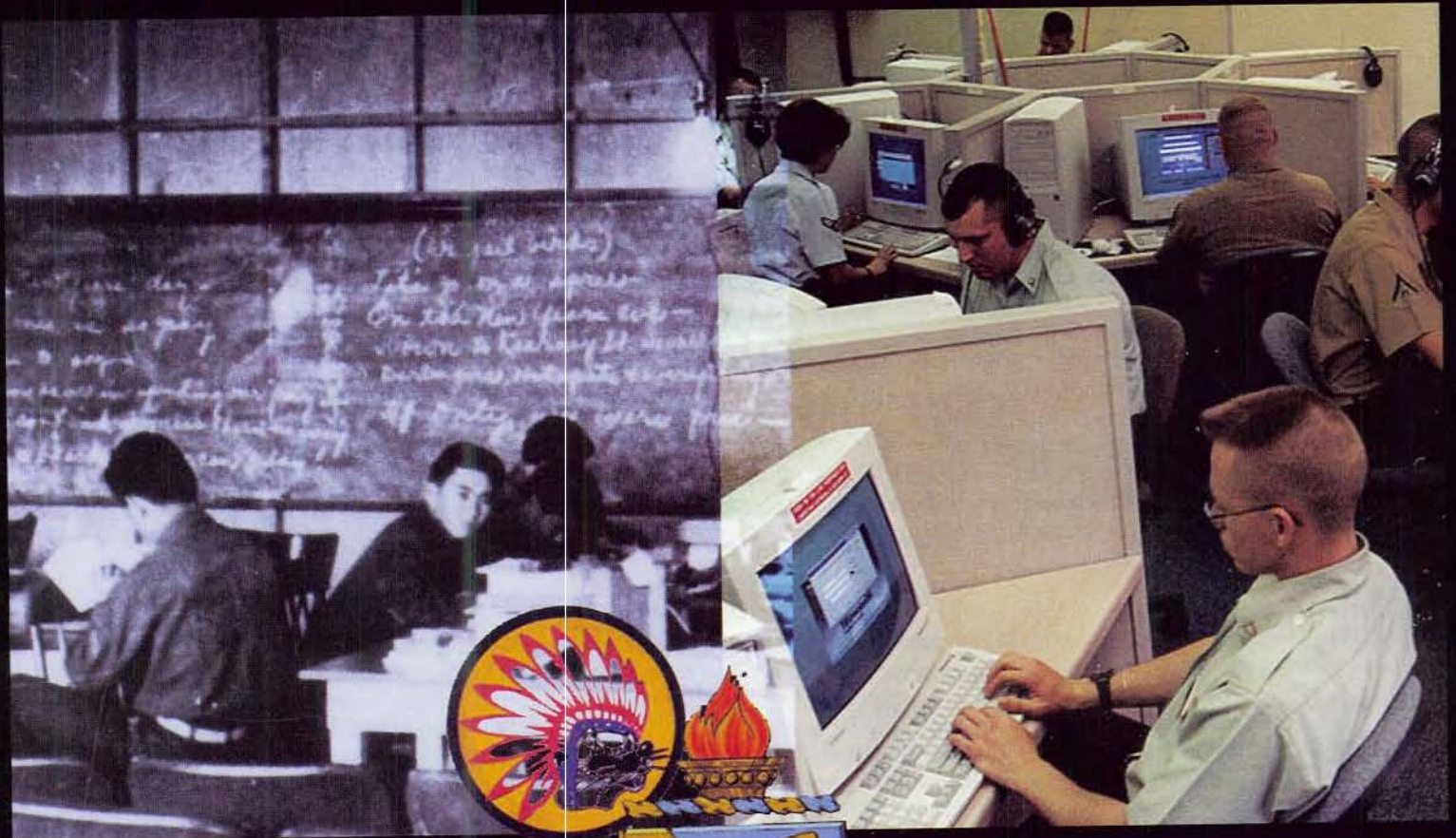


GLOBE

SPECIAL EDITION

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



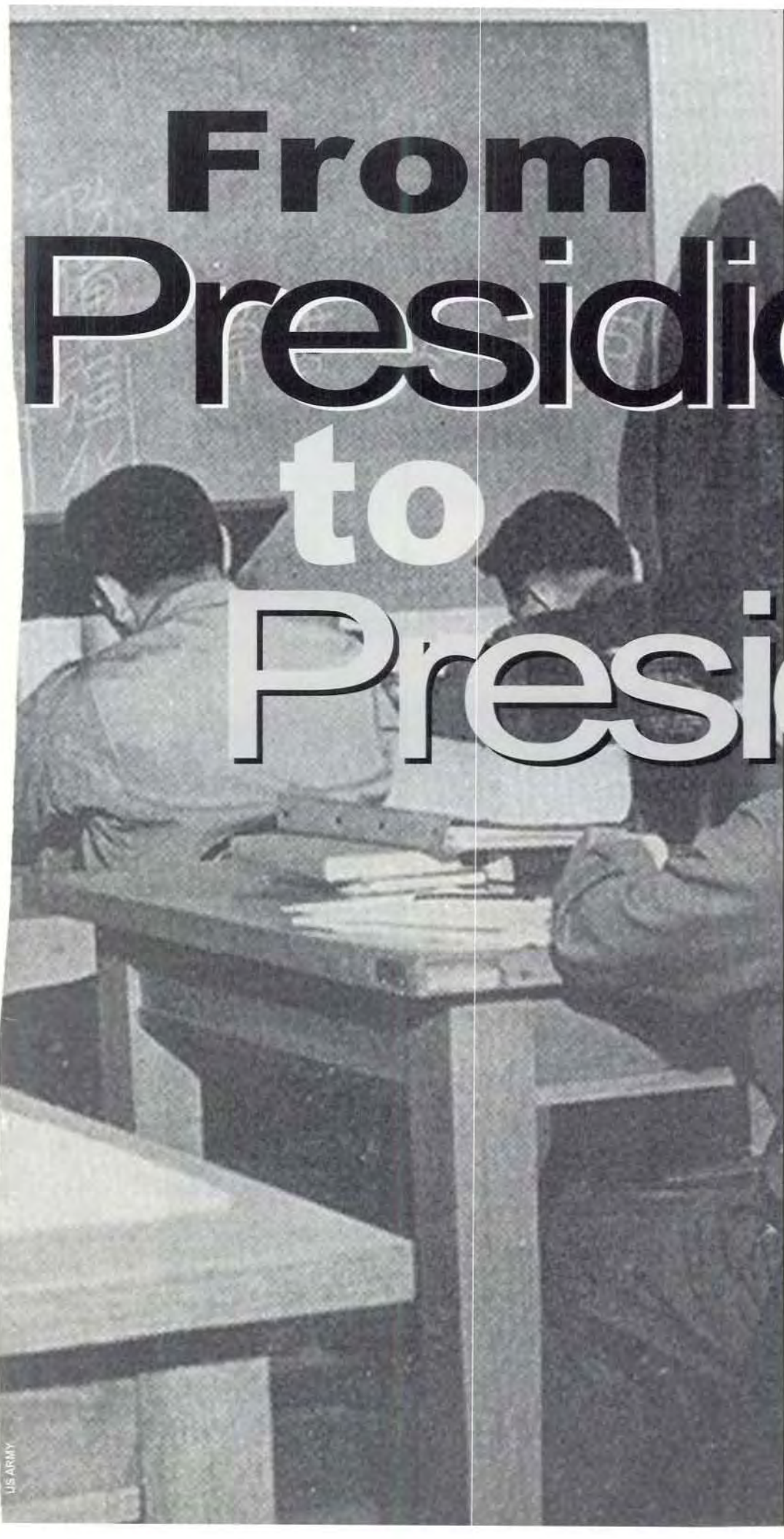
1941

2001

60th Anniversary

Talking The Talk: After relocating to Minnesota, classes resumed as the demand for Japanese linguists grew during World War II.





From Presidio to Presidio

One of the Institute's
first teachers
follows the evolution
of the school
from San Francisco
to Monterey

BY SHIGEYA KIHARA

During the summer of 1941, military planners in the War Department realized the United States might be drawn into World War II against the Japanese. However, one big problem existed -- few Americans knew or were fluent in the complex Japanese language. Some military planners came up with a possible solution of recruiting Japanese American, or Nisei, soldiers to study the Japanese language, especially military terminology. These soldiers could later be used as military interpreters, prisoner of war interrogators, and translators of captured enemy documents.

No language school had existed in the history of the United States Army until the establishment of a secret Japanese language school at Crissy Field, Presidio of San Francisco. The original instructors reported to the Presidio in October 1941, without any guidance on how to start a language school or materials to accomplish the mission. With hard work and ingenuity, the civilian cadre scrounged up Japanese texts and dictionaries from area colleges and Japanese bookstores in San Francisco, printed up text material, and created lessons and lesson plans. They were ready when the first class of 58 Nisei and two Caucasian students reported for class at the Fourth Army Intelligence School at Crissy Field, Nov. 1, 1941.

Fourth Army Intelligence School, Crissy Field, Presidio of San Francisco

When Lt. Col. John Weckerling took his Fourth Army Intelligence School faculty to the Crissy Field school site on Oct. 15, 1941, they were shocked. It was a small, abandoned, empty, corrugated tin airplane hangar.

This was a Presidio of San Francisco operation — a hundred-year-old U.S. Army installation? This was a United States Army facility? This was a United States of America school?

There was nothing there, except Capt. Kai Rasmussen's Tokyo Embassy Japanese Language School texts and dictionaries. There wasn't a table or chair.

The colonel told us 60 students would report in two weeks. He told us to be ready to start training. Then he did an about-face and left the hangar.

John Aiso, chief instructor, was saddled with the responsibility of organizing the school from the physical classroom equipment, the texts, to the course. Everything. But John Aiso, a

The First Time: Students at the first language school at Crissy Field on the Presidio of San Francisco take a break from language learning.



gifted, natural-born leader, was up to the task. On Nov. 1, 1941, when 60 students reported for training, everything was ready and instruction began.

On Dec. 7, 1941, Japan attacked Pearl Harbor, plunging the United States into World War II.

On Feb. 19, 1942, President Roosevelt signed Executive Order 9066, authorizing the internment of all Japanese, aliens and citizens, in California, Oregon, Washington and Alaska into American concentration camps in the interior. It was no longer possible to continue the Crissy Field School after May 1942, when the first class graduated.

Camp Savage, Minn. — Military Intelligence Service Language School

The Army transferred the school to Camp Savage, Minn., renamed it the Military Intelligence Service Language School, and placed it under the direct jurisdiction of the General Staff in the War Department.

When we reached Camp Savage toward the end of May 1942, we found

an abandoned State of Minnesota Old Folks Home surrounded by waist-high summer grass. There was an old mattress factory occupied by hobos sleeping on mattresses infested with fleas, lice and bed bugs. The enlisted Nisei instructor cadre, the best of the Crissy Field School, were ordered to chase the hobos out, drag the mattresses into the open, pour gasoline on them and burn them to ashes. They mowed the grass around the cabins, swept out and disinfected them and turned them into classrooms. The old mattress factory was converted into a faculty room.

On June 1, 1942, more than 200 Nisei soldiers reported for training. Each successive class was larger than the previous one. A gym and an auditorium were built. Soon, there was no room for the ever-expanding student body.

In August 1944, the Army moved MISLS to nearby Fort Snelling on the outskirts of Minneapolis, overlooking the Mississippi River.



High Tech Training. Students at the Presidio of Monterey learn languages with the assistance of computer-based language labs.

Fort Snelling, Minn. Military Intelligence Service Language School

In August 1944, MISLS took over Fort Snelling lock, stock and barrel. Fort Snelling was an old Indian outpost, dating back to 1820, built to protect American settlers from the Dakota Sioux Indians. It had been an Army training center in the Civil War, the Spanish American War and World War I. It was an Army Reception Center from 1941 until 1945. It had well-built barracks, homes, a station hospital, an officers club, an enlisted men's club, a commissary and a post exchange. It was a beautiful and ideal location for MISLS.

During summers and falls, battalion parades were held on the green parade grounds at 5 o'clock on Fridays. With the Fort Snelling band playing, the School Battalion, — Companies A through E — 3,000 Nisei soldiers marched in review. It was a truly inspiring sight.

Col. Kai Rasmussen communicated on a daily basis with the General Staff in the War Department. John Aiso, now director of training, assembled his teaching staff of 160 civilian and enlisted instructors at 7:30 each day and gave out instructions of the day.

In May 1946 the last graduation was held -- after turning out 6,000 combat intelligence operators -- and the school was transferred to the Presidio of Monterey, Calif.

Presidio of Monterey, Calif. — Army Language School and Defense Language Institute

World War II had ended in August 1945, but there was a need for Japanese linguists for the occupation of Japan. A training post, without bitter winters and

close to Pacific embarkation points was sought. The Presidio of Monterey was selected, MISLS was renamed the Army Language School and training was resumed in June 1946.

The Presidio of Monterey dates back to 1770. In 1846 Commodore John D. Sloat took the Presidio for the United States. Later, the Presidio housed troops from the Philippine insurrection following the Spanish American War.

As we drove onto the Presidio in

“Thousands of our families and friends were given \$25 and a train or bus ticket to leave concentration camps for their old homes along the Pacific Rim, homeless and jobless.”

May 1946, a sea of tall summer grass welcomed us. A few horses looked at us curiously, remnants from the old U.S. 11th Cavalry, which had been stationed here since World War I. Sickly green paint was peeling from dilapidated barracks, mess halls and houses. This emptiness fostered feelings of sadness and desolation, heightened by the mournful wails of the Point Pinos foghorns.

We converted old mess halls into offices and classrooms, but we didn't complain. Thousands of our families

and friends were given \$25 and a train or bus ticket to leave concentration camps for their old homes along the Pacific Rim, homeless and jobless. In many places they now met with signs reading, “No Japs” and violence.

But the Monterey Peninsula welcomed us, and there were no violent incidents. The civilian Japanese instructors had government quarters at Fort Ord and we had the important job of preparing students to establish an enlightened occupation of Japan and to prepare Japan to rebuild with a sound democracy and join the family of nations again. The first permanent concrete and steel classrooms were built in 1958. The bulk of DLI barracks and offices were built in the 1980s.

In the early '90s, DLI was able to fight off two base closure attempts. The University of Arizona made a bid to take over the DLI mission and have it accomplished by civilian contract at Tucson. The following year, Brigham Young University at Provo, Utah, attempted the same. Both attempts were thwarted by academic protests by DLI and strong support by the Monterey Peninsula community.

(Bob Britton also contributed to this story.)

Editor's note: *Shigeya Kihara taught at Crissy Field, Camp Savage, Fort Snelling and the Presidio of Monterey. He saw the school's change from Fourth Army Intelligence School, Military Intelligence Service Language School, Army Language School and Defense Language School West Coast Branch. Kihara retired from the Presidio of Monterey in 1974 and lives in the local area.*

GROCCERY W

FRUITS
AND
VEGETABLES

I AM AN AMERICAN

WANTO CO

WANTO CO

Showing Support: Many Japanese-American business owners displayed signs like this after the attack on Pearl Harbor in an attempt to deter property damage.

Knowledge Is Power

BY SHIGEYA KIHARA

Japanese American soldiers key to success of World War

Japan had taken Manchuria in 1931, attacked China in 1937, controlled all of China's major cities and railroads by 1941, and invaded French Indochina in July. At this point the United States abrogated trade treaties with Japan and suddenly faced the possibility of war with Japan.

The Pentagon quickly assessed the Japanese military intelligence capabilities of the military services and the university graduate schools and found just a few dozen officers who could do

Japanese intelligence. Faced with the possibility of fighting a formidable enemy, the United States appeared deaf, dumb and blind – incapable of monitoring and translating wireless communications, incapable of interrogating prisoners of war and incapable of reading and translating captured documents.

The Pentagon made the decision that Nisei soldiers should be trained to conduct Japanese combat intelligence.

Lt. Col. John Weckerling, a graduate of the Tokyo American Embassy Japanese language school, was ordered

from Panama to the Fourth Army, Presidio of San Francisco, to organize the Fourth Army Intelligence School, the very first foreign language military intelligence school in the 160 years of the American military. There were no precedents, no models and no theories. There were no textbooks for teaching the Japanese language or manuals for teaching its organization and armament of the Japanese army, navy and air force.

On Oct. 15, 1941, Weckerling assembled his faculty of John Aiso, Aki Oshida, Shig Kihara and Pvt. Art

Kaneka, later replaced by Tetsu Imagawa. In a basement room of Headquarters, Fourth Army, this seminal faculty began with an empty orange crate with some books on it, one set of *Nagahuma Readers*, Japanese dictionaries and a United States Army manual, TM 30-480, Handbook on Japanese Military Forces, that Capt. Kai Rasmussen had brought back from his four-year study as a student at the Tokyo Embassy Japanese Language School.

From the tree-lined, manicured headquarters area of the Presidio, we proceeded across some railroad tracks to the no-no land of Crissy Field to a corrugated-tin, abandoned airplane hangar. Sgt. Peterson and Warrant Officer Schneider, administrative staff, were standing against the wall, while a couple of carpenters were banging around setting up classrooms and offices. There was not a desk, chair, telephone, pad of paper or pencil. Nothing. Weckerling told us that 60 students would be reporting in two weeks. He said, "Be ready to start training." Then he did an about face and left the hangar.

John Aiso, a Nisei had been discharged earlier that morning from the Army and was given the responsibility of organizing a Japanese language military intelligence school, a high-priority Pentagon operation. As chief instructor, he was given no written directive and no oral instructions regarding this school, the texts and course of study. Our budget was \$2,000.

Aiso sent Peterson and Schneider out to scrounge, beg and borrow for used furniture and a mimeograph machine. We foraged downtown San Francisco Japanese bookstores and University of California and Stanford University bookstores for Japanese dictionaries and grammars. We contacted San Francisco printers to strip down Rasmussen's *Nagahuma Readers* and reproduce 100 copies. We translated the United States TM into Japanese, which Aki Oshida transcribed onto stencils that Peterson cranked out on the scrounged mimeograph machine. Aiso whipped out a program of instruction, reading and translation, kanji, English-Japanese translation and conversation and military terminology courses.

At 8 a.m., Monday, Nov. 1, 1941, we welcomed 60 students, including Victor Belusof and Dempster Dirks. We issued them textbooks and dictionaries, assigned them to Sections 1, 2 and 3 and started their training. Weckerling

came in daily, sometimes twice a day to approve or disapprove Aiso's ideas. Rasmussen, at that time Coast Artillery Commander at adjacent Fort Winfield Scott, came in regularly to comment on the plans for the school.

A couple of weeks later, Gen. John DeWitt, commander of Fourth Army, inspected the school. He sat down next to Pvt. Iwao Kawashiri in Section 1 and whispered, "If there is anything I can do for you, just let me know." A few months later, declaring that, "A Jap is a Jap," DeWitt was instrumental in throwing Kawashiri's family and 120,000 other Japanese Americans into American concentration camps.

Five weeks into training, Japan attacked Pearl Harbor. The contingency plan of the school was now a stark reality. Pvt. Kazuo Kozaki asked to speak to John Aiso in private outside on the Crissy Field tarmac. He said, "Let's make a run for it, up in the hills somewhere. I know the Army is going to kill all of us." Aiso was able to calm him down and get him back to class.

"Five weeks into training, Japan attacked Pearl Harbor. The contingency plan of the school was now a stark reality."

Interrogation, Japanese geography, Soshu and other courses were added to the program. ROTC officers who had taken Japanese courses at the university of California, Stanford, Washington and other universities dribbled in. New instructors were hired. Tom Tanimoto, Paul Tekawa, Tusky Tsukahira, Tad Yamada and Bud Nagase.

In January 1942, Selective Service changed the status of Nisei from 1A to 4C, enemy aliens. No more Nisei would be called up for military duty for two full years, except for volunteers for MIS and the 442nd Regimental Combat Team, beginning in February 1943. One day, John Aiso, returning from downtown San Francisco on a Van Ness Avenue streetcar, was suddenly confronted by a Caucasian woman who shrieked; "Kill him, kill him, he's a Jap. Kill him."

Then on Feb. 19, 1942, President Roosevelt signed Executive Order 9066 and one month later on March 18, 1942, the President signed Executive Order

9102. These two presidential actions authorized military zones and the evacuation and internment of 120,000 Japanese on the grounds of military necessity. The families of Nisei soldiers and instructors of the Crissy Field school were rounded up, put into assembly centers and later into relocation centers in the interior, isolated from population centers.

The school graduated its first class on May 1, 1942. The best students were assigned to become enlisted instructors. Others were assigned to Alaska, to the South Pacific Theater and to Australia.

Capt. Rasmussen was ordered to find a new location for the school. When he visited Governor Harold Stassen in St. Paul, Minn., the governor said, "Stop looking. I have an abandoned old folks camp at Camp Savage that I will loan to the Army for one dollar a year. And I will guarantee that the people of Minnesota will welcome Nisei soldiers to this state."

When the faculty reached Camp Savage, Minn. in mid-May, 1942, it was just an abandoned old folks home and a mattress factory surrounded by tall, waving, summer grass. Hobos lived there sleeping on abandoned mattresses infested by fleas, lice, cockroaches and bed bugs. The enlisted instructor cadre had to clear the hobos out, drag the mattresses out, pour gasoline on them and burn them.

The school was renamed the Military Intelligence Service Language School, placed under the direct jurisdiction of the Pentagon and supervised by Col. Kai Rasmussen, commandant. The first Camp Savage class started training on June 1, 1942, with 180 students. Governor Stassen had assembled and briefed the power structure of the twin cities, Minneapolis and St. Paul, the mayors, the chambers of commerce, the newspaper editors, the police chiefs and others. The MIS students, the faculty and their families were to be welcomed with no negative publicity.

When Tad Yamada and Paul Tekawa entered a bar in Minneapolis, the bartender said, "Sorry, I can't serve you." "Why?" "State law prohibits the serving of liquor to Indians." "We're not Indians, we're Japanese." Tad and Paul got their drinks.

The United Service Organization or USO welcomed MIS students. On Saturday afternoons, when MIS students finished their exams, chauffeured limousines lined the highway

outside Camp Savage with ladies waving their hands. "Young man, come with me to my home at Lake Minnetonka. There will be tennis, swimming, young ladies, picnics, dinners and parties. I'll bring you back to Camp Savage by 5 o'clock on Sunday. Bring along a friend or two." Many years later, the Nisei students and faculty of MIS created a Japanese garden in Minneapolis in appreciation of the kindness and friendship of the people of Minneapolis.

When the Crissy Field graduates reported to their stations in the Pacific Ocean arena, everything was disorganized. Commanders didn't know what to do with the Nisei linguists. Maj. John Burden, Crissy Field graduate, was assigned to the 37th Division in Suva, Fiji Islands, with no specific duties to perform. When Adm. Nimitz visited Suva, his G-2 talked to Maj. Burden and said that the 25th Division was screaming for Japanese intelligence men on Guadalcanal. The Kubo brothers and Tateshi Miyazaki, who was found driving a jeep around the Fijis, were ordered to report immediately to Gen. J.C. Collins on Guadalcanal. Adm. Nimitz offered his personal plane to fly Miyazaki and the Kubo brothers to their new assignment.

Burden and his men translated captured documents, interrogated prisoners of war, did psychological warfare and contributed to the Guadalcanal victory. Subsequently, Burden was ordered to the Pentagon to report on the utilization of Nisei linguists in the Pacific War. From that day on, the Pentagon and the field commanders in the Pacific area demanded more and more Nisei MIS men for their operations.

In September 1942, Allied Translation Interpretative Service or ATIS, MacArthur's Intelligence Center, was established at Brisbane, Australia. Phil Ishio and Arthur Ushiro were sent to New Guinea to provide intelligence to the Australians fighting at Buna. As commanders clamored for more Nisei MIS men, the Pentagon sent recruiting teams to the 10 relocation centers for students and faculty. Instructors Shoji Takimoto, David Itami and Mas Kadomatsu came from Manzanar. Mark Murakami and Yutaka Munakata came from Minidoka, Idaho.

Maj. Dickey and Aki Oshida went to Camp McCoy, Wisc., where the Hawaii 100th Battalion was training and came back with over 100 men for the December 1942 class. Col. Archie Stuart was sent to recruit students from the

Nisei community in Hawaii in early 1943, and 250 well-qualified Nisei leaped at the opportunity to service America. Nisei in responsible positions as educators, lawyers and bankers, many close to 40 years of age, provided MIS with a core of excellent students. Tetsu Imagawa and Shig Kihara were sent to Camp Shelby, Miss., in June 1943 when the newly formed 442nd Regimental Combat Team was training and came back with 250 good students. Sgt. Edwin Kawahara was sent to Hawaii in November 1943 and came back with another 390 students.

MIS outgrew Camp Savage and moved to nearby Fort Snelling, an old Indian outpost in Minneapolis in the fall of 1944. Every class was larger than the previous one. Graduates were assigned to the Army, Navy, Marines and Air Force. They were assigned to the Canadian, British, New Zealand, Australian, Indian and Chinese forces. They provided intelligence for the Allies in every Pacific and Asian theater, in every campaign and in every major battle. They served in Alaska, Hawaii, New Guinea, New Caledonia, the Solomons, Australia, the Philippines, Okinawa, India, Burma and China, even with Gen. Eisenhower in Paris, France. Domestically, they served

OUSTER OF ALL JAPS IN CALIFORNIA NEAR!

San Francisco Examiner **6^{AM} EXTRA**

News Talk Reveals... Thousands of Allies Face Japs in Java

Executive Order: A few months after the Japanese attack on Pearl Harbor, President Roosevelt signed Executive Order 9066 sending Japanese Americans to "relocation" camps.

News... The All Fronts

in the Pentagon in PACMIRS, order of battle assignments at Vint Hill, Va., and Camp Ritchie, Md.

In April 1943, Harold Fudenna, on station at Port Moseby, New Guinea, intercepted a radio message that Adm. Isoroku Yamamoto, the Japanese commander of the Pearl Harbor attack, was going to visit Japanese forces on Bougainville. Air Force P-38s on Guadalcanal, on orders to intercept Yamamoto, shot him down. His loss was a huge loss to Japan and a great morale booster for the Allies.

The greatest intelligence feat of the MIS was Operation Z. Adm. Mineichi Koga, commander of the Japanese combined fleet, crashed while flying through tropical storms near Cebu in the Philippines. Another plane with Adm. Fukudome also crashed. At sea, Filipino fishermen found a briefcase marked Operation Z, which was forwarded to American guerrillas who alerted MacArthur by radio. A submarine was sent to pick up the Operation Z documents containing Adm. Koga's plans for the defense of the Marianas and the Philippines. Col. Sidney Mashbir of ATIS put his best men on the job of translating it.

After a final check by George Yamashiro and Yoshikazu Yamada, the translated operation plan was forwarded to Adm. Chester Nimitz, Commander in Chief Pacific Area Command at Pearl Harbor. Adm. Nimitz provided a copy to every flag officer in his Navy fleets. At the time of the battle for Saipan, the Japanese carrier fleet put Operation Z into action. The American fleet under Adm. Spruance met the planes from the Japanese fleets and land based sources. In a unique battle of planes with no engagement of naval ships, the carrier fleet of Japan was destroyed in the Great Marianas Turkey Shoot. Operation Z had given Spruance all the information he needed for this critical victory.

When MacArthur returned to the Philippines at Leyte in October 1944, the Japanese committed nine battleships, 23 cruisers and 63 destroyers to drive off the invaders. The Allies knew what the Japanese battle plans were. In the battle of San Bernadino Strait, the Sibuyan Sea and Surigao Strait, the Japanese combined capital fleet was destroyed.

After the Battle of Bismark Sea in February 1943, a document identified as "Japanese Army Officers' List," dated Oct. 15, 1942, was captured in an abandoned lifeboat. It contained the roster of 40,000 Imperial Army officers



Swearing In: Japanese Americans took the oath of service before training for military training. Japanese Americans were recruited during World War II for their unique knowledge.

from Hideko Tojo down. Every officer's rank, unit assignment and job was posted.

It was a complete Order of Battle of the Japanese Army. Taro Yoshihaski of ATIS and other MIS Nisei worked for two months, transposing the Kanji of the names to Romaji. With order of battle information, the location and strength of every Japanese unit in every battle could be accurately estimated. The document was reproduced and forwarded to the Pentagon and every headquarters in the Pacific area.

On Saipan, Japanese men, women and children were jumping off cliffs in mass suicides. Other hundreds lived in caves. GIs of the 27th Division had no compunction about sealing the mouths

of the caves with dynamite and flame throwers. Sgt. Hoichi Kubo volunteered to go into a cave unarmed to try to talk the Japanese into surrendering. When Japanese soldiers noted Kubo's ancestry and questioned his service to America, Kubo quoted a poem by Taira Shigemori: "*Ko naran to hossureha, chu narazu. Chu naran to hossureha, ko narazu!*" "If I am filial, I cannot serve the Emperor. If I serve the Emperor, I cannot be filial."

In short, Kubo had chosen to serve America, the land of his birth and upbringing. Kubo came out of the cave with Japanese soldiers, men, women and children. He was awarded the Distinguished Service Cross for his courageous and compassionate act of cave flushing.



Making The Grade: Thomas Sakamoto studies outside the classroom at the Presidio of San Francisco. Sakamoto was one of the Institute's first students.

Looking

Back

BY RETIRED COL THOMAS SAKAMOTO

Former student remembers his school days on Crissy Field

The secret Fourth Army Intelligence School was activated at Crissy Field, Presidio of San Francisco on Nov. 1, 1941. Earlier that year, a U.S. Army survey revealed that there were only a handful of men with competence in the Japanese language.

Then Lt. Col. John Weckerling, the first commandant of the Japanese language school at Crissy Field, said on Oct. 1, 1941. "The complexities of the Japanese language are almost beyond accidental comprehension." The reality was that only a number of U.S. citizens, missionaries, businessmen and others qualified in the Japanese language.

Confronting the United States was the possibility of going to war with Japan with hardly any Japanese language ability.

During this time, a strong prejudice prevailed against Japanese and Japanese Americans. In this environment, the U.S. War Department took a calculated risk and made a critical decision to place a limited trust and confidence in the Nisei, or second generation Japanese Americans.

My Army life began when I was drafted on Feb. 26, 1941, through a lottery system then adopted by President Franklin D. Roosevelt. On that day, 10 of us Nisei were among the first draftees from San Jose. The mood of the country was already ominous. The United States-Japanese relations were already tense.

Nevertheless, on that day, a large number from the Japanese community came to see us off. As the train slowly moved from the Santa Clara train station, the families waved both the United States and Japanese flags,

shouting "*banzai*" over and over. We were then still at peace. The echoes of "*banzai*" stayed with me for a long time, as we rode the train with mixed feelings. As the oldest son, I worried about leaving my parents and the farm, wondering just how my parents would manage the farm without my help.

My Army life took a great turn in the summer of 1941. I was in the midst of a large maneuver at Camp Hunter Liggett military reservation near King City, Calif. A friendly-looking man in civilian clothes with a heavy Swedish accent called me aside to a tent. He suddenly asked me to read and translate a black-colored manual, which he pulled from his pocket. Little did I realize then, that this was a Japanese training manual on military tactics used in the military academy in Japan. He had evidently brought this manual back with him as he completed a tour as a U.S. Army language officer in Tokyo.

I learned later that this was then-Capt. Kai Rasmussen, who soon became my commandant at the first secret Army language school, which began at the Presidio of San Francisco just one month before the Pearl Harbor attack by Japan. After being satisfied with my proficiency in the Japanese language, Rasmussen became energized. He immediately promised me a direct field commission in the U.S.

Army should I volunteer and complete one year in the secret language school at the Presidio. This choice for me was not too difficult, compared to a life of "pup tent, dust and rattlesnakes." This was the beginning of 28 years as a U.S. Army intelligence officer.

When I reported for classes, I was greeted by Lt. Col. John Weckerling, our first commandant, soon succeeded by then-Capt. Kai Rasmussen, and four civilian instructors. It is reported that, after his interviews of potential Nisei language student candidates in various Army camps, Rasmussen wrote that he had set up sights too high, and was disappointed in the overall linguistic ability of the Nisei soldiers.

When we reported to the Presidio of San Francisco, we were shocked to see that this school was a very old 10,000 square-foot airplane hangar in an advanced state of dilapidation, designated Building #640. The hangar once served as the U.S. Air Mail Service's first airmail hangar on the West Coast. It was nothing more than a large cold, empty warehouse with cement floors and open latrines in the far end. This contained seven showers and 10 toilets that were open with no partitions. Classrooms were crudely partitioned with unpainted plywood walls.

Two weeks before the first class of Japanese American linguists began their language school training on Nov. 1, 1941, partitions were constructed inside the hangar to carve out class rooms, offices and barracks space, and a week later additional lights were installed. Not until after Christmas 1941, when students had been studying for almost three months, was a gas heater installed in the building. Until then, heating came from a few potbelly stoves.

The 58 Nisei students who reported for duty were divided into three classes according to their level of Japanese language skills. Here we began our Spartan life with rows of double-deck bunks and with one footlocker each. We Kibeis (those educated in Japan) were in the advanced class. The pace of our course was especially intense, with the attack on Pearl Harbor, and the course was shortened from one year to six months, as we concentrated on military-related subjects.

The first and only Crissy Field class of 42 Nisei and two Caucasians graduated on May 1, 1942. Three quarters of the 42 Nisei graduates were immediately shipped overseas, some without getting their diplomas, to the



various combat areas: Attu-Kiska, Tarawa, Guadalcanal, New Guinea and other places. All this took place just as our families (112,000 Japanese Americans) were being summarily evacuated to 10 relocation centers throughout the United States. Nine of us graduates were selected as enlisted instructors and sent to open a new and expanded language school at Camp Savage, Minn.

In combat, initially commanders were reluctant to use Nisei linguists. However, with the increase in the number of Japanese prisoners of war and the valuable information to be gained from captured enemy documents, they suddenly came to

appreciate the value of combat intelligence.

It has been reported that Rasmussen's selections for the school went unchallenged, and no graduate was ever proven disloyal. It is interesting to note — as recorded in the publication by the Division of Historic Furnishings, National Park Service, that by May 1942 when the school transferred to Minnesota and became the Military Intelligence Service Language School — one of the stated missions of the school was to train selected Caucasian officers and enlisted men to monitor Nisei linguists in the field "because the loyalty of the Nisei was not yet fully established."

The realization facing us Japanese American soldiers during the Pacific War was that Japanese American soldiers had to fight two wars simultaneously — one against the enemy and the other against racial prejudice and distrust at home. The third barrier was the discrimination and distrust within the military itself. The Nisei carried most of the language work in the field of battle, and the recognition for our achievements in combat were slow to be recognized. Not until the invasion of Japan became eminent in the summer of 1945, did the U.S. Army finally promote Nisei by awarding us second lieutenant bars.

After World War II, I remained in



Humble Beginning: The school held its first classes in an abandoned airplane hangar at Crissy Field at the Presidio of San Francisco in 1941.

the Army as a career officer and participated in the Korean War and Vietnam, retiring in January 1970 as a colonel in the U.S. Army.

When our first class graduated, little did we realize that we were giving birth to the concept which became the present Defense Language Institute at the Presidio of Monterey, where, today, 21 different languages are taught to an average daily attendance of 2,900 resident students.

As I conclude, it is sad to realize that with the passage of time, only 17 from the first class at the Presidio of San Francisco are living today, and we are fading away daily. From that uncertain and apprehensive first step at

the Presidio of San Francisco, the military and the U.S. government today no longer question the loyalty and the courage of Japanese American soldiers.

Moreover, upon reflection, I believe that those of us who volunteered for the first class at the building #640 hangar in Nov. 1, 1941, by not accepting the status of victims in this dark period in history, but by responding positively and demonstrating an alternative to this grossly unjust treatment by our government, proved our loyalty to our country in the face of suspicion and outright bigotry.

It is my conviction that history will reveal that this first class of 1941, in a

small way, did its part in contributing to the transformation of today's Army, where anyone can rise to any rank, depending on his or her ability, regardless of ethnic background. This is the legacy of the first class of 1941 at the Presidio of San Francisco.

Editor's note: Retired Col. Thomas Sakamoto was a member of the original Japanese American class in the Fourth Army Intelligence School at Crissy Field, Presidio of San Francisco, from November 1941 to May 1942. He also witnessed the Japanese surrender aboard the battleship USS Missouri in 1945. After World War II, he remained in the Army as an intelligence officer until his retirement in 1970.

Time Traveling

Former student Gene Uratsu
recounts his days as one of the
Army's first Nisei linguists

BY GENE URATSU

I entered the military service on March 26, 1941. Upon completion of basic training at Camp Roberts, Calif., I was assigned to the 40th Division at Camp San Luis Obispo, Calif., in early July.

It was the summer of 1941. A U.S. Army captain interviewed me for my Japanese language ability. The captain gave no explanation as to the purpose of the interview, which lasted about 30 uncomfortable minutes. Upon completion of the interview, the officer stated that I would be hearing from him again. He warned me in no uncertain terms that this interview was not to be revealed to or discussed with anyone.

Several months passed, and I was ordered to report to the Presidio of San Francisco in late October. Upon reporting to the Presidio, I found myself among 60 GIs (58 Nisei and 2 Caucasians) in an unused airplane hangar located at Crissy Field. None of us were informed as to the nature of our presence at the Presidio. So, there was a lot of speculation and rumors among us. To study the Japanese language in the Army never occurred to me or anyone else.

On Nov. 1, 1941, the cloud of secrecy was finally lifted, and we were enrolled as students in the initial class of the Fourth Army Intelligence School. The old airplane hangar, built of corrugated sheet metal and in a very

dilapidated condition, served as the commandant's office, faculty and staff office, class rooms and sleeping quarters.

We were divided into four classes depending upon our language proficiency. Since I was educated in Japan prior to the war, my Japanese language was considered excellent and I was placed in the advanced class. The language training consisted of: reading and writing Japanese characters, translation, conversation, geography of Japan and Japanese and American military terminology. For me, the language training was a review of the language I already knew except for the military terminology. I, a farm boy turned soldier, was having a delightful time in the beautiful city of San Francisco.

Classroom study was eight hours a day, Monday through Friday, except Wednesday afternoon was for physical training. In addition, there were two hours of compulsory study in the evening. Saturday morning was for GI inspection and examination. Saturday afternoon and Sunday, we were free to enjoy what San Francisco could offer. My friends from the advanced class and I frequented our favorite eating places and night spots on Grant Avenue and Japan town. I remember thinking it was like a dream to me in the Army in a beautiful city like San

Francisco with minimum study on my part.

During the course of language training, we ate well at the Fourth Army's cooks' and bakers' school, which was located about ¾ miles away from our school. Lunchtime was somewhat of an adventure, as we had to run like hell, both ways, to eat and get back to class on time to meet the tight study schedule.

This dream situation, or I would prefer to call it a Roman holiday, came to a screeching halt on Dec. 7 with the attack on Pearl Harbor by Japan. Needless to say, the language training became intensified and our extracurricular activities were curtailed. We became concerned and wondered about our





One Shot: Gene Uratsu, one of the school's first students, tries for some comic relief as he pretends to fire a cannon at the Presidio of San Francisco in 1941.

military status and future. What were the choices and options? Was there any hope for us?

While we were engaged in the language training, many of our comrades in the Army of the United States were summarily discharged as 4C or enemy aliens not desired for the armed services, or suffered the indignity of having weapons taken away and being relegated to menial duties. In addition, our families on the West Coast were imprisoned in the American style concentration camps without due process of law. The war hysteria and suspicion cast on all persons of Japanese ancestry made this a confusing and uncertain period for all of us. But our love of and loyalty to the

country never wavered. It just made me more determined to prove my loyalty.

Two significant things happened. One was that the school started to add more instructors to the faculty, and the other was that our best student was sent to the South Pacific before the class graduation. These developments tended to ease our minds concerning our status in the Army.

On May 1, 1942, our class graduated 42 out of 60 original students, while 18 students were dismissed from the school for academic reasons. I was selected with nine others to stay behind and become instructors with the school that was renamed the Military Intelligence Service Language School and relocated to Camp Savage, Minn. This

move was necessitated by President Roosevelt's Executive Order resulting in the evacuation of all persons of Japanese ancestry from the West Coast. This Executive Order prohibited even the Japanese American school students from being at the Presidio of San Francisco.

Editor's note: *Gene Uratsu graduated from the first and only Fourth Army Intelligence School at Crissy Field, Presidio of San Francisco, in May 1942. He spent his Army career as a military intelligence enlisted soldier and officer and retired as a major. He is currently the president of the Military Intelligence Service Northern California Chapter of this close-knit association.*

On Duty: Ben De La Selva stands in his foxhole on guard duty during his tour in Vietnam. De La Selva served as a French linguist and has since served a stint as the dean of every school at the Institute.



U.S. ARMY

Memories of the French Language course at the Defense Language Institute were faint in my mind when I reported to the 173rd Airborne Brigade (Separate) in Vietnam in August 1966.

There, under a half-covered field tent, a master sergeant began his

orientation by dispensing threats and obscenities to us, scared troops who had just arrived from the 90th Replacement Detachment, where we had been held for several days after an exhaustive plane trip from California.

After handing each of us a manila folder that read, "THE 173RD AIRBORNE BRIGADE WELCOMES YOU TO VIETNAM," he narrated the

brigade's history from its arrival in 1965 from Okinawa to the latest field operations, including the number of casualties and the amount of captured equipment. He dramatized the dangers of staying in the nearby town of Bien Hoa after curfew and told us stories of live grenades thrown inside crowded bars and of dead troopers brought back to base camp wrapped in mattress



Watching the WORLD

BY BEN DE LA SELVA

From witnessing combat in Vietnam, to watching new linguists learn, Ben De La Selva has been there.

covers.

This was not where I expected to be a year earlier when, as an Army specialist, I entered the French language course at the Defense Language Institute. But my fate became evident when I was sent to the POW interrogation course in Fort Holabird, Md., the predecessor of Fort Huachuca, Ariz.

In August 1966, without fanfare, I

made the 22-hour flight from Travis Air Force Base to Saigon via a Braniff 747—with only one stop at Clark AFB, Republic of Philippines. On the plane I reflected that DLI had done its best to prepare me for my linguistic work and the Army had made me a soldier. It was time to get to work.

Spc. Dale Harwood drove me to the Military Intelligence Detachment

area, where I reported for duty at the Interrogation of Prisoners of War (IPW) Section. A major commanded the detachment, which had about the same number of officers as enlisted men. Soon I was introduced to everyone in the IPW section, the Order of Battle (OB) and the Imagery Interpretation (II) sections. During the first several days I found it nearly impossible to sleep.



Taking A Break: Ben De La Selva and a fellow soldier enjoy a break after guard duty in Vietnam. De La Selva is now the dean of the European and Latin America School.

US ARMY

Helicopters flew overhead day and night, and artillery fire went on relentlessly.

In the detachment area, the troopers had constructed makeshift shelters with sand bags as protection against mortar attacks. After all, our base was also known as "Rocket City" for the numerous mortar and rocket attacks endured during the previous year. Inside the base camp were other dangers. Troops returning from town at night found themselves exposed to Claymore mines, set up by Vietcong sympathizers who came to the base camp under the guise of kitchen helpers, hired hands, and laborers.

The main body of the military intelligence detachment always accompanied brigade headquarters to every field operation. Sometimes transported by air, the brigade often traveled by convoy and frequently encountered sniper fire from both sides of the road.

The detachment's mission was to gather intelligence through interrogation of prisoners and the capture of enemy documents, materials and weapons. Back in the base camp, members of the II Section accomplished that mission by examining hundreds of

photos taken by US aircraft to scan terrain patterns, detect enemy movements and identify ideal terrain for airborne drop zones. A group of Vietnamese interpreters and interrogators commanded by a Vietnamese captain who proudly wore the sobriquet, "Diablo," augmented the detachment.

After fire fights, paratrooper "grunts" would bring suspected Vietcong to the detachment area, where one of us would go through routine questioning procedures: "Where was the prisoner captured?" "What was he doing at the time of capture?" "Was he carrying weapons?" "What was the prisoner's attitude?"

The prisoner was then taken into a secure area and thoroughly interrogated in one of three ways: In English through a Vietnamese interpreter, directly in Vietnamese by a Vietnamese interrogator, or by a Vietnamese linguist (a rarity) with or without the help of an interpreter. After interrogation reports were completed using an old manual typewriter, the prisoners were sent to a higher headquarters area for disposition.

Wounded Vietcong who were not brought to us directly were taken to

field hospitals. There we interrogated them while they lay under sedation — one time as doctors amputated the prisoner's arm. At other times we had the unpleasant duty of undressing dead soldiers because the Saigon Interrogation Center needed their uniforms.

The IPW section comprised a captain, a lieutenant, an NCO in charge and several interrogators. My job as NCOIC ended in December upon the arrival of Staff Sgt. Robert Destatte, a Vietnamese linguist who had graduated from DLI a few years earlier and had already spent a tour in Vietnam. I watched, amazed, to see this American soldier get along so well with the Vietnamese. He not only spoke fluent Vietnamese, but gained their trust from the very beginning by showing respect for their ways of doing things which were often at odds with ours. Destatte, needless to say, interrogated in Vietnamese. Clearly, his cultural awareness, however acquired, was crucial to his success as an interrogator and as an unwitting American ambassador in that faraway land. Thorough and systematic, he combined technical and language skills to do a decent and efficient job.

He saw to it that prisoners were processed, interrogated, fed, and transported with diligence. He made sure to read and translate documents and itemize and package materials expeditiously. Under his supervision, we identified, catalogued, and periodically took weapons to Saigon, and transported captured grenades and claymore mines to ordnance units.

The Brigade published periodic letters and sent them to all troopers. On March 18, 1967, we received a congratulatory letter from the brigade commander, Brig. Gen. John R. Deane Jr., that read, in part "Operation Junction City marked another first for the 173rd Airborne Brigade (Separate), as members of the Brigade conducted the first combat jump by U.S. forces in Vietnam.

The jump and subsequent heliborne assaults on Feb 22, 1967, demonstrated your professionalism at its best." Although we did not make that historic jump, members of our interrogation team arrived at the drop zone at daybreak and saw a sea of parachutes on the ground and several hanging from trees. The operation resulted in 266 enemy killed in action and dozens of enemy POWs taken.

Was I sent to Vietnam as a French linguist? Probably not. I met many soldiers in intelligence jobs who had learned Spanish, Polish, Russian and other languages at DLI; however, the fact that most middle class Vietnamese spoke French came in handy for me.

The French had been in Vietnam more than 100 years and officially departed in 1954 after their defeat in Dien Bien Phu. So it didn't surprise us to find French priests in many villages. I put my French to use for the first time when the brigade went into a village the day after the Vietcong had kidnapped all its young males. We considered the French priest a source of information, and I had to question him. I felt proud of the fact that I gathered information on the Vietcong moves and thanked my DLI teachers. Two months after the 173rd moved north, Central Highlands, I rotated—right before the famous battle of Dakto. I left Vietnam on August 26, 1967, the same day I had arrived a year earlier.

As DLI student of French, I never thought I'd end up in Vietnam as a POW interrogator, but I was probably one of the earliest graduates to have served in Vietnam. After one year of hardships my blessings doubled when, at the end of my tour, I received orders

Watching Out: Ben De La Selva keeps a watchful eye out of his bunker in Vietnam.



to report again to DLI—this time to tackle Polish, the language I studied hard through my last days in the Army in the spring of 1968.

After leaving the service, I stayed away from the military for several years, but came back to DLI as a civilian to work in the Systems Development Agency, where I participated in the writing of the Spanish basic course.

The following decade saw me in almost every DLI directorate, including 1 1/2 years as programs manager in the

Provost office. In the mid 1980's I became dean to the then combined Asian and Korean Schools. In 1989 I was transferred to the combined Middle East Schools, and from 1993 to the present I served as dean in European I, European II, and ELA. Thus, from 1985 to 1991 I served as dean of every school at DLI.

I hope that my career, which began as a DLI student, is an encouragement to current students, who may come back to be school deans some day.



Stormin' Norman: Lt. Col. Rick Francona, Gen. Norman Schwarzkopf's translator during Desert Storm, poses with the general after the war.

Speaking in the SAND

BY LTC RICK FRANCONA

Safwan, Iraq—Sunday, 17 March 1991. The three Iraqi officers were already seated when I escorted the American general into the tent. The air in the tent was hot and oppressive, and it would get hotter still when tempers on both sides flared later during the meeting. The meeting had been requested by the Iraqis a few days earlier to discuss their intention to move their fighter aircraft back to their main bases. There would be little discussion—the answer was no. If the Iraqis attempted to move their fighters, they would be shot down.

The Iraqi delegation consisted of two general officers and their interpreter—a face I had not seen for over two years, Major Majid Al-Hilawi of the Iraqi armed forces Directorate of Military Intelligence. To say that I was stunned to see him would be an understatement; he seemed equally shocked to see me. I was relieved to see that he had survived the war, since I knew that the specific wing of the building that housed the office where I had often worked with him had been totally destroyed in the air campaign.

Today we were sitting on opposite sides of the table, armed, each wearing the uniform of our country, now enemies. In an earlier chapter in Iraqi-U.S. relations, we had been colleagues. More than colleagues, we were friends.

The story of how Majid and I came to be friends and to face each other at Safwan that day began three years earlier in Baghdad and is closely tied to the history of the United States' involvement with the Iraqi regime in the late 1980s. In 1988, the Iraqis had been at war with the Iranians for almost eight years, with neither side able to end the carnage decisively. Iran was making

preparations for its spring offensive, an annual operation using massive human-wave infantry attacks, that this year could lead to the one outcome deemed unacceptable by the United States: an Iranian victory. An Iranian victory over Iraq would pose an immediate military threat to Kuwait, put incredible pressure on the other oil-rich Gulf Arab states to toe the Iranian line on oil production and prices, and limit the Gulf states' cooperation with the United States.

It was against this backdrop that I began my duties at the American Embassy in Baghdad. The Pentagon had developed a sensitive cooperative military-to-military relationship with the Iraqi armed forces, in which members of the Defense Attaché Office met regularly with Iraqi military officers—in essence assisting the Iraqis in their war against Iran. The Iraqi military organization charged with conducting this effort with the United States was the Directorate of Military Intelligence. Majid was my DMI counterpart in this effort.

My duties in Baghdad were directly attributable to the ability to speak

Arabic. In fact, virtually all of my great assignments hinged on my ability to speak Arabic well—a skill I learned here in Monterey. It was the basis of my career successes from graduation from the basic Arabic course in 1974 to retirement in 1998. These assignments prior to going to Baghdad in 1988 included duty at our embassies in Lebanon and Saudi Arabia and as an advisor to the Royal Jordanian Air Force, instructing in Arabic. However, Baghdad was a fascinating experience for me—a capital city of an Arabic-speaking country at war.

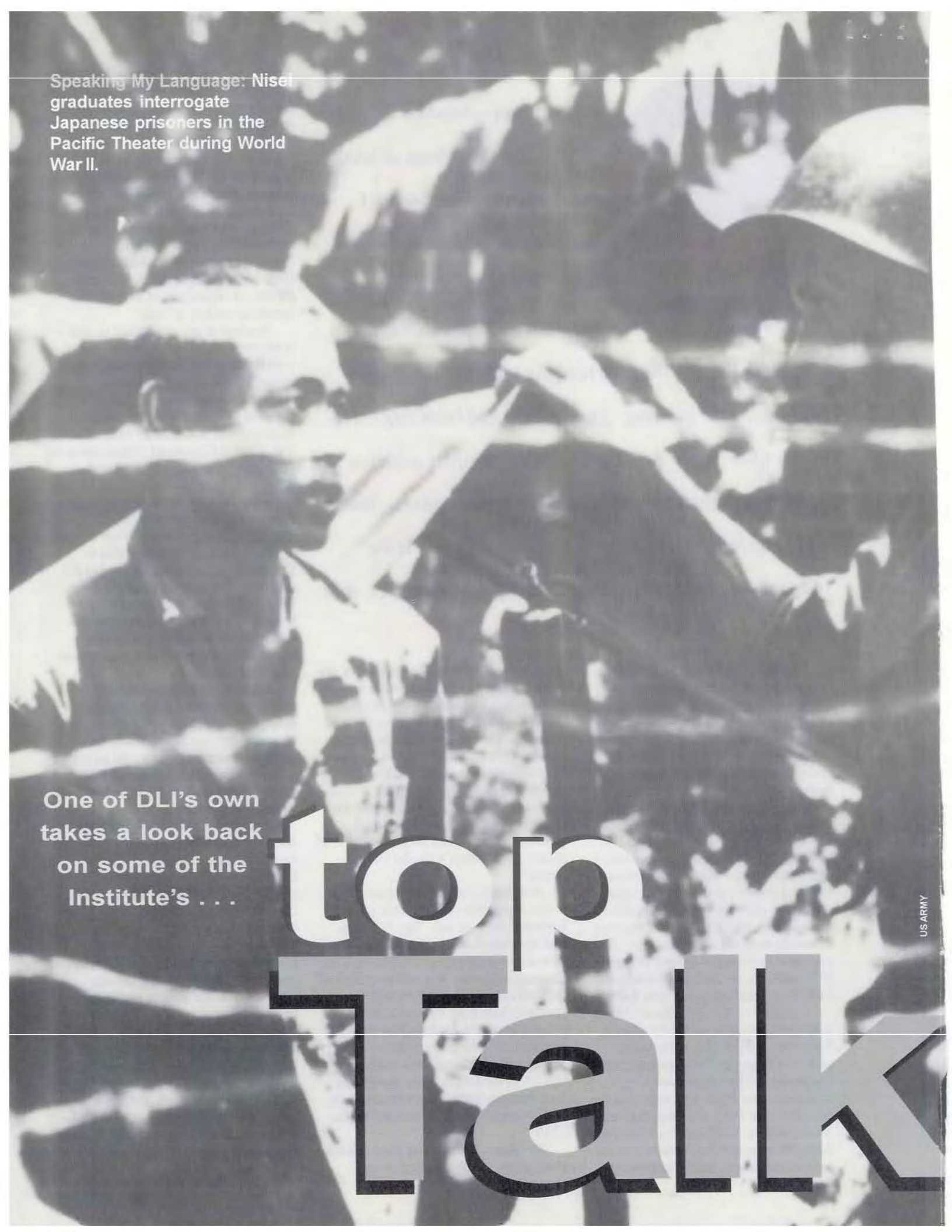
Because of my experience in Iraq—at the front with the Iraqi army, flying with the Iraqi air force, meeting with senior Iraqi military intelligence officers—I was selected to serve as the personal interpreter for Gen. Norman Schwarzkopf, commander in chief of the U.S. Central Command, which was to be the highlight of my career up to that point.

After the war, the ability to speak Arabic was key to even more interesting assignments. When a new air attaché position was created in Damascus, Syria, I was selected to fill that post. Upon return to the United States, I was detailed to the Central Intelligence Agency to participate in operations in northern Iraq, where knowledge of the Arabic language was an essential skill.

At my retirement, I spoke in retrospect of what I considered an interesting and fascinating career. In almost every case, I owed it to the ability to function in a foreign language—a skill I learned in Monterey. The acknowledgments in my book conclude with this paragraph:

And finally, I would be remiss if I did not acknowledge the faculty of the Arabic Department of the Defense Language Institute, specifically Despina White, Rashad Wanis, Niniv Ibrahim, Alfi Yacoub and Bahgat Malek. Without the language ability I gained through their hours and hours of instruction and individual attention, I would not have been able to take advantage of the unique opportunities that came my way. *Shukran jazilan.*

Editor's Note: Lt Col Rick Francona, USAF is the author of *Ally to Adversary: An Eyewitness Account of Iraq's Fall from Grace*. He has been voluntarily recalled to active duty for Operation Enduring Freedom and will be deployed to the Middle East in the near future.



Speaking My Language: Nisei graduates interrogate Japanese prisoners in the Pacific Theater during World War II.

One of DLI's own takes a look back on some of the Institute's . . .

top Talk



ers

BY BEN DE LA SELVA

Early on a Sunday several years ago, the man tending the recycling station in Seaside, Calif., was hanging up the OPEN sign while talking to an early customer. He complained that someone had tried to cheat him by putting a heavy boulder in a plastic bag of aluminum cans.

As my turn came, an Asian woman and her young daughter carried their load close to the recycling containers and waited. As he weighed my heap, the man turned to the women and began conversing in Vietnamese. Curious about his linguistic gift, I inquired, and he introduced himself. He said he was a former Vietnamese student of the Defense Language Institute and a Special Forces soldier who had served in Vietnam in the middle 1960s.

He still remembered "Old Man Nguyen" and "Machine Gun Thiep" from the Vietnamese Department. He was, I realized, one of the forgotten thousands who in the last 60 years have passed through DLI to learn a language before going to war.

The forerunner of DLI, the Fourth Army Intelligence School, later called the Military Intelligence Service Language School, MISLS, was established at the Presidio of San Francisco on Nov. 1, 1941, five weeks before the United States entered World War II. The first language taught was Japanese to mostly second-generation Japanese-American soldiers.

The history of the Nisei soldiers who graduated from MISLS in the early 1940s is well-documented in DLI records, in the book *Yankee Samurai*, by Joseph Harrington (1979), and in documentary films such as *The Color of Honor*, produced by Loni Ding, *Beyond Barbed Wire*, produced by Terri DeBono and *Uncommon Courage*, produced by Gayle K. Yamada.

The best-known MISLS graduates are the three World War II heroes for whom three DLI buildings are named: Sgt. George I. Nakamura, Tech Sgt. Frank T Hachiya, and Tech Sgt. Yukitaka Mizutari.

Numerous Japanese-American graduates of MISLS went on to perform heroic deeds in the Far East. They supplied the U.S. military with one of the most potent intelligence weapons ever known to humankind: language.

Nisei military linguists in the Pacific Theater served as interpreters, interrogators and cave-flushers. They saved thousands of American lives and shortened the war by two years, according to Gen. Charles Willoughby, MacArthur's G-2. Nisei Hall, the present home of Middle East School II, is named in their honor.

The school changed its location to Camp Savage in May 1942 and then to Fort Snelling, Minn., in August 1942. It remained a part of the Military Intelligence Service. Moving to Monterey, Calif., in the summer of 1946, it became the Army Language School, then the Defense Language Institute in 1963, and then Defense Language Institute Foreign Language Center in 1975.

Since 1941 the school has grown considerably and now teaches 21 languages: Arabic, Chinese, Czech, French, German, Greek, Hebrew, Italian, Japanese, Korean, Persian, Polish, Portuguese, Serbian/Croatian, Spanish, Russian, Tagalog, Thai, Turkish, and Vietnamese.

Hundreds of MISLS and ALS Japanese language students did intelligence work during the Korean War at army, corps, division and regimental levels.

The first MISLS/ALS casualty was Sgt. Funio Kido, a graduate with the 1st Cavalry near Pusan. Sgt. Frank Tokubo took his 1st Reg., 1st Cav. Div. team of MISLS intelligence operatives all the way to the Yalu River. When the Chinese communist hordes attacked, Tokubo led his men back to Seoul, wading through icy rivers, over mountain passes and under constant attack by the Chinese.

Pomerene Hall, present home of the Korean School, is named after Capt. Robert Louis Pomerene, a 1949 graduate of the Russian language course who died as a result of wounds received in action Feb. 12, 1951 in Korea. Pomerene received the Silver Star posthumously for his actions that day.

Vietnam saw thousands of DLI graduates during the 10 years of the war. Since no effort was made to track them, not many can be identified at the present.

During my own tour in Vietnam in 1966-67, as a DLI graduate of French

assigned to the 173rd Airborne Brigade, I only ran into three DLI graduates. The first, Sgt. Albert Rosenstine, had taken Spanish at DLI and was then assigned to the Interrogation Center of the Military Advisory Command, Vietnam, in Saigon. Rosenstine and I had attended together the interrogation course in Fort Holabird, Md.

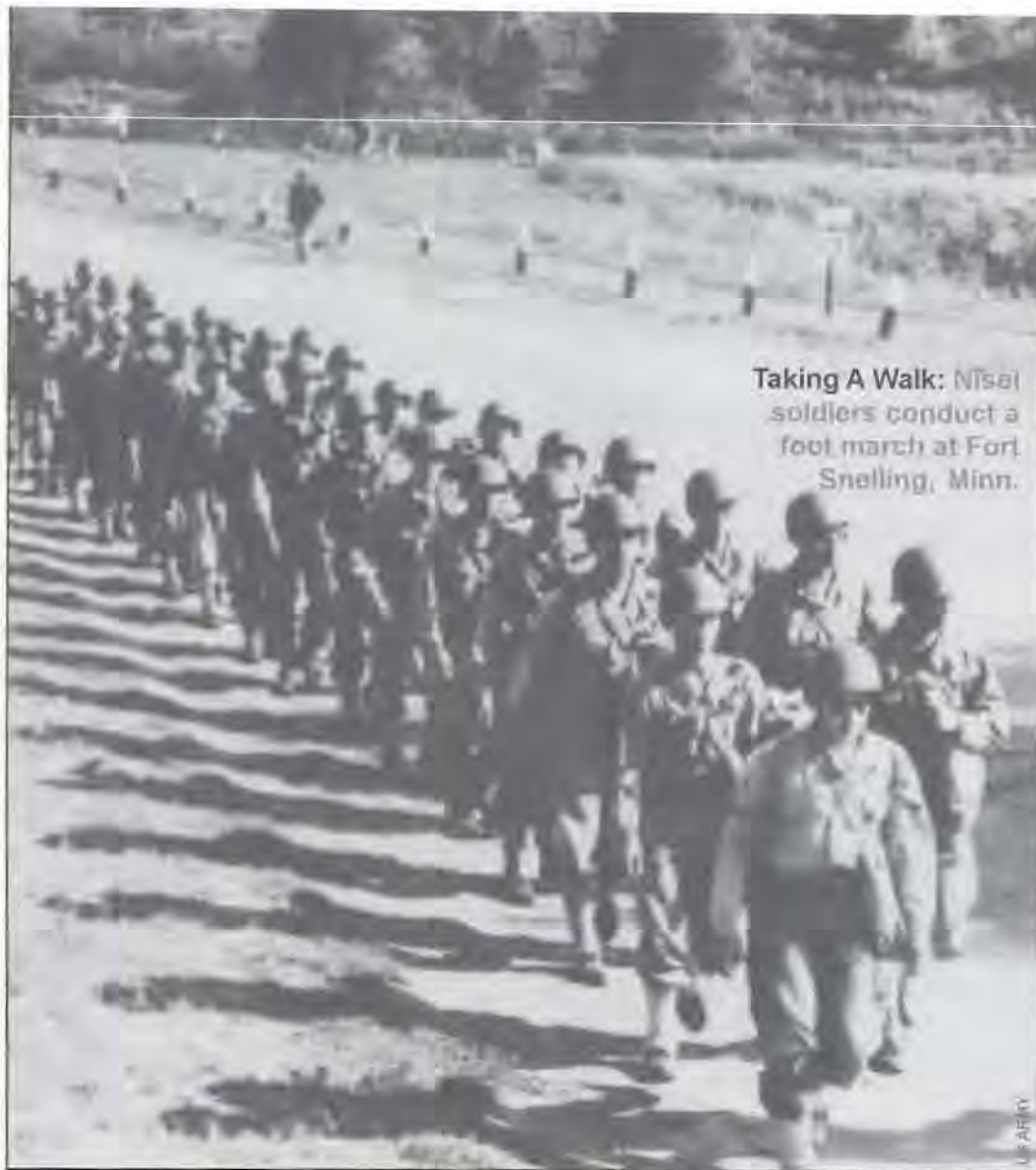
The second, Staff Sgt. Robert Destatte, a Vietnamese graduate, was my boss in the interrogation section of the MI Detachment, 173rd Airborne, in Bien Hoa. Destatte was such a good linguist that he could perform lengthy interrogations without any help from the Vietnamese interpreters and could converse with them for hours. By the time the war ended, Destatte had been in Vietnam four times, retiring as a warrant officer in 1980. He presently works for the Defense Intelligence Agency and has traveled to North Vietnam several times in connection

with our efforts to identify the remains of MIAs. In recent years, he has been keeping up his language skills through video teleconferencing with DLI instructors.

The name of the third graduate I can't remember. When I met him, he was interrogating for the "Bloody Red One." His linguistic talent was so impressive that, if they weren't looking at him, the Vietnamese couldn't tell he was not Vietnamese.

Bomar, Combs, Kendall, and Smith Halls are named after CPO Frank Willis Bomar, Sgt. 1st Class Alfred H. Combs, Gunnery Sgt. George Percy Kendall, and Staff Sgt. Herbert Smith, four DLI Vietnamese language graduates killed in action in Republic of Vietnam in the late 1960s.

By any account, the most renowned DLI graduate during the Vietnam years was Col. James N. "Nick" Rowe, who, as a Special Forces lieutenant, took Chinese-Mandarin at



Taking A Walk: Nisei soldiers conduct a foot march at Fort Snelling, Minn.

DLI in the early 1960s. After several months in Vietnam, Rowe was captured by the enemy and became the only officer during the war to be captured in South Vietnam by the Viet Cong. His five years as a prisoner of war are recounted in his book, *Five Years to Freedom* (1971).

After leaving and then coming back to the Army, Rowe was again assigned to DLI -- as a student of Tagalog in August 1987, when I met him in my role as Dean of the Asian School. Rowe was proud of saying that his knowledge of Chinese helped him to survive in captivity, since many of the Viet Cong spoke Chinese as a second language. On March 18, 1988, when his Tagalog graduation and promotion to full colonel were celebrated in the former DLI Officers Club, one of his Chinese teachers, John Yuan, referred to him as a most dedicated student.

Upon graduation from the Tagalog course, Rowe departed for the Philippines. A year later he was gunned down by Filipino communist rebels, who had realized what a formidable adversary he was.

In 1967, during the Six Day War, the Naval Security Group sent an intelligence-gathering vessel, the USS *Liberty*, to the eastern Mediterranean to monitor communications. When war broke out, the American ship came under attack. Three-quarters of the crew were wounded or killed, including several Arabic linguists.

Col. Charles Scott studied Farsi at DLI in the early 1960s. On Nov. 4, 1979, while serving as head of the U.S. Army Mission to Iran at the American Embassy in Teheran, Scott was among the Americans seized and held hostage for 444 days.

During the Cold War, more than 100,000 DLI graduates served in field stations and military units around the world. Three Russian graduates who lost their lives during that era were Maj. Arthur D. Nicholson, Jr., CT13 Patrick R. Price, and Navy Lt. Robert F. Taylor.

Nicholson graduated from the Russian Basic Course in 1980. While working as a member of the U.S. Military Liaison Mission to the Group of Soviet Forces in Germany, he was shot in East Germany by a Soviet sentry. Denied medical help, he bled to death. Price died in a 1987 aircraft accident on an operational mission, and Taylor was shot down by North Koreans in 1969 in an aircraft with more than 20 crew members -- all killed in

action.

The United States' involvement in the Lebanese civil war was a passive one. However, in October 1983, the bombing of the Marine barracks by a suicide attacker saw the deaths of 241 U.S. servicemen in one blast. Several DLI Arabic linguists were killed.

In 1980 the Department of Defense established the Rapid Deployment Joint Task Force to support contingency operations in the region. In 1982 the Army began to rotate infantry battalions into the Sinai Peninsula on peacekeeping duties with the Multinational Force and Observers. In 1985 several DLI graduates were killed when their fully loaded aircraft crashed in Gander, Newfoundland, while returning from duty in the Sinai.

During Operation Just Cause, no record was kept of DLI graduates who participated in the Panama invasion.

“Upon graduation from the Tagalog course, Rowe departed for the Philippines. A year later he was gunned down by Filipino communist rebels, who had realized what a formidable adversary he was.”

However, we have knowledge of two DLI linguists who went to assist in translating and interrogating. One, Staff Sgt. Joseph B. Butin, an Arabic student who was already a Spanish linguist, was pulled out of the Arabic course and sent to Panama with a few hours' notice. The other was Sgt. 1st Class J.B. Quinn, senior Military Language Instructor in the European and Latin American School. Both soldiers served in the headquarters of the SOUTHCOM commander in chief, Gen. Maxwell Thurman.

The invasion of Kuwait by Saddam Hussein gave DLI graduates an opportunity to again prove their worth. By the end of August 1990, hundreds of them had deployed with the largest American expeditionary force in recent history. A group of them served with

the 311th MI battalion, “The Eye of the Eagle,” of the renowned “Screaming Eagles,” the 101st Airborne Division (Air Assault). Another group left for Saudi Arabia from Utah with the Army National Guard's 142nd MI Battalion, and another from Fort Bragg with the 519th MI Battalion.

The first Army casualty in Saudi Arabia was Lt. Tommie Bates of the 24th Infantry Division (Mechanized), a DLI graduate of Greek. On Sept. 14, 1990, Bates was killed in a vehicle accident in Dahran. Sgt. Lee A. Belas, a 1989 Russian graduate, was killed in action on 27 February 1991 during Desert Storm when his helicopter was shot down by Iraqi ground fire.

News releases and letters received by Arabic instructors from those graduates construct an interesting picture of linguist use during the Persian Gulf War. Capt. Robert Bush wrote:

Remember on the news about the six Iraqi prisoners of war? When they were transferred from the front and brought to the POW camp, guess who settled them down and all in Arabic? Yes! Little old me. Everyone said I did a good job. Very first time with POWs

Spc. Michael Landolfi's main weapon was not an M-16. It was a megaphone. From an Apache helicopter gunship, the lanky, bespectacled soldier convinced 450 Iraqi soldiers to surrender after telling them they would be slaughtered if they didn't give up.

Sgt. James Phipps said he processed an enemy prisoner of war who waited to be treated for an old wound received during the Iran-Iraq war. Spc. Jennie Lynn Deitz, wrote from Saudi Arabia,

... Just by [my] using the greeting, SHLONAK, the [Iraq] prisoners seemed to relax. Many showed me pictures of their families and were at ease just chatting about their lives outside of the Army. The majority of the prisoners enjoyed talking to females. This made my job as an interrogator much easier.

DLI Military Language Instructors and platoon sergeants were taken from their DLI assignments to join the war effort. Gunnery Sgt. Terry Parrish, Master Sgt. Doug Daniels, Sgt. 1st Class Morley Curtis, Sgt. 1st Class Daniel Tully, Sgt. 1st Class Kirk Oakley, and Gunnery Sgt. Michael Snell were all assigned to combat units and contributed to the coalition victory with their language expertise.

However the most celebrated

Hitting The Books:
Nisei soldiers study
Japanese at Camp
Savage, Minn.



Arabic graduate during operation Desert Shield/ Storm was Air Force Maj. Rick Francona. Francona went through Arabic basic and intermediate in the late 1970s. He later became technical language assistant in the Arabic program, performing these duties for two years.

After becoming a career intelligence officer, Francona served in Baghdad as a liaison officer to Iraqi military intelligence in 1988. He rose to the rank of major and during the Gulf War was assigned to Army Central Command in Saudi Arabia as chief interpreter of Gen. Norman

Schwarzkopf. Francona was often asked to brief high-ranking Arabic officers and to translate for American generals. He was present during the meetings between Schwarzkopf and the Iraqis to negotiate the cessation of hostilities. On recent trips to Monterey, Francona has addressed all the Arabic students and all the DLI Foreign Area Officers, giving a firsthand account of his experiences. Francona is now retired and has written a book *Ally to Adversary, An Eyewitness Account of Iraq's Fall from Grace* (1999).

The only known DLI graduate in Africa was Sgt. Kenneth R. Hobson, a

1993 Arabic graduate, who was killed in the embassy bombing in Nairobi, Kenya, 1998.

In the 1990s, many DLI graduates served their country in faraway places such as Kuwait, Saudi Arabia, Haiti and the Balkans. In the mid 90's some DLI graduates from a conversion course (from French to Haitian-Creole) readied for duties in the Caribbean islands.

The great majority of graduates serving in the Balkan Peninsula were Russian and Serbian/Croatian linguists. For example, Staff Sgt. Kevin Johnson, an Arabic, Russian and Serbian/Croatian (short course) linguist served



in both Kuwait and Bosnia. In Kuwait he found interesting the eating rituals of the common folk and the importance of knowing one's right from the left. In his first encounter with Bosnians he thanked DLI for having taught him sports vocabulary, since the first time he spoke to almost any Bosnians, they began the conversation talking about the soccer game on TV the night before.

Navy Senior Chief Mitch Murphy, another Serbian/Croatian graduate, pulled duties in Bosnia as a translator for Admiral Leighton Smith, Commander of NATO Implementation Force

in Bosnia from December 95 to June 96. He also translated for U.S. Secretary of State Madeleine Albright, United Nations Secretary Kofi Anann.

Working with the Navy Seals, Murphy did recon work for all the Admiral's visits. One of his assignments in 1996 was to visit an encampment suspected to be a death camp. When he arrived with two Navy Seals, a couple of Bosnian Serb guards, armed with AK47s refused them entrance to the camp. Through skillful use of Serbian/Croatian, mixed with threats high ranking military officers would show up the following day with War

Crimes Tribunal personnel, the guards allowed Murphy and the Seals in.

In fact, inside they found an entire brigade of Bosnian Serbs and clear evidence of a mass grave and death camp for Bosnian Moslems.

The terrorist bombings in New York and Washington will definitely impact on the utilization of linguists in the armed forces. As generations of DLI graduates continue passing through the language pipeline, potential celebrities and heroes await their opportunity to honor the Defense Language Institute by contributing to their country with a unique expertise.

Changing COURSE

BY BEN DE LA SELVA

M

any things impress the ordinary citizen first getting acquainted with the Defense Language Institute Foreign Language Center. Among

them are the number of languages taught, the number of students from all services, the impressive size of the faculty and the kaleidoscopic variety of nationalities.

This microcosm of the American melting pot has matured in 60 years to produce the most renowned language institution in the world. At one point DLI instructors taught more than 30 languages and dialects. In recent years international events and national security considerations have caused the Institute to consolidate to its present size. Currently 732 faculty members from all corners of the globe teach 21 languages and three dialects.

The Institute started at the Presidio of San Francisco in 1941 as the Fourth Army Intelligence School when second-generation Americans of Japanese descent, called Nisei helped the nation by teaching Japanese to American soldiers. The U.S. Army recruited the instructors, mainly from the West

Coast. The great majority of the early students were also Nisei.

The expanding importance of China and Korea during World War II led to the programming of one class of Chinese in February and one of Korean in October 1945. Initially, minority communities in large cities such as San Francisco, Chicago and New York were the source of DLI instructors.

In the early 1940s the Institute moved to Camp Savage and then to Fort Snelling, Minn. In 1946 it relocated to the Presidio of Monterey to become the Army Language School. As the preeminent leader in a post World War II world, the United States and the U.S. military saw the importance of teaching the languages of its new friends and old enemies. Russian was introduced in



Patriot Proud: Many Japanese-American business owners displayed signs like this after the attack on Pearl Harbor in an attempt to deter property damage.

US ARMY

Institute's Language Evolution At A Glance

| 1941 | 1945 | 1947 | 1948 | 1950s | 1960s | 1970s | 1980s | 1990s |
|----------|----------|------------|------------------|-------------------|---------|-------|---------|----------------|
| Japanese | Chinese* | Arabic | Albanian | Burmese | Swahili | Dutch | Dari | Haitian-Creole |
| | Korean* | Persian | Czech | Indonesian | | | Hebrew | |
| | | Turkish | Bulgarian | Malay | | | Pashto | |
| | | Spanish | Danish | Thai | | | Tagalog | |
| | | Chinese | Swedish | Vietnamese | | | | |
| | | French | Hungarian | German | | | | |
| | | Greek | Norwegian | Italian | | | | |
| | | Korean | Romanian | Chinese-Cantonese | | | | |
| | | Portuguese | Polish | Finnish | | | | |
| | | Russian | Serbian/Croatian | Ukrainian | | | | |
| | | | Lithuanian | | | | | |
| | | | Slovenian | | | | | |

*In 1945, only one class each of Chinese and Korean were taught. They were not made a permanent addition to the school program until 1947.

Instructors from each decade of the school's past reflect on how the Institute has evolved.



Pastt

Translating Time:
Nisei soldiers study
Japanese
intelligence during
World War II.



US ARMY



1947, followed by Chinese, Korean, French, Portuguese, and Greek. Then in 1948 came Albanian, Czech, Bulgarian, Danish, Swedish, Hungarian, Norwegian, Romanian, Polish, Serbian/Croatian and Slovenian.

Turkish and Persian Farsi were introduced in 1947. The teaching of Arabic also began in 1947 with a faculty composed mainly of Iraqi immigrants. Later the Institute hired instructors of other Middle East nationalities, with Egyptians becoming the largest group. These Arabic instructors now teach Modern Standard Arabic as well as familiarization with Egyptian, Syrian, and Gulf dialects.

Millions of professionals left the ruins of Europe and the Soviet Union during and after World War II, and some of them applied for and obtained language teaching positions. The need for teachers of Chinese attracted immigrants from mainland China who'd fled to Taiwan before and after the communist revolution. In the early 1950s immigrants from the Korean peninsula who'd left a war-torn country joined the Korean faculty after the first several years of the Korean program.

More Asian languages were added to the Institute in the ensuing years. In the mid-fifties the school began teaching Burmese, Chinese-Cantonese, Vietnamese, Thai, Malay and Indonesian. Once again, recent immigrants, this time from Asia, came to form a part of those early faculties.

During the same years, German, Finnish, Lithuanian, Ukrainian and the Romance languages—Spanish, French, Italian and Portuguese—were introduced. Spanish attracted its faculty from Mexico, Central and South America and Spain. French drew its instructors from France, Belgium, Switzerland, Haiti and North Africa. Portuguese language teachers came from Portugal and Brazil.

In 1963 the Army Language School became the Defense Language Institute and began accepting members of all the military services. Several languages were also added in the last two decades: Dutch in the 1970s, drawing its instructors from the Netherlands, and Hebrew, Tagalog, Dari and Pashto came in the 1980s. As many Israeli as American-born instructors taught Hebrew.

Tagalog drew teachers from the Philippine Islands, and the Dari/Pashto instructors came from Afghanistan. Dari and Pashto were discontinued in 1989 after the Russian withdrawal from Afghanistan. In the mid 1990s, with the American involvement in Haiti, the Institute taught Haitian-Creole for a short time, with contract Haitian teachers from the East Coast.

Presented another way, the historical picture of languages as they were added to the DLI curriculum looks like the chart at the right.

After additions and deletions the present count includes 21 languages:

Arabic, Chinese-Mandarin, Czech, French, German, Greek, Hebrew, Italian, Japanese, Korean, Persian, Polish, Portuguese, Serbian/Croatian, Spanish, Russian, Tagalog, Thai, Turkish, and Vietnamese.

Four Presidio of Monterey buildings have been dedicated to faculty members. Nisei Hall, home of Middle East School II, honors the Nisei pioneers. Munakata Hall, home of the European and Latin American School, and Aiso Library, were dedicated to the memories of Yukata Munakata and John Aiso, members of the first Japanese language faculty.

Munzer Hall, home of the Evaluation and Standardization Directorate, honors Hans Munzer, a German scholar who spent his last few years working for DLI's System Development Agency in the 1970s.

The collapse of communism in Eastern Europe and in the Soviet Union transformed the rest of the world and effected changes in the Defense Language Institute. No one knows what impact the recent terrorist attacks in New York and Washington will have, but judging by past history, our emphasis on certain languages will definitely change.

Certainly the learning of languages will continue to be of paramount importance to this country, and the American-and foreign-born faculty of DLI will continue making momentous contributions.



PHAN ERICARD GUZMAN



Present

BY BOB BRITTON

1940s: Alexander Burz, retired Romanian teacher and chairperson:

Alexander Burz reported to the Army Language School in 1948 to teach a 25-week Romanian course, which later became a 36-week program. "At that time," he said, "single faculty members lived on the Presidio and paid \$15 monthly for rent, and married faculty members lived on Fort Ord and had Commissary and Post Exchange privileges. When I arrived, there was practically no City of Monterey, no motels and only a small airport. The school was very small and the Romanic/Scandinavian Departments were directed by a military officer."

In 1948, the Romanian Department began with practically nothing. Instructors prepared lessons on a typewriter with Romanian characters, rushed to classes and presented the material to the students. The next instructor followed the same procedure as the teachers tried to keep one step ahead of the students, using a 1914 dictionary and an old colloquial grammar text from England, Burz said.

"Later, we organized and prepared our own text materials and had them printed at the Presidio," he said. "We combined historical information and language lessons. Most training was done in classrooms, with handouts for homework."

Burz became director of the Romanic/Scandinavian Departments in the early 1950s as an Army captain. He left the Army Language School in 1952 for an overseas assignment and later retired as lieutenant colonel in the military intelligence field.

1950s: Niniv Ibrahim, retired chairperson of Arabic Department B, Middle East School I:

When Ibrahim started teaching Arabic in the 1950s, the course was primitive compared to today's.

"We didn't have textbooks, but prepared mimeographed sheets of lessons as we went along," Ibrahim said. "For the students it was repetition, memorizing dialogues and repeating the dialogues the next morning. We covered listening and reading comprehension, but concentrated on speaking. We didn't have proficiency tests then, but the students still had to pass the course to graduate."

When Ibrahim started teaching, the Arabic program had about 30 students and 13 teachers. The school stressed Iraqi Arabic, not the Modern Standard Arabic currently emphasized. "Then, the Arabic Department was heavily officer-oriented. It was not unusual to have eight lieutenant colonels and two majors in a 10-person class. They went on to jobs requiring substantial speaking of Arabic."

For a typical day, teachers developed a particular theme, which students practiced in class and for homework. Then students paired to repeat memorized dialog from the day before. Other classes stressed the theme of that day's production and more dialog. The last two periods, students went over the dialog for the next morning.

In the 1950s students had access to bulky, tape recorders using 7-inch tapes. The first language laboratory contained a console and individual machines plugged into the system. Ibrahim recorded a continuous 30-second loop of dialog for the lab, which he changed after the students grasped the original message. This was called the Echo tape procedure, the forerunner of today's labs, Ibrahim noted.

Enlisted assistants, precursors of the current military language instructors, helped the enlisted students going to Goodfellow Air Force Base in Texas for follow-on training.

1960s: Ben De La Selva, dean of European and Latin American School:

Ben De La Selva, a native of Nicaragua, studied French at the Presidio during the Vietnam War. He went to Vietnam, returned to the Presidio and studied Polish. After leaving the military, he completed his college education and returned to DLI as a civilian employee. As dean, he has directed every one of the DLI language schools: Combined Asian I and II, European Schools I and II, Combined Middle East Schools I and II and the European and Latin American School.

"In the 1960s, DLI used the audio-lingual method," said De La Selva. "During the first few weeks, instructors wouldn't let students read anything, just listen and speak. We didn't have language proficiency requirements, but had to pass a final, end-of-course test

to graduate. Of the elements of listening, reading, writing and speaking, the last was emphasized more." During the 1960s, students had mechanical language drills with lots of memorization. This changed to a communicative approach, where the goal was effective communication in the language.

"We had a perception drill in the first afternoon hour. The teacher interacted with each student. The student had to figure out the grammatical concept the teacher was explaining," said De La Selva. "After that, we had the dialog introduction with new vocabulary and grammar. Then we tried to memorize the dialog and practiced it at night for the next morning's class. We had to recite it with certain speed, accuracy and fluency. Then we had pattern drills again for the second hour. In the third hour we read language passages, translated and answered the teacher's questions."

During the 1960s students one large one large reel-to-reel tape recorder kept in their barracks. In the lab students listened in booths as the teacher asked questions.

De La Selva came to DLI in the early 1970s as a civilian and worked in the Systems Development Agency created in 1971. He was a course writer and developer for the Spanish language, his native tongue.

1970s: Irene Baratoff, chairperson of Russian Department A, European School II:

Baratoff started teaching Russian at DLI in 1973. At the time, textbooks were about 20 years old and had been written for students in the 1950s. The Russian department still used the audio-lingual teaching method in the 1970s, which consisted of much drilling and dialog memorization. The department offered several different Russian language programs, so some courses emphasized speaking or listening more than others, Baratoff noted.

"We had a nine-month program for Air Force students which stressed listening comprehension, but speaking wasn't emphasized," Baratoff said. "Another 12-month program trained Army students as voice interceptors, so listening was important. We also had separate officer training with follow-on training at Garmisch, Germany, so the officers had speaking as

their priority."

Afternoon classes featured dialog presentations, grammar and new vocabulary. Learning new dialogs daily was the main homework. The following morning, students in pairs recited their memorized dialog from the previous day. Later in the day, teachers stressed drill and reading comprehension. Students' homework consisted of learning the daily dialog, completing grammar exercises and translating from English to Russian for listening comprehension, Baratoff said.

"The Russian language program has changed considerably since the 1970s," said Baratoff. "Back then, we didn't have the soldierization program running concurrently with Russian studies as we have today with military training and physical fitness after classes. It has become more saturated with information with more emphasis on proficiency," she added.

1980s: Mieko Leatherman, assistant professor in Japanese, Asian School I:

During the 1980s, the Japanese language teachers had difficulty transcribing military terms and materials, since they were all handwritten. "We had a hard time reading those old writings and translating them for the students," she said. "One good thing came about when a chairperson introduced us to word processors. We were so happy about this change since it made our job of teaching much easier."

In the 1980s the Japanese Department had more students and teachers than currently. "We used to have classes in the in Misutari Hall at the top of the hill, but gradually we moved to our present Building 621 location," said Leatherman. "Now our building is historical. That is OK for us, but the classrooms are getting smaller. We have a maximum of 10 students per classroom. However, some classrooms are very small and we have to squeeze the students into a confined space."

The Japanese Department used the audiovisual method when Leatherman started teaching at DLI. This later changed to a communicative, proficiency-oriented approach. Teachers prefer the proficiency method. "The language proficiency requirement for the 1980s was about 1+/1+ in listening and reading the Japanese language,"

said Leatherman. "We always emphasize the elements of listening, reading, writing and speaking. Listening is more difficult for students. We spend more time with listening practice and audiocassette tapes, especially during the third semester."

1990s: Chao Ying Sun, assistant professor and chairperson of Chinese Department A, Asian School I:

Chao Ying Sun came to DLIFLC as a Chinese teacher in 1992. Teachers have separate objectives for each hour of the day, but the end result has always been teaching the Chinese language to students effectively, she said.

"We have teaching teams with four or five teachers per team teaching a maximum of 30 students," said Sun. "After academic or administrative recycles, classes will be reduced to about 22 students per team. Speaking is very hard for the students, but it is important. We also stress listening as very important. That's where students have problems studying the language. Then we have lots of reading material. The core material in the Basic Chinese Course is quite old, but teachers use much supplemental material to help students achieve their language proficiency," she noted.

For graduation, students must get 2/2/1+ proficiency levels in listening, reading and speaking.

Military language instructors play a key role in the Chinese Department. "Chinese MLIs assist with discipline, explain military terms and teach some classes," Sun said. "MLIs help bridge the gap between the instructor teaching teams and the students."

1990s: Amanda Covell, chairperson of Korean Department F, Asian School II:

Covell started teaching at DLIFLC in 1992, when the Korean departments used older textbooks. That changed after the Defense Language Proficiency Test 4 results came out and teachers were dismayed with the results. Rewriting the entire Korean curriculum began in 1994 and the task was finished in 1997.

"After the DLPT 4 results, we stressed the importance of team teaching and teaching the real language as people use it in the real

world," said Covell. "Teachers began to use authentic materials and focused more on teaching proficiency levels and what students really needed as Korean linguists."

"The textbook lessons are more realistic now," said Covell. "Before the new textbook was introduced, the DLPT 4 score for listening was about 30-40 percent. Afterwards, the listening scores jumped to about 80 percent. The new books have helped a lot of students to learn Korean."

"Each classroom has a television set so students can watch Korean programs such as SCOLA part of the day to become familiar with Korean," said Covell. "Many students say that using TVs and Korean programs really helps them learn. Teachers also bring Korean videotapes for students to watch and learn from."

"A typical day depends on the semester," said Covell. "In the first part of the first semester, students' minds are like sponges trying to absorb everything we teach. Around the sixth month, students are more laid back, but toward the third semester, the students become more energized and are geared up for classes."

2001: Lia Donnings, Portuguese assistant professor in European and Latin American School:

Donnings has been a DLIFLC teacher for only a few weeks. Previously, she taught English as a Second Language at Hartnell College in Salinas and Portuguese at Monterey Institute of International Studies.

"We practice all elements of language learning and proficiency, but more emphasis is placed on listening and speaking," Donnings said. "We use textbooks, newspapers, magazines, videotapes and fairly modern textbooks. During the first day of classes, students learn basic phrases and learn to conjugate verbs. They recite material in class, practice it at night and speak again the next morning."

"I have no problems with motivated students who do their homework and participate in class," Donnings said after teaching here for a few weeks. "My goals are to have all students pass all of their exams, graduate from the six-month course and speak Portuguese fluently. I want the students to feel comfortable going to another country and speaking the language fluently."



Friendly Forces: Staff Sgt. Kevin Johnson and a Saudi soldier stand side by side during Operation Intrinsic Action

US ARMY

Past Places

Linguist recalls the friends, foes and memories of serving.

BY STAFF SGT KEVIN JOHNSON

When the Iraqis overran Kuwait in August 1990, I was stationed at Fort Hood, Texas, as a Russian linguist. Since the Army was short of Arabic linguists and looking for volunteers to learn Arabic in a short course at Fort Lewis, Wash., I figured this was the only way I would get to participate in the campaign. Several of my like-minded squad members decided to go for it, too.

As fate would have it, the Gulf War started January 17, 1991, and the cease-fire pretty much ended it Feb. 27. We still had school for another month. But I finally got to Kuwait in November and December of 1992 where I worked liaison alongside a Kuwaiti-American US Army officer. We spent several days working with the Kuwaiti army, living with them in their tents in the field. It was a surprisingly interesting and pleasant experience.

The Kuwaiti army unit we worked and lived with set up their tents in a large circle with a prayer tent in the center. Prayer was sounded five times a day over loudspeakers. The circle itself comprised the tents of the officers, enlisted men, supply, and the like. Outside and around the circle the Kuwaiti soldiers had used heavy equipment to push the sand into big berms to protect the camp from high winds. In a few spots outside the circle, they dug large trenches for toilets.

While bivouacking out in the desert, the left hand and water were used in lieu of toilet paper. The right, often without utensils, was used to eat with. If you reached out to anyone with the left, for pretty much any reason, you insulted him.

We ate in groups of five to eight people around a big plate or bowl, depending on the dish. The entrée was often cooked rice with chicken or lamb on top, sometimes with vegetables on the side. We used only the right hand to pop food into our mouths. This was the way we ate under rough desert conditions. Eating with utensils is pretty much the same as in the western world in the towns and cities.

The Kuwaiti camp was well lit at night, as opposed to the American camp, which practiced strict noise and light discipline. The problem was, we often had to drive at night and it was hard to spot the US camp. Since I hadn't been issued a compass, within a few days I figured out how to use the constellation of Orion to guide myself back and forth. Finding the Kuwaiti camp was easy, as it was the brightest thing in the desert.

The Kuwaiti soldiers I met and

worked with turned out to be a diverse group. About half the officers had been educated in America and spoke broken to good English. Most of the enlisted knew no English and were less educated. Some were extremely religious; some were not. But they were a band of brothers and functioned well together. All in all they had a high opinion of Americans at the time, owing to the Gulf War.

We didn't see any Kuwaiti women in the desert, but there were many of them in the bustling marketplaces in the capital, Kuwait City. In Kuwait, most women (after the age of eight or ten) wear a full face veil and a voluminous black cloak called an *abayah*. Many people seem to believe that Arabs will not talk to western females. This was not the case with the Kuwaitis, who seemed to relish it, as one of my Arabic-speaking colleagues discovered. They enjoyed talking to her more than any of the rest of us.

After Kuwait I was assigned to the 101st Airborne Division at Fort Campbell, Ky., as an Arabic linguist in

“We objected to having to learn sports vocabulary, as we didn't think we'd need it. Wouldn't you know it, the first time I spoke to someone in country, they began the conversation with the soccer game of the night before.”

1996. I was one of four Russian linguists from our unit to take a short course in Serbian-Croatian for assignment to Bosnia for a year. I attended DLI from December 1996 to February 1997.

I had heard from several people that linguists weren't being used in their proper capacity. This was not a problem for my group. Of the 20 or so of us who went, most of us got used in our languages. We were all sent to Bosnia Herzegovina, and most of us remained there for a full year.

I had several interesting experiences involving the language and cultures while in Bosnia. First, let me

say that our class at DLI was rather headstrong. We were all prior linguists and thought that we knew best what we needed to learn. We objected to having to learn sports vocabulary, as we didn't think we'd need it. I mean, we only had three months to learn the important words! Wouldn't you know it, the first time I spoke to someone in country, they began the conversation with the soccer game of the night before: US vs. Croatia.

It's good to remember that English is a popular language. More foreigners know it than you might think. Many people I interpreted for would make crude and disparaging comments in English in front of locals, and it was obvious from their faces that they knew what was said. Of course, this works both ways when you're a linguist, and it's amazing what you can hear when people don't think you know their language.

In a Muslim/Bosnian, Serb, or Croat home, the ritual was much the same. No matter whether the family was rich, poor, or starving, we were always served coffee, Plum Brandy (*shlivovits*), and some sweets. We could not refuse. We carried foodstuffs and coffee to give as gifts in return for the hospitality. In general, all shoes came off at the door — except in some of the villages that were so destroyed that there were no front doors.

Bosnia reminded me a lot of Germany, but the culture of Bosnia is evolving — at least on the Bosnian/Muslim side — differently from that in most European cities. While I was there, the first groups of women started coming out publicly in the traditional Muslim white *abayah* in the larger cities, though Muslim women in the villages continued wearing western or traditional garb. On the Serbian side of the Zone of Separation we saw no traditional Muslim clothing.

In Bosnia I got to visit a number of the cities and speak to and interact with many local people, from farmers to officials to members of the military, from all three sides: Serb, Croat, Muslim/Bosnian. I found them all to be pleasant people, open and honest, and extremely hospitable.

I believe that I have done most everything a linguist could do as a translator/interpreter, with varying degrees of success. I have seen and done things, and gone places, and met people that I never would have if I hadn't been a linguist. My time in Kuwait and Bosnia had one thing in common: I hated to go there, but by the time it was done, I hated to leave.

Distinguished Decades

BY DR CLIFFORD PORTER

Dr. Clifford Porter takes a look back at six decades of language learning

The Defense Language Institute traces its roots to the eve of America's entry into World War II when the U.S. Army established the secret Fourth Army Language School at the Presidio of San Francisco. The school's critical mission was conceived in secrecy by a small group of imaginative army officers, including Brig. Gen. John Weckerling and Col. Kai Rasmussen, DLI's first commandant, for whom our headquarters is named. Classes began on November 1, 1941, with four instructors and sixty students in an abandoned airplane hangar at Crissy field. All but two of the students were Nisei, second-generation Japanese Americans, from the west coast and Hawaii. The curriculum was created as the instructors taught: civilian textbooks had to be rewritten for the faster learning pace, advanced skills, and military themes required for intelligence gathering. John Aiso, the first Director of Academic Training for the school, led the effort – for him the *Aiso Library* was named.

The attack on Pearl Harbor December 7, 1941, forced the school to dramatically accelerate its pace of study. At the same time as the Nisei studied Japanese, their families were herded into internment camps. The Nisei were loyal to America, even when many people lashed out against them. The importance of Japanese linguists in combat was fully recognized when the first group of graduates showed their skills





Learning Lessons:
Students pore over their
books in the first military
intelligence Japanese
language class at Crissy
Field.

US ARMY

excellence in foreign language education. The school was on the vanguard of language training with its utilization of the audio-lingual method of instruction and the application of educational technology, such as language laboratories. Prolonged international tensions drew language after language into the curriculum. The Army Language School was to become the largest institution of its kind in the free world, allowing the Army to communicate to nearly 75 percent of the world's population.

In 1963 the Department of Defense consolidated the separate Army, Navy and Air Force language training programs into the Defense Foreign Language Program. A new headquarters, the Defense Language Institute, was established in Washington, D.C. Col. James L. Collins, Jr., the Army Language School Commandant, became the Institute's first director. The Army Language School became DLI's West Coast Branch. The foreign language department of the Naval Intelligence School became DLI's East Coast Branch.

During the Vietnam War, DLI stepped up the pace of language training. Twenty thousand service members studied Vietnamese at DLI's temporary branch at Fort Bliss, Texas. Several different contractors were hired to meet the increased requirement, but taught the short eight-week course with mixed results. DLI itself suffered from the unpopularity of the war expulsion from the Modern Language Association, and occasional anti-war demonstrations at the Presidio gates. DLI graduates, nonetheless, served honorably and gave their lives during the war. Several buildings on the Presidio today bear the names of DLI graduates killed in action.

After Vietnam, the Army consolidated all resident training programs and moved the Headquarters to the Presidio of Monterey in 1974, then renamed it the Defense Language Institute Foreign Language Center in 1976. Morale suffered in the 1970s under reduced budgets, repeated reorganization, and a universally mandated, top-down instruction methodology.

The fortunes of DLI began to change in 1979 when DLI was granted institute accreditation by the Western Association of Schools and Colleges. During the expansion of the military in the 1980s, DLI rapidly expanded its

there were only a handful of Korean linguists available. Korean is the most difficult language for native English speakers, so the Army Language School tried to retrain Japanese linguists as Korean linguists. This had moderate success because Koreans usually were suspicious of anyone of Japanese ancestry, and, for North Korean Communists especially, Japanese Americans interrogators were

doubly insulting. The length of the Korean War required a formal Korean program be developed at the Presidio. It became one of the largest departments and has remained so. Several graduates were killed in the Korean War, and the Asian School II building is named after one of those killed in action, Capt. Robert Pomerene.

After the Korean War the school developed a national reputation for



Language Learning: Nisei soldiers studied language at Camp Savage, Minn., shortly after World War II began.

US ARMY

operations and facilities. The institute added temporary branches in San Francisco and Lackland Air Force Base, while the Army invested almost \$100 million in new facilities on the Presidio.

In 1981 the position of Academic Dean was changed to Provost, Dr. Ray Clifford, emphasizing the academic nature of language learning. The Provost was a recognized leader in language education and remains DLI's academic leader today. The emphasis on education reflected in both new technologies and techniques as well as creating more objective testing methods. The instructors were organized into teams to teach students in smaller groups, and programs were initiated to provide faculty with advanced degrees in teaching foreign languages at the Monterey Institute of International Studies. Testing shifted from nominal

grading on a curve to outcome-oriented proficiency exams. The curricula were rewritten to meet the requirements of actual fieldwork as linguists and course lengths adjusted to the complexity of the languages. The results have made DLI the world leader in language proficiency learning, and DLI has become the model for accreditation of other civilian academic language programs.

DLI's mission to provide military linguists in support of national security was a critical part of America's overwhelming victory in Operations Desert Shield and Desert Storm. Within days of the Iraqi invasion of Kuwait, DLI responded to urgent requests from our forces. Units alerted for deployment direly needed Arabic language training and material. DLI was put on a wartime status. This was where DLI's training,

dedication, and capability would all pay off. Desert Shield and Desert Storm demonstrated the value of a single multi-disciplinary center for foreign language education.

At the request of the United States Central Command, a team of military and civilian DLI professionals performed an in-theater assessment of Arabic training needs. Every Army intelligence unit with linguists was evaluated. Iraqi-dialect Arabic classes were taught on the ground and videotapes produced to leave behind. Upon the team's return, tailored push packages of Arabic material were assembled and shipped to the Desert Storm units. DLI linguists performed magnificently, serving in every phase of Desert Shield and Desert Storm.

With the end of the Cold War, and the hope for a peace dividend, the

budget of DLI, as well as the entire DoD, was slashed. Russian faculty in particular was cut in half. Various languages were phased out between 1988 and 1992, including Pashtu, Dari, and Serbian-Croatian, all in the belief that future requirements were not likely. However, with the end of the Cold War, the various peacekeeping and contingency operations increased the need for linguists, just as had occurred after World War II. Both Haiti and Somalia operations required imaginative efforts to find and educate linguists. The collapse of the former Yugoslavia required reestablishing a Serbian/Croatian department, which taught both a basic course and a short survival course the soldiers dubbed, "Turbo-Serbo." To supplement educating new linguists, Russian linguists were also retained as Serbian linguists. The high number of deployments with shrinking resources added tremendous strain to the entire Defense Foreign Language Program. Also bearing the stress is DLI's Washington office, which administers contract training. Annually an average of 520 students learn 50 languages. Together, the Washington office and DLI in Monterey have the capability to teach 84 languages.

At the end of the Twentieth Century DLI was striving to respond to the multiple threats to the United States with shrinking resources. Nonetheless, DLI continued to improve the quality and performance of graduates in more complex languages. The terror attacks of September 9, 2001, painfully demonstrated the critical role of human intelligence in the war against extremist inspired terrorism. DLI graduates are on the front lines and will continue to serve as far forward as necessary to defeat a truly vicious enemy, as well as support our allies and aid the innocent.

The origins of DLI were in the war crisis of 1941, and 60 years later, in a new crisis, the men and women of DLI continue to serve freedom into the new Millennium. Much like the beginning of World War II, Arab-Americans have suffered from incidents of ethnic backlash attacks, including a few isolated demands – by those seeking immediate revenge – by those seeking or automatic suspicion of Arab-Americans and Muslim-Americans. Like the Nisei, Arab-Americans are loyal to the idea of America as a land of political and religious freedom. In fact, many of the faculty of DLI over the years fled extremist and tyrannical regimes that ravaged their places of birth. DLI has



On the front lines, soldiers use their acquired language skills during World War II.

US ARMY

been and remains a haven for people from around the world who wish to serve the cause of liberty.

The dedication in the MISLS Album from World War II is appropriate for all DLI Alumni, whether as students, faculty, or staff, and will serve in this new war:

THEY, WHO HAD ALL TOO GOOD CAUSE TO KNOW THE IMPERFECTIONS OF THE LAND OF THEIR BIRTH.

THEY, WHO NEVERTHELESS CHOSE TO OFFER THEIR SPECIAL SKILLS FOR ITS SERVICE.

THEY, WHO WORKED ARDU-

OUSLY DESPITE ADVERSE CIRCUMSTANCES, TO GIVE THEIR SKILLS DIRECTION AND PURPOSE.

THEY, WHO WHEN CAME THE TIME TO MAKE THE SUPREME CHOICE ELECTED TO PERFORM, AT THE COST OF THEIR LIVES, THEIR TASKS SO VITAL IN THE SCHEME OF THEIR COUNTRY'S EFFORTS.

"From these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion"

- Abraham Lincoln, Gettysburg Address



WORLD

1947 United States, Britain send help to Greece, Turkey to prevent Communist takeover
 India, Pakistan become independent states
 U.S. Congress authorizes Marshall Plan
 1948 Communist coup in Czechoslovakia
 Palestine partitioned into Jewish and Arab states
 First Arab-Israeli war begins
 Soviets blockade Berlin;
 United States and Britain launch airlift
 1949 People's Republic of China proclaimed
 Federal Republic of Germany (west) and German Democratic Republic (east) established
 Greece's civil war ends with the defeat of Communist rebels
 NATO organized
 U.S.S.R. tests first A-bomb
 1950 North Korea invades South Korea; United Nations sends troops
 1952 Occupation of Japan ends
 Nasser leads coup in Egypt
 Britain develops atomic bomb
 1953 Stalin dies
 U.S.S.R. tests H-bomb
 East Berlin workers riot
 Korean Armistice declared
 DNA discovered
 Polio vaccine discovered
 U.S.-aided coup overthrows Mossadegh government in Iran
 1954 Dien Bien Phu; French defeated
 Geneva Conference on Indochina held
 Algerian War begins
 United States sends first military advisors to Vietnam
 1955 Juan Peron deposed in Argentina

UNITED STATES

1947 Army Services Air Forces (ASAF) becomes a separate service
 Central Intelligence Agency (CIA) formed
 Department of Defense (DoD) formed
 1949 Armed Forces Security Agency established; becomes National Security Agency in 1952
 1952 Gen. MacArthur removed from command in Korea
 Transcontinental television inaugurated
 Eisenhower wins presidential election
 United States tests first H-bomb
 1954 First atomic-powered submarine, Nautilus, launched
 Supreme Court rules racial segregation unconstitutional in public schools
 Senate condemns Sen. McCarthy for contempt, abuse and insults
 Five congressmen wounded by Puerto Rican nationalists
 1955 Rosa Parks refuses to give up her bus seat in Montgomery, Ala.

INSTITUTE (MISLS-ALS)

1947 Training begins in Arabic, Chinese, French, Greek, Korean, Persian, Portuguese, Spanish, Turkish languages
 MISLS renamed Army Language School (ALS)
 First woman instructor comes aboard
 1948 Training begins in Albanian, Bulgarian, Czech, Danish, Hungarian, Norwegian, Polish, Romanian, Serbo/Croatian, Swedish languages
 1950-53 ALS supports Korean War
 Japanese, Chinese, Korean, Russian departments expand
 1951 German, Italian, Chinese-Cantonese languages added
 1952 ALS Women's Club established
 1954 ALS student input peaks at 2,840
 1955 Army decides against moving schools to East Coast
 Finnish, Indonesian, Lithuanian, Malay, Vietnamese languages added
 Monterey Institute of International Studies (MIIS) established

WORLD

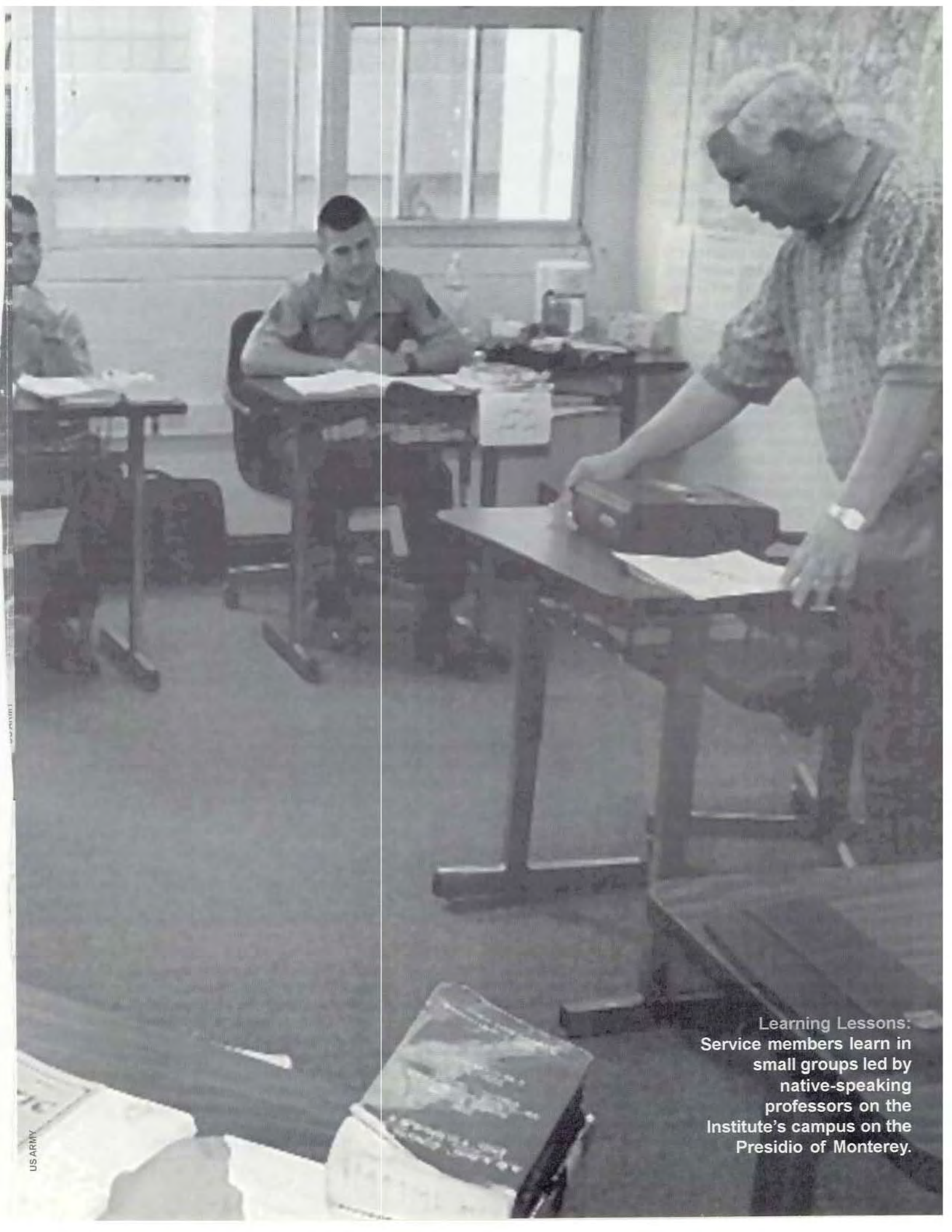
- 1956 De-Stalinization eases Russian repression
 - Polish workers riot in Poznan
 - Soviet troops crush revolution in Hungary
 - Britain and France take Suez Canal; Israel seizes Sinai
- 1957 Soviet Union launches Sputnik
- 1958 United States sends 14,000 soldiers, Marines to Lebanon to protect elected government
- 1959 Fidel Castro overthrows Cuba's Batista regime; imposes Communist dictatorship
- 1960 Soviet-Chinese relations cool
 - U. S. U2 reconnaissance plane shot down in Soviet Union
- 1961 Berlin Wall built
 - Yuri A. Gagarin makes first manned flight into orbit
 - Bay of Pigs invasion attempted
- 1962 China and India go to war
- 1963 United States, U.S.S.R., Britain, agree to Nuclear Test Ban Treaty
- 1964 *Echo 2*, first communications satellite used by Soviets and United States

UNITED STATES

- 1957 National Guard sent into Little Rock to enforce desegregation
 - Jack Kerouac's *On the Road* published
 - Eisenhower sends federal troops to enforce court-ordered high school desegregation in Little Rock, Ark.
- 1958 First U.S. satellite, *Explorer I*, launched into orbit
 - Congress passes national Defense Education Act providing first federal funding for foreign language study
- 1959 Alaska, Hawaii, admitted to statehood
 - Soviet Premier Khrushchev visits U.S.
- 1961 Kennedy inaugurated
 - CDR Shephard, Jr., makes first U.S.-manned sub-orbital space flight
- 1962 Cuban Missile Crisis
 - Pres. Kennedy forbids racial discrimination in federally built housing
 - Supreme Court rules on prayers in school
- 1963 Kennedy assassinated; Johnson becomes president
 - Protesters march in Washington D.C. for racial equality;
 - Dr. Martin Luther King gives "I Have a Dream" speech
- 1964 President Johnson signs Civil Rights bill
 - Congress approves War on Poverty bill
 - Warren Commission finds Oswald a lone assassin

INSTITUTE (ALS-DLIWC)

- 1957 Burmese language added
 - Faculty reduction in force (RIF) takes place
- 1958 Language labs first installed
 - Air Force threatens to withdraw all USAF students from ALS
 - Congressional investigations
 - Nisei Hall built: first permanent building for the Institute
- 1959 Department of Nonresident Instruction established
- 1961 Lewis Gymnasium, dedicated to Pvt. Robert E. Lewis, USA, who died trying to rescue a drowning fellow soldier
- 1962 DLI HQ provisionally organized in Washington
- 1963 Army Language School becomes Defense Language Institute West Coast Branch
 - DLIWC HQ established in Washington D.C.
 - Language Department, Naval Intelligence School becomes DLIEC
 - USAF language training detachments placed under DLI control
- 1964 DLI begins special Russian training for "Hotline"
 - Congress authorizes language training for DLIWC student spouses
 - Swahili course started



Learning Lessons:
Service members learn in small groups led by native-speaking professors on the Institute's campus on the Presidio of Monterey.

during the Battle of Guadalcanal in 1942. Field commanders began to clamor for the school's graduates, and eventually every major unit in the Pacific was to have a team of language specialists. It was the first of many critical missions the school would have during the next sixty years.

The school moved to Camp Savage, Minnesota in 1942 and was renamed the Military Intelligence Language School or MISLS as it became popularly known. By July 1944 the school had 27 civilian and 65 enlisted instructors, and the course was lengthened from six to nine months. By the fall of 1944 the MISLS was an established service school, which had turned out 1,600 enlisted graduates, 142 officer candidates and 53 officers. In addition to courses in reading, writing, and speaking Japanese, students were skilled in translation, interpretation, interrogation, document analysis, geography and map reading, plus radio monitoring. They were exposed to the military, social, political and cultural background of Japan, as well as the order of battle of the Japanese Army.

The school moved to larger facilities at historic Fort Snelling in 1944 and added classes in Chinese and Korean. With the defeat of the German forces in Europe, the might of the U.S. Armed Forces was turned to the Pacific. Acceleration of operations in the Pacific meant a need for more and more linguists. As America's largest source of Japanese linguists, every effort was made to prepare the direly needed specialists and get them to where they were needed in combat. Never before in history did one country know so much about its enemy prior to actual engagement as did the Allied armed forces during the Pacific Campaign. Graduates of the first language school translated the entire Japanese battle plans for the naval Battle of the Philippines. The complete Japanese plans for the defense of the Philippine Islands were also discovered through the work of MISLS graduates long before forces landed on Leyte.

By the end of World War II, the school had graduated more than 6,000 men who served in some 130 different Army, Navy, and Marine Corps units and with America's allies. Linguist teams were assigned to scores of units, including the OSS (predecessor to the CIA) and Merrill's Marauders (predecessor for the U.S. Army Rangers) in the China-Burma-India Theater. Many were to serve during the occupation as well.



Today *Nisei Hall* is named in honor of these early students. Their heroism is portrayed in the Yankee Samurai exhibit in the Nakamura Hall auditorium.

In 1946 the school moved to the historic Presidio of Monterey for several complex geopolitical reasons: the Presidio was a staging area for civil affairs for the occupation of Japan and there was no snow in Monterey. MISLS was renamed the Army Lan-

guage School and the school expanded rapidly to meet the requirements of America's global commitments in the Cold War era; ironically, with peace the requirements for different languages rapidly grew. Native speakers of more than twenty languages were recruited from all over the world. Russian became the largest program, followed by Chinese, Korean and German.

When the Korean War broke out,

Looking Back At... 60 Years of Excellence

WORLD

- 1937 Japan attacks China
- 1938 Munich crisis
- 1939 Germany occupies Czechoslovakia
 - Germany and Soviet Union invade Poland
- 1940 Japan occupies Indochina
 - Germany invades Belgium, France, the Netherlands
- 1941 Germany invades Russia
 - Japan attacks Pearl Harbor, the Philippines, Hong Kong and Malaya
- 1942 Japan attacks Indonesia, Burma
 - Japan, U.S. struggle for Bataan
 - Doolittle Raid on Tokyo
 - Battles of Midway, Guadalcanal, Buna-Gona, Stalingrad
 - Allies invade North Africa
- 1943 German forces surrender in North Africa
 - U.S. bombers sink 22-ship Japanese convoy at Battle of Bismarck Sea
 - Battles of Attu, Kiska, Makin, Tarawa
 - Allies invade Sicily and Italy
- 1944 Gen. MacArthur returns to the Philippines
 - Normandy invasion
 - Battle of the Bulge
 - Battles of Kwajalein, Hollandia, Saipan, Leyte
- 1945 Yalta Conference
 - U.S.S.R. declares war on Japan
 - Hitler commits suicide in underground Reichs Chancellery
 - Germany surrenders
 - Battles of Iwo Jima, Manila, Okinawa, Leyte Gulf
 - A-bomb used in Hiroshima, Nagasaki
 - Japan surrenders
 - United Nations meets in San Francisco
- 1946 First Indochina war begins
 - International tribunal convicts 22 Nazi leaders of war crimes
 - U.S.S.R. takes control of East Germany

UNITED STATES

- 1942 President Roosevelt authorizes the internment of 112,000 Japanese Americans into Relocation Camps
 - U.S. begins Manhattan Project
- 1943 President Roosevelt signs payroll-withholding income tax bill
 - War contractors barred from racial discrimination
- 1944 Roosevelt re-elected President for a fourth term
 - GI Bill of Rights signed
- 1945 Roosevelt dies
 - Truman becomes president
 - Gen. Douglas MacArthur tasked to head occupation of Japan
 - Demobilization of 15 million U.S. active-duty service members begins
- 1946 Mine worker walkout leads to strikes in other industries
 - Philippines gains independence

INSTITUTE (MIS - MISLS)

- 1941 Sixty students report to 4th Army Military Intelligence School, Crissy Field, for Japanese language training
- 1942 MIS moved to Camp Savage, Minn. Renamed MISLS
 - Sensei and students recruited from Manzanar Relocation Center, later from all relocation centers
- 1943 Army intensive Japanese Language School at University of Michigan
- 1944 MISLS moved to Fort Snelling, Minn.
- 1945 Korean and Chinese language classes begin
- 1946 MISLS transferred to Presidio of Monterey
 - Russian language training begins

WORLD

- 1965** U.S. Marines intervene in Dominican Republic revolt
United States ground forces enter Vietnam conflict
Cultural Revolution begins in China
- 1967** 6 Day War, *USS Liberty* attacked by Israeli Air Force; 34 crew members killed
Christian Barnard performs the first human heart transplant
- 1968** Ba'ath party seizes power in Iraq
Students riot in Europe
Warsaw Pact countries crush liberalization in Czechoslovakia
Tet Offensive
North Koreans capture *USS Pueblo* in international waters
- 1970** Violence begins in Northern Ireland
Food Riots erupt in Poland
United States invades Cambodia
Civil War begins in Jordan
Nasser assassinated
- 1971** Bangladesh wins independence
- 1972** Palestinian terrorists kill Israeli Olympic athletes in Munich
Marcos declares martial law in the Philippines
President Nixon visits Moscow for summit leading to SALT Treaty
United States returns Okinawa to Japan
Nixon visits China
- 1973** Vietnam Peace Accords signed in Paris
Arabs ban oil exports to United States; prices soar
Allende overthrown in Chile by Gen. Pinochet

UNITED STATES

- 1965** Dr. Martin Luther King, Jr., leads civil rights march in Alabama
Medicare enacted
- 1966** National Organization for Women founded
Edward W. Brooke becomes the first black U.S. Senator
Watts riots erupt
- 1967** Thurgood Marshall becomes first black Supreme Court Justice
- 1968** Dr. Martin Luther King, Jr. assassinated
Rioting breaks out in major cities
Nixon reelected President
- 1969** Protestants march for homosexual rights
Vietnam protests turn violent
Neil Armstrong is first man on the moon
- 1970** National Guard fires on antiwar protestors at Kent State; four students killed
Nixon names first two women generals in U.S. history
Equal Rights Amendment proposed
- 1971** New York Times publishes Pentagon Papers
- 1972** Watergate break-in takes place; arrests follow
Nixon reelected
- 1973** United States ends military draft
Supreme Court rules on *Roe vs. Wade*
Vice President Agnew resigns

INSTITUTE (DLIWC)

- 1965** DLI supports Vietnam War (all branches)
Chinese aural comprehension program moved from Yale to DLIWC
- 1966** DLI Support Command, Biggs AFB, El Paso, Texas, established for Vietnamese language training (1966-73) and later renamed DLI Southwest Branch
DLI gains control of USAF English Language School, Lackland AFB, Texas
Bureau for International Language Cooperation established
- 1967** DoD decides against consolidating all DLI branches at Fort Bliss, Texas
First NCO technical language assistants (military language instructors) assigned to DLIWC
- 1968** Kendall Hall dedicated to GySgt. George Percy Kendall, Jr., USA, killed in action in the Republic of Vietnam
Vietnamese input peaks at 4,157 students (all branches)
Le Fox extension courses started
- 1969** Nisei hall dedicated at DLI to Nisei (second generation Japanese-American) soldiers who defended the United States in WWII
- 1970** Bomar Hall dedicated to CPO Frank Willis Bomar, USN, killed in action in the Republic of Vietnam
Pomerene Hall dedicated to CAPT Robert Lewis Pomerene, USA, who died of battle wounds in Korea
Congressional investigations
- 1971** Vietnamese instructors at DLIWC strike against contractor; contract programs ended
- 1972** Female student numbers increase
Basic Course Enrichment Program established
- 1973** DLI Southwest Branch closed
TRADOC assumes control of DLI
U.S. Air Force Student Division established (later renamed 3483rd Student Squadron)

WORLD

- 1974 Worldwide recession
Soviet intervention in Africa
revives anti-Communist sentiment
Solzhenitsyn deported from
U.S.S.R.
- 1975 Communist forces take over
South Vietnam and Cambodia
Civil war in Lebanon begins
Spanish dictator Franco dies
- 1976 Riots erupt in Soweto, South
Africa
- 1977 Roman Catholic Church
prohibits ordination of women
Panama Canal treaties signed
Brezhnev becomes president
of U.S.S.R.
- 1978 U.S. and Peoples Republic of
China establish full diplomatic relations
- 1979 Egypt and Israel agree to
peace treaty
Soviet Union invades Afghani-
stan
Somoza regime ousted in
Nicaragua Revolution
American hostages taken in
Teheran
Margaret Thatcher becomes
Britain's first woman Prime Minister
All-black government takes
over in Zimbabwe
- 1980 Polish workers strike; birth of
Solidarity
- 1981 Iraq invades Iran; 8-year war
begins
Israel destroys Iraqi atomic
reactor
Sadat assassinated
- 1982 Israel invades Lebanon

UNITED STATES

- 1974 Watergate hearings open
Nixon resigns
- 1975 Mitchell, Ehrlichman,
Haldeman found guilty in Watergate
cover-up
President Ford evades two
assassination attempts
Hoffa mysteriously disap-
pears; FBI searches
CIA investigated for illegal
operations
- 1976 United States observes
Bicentennial
Carter elected president
- 1977 Fluorocarbons banned;
evidence they harm the ozone
Trans-Alaska pipeline begins
operation
- 1978 School busing and racial
quotas opposed
President Carter repeals law
making 70 the mandatory retirement age
Bakke wins reverse discrimina-
tion case
- 1979 Fuel shortage: gasoline sales
on odd-even days are instituted
DOE sues nine large U.S. oil
companies for over-charging customers
Nuclear accident at Three-Mile
Island
U.S. suspends Iranian oil
imports in retaliation for hostage crisis
- 1980 Pres. Carter creates the
Commission on Wartime Relocation and
Internment of Civilians
Reagan elected president
- 1981 Recession begins; more
homeless on the streets
- 1982 Commission on War-time
Relocation and internment of Civilians
submits Personal Justice Denied finding
to Congress, recommending a national
apology and compensation to Japanese
Americans
ATT split up

INSTITUTE (DLIWC - DLIFLC)

- 1974 DLI HQ moves to Presidio of
Monterey
Aural comprehension courses
begin
WWII-era buildings removed
from Soldier Field
- 1975 Army holds Linguist Person-
nel Study
BG Hixon investigates faculty
complaints
DLIEC closed
- 1976 DLI renamed Defense Lan-
guage Institute Foreign Language
Center (DLIFLC)
Dutch language started
Norwegian, Swedish lan-
guages re-started
German Headstart fielded
TRADOC mandates Instruc-
tional Technology/individualized
instruction methodology
- 1977 Defense Language Aptitude
Battery (DLAB) fielded
- 1978 Accreditation granted
Separate "listener" and
"speaker" courses established in most
languages
- 1979 Munzer Hall dedicated to Dr.
Hans W. Munzer, faculty member 1952-
1976 and founder of DLI Language
Resource Center
- 1980 Hachiya Hall, Mizutari Hall,
Nakamura Hall, dedicated
Special Program Review
started
Lackland Branch established
for USAF enlisted Russian students
- 1981 General Officer Steering
Committee (GOSC) established
General Accounting Office
investigates
Tagalog, Dari/Pashtu lan-
guages started
- 1982 Educational Technology
Division established
Presidio of San Francisco
Branch established for US Army
enlisted students in German, Korean,
Spanish, Russian languages

WORLD

- 1983** Terrorist attack on US barracks in Beirut kills 241 service members
U.S.S.R. shoots down KAL007
United States invades Grenada
- 1984** Indira Ghandi assassinated in India
- 1985** Mikhail Gorbachev elected; begins *Glasnost, Perestroika*
Israel withdraws from Lebanon
- 1986** United States bombs Libya in retaliation for terrorist attacks
President Marcos pushed out of the Philippines by "People Power"
Chernobyl nuclear disaster happens
- 1987** U.S. Navy escorts oil tankers in Persian Gulf
INF Treaty signed
Intifada — Palestinians uprising in Israel-occupied Gaza and West Bank
- 1988** Summer Olympics (Seoul) take place
Iran-Iraq War (1981-88) ends
Earthquake kills 25,000 (Armenia)
Sandinista government and Contras hold cease-fire talks
Bush elected president
- 1989** Poland holds first free election
Tienanmen Square massacre
Berlin Wall torn down
- 1990** Sandinistas lose election
Nelson Mandela freed
Yeltsin elected Russian leader
Earthquake in Iran kills 40,000
Iraq occupies Kuwait
UN resolution approves use of force against Iraq
- 1991** Operation Desert Storm; Iraq defeated
US troops assist Kurdish refugees in northern Iraq
Typhoon strikes Bangladesh
Rajiv Ghandi assassinated in India
Mount Pinatubo erupts in Philippines; Clark Air Base abandoned
Coup attempted in Soviet Union
Estonia, Latvia, Lithuania granted independence

UNITED STATES

- 1984** CIA-directs mining of Nicaraguan ports
Olympics held in Los Angeles
- 1985** United States sends humanitarian aid to Nicaragua
- 1986** Space shuttle Challenger explodes
Gander crash kills several DLI graduates
Iran-Contra scandal hits the media
- 1987** Stock market crashes
Trade imbalance grows
Profits from secret arms sales to Iran found diverted to Contras
- 1988** U.S. budget deficit reaches \$3.2 Trillion
- 1989** Operation Just Cause initiated in Panama
Loma Prieta earthquake rocks central California
Supreme Court rules on flagburning
- 1990** Savings and Loan disaster deepens
- 1991** Senate approves Clarence Thomas nomination to Supreme Court
Charles Keating convicted of securities fraud

INSTITUTE (DLIFLC)

- 1983** Facilities master plan adopted
- 1984** Munakata Hall dedicated to Yutaka Munakata, who served the Institute for 38 years
Defense Language Proficiency Test III (DLPT III) fielded
- 1985** Language Needs Assessment established
Hebrew language restarted
- 1986** "A Strategy for Excellence" published
New Personnel System proposal submitted
Team Teaching started
German VELVET fielded; first interactive video
- 1987** NJAHS Museum Exhibit, Nakamura Hall, DLI; on permanent loan
Nicholson Hall dedicated to Maj. Arthur D Nicholson, Jr., USA; shot by Soviet sentry and denied medical assistance, he bled to death
Final Learning Objectives (FLOs) started
- 1988** Aiso Library dedicated to Judge (LTC ret.) John F. Aiso, USA, chief instructor when language school started
Rasmussen Hall, dedicated to COL. Kai E. Rasmussen, USA, one of the language school's founders
Onsite inspection Agency (OSIA) training started
American Council on the Teaching of Foreign Languages (ACTFL) meets in Monterey
- 1989** Price Fitness Center dedicated to CTI 3 Patrick R. Price, USN, lost at sea when his EA 3B went down with all hands during a night-landing attempt on the *USS Nimitz*
Ten small language departments closed
First DLPT IV fielded
- 1990** Taylor Hall, dedicated to Lt. Robert F Taylor, USN, killed when his EC 121M was attacked and shot down over the Sea of Japan by two North Korean MiG24s
DLIFLC supports Operation Desert Shield
- 1991** DLIFLC supports Operation Desert Storm
DLIFLC celebrates 50th anniversary

WORLD

1993 NATO approves Partnership for Peace Program, permitting expansion to Eastern and Central European countries

Israel and Palestine Liberation Organization sign a peace accord

1994 UN/US peacekeeping troops withdraw from Somalia

1995 Capt. Scott O'Grady, F-16 fighter jet pilot is shot down over Bosnia and Herzegovina and is rescued by U.S. Marines within the week

Space shuttle Atlantis docks with Russian space station Mir for the first time

Two bombs explode at a U.S. military post in Riyadh, Saudi Arabia, killing seven

1996 The Taliban gain control in Afghanistan

A bomb explodes at a U.S. military post near Dhahran, Saudi Arabia, killing 19 Americans

1997 Prince Charles and Princess Diana divorce: Diana is later killed in an auto accident

1998 Bombs explode outside U.S. embassies in Kenya and Tanzania, killing more than 220 people

Initial components are launched from Kazakhstan for the first International Space Station

1999 Jordan's King Hussein dies
Panama assumes full control of the Panama Canal

Last Russian crew leaves Mir space station

2000 Vladimir Putin becomes Russia's acting president

North and South Korea hold first summit

Russian Parliament ratifies START II nuclear arms reduction treaty and the Comprehensive Test Ban Treaty

USS Cole bombed: 17 sailors killed
Slobodan Milosevic concedes after 13 years of leadership

2001 Russia promises destruction of lethal weapons stockpile
Serbs arrest Slobodan Milosevic

U.S. Navy surveillance plane and Chinese jet collide near China coast; U.S. plane lands on Hainan Island

UNITED STATES

1992 Riots sweep South-Central Los Angeles following acquittal of police accused of beating Rodney King
Bill Clinton elected 42nd

president of the United States

1993 A bomb explodes in the World Trade Center in New York City

Branch-Davidian Compound, outside Waco, Texas, burns during raid by federal agents

President Clinton announces, "Don't ask, don't tell, don't pursue policy for military services"

1994 The North American Free Trade Agreement, NAFTA, takes effect
Aldrich Ames, a CIA officer,

and wife charged and convicted as spies

1995 A truck bomb destroys Murrah Federal Building, killing 168 people

O.J. Simpson is found not guilty of murdering his former wife and her friend

1996 Shannon Lucid completes a record 188-day space voyage

1997 Former CIA official Harold Nicholson pleads guilty of spying for Russia

Timothy McVeigh is convicted of conspiracy and murder for the Murrah Federal Building bombing

Ramzi Ahmed Yousef and Eyed Ismoil Yousef are convicted of the 1993 World Trade Center bombing

Septuplets born to Iowa woman

1998 Unabomber Theodore Kaczynski pleads guilty to mail bombings

John Glenn returns to space in the shuttle Discovery

1999 Senate holds President Clinton's impeachment trial - the President is acquitted

Two teenagers kill 12 fellow students and a teacher at Columbine High School, then kill themselves

John F. Kennedy Jr., his wife and a friend die in a plane crash

2000 Al Gore and George Bush win nominations from their respective parties

2001 George W. Bush sworn in as 43rd president

Norman Mineta picked to head Bush's Department of Transportation

INSTITUTE (DLIFLC)

1991 DLIFLC supports Operation Desert Storm

DLI graduates used in "War on Drugs"

Fort Ord listed for Closure

1992 Beginning of Dept of Defense cutbacks impacting DLI. Russian enrollment cut in half. Somalian linguists required instead.

1993 Inspection Report of Defense Foreign Language Program required better coordination between services of language management.

Schools reorganized to reflect post-Cold War world

Presidio considered for closure, and DLI relocated to Ft Huachuca.

Proficiency and graduation standards raised.

1994 Fort Ord closed and Presidio of Monterey Garrison established.

Reaffirmation of Accreditation. Haitian-Creole course developed by DLI-W.

1995 Serbian/Croatian department re-established and Russian linguists re-trained to meet Bosnian crisis requirements.

1996 Serbian/Croatian requirements expanded.

Foreign Language Proficiency Pay and Enlistment bonuses increased for Linguist MOS's

1997 Faculty Promotion System implemented providing academic equivalent ranks to faculty.

1998 All difficult language categories had increased requirements at the same time the operating budget of DLI was shrinking.


1999 Hobson Student Center named in honor of DLI graduate killed in embassy bombing in Kenya.

Albanian survival speaking kits prepared for Kosovo Operations

2000 Creation of new School of Continuing Education to direct distance education and sustainment mission.

2001 Computer-based education partnerships developed to field CD-ROM and internet based programs.

Ground breaking for new instructional facility and Video Tele-training facility



Listening Closely: A Nisei soldier uses his language translation skills during World War II.

Former linguists join forces to remember their heritage

Military Intelligence Service Northern California was organized in the spring of 1970 to celebrate the school's 30th anniversary in November 1971. Noby Yoshimura, Gene Uratsu, Tom Sakamoto and others recruited members in the San Francisco Bay and South Bay areas. They traveled up and down the Sacramento and San Joaquin valleys, seeking members for the MISNC encouraging enthusiasm for

the upcoming 30th anniversary at the school.

The 30th Anniversary of MIS was held at the Miyako Hotel in San Francisco Nov. 13, 1971. More than 100 individuals out of a membership of 200 showed. Mike Masaka, 442nd Regimental Combat Team veteran and Nisei leader, gave the keynote speech, urging the MIS to stick their necks out to address undetermined issues of the Nixon administration.

Eight MIS clubs have been organized in Los Angeles, Seattle,

Denver, Washington, D.C. and Hawaii. The MIS membership now totals more than 1,000.

The MIS/DLI 50th Anniversary was celebrated Nov. 1, 1991, in San Francisco and in Monterey with more than 700 participants. The event was marked with a battalion parade and a 21-gun salute at Soldier Field, Presidio of Monterey. Gen. J. L. Collins, former Army Language School commander, first director of DLI and Chief of Military History, gave the keynote address.



By virtue of the authority vested in me as President of the United States and as Commander in Chief of the Armed Forces of the United States, I have today awarded

THE PRESIDENTIAL UNIT CITATION (ARMY)
FOR EXTRAORDINARY HEROISM
TO THE
MILITARY INTELLIGENCE SERVICE, UNITED STATES ARMY

The Military Intelligence Service is cited for outstanding and gallant performance of duty in action against enemies of the United States from 1 May 1942 to 2 September 1945. The Military Intelligence Service provided superior intelligence collection and dissemination services during World War II to combat forces throughout the world; its members were interpreters, translators, interrogators, propaganda specialists, and signal technicians who worked in every echelon of the United States military establishment and with Allied Forces. The Military Intelligence Service participated in every major battle and campaign in the Asiatic-Pacific Theater of Operations and served in intelligence roles in the United States and in the European Theater of Operations. The more than six thousand linguists were assigned to combat units on every front, primarily in the Pacific Theater, supporting these units with critical interpretation, translation, radio reception, and interrogation services. The Military Intelligence Service not only played key roles in battlefield situations, they also provided United States forces with an unprecedented amount of intimate, authoritative, detailed, and timely information on enemy forces to support planning and execution of combat operations. The key contributions made by the members of the Military Intelligence Service in providing valuable intelligence on military targets helped advance the United States and Allied cause during World War II and undoubtedly saved countless lives and hastened the end of the war. The significant achievements accomplished by the faithful and dedicated service of the linguistic-intelligence specialist graduates of the Military Intelligence Service Language School, who formed the Military Intelligence Service will never be forgotten by our grateful Nation. Their unconquerable spirit and gallant deeds under fire in the face of superior odds, and their self-sacrificing devotion to duty are worthy of the highest emulation.

