

GLOBE



1941

2016

75
YEARS

Special Edition

FRONT COVER

The 75th Anniversary logo surrounded by historical images dating back to 1941 up to 2016.
(Illustration by Amber K. Whittington)

BACK COVER

A chronological display of all commandants at the Defense Language Institute Foreign Language Center since 1941 to 2016. *(Illustration by Amber K. Whittington)*

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INSIDE THIS ISSUE

From the Top 4

Command Sgt. Maj. Corner 5

Where it all began 6

Original Japanese language instructor remembers

Brig. Gen. Weckerling 8

Aiso met challenges: Obstacles for Military

Intelligence School 9

The Savage & Snelling Years..... 11

Nisei soldier recalls World War II

language training..... 12

MIS student witnessed Japanese surrender..... 14

Disney artist designs MISLS logo 15

DLIFLC changes throughout The Cold War,

Part 1 16

Language buildup..... 18

Russian program running strong after 70 years ... 20

Cossacks in Khaki: The Army Language School

Russian Choir..... 22

“A Trip Around the World” 24

The rise & fall: Vietnamese language training at

DLIFLC..... 27

Watching the world..... 28

DLIFLC teacher recalls the fall of Saigon..... 31

Remembering the fallen..... 32

Navy celebrates 40th anniversary of anchor drop 34

Language of the “Middle Kingdom” taught

in Monterey 35

DLIFLC changes throughout the Cold War,

Part 2 36

The McNerney Years: A time to build

at DLIFLC..... 38

History of the ILR language proficiency skill

level descriptions & scale 42

End of an era: The Berlin Wall dedication..... 44

Dr. Donald C. Fischer: Bringing DLIFLC into

the 21st century..... 46

The School that went to war 50

Language skills save lives: Recalling

the Gulf War 55

Speaking in the sand 56

DLIFLC provides rapid response language

needs in Somalia 57

Sobichevsky: The man, the myth, the legend 58

Command Sergeant Major “Unleashed” 62

Training Russian interpreters for combating

weapons of mass destruction 64

Alumni works to preserve his unit’s history 65

Kevin Rice: In the eye of the storm,

September 11, 2001..... 66

Operation Enduring Freedom 68

Getting to higher levels of proficiency..... 70

Michael R. Simone: Creating a vision 72

Defense Language Proficiency Test 5 74

Fixing the foreign language problem 75

Kazakhstan Language Institute modeled

after DLIFLC 78

DLI-Washington: Multipurpose & mission

essential..... 79

Mansager: The young commandant..... 80

Immersion: A strategy to higher foreign

language proficiency 84

Command Sgt. Maj. Nick Rozumny: From

assembly line to the Presidio..... 86

Sue Ann Sandusky: The faculty’s commandant... 88

AF/PAK Hands make bonds stronger 92

Education network at DLIFLC 93

Terry Bare: The fork in the road that led

to Monterey 94

Dino Pick: Through good times and tough times 96

In Record Time: DLIFLC staff produces Japanese

language materials 100

Nisei Soldiers of World War II receive

congressional gold medal..... 101

Command Sgt. Maj. Tracey Bellotte:

A dream come true..... 102

Military Intelligence Service Historic Learning

Center opens..... 104

David K. Chapman: The power of immersion... 106

DJ Skelton: Finding his way back 108

Command Sgt. Maj. Matildo Coppi: Mission first,

people always..... 110

Evolution of technology in education..... 112

Col. Phillip J. Deppert: The faculty

are my troops..... 115

2016 Hall of Fame inductees 118

Former Hall of Fame inductees..... 120

DLIFLC’s first mascot, Lingo..... 121

Former DLIFLC commandants..... Back cover



Col. Phillip J.
Deppert

FROM THE TOP

Anniversaries are a time for reflection, a time for looking back and relishing memories, reliving events, being thankful, yet always keeping an eye toward the future. Our past shapes our present, and both together help us focus on the future. This 75th anniversary of the Defense Language Institute Foreign Language Center is no different. Founded in 1941, built scantily, and shaped by every significant event the world has experienced, the Institute has grown exponentially and would not be the world renowned organization it is today without the names and stories you see highlighted in this issue. The individuals mentioned here may be some of the most recognizable names, but they certainly did not achieve success for the Institute by themselves. The Institute truly embodies a “team of teams,” of thousands of faculty, staff, and cadre who together achieved what you will read in this special edition, and so much more throughout our history.

As you read further, you’ll see that DLIFLC was formed in the cauldrons of World War II, earned its name through multiple other conflicts, and has had to transform itself due to significant events at home as well as abroad. There is one unifying theme that becomes apparent after reading all the individual memories that DLIFLC has had graduates at the

center of every significant action and decision our Nation has ever undertaken. Time and time again, it has been proven that the Nation’s leadership – military or civilian – cannot make informed decisions without a professional military linguist somewhere in that decision cycle. Thankfully, those that preceded us at DLIFLC had the vision, foresight, instinct and agility to transform themselves and the Institute to respond to our Nation’s needs. All the names you will learn about did that with distinction: Lt. Col. John Weckerling, Lt. Col. John Aiso, Command Sgt. Maj. Tom Bugary, Col. Vladimir Sobichevsky, Col. Kevin Rice and Col. Tucker Mansager, just to name a few.

As we look into the future, we see there is still much work in front of us, as there always has been. For the short term, we are aiming at increasing proficiency levels of our graduates and are looking for innovative new ways to motivate them, including researching the utility of foreign language gaming tools. DLIFLC is also looking at improving the faculty pay structure and the creation of our own Center for Leadership Development – and this is just the beginning. In the long term, the world is an unpredictable place, but for certain this Institute will stand ready to deliver critical language teaching and materials at the time and point of need.

I offer a personal thanks to all who came before us. DLIFLC is better because of each and every one of you – we stand on your shoulders of success, and hope to add to your legacy. Please enjoy this special issue.

Phillip J. Deppert
Col. Phillip J. Deppert
Commandant



Command
Sgt. Maj.
Ryan J. Ramsey

COMMAND SGT. MAJ. CORNER

I am honored to be here today and I feel especially privileged to participate in the celebration of this historic 75th anniversary of the Defense Language Institute Foreign Language Center. This is an opportunity to both look back and look forward. Most everyone reading these pages has either worked at the DLIFLC or has been a student here in the past 75 years and contributed to our remarkable military intelligence story in the defense of freedom. There have been a great many DLIFLC graduates who have seen combat and paid the ultimate price in order for us to enjoy our freedom today.

Some believe the Institute is 75 years old. However, from everything I have seen since becoming the DLIFLC command sergeant major, the Institute is 75 years young. DLIFLC is energetically moving forward, building on a distinguished history of academic and legendary military achievements.

DLIFLC is the most prestigious foreign language training institution of higher learning and is recognized internationally as one of the foremost centers of

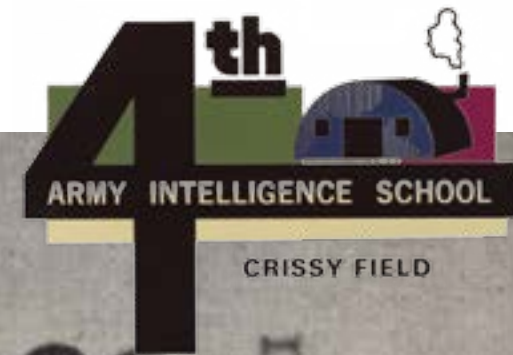
academic excellence. The Institute is investing into building an outstanding faculty, multi-service students, Military Language Instructors, staff, and a balanced curriculum, stressing foreign language, culture, history, and military discipline. DLIFLC strives to take innovative steps in the direction of distance learning, cutting edge technology in language instruction and learning, to reaffirm its place as the undisputed leader of modern-day military language training schools in the world.

I have been very impressed with our DLIFLC-trained linguists in the Army, Navy, Marine Corps and Air Force in combat zones. I have seen their courage and vision first hand in the 5th Group Special Forces, Combined Joint Special Operations Task Forces, FBI Counter Terrorism Center, Naval Support Activities, Air Missions, and served next to the Marines in Al Kut and other locations in Iraq, Afghanistan, and the Horn of Africa. Our graduates are the most gifted, talented linguists and warriors in any military across the globe.

At this moment we are second to none in the world in my view, and I believe that DLIFLC’s aim must be to stay at the forefront of foreign language training. DLIFLC must also be able to maintain its global edge and its comprehensive foreign language training to produce the best military linguists anywhere in the world for the next 75 years.

“Some believe the Institute is 75 years old. However, from everything I have seen since becoming the DLIFLC command sergeant major, the Institute is 75 years young.”

Ryan J. Ramsey
Command Sgt. Maj.
Ryan J. Ramsey



STUDENT OFFICERS numbered only a handful. Many had studied Japanese either at University of California, Columbia or Washington. Building at extreme left is where classes were held. Note Golden Gate Bridge in background indicating location in Bay City.

Story by Patrick Bray, photo (including caption above) from the 1946 MISLS Yearbook

WHERE IT ALL BEGAN

Just prior to and then during World War II, foreign language became associated with military intelligence missions. Before then, and dating back to the dawn of the United States as a nation, language served more of a diplomatic function, or for the practical purposes of deciphering scientific and engineering texts such as those written in French during the Napoleonic Era. In order for cadets at the U.S. Military Academy at West Point, New York, to understand their lessons, they had to be able to read French.

“At the time, all of the engineering texts, especially military engineering, were imported from France,” said Col. Greg Ebner, chair of the Department of Foreign Languages at West Point. “Initially established as an engineering school, West Point sent faculty members over to France to procure

engineering textbooks.”

West Point added more languages to its undergraduate program over the years largely based upon the geopolitical environment. Spanish was added to the curriculum following the 1846-1848 Mexican-American War and German after World War I, according to Ebner.

Some U.S. Army officers were game changers in the field of language training for enlisted troops, such as Gen. Joseph Stilwell who had been intimately involved with China since the 1920s and into World War II. He and Gen. George Marshall taught and studied Chinese as officers stationed in China and Stilwell helped establish a language program in 1924 to teach U.S. Soldiers in China the rudiments of spoken Chinese.

At the Presidio of San Francisco, considering the strained relations between Japan and the U.S. leading up to World

War II, a small group of officers with previous tours of duty in Japan recognized the need for an intelligence unit, which would be able to understand the Japanese language. This group of officers was headed by Lt. Col. John Weckerling and Capt. Kai E. Rasmussen.

It was decided that Americans of Japanese ancestry, known as Nisei, would be used to solve the linguistic problems presented by contact with Japan. After a survey of approximately 3,700 Nisei, it was found that the Americanization of the Nisei had advanced more rapidly than the public was aware. It quickly became evident that a special training school would be a necessity if the Nisei were to be used as Japanese linguists.

The search for qualified Nisei to build a curriculum in the Japanese language began. Maj. John F. Aiso and Pfc. Arthur Kaneko, were found

to be qualified linguists along with two civilian instructors, Akira Oshida and Shigeya Kihara. The four worked feverishly preparing textbooks and classroom exercises for the anticipated Japanese language course.

Utilizing an abandoned aircraft hangar at Crissy Field on the Presidio of San Francisco, the secret language school of 58 Nisei and two Caucasian students opened as the Fourth Army Intelligence School on Nov. 1, 1941, just five weeks prior to the Pearl Harbor attack. Very soon, the outbreak of the war prompted studies to intensify. Commencement found 35 of these language specialists being sent to the Pacific Theater of Operations, in the Guadalcanal and Alaska areas. At first, commanders were skeptical of the Nisei linguists, but a year later, when their work was recognized by various division and Army commanders, the

linguists received their first stripes and the commanders requisitioned for more men.

The first campaign in which the linguists proved themselves was the Battle of Guadalcanal. These language specialists were also instrumental in translating the Imperial Japanese Navy Battle Plans, which proved to be the deciding factor in the U.S. Navy’s defeat of the Japanese Fleet off the northeast coast of the Philippines in the San Bernardino Straits. The Japanese suffered almost total annihilation and the worst defeat in their naval history.

“The Nisei shortened the Pacific War by two years and saved possibly a million American lives and saved probably billions of dollars,” said Maj. Gen. Charles Willoughby, who was Gen. Douglas MacArthur’s Chief of Staff for Military Intelligence.

The success of the first few Nisei

linguists convinced the War Department to establish more Japanese-American combat units, such as the 442nd Regimental Combat Team that fought in Italy, France and Germany. On Oct. 5, 2010, the 442nd, the 100th Infantry Battalion and the Military Intelligence Service received the Congressional Gold Medal, officially recognizing the service and sacrifices of the Nisei in World War II.

The success of the language school would find it in Minnesota training even more linguists as the Military Intelligence Service Language School, and then in Monterey, California, as the Army Language School – both predecessors to the Defense Language Institute.

ORIGINAL JAPANESE LANGUAGE INSTRUCTOR REMEMBERS BRIG. GEN. WECKERLING

Story by Shigeya Kihara, edited by Patrick Bray

Editor's note: Shigeya Kihara was an original Japanese language instructor at the Fourth Army Military Intelligence School when the first class started on Nov. 1, 1941. He wrote this article about Brig. Gen. John Weckerling in 1992. This story was edited from its original version.

I went to Headquarters, Fourth Army, Presidio of San Francisco, for an interview with then Lt. Col. John Weckerling about a position as a Japanese language instructor for the Army.

It was the first time in my life I had met an Army officer.

Seated behind his desk was a handsome, distinguished looking gentleman, Lt. Col. Weckerling. There was authority, strength and integrity in his bearing and speech. Leadership was written all over him. My respect and regard for him increased during the hectic six months that I was to work for him at the Presidio.

I reported to the colonel to start my job Oct. 18, 1941. He led me down to an empty basement room in the Presidio headquarters building. There were no desks or chairs, just an empty wooden orange crate on which there was a set of Japanese-language books brought back from Tokyo by Capt. Kai Rasmussen, a former assistant attaché and Japanese language student in Tokyo.

The colonel said, "Let's go down to the school building." We parked at an empty, old, corrugated-tin abandoned

small-aircraft hangar. This was it, our Crissy Field school on the Presidio, which had no desks or chairs but did have two old Army cots.

Weckerling issued oral instructions: "Sixty Nisei Soldiers will report here in two weeks on Nov. 1, 1941. Be prepared to start training them." Turning on his heels, he did an about face, left the hangar and went back to his well-furnished office.

Weckerling came in every day to monitor our progress during the startup period before students arrived for the Fourth Army Military Intelligence School. He wanted to know if we were on the right track in our pre-class preparation and to review what we were doing. He made decisions, suggestions and approved or disapproved our preparations. He was always strong and positive and encouraged us in our hectic preparations.

At 7 a.m., Sunday, Dec. 7, 1941, Japan attacked Pearl Harbor and plunged the world into a cataclysmic war. Fortunately, the concept of using Nisei Soldiers for Japanese intelligence had also become

a reality, just five weeks before the Japanese infamy. Mission accomplished, Brig. Gen. Weckerling. Banzai.



AISO MET CHALLENGES OBSTACLES FOR MILITARY INTELLIGENCE SCHOOL

Story by Bob Britton, edited by Patrick Bray

John Aiso, originally from Southern California, passed the New York Bar exam and worked for a law firm where he practiced and studied international Japanese law. In 1936, his firm sent him to Tokyo to deal with Japanese banks. While there, Aiso studied Japanese law at Chuo University, and supplemented his income by translations, interpretations and teaching English to prominent Japanese citizens.

Aiso played an important role in the shaping of the early Military Intelligence School in 1941. He was drafted and reported for active duty in April 1941 at Fort MacArthur in San Pedro, California, and was transferred to Camp Hahn to work in the motor pool.

Shortly afterward, he and other Nisei met Capt. Kai Rasmussen, who had also recently returned from Tokyo as a Japanese language officer in the American Embassy. Rasmussen interviewed these Soldiers on their background and command of the Japanese language. He

told Aiso he was forming a secret Japanese language school – the Fourth Army Intelligence School – at the Presidio of San Francisco.

Next, Aiso found himself on orders to Crissy Field at the Presidio. He met with Lt. Col. John Weckerling, the Fourth

challenge.

Initially, he became one of the original students for the MIS course. Within days, he was made an assistant instructor and then the head instructor, where he supervised fellow instructors Akira Oshida and

Shigeya Kihara, who were both recruited for this vital mission of training Nisei Soldiers as interpreters and translators.

"It took all of Aiso's intellect, educational background, legal experiences, logic, common sense, organizational skills, drive, dedication, leadership and, most of all, his strength of character to direct and supervise the development of a curriculum, course



Lt. Col. John Aiso, second from left) receiving command from Col. Kai Rasmussen (right). (DLIFLC Munakata album archives)

of instruction, course materials, methodology and teaching schedules," said Kihara.

At the time, Aiso was still a Private 2nd Class, although some students were officers. He was later transferred to the Enlisted Reserve Corps and hired as a War Department civilian.

Army G-2, who explained more about the projected secret school.

According to John Aiso and the MIS, Weckerling put his arm on Aiso's shoulders and said, "John, your country needs you." This was the first time he heard the phrase "your country" from a high-ranking official. Aiso accepted the



THE SAVAGE & SNELLING YEARS

Edited by Patrick Bray, photos courtesy of DLIFLC archives

Nisei Soldiers doing a ruck march at Fort Snelling, Minnesota.

Summary: This article consists of excerpts from the MISLS Album 1946, which covers the period from 1942 to 1946 when the language school relocated, first to Camp Savage, Minnesota, in 1942 and later to Fort Snelling, Minnesota, in 1944. Highlights include the introduction of a collegiate system, expansion of the curriculum to include Chinese and Korean in 1945, and even more training of linguists in Japanese for the period of American occupation of Japan after World War II. In June of 1946 the school moved from Fort Snelling to Monterey, California, and was renamed the U.S. Army Language School.

Battle experience proved that intelligence corps men were essential, and the War Department fully acknowledged the importance and the need of a Military Intelligence School. It was then that the War Department decided to place the intelligence school under its direct jurisdiction. The first official Military Intelligence Service Language School (MISLS) class began in June 1942 with 200 men.

The initial Savage class represented little change from the curriculum at the Presidio of San Francisco School. It was not until the second class got under way in December 1942 that the school began to take on its special characteristics as a center of instruction in military Japanese. It has been found that to expect students to obtain a grasp of both military and general-usage language was to demand too much of them, and with the second Savage class, the stress was laid on the military side.

The third class opened in the summer of 1943, after the entire school system had been reorganized into three divisions: upper, middle and lower, according to the student's abilities.

The fourth and last Savage class, began in January 1944 and brought the School to peak size: 52 academic sections as of July 1944, with 27 civilian and 65 enlisted instructors. With this class the Upper-Middle-Lower divisions scheme was replaced by the so-called "collegiate" (for their semblance to the separate college within a university) division identified alphabetically, with no distinction among them as to student abilities. At the same time, the academic term was lengthened from six to nine months.

Naturally, this balloon-like expansion of the school required increased facilities. A gradual program of construction, which had added barracks and classrooms to the original plan, was sharply accelerated.

By the fall of 1944, the MISLS was an established service school which had turned out some 1,600 enlisted graduates, 142 officer candidates, and 53 officers, who had studied courses in reading, writing, and speaking Japanese; translation, interpretation, and interrogation; captured document analysis; heigo (Japanese military and technical terms); Japanese geography and map reading; radio monitoring; social, political, economic, and cultural background of Japan; sosho (cursive writing); and order of Battle of the Japanese army.

Despite the enlargement and improvement of Camp Savage, facilities were inadequate and overtaxed. A large part of the camp supply and administrative functions were handled through Fort Snelling. Logic and expe-



Col. Kai Rasmussen standing at Camp Savage, Minnesota

diency clearly pointed to a move to this permanent Army installation, at that time standing only partially occupied and offering by virtue of its location and facilities, many more conveniences than Camp Savage could hope to match.

The School found a new home in historic Fort Snelling, situated at the junction of the Mississippi and the Minnesota Rivers. Now the larger facilities at Fort Snelling would alleviate, to some extent, the restrictions of Savage.

The first graduation at Fort Snelling and the ninth of the School, was held in November 1944 with 382 Americans of Japanese ancestry and 11 Americans of Chinese ancestry receiving their diplomas.

The Chinese Division was organized in February of 1945 and placed under

the training school for administrative purposes. This division was distinguished from the classes of Americans of Chinese ancestry in the regular divisions. The latter were trained in the Japanese language while the Chinese Division received training in Chinese.

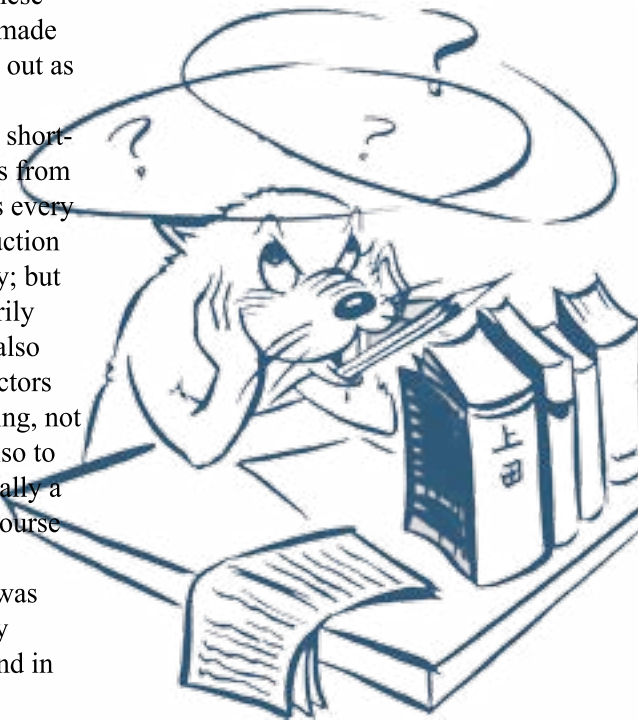
After the defeat of the German forces in Europe, all the might of the U.S. Armed Forces was turned on the Japanese enemy in the Pacific. Acceleration of operations in the Pacific meant a need for more and more linguists. At the MISLS, the only source of these linguists, every effort had to be made to prepare the men and get them out as fast as it was humanly possible.

The terms of all sections were shortened considerably, in some cases from eight to six weeks. Not only was every daylight hour dedicated to instruction and evenings to supervised study; but Saturday morning hours, ordinarily utilized for examinations, were also scheduled for instruction. Instructors were placed on duty every evening, not merely to supervise study, but also to tutor the students. This was actually a return to the former six-month course for the nine-month sections.

Subsequent to V-J Day, there was a shift in emphasis from Military Japanese to General Japanese, and in particular, to Civil Affairs

Japanese. The unconditional surrender of Japan did not in the least lessen the demand for Japanese language trained personnel. On the contrary, quantitatively and qualitatively, the demand heightend. Replacements for earlier graduates who were eligible for discharge became imperative. Civil affairs language work called for linguists of higher caliber than demanded by combat intelligence.

New courses like Civil Affairs Terms



and Japanese Government and Administration were added. New teaching materials were prepared to take care of the shift from military to civil Japanese. The job of winning the war had been finished but the job of winning the peace had yet to be accomplished.

In October 1945, a Korean language class was initiated with Lt. Calvin Kim in charge. The class started with seven enlisted men and one officer. Their major program was study of the Korean language. During the course of study, additional students were found and graduation in March 1946 added 13 men receiving diplomas.

In October 1945, MISLS had reached its peak enrollment of 1,836 students in 103 sections.

The closing chapter of Fort Snelling was highlighted with the graduation of 307 students at the 21st commencement in the School's history, and the 11th at Fort Snelling in June 1946. The MISLS had by then graduated some 6,000 men.

The indispensability of the linguists cannot be summarized in a few paragraphs. It can well be said that without the participation of these men, the U.S. forces would have battled against greater odds. Information and knowledge of the enemy obtained by these men cannot be measured in words but by the weight of victory itself.



Buildings at Fort Snelling, Minnesota



NISEI SOLDIER RECALLS LANGUAGE TRAINING

Story by retired Maj. Gene Uratsu
Edited by Patrick Bray
Photos courtesy of DLIFLC archives

Editor's note: Gene Uratsu was one of the Japanese-American (Nisei) enlisted Soldiers selected for the original secret Fourth Army Intelligence School at Crissy Field on the Presidio of San Francisco.

I was initially interviewed for Japanese language training in July 1941. On Nov. 1, 1941, the Army enrolled me in the initial class of the newly formed Japanese language course, Fourth Army Intelligence School, Presidio of San Francisco.

For me the language training did not pose any problem. However, with the attack on Pearl Harbor Dec. 7, 1941, our future in the military became shrouded in uncertainty. Nisei were under suspicion without cause during this time of darkness and confusion. We made it through and graduated in May 1942.

Upon graduation, nine other enlisted men and I were selected to become language instructors with the school that was renamed the Military Intelligence Service

WORLD WAR II

Language School. Shortly after our graduation in May, the Army relocated the school to Camp Savage, Minnesota.

Teaching did not come easy for me. None of us had prior teaching experience, nor did we receive any kind of training on the artful management of teaching. It took me several months of painful trials and tribulations to blossom into some sort of a teacher or facsimile thereof.

After one year of teaching, I volunteered for overseas duty. In the fall of 1943 I found myself with the Allied Translator and Interpreter Section with Gen. Douglas MacArthur's staff in Brisbane, Australia. My tour of duty in Brisbane was short since I volunteered for service in New Guinea. Then in April 1944, I was assigned to the 158th Reg-

imental Combat Team in New Guinea. Everything was in short supply in the combat zone except K-rations and enemy sniper fire.

Against this backdrop we interrogated prisoners of war and translated captured enemy documents for tactical information. Anything of strategic importance was noted and referred to higher headquarters.

Interpreting was fraught with dangers because two and two did not always come out to four. Often, the true meaning was hidden behind the peculiar expressions of the language involved. To be effective, one must understand what subjects are being discussed and the issue surrounding them. I am proud to say that I did a pretty good job of bridging the languages.



MIS STUDENT WITNESSED JAPANESE SURRENDER

Editor's note: Retired Col. Thomas Sakamoto, who served in World War II in the Pacific theater, witnessed the formal surrender of Japan aboard the Battleship USS Missouri Sept. 2, 1945. This is his story of that moment in history. Sakamoto graduated from the first Japanese-American language course at the Fourth Army Military Intelligence School, Crissy Field, Presidio of San Francisco, in May 1942. Then he served as an instructor when the school changed its name to the Military Intelligence Service Language School and moved to Camp Savage, Minnesota, in the spring of 1942.

Story & photo courtesy of
retired Col. Thomas Sakamoto
Edited by Patrick Bray

At 5 a.m. Sept. 2, 1945, I joined the group of Allied war correspondents as a language officer to witness the historic surrender ceremony. We boarded a destroyer at Yokohama harbor and headed for the USS Missouri, anchored in Tokyo Bay along with its sister battleships the USS New Jersey and the USS Iowa. They all pointed their huge guns toward the sky, a display of U.S. Naval power. As we approached the battleship USS Missouri, she was so huge our destroyer seemed like a row boat. In the closing months of the war, this year-old warship had bombarded Iwo Jima, Okinawa and the Japanese mainland, but today, her 16-inch guns were silent.

Once aboard the USS Missouri, we were assigned various places to stand so these newsmen could observe first hand this historical event. We were privileged to be on a sub-deck only about 30 feet from the one table on the main deck where the surrender instruments awaited signing. On one side of the main deck were the nine Allied commanders, and at other vantage points were a long line of the most senior U.S. generals, admirals and key staff officers. Throughout the battleship, hundreds of sailors crowded all other available space on the ship.

The scene was a noisy, but cheerful morning. The band blasted "Anchors Away," and everyone, particularly the sailors, was elated because the

war had finally ended, and they could finally go home. To this extent, the atmosphere was one of a celebration.

This festive moment abruptly turned to one of silence as the Japanese delegation arrived. They were stripped of their samurai swords. One could hear a pin drop. The delegation was left standing for 15 minutes, subject to hostile staring. The air was suddenly thick with feelings of animosity.

If there was ever a scene that brought home to me how sad a defeated nation can be, this was it. Of the total surrender ceremony, this 15 minutes of silence and staring impacted me more than any other portion of the ceremony. I recalled then my four years of high school education in Japan, of once proud Yamato Damashii (Japanese spirit), Bushido (ways of the samurai), and the mentality of the Japanese military.

As a Nisei, of parents prideful of all things Japanese, everything now vanished at that moment, on the deck of the Missouri in total defeat and disgrace for the Japanese people and the nation.

Japanese Foreign Minister Shigemitsu hobbled aboard on a leg injured by a terrorist many years before. He walked ever so slowly, leaning on his cane, followed by other members of the Japanese delegation.

Both Shigemitsu and his aide Toshikazu Kase were in top hat and formal suit. They appeared out of place as the U.S. mili-

tary leaders present were in their informal khaki uniforms without ties.

Then Gen. Douglas MacArthur strode into view with Admiral Chester Nimitz. He immediately summoned Gen. Jonathan Wainwright, who had surrendered to the Japanese on Corregidor, and British Gen. Arthur Percival, who had been captured with the fall of Singapore. Both were pathetically emaciated, as they had just been liberated from many years in Japanese prisoner of war camps and had been hurriedly flown to this ceremony.

Then, Lt. Gen. Richard Sutherland, MacArthur's chief of staff, began the signing ceremony. No conversation took place between the Japanese delegation and MacArthur. Sutherland motioned for Shigemitsu to come forward. Gen. Yoshinari Umezu, the chief of staff of the Japanese army followed. Throughout, it was obvious that the entire Japanese delegation members were in an extreme emotional state. Their expressions were very solemn. It was a particularly painful experience as they did not know what to expect. This was not a rehearsal.

Gen. MacArthur made a short speech, emphasizing peace and cooperation. The top generals and admirals, who lined the deck, appeared gray and in their 60s. In their faces, I could almost read that this ceremony meant not only the end of their war but a climax of their long military careers. Such was how the final chapter of this long and bitter war was written.

Col. Thomas Sakamoto witnesses the formal surrender of Japan aboard the Battleship USS Missouri Sept. 2, 1945.



DISNEY ARTIST DESIGNS MISLS LOGO



Story by Amber K. Whittington

The emblem of the MISLS Gopher is the creation of Tech. Sgt. Chris Ishii, while he was at Camp Savage in 1943. The Gopher was imprinted on stationary and publications and was given permanence in the form of a plaque. What the mule is to the Army, the lion to MGM, the Gopher is to the school.

After graduating from Chouinard School of Arts in Los Angeles, Kishio Christopher Ishii (1919-2001), was hired by Walt Disney Studios. Ishii worked on several animated films including; Fantasia, Dumbo, Donald Duck and Mickey Mouse Disney Shorts.

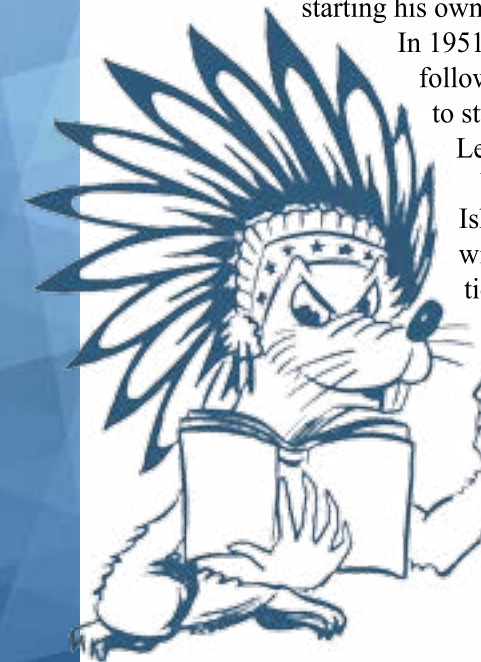
Upon the signing of Executive Order 9066, in April 1942, Ishii was forced to leave his job at Disney and was detained at the Santa Anita Assembly. After being transferred to the U.S. detention camp in Amache, Colorado, in the fall of 1942, Ishii and a small group of volunteers were recruited for the U.S. Army's Military Intelligence Service.

In 1943, Ishii was sent to Camp Savage, Minnesota, for linguist training with the Military Intelligence Service Language School. Following his training, Ishii became a military artist working for the Office of War Information and Psychological Warfare Unit in China, Burma and India from 1943 to 1946. Ishii returned to Los Angeles after the demobilization of his unit. He returned to work for Walt Disney Studio's for a short time before starting his own commercial art studio in Hollywood.

In 1951, with the support of Ishii's GI Bill, he followed his lifelong dream to move to Paris, to study at the Academie Julian with Fernand Leger.

Upon returning to New York, in 1952, Ishii worked as a freelance artist. In 1962, with two partners, he started Focus Productions and worked as director of live action and animation.

His design credits include James Thurber's "A Unicorn in the Garden," Ludwig Bemelmans' "Madeline," Woody Allen's "Annie Hall" and the Academy Award Winning "Gerald McBoing Boing."



This article consists of an excerpt from the Military Intelligence Service Language School Album 1946, which covers the period from 1942 to 1946. Other information was found in the Densho Encyclopedia.

DLIFLC CHANGES THROUGHOUT THE COLD WAR

PART 1

Story by Pfc. Ann Taylor and Patrick Bray
National Archives photo



As World War II came to a close in 1945, the Military Intelligence Language School transitioned to the Army Language School and expanded rapidly to meet the requirements of America's global commitments in the unfolding Cold War. As tension grew between the West and the Soviet Union, ALS recruited native speakers of more than 20 languages from all over the world. Russian became the largest program, followed by Chinese, Korean, and German.

With the Korean War in 1950, there were just a handful of Korean linguists and only two, Youn P. Kim and Richard Chun, were available to the U.S. Army Security Agency. According to a 2007 declassified document written by Chun, there was an urgent need for qualified linguists ahead of the North Korean invasion that had become imminent. The U.S. Army's "quick fix" was to convert Japanese into Korean linguists due to grammatical similarities between the two languages, a process called "relinguaging." The Army also recalled reservists to active duty who had Korean language skills. Though ALS increased the number of language students studying Korean, graduates were not ready before the war had reached a stalemate in July 1951.

The 1950-1953 Korean War and the following Korea-U.S. Mutual Defense Treaty of 1953 resulted in ALS developing a formal program on the Presidio of Monterey. Today, Korean is one of the largest language programs at DLIFLC.

With tensions on the rise in Vietnam, a country which had been a French colony until 1954, ALS increased students first

for the French program and then later established a Vietnamese program. U.S. security assistance efforts to the fledgling Republic of Vietnam were at first conducted in English or French.

In 1955, ALS organized a South East Asian Division: Vietnamese, Indonesian and Thai with Burmese being added in 1956. Nguyen Huu Thu was hired in June 1954, to write a basic course in Vietnamese and the first class of students arrived in May 1955. Over the next few years about 30 Soldiers each year took the basic 47-week Vietnamese course.

South Vietnamese Army 2nd Lt. Vinh Quang spoke about the importance of learning Vietnamese rather than French in a September 1960 interview while he studied at ALS.

"Vietnamese is now replacing French as the official language and the teaching of English is being substituted for French in schools," said Quang. "Vietnamese is essential as few in South Vietnam speak English. It is also desirable for social contacts."

In 1963, the costly and uncoordinated separate Army, Navy, and Air Force language programs were pulled together under one umbrella into a single, integrated system – the Defense Language Institute. The Army Language School underwent a name change to become the Defense Language Institute West Coast. Throughout the Vietnam War, DLIWC stepped up the pace in language training by opening a temporary language training center at Fort Bliss, Texas, that went on to produce 20,000 language trained service members.

In 1946 the Military Intelligence Service Language School moved from Fort Snelling, Minnesota, to the Presidio of Monterey, California. The school almost went to Japan, but was declined by Gen. Douglas MacArthur who did not have the facilities and recognized that service members would not serve full tours due to the postwar drawdown.

The Presidio of Monterey was the better option as it previously served as the civil affairs staging area for troops deploying to the Far East as part of the occupation forces. Although Japanese was the main focus in language training at first, the single-language MISLS became the multi-language Army Language School. The Army added several languages in the years following World War II.

Shortly after relocating to Monterey, the military started recruiting native speakers of European and Asian languages. Each language department's history is unique and these languages were added, to some effect, as a result of the rapidly changing military needs of a postwar world.

Col. Elliott Thorpe, the school's commandant, recognized the need for understanding the Russian-speaking world. In September 1946 the school hired a graduate student from Stanford University, Gleb Drujina, to join two other instructors to form a Russian class. Their first class began with eight students in January 1947. The looming threat of the Soviet Union and communism would see Russian grow vastly into the largest program during the Cold War.

The Truman Doctrine of March 1947 stated that the U.S. should give support to countries or peoples threatened by communism. This would keep the U.S. vested in Europe and the Far East to include aid against the Chinese communist threat. Chinese and Korean, canceled after being found unproductive in 1945 while still in Minnesota, were reinstated out of necessity. The size of the Chinese Mandarin Department has risen and fallen

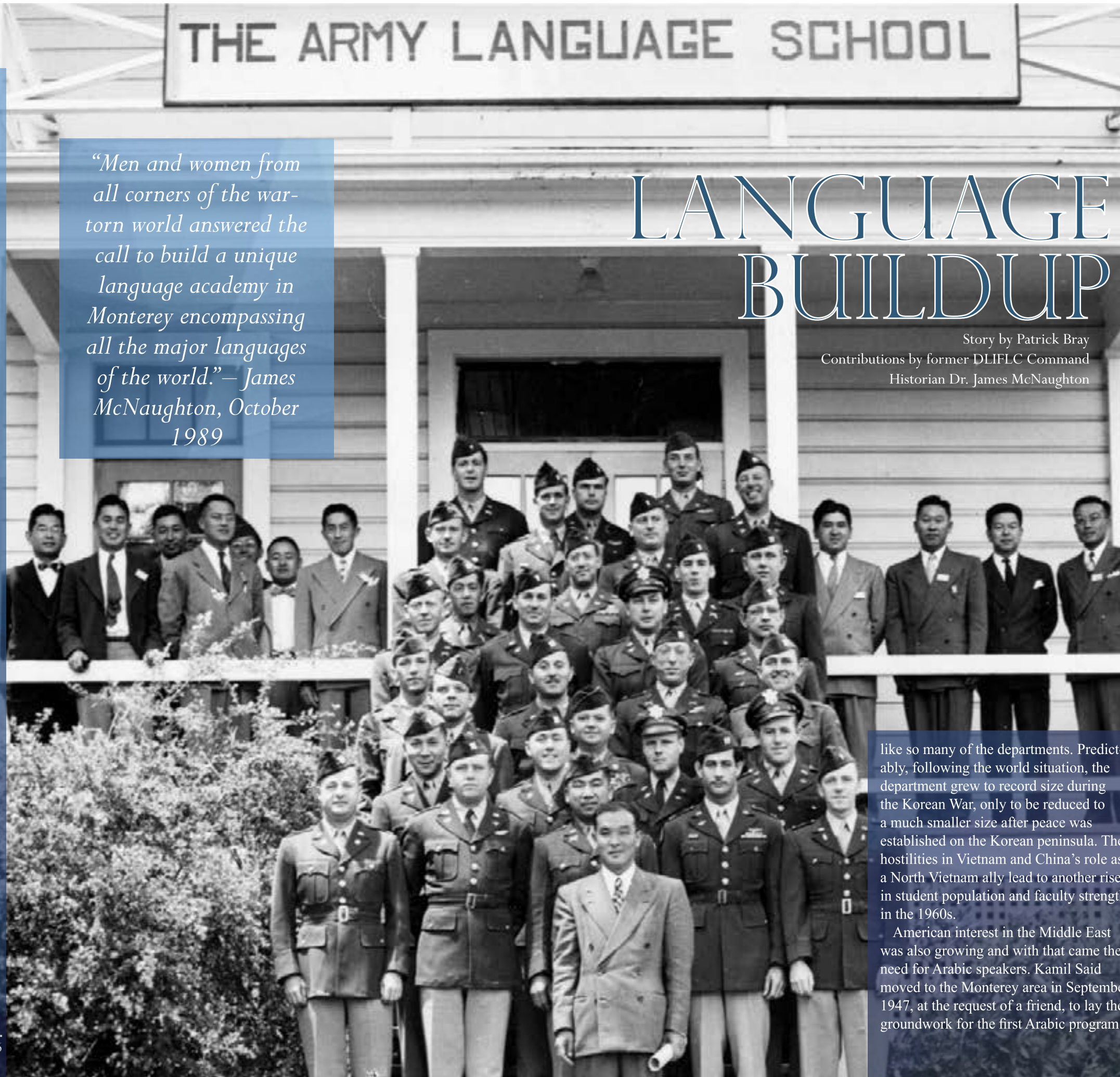
“Men and women from all corners of the war-torn world answered the call to build a unique language academy in Monterey encompassing all the major languages of the world.”—James McNaughton, October 1989

THE ARMY LANGUAGE SCHOOL

LANGUAGE BUILDUP

Story by Patrick Bray

Contributions by former DLIFLC Command Historian Dr. James McNaughton



at the Army Language School. Originally from Iraq, he came to the U.S. twice to study and stayed on at the language school in Monterey.

In 1947, Persian, Albanian, Greek and Turkish were added and organized in the same section at the school. The Persian program was put together in haste, due to geopolitical reasons and the U.S. interest in the Middle East, especially in Iran. The Persian department started with only four instructors and no textbooks or other instructional aids. Instructors relied solely on their own creativity to provide the necessary material needed for students. All materials were handwritten while tests were administered every other week.

A communist-backed insurgency prompted the U.S. to offer aid to Greece during the 1947-1949 Greek Civil War, thus beginning the Greek program.

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

The biggest challenge facing the school was finding instructors to teach these languages. Thorpe solicited for men in uniform who were speakers of Arabic, Greek, Turkish, Persian or Korean – languages particularly difficult to staff. The school placed ads in foreign language newspapers in major U.S. cities where large ethnic communities existed.

The overall growth of languages at the Army Language School is as follows:

1947 – Arabic, Persian, Turkish, Spanish, Chinese, French, Greek, Korean, Portuguese and Russian

1948 – Albanian, Czech, Bulgarian, Danish, Swedish, Hungarian, Norwegian, Romanian, Polish, Serbian-Croatian, Lithuanian and Slovenian

1950s – Burmese, Indonesian, Malay, Thai, Vietnamese, German, Italian, Chinese-Cantonese, Finnish and Ukrainian.

By 1950, the Army Language School was teaching more than 20 languages. It was also in this year that the Cold War became “hot” in Asia as Soviet-backed North Korean troops unexpectedly stormed across the 38th Parallel into South Korea which initiated the 1950-1953 Korean War.

like so many of the departments. Predictably, following the world situation, the department grew to record size during the Korean War, only to be reduced to a much smaller size after peace was established on the Korean peninsula. The hostilities in Vietnam and China's role as a North Vietnam ally lead to another rise in student population and faculty strength in the 1960s.

American interest in the Middle East was also growing and with that came the need for Arabic speakers. Kamil Said moved to the Monterey area in September 1947, at the request of a friend, to lay the groundwork for the first Arabic program

In the spring of 1946, the War Department moved the Military Intelligence Service Language School (MISLS) from Fort Snelling, Minn., to the Presidio of Monterey and renamed it the Army Language School. In September 1946, with tensions mounting between the West and the Soviet Union, the school hired Gleb Drujina, then a graduate student at Stanford University, to join Army Master Sgt. Alexander Vorobyoff, as the first two Russian-language instructors. Their first class began with eight students on Jan. 3, 1947.

ARMY LANGUAGE SCHOOL

Over the next few years, requirements for Russian linguists grew tremendously to support increased American intelligence efforts directed against the Soviet Union. Between 1950 and 1953, the faculty grew from 70 to 150. The instructors were native speakers, many of whom had lived in exile for years. Alexander Trembovsky was one. A Russian officer loyal to Nicholas II when the Bolsheviks seized power, Trembovsky fought with the White Russian Army until its defeat. Joining ALS to teach Russian in 1952, he retired from the school in 1967.

When Russian instruction began, the course length was 47 weeks. Students attended classes six hours per day and instructors rotated among classrooms to expose students to the widest variety of accents and dialects. Without commercial textbooks, instructors wrote their own and recorded listening exercises onto 78-rpm records.

In 1947, the U.S. Air Force became a separate service from the Army and had to scramble to develop its own intelligence assets. Not only did the Air Force send its personnel to ALS, but in 1950, it even persuaded ALS to offer a special six-month accelerated Russian “monitors” course for voice intercept operators. In the days before overhead surveillance systems, communications intelligence was America’s first line of defense against the Soviet threat. Army and Air Force input in Russian continued to climb after the Korean War, reaching a peak of 985 students by 1957, a figure that dwarfed the few universities with similar programs.

DEFENSE LANGUAGE INSTITUTE

Despite occasional upsets, including a staffing cutback in 1955, the ALS Russian Department continued to play an important role in national security.

In 1963, Russian faculty began training operators for the famous Washington-Moscow “hotline.” That same year, because ALS had established a reputation for excellence in foreign language instruction, the Department of Defense chose it to form the core of a new multi-service language academy to be known as the Defense Language Institute (DLI). The main campus would continue to be at the Presidio of Monterey under Army authority, although DLI headquarters and an East Coast campus, run by the U.S. Navy, were established in Washington, D.C.

In 1965, the Russian course at the West Coast arm was retooled into an “aural comprehension course.” For a short time, the Russian Department also taught a Russian stenotype course for the Army Security Agency. The program continued to fare well—a comparison between DLI Russian Basic Course graduates and Russian majors at civilian universities found the DLI graduates were far ahead.

A new academic complex of seven buildings was also completed in 1967. Its prize-winning architecture invoked a loose association with Russian styles and became known as the “Russian complex.”

After 1965, however, the Vietnam War dominated service planning and many graduates of the Russian Department were retrained in Vietnamese.

CHANGE IN THE AIR

The military services, intelligence agencies, and DLI suffered cutbacks and turmoil when the Vietnam War ended.

The 1970s saw many DLI faculty retire. The biggest change for DLI came in 1974 when the Defense Department ordered the further consolidation of military language training. DLI headquarters relocated to Monterey and merged with the West Coast Branch to become the Defense Language Institute Foreign Language Center. The following year the East Coast branch closed, but the chairman of its Russian Department transferred to Monterey to become chairman of a new Russian Advanced Department. Although DLIFLC’s “Washington Liaison Office” continued to include the Washington-Moscow hotline training section, the DLIFLC Russian Department essentially became the Defense Department’s sole source for basic Russian language training.

By the end of the 1970s, the military services were experiencing another rapid growth in Russian requirements. From fiscal 1978 to fiscal 1981, the annual student input for Russian jumped 50 percent to more than 1,500, reflecting a further deterioration of superpower relations

following the Soviet invasion of Afghanistan and the continued build-up of Soviet military power. Meanwhile, the Russian faculty developed several new nonresident courses, such as the Foreign Language Maintenance and Refresher Course, and the Training Extension Course, later renamed the Professional Development Program Extension Course.

When Presidio facilities reached full capacity in 1980, the Institute established the Lackland Operating Detachment at Lackland Air Force Base, Texas, to teach the Russian Basic Course for up to 600 Airmen at a time. Congress soon gave the Defense Department more money for constructing new Russian classrooms and school buildings in Monterey.

DLIFLC closed its Lackland branch in 1986 and transferred 50 instructors to Monterey. In the same year, the Institute reorganized the Russian program and created two schools with 10 departments and more than 200 instructors. By 1989, the student load had grown to the point that two Russian departments (later three) were shifted to the new School of Slavic Languages. In 1989, more than 60 percent of DLIFLC’s Russian Basic Course students were reaching “Level 2” in listening and reading.

REBIRTH OF RUSSIAN LANGUAGE IMPORTANCE

In 1991, the Soviet Union dissolved as the decay of its underlying economic, social, and political order brought about collapse. As a result, the U.S. military rapidly scaled down its training requirements for the Russian language. In 1992, the Institute had to lay-off 49 Russian instructors. The next year it eliminated more than 100 instructors in Russian and other languages. Russian student enrollments fell from 1,258 in 1990 to only 458 Russian students by 2000. By 1995, military needs were sufficient for only 121 instructors. Fortunately, many found new work teaching Belorussian, Ukrainian, or Serbian-Croatian, Slavic languages similar to Russian, but in greater demand. Often these instructors taught former students who were themselves returning to Monterey for “conversion” courses in which they hoped to learn another language.

These changes led to a complete reorganization of all DLIFLC’s language programs.

Russian Schools I and II became East European I and II. The two new schools had enough room to add Polish, Ukrainian, Czech, and Slovak, although Russian remained the largest. DLIFLC established new programs for Belorussian and Serbian-Croatian. In addition, the schools began team teaching and adopted “communicative” teaching methodology. Despite declining requirements, the program continued to graduate a few hundred linguists per year through the end of the century.

One of the most famous graduates was astronaut Dr. Norman Thagard, sent to

DLIFLC by the National Aeronautics and Space Administration (NASA). Thagard subsequently set an American record for continuous time in space by spending 115 days aboard the Mir space station during the spring and summer of 1995.

In 2004, with only 67 teaching staff, the Russian Basic Course merged with the Spanish program to form the European and Latin America School which resided in the 1902 era barracks buildings near Soldier Field.

In 2006, the Russian Basic Course produced only 81 graduates. This was a far cry from three schools at the height of the Cold War with 1,000 enrolled at any given time. Nevertheless, Institute officials continued to believe that Russian would remain of long-term strategic interest to the United States. In the post 9/11 era, Russian remained a critical language for communication in East/Central Asia as a lingua franca among the newly independent republics of Kazakhstan, Uzbekistan, Tajikistan, etc.

Between 2006 and 2015 the number of students graduating from the Russian Basic Course hovered at about 150 students per year. In 2014, the European and Latin American School, along with the Russian department, moved to a newly constructed facility in the central part of the Presidio to one of the three new instructional facilities constructed as a result of an expansion that occurred after 9/11.

A slow up-tick in student attendance has been felt at the Presidio, with unrest in the Ukraine and uncertain developments between Russia and its Eastern European neighbors, many of which have joined NATO and/or have become members of the European Union.

COSSACKS IN KHAKI

THE ARMY LANGUAGE SCHOOL RUSSIAN CHOIR

Story and photos courtesy of Dr. Alex Vorobiov, retired dean, DLIFLC

While vacationing in Pebble Beach in 1956, First Lady Mamie Eisenhower came upon a televised performance of more than 150 American Soldiers singing

a stirring Cossack battle song in Russian. Through further inquiries, she learned that this extraordinary amateur choral group was composed of American military students from an intensive Russian Language Course at the Army Language School, now the Defense Language Institute Foreign Language Center.

Professor Nikolai Nikolaevich Vorobiov created the Russian Choir in 1951, and turned a group of American Soldiers with no previous knowledge of Russian language or music into a meticulously-disciplined and sensitively responsive choral group that often passed for the genuine article. The Choir was known for blending subtleties of tonal color, dynamic range and balance with great vigor, vitality and near perfect diction.

Amazingly, Vorobiov did not use sheet music and taught everything by ear. Students had a songbook with Russian and English versions of each song. Vorobiov would read aloud the Russian text line by line and explain the meaning of various words and phrases, focusing on pronunciation, intonation, and inflection. He would then introduce the melody,

one line at a time, first by himself, then by designated soloists, and finally, by the entire choir. Participation in the Choir depended solely on good academic standing and the ability accurately to reproduce aural sounds. Moreover, students participated on strictly extracurricular basis and remained responsible for all of their other academic commitments and service duties.

The greatest obstacle to the Choir's sustainability and continuity was the huge turnover of members due to monthly graduations. Up to twenty percent of Choir members had to be replaced monthly, requiring Vorobiov to constantly alter musical arrangements, choruses, and harmonies. Representatives of various music guilds repeatedly wrote that they could not comprehend how Vorobiov met this challenge while continuously producing a professional sounding group with no permanent members.

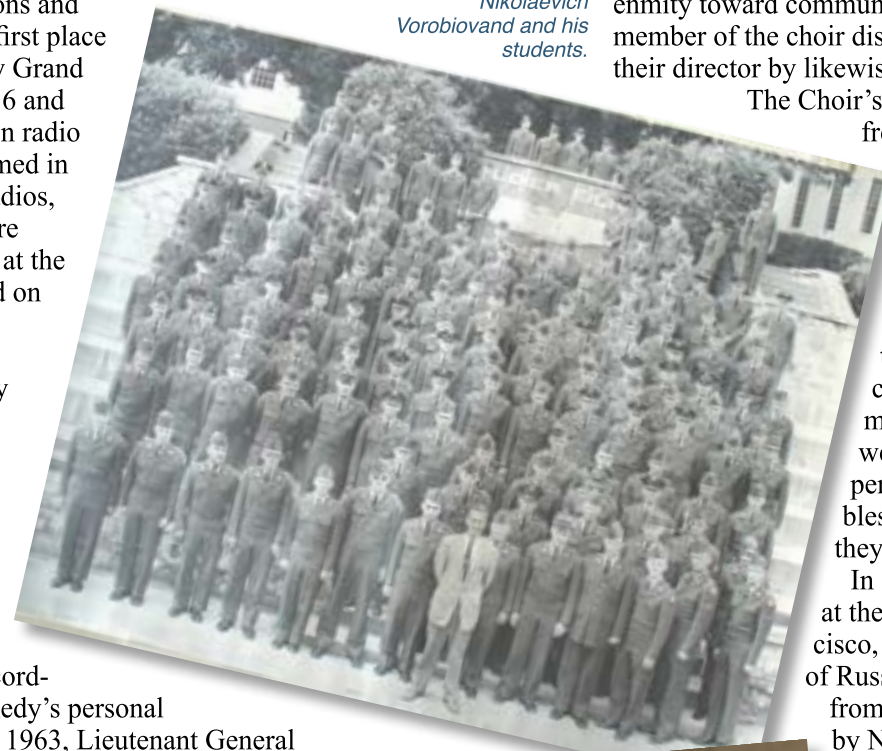
By 1954, the Russian Choir had grown from humble beginnings into over one hundred students who performed their repertoire of Old Church Slavonic liturgical hymns, lively folk and gypsy music, and thundering Cossack battle songs throughout California. Known as Cossacks in Khaki,

they gave over a hundred performances, became one of the Army's premier showpieces, and received numerous commendations and awards, including four first place finishes at the All-Army Grand Finals (1954, 1955, 1956 and 1959). They appeared on radio and television, were filmed in color by Paramount Studios, minted records, and were invited to perform both at the Seattle World's Fair and on the Ed Sullivan Show.

In 1960, Hugh M. Milton, Under Secretary of the Army, proposed that the Choir give a series of concerts in the Washington, D.C. area and, in 1963, Major General C.V. Clifton, Military Aide to the President, asked Vorobiov to provide recordings for President Kennedy's personal collection. Likewise, in 1963, Lieutenant General John L. Ryan, 6th Army Commander, requested that the Russian Choir present a farewell concert as part of his retirement ceremony. In 1964, its recordings were authorized for use by Radio Liberty in their program segment *Za Okeanom* (across the ocean).

During a visit to California in 1959, Soviet Premier Nikita Khrushchev asked the State Department to arrange for him a choral presentation. However, Professor Vorobiov, himself a former

Professor Nikolai Nikolaevich Vorobiov and his students.



cadet at the pre-revolutionary Don Cossack Cadet Academy, flatly refused. Knowing Vorobiov's enmity toward communism and the USSR, every member of the choir displayed their solidarity with their director by likewise refusing to perform.

The Choir's impact on Russians in the free world was profound, and one of the greatest tributes paid them came from Metropolitan Anastasius, head of the Russian Orthodox Church in Exile. At a dinner in his honor, the Choir gave a full-hour concert of Russian liturgical music; the aged archbishop wept openly throughout the performance and then asked to bless each member. To a man, they all agreed.

In 1954, the Choir performed at the Invalids Ball in San Francisco, a black-tie affair in honor of Russian disabled veterans from WWI which was attended by Natalie Wood, Prince and Princess Andrew Romanoff, and many other dignitaries/celebrities. To see 160 Soldiers march into the ballroom in dress uniform, stepping in cadence to six drummers and four buglers, carrying the American, ALS, and old Russian flags, while singing a famous military song from the Napoleonic Wars, was absolutely breathtaking. Old veterans were in tears and no one could believe that the Choir was not comprised of native Russians. They continued to perform at this event annually until 1962.

In 1967, after nearly two decades of widespread acclaim, this extraordinary and improbable Choir ended its journey, leaving those it touched with profound and enduring memories of the Cossacks in Khaki.

Professor Nikolai Nikolaevich Vorobiov conducting a performance with students.



Professor Nikolai Nikolaevich Vorobiov conducting a performance at Sloat Monument. (Photo courtesy of DLIFLC archives)



"I was a baritone in this Presidio of Monterey choir from 1958 to 1959. We performed in several California engagements off-campus. My most vivid memory of these is when we sang for an audience of mainly White Russian emigres at San Francisco's Masonic Center. By the end of the performance, there was barely a dry eye in that audience. Afterwards we were feted with a gala celebration during which we tried to keep up with the seasoned Russian revelers who were downing tumbler after tumbler of vodka. Imagine the challenge of showing up for Russian class at 0700 the next morning with the mother of all headaches!" ~ Michael Brien Beeson

“A TRIP AROUND

THE WORLD”

Story by Patrick Bray
Photos by Pfc. Keith R. Kallio
Courtesy of DLIFLC archives

As a result of the increase in languages in the late 1940s, more than 20 languages were being taught on the Presidio of Monterey. On April 25, 1952, the Army Language School Festival was held to celebrate this diversity of languages and cultures.

Set up inside the ALS sports arena, decorated with flags representing countries of all the languages taught, Capt. Jack Emden, an Army officer assigned to ALS and master of ceremonies for the evening, took guests on “a trip around the world,” the theme of the festival.

Students studying at ALS performed skits, songs, dances or demonstrations representative of the language they were learning. At the end of the festivities Emden reemerged onto the stage and sang American songs typical of that time period.

The idea of holding a language and culture festival lives on today at the Defense Language Institute Foreign Language Center and is known as the annual Language Day, or the one day a year that DLIFLC is open to the public and welcomes more than 6,000 visitors.

(Left) Women's Army Corps Lt. C. Aping plays the part of a hula dancer in the second part of the Japanese Department Act. She is representing the dream of a Japanese student who has become totally exhausted by homework.

(Right) Members of the Greek Honor Guard as they prepare to start their tour of the Army Language School sports arena. This guard started the program by marching in the Greek fashion and by delivering a salute to the guest of honor.



The Hungarian Department, both students and instructors, as they reach the end of their act, the Hungarian Stick Dance



The French Language Department presented a typical sidewalk café scene complete with singing and drinking.



A group of Russian instructors and students sing at the Army Language School Festival.



The Japanese Department at their table. Each language taught had separate tables symbolizing the native lands.



Polish language students rehearse “The Krakowiak”, a famous Polish folk dance.



The Serbo-Croatian Department as they conclude their contribution to the festival, including singing, dancing and playing of native instruments.



Spanish students play the role of bull and bullfighter during their contribution to the festival.



The Italian Department sing old favorite Italian songs such as “Ah Marie” from the balcony.



The Russian Department sing a typical native song as part of the department's act at the festival.



Japanese students presented a skit satirizing the life of a student in a classroom scene, playing the part of both student and instructor.



Cpl. L. Cook playing and singing a solo on the gusla, a one stringed musical instrument, as part of the Serbo-Croatian contribution to the festival.



Master of Ceremonies, Capt. Jack Emden, who guided guests for a “trip around the world,” which was the theme of the festival, is shown singing American songs at the finale.



Family of Russian faculty adorn the Russian display booth. The Russian booth was the largest of the many booths on display at the festival.



Bulgarian language students perform the “Dance of the Rose” as part of the Bulgarian Department's act.



A Japanese dance, called “Dance of the Coal Miners,” is presented by students. The featured dancer is Women's Army Corps Lt. C. Aping.



The Russian display booth at the festival was the largest of the many booths on display.



The French Language Department presented a typical sidewalk café scene complete with singing and drinking.

The origins of the Vietnamese Department at the Defense Language Institute Foreign Language Center began in the mid-1950s in response to the United States assumption of responsibility to provide security assistance to the newly independent countries of Indochina. At this time, a vital weakness of the armed services was a lack of language-qualified personnel where few American Soldiers had any measure of first-hand experience.

According to one report, the Military Advisory Assistance Group (Vietnam) “averaged less than a dozen officers and enlisted men possessing any facility in Vietnamese” in the 1950s. And while security assistance efforts to the Republic of Vietnam were first conducted in English or French, a language divide, especially in the training, existed. Lacking trained personnel who could speak Vietnamese or other languages in Southeast Asia, the Army Language School (ALS) was directed to develop a solution.

In June 1954, ALS hired Mr. Nguyen Huu Thu to write a basic course in Vietnamese. Upon completion of the course in 1955, ALS established a South East Asian Division consisting of three languages: Vietnamese, Indonesian, and Thai, and later Burmese. With a Vietnamese curriculum in place, ALS hired additional instructors and the first class of students arrived in May 1955.

Thirteen instructors taught seven sections with a total of 52 students in the first year of the program. Over the next few years, an average of 30 Soldiers per year took the 47-week course. In the mid-1960s, requirements for language training grew immensely as the level of U.S. assistance to the Republic of Vietnam expanded.

In 1963, DOD reorganized military language training and created the Defense Language Institute under Army control with its headquarters in Washington, D.C. ALS was then renamed the Defense Language Institute West Coast Branch, or DLIWC.

In March 1965, President Lyndon Johnson committed the first U.S. combat troops to South Vietnam. The Army projected student input levels for Vietnamese to rise dramatically as the services demanded familiarization training for thousands of officers and non-commissioned officers. In 1966, with growing requirements to teach Vietnamese, the Army created the DLI Support Command, later known as DLI Southwest Branch in San Antonio, Texas.

Meanwhile, at DLIWC facilities filled to capacity, prompting course development to proceed at a rapid pace. With more experience, DLIWC began teaching the Saigon dialect along with the Hanoi dialect and implemented courses lasting 37-weeks, 32-weeks, 12-weeks, and eight-weeks to meet a variety of mission needs. Language training peaked in 1968-1969 as fighting in Vietnam surged.

After the war in Vietnam, DOD reduced its requirements for Vietnamese and the DLI Vietnamese department shrank to a language branch, eventually closing entirely in 2004. While Vietnamese is currently not taught in Monterey, it is still taught through DLI’s Washington, DC, office. More than 23,000 Vietnamese language course enrollments were registered between 1962 and 1975.

ÁP AN ĐIỂN
CHỈ KHIEU BÊN CÁT
TINH BÌNH ĐƯỜNG

THE RISE & FALL

VIETNAMESE LANGUAGE TRAINING AT DLIFLC

Story by Tyler Chisman,
Command History Office Summer Intern

Training at Fort Ord, California, during the Vietnam War era. (Photo courtesy of DLIFLC archives)

WATCHING THE WORLD

Story by Ben De La Selva, DLI-Foundation honorary director

Memories of the French language course at the Defense Language Institute Foreign Language Center were faint in my head when I reported to 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, scaring 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, Japan, 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 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 Prisoner of



Left: Spc. Ben De La Selva and Spc. John Chorba, between interrogations. Dakota, Vietnam, circa 1967.

Right: Spc. Ben De La Selva in Vietnam, circa 1967.

War interrogation course in Fort Holabird, Maryland, the predecessor of Fort Huachuca, Arizona.

In August 1966, without fanfare, I made the 22-hour flight from Travis Air Force Base, California, to Saigon via a Braniff 747, with only one stop at Clark Air Base in the Philippines. On the plane, I reflected that DLIFLC 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.

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 at base camp, members of the II Section accomplished that mission by examining hundreds of photos taken by U.S. 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 was comprised of a captain, a lieutenant, a Non-Commissioned Officer 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 DLIFLC 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 pro-

cessed, 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., which 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



Staff Sgt. Robert Destatte giving a haircut to Spc. Ben De La Selva under a tent. Dakota, Vietnam, circa 1967.

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 DLIFLC; 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 DLIFLC 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 a DLIFLC 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 to report again to DLIFLC, 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 DLIFLC as a civilian to work in the Systems Development Agency, where I participated in the writing of the Spanish Basic Course.

In the following decade I worked in almost every DLIFLC directorate, including one and a half years as the Provost's Programs Manager. In 1985 I became dean to the then combined Asian and Korean Schools. In 1989 I was reassigned to the Middle East School (Arabic, Hebrew, Greek, Turkish); and from 1993 to 2005 I served as dean in East European I and East European II Schools (Russian and several Slavic languages). My last assignment as dean was with the European and Latin American School. Thus, beginning in 1985, I served for 20 consecutive years as dean of every school at DLIFLC.

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

DLIFLC TEACHER RECALLS THE FALL OF SAIGON

Story by Patrick Bray

Margarita Thao Nguyen, now a Vietnamese teacher at the Defense Language Institute Foreign Language Center, fled Vietnam during the chaos of the fall of Saigon along with her parents and siblings in April 1975 when she was 27 years old.

The family first attempted to board a ship out of Vung Tau, just south of Saigon.

"We didn't know what the future held," said Nguyen. "My father said we would take our chances on the boat. He said he would rather die in the ocean than stay in communist Saigon."

But the communists were already in the area of the seaport so the family turned back to Saigon.

"After that my brother came and said we should try to go to the airport," said Nguyen. "We went there and had to fight through the crowds because there were so many people trying to get out."

The Nguyen family was able to board a Chinook helicopter bound for Guam, but the family then became separated. Nguyen's older brother was a colonel in the South Vietnamese Army and he stayed behind to fight the communists. He would escape almost at the last minute on one of the last flights out.

Passage to Guam was not easy. The uncertainty only added to their suffering. In Guam there were rumors amongst the refugees about where they would end up. One rumor circulating said that they would be placed on an island in the Pacific to live out the rest of their days. No one knew what the future held.

"Then they put us on an airplane, but we did not know where we were going," said Nguyen.

Nguyen arrived at Fort Chaffee, Arkansas, one of four refugee centers established by the U.S. Government in 1975 under an Indochinese resettlement program called Operation New Life. She was slowly integrated into the U.S. as a political refugee and granted permanent legal residence. Almost 20 years later, in 1994, Nguyen came to teach at DLIFLC.



Margarita Nguyen on her wedding day surrounded by her family.



Spc. Ben De La Selva with display of captured weapons. Bien Hoa, Vietnam, circa 1966.

REMEMBERING THE FALLEN

Story by Tyler Chisman, Command History Office Summer Intern, photos by Amber K. Whittington

More than 40 years ago this year, U.S. military forces withdrew from the Republic of Vietnam. According to the U.S. National Archives and Records Administration, 58,220 U.S. military personnel in total were killed during the war. With the death of a service member, grief and loss extended outward across the nation to the affected families. Sadness also saturated the past assignment locations the service members were stationed prior to deployment overseas. In the case of the Defense Language Institute Foreign Language Center, 295 graduates were killed as a result of hostile action in Vietnam between January 1963 and December 1972. The fallen have been collectively memorialized with the placing of their names on large brass plaques displayed in DLIFLC headquarters. While each graduate dutifully served their country and made the ultimate sacrifice, five buildings at DLIFLC were dedicated to graduates who died in Vietnam between 1965 and 1970. The service records and the contexts surrounding the deaths of these five service members show a connection between DLIFLC and the Vietnam War and are details that remind us of the bravery and courage of the men and women in uniform who continue to serve and protect the United States.

COMBS HALL

Born on January 11, 1931, in Seaside, California, Sgt. 1st Class Alfred H. Combs, Jr., studied Vietnamese and graduated from the Defense Language Institute West Coast branch in 1963. He arrived to Vietnam as a military adviser in January 1963 and was an infantryman. Combs was killed in action on June 25, 1965 by a ground explosion. During his tour, Combs earned the Silver Star, the Bronze Star, the Air Medal, the Army Commendation Medal, and

a second oak leaf cluster to his Purple Heart, as well as three Gallantry Crosses and two Medals of Honor from the government of the Republic of Vietnam. Later in March 1970, Joan Combs unveiled a plaque displaying the name of her husband and his accomplishments as an U.S. Army Soldier during a dedication ceremony, where the Alpha Company 229th Military Intelligence Battalion Barracks Building 627 was officially memorialized as Combs Hall.



KENDALL HALL



Gunnery Sgt. George P. Kendall, Jr. was born in Missoula, Montana, on February 6, 1930. Kendall served in the U.S. Marine Corps for a total of 16 years. A veteran of the Korean War, he reenlisted in 1963 and graduated from the Vietnamese program at DLIFLC in 1967. Serving with a specialty in interrogation and translation, Kendall was involved in the pivotal Battle of Hue in February 1968. He

died as a result of small arms fire on February 4, 1968, during the battle following a successful North Vietnamese mission to destroy the Au Cuu Bridge. For his efforts in battle, Kendall was awarded the Silver Star and the Purple Heart. After his passing, the Bravo Company Barracks were dedicated in a special ceremony as Kendall Hall with his parents in attendance in June 1972.

SMITH HALL



Staff Sgt. Herbert Smith, Jr., was born in Boston, Georgia, on February 1, 1935 and enlisted in the U.S. Army in 1953 during the Korean War. In 1956 and 1961, Smith was honorably discharged, but he decided to reenlist both times. During his third enlistment, Smith was a 1964 DLIFLC graduate of the Vietnamese course. He deployed to Vietnam in December 1964. On July 8, 1965, while serving as an adviser on a relief mission, Smith was killed in a Viet Cong ambush force of superior strength while serving

as a light weapons infantry adviser. Smith's heroic actions in Vietnam earned him the Army Commendation Medal and a posthumously awarded Bronze Star for assisting his counterparts on the battlefield in organizing an effective defense against the enemy and suffering a fatal wound. In recognition of the bravery performed in defense of his country, Smith Hall was named in his honor and bears the location of a plaque highlighting his military accomplishments.

BOMAR HALL

Born in Washington, D.C., on February 18, 1940, Chief Petty Officer Frank Bomar enlisted in the U.S. Navy in 1959 and graduated from the Vietnamese course in 1967. He then served in Vietnam until his death in December 1970 as a result of wounds received from enemy fire while leading a five man ambush operation. As an adviser in a Provincial Reconnaissance Unit and a Navy Seal, Bomar had a highly decorated military record. In a span of three years from 1967-1969, Bomar earned a Silver Star, two Bronze Stars, and the Navy Commendation Medal.

Bomar was an experienced combat veteran often engaged in firefights with the enemy while leading raid operations into enemy controlled areas in hopes of recovering intelligence. With regards to his Silver Star, Bomar led his PRU force across 3,000 meters of open rice paddies, directed artillery fire until direct hits on the enemy were achieved while taking heavy small arms and automatic weapons fire from three sides. Bomar received the Bronze Star for his distinguished performance in 35 clandestine ambush and reconnaissance operations within hostile territory.



COOK HALL



The newest building to be dedicated to a service member killed in action in Vietnam is Cook Hall in 2014.

Marine Corps 1st Lt. Donald Cook attended the Army Language School, the predecessor to DLIFLC, and graduated near the top of his Mandarin Chinese class in 1961.

In December 1964, Cook became the first Marine captured in Vietnam. Col. Donald Cook, would posthumously become the recipient of this nation's highest military honor: the Medal of Honor.



Lt. Harry Rakfeldt, the first commanding officer of the U.S. Navy detachment on the Presidio of Monterey, drops anchor outside of the newly established Naval Security Group Monterey in 1976. (Photo courtesy of retired Lt. Harry Rakfeldt)

NAVY CELEBRATES 40TH ANNIVERSARY OF ANCHOR DROP

Story by Patrick Bray

About 50 Sailors and leadership from the Center for Information Dominance Unit and Defense Language Institute Foreign Language Center celebrated the 40th anniversary April 14 of the U.S. Navy dropping anchor on the Presidio of Monterey.

The U.S. Navy officially formed a detachment for their students at the Presidio in 1976 under the leadership of Lt. Harry Rakfeldt, who attended the brief ceremony aside the anchor.

In 1972, Rakfeldt arrived in Monterey as the Naval Security Group liaison and the highest ranking Navy officer on the Presidio.

“At that time we had 68 personnel. Some were over here. Some were over there,” said Rakfeldt pointing to various buildings on the Presidio. “Some were living with the Army.”

By 1975 there were more than 100 Sailors when a rear admiral from Washington, D.C., arranged for them to form a detachment. Beginning as the Naval Security Group Monterey, it has changed names over the years and today it is the Center for Information Dominance Unit.

As the first commanding officer, Rakfeldt wanted the Navy detachment to “mark its territory.” He learned of an anchor sitting on the beach at the Naval Postgraduate School, also in Monterey,

and arranged to have it moved.

“Shortly thereafter the first ever anchor on the Presidio of Monterey was set into a bed of concrete in front of the barracks. The United States Navy was here to stay and firmly anchored,” said Rakfeldt.

The anchor was set in place July 14, 1976. Rakfeldt retired from the U.S. Navy on July 31.

One detail Rakfeldt forgot when he was having the anchor moved was to inform the Army command, in charge of the installation. During his retirement the Army leadership of DLIFLC hinted at having the anchor removed, but Rakfeldt was pleased to learn it is still here today and even joined by a second anchor.



Retired U.S. Navy Lt. Harry Rakfeldt stands with Cmdr. Andy New-some beside the anchor he placed on the Presidio of Monterey in 1976. (Photo by Amber K. Whittington)

LANGUAGE OF THE “MIDDLE KINGDOM” TAUGHT IN MONTEREY

Story by Patrick Bray

Chinese is one of the oldest languages taught at the Defense Language Institute Foreign Language Center. Instruction in the Mandarin dialect dates back to 1947 and is one of the most continuous languages taught, being added shortly after the Military Intelligence Service Language School moved to Monterey, California, and became the Army Language School.

During the 1950s, the Cantonese dialect of Chinese began and was taught for approximately 30 years, but is no longer taught in residence today.

Though the size of the Chinese Mandarin language program has risen and fallen like so many other programs at the Institute, it is understandable why Mandarin has continued for almost 70 years.

As of 2010, close to a billion people in the world speak Chinese as a first language which is slightly more than 14 percent of the world’s population.

Less than one percent of the world population speaks Cantonese as a first language, comparable to the number of native Thai speakers. Resident Cantonese classes at the Presidio of Monterey never compared to Mandarin, and were discontinued in 1985, but classes are still available through DLI-Washington.

The first Mandarin class was taught as part of the MISLS curriculum at Fort Snelling, Minnesota, in 1945, but was canceled after being found unproductive. It was reinstated in Monterey in 1947 and grew to record size three years later during the Korean War.

The hostilities in Vietnam and fears of China’s role as a North Vietnam ally lead to another rise in student population and faculty strength in the 1960s. The Mandarin program slumped to a record low number of students and faculty after the U.S. and the Peoples Republic of China established diplomatic relations in 1979, only to begin another rise as China’s economy started to blossom in the late 1980s.

Students who learn Mandarin at DLIFLC will also delve deeply into 5,000 years of Chinese history and culture as

they study Chinese characters, known as hanzi, and strive to learn traditional performances such as the Dragon Dance from the Han Dynasty period beginning in 206 B.C.

Over the years, DLIFLC Mandarin students have gained a reputation on the Monterey Peninsula for bringing Chinese cultural exhibitions to the public.

Former Commandant Col. Samuel Stapleton traveled to Hong Kong in 1976 and brought back an authentic Chinese dragon. Since then the students and faculty have “danced” the department dragon before thousands of onlookers, a mainstay of DLIFLC’s annual Language Day.

In 1997, having “flown” through two decades chasing its elusive pearl, the dragon underwent much needed repairs to its glittering silk skin. These repairs allowed the dragon to dance for another 12 years until it was retired in 2009. The Chinese school now uses a new dragon.

Chinese cooking activities, that are a part of the program’s cultural activities for students, take place on a monthly basis at the Presidio’s Weckerling Center. Typically, quite a few extra “observers” attend by lunchtime, as the aromas of Gong Bao chicken and spring rolls lure visitors. The faculty spends a great deal of time guiding the students through the myriad of steps in preparing Chinese cuisine. Other cultural activities at these events include Chinese folk dances, tai chi exercises, and Chinese songs.

The core curriculum of the Mandarin Chinese program has seen vast changes, both in direction and technology.

In 1965, handouts and examinations were produced on old mimeograph machines, handwritten and rustic at best.

Even up until the 1980s most of the Chinese character texts used for Mandarin were either handwritten or typed with a Chinese-made typesetter.

Over time, the Chinese curriculum has gone from service-by-service specialized courses of the 1960s and 1970s to a dynamic course governed by final learning objective requirements accepted by all the services.

Today the Mandarin Chinese program, like other languages, is online with internet access capable of downloading the most recent news and videos in Chinese at the click of a mouse. The course has grown in length as well, from the previous 47-week basic course of the late 1980s to the present-day 64-week course.

Students of Mandarin at DLIFLC, with the coaching of their instructors, have gained a reputation of success during the Annual Mandarin Speech Contest in San Francisco. The day-long competition, the largest of its kind outside of China, is sponsored by the Chinese Language Teachers Association of California with the purpose of fostering good language skills in Mandarin.

DLIFLC students, who have been competing since 1994, regularly take the top awards in the competition that include contestants from universities such as Stanford and University California Berkeley. Each year, Mandarin Chinese instructors encourage their students to participate in the annual contest, the success of which is a source of pride for both faculty and students.

DLIFLC CHANGES THROUGHOUT THE COLD WAR

PART 2

After Vietnam, the Army consolidated all of its resident language training programs and moved the Defense Foreign Language Program headquarters to the Presidio of Monterey in 1974, and renamed it the Defense Language Institute Foreign Language Center in 1976.

In 1979, DLIFLC became an accredited institution by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The Institute became a world leader in language proficiency learning and, due to an emphasis on student learning outcomes through the Defense Language Proficiency Test, a model for accreditation of other civilian academic language programs.

By the end of the 1970's, the military services were experiencing another rapid growth in Russian requirements. From 1978 to 1981, the annual input for the Russian program jumped from 972 students to 1,500 students, reflecting a further deterioration of superpower relations following the Soviet invasion of Afghanistan and the continued build-up of Soviet military power.

When the Presidio facilities reached maximum capacity in 1980, the Institute established the Lackland Operating Detachment at Lackland Air Force Base, Texas, which enabled the Institute to teach the Russian Basic Course for up to 600 Airmen at a time. The Russian programs played an important role in national security of the United States and its allies during their long struggle with the Soviet super power.

Story by Pfc. Ann Taylor and Patrick Bray

National Archives photo by Staff Sgt. F. Lee Corkran



In 1991, the Soviet Union finally dissolved into a state of economic, social, and political collapse after more than four decades of Cold War with Western democracies. As a result, the budget of DLIFLC, as well as of the entire DOD, was slashed. Various languages were phased out between 1988 and 1992, including Pashto, Dari, and Serbian-Croatian. These languages were written off due to the belief that they likely wouldn't be needed in the future. However, even with the Cold War over, the various peacekeeping and contingency operations increased the need for linguists.



THE MCNERNEY YEARS

Story by Ben De La Selva and Natela Cutter
Illustration by Amber K. Whittington

Col. David A. McNerney was commandant of the Defense Language Institute Foreign Language Center from 1981 to 1985. He came to DLIFLC from the Training and Doctrine Command Operation Center headquarters and was acutely aware of a number of major issues affecting DLIFLC.

“I had a background in military construction, civilian personnel and organization that most commandants did not have...I was able to get a lot of things done because I knew how TRADOC worked,” said McNerney, in an interview in March 2016 at his home in Leesburg, Virginia.

McNerney was specifically aware that DLIFLC was projected to double its student population within the coming five years, from 2,500 to 5,000. Recognizing that DLIFLC possessed an abundance of dedicated talent in the staff and faculty who only needed leadership and guidance, McNerney embarked on an ambitious and comprehensive program to enhance DLIFLC.

“I realized, right of the bat, the DLI did not have the facilities to handle the classrooms or the barracks. I also knew that we were on a sub-post of Forces Command and that neither Forces Command nor TRADOC really wanted to put money into this

little post,” he explained.

With good connections at TRADOC, McNerney was soon able to arrange for a visit to DLIFLC by the deputy to the Assistant Secretary of Defense, (C3I) for Command, Control, Communication and Intelligence.

“We got him to come down and take a look at the facilities and he said ‘Dave, how would you like a \$100 million for construction? I said, ‘Thank you Sir, yes I can do that.’ It took a lot of work to get him here, but once he came, he recognized the problem.because DOD had directed that the school expand but they left it up to the Army to do the building,” explained McNerney.

The construction program initiated and carried out by McNerney reflected a wave of new construction activity that changed the face of the Presidio as no other building program had achieved before or after. His construction plan made a reality the Russian Village Complex at the southwestern tip of the Presidio; Munakata and Nicholson General Instructional Buildings; Collins Hall, the Aiso Library; Belas Dining Facility; Hobson Recreation Center, the Logistics Building, the Physical Fitness Center and 13 new dormitory buildings housing 1,350 students in two person rooms with private baths.

“I selected a small barracks design, each one holding 88 students. They were 270 square feet a piece with individual bathrooms... and we could put two women across the hall from two men, which solved some of the real problems we had,” he said.

This flurry of construction represented the largest construction effort in Monterey County in the preceding 20 years. With sheer determination and an uncanny ability to get things done, McNerney also managed to have the Army Exchange System build a new Post Exchange, and convinced TRADOC to build a new Civilian Personnel Center.

In total, McNerney facilitated the construction of 25 buildings on the Presidio during his four years as commandant.



Col. David McNerney's command photo from DLIFLC, 1981 to 1985.

McNerney realized immediately that Troop Command was not organized in accordance with the U.S. Army training policy nor was it supportive of the language learning process at DLIFLC. It consisted of three 700 person companies and was staffed with non-linguist leaders. He had the Adjutant General Branch commander replaced with a Military Intelligence officer and proceeded to replace all Platoon Sergeant and 1st Sergeant positions with language specific linguists so they could mentor their students throughout the learning process. He then reduced the company size to approximately 200 to 300 students and tied them closely to the school organization.

Additionally, McNerney worked closely with the DLIFLC civilian union leadership to clear the way for military linguists to work side-by-side with civilian faculty in DLIFLC classrooms and converted all the previous Foreign Language Training NCO/Petty Officer

positions into a new position called Military Language Instructor (MLI), to give these personnel active teaching experience under civilian faculty guidance, similar to the use of graduate students in colleges and universities.

“I wanted to give them experience and rotate the MLIs with the instructors in the classroom. There was a big fuss with the Union because the teachers said I wanted to replace the instructors (with MLIs) but I told them that they (MLIs) would never be good enough to replace the (native) instructors,” explained McNerney.

The new MLI program created a very strong demand for assignments to DLIFLC by linguist NCOs/POs since they recognized the significant career enhancement opportunity afforded by this assignment.

McNerney facilitated the construction of 25 buildings on the Presidio during his four years as commandant.

DEPARTMENTAL REORGANIZATION INTO SCHOOLS

With experience from his West Point days in teaching French, McNerney found DLIFLC instructional staff lumped into three unwieldy language groups, each headed by a “Group Chief.”

“I was not happy with that, they had three large groups for these 42 languages. I said, that is beyond normal management capability, so we broke it down to six. And then I added a seventh, ... that was a major development ...the basic organization of the school,” he said with an air of satisfaction in his voice.

For this effort, McNerney was able to get approval to reorganize into smaller language “schools,” each under a “Director,” which later became “Dean” positions.

He was also able to get TRADOC approval to change the manpower staffing level for a 33 percent increase in instructors per student. He revitalized the faculty development program for newer instructors and entered into an agreement with the Monterey Institute of International Studies for a master’s program in the Teaching of Foreign Languages for faculty members, using staff and faculty training funds for tuition.

Looking to improve not only the structure of DLIFLC but also the methods that were used to teach foreign language, McNerney was astounded to learn that much of the technology used was either vastly outdated or non-existent.

“When I came, they (students) were still carrying the reel to reel...things (recording devices) and I wanted to

move to smaller cassette recorders. By that time, the Walkman came out and we knew that half the students would go out and buy a Walkman and would use that rather than the issued ones,” he said.

“We created an office for an educational technology division because it was very apparent that instructors were building course materials but were not

The situation with the rest of the non-Latin alphabet languages was similar. For the Chinese language, there was only one person who could print characters on a machine that dated back to the 1900s.

“She would pick up one of these 7,000 characters and the cold type came up and banged on the paper and back down again. And when she was sick or on

airliner was shot down that had allegedly veered over Russian air space. The Russians denied they had shot the airliner down.

“Then President Reagan went to the United Nations. There he asked why the Russian pilot said ‘I have him in my sights... I’ve launched my missile, he is hit, he is going down’....In a few days, my friends from the Pentagon called and said ‘Dave, your language requests have been approved. You can have anything you ask for,’” McNerney said, explaining that Reagan had received the translation of the recordings just eight hours after the incident. As a result, all 12 projects were approved and large antennae were installed on the upper Presidio to receive live foreign language broadcasts via satellite.

TESTING

When McNerney arrived to DLIFLC, testing was also an unmitigated disaster with poorly written Defense Language Proficiency Tests I and II and proficiency levels that did not track with other language agencies or academic standards. Most DLPTs were published in only one version, so linguists could virtually memorize the test items over the years. Since the tests did not evaluate speaking ability, the results provided no real index of a linguist’s fluency in the foreign language.

At that time, cryptologic linguists did not have to take the DLPT. Course grades determined graduation status. McNerney persuaded the National Security Agency to support giving all students the DLPT to ensure that the test was taken seriously.

With the expertise of Dr. Martha Herzog, a third generation DLPT was produced that included a new element, an Oral Proficiency Interview. Prior to this time the test had been a recorded oral exam, but the new system involved in-person testing.

McNerney’s tenure brought about a wide range of significant improvements to DLIFLC during a period of major increase in the student population.



Craig Wilson, far left, and others helped Col. McNerney, far right, break ground for building 848, the General Instruction Facility, in 1985. Later the building was renamed Nicholson Hall.

looking forward into the future,” said McNerney, “We needed them to start thinking in terms of overhead projectors, videocassette recorders, building TV programs and using them in the classroom.”

The first thing the energetic commandant set out to do was to find word processors that could type foreign characters. He approached TRADOC with this requirement but was told that he should seek a single word processing system.

“I told them it didn’t exist. And we finally came up with four different packages and got it through TRADOC, because I knew the people back there and I kept pushing it,” said McNerney, adding that the major who helped get the funding came to visit shortly thereafter to witness “something he had never seen...a dual processor that would print in Arabic and we had one!”

vacation, we did not print any Chinese, period,” said McNerney.

Eventually, word processors were found and purchased for Chinese, Korean and Japanese, but not without thinking of innovative ways to get the proper technology purchased or imported. Video cassette recorders were purchased that could play the European speed of PAL I, PAL II and SECAM, in addition to the U.S. NTSC standard, to give students the capability to view recent video tapes from a wide range of countries. Meanwhile, video teleconferencing equipment was introduced to conduct refresher training throughout the world using DLIFLC instructors.

At one point McNerney submitted 12 proposals to TRADOC for various projects at DLIFLC, but they were rejected, with the lack of funds cited as the reason.

Shortly thereafter in 1983, a Korean

HISTORY OF THE ILR LANGUAGE PROFICIENCY SKILL LEVEL DESCRIPTIONS & SCALE

By Dr. Martha Herzog, retired dean, Evaluation & Standardization

From the back: (standing) Pardee Lowe, NSA; (Seated at table): Rick Rickerson, CIA; Jim Child, NSA; unknown; Jim Friter, FSI; Lt. Col. Dave Bauer, DLI-Wash; unknown; Maj. George Kozouz, CFFLS; Rick Thompson, DoEd; Lt. Col. Fletch Elder, DLI Wash; Kaz Shitawa, NSA; Col. James Koenig, DLIFLC commandant; Marianne Adams, FSI; unknown; Julia Petrov, CIA; unknown; unknown; Lt. Col. Matt Henrikson, DLI-Wash.

Seated back row: Jim Snow, FSI; Ben Park, FSI; Lloyd Swift, FSI; unknown; Marcelle Coulier, AID; Jim Forsyth, DLI ECB; Warren Yates, FSI; unknown (Photo courtesy of DLI-Washington)



Many have often asked how the language proficiency scale got started at the Defense Language Institute Foreign Language Center, which today sets the standard for foreign language testing in the Department of Defense.

The foreign language competence of U. S. government employees was not examined during the first 175 years of our history. However, in the 1950s, as the war with Japan was followed by the war in Korea, the United States' lack of preparation in foreign languages was recognized as a serious problem.

In 1952 the Civil Service Commission was directed to inventory the language ability of government employees and develop a register of these employees' language skills, background, and experience. Unfortunately, the Commission had

no system for conducting an inventory, no proficiency test, and no criteria for test construction. Available, instead, were employees' grades in language courses and self-reports on job applications.

Self-reports were likely to state something like "fluent in French" or "excellent in German," as there had never been standardized grading across academic institutions in this country. The Commission concluded that the government needed a system that was objective, applicable to all languages and all civil service positions, and unrelated to any particular language curriculum.

Because the academic community did not have such a system, the government had to develop its own. Initially the concept met resistance. Some government agencies feared loss of autonomy, and everyone understood that test results

could embarrass many employees who claimed to be "fluent" or "excellent."

Nevertheless, the Foreign Service Institute began to work on solving the problem under the leadership of their dean, Dr. Henry Lee Smith. He headed an interagency committee that devised a single scale ranging from 1 to 6; that is, the first scale did not distinguish among the four skills but simply rated "language." Although other government agencies lost interest for a time, FSI continued to refine the scale.

In 1955, a survey of all Foreign Service officers based on the new scale showed that fewer than half reported a level of language "useful to the service." The extent of the problem was further highlighted in 1956, when only 25 percent of entering Foreign Service Officers were tested at a "useful" level of proficiency

in any foreign language. In November of 1956, the secretary of state announced a new language policy, including the requirement that language ability "will be verified by tests." In 1958, language proficiency tests became "mandatory" for all Foreign Service Officers.

FSI's first efforts to test according to the scale were not reliable. The faculty found it difficult to apply the scale consistently, so results varied from tester to tester. Tests were considered subjective and thought to be much easier in some languages than others. However, many valuable lessons were learned from the initial tests. FSI built upon this experience to revise the scale. One extremely important decision involved changing the single scale for "language" to separate scales for each skill.

The scale was eventually standardized to six base levels, ranging from 0 (= no functional ability) to 5 (= equivalent to an educated native speaker). Equally important was the creation in 1958 of an independent testing office at FSI headed by Frank Rice and Claudia Wilds, who had studied with Professor John B. Carroll.

Carroll, then at Harvard, served as a consultant as the test was designed. The FSI Testing Unit developed a structured interview in direct support of the six-point scale. Standardized factors were developed for scoring, and the interview format ensured that all factors were tested.

The interaction of test format and rating factors was crucial to the success of the test. Emphasis on a well-structured interview reduced the problems associated with the earlier tests. The development of standardized rating factors reduced subjectivity. The factors provided a basis for testers' agreement on important aspects of test performance and helped to focus their attention during testing and rating. This innovation created the framework for checking inter-rater reliability, and a high degree of consistency in scoring resulted.

The interview soon became the standard method of testing at FSI. For many years it was known world-wide as the FSI interview, or just "the FSI." The interview and the scale gained wide recognition, and many other government agencies

adopted the system, including the Peace Corps for the testing of all its overseas volunteers. In 1968 several agencies cooperatively wrote formal descriptions of the base levels in four skills-speaking, listening, reading, and writing. The resulting scale became part of the U.S. Government Personnel Manual. The original challenge to inventory government employees' language ability could finally be met.

New developments continued. In 1976 NATO adopted a language proficiency scale related to the 1968 document. By 1985, the U. S. document had been revised under the auspices of the Inter-agency Language Roundtable (ILR) to include full descriptions of the "plus" levels that had gradually been incorporated into the scoring system. Since this time, the official Government Language Skill Level Descriptions have been known as the "ILR Scale" or the "ILR Definitions."

Although specific testing tasks and procedures now differ somewhat from one agency to another for operational reasons, all U.S. government agencies adhere to the ILR Definitions as the standard measuring stick of language proficiency.

Also in the 1980s, the American Council on the Teaching of Foreign Languages (ACTFL) developed and published for academic use Proficiency Guidelines based on the ILR definitions. Like the ILR scale, the ACTFL guidelines have undergone refinement. Adopting many of the U.S. government testing standards, ACTFL began to train educators to test according to their scale. For more than 30 years, ACTFL and the U.S. government have worked closely together to ensure that the two proficiency testing systems are complementary.

The ILR scale at DLIFLC

DLIFLC did not test according to the ILR language proficiency scale until 1981, but since that time the 11-point scale has become the foundation of every facet of the language program.

Earlier tests such as the DLPT I and II were intended to be norm-referenced. They were not statistically related to the criteria of the scale. Nevertheless, to meet reporting requirements, the scale was

lightly grafted onto the scoring system without regard to the content of the 1968 descriptors.

Examinees and user agencies noted that it was far easier to obtain a given level in one language than another, although the resulting scores did not appear to be related to perceived language competence.

By August 1981, user dissatisfaction led the General Officers Steering Committee to task DLIFLC with developing an accurate proficiency testing system in line with government standards that would include an oral exam, planned to be carried out by tester-certified instructors.

Instructors of Arabic, English, German, Korean, and Russian were initially certified to carry out the first oral proficiency exams. These testers provided the foundation for a large-scale effort to recalibrate the existing DLPTs and to develop a new battery of DLPT IIIs with specifications based on the scale.

In 1982, new conversion tables reflecting recalibration were introduced world-wide. By 1983, DLPT IIIs gradually began to replace the earlier tests. DLIFLC also played a major role on the ILR committee that revised the level descriptions and took the lead in demonstrating to the services the advantages of incorporating "plus levels" into their data systems.

As part of the DLPT III battery, speaking was officially tested for the first time. Initially, a taped speaking test was tried. However, examinee and rater frustration with this method of testing led to the implementation of the Oral Proficiency Interview for all graduating students in the mid-1980s.

The training of testers in every language led to Institute-wide familiarity with the scale. The ILR scale is used to construct specifications for the DLPTs. Multiple-choice items cover the topics and tasks associated with each pertinent level.

The ILR scale ensures comparability of scores across the many languages taught at the Institute; and, finally, it ensures comparability with the objectives and assessments across government agencies.

END OF AN ERA

THE BERLIN WALL DEDICATION

Story by Ben De La Selva, edited by Natela Cutter



More than 16 years after the fall of the Berlin Wall on Nov. 9, 1989, the Defense Language Institute Foreign Language Center dedicated a monument on Nov. 2, 2005, consisting of three 12-foot concrete slabs with graffiti, to serve as a permanent reminder of the Cold War victory over communism.

The three sections were donated by Walter Scurei, a native of Berlin who immigrated to the United States with his family in 1952 when he was a teenager. “This is a significant event for me,” Scurei said, “because I want to show young people how this country can provide anything one dreams of, and that is something we must protect. We need to remember this history and understand the value of freedom which we are defending.”

“It is entirely fitting and proper that we have a memorial for our victory in the Cold War here at DLIFLC as our graduates played a key role in tearing down this wall,” said Col. Tucker Mansager, DLIFLC commandant, who served in Berlin as an infantry lieutenant from 1986 to 1989 where the Soldiers were nicknamed “Defenders of Freedom.”

Mansager was referring to some 33,000 students who completed DLIFLC’s Russian Basic Course and some 16,000 students who completed DLIFLC’s German Basic Course during the five decades of the Cold War. Many DLIFLC graduates - cryptologists, intelligence personnel, Foreign Area Officers and others of all services - served at Field Station Berlin, Tempelhof and Marienfelde, as members of the U.S.

Military Liaison Mission Potsdam, East Germany, and in other military and diplomatic positions requiring language skills around the world.

“Our graduates not only gained information on adversaries on the other side of the Wall through their hard-won language skills, but with those same skills helped build and grow the coalition that faced down the evil of communism,” said Mansager.

As a young Soldier in Berlin, Mansager recalled that he and his fellow service members “planted the biggest American flag we could carry, to reinforce to all those around the United States’ commitment to a free Berlin, and by extension, of freedom everywhere.”

DLIFLC provost, Dr. Donald Fischer, who served a tour as DLIFLC commandant from 1989 to 1993, also addressed the guests. “The new generation of students who have to deal with languages and cultures is far different and with much different goals than we had to deal with. To those students, I say that the torch is now passed to you,” he said. Fischer served nearly 16 years of his Army career in Germany. During this time he held staff and command assignments in tactical and logistics support units.

Dozens of dignitaries were present at the observance. They included Mr. Peter Robinson, a research fellow at the Hoover Institute and former speech writer of President Ronald Reagan, Robinson’s guest, Mr. Edwin Meese, attorney general in the Reagan administration, Dr. Christiane Seebode, deputy consul

general of the German Consulate in San Francisco, and mayors and city managers of the surrounding communities. Scurei, a successful businessman from Arizona, attended the ceremony with his brother Paul Scurei, sister Victoria Novak and extended members of their family.

The three concrete slabs were donated to the Institute by Scurei after having met, by chance, the Installation Deputy Inspector General, Billy “Skip” Johnson in 2000 in Arizona.

“I was visiting my sister in Phoenix at the time, and she happened to tell me the story of her next door neighbor who had three huge slabs of the Berlin Wall in his back yard,” recounted Johnson. “I couldn’t believe it.”

“After meeting Walter and finding out that he wanted to donate the pieces to an educational institution, I suggested our Institute,” said Johnson. Scurei told Johnson that he had accidentally found the three sections of the Berlin Wall in an Arizona warehouse in 1998 and purchased them for \$9,000, which was the warehouse storage fee. He said the concrete slabs had been brought to the United States by two businessmen who had bought them from the East German secret police in 1990 for the sum of \$110,000.

“For 28 years, the Berlin Wall, 93 jagged miles of concrete and barbed wire, cut the city of Berlin apart. The Berlin

Wall was unique: instead of keeping adversaries out, it imprisoned Berlin’s own citizens and the citizens of the Eastern Bloc. For 28 years, more than 5,000 people made their escape, and more than 3,200 were arrested in the attempt to escape,” said Scurei in his speech.

The dedication plaque before the Berlin Wall is fittingly inscribed with the following words: “To those who fell trying to reach freedom, those who fell

speech writer at the time, recounted the anecdote to the audience of how this famous line became a part of history. “The President loved that line, but there was a lot of controversy over it...” he said, explaining that the entire White House apparatus, as well as the State Department, wanted the statement expunged from the speech.

“At one point,” said Robinson who was not present at the particular meeting,



Col. Tucker Mansager addressing the audience at the Berlin Wall dedication ceremony on Nov. 2, 2005. (Photo by Sal Marullo)

preserving freedom, and all who served defending freedom.”

One of the most influential statements spoken by President Ronald Reagan June 12, 1987 to Soviet President Mikhail Gorbachev is also inscribed: “Mr. Gorbachev, tear down this wall!”

Robinson, who was the President’s

the Deputy Chief of Staff Ken Duberstein “felt he had no choice but to take the matter back to the President for a final decision...and exercising all the arguments he had against it...Ken said he saw a twinkle of a light come into the President’s eyes. Ronald Reagan said, ‘Now, I’m the President, aren’t I?’ - ‘Yes, Mr.

President, we’re clear about that.’ - ‘So, I get to decide if that line stays in.’ - ‘Sir, it is your decision.’ - ‘Well then, it stays in,’” said Reagan.

“Largely because Ronald Reagan did the right thing, we have these three ugly but beautiful slabs of concrete here today, no longer in Berlin as a monument to an evil empire, but here in Monterey as a monument to American determination,” said Robinson.

Col. Tucker Mansager thanks Walter Scurei for his generous donation of the Berlin Wall to the Institute. (Photo by Sal Marullo)



Dr. Donald C. Fischer

BRINGING DLIFLC INTO THE 21ST CENTURY

Story by Natela Cutter, illustration by Amber K. Whittington
Photos courtesy of DLIFLC archives

During the last months of Col. Donald C. Fischer's command of the 8th Infantry Division Support Command in Germany in 1989, the geopolitical landscape of the world appeared to be ripping at the seams.

In the Soviet Union, glasnost and perestroika had caused open dissent among citizens; in Hungary the regime opened its border with Austria to allow East Germans to flee to the West; in Latin America, civil wars continued and the U.S. War on Drugs was in full swing; in Panama dictator Gen. Manuel Noriega was causing turmoil, while the Middle East appeared eerily quiet, with the end of the Iraq-Iran war.

After 26 years of working as a logistician in the Army, Fischer was surprised about his selection to serve as commandant of the Defense Language Institute Foreign Language Center. "Apparently, I was picked for my German experience and successful command experience,"

said Fischer, in an interview conducted at his Monterey home in March 2016.

Having spent 16 years serving in Germany, Fischer was a self-taught German speaker. Additionally, his first degree was in education, while his master's degree was in logistics management. "I have a reputation of being a person who is pretty intense," said Fischer, adding that his logistics background gave him a can-do attitude with good follow-up abilities.

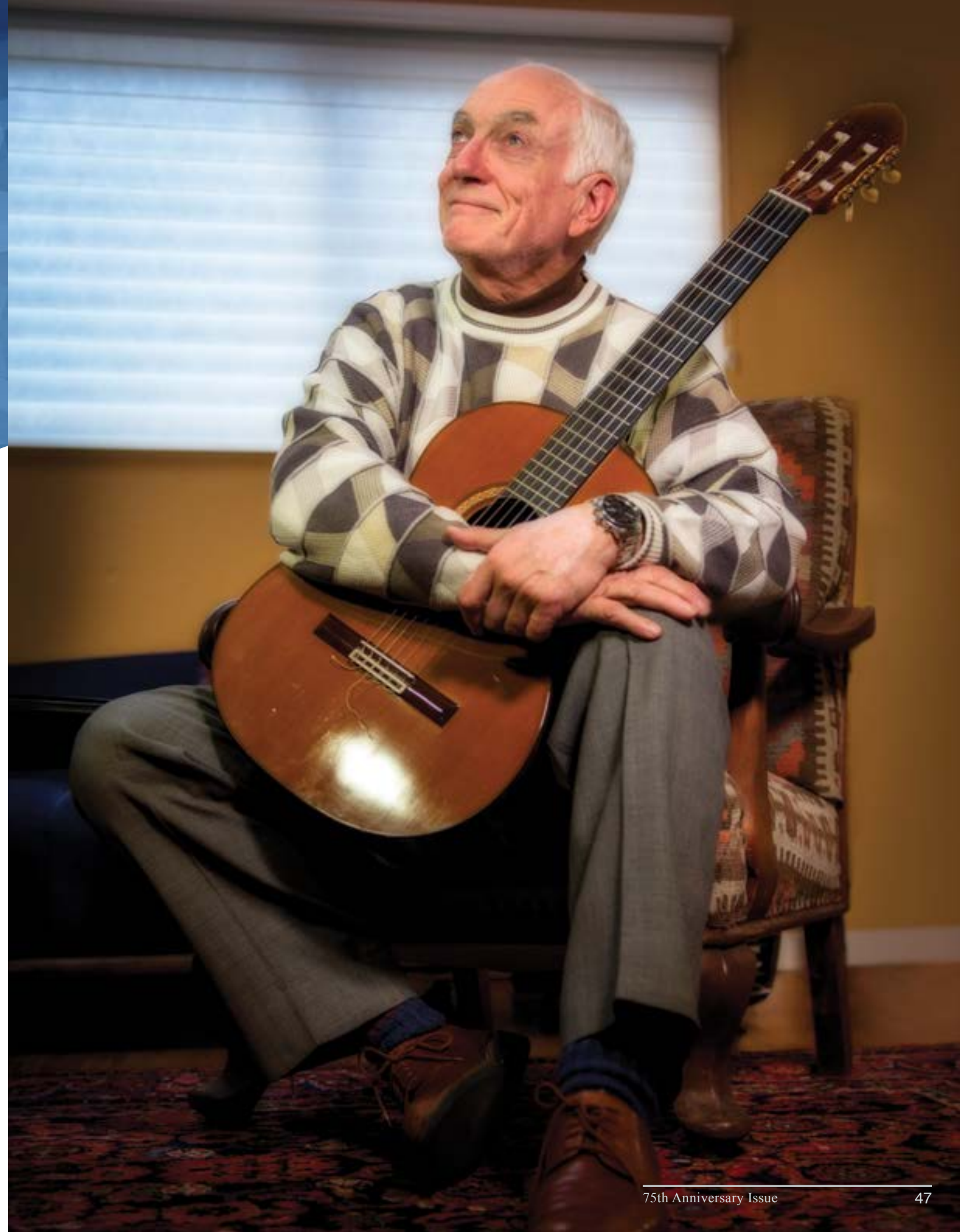
Just eight months before Fischer took on his new job, the General Officer Steering Committee had instituted a new graduation standard that required 80 percent of the students to reach a level 2 in listening and reading within four years. With this task before him, Fischer felt that the only way to achieve this ambitious goal was to make instructors more productive teachers and the students more productive learners.

Fischer lost no time in figuring out how he could improve the Institute where instructors were still mostly using

teacher-centered methods of lecturing in front of the blackboard, with sporadic use of VHS prerecorded news broadcasts as authentic materials, while students lugged box-sized cassette tape recorders, from the classrooms to their dorms and back, for listening and speaking exercises.

Fischer implemented what was called the Learner Focused Instructional Day, which emphasized student-centered instruction and introduced the concept of split sections where instructors from the teaching team would pull students out of the core class for speaking practice during that hour. At that time, many of the split sections were still conducted in teachers' offices.

Although not a DLIFLC graduate himself, he had an intuitive grasp of the learning process and the desire and skill-set to make the process more efficient. Thus, he created the concept of the 7th hour of instruction, where instructors would use that extra hour to help students with areas where they were having



difficulty.

"I added an extra hour to classroom time for supervised homework studies before they had physical fitness... They needed to get their questions answered during school hours, right on the spot," Fischer said.

With the belief that instructors also needed help in becoming better teachers, Fischer encouraged the improving of the Faculty Development Program that also included an expansion of the department's offerings, as well as more tuition assistance for those instructors who wanted to pursue higher education degrees in foreign language acquisition.

INTRODUCING COMPUTER TECHNOLOGY

The use of computer technology to assist with classroom learning was high on Fischer's list. When Apple Macintosh computers became available in 1989, as the first tool that offered object oriented programming capability in foreign language alphabets, Fischer envisioned instructors being able to create their own materials for the classroom.

"The Commandant decided that all teachers would go through the language programing training that would allow them to go back to departments and create computer assisted foreign language materials in their own languages," said Steve Koppany, who was one of the first instructors to work in the Education Technology Division that experimented with technology and organized training for instructors.

"We had computer labs and would bring in about 30 instructors at a time to train for two weeks, using lock step instruction. Three of us would train the instructors, dictating what steps had to be followed," explained Koppany, adding that about 500 completed the training, but that not all could grasp the concept of programming.

Though the Army ultimately chose the PC Windows platform over Apple Macintosh, the tone had been set for the

future of foreign language acquisition at DLIFLC.

"That's really where it all began. Computers became ubiquitous and available

RAPID RESPONSE TO WORLDWIDE CONFLICTS

From his experience in Europe and discussions in Washington D.C., Fischer was aware that DLIFLC needed to diversify its mission to include pre-deployment training for U.S. service members going abroad. DLIFLC would have to become more flexible and provide for the needs of the greater force, in line with a more volatile political situation around the world and the end of the Cold War.

In December 1989, the Panamanian legislature declared Gen. Manuel Noriega president and that the U.S. and Panama were in a state of war. Following the shooting of a U.S. Marine, President George Bush ordered

Operation Just Cause, an invasion consisting of over 25,000 Soldiers. The 82nd Airborne Division and 18th Airborne Corps had few linguists and were desperate for Spanish speakers.

"Just a couple of months after I took over, we had Operation Just Cause and so we had to send Military Language Instructors to give training and send (language survival kit) materials to the 7th Infantry Division which was going to Panama," explained Fischer speaking

about the neighboring Fort Ord, where no linguists were assigned.

It was during this time that Fischer introduced distance learning programs via satellite communications as the most practical way to teach service members who were not professional linguists, but needed to know the basics before deploying. "The first Video-Tele-Training took place in 1990 with Fort Campbell, Fort Hood and Fort Stewart and it was successful," said Fischer.

The unpredictability of world events underscored the continued need for robust intelligence to monitor developments around the world and provide sufficient warning time for American foreign policy decision makers.

When the Gulf War began just six months later, in August 1990, Fischer immediately established the Middle East Operations Center to serve as a planning body and a clearing house for all incoming requests from the field.

"We are available 24 hours a day, seven days a week for any request by the Department of Defense dealing with language training matters. This could include textbooks, tapes, a Mobile Training Teams or Video-Tele-Training," said Col. William Olds, the Institute's school secretary at the time, in a 1991 Globe magazine interview.

By the summer of 1991, the next conflict began brewing, this time in the former Yugoslavia in the Balkans, with three warring factions pitted against one another. Ironically, the Serbian-Croatian department had been closed just two years earlier, along with nine other low density languages.

The Institute had to scramble to reconstitute the department in 1993, with the conflict in Bosnia-Herzegovina in full

swing and the U.S. government's decision to get involved in trying to bring about a peace agreement, as Europe had failed to apply the pressure needed to accomplish a lasting solution.

"During my time we had Somalia, Desert Storm, Bosnia-Herzegovina, and our question every year was where was the 82nd (Airborne) going to spend Christmas? I think that we only had one year when we didn't have something really hot going on around Christmas time," said Fischer, laughing at the recollection.

SIGNING THE FACULTY PERSONNEL SYSTEM INTO LAW



Col. Donald Fischer (left) watches union leader Alfie Khalil sign a labor-management agreement in 1992 that balanced the needs of the faculty with the Institute's mission. (Photo courtesy of DLIFLC archives)

While the initial concept of creating an alternative faculty pay system for DLIFLC faculty, who by and large did not have U.S. citizenship, came up in 1981 during Col. David McNerney's tenure, the final push toward the approval of the agreement took place during Fischer's tenure.

At that time, DLIFLC faculty were part of the Civil Service, General Schedule (GS) Excepted Service, which was based on grades and step increases for every grade, and was a "Rank in Position" scheme. Thus, a GS-09 instructor could not stay in the classroom and would have

to move into a management position if promoted to GS-11. Likewise, a GS-11 supervisor could not hold an instructor position unless he/she was demoted to GS-09.

Working with the then Provost, Dr. Ray Clifford, and U.S. Representative Leon Panetta, Fischer was able to secure Congressional support and approval for the Faculty Personnel System. With this move, faculty at DLIFLC would be operating on a merit pay based and "Rank-in-Person" system that would allow them to move from one position to another (higher or lower) without the restrictions imposed by the GS system. During the initial years, the system would prove efficient, but not without glitches that would become apparent many years down the road.

The system, along with many other schoolhouse changes which Fischer implemented, would ultimately yield results. During his tenure, student attrition numbers were reduced from 40 percent to 25, while students increased their level of proficiency from 40 percent to achieving 67 percent at the L2/R2/S1+ level across languages.

Fischer, along with the civilian staff and Dr. Ray Clifford, was also able to achieve accreditation for the Institute by the Western Association of Schools and Colleges. Additionally, an agreement for cooperation with the local Monterey Peninsula College for DLIFLC students to attend courses to complete an Associate of Arts degree in foreign language was put in place.

Upon his return to DLIFLC as provost in 2005, Fischer would pick up where he left off and once again push for many of the initiatives he started in 1989, with the implementation of technology and the distribution of multiple mobile devices to every student in the classroom.



Col. Donald Fischer addresses guests at DLIFLC's 50th anniversary in 1991 at the historic Weckerling Center at the Presidio of Monterey. (Photo courtesy DLIFLC archives)

and relatively cheap, although we were paying about \$3,000 to \$4,000 per computer at the time in 1990 dollars. At that time the computers were very expensive," explained Fischer, adding that about 3,000 computers were purchased for the Institute to include equipping computer labs and offices.



THE SCHOOL THAT WENT TO WAR!

In his opening remarks at the Arabic curriculum review on Aug. 6, 1991, Col. Donald Fischer, the Defense Language Institute Foreign Language Center commandant, said the Institute’s Middle East School was, “the school that went to war.” Just a few months earlier, the 1990-1991 Gulf War had concluded. It was a conflict that would test how quickly DLIFLC could respond to an urgent language need.

For most of the Institute, Saddam Hussein’s invasion of oil rich Kuwait in August 1990 had little to no effect on everyday language instruction, but for the Middle East School, Fischer was right. Within two days of the invasion, President George H. W. Bush initiated Desert Shield, the operation that would lead up to the ground war. Soon, calls for Arabic language support began pouring into DLIFLC. Fischer held an emergency staff meeting to discuss the Middle East School’s capacity to produce linguists in high demand for the upcoming international conflict.

Story by Patrick Bray
Photos courtesy of Jason Auld
Contributions by former Command Historian Dr. James McNaughton

Managing the fast pace

Fischer established the Middle East Operations Center to serve as a planning body and a clearing house for all the requests from the field and appointed Col. William Olds, the Institute’s secretary, to direct the center. Capt. Christopher Combs, action officer for the MEOC, said the office was established to support the language training of any military organization that is, or could be, tagged for duty in the Middle East.

“We are available 24 hours a day, seven days a week for any request by the Department of Defense dealing with language training matters. This could be textbooks, tapes, mobile training teams or video tele-training,” said Combs, in a 1991 Globe magazine interview.

Calls came in from across the services asking for linguistic help. Requests came from Headquarters, Department of the Army, Navy, Marine Corps and Air Force, Electronic Security Command, Army Personnel Command, the 2nd Marine Division, from the East Coast to as near as Fort Ord, and the 7th Infantry Division.

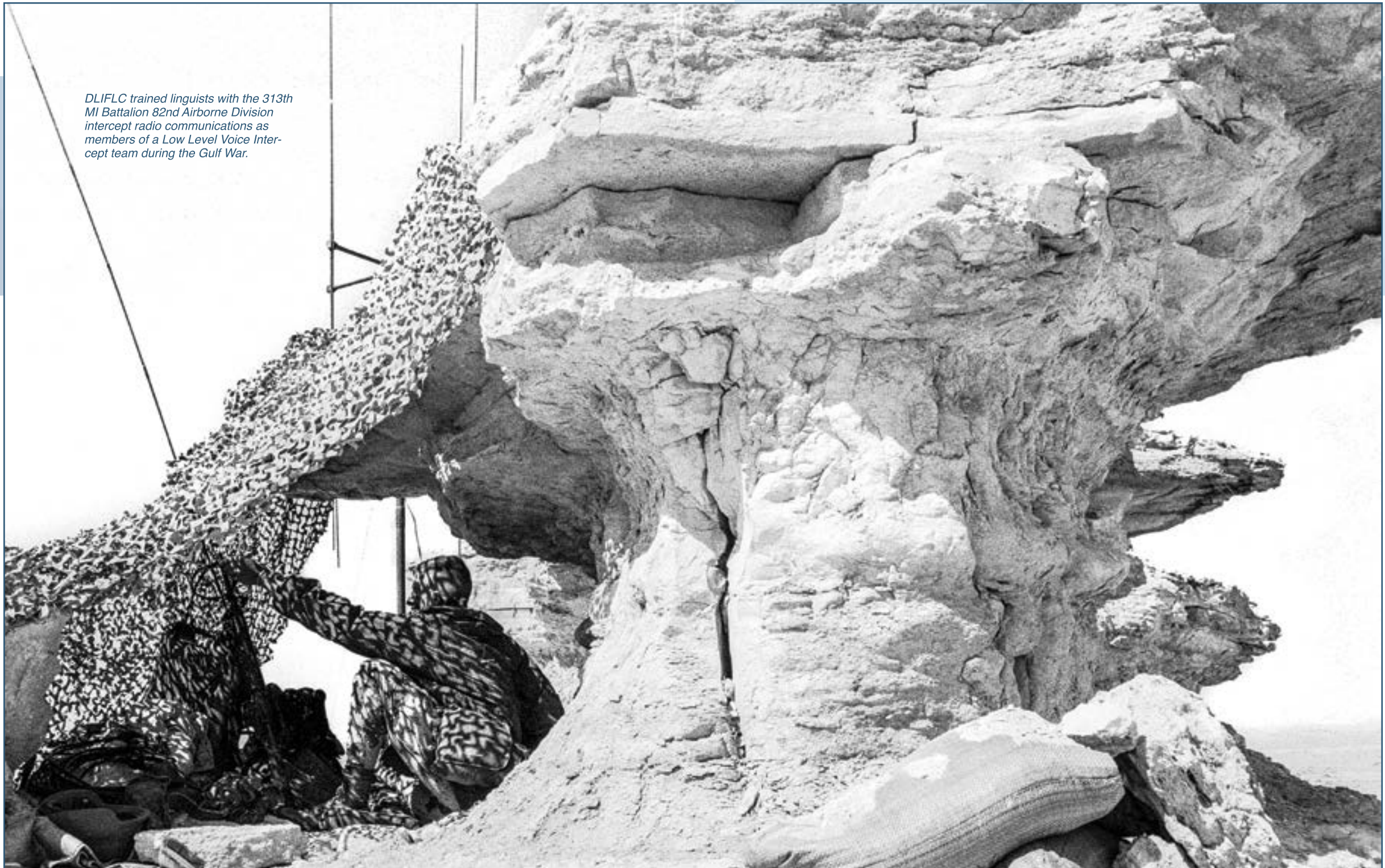
“In the beginning, the phone rang off the hook. We were even receiving calls for requests on the weekends.

Everything slowed down a bit, but if things heated up in the Middle East, we expected to be busy again,” said Combs.

A major problem identified through the Arabic linguist ranks was the fact that few had been exposed or trained in any of the Gulf (Iraqi, Kuwaiti or Saudi) dialects. Requests for predeployment materials and tapes in the Iraqi dialect came into the MEOC.

In addition to previously trained Arabic

DLIFLC trained linguists with the 313th MI Battalion 82nd Airborne Division intercept radio communications as members of a Low Level Voice Intercept team during the Gulf War.



linguists lacking mission preparedness, the current DLIFLC Modern Standard Arabic (MSA) program, at that time just 47 weeks, was only graduating 20 percent of its students with a L2/R2 score received on the Defense Language Proficiency Test. To combat Arabic linguist’s struggle to sustain language proficiency, DLIFLC was committed to sending study materials to any and all military personnel requesting them, anywhere in the world.

Deploying an Arabic MTT

On Aug. 18, 1990, about two weeks following the initiation of Operation Desert Shield, the commander of the 311th Military Intelligence Battalion at Fort Campbell, Kentucky, called Fischer to request training assistance with the Iraqi

dialect for 70 linguists of his battalion. By 4 p.m. the next day DLIFLC had tasked the Middle East School to organize several Iraqi faculty into an instructor Mobile Training Team, or MTT.

Additionally, Ben De La Selva, Middle East School dean, called Iraqi instructor Joseph Kallu at home late on Aug. 19 and instructed him to be ready to catch a flight at 6 a.m. the following morning. Kallu flew to Fort Campbell and under-

took the herculean task of giving Iraqi dialect familiarization training to the battalion linguists who supported the 101st Airborne Division. When he arrived in Kentucky, he immediately started preparing for the next morning’s class.

“I taught groups of 10 Soldiers every two hours from seven to 11 a.m. and from noon to 6 p.m. every day, including Saturday. Then, in the evening, I had to prepare for the following day,” said

Kallu, in a 1991 Globe magazine interview.

The Soldiers in Kallu’s course were former DLIFLC students who had taken Modern Standard Arabic and the Egyptian or Syrian dialect. Out of the 70, only one had studied the Iraqi dialect. The two-week course dealt mainly with military vocabulary, terms for equipment and tactical use of the language. Kallu described tactical use as “what a person must speak in daily life.”

After Kallu finished each two-hour session, the linguists received instruction via Video Tele-Training from Fort Ord, California. There, the DLIFLC team of Ted Horn, Margaret Kelaita and Howard Rowland, plus retirees on contract Jamil Hanna and Albert Daoud, prepared and delivered tailored Iraqi interrogation scenarios to the Soldiers. The instructors hoped they were able to give the students enough skills to at least begin to elicit information from Iraqi speakers.

The first hour of instruction was put together just an hour and a half before the start of the lesson. Each subsequent lesson was planned one day

before it was taught. Kallu observed and supplemented the instruction at Fort Campbell as one or two instructors taught via satellite at Fort Ord.

The feedback they received from the students was highly favorable. The assistant division commander and the battalion commander were thoroughly impressed and praised the two-week MTT-VTT combination effort carried out by DLIFLC instructors.

Evaluating
the Reserves

In early August 1990, the Middle East School received a “heads up” call that the Reserves would be requesting telephonic testing of their linguists to determine their current level of proficiency in Modern Standard Arabic and one or more Arabic dialects, such as Egyptian, Syrian or Iraqi.

The DLIFLC Testing Division passed the requirement to the Middle East School, which in turn formed a team of four certified testers. The team members, Bahgat Malek, Nagib Sedrak, Jalal Gharfeh and Salwa Halabi were involved in course development at the time but could be easily freed to heavy testing duties without disturbing classroom instruction. When testing began it became obvious to the testers that the reservists were extremely motivated, and some of them reached speaking level 2 or higher.

As expected, the number of reservists identified for testing continued to grow through the entire duration of the Gulf War. Though these undertakings put some strain on the Middle East School, the Arabic faculty responded quickly and enthusiastically to all the tasks, according to the school dean, Ben De La Selva.

Rising to the occasion

As testament to how quickly the Institute could react, at the conclusion of the first month of Operation Desert Shield in mid-September, DLIFLC had already deployed 10 military linguists, distributed 751 sets of the Sinai Orientation program, 339 sets of Saudi Headstart, 188 dictionaries, 35 Iraqi dialect textbooks; sent a Mobile Training Team to Fort Campbell and started Video Tele-Training for the 101st Airborne Division. The cost for



Pfc. Craig Jackson of the 313th MI Battalion 82nd Airborne Division conducting voice intercept training at Fort Bragg, North Carolina, in 1990 prior to Operations Desert Shield and Storm.

unique programs were developed and applied within three months of U.S. involvement in the Middle East.

In December 1990, a five man team from DLIFLC went to Kuwait, headed by Fischer, and took a thorough tour of all U.S. Army Military Intelligence units with defensive linguists assigned. Their findings identified hundreds of linguists wanting language sustainment materials. The team also used their trip experience to further develop a “crash” course to help prepare deploying units.

DLIFLC’s involvement throughout the Gulf War varied from producing linguists on a short term notice to providing language materials to existing

linguists and further educating all available linguists to make U.S. forces more prepared for the mission when deployed. Linguists from all services, especially the ones in non-cryptologic assignments, played an important role in the coalition victory over Saddam Hussein’s forces by serving at entry level positions and doing their jobs in negotiations between U.S. generals and top Iraqi commanders, and working the Prisoners of War interrogation issues. The war created an array of challenges for DLIFLC’s training system and service members who were called upon to attain and maintain a high level of language proficiency in a variety of dialects. And all admirably rose to the occasion.

training materials, shipping costs and tele-training had reached more than \$30,000.

“This just goes to show that, even though DLI is not a tactical unit, we are still able to respond overnight to a crisis,” said Olds.

Because of the long lead time required to produce proficient Arabic linguists, 18 months from start to finish, to include 63 weeks of MSA and technical training, DLI-Washington staff worked to develop special courses in Washington, D.C., to teach the Iraqi dialect to other Arabic linguists and a short course of Modern Standard Arabic specifically designed for branch qualified linguists who were proficient in other languages. These

LANGUAGE SKILLS
SAVE LIVES

RECALLING
THE GULF WAR



Story by Patrick Bray, photo courtesy of Sgt. Maj. James Southern

Sgt. Maj. James Southern (far left), who was a Specialist at the time, speaks with a Bedouin family near the village of Al Nasiriyah, Iraq, as the Gulf War began.

In the early morning hours on Feb. 24, 1991, five Arabic linguists of the 311th Military Intelligence Battalion attached to the 187th Infantry Regiment, 101st Airborne Division exited their helicopter 155 miles inside Iraqi territory.

The team had just reached their destination after the largest and deepest air assault in history. They expected to meet up with their comrades of the 101st in order to carry out their mission to isolate and destroy Saddam Hussein’s elite Republican Guard Divisions as they retreated from Kuwait.

“No one was there,” said Sgt. Maj. James Southern, the provost Sergeant Major at the Defense Language Institute Foreign Language Center, recounting his experience during the 1990-1991 Gulf War as an Arabic linguist. “A sandstorm had temporarily grounded most of the other helicopters and we were uncomfortably alone.”

“As the sun rose that morning, we looked up at the ridgeline to the south and saw an endless line of Russian T-72 tanks that belonged to the Hammurabi Republican Guard Division. I had two AT-4 (anti-tank) launchers and a bandolier full of 40mm rounds for my M203 grenade launcher. Our small team quickly assessed that this was not a good situation and decided to dig in, hoping that we would not be discovered,” said Southern.

Luckily for the five men, the sun also brought in a slew of A-10 Warthog planes. “They systematically destroyed all the T-72s on the ridge as we stood up and cheered from

our trench,” said Southern, with a smile.

“Almost simultaneously, helicopters began to fill the skies as they dropped off load after load of “Rakkasans,” the nickname Japanese soldiers used for airborne warriors of the 187th Combat Infantry Regiment during WWII.

Following the battle, Southern and other Arabic linguists found themselves using their language skills with the locals in a rural farming area near the village of Al Nasiriyah and soon befriended a nearby Bedouin family. Southern quickly made friends with a little boy at the time, and they spent hours teaching one another English and Iraqi Arabic. The friendship would pay off.

“Being able to communicate with them helped us understand what was going on in the village and who might be a threat. Inevitably, we ended up protecting each other because they would tell us of potential danger and we could make sure that harm did not come to them,” explained Southern.

“Much of the work on the ground during those days involved having the linguistic ability to assist with search and rescue operations, and to support humanitarian assistance such as coordinating food and water distribution for displaced Iraqis and providing medical assistance to returning Kuwaitis who had been captured by retreating Iraqi forces,” he said.

“One day a helicopter was shot down and was tangled in some power lines. All of the sudden hundreds of villagers showed up to see what had happened. By the time

our team arrived, the locals were yelling at them. It was very tense, but as soon as I started speaking Arabic, standing in the midst of the crowd asking for their elder, they immediately calmed down,” said Southern.

Before the ground war began, Southern and a number of his Arabic-speaking comrades were able to save hundreds of Iraqi lives by speaking with them over strands of concertina wire every evening. The so-called “Million-Man Army,” according to Saddam Hussein, was actually a gaggle of farmers, who were forced into taking up arms.

“Strands of barbed wire had been placed in front of them, while behind them were landmines, so they couldn’t run away from the front lines,” explained Southern. “Every evening we would go talk with them and tell them what they should do when the fighting started. We told them that they should lay down their arms and put their hands in the air,” which is exactly what they did, he said.

“On the first day of the ground invasion, our troops entered Iraq unopposed as thousands of Iraqi conscript soldiers simply surrendered.”

“I think we saved countless Iraqi lives that way,” said Southern, with a degree of satisfaction in his voice. “Honestly, 99 percent of our job is to enable communication and mutual understanding to prevent the loss of life, and language is such a vital tool to reach that goal,” he said.

SPEAKING IN THE SAND

Story & photo courtesy of
Lt. Col. Rick Francona,
DLIFLC graduate &
Hall of Fame inductee

Retired Lieutenant Colonel Rick Francona is an acknowledged Middle East expert and a frequent military analyst commentator on CNN. Francona graduated from the Arabic Basic Course in 1974 and was hand-picked by Gen. Norman Schwarzkopf to be his interpreter during the Gulf War. His assignments include the National Security Agency, the Defense Intelligence Agency, and the Central Intelligence Agency, with tours of duty in Iraq, Syria, Jordan, Lebanon, and Saudi Arabia.



Immediately following the Iraqi invasion of Kuwait in August 1990 and throughout the Gulf War, Lt. Col. Francona was deployed to the Gulf as the advisor on Iraqi armed forces and personal interpreter to commander in chief of the U.S. Central Command, General Norman Schwarzkopf. As such, he was the lead interpreter for the ceasefire talks with the Iraqi military at Salwan, Iraq, in March 1991.

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 col-

leagues, 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.

DLIFLC PROVIDES RAPID RESPONSE LANGUAGE NEEDS IN SOMALIA

Story by Tyler Chisman, Command History Office Summer Intern

In 1991, Southern Somalia collapsed into civil war and hundreds of thousands of people were displaced from their homes. A refugee crisis ensued with the United Nations estimating in 1992 that 2.5 million people may die of starvation.

In a major international peacekeeping effort, U.S. troops were charged to lead a multinational force to create a protected environment for the distribution of humanitarian aid to Somalis. Carrying out the mission in a successful manner however meant face-to-face communication with the populace. Thus, the Defense Language Institute Foreign Language Center assisted deployed forces with language materials to open the lines of communication.

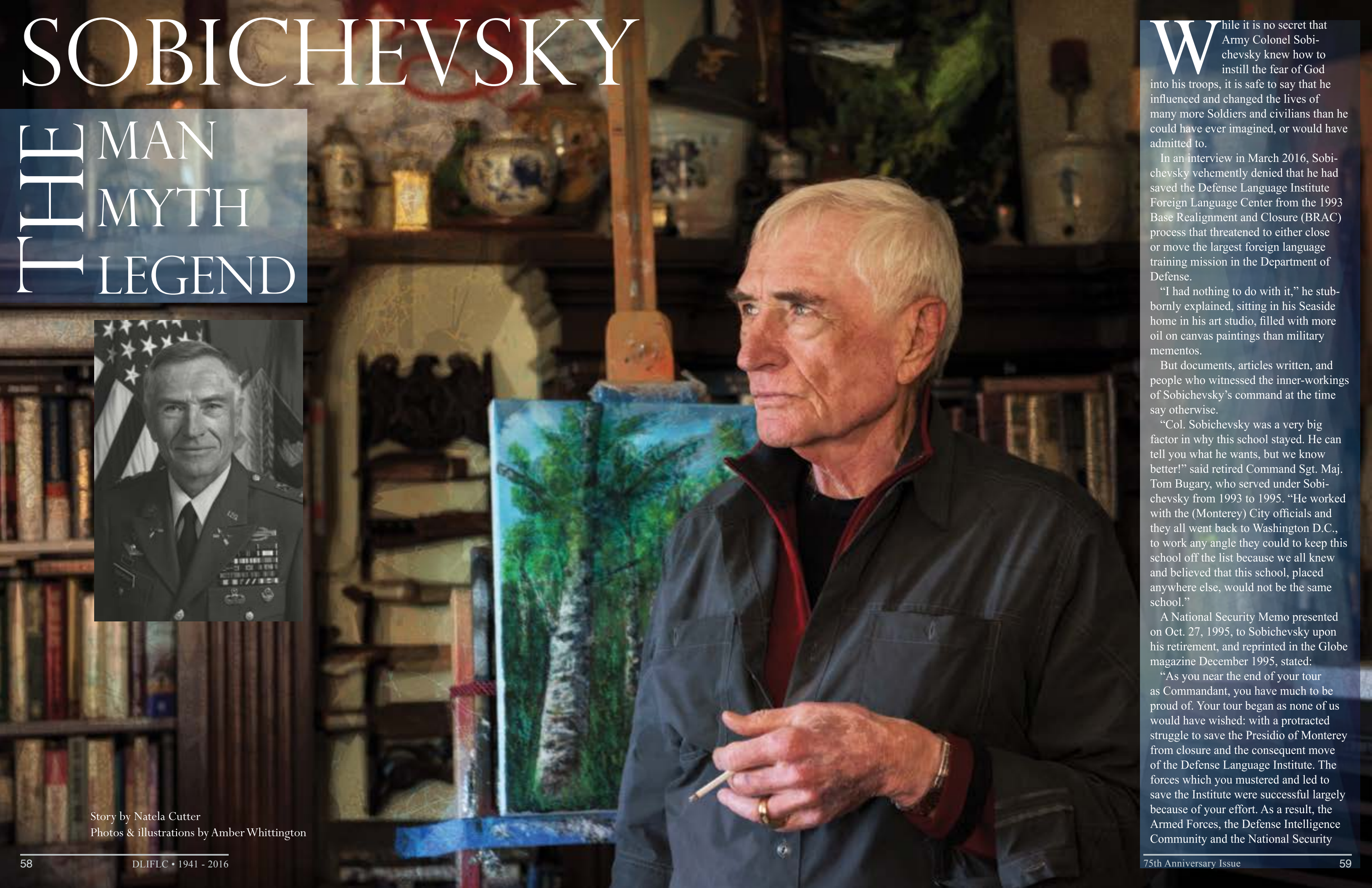
Only nine Soldiers in the entire U.S. Army could speak Somali at the time. The DLIFLC Language Program Coordination Office found a Soldier stationed at nearby Fort Ord who spoke Somali and agreed to help rapidly develop phrase books, audio tapes, and video tapes for the troops in Somalia.

In the span of two days, DLIFLC greatly assisted with providing language materials intended for U.S. troops in Somalia. The phrase books were titled the SIS Guide: Surviving in Somali and

contained 70 essential phrases that were meant to equip troops with basic communication skills. The companion book, SIS Guide: Surviving in Somali #2 provided an expanded 250 phrases and incorporated basic scenarios into the text. The sections of the SIS #2 book were Basic Expressions, Personnel and Identification, Time, Distance, and Places; Signs and Transportation, Weapons and General Security, Medical and Sanitation, and Distribution of food and supplies.

From its involvement in assisting humanitarian efforts in Somalia, DLIFLC was an essential part of the U.S. forces team effort. DLIFLC rapidly responded to a language need, provided necessary materials for service members, and enhanced the capability to respond to predeployment forces in a timely manner. Thousands of Somali phrase books and tapes were sent in an attempt to help a divided country on the brink of chaos.

To continue assisting the humanitarian mission and the Somali people, DLIFLC sent instructor Mobile Training Teams to Fort Drum, while it used Virtual Tele-Training, or distance learning, to train deploying Soldiers at Fort Bragg, North Carolina, Fort Campbell, Kentucky, and Fort Hood, Texas.



SOBICHEVSKY

THE MAN THE MYTH THE LEGEND



Story by Natela Cutter
Photos & illustrations by Amber Whittington

While it is no secret that Army Colonel Sobichevsky knew how to instill the fear of God into his troops, it is safe to say that he influenced and changed the lives of many more Soldiers and civilians than he could have ever imagined, or would have admitted to.

In an interview in March 2016, Sobichevsky vehemently denied that he had saved the Defense Language Institute Foreign Language Center from the 1993 Base Realignment and Closure (BRAC) process that threatened to either close or move the largest foreign language training mission in the Department of Defense.

“I had nothing to do with it,” he stubbornly explained, sitting in his Seaside home in his art studio, filled with more oil on canvas paintings than military mementos.

But documents, articles written, and people who witnessed the inner-workings of Sobichevsky’s command at the time say otherwise.

“Col. Sobichevsky was a very big factor in why this school stayed. He can tell you what he wants, but we know better!” said retired Command Sgt. Maj. Tom Bugary, who served under Sobichevsky from 1993 to 1995. “He worked with the (Monterey) City officials and they all went back to Washington D.C., to work any angle they could to keep this school off the list because we all knew and believed that this school, placed anywhere else, would not be the same school.”

A National Security Memo presented on Oct. 27, 1995, to Sobichevsky upon his retirement, and reprinted in the *Globe* magazine December 1995, stated:

“As you near the end of your tour as Commandant, you have much to be proud of. Your tour began as none of us would have wished: with a protracted struggle to save the Presidio of Monterey from closure and the consequent move of the Defense Language Institute. The forces which you mustered and led to save the Institute were successful largely because of your effort. As a result, the Armed Forces, the Defense Intelligence Community and the National Security

Establishment were spared the years of disruption that would inevitably have resulted from such a move.”

Selected by DOD’s joint service selection board, Sobichevsky was assigned to serve as commandant of DLIFLC and installation commander of the Presidio of Monterey and Fort Ord in 1992. With the deactivation of the 7th Infantry Division at Fort Ord, a major general command, Sobichevsky was charged with dismantling an installation that was home to some 31,000 Soldiers and dependent civilians, and the reestablishment of a garrison with its functions on the Presidio to serve the smaller joint military population.

Facing this colossal task, in January 1993, immediately after his assumption of command at the Presidio of Monterey, DLIFLC was placed on the BRAC list. If closed, the decision would leave some 1,400 foreign language instructors without a job, and some 3,000 Soldiers, Sailors, Airmen and Marines without a vital skill set.

Sobichevsky’s first challenge was to convince the BRAC Commission that DLIFLC maintained a worthwhile mission, critical for its customers in the DOD and not replicable in any other place because of the variety of foreign language instructors who are drawn from the multicultural communities of Northern California.

With prior experience at DLIFLC dating back to 1987 when he was assistant dean of the School of East European Languages, and then acting chief of staff, Sobichevsky was prepared to demonstrate DLIFLC’s value to the BRAC Commission with a well-planned visit to multiple language schools, knowing that the instructors and students would win them over.

“We teach better, in more languages,

and with more students than any other intensive language-training program in the world. The quality and quantity of foreign language training at DLI is not replicable by any other program in the country,” said Sobichevsky, in a 1995 Globe magazine article.

In a document called the Critical Facts about DLIFLC, produced for the BRAC Commission by staff members, Sobi-

to the Army was convincing the Army Training and Doctrine Command, or TRADOC that the new addition to its organization was worth going out on a limb for, now that the Institute was no longer considered a part of the Fort Ord installation that fell under Forces Command.

In his interview, Sobichevsky recounted how he convinced TRADOC Gen. Fred-

erick Franks to visit DLIFLC by arranging to brief him about the Institute along with his Assistant Commandant, Air Force Lt. Col. Ron Bergquist.

“I am loud and Ron had a soft melodic voice,” said Sobichevsky, explaining that not many colonels had the opportunity to brief a four star general during those times. “When we were done, Franks just kept staring and then slapped the table saying ‘California,’ as he called me, ‘I’m coming over to see you and the school!’”

When Franks came, Sobichevsky arranged for him to eat in the mess hall with the students. “Maybe I overdid it....but he ate the Soldiers’ food, good food. And then one of our Russian teachers brought in the Russian choir, dressed in costume and they sang lively Russian songs,” adding that Franks could hardly believe his ears and

eyes. “I turned him around for DLI.”

Even before the 1993 BRAC Commission voted unanimously to retain DLIFLC in June of that year, Sobichevsky had plans to reorganize the Institute, seeing the need for increased proficiency results and a change in the variety of languages taught in the post-Cold War era.

“He firmly believed that U.S. armed forces would require both greater numbers and better trained linguists. He also saw an increasing need to respond to more crises in widely separated and linguistically different parts of the world



Retired Col. Vladimir Sobichevsky in his home in Seaside, California, surrounded by hundreds of his paintings and military memorabilia.

Sobichevsky. “And then we moved the schools around...It caused panic.”

Sobichevsky also implemented an idea from a previous commandant called team teaching. “Six instructors would teach together and in theory, they would gather at the end of the day and consult about how to improve,” he explained. In reality, this move placed the responsibility of the success of the students squarely on the shoulders of the instructor teams.

“The result was the raising of the foreign language proficiency results in Reading, Listening and Speaking. ...not a great elevation, but a significant elevation since the beginning of DLI,” said Sobichevsky. In fact, by 1995 when he left command, proficiency rates at DLIFLC had gone up by 11.5 percent, unprecedented since the inception of the school in 1941.

Other improvements were made by efforts to “spearhead the vigorous pursuit of technological innovation and the opening of the newly created LingNet computer bulletin board to Internet access, that positioned DLIFLC at the leading edge of TRADOC’s efforts to create a “wall-less classroom” environment,” described Busch in his article. This move ultimately led to “the providing of top quality language sustain-

than was the case during the Cold War,” wrote Col. Robert Busch, assistant commandant, in a December 1995 Globe magazine.

Realizing that the placing of DLIFLC on the BRAC list was most likely the Institute’s first brush with the changing times, Sobichevsky wanted to BRAC-proof the Presidio of Monterey by making it impossible to replicate, as well as making it financially affordable for the Army to keep DLIFLC in Monterey.

“I sat down with my colonels and the Provost,” recalled Sobichevsky. “We thought: how to change the relaxed atmosphere to an urgent atmosphere and we beat this to death. We (finally) decided that we needed to shake up the ship in a drastic manner,” he said.

With language quotas being dictated by the needs of the services, languages that were once in high demand such as Russian, Polish or Czech were no longer needed in such great numbers, while events in the Middle East in the aftermath of the Gulf War created a high demand for Arabic.

“The deans were wonderful people, but some of them had been there for more than a decade...We switched them around and put the Russian dean in the Arabic school, and so on,” explained



Col. Vladimir Sobichevsky receiving the Outstanding Complaints Program Management Award from TRADOC Gen. Frederick Franks. (Photo courtesy of DLIFLC archives)



Col. Vladimir Sobichevsky escorting generals into DLIFLC Headquarters. (Photo courtesy of DLIFLC archives)

ment training for DOD at a reasonable cost.”

Aware that reducing the costs of running both DLIFLC and the neighboring Naval Postgraduate School would be essential for the survival of both in the future,

“Sobichevsky rallied his staff and produced a set of Inter-service Support Agreements with the Navy. The resulting ISA, the largest in TRADOC’s 20-year history, saved DLIFLC \$683,000 in annual operating costs and another \$513,000 in contracting and supplies. This set of ISAs eliminated duplicate property management,” further explained Busch.

Today, DLIFLC and NPS both have agreements with the City of Monterey Public Works that allow two of the most vital military installations on the Peninsula to save millions of dollars per year in maintenance fees.

Only months after his interview, Sobichevsky, 78, passed away on July 13. Behind him he leaves a legacy of nearly 40 years of military service, mostly with Special Forces. He was legendary among their ranks, but perhaps even more significantly, he won the fight for the preservation of DLIFLC and its foreign language training mission.

COMMAND SERGEANT MAJOR “UNLEASHED”

by Natela Cutter, photo by Amber K. Whittington

Command Sgt. Maj. Thomas Bugary fully knew what he was getting himself into when he interviewed with Col. Vladimir Sobichevsky for the position of DLIFLC's first command sergeant major in 1993. He was told that the only way to get the job was to interview with the colonel himself.

Bugary flew in from Korea where he was serving with the 501st Military Intelligence Brigade. “It was a very interesting meeting, a little tense at first, but he told me we have a lot of work to do, and I told him that I am not scared of work. He said ‘you are hired.’”

With the deactivation of the 7th Infantry Division at Fort Ord, Bugary was hired to help Sobichevsky close the installation, salvage what was possible, and set up a garrison that would take over base operations on the Presidio.

“Command Sgt. Maj. Bugary was of great assistance to me – can you imagine a division being deactivated? The civilians released, what about the equipment, the chairs, the sports equipment?...All this stuff,” explained Sobichevsky. “Bugary was unleashed as a Command Sergeant Major!”

“We were starting out with nothing. We had no structure, no support mechanisms. Everything we had back then was out of Ft. Ord. Everything was in flux and all you could see was vehicles going north and the entire Ft. Ord was emptying,” explained Bugary.

It was in this environment that Bugary had to organize logistics to move everything that would be necessary for the support of some 3,000 service members, Soldiers, Sailors, Airmen and Marines who were attending language courses at DLIFLC.

“Col. Sobichevsky wanted me to save as many Soldier programs as we could, but there were some things we couldn’t

save,” he said, such as the golf courses that brought in about \$1 million per year which was used to fund the Moral Welfare and Recreation programs.

An old building located within sight of Sloat Monument was identified as a good location to move some of the MWR equipment.

“The building was in bad need of repair... The next thing you know we had the Historical Society on us because we were making repairs to it, fixing the roof, floor,...” but after much negotiation with the Society and guarantees that specific materials would be used to repair the building, almost all equipment was transported, with little loss. Even the staff moved, according to Bugary, saving about \$5 million total for the Army.

“Once the Garrison was established, things came under more control...” explained Bugary, speaking about the reestablishment of a structure and staff that would take over the management of facilities and other operations necessary for an installation.

But this wasn’t the only challenge facing DLIFLC at the time. Once the Institute came off the Base Realignment and Closure list, Sobichevsky and his Command Sergeant Major knew that increasing proficiency would also be a factor in making sure the Institute did not reappear on the list in the near future.

“Nobody wanted DLI back on the BRAC, and we had dodged a bullet at the last minute,” said Bugary.

DLIFLC establishes first immersion program

As a Korean linguist, Bugary quickly realized that complaints from the field about the low-level proficiency of DLIFLC graduates arriving in Korea was going to become a problem if not addressed.

“The Korean program had a lot of problems back then. We had students who would graduate, go to Goodfellow (Air Force Base) from here, spend six to eight weeks receiving technical training, and by the time they arrived in Korea they would lose as much as a whole proficiency point on their test scores. The commanders in the field were furious that we were sending them substandard linguists,” explained Bugary.

Bugary went to Korea to meet with the commanders employing Korean linguists to discuss the issue of language proficiency atrophy. He then headed to the Pentagon to discuss this problem with the leadership in Army G2, ultimately proposing a new immersion program to Lt. Gen. Paul E. Menoher, the Deputy Chief of Staff for Intelligence, and his staff.

The Army provided approximately \$10M over several years to fund this immersion program that would immerse DLIFLC graduates in the language and culture and solidify their skills before they reported to their first duty assignment.

“The plan we set up involved sending Sgt. 1st Class Rick Applegate, a level 4 Korean linguist, to Seoul to supervise the 10-week program while using Yonsei University assets to help in the immersion experience. In most cases, the students would actually recover whatever proficiency they had forgotten in the language, before going to their next duty station,” explained Bugary.

This immersion program lasted for two to three years, according to Bugary, and finally phased out as proficiency improved and other mission priorities emerged.

The immersion program was reestablished as a part of DLIFLC’s curriculum in 2005, when the concept of immersion for student proficiency was written into the Proficiency Enhancement Program and tied to the Program Budget Decision 753.

Story by Natela Cutter
Contributions from former DLIFLC Command Historian Dr. James McNaughton,

TRAINING RUSSIAN INTERPRETERS

FOR
COMBATING
WEAPONS
OF MASS
DESTRUCTION

Just six months before the dissolution of the Soviet Union, a Strategic Arms Reduction Treaty was signed with the United States on July 31, 1991. The Treaty would be the largest and most complex arms control treaty in history, designed to reduce and limit strategic offensive arms, immediately barring the signatories from deploying more than 6,000 nuclear warheads and some 1,600 inter-continental ballistic missiles. By 1996, a second START treaty, which was initially signed in 1993, was ratified in 1996.

As a result of warming relations and increasing partnerships between the two nations, the Defense Language Institute Foreign Language Center found itself increasingly tasked to teach Russian to higher levels of proficiency.

In 1996, DLIFLC established a dedicated OSIA program consisting of ten instructors at all times. The OSIA program prepared students for duties associated with monitoring Russian compliance with international arms treaties. DLIFLC faculty developed a Grammar Review and Enrichment course book that included terms related to the Intermediate-Range Nuclear Forces Treaty, the Strategic Arms Reduction Treaty I, START II, the Threshold Test Ban Treaty, Cooperative Threat Reduction, Chemical Weapons Agreements, the Conventional Armed Forces in Europe Treaty, the Open Skies Treaty, and the Plutonium Production Reactor Agreement.

In 1997, Russian faculty taught 27

Russian advanced students under contract for the Defense Threat Reduction Agency, formerly OSIA, which marked the beginning of the only advanced Russian language program, graduating about 30 students per year.

In July 1999, the Russian non-resident program faculty, and instructors responsible for the DTRA program, moved to a new facility located at

Ord Military Community. It is there that the 47-week DTRA course is taught, with starting dates in February, June, and October.

Today, the DTRA interpretation course is the only one of its kind within DOD which trains enlisted Army, Navy, Marine Corps and Air Force Russian military interpreters. The graduates of this course continue to participate in arms control inspections and monitoring missions in

the Russian Federation and other countries of the former Soviet Union, but with more responsibilities within the framework of several major international arms control treaties.

DTRA interpreters likewise regularly provide interpreting services during treaty negotiations, international military exercises, planning conferences and military-to-military training sessions. In addition to hundreds of successfully completed inspections and negotiations, some of the

recent highlights of the DTRA Russian interpreters involve interpreting for former Vice President Dick Chaney, Secretary of State John Kerry and Former Chairman of the Joint Chiefs of Staff, Admiral Mike Mullen.



Chairman of the Joint Chiefs of Staff Adm. Mike Mullen and his DTRA interpreter, Air Force Staff Sgt. Yevgeniy Maksimov are welcomed to St. Petersburg, Russia, by Chief of the General Staff of the Armed Forces of Russia Gen. Nikolai Makarov on May 6, 2011. Mullen was on a three-day trip to the country to meet with his counterparts discussing issues of mutual interest. (DOD photo by Petty Officer 1st Class Chad J. McNeeley, U.S. Navy)

ALUMNI WORKS TO PRESERVE HIS UNIT'S HISTORY

Story by Patrick Bray
Photos courtesy of Andrew Rodriguez



Spc. Andrew Rodriguez stands beside a RU-21A aircraft used for signal intelligence by the 138th Aviation Company. Rodriguez and other veterans of the unit are working to build a memorial honoring the 138th's history at Orlando International Airport.

Andrew Rodriguez, a 1990 graduate of the Defense Language Institute Foreign Language Center, found his calling by restoring a signal intelligence aircraft to memorialize the unit he served in as a Spanish linguist.

Rodriguez entered the U.S. Army Reserves in 1984 and was assigned to the 138th Aviation Company, tasked with airborne signal intelligence missions.

"When I was at DLI, I think there were a lot of questions why Spc. Rodriguez was taking Spanish," he jokes, referring to his Spanish last name. "But it was clear I didn't speak a word. I think the professors were harder on me as a result, which of course made me better."

After language training, Rodriguez returned to the 138th Aviation Company. Because he was at DLIFLC at the time,

he did not deploy to the Persian Gulf with his unit during the 1990-1991 conflict. Instead, he used his linguistic skills in counter narcotics and other missions until he left the Army in 1997.

"I'm most proud of the fact I got to work and say goodbye to the Soviet Brigade in Cuba," said Rodriguez of his time in service, recalling the ex-Soviet military unit that left Cuba in 1993.

Rodriguez is currently the president of the 138th Aviation Company Memorial, a non-profit organization formed by the unit's veterans from Vietnam to Desert Storm, which looks to memorialize the signal intelligence unit's 33-year mission. The 138th was activated in Da Nang, Vietnam, in 1966 and deactivated on April 10, 1999 in Florida.

"We are restoring one of the aircraft that flew many DLI-graduate linguists

in West Germany, Central America, the Caribbean, Egypt and Desert Storm," said Rodriguez.

In early 2000, veterans of the 138th Aviation Company learned that a RU-21A they had flown existed at a salvage yard in Denver, Colorado. It would take another 15 years until the aircraft could be saved from the scrapyards in order to restore it and put it on display outside of Orlando International Airport in Florida.

A similar aircraft, a JU-21A, also assigned to the 138th, was shot down in Vietnam in March 1971, killing Vietnamese linguist Spc. Richard Jay Hentz, along with the rest of the crew.

The Orlando memorial will encompass all who served in the unit, paying homage to their collective history.

IN THE EYE OF THE STORM SEPTEMBER 11, 2001

Story by Natela Cutter

After finishing the Infantry Advanced Course in 1977, Kevin Rice was offered the opportunity to study a foreign language at the Defense Language Institute Foreign Language Center. He chose Chinese and never looked back. At the Naval Postgraduate School he studied East Asian history and politics. His career path as a Foreign Area Officer led him to continue his studies in Chinese at the British Ministry of Defense school in Hong Kong for a year. In the early 1980s and the end of the Chinese Cultural Revolution, officers were encouraged to travel to China. "It was very poor there," he recalls. At Fort Monroe, Virginia, Rice was assigned to a program to strengthen ties with the Chinese People's Liberation Army. In the late 90s, he was sent to the U.S. Embassy in Beijing where he served as the Army attaché for three years. Rice's last assignment sent him back to DLIFLC in 2000.

Just months before 9/11 struck, newly-appointed DLIFLC Commandant Army Col. Kevin Rice was faced with several serious challenges. There was not enough money in the budget to pay soaring electricity bills, nor was there funding for the locality pay increase freshly awarded by Congress to staff and faculty. In addition, Rice was facing severe push-back by the Monterey community due to an Army order to close off all military installations nation-wide that summer for security reasons. Finally, Rice had to deal with a pending ecological disaster of an old Army building on the verge of falling into the ocean.

"Every month I had to wrestle with TRADOC (Training and Army Doctrine Command) to remind them that I was going to run out of money three or four months before the end of the year," said Rice, in an interview with the Institute's command

historian in October 2008.

At the same time Rice was being summoned by the then mayor of Monterey Dan Albert to hold a town hall meeting with residents about the closure of the Presidio gates that had been open for decades to the public, Rice was pondering where to find money to either save or remove Stilwell Hall, the size of "two huge basketball arenas, one atop another."

"I used to stare at that thing (Stilwell Hall) and think 'It'll be just the worst thing for the U.S. Army and the military community in the Monterey area if we allowed that large building, that was full of asbestos and lead paint,...to fall into the ocean, which was the National Marine Sanctuary of the Monterey Bay,'" said Rice.

But for faculty, diligently working in the eight schoolhouses, the lack of money to pay electricity or locality pay was completely transparent, mostly due to the skilled and tactful leadership of both Rice and then president of the Presidio Union, Alfie Khalil.

"We used to go to lunch at Fifi's and discuss many problems," said Rice, describing Khalil as a personal friend.



financial woes. He needed to man the gates that were closed 24 hours a day with no one but students to carry out the task. One by one, students were pulled from the classrooms for mandatory duty, until one morning, Rice received a call from a two star general who had heard that students were not in the classroom but on guard duty.

"He told me to get those students back into class. I said 'Well, Sir, there is no MP (Military Police) platoon here and you've not given me any money to hire guards for the gates,'" Rice said.

"I don't care. Get those students in class," the general yelled, according to Rice.

Retired Col. Kevin Rice poses for a photo at the Weckerling Center on the Presidio of Monterey during an interview in August 2016. (Photo by Amber K. Whittington)

"The problem was that DLI, prior to 9/11, was sort of backwater within the Army. People at DLI all knew how important foreign language training was...but it (DLI) had not been given really any attention," explained Rice.

On 9/11 everything changed at the Presidio, as for most of America.

Complaints from the community about the planned closure of the Presidio immediately stopped. "The editor of the (Monterey County) Herald called me up and said 'we still have more letters but people called and asked us not to publish them,'" explained Rice, with a chuckle, adding that some residents wrote that they believed he had predicted the events of 9/11.

But this was not the end of Rice's

"I said 'Well, would you like me to pull the Army Korean students? Well, then, how about those who are studying Chinese? He was getting angry and finally said, 'Okay, Col. Rice, you've made your point. I'll get you the money for private guards for DLI's gates.'"

Not all of DLIFLC's problems were solved that easily. The task ahead of Rice was to meet the requirements of the services for less commonly taught languages such as Pashto and Dari spoken in Afghanistan, and Uzbek, Tajik, and Georgian spoken in neighboring countries.

"Of course, after the terrorist attacks on September 11th, everybody in the Army, and other forces for that matter, Navy, Marine Corps, Air Force, wanted Arabic linguists right now, right away," said Rice. "They all had to be 3/3 (listening/reading proficiency levels)...and oh yes, they said, 'Can you give me some Pashto, Dari and Farsi speakers, a some Kurdish speakers too?' So, everybody wanted 3/3 Middle Eastern linguists right away."

The transformation that ensued was a large increase in the DLIFLC budget that went from \$77M in FY01 to \$88M in FY02, with an increase of about \$20M per year thereafter. "So, we were able to transform...and begin to modernize the classrooms and do many of the things that had been neglected for years," explained Rice.



Col. Kevin Rice addresses the faculty and staff about concerns following the 9/11 attacks and their effects on DLIFLC. (Photo courtesy of DLIFLC archives)

Spc. Kevin Chalkley, a U.S. Army Soldier in Afghanistan, speaks to children using Dari that he learned at a seven week class taught by DLIFLC at Fort Carson, Colorado, in 2010. (Photo by Brian Lamar)

OPERATION ENDURING FREEDOM

Story by Natela Cutter

Within days after the Sept. 11, 2001 attacks, leadership at the Defense Language Institute Foreign Language Center moved to support new language requirements to meet the needs of the Department of Defense. The Institute established a task force on the Presidio of Monterey to meet the short-term and long-range resident language needs of Operation Enduring Freedom (2001-2014), which was a joint U.S., U.K., and Afghan operation separate from NATO's International Security Assistance Force.

In addition, to meet the military requirement surge and a request for 1,000 Dari and Pashto linguists with South Central Asian regional exper-

tise, the Institute immediately began seeking contract instructors through its DLI-Washington Office, which has the responsibility of rapidly meeting language surge needs via a number of contracts.

In Washington, D.C., on Oct. 5, 2001, the House of Representatives passed HR 2883, an Intelligence Authorization bill that would, among other things, approve funding for U.S. government intelligence agencies. U.S. Representative Sam Farr used the occasion to offer an "expanded mission for the Defense Language Institute."

"One of the things that this bill calls for is a dedicated language school that would enhance the unique foreign language skills of people who are trained

to work in the intelligence agencies. It is important for the nation to realize that such a school already exists right in Monterey, California. There is no need to reinvent the wheel, all we need to do is enhance the mission of the Defense Language Institute," said Farr in his statement.

As a result, in October 2001, DLIFLC began five new non-programed languages to address the urgent security concerns arising from the September attacks. The plan envisioned to cross-train existing linguists who were already proficient in similar languages or to conduct abbreviated versions of the basic course, for a quick fielding of minimal-level linguists.

Though conversion courses were an immediate solution for the need, it

became abundantly clear to DLIFLC leadership that a long-term solution was needed. The individual chosen to spearhead the new Operation Enduring Freedom Task Force language project was Dr. Mahmood Taba-Tabai, a native of Iran and an experienced dean.

"Taba-Tabai was able to quickly select new faculty who spoke languages that were rarely, if ever, taught and was able to start a new program from the ground up," said DLIFLC Command Historian Dr. Stephen Payne.

"I distinctly remember what a challenging time this was, without curriculum or the number of faculty needed. At one point they (DLIFLC leadership) told me that they have a high speed Air Force captain to give me who would help in the organization of the program," explained Taba-Tabai.

The high-speed Air Force captain was Frank "Chip" von Heiland, who was assigned to the position of associate dean

with the tasking "to get the Dari class off the ground."

"Our number one priority at the OEF Task Force was to ensure we had capability to provide materials and instruction for languages where we had U.S. troops on the ground," explained von Heiland.

With no teaching materials available in Dari and Pashto from Afghanistan, a country ravaged by war since the 1979 Soviet invasion, academic materials simply did not exist. "In some cases, faculty were building tomorrow's lesson the day before," said von Heiland.

Within six months of the creation of the OEF Task Force in January 2002, the Institute began teaching the first full-fledge 47-week-long Pashto Basic Course, followed by Uzbek in September 2002. By 2003, programs were also in place for Dari and Georgian, complete with testing capabilities and the conducting of the Oral Proficiency Interview, which required not only instructor lan-

guage proficiency, but also skills in test writing and the conducting of oral exams.

"Later, with troops serving in Georgia, a former republic of the Soviet Union, the Task Force began instruction in Georgian, followed by Kurdish-Behdini, a sub-dialect of Kurdish-Kurmanji spoken in northern Iraq and suddenly made important due to the U.S. invasion of that country in March 2003," explained von Heiland. "Approximately 19 other languages were considered for future training and faculty members were hired to teach Baluchi, Hindi, Urdu, Armenian, Chechen, Ilocano, and Javanese."

Simultaneously, the OEF Task Force instruction teams began developing Language Survival Kits, small, pocket-sized booklets with a CD of basic vocabulary ranging across 10 to 12 topics, from cordon and search to aircrew and medical terminology. Aside from Dari and Pashto, the teams developed Armenian, Javanese, Indonesian, Chechen, and Hindi. At the request of the Army, the Dari faculty also translated the U.S. Army Ranger Handbook and U.S. Army Field Manual 7-8 to be used for the training of the new Afghan Army.

In 2003, the OEF Task Force also spearheaded the first more extensive familiarization training, which included basic language and cultural familiarization training to Marine units deploying to Afghanistan. With added funding, this program would later turn into a very robust training program conducted by instructor Mobile Training Teams and made available upon demand to requesting units of any predeploying branch of the military service. In March of that year, DLIFLC leadership broadened the mission and renamed the organization to the Global War on Terrorism Task Force.

Today, this organization no longer exists and the drawdown of forces in the Middle East has reduced the number of Central Asian languages taught, while Modern Standard Arabic and different dialects spoken in the region – Egyptian, Iraqi, Levantine and Sudanese – remain strong programs.

GETTING TO HIGHER LEVELS OF PROFICIENCY

The goal of most every commandant and assistant commandant of the Defense Language Institute Foreign Language Center over the years has been to improve student outcomes. The aftermath of 9/11 caused the Department of Defense and government agencies to take a deep look at foreign language proficiency needs for professional linguists and cultural awareness requirements for those deploying overseas.

The “Hayden 3/3 Memo”

Story by Natela Cutter

In a post 9/11 reaction and subsequent surge in language requirement needs, DLIFLC’s largest customer, the National Security Agency, decided that the graduation proficiency level required of its linguists was not high enough to satisfy the demands of their work in the field.

In April 2002, the NSA director, Lt. Gen. Michael V. Hayden, issued a memo requiring the rising of the operational standard for NSA cryptolinguists to perform their assignments to a Level 3 in Listening (L) and Reading (R), according to the government standard Interagency Language Roundtable. The new proficiency requirement “will mean adjustments in training, assignments and the number of billets. These adjustments will not be easy, but they are absolutely essential,” said Hayden in the memo.

In response, the Air Force also asked the Institute to raise the graduation standards for their Foreign Area Officers to the L3/R3 level. DLIFLC Commandant Col. Kevin Rice proposed that an immersion program be devised for the Air Force that would bring student proficiency up. This was, perhaps, the beginning of an informal open debate that in-country immersion is the best, most effective way to push linguists “over the

edge” to achieve a highly professional level of proficiency.

In July of 2002, NSA asked the services for their feedback and initial 10-year implementation plan, cost figures and manning requirements to achieve the new L3/R3 skill level. But, the Army Foreign Language Proponency Office (AFLPO) at DLIFLC’s Annual Program Review in 2003 announced that the Army, the executive agent, would not be raising its standards above L2/R2 and that other services would have to bear the cost if they wished to raise the standards.

The Army Training and Doctrine Command (TRADOC) Headquarters subsequently tasked DLIFLC to develop a concept plan on how to transition from L2/R2 to L3/R3. DLIFLC’s commandant responded with a Memorandum of Record that proposed a path to reaching L2+/R2+ and 2 in Speaking (S), up from the standard graduation level of L2/R2/S1+. The price tag for carrying out this proposal was \$134.6 million to be spread out over five years.

TRADOC HQ gave tentative approval to the plan, but cautioned that both the Department of Army and Office of the Secretary of Defense (OSD) needed to have a sustained commitment to the project in order

for it to work properly. Additionally, TRADOC agreed with DLIFLC that the attaining of a L3/R3 level of proficiency from Initial Entry Training (IET) students who are young and inexperienced was not realistic.

Meanwhile in Washington, under the directive of the Secretary of Defense, Donald Rumsfeld, the Undersecretary of Defense for Personnel and Readiness, Dr. David S. Chu, directed each military department, combatant command, and defense agency to review their requirements for language professionals. Though the results of the review did not indicate actual capabilities, it did prompt Chu to assign Dr. Jerome Smith, a retired Navy rear admiral, to conduct a review of DLIFLC to determine whether the Institute is “postured to support the Department’s present and future needs for language expertise.”

Smith reported that DLIFLC was “the world’s largest language school,” that it was flexible and responsive to customer needs, but that improvements were needed, from government directives and realignment of responsibilities within DOD, to the improvement of curriculum development at DLIFLC, instructor training, and the use of technology in the classroom.

DOD chooses Gail McGinn as Senior Language Authority

In an effort to assign the language readiness problem to one office, Chu chose Ms. Gail McGinn and gave her the job of DOD’s senior language authority, aside from her “day job” as deputy undersecretary of defense, plans, McGinn was thus tasked with creating the Defense Language Office (DLO) in 2005 that would become responsible for overseeing language training policies of the entire DOD, developing and writing directives and instructions related to regional expertise, Foreign Language Proficiency Pay (FLPP) and the Defense Foreign Language Program.

“Gail McGinn...was responsible for getting a hold of the transformation of language, finding the resources for it and publishing policy that would provide consistency across the services and agencies,” explained then DLIFLC assistant commandant Air Force Col. Dan Scott.

According to Scott, McGinn “resurrected the General Officer Steering Committee, now the Defense Language Steering Committee,” and composed a panel of Senior Language Authorities assigned from each of

the services and agencies and the major departments of OSD. The flag-officers met with McGinn monthly to discuss policy and issues for language training across the services and departments, ranging in topics from the amount of FLPP to the fielding of the new Defense Language Proficiency Test 5.

DLIFLC benefited from the reorganization at the level of OSD in the way that “She (McGinn) and Dr. Chu have worked a number of funding issues for us and provided money to the Army,” said Scott about the Institute’s relationship with an increasingly complicated reporting structure.

Though DLIFLC leadership still reported directly to the G-3 implementation and operations arm at the Pentagon, it remained under administrative control of TRADOC and had reporting responsibilities to the Combined Arms Center, whose three star general is the rater for the Institute’s commandant. Regardless, DLIFLC still managed to work with yet another administrative layer, whereby McGinn had the direct liaison authority with the Commandant and was able to talk to him/her directly, without going through the Army chain of command.

“We take issues to the Army, and we take issues to Mrs. McGinn. It doesn’t hurt that Mrs. McGinn usually arrives with money,” said Scott of the relationship, adding that she “essentially drafted the President’s National Strategic Language Initiative and pushed it through the Pentagon and Washington D.C. bureaucracy... It is hard to find anything negative to say about Gail McGinn,” Scott concluded.

Also, as a result of McGinn’s work, a series of important DOD documents were produced regarding language and culture training in 2005. The Defense Language Transformation Roadmap was released, mapping out the way toward achieving better foreign language proficiency across the services and agencies. Aside from tasking the services and agencies with providing, among other things, needs assessments, “There were reports to be given to Congress and things that DLI needed to accomplish,” explained Scott.

The Transformation Roadmap clearly indicated that DOD needed to revamp its entire stance on foreign language education and accountability of this education, and that subsequently, DLIFLC as DOD’s premier provider of foreign language training, would be that vehicle.

DLIFLC was thus tasked with graduating students at the highest possible levels and for providing life-long learning throughout a linguists’ career.

Story by Natela Cutter, illustration by Amber K. Whittington

MICHAEL R. SIMONE CREATING A VISION

When Col. Michael R. Simone took command of DLIFLC in June 2003, he was not only faced with a decisive push by the Department of Defense to graduate more military linguists at higher levels of proficiency in more languages, but also the task of improving field support through rapid pre-deployment training to the broader force. To meet these challenges, Simone had to look at his own organization internally, as well as the external changing needs of DOD, to reorganize and improve efficiencies.

The infusion of funding for DLIFLC's foreign language programs had begun almost immediately post 9/11 with the Institute's rapid response in training linguists for the conflict in Afghanistan, including neighboring languages such as Dari, Pashto, Tajik, Uzbek, and Georgian. The budget increased from \$77M in 2001 to \$120M, some of it designed to support the Emerging Languages Task Force and technology, but much of the money was intended to hire more instructors, provide more faculty and curriculum development, and invest in instructor Mobile Training Teams that traveled to train deploying units at their home station.

"Dr. David Chu, undersecretary of defense for personnel and readiness, and his primary assistant for language policy, Deputy Undersecretary Gail McGinn, both recognized the need for more and better language training throughout DOD...the three major challenges were training and retaining more linguists, in more difficult languages, and at higher levels of proficiency than ever before," explained Simone in a March 2016 interview.

In July 2003, Chu visited DLIFLC,

received a command brief, and even took the time to hold a short town hall with faculty and staff to explain the vastly changed geopolitical environment in the world and make clear the urgent need for the training of more and better proficient linguists for the defense of the nation. Through McGinn, Chu tasked the DLIFLC leadership to come up with a White Paper, a plan that would lay out how the Institute planned to reach those goals, if given the proper amount of funding.

"I asked Ms. McGinn what the parameters of this plan should be, and she said 'wide open, where would you like to go?' I thought that we needed to attach some framework assumptions and numbers to

the plan to make it reasonably achievable throughout DOD so let's assume over the next five years a five percent annual increase in budget for DLI...and an annual increase of five percent in students..." said Simone.

Over the next weeks, Simone would work closely with the DLIFLC Provost Dr. Ray Clifford, Associate Provost Dr. Stephen Payne, Chief of Staff, Army Lt. Col. Richard Coon, and Plans and Operations Director, Army Lt. Col. Steve Collins, to solidify a plan that could be realistically supported by the services and implemented by the Institute.

The plan, with a projection of 25 percent growth over five years, also suggested that DLIFLC foreign language support should go far beyond its traditional support of intelligence needs. This would entail establishing Language Training Detachments at other locations in the country where DLIFLC instructors could support the training needs in the field for both conventional and Special Operations units. Other issues involved decreasing the student-faculty ratio, the modernization of the next generation Defense Language Proficiency Test that was already under development, increased language training support of U.S. Special Operations Command, and the ability to meet emerging foreign language needs.

"It came down to the practical ways to expand DLI's contributions to proficiency in hard languages – to increase the

number of classrooms and faculty, help students get through a more difficult course, make more use of technology... reduce the class size down to six (students), and get the Garrison Command in sync...to get the lengthy planning and funding phases into effect for new and renovated buildings," explained Simone.

Internally, Simone was also grappling with the rapid pace of change in technology and the Institute's infrastructure needs. In 2003, a new directorate was created called Language, Science and Technology. LS&T was initially tasked to implement technological upgrades to the network infrastructure on the Presidio and wanted to move away from using the "NIPRNET" infrastructure maintained by the Army. The concept involved the establishing of a separate commercial network that would have greater bandwidth and allow students and instructors to quickly access authentic materials in the classrooms via the use of tablet PCs and interactive smartboard.

In 2004, Simone stood up the Chief Information Office to establish information technology strategies to ensure that information technologies were managed and utilized to support the mission's needs. The goal was to put laptop computers in the hands of every student and to establish a completely wireless campus. It would take years to implement this ambitious project to its fullest, but the seeds were sown.

The establishment of the Installation Management Command on the Garrison side in the fall of 2003 also created some management challenges for Simone. While the Army intended to specifically separate mission commanders from the business of running installations, it also meant that privatization of a lot of the infrastructure would take place, especially in housing and utilities. Moreover, many functions that had been joint had to be separated.

For DLIFLC, Resource Management had to be split and reconstituted to ensure separate, effective management and control of funds both the Institute and Garrison, to comply with Army and DOD regulations.

With an increase in both instructor and student numbers, a greater emphasis

was put on faculty and curriculum development, causing a lack of physical space on the Presidio. Working closely with the City of Monterey and the local schools, Simone was able to put in motion the leasing of two local schools and secure more space at the former Fort Ord facilities to accommodate what became the Continuing Education Directorate. This facility also housed the intermediate and advanced courses, distance learning, and the advanced Defense Threat Reduction Course for Russian.

With the White Paper in hand Chu and McGinn had "a framework or roadmap, of sorts, in terms of what DLI could do. A lot of those ideas were incorporated into the Office of Secretary of Defense "Language Roadmap" that was published in 2005," said Simone.

In July of 2004, Air Force Col. Daniel Scott arrived at the Presidio to take the position of assistant commandant. With prior budgeting experience at the Pentagon, he worked closely with McGinn's new Defense Language Office and DLIFLC staff to ensure that a program budget decision order for the funding of DLIFLC underway at DOD would be properly defended and brought to fruition.

In late December 2004, McGinn called Simone and said "Look at the email I sent you." Simone quickly opened his email and found approval for the Program Budget Decision 753 that would fund \$362M for the Institute over the next five years.

In April 2005, just months before Simone would retire, DLIFLC published its execution plan for PBD 753. The plan had five major goals which were embedded in the Proficiency Enhancement Program that Simone had signed at an earlier date.

The implementation plan for PBD 753 included: increase teacher-student ratio; higher Defense Language Aptitude Battery scores for student attendance; implementation of a post-basic course to help sustain and improve existing force capabilities; facility and technology upgrades; professional development for instructors; and enhanced curriculum development with more rapid 'turnaround' to keep pace with the ever-changing languages and dialects.

DEFENSE LANGUAGE PROFICIENCY TEST 5

Story by Natela Cutter

A major impetus to develop a new Defense Language Proficiency Test was the determination, according to Col. Kevin Rice (2000-2003) that “the DLPT system is facing an increasing risk of catastrophic failure and thus potentially crippling the entire resident (language) program.”

Lack of funding over the years for the exams contributed to the slow cyclical replacement that was envisioned for the tests. By 2000, the DLPT IV, a multiple choice pencil and paper test, had become old and nearly memorized by professional linguists who took the exam every year to maintain their Foreign Language Proficiency Pay. In addition to the ushering in of computerized testing, the entire testing field had evolved and exams were designed in a more sophisticated manner, using a different scoring theory, validation reliability theory, algorithms, etc.

The Institute prepared a five-year plan to update the DLPT. For the beginning, DLIFLC’s primary client, the National Security Agency, provided start-up funding to begin upper range test development and accelerate periodic updates in specific languages.

But in the aftermath of 9/11, NSA mounted pressure for the release of a new test, not only

because the previous exams were old, but also because they wanted a more rigorous exam that would more accurately assess the capabilities of linguists, and ultimately force them to maintain higher proficiency levels and accomplish their jobs in the field more effectively.

At a meeting with Service representatives, it was decided that the intelligence community needed more exams in more languages, rather than better quality tests in fewer languages. A decision was made to move forward with the rapid production of two to three exams per quarter.

According to the then assistant commandant, Col. Daniel Scott, the process worked but there was a degree of risk involved with “such a fast paced program with a lot of moving parts,” he explained in a March 2016 interview. The first DLPT5 exams released were Chinese, Spanish, and Russian.

“For the most part we did okay, but for Arabic it did not work as we would have intended. Arabic failed upon its implementation and we ended up pulling it back,” explained Scott, adding that DOD officials were not pleased.

The Modern Standard Arabic exam was slated for additional internal and external review in September

2007, just as Col. Sue Ann Sandusky became the new commandant. The re-release of the exam in June 2008 and low scores obtained by examinees fell squarely upon Sandusky’s shoulders.

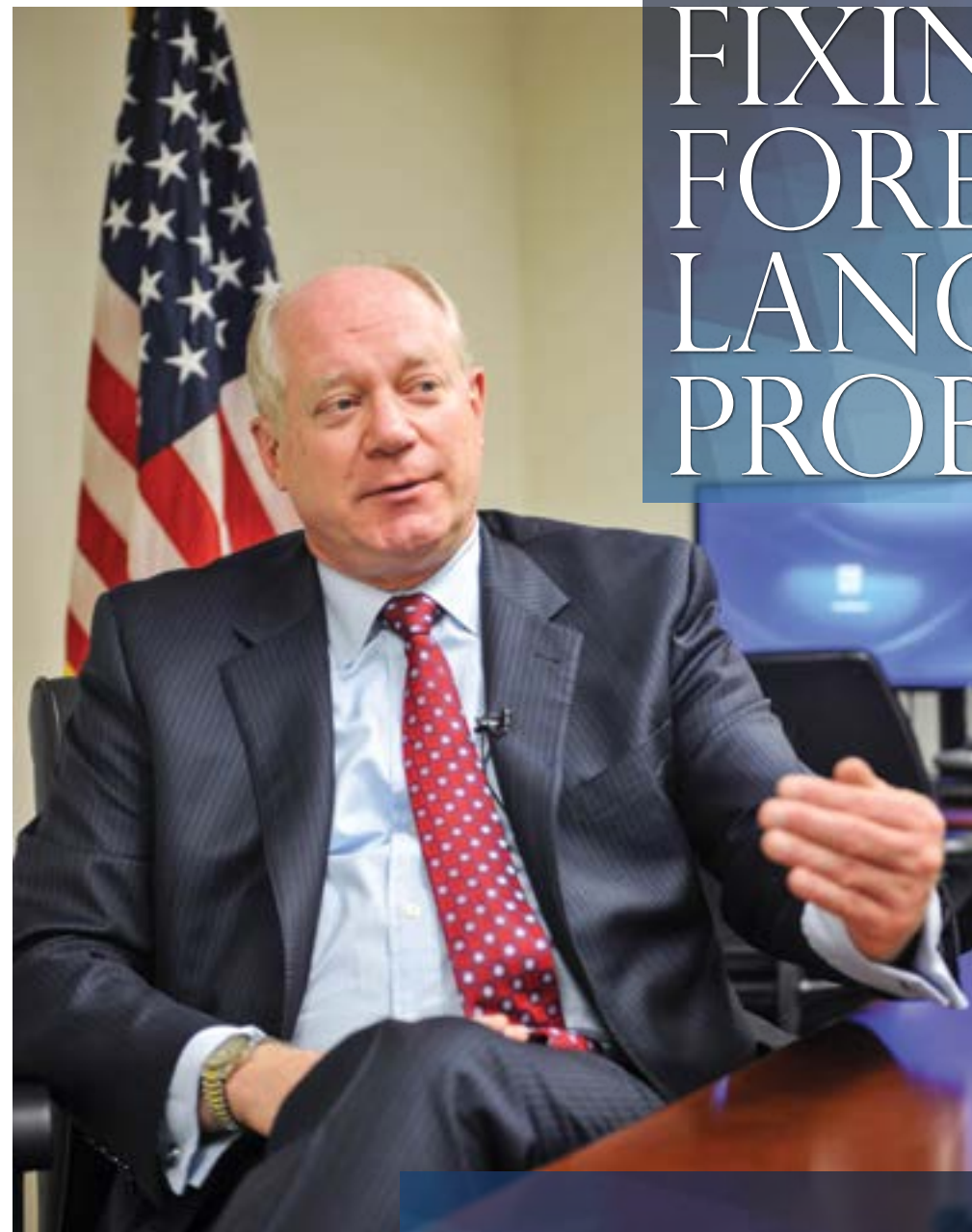
“The DLPT IV was such (an exam) that you only had to get a few items in the next higher level or half level as the case may be, and you would be awarded that level,” explained Sandusky in an interview in 2010.

“When we were redesigning and trying to make a more rigorous test, the decision was taken to make the examinee demonstrate the ability to sustain his or her proficiency at a given level. So, instead of just being able to get a few (questions) at the next higher level, you now had to get practically all of them at that level to be awarded the next level as your proficiency level.”

But the external review that brought about the changing of 11 questions on the exam did not improve test score results. The services were not satisfied. One solution that kept resurfacing in the debates was the possibility to change the mastery criterion.

“On the 5th of February 2009, we finally got the memo signed that basically changed the mastery criterion...we immediately started getting tremendous results,” Sandusky triumphantly said.

FIXING THE FOREIGN LANGUAGE PROBLEM



Dan Scott, who currently works at the Office of the Directorate of National Intelligence as the deputy director of human capital, speaks with DLIFLC Public Affairs at the DLI-Washington office in March 2016. “What started out as the budget for the Proficiency Enhancement Program in 2006 that was \$362 million, ultimately turned into a one billion dollar endeavor.”

AIR FORCE COLONEL DAN SCOTT

Story & photo by Natela Cutter

When Air Force Col. Dan Scott came to DLIFLC in July 2004, he had a specific mission on his mind, “to fix the language problem.” From experience, he knew exactly what that meant. Scott had spent his entire career working intelligence operations, had been an Air Force Reconnaissance Squadron director of operations during Desert Shield-Desert Storm in 1990-1991 in Iraq, and had recently held the position of deputy director of intelligence at U.S. Central Command where he had been in charge of stating the requirements for linguist operations for intelligence as well as operations on the ground right after 9/11.

“There were literally five linguists who were good enough to help us conduct highly critical operations in Afghanistan,” said Scott, who currently works at the Office of the Directorate of National Intelligence as the deputy director of human capital officer for the intelligence community. “We had to delay operations on several occasions ... we simply could not move forward with operations because we were totally dependent upon too few linguists identifying the target.”

Faced with an immediate need for linguists who could support operations in Afghanistan and later Iraq, Scott initiated a linguist contract solution that would ultimately hire nearly 10,000 linguists and cost several billion dollars.

“So, I was offered the opportunity like this: ‘You’ve been complaining about the lack of linguists. Why don’t you go see if you can help do something about it? Why don’t you go out to DLI?’ So I



Col. Daniel Scott gives a command brief to Lt. Col. Yerlan Talasbayev during a visit to DLIFLC from his native Kazakhstan where he heads a similar military foreign language school. (Photo by Natela Cuter)

said “sounds good – Monterey,” Scott explained, in a March 2016 interview in Washington, D.C.

With DOD painfully aware of its shortcomings, the Undersecretary of Defense for Personnel and Readiness, Dr. David S. Chu, appointed Gail McGinn, assistant deputy secretary of defense for plans, to tackle the foreign language deficiency problem. McGinn was thus charged with writing policy that would bring together the services and other government agencies with requirements, and bring DLIFLC funding up to a level that would allow programs to improve and the Institute to meet the demands of the field.

On his part, Scott immediately realized that the sum of \$362 million that was slated for DLIFLC over the next five

years would be a challenge to collect and defend due to bureaucratic processes in Washington, D.C. A much bigger challenge though would be to spend it wisely and properly implement the plan in order for it to bring results.

“I recognized immediately that there was almost no money for any other activity that would be required, to include space. Beyond the \$80 million that was included for three classroom buildings in that funding, there was no money for any other space, infrastructure, classroom renovations or information technology,” explained Scott in a 2008 interview with DLIFLC command historian Dr. Stephen Payne.

“By the middle of August, I estimated that we were short at least \$100 million, if not \$150 million, of what the actual costs were going to be to implement the Proficiency Enhancement Program successfully. I began working with Gail McGinn’s staff, primarily Dr. Susan Kelly. We sat down and went over the numbers. The number settled on to truly implement the DLI transformation was \$483 million,” he said.

Due to a bureaucratic mishap, the actual sum that was approved for DLIFLC programs was the initial \$362 million, and was called Programmatic Budget Decision 753. Scott got to work,



Col. Daniel Scott presents the Commander's Cup trophy after a competition at Price Fitness Center Field. (DLIFLC photo)

wasting no time on the realization of DLIFLC’s Proficiency Enhancement Program, or PEP, that had been drafted in 2004 and signed by Commandant Col. Michael Simone in April 2005.

“I felt that, in regard to PEP, it was my role to basically do the work in the Pentagon to carry that through, and to flesh out the vision into no kidding programs that DLI would do....what changes had to be made in the classroom, what type of people needed to be hired, what products we were going to deliver, etc.,” he explained.

According to PEP, the plan entailed: reducing the student to teacher ratio from 10 to six in difficult languages to learn and 10 to eight in easier languages to learn for English speakers; the hiring of more instructors; increasing admittance scores for the Defense Language Aptitude Battery; augmenting faculty development programs; speeding up curriculum development programs; creating an OCONUS immersion program; investing

in technology in the classrooms, and expanding the number of online language and culture programs.

“We simply had to hire immediately ...and allow the faculty, who were experts and professionals in training and educating people in (foreign) language, to focus on just that, on developing their skills and improving their own performance in the classroom so that students would have better instructors,” said Scott.

On average, nearly 200 new instructors were hired per year, reaching about 900 in 2008, bringing the total number of instructors to nearly 1,200, up from 800 in the pre-9/11 years. The challenge then was to expand faculty development training for instructors who needed to learn how to teach “the DLI way,” at the pace of six times an academic semester compared to college language courses. Instructors also had to contend with learning the specific teaching method-

houses. Often times, at the beginning of the course, instructors would pass judgment regarding the ability of a student to succeed in the course before they really had a chance to prove themselves.

“The units and faculty had an agreement called ‘catastrophic failure.’ Within just a few weeks of the class instructors would say, ‘it doesn’t really appear that this person is going to get it, so we will declare that person a ‘catastrophic failure.’ Then they would be disenrolled,” explained Scott, adding that the units would often go along with this decision because academic disenrollment did not count against their attrition numbers.

“My struggle with this was that both sides were predicting failure and then acting as if failure had occurred. I didn’t think that was fair. No young 18 year-old joins the military at a time of war to come out to Monterey and then be disenrolled within three to four weeks because they

there were higher priorities for the development of materials.

“At that time, we didn’t have a Strategic Language list to use, it was mostly guess work,” said Koppany. As a result, the language course curriculum development was re-prioritized and the production time was reduced to about two years.

“At times it was a tug-of-war,” said Koppany referring to his efforts in trying to explain to Scott how very complex and time consuming the curriculum development process was.

Koppany’s CD division also had the responsibility of working and maintaining a website called LingNet, where online products were posted. In 2003, Koppany’s team launched a new program called Global Language Online Support System, or GLOSS, which provided online reading and listening lessons for professional linguists to maintain their skills

“We simply had to hire immediately ...and allow the faculty, who were experts and professionals in training and educating people in (foreign) language, to focus on just that...”

ology and train in the effective use of smartboard installed in every DLIFLC classroom.

Organizationally inside the school-houses, Scott found that an inordinate amount of time was spent on administrative duties by faculty and their supervisors.

“We put officers with each of the deans, to take on some of the administrative load, so that the deans could focus on their faculty,” explained Scott. During this time, each school was allotted one IT position to help faculty deal with technology and two supply technician positions.

“Anytime you distract them (faculty) by requiring them to do inventories of how many computers they have in their classroom or inventory of supplies, it takes them away from that teaching time that is so essential to having people graduate with higher proficiency levels.”

Scott also looked at the administrative retention procedures inside the school-

struggled a little in the beginning. They all came because they wanted to serve their nation and we needed to honor and respect that and work with them,” he said.

Another area Scott looked into was how to help students who failed on the Defense Language Proficiency Test. The idea fielded was post-DLPT training for students which would give them another 10 weeks to study their language and retake the final exam. In many cases, this was a successful strategy.

When reviewing the curriculum for students, Scott soon discovered that the timelines for the development of new curriculum for a Category IV language could take from three to five years to complete, executed by 10 to 12 full time curriculum developers.

“He was dismayed by the legacy projects we were working on,” said Steve Koppany, the dean of Curriculum Development in 2004. “He asked me why we were spending resources on developing a new Serbian-Croatian course,” when

after DLIFLC.

“Col. Scott thought GLOSS was an important investment for linguists and helped gain additional funding for the project,” Koppany said, explaining that the program existed in only six languages at the time. Today, GLOSS is available in more than 41 languages and receives nearly 200,000 hits per year.

Offering some final thoughts in his interview, Scott said that he would do it all over again if given the opportunity.

“What we have to remember is that we’ll never control our way to higher proficiency ...(because) language is a human endeavor and it’s a very complex one. Motivation is all-important and not just for the faculty and the student but for everyone involved in it, from the person who writes the test to the person who develops the curriculum. You motivate people by helping them to be free to produce and think outside the box,” he said.



Mrs. Martha Scott, Col. Daniel Scott, and Clare and Tom Bugary during a Memorial Day Ceremony on Soldier Field in May 2009. (Photo by Sal Marullo)

KAZAKHSTAN LANGUAGE INSTITUTE MODELED AFTER DLIFLC

Story by Patrick Bray, photo by Natela Cutter



Maj. Gen. Bakhtiyar Syzdykov gives a traditional Kazakh hat as a gift to Air Force Assistant Commandant Col. William Bare. According to Kazakh tradition, the taller the hat, the greater the prestige.

Kazakhstan established a combination military academy and language school modeled after the Defense Language Institute Foreign Language Center that officially opened on Sept. 10, 2005, the country's first such institution since the dissolution of the Soviet Union.

The Kazakhstan Military Institute of Foreign Language is the equivalent to a mixture of DLIFLC and the United States Military Academy. The five-year academy has the capacity to train up to 500 military students per year in foreign languages, area studies, science and math, along with a rigorous schedule of military training, reminiscent of Soviet era military training.

Since 2008, the partnership between DLIFLC and the Kazakhstan Institute has flourished through annual faculty visits.

"The entire world knows about the existence of DLI," said Maj. Gen. Bakhtiyar Syzdykov of the Kazakh Army, who headed a six-member delegation from his institute in a visit to DLIFLC in Monterey in 2008.

The Kazakhstan Institute prepares cadets to become officers and teaches foreign languages to cadets and military officers who want to learn them. The Institute has adopted many of the techniques used at DLIFLC, including the use of state-of-the-art technology and recruitment of native speakers as instructors.

The main languages instructed are English, German, French, Chinese, Persian and Turkish, as well as Korean and Urdu. Arabic is taught in civilian universities. In addition, Kazakh cadets enroll at the Defense Language Institute English Language Center at Lackland Air Force Base, Texas.

Kazakh is the republic's official language while Russian is the language for "inter-ethnic communication" but eventually all government employees will be required to speak three languages: Kazakh, Russian, and English. The Military Institute is the agency that is helping make that happen.

Every year, a handful of language instructors from the Kazakhstan Institute visits DLIFLC to learn about the latest technology and methods for teaching foreign languages.

Capt. Ruslan Isseyev, also visiting in 2008, served at a number of posts in the United States, including liaison with the U.S. Central Command. He noted that Kazakhstan is the only Central Asian country with an Individual Partnership Action Plan with NATO, an umbrella document that outlines areas of mutual military, political, economic and social cooperation.

"We have no expectations or intentions for full NATO membership," Isseyev said, "but we look for areas of cooperation with mutual benefit," such as partnering with DLIFLC to better support Kazakhstan, NATO and U.S. interoperability."

DLI-WASHINGTON MULTIPURPOSE & MISSION ESSENTIAL



Story by Natela Cutter, photo by Amber K. Whittington

The Defense Language Institute Washington, D.C., office was established after the Defense Language Institute Foreign Language Center officially moved its headquarters to Monterey in the summer of 1974.

Today, DLI-Washington continues to provide a critical capability to the Department of Defense by meeting demands for language education in the National Capital Region through a highly adaptive contract vehicle. In addition to basic language acquisition, the contract program is ideal for short-term or unprogrammed training and provides DOD a necessary tool for tackling emergent language requirements.

The core mission for DLI-Washington is basic language acquisition and maintenance for entities such as the Foreign Area Officer Corps, the Defense Attaché System, Olmstead Scholars Program, Military Personnel Exchange Program, and military scientists amongst others.

Annually, DLI-Washington trains more than 800 officers and senior noncommissioned officers in more than 60 different languages in preparation for global assignments. These courses are conducted

at several commercial language schools located throughout the capital region with DLI-Washington staff providing both academic and contractual oversight.

In addition to basic language acquisition, DLI-Washington is also the lead agency for training and maintaining capable Russian linguists to support MOLINK, a Washington-Moscow hotline critical for national defense. At one time, these linguists were required to be ready to operate a highly sophisticated teletype machine that connects Moscow with the National Military Command Center in the Pentagon. Today, simpler means of communication are used to carry out this tasking, mainly due to the use of the internet.

In 2009, the DLI-Washington office took on a new highly visible mission, the Afghanistan/Pakistan Hands program, a Joint Staff directed five-year program that involves four phases of language training through DLI-Washington. Management of the program involves working on a daily basis with companies delivering the language training and making sure that instruction is provided to meet DLIFLC and DOD standards. The training spans multiple locations located in Washington

D.C., Tampa, Florida, and Norfolk, Virginia.

Another recent mission that DLI-Washington has become involved in is curriculum development and Mobile Training Team support. Through 2016 DLI-Washington has prepared curriculum for seven Global Language Online Support System modules, 18 Language Survival Kits, and 27 HeadStart2 projects. Moreover, in support of general purpose forces and special operations DLI-Washington has also provided over 300 MTTs to Soldiers, Sailors, Airmen, and Marines as they prepare for deployment.

Finally, DLI-Washington provides staff support and serves as a liaison between DLIFLC and the greater Washington community. In support of DLIFLC Headquarters, the Washington staff often communicate with oversight organizations in the National Capital Region, facilitate the Annual Program Review meetings when conducted in the capital, and support visits to Washington by the DLIFLC commandant and staff. An integral component of the DLIFLC mission, DLI-Washington is truly a "Swiss Army knife" for the DOD language community.

While sitting at the dinner table on St. Patrick's Day in 2005 at his parent's house, the phone rang, "Tell the telemarketers to call back later. Its dinner time!" shouted then Lt. Col. Tucker Mansager at his brother who had answered the phone. "He came back in, his face was a little white and he said, "There's a Gen. Scott Wallace on the phone for you." My brother would gladly pull my leg, but he doesn't know Gen. Wallace at all," described Mansager, in a 2007 interview.

So began the journey of the youngest commandant ever to have served at the Defense Language Institute Foreign Language Center. He was 42 years old. Mansager had been slated to serve in the Former Yugoslav Republic of Macedonia as defense attaché, but all roads led back to DLIFLC where he had been a student of Polish and Russian in 1993.

Truth be told, most commandants assigned to DLIFLC prior to 2005 had been selected to command the "small language school on the hill," overlooking the Monterey Bay at the end of their careers.

"I guess I've always thought that there was some appeal in the fact that I was a little bit younger than the typical colonel that's selected for the job... Maybe people act in a different manner when they know they've got a little bit more of their career in front of them than if they know this is their terminal assignment," said Mansager, who at the time of his selection was a lieutenant colonel, attending the Hoover Institute's National Security Affairs program, in Palo Alto, California, as a fellow.

Indeed, when Mansager interviewed with Gail McGinn, the deputy undersecretary for plans who was the Department of Defense Senior Language Authority and selecting official, some of the first questions she asked were about his ability to get along with senior colonels.

"I remember when Mrs. McGinn interviewed me. She was concerned about my relative youthfulness and the fact that we had an assistant commandant who was senior to me. Col. Dan Scott was senior to me by many years. 'How do you work with a guy who's older than you, got date of rank on you? How do you lead somebody like that?' I think I talked her through the fact that I can work pretty collegially with a lot of folks as long as we're oriented on the same mission," he replied.

Soon, Mansager was thrown in the midst of the transformation of DLIFLC from a \$77 million dollar school to a \$260 million foreign language institute.

THE YOUNGEST COMMANDANT

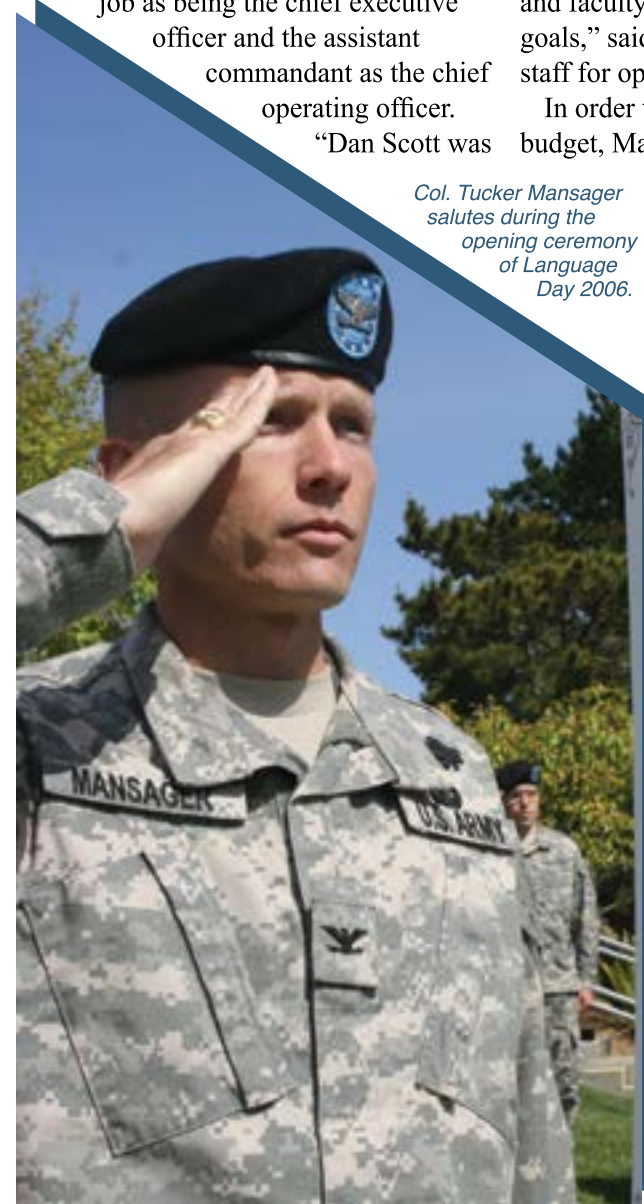
M TUCKER B.
ANSAGER

Story by Natela Cutter
Photo courtesy of NATO, Brussels, Belgium



“Really, it was like drinking from a fire hose. DLI was doing a huge amount of things and I came on board when all the major academic things had been planned,” said Mansager, referring to the immediate challenges before DLIFLC leadership: the implementation of the Proficiency Enhancement Program, or PEP, the release of a new Defense Language Proficiency Test called DLPT5, with a physical expansion of the institute due to the decrease of the teacher-student ratio and the resultant hiring of hundreds of new instructors.

“The single biggest takeaway during that first period was that we’ve got to transform the organization,” said Mansager, who said that he viewed his job as being the chief executive officer and the assistant commandant as the chief operating officer.



Col. Tucker Mansager salutes during the opening ceremony of Language Day 2006.

doing the day-to-day business dealing with the faculty and I was trying to give vision, direction and distance for the whole organization,” explained Mansager, speaking about U.S. Air Force Col. Dan Scott.

Mansager thus set about to transform the Institute’s business practices and grow the staff to accommodate the inevitable expansion in personnel and space.

“He was responsible for the execution of a very complex multi-year \$362 million Proficiency Enhancement Program over a five year period that meant going to smaller classes, hiring more teachers, increasing the entrance scores, or the DLAB, by 10 points and expanding a number of support activities for students and faculty that would help us reach our goals,” said Clare Bugary, deputy chief of staff for operations director.

In order to handle a much larger budget, Mansager also sought to increase the number of staff in the Resource Management Division, while a new division was created for managing space, called the deputy chief of staff for logistics, to manage the shifting of language schools and support divisions.

“We were finally able to hire Rich Coon as the first deputy chief of staff for personnel and logistics, and then he, in turn, hired a personnel person and a logistics person,” explained Mansager.

In 2006, Mansager and the DLIFLC leadership worked out a lease with the City of Monterey that included the leasing of two local elementary schools, Larkin School, adjacent to the lower Presidio of Monterey, and Monte Vista School, located some two to three miles from DLIFLC. Monte Vista would become the home of

Curriculum Development, Faculty Development and the Technology Integration Departments. Larkin School’s convenient location allowed DLIFLC to carry out teaching activities at that location, as it was linked to the grounds via a narrow walkway.

Another area of concern for Mansager was the hiring mechanism at DLIFLC that had been run by the Faculty Personnel System, an internal human resource department that had been created and established along with adoption of the FPS system designed for Title 10 instructors which allowed non-citizens to work for the U.S. government.

“The policy portion of that (hiring) stayed within the Defense Language Institute, but hiring and doing all that kind of stuff, the mechanics of it went to our CPAC here. That’s a fairly big shift,” said Mansager, speaking about the Civilian Personnel Advisory Center. During Mansager’s tenure from August 2005 to October 2007, more than 550 new instructors had been hired.

Externally, Mansager was particularly intent on providing support to deploying forces. Along with Dr. Don Fischer, the new incoming provost who had been commandant of the Institute from 1989 to 1993, Mansager worked on systematizing predeployment support in the way of providing readily usable foreign language products.

“The provost, Dr. Fisher, and I talked about getting stuff (predeployment materials) ready in Haitian-Creole to go down to Haiti back when he was the commandant here in the early 90s, or going into Somalia,” explained Mansager. With the release of the 2006 Quadrennial Defense Review, a document published every four years stating the United States’ military doctrine, the “manufacturing of these Language Survival Kits for places that we’re not necessarily involved in right now but that we might be later on,” was made possible on a continuous basis.

Within the Continuing Education Directorate, the Field Support Division was expanded significantly, making a number of predeployment initiatives

possible.

“We expanded our outreach to deploying units considerably since I got here, whether via professional military education, providing language instruction at the U.S. Army Command and General Staff College, the Air War College

or the Naval Postgraduate School, [or] sending mobile training teams out to



Col. Tucker Mansager at his Change of Command Ceremony in 2007.

deploying forces to give them just-in-time language in either Iraqi or Dari,” explained Mansager.

In 2005, DLIFLC also stood up a Field Training Exercise program, or FTX, which envisioned having students spend two to three days in an isolated immersion situation, off campus, overnight, with their instructors and military staff.

“When I came aboard at DLI and they developed the idea to put the students in a facility for one or two days and overnight, and the rule was nothing but the target language, I was very supportive of

it,” said Mansager in a July 2016 interview from Brussels, Belgium, where he works as the executive officer in the Executive Management Division at NATO headquarters.

Another initiative Mansager was intricately involved with was the creation of a new online predeployment program called HeadStart2, which contained 100 hours of training materials with interactive avatars, reading, writing and listening lessons along with cultural orientation lessons.

“I had a pretty clear vision of what it had to be, interactive, make them speak, teach them how to say things, include culture so that they



An avatar image inspired by Col. Tucker Mansager.

istan that most Soldiers spent their free time playing computer games.

Although Mansager denies it, rumor has it that he drew out the entire lesson plan, prompting then Technology Integration director Pamela Combacau to have her graphic designers create an avatar in Mansager’s image.

“Unfortunately, I don’t recall the avatar made in my image. I’d hate to think that I am torturing anyone to learn language,” laughed Mansager.

“I was in command of DLI for 26 months and they were 26 of the most challenging, but most rewarding, months of my military career. I retired at 30 years and the people that I worked with at DLI were some of the most professional, dedicated, serious, but fun people that I have worked with in that entire time,” said Mansager in his closing remarks in an interview conducted in Brussels for DLIFLC PAO.

One of the essential elements of the Proficiency Enhancement Program, or PEP, was designed to raise student proficiency levels, was the implementation of an organized, robust overseas immersion program for approximately 10 percent of the Defense Language Institute Foreign Language Center student body.

DLIFLC began experimenting with in-house local immersions as early as 2003, by organizing groups of students to spend from one to two days immersed in their target language with their instructors on the Presidio, at the Weckerling Center. The historic facility was equipped with a full kitchen, restrooms, and enough space to put cots and sleeping bags on the floor for overnight stays.

The Middle East Schools were the first to organize such immersion events, where students were only allowed to speak in Arabic, from conducting real-life situation scenarios such as purchasing goods at a make-shift market to cooking authentic food in the kitchen. Soon however, it became evident that the expanding immersion program had exceeded the capacity of the facility to support it.

In July 2004, Andrei Pashin, a long time Russian instructor and chair of the Serbian-Croatian depart-

ment, accepted the position of director of the Immersion Language Office. He immediately identified the need for a dedicated immersion facility that would be able to organize both overseas and in-house immersion activities for students who would be attending the Basic, Intermediate, and Advanced Program courses.

"In the spring of 2005, in connection with a Department of Defense directive, we decided to look at both domestic isolation and OCONUS isolation immersion programs," said Pashin, in a 2005 interview for the *Globe* magazine.

Together with Lt. Col. Wayne Morris, a reserve officer who had experience in organizing overseas immersions for linguists, Pashin took a group of intermediate and advanced Russian students on a four week trip to Petrozavodsk, Russia.

"At the time we knew little of how the trip would turn out. One of the first things that happened was missing our connecting flight, and then we lost the majority of our students," said Pashin with a chuckle, adding that the students were successfully recovered. Feedback from the Russian trip, where students were housed with families, was overwhelmingly positive.

One of the determining factors for pushing forward with the program was the increase in

student confidence in speaking, leading then Commandant Col. Tucker Mansager to conclude that "they could handle day to day business in Russian and it significantly increased their ability to converse," according to the DLIFLC Command History 2004-2005. Immersions were next scheduled for China and France, while plans were made for students to travel to Cairo, Egypt and Seoul, Korea.

Due to the relatively high expense of sending students on OCONUS immersion trips, the criteria used to select these individuals depended on a minimum course GPA of 3.0 in their second semester, and recommendations from their teaching team and unit commanders. Only 10 percent of the students would be allowed to experience an immersion in most strategically important languages: Arabic, Chinese, Korean, Russian, Spanish, and French.

A dedicated isolation immersion facility was established at the Ord Military Community in nearby Seaside, with enough space to accommodate two simultaneous immersion programs taking place. The intent was to create effective immersion activities outside the classroom environment for students who could not participate in OCONUS immersion trips.

With enough space

DLIFLC students traveled to the Moroccan city of Fes on a one-day tour to learn about the historic value of the city and its exquisite landmarks in April 2015. (Photo by Natela Cutter)

IMMERSION A STRATEGY TO HIGHER FOREIGN LANGUAGE PROFICIENCY

Story by Natela Cutter

adjacent to the facility, DLIFLC soon placed two prefabricated structures in the parking lot equipped with bunk beds that would allow for overnight stays and a program designed to last from one to five days, depending on the semester the students were attending.

Not all was smooth sailing for Pashin and the immersion coordinators he eventually hired. Hurdles had to be overcome with finding the appropriate universities and overseas programs that could accommodate U.S. military students safely. Obtaining visas, permission from each U.S. Embassy in the country of immersion, and finding adequate accommodations with families, were often issues the immersion coordinators had to contend with.

By the end of 2006, sixteen overseas immersions had been conducted with 90 students who had traveled to China, Russia, Egypt, South Korea, and France. With the average cost of \$5,500 per student, and the resulting increase in proficiency scores, the program demonstrated its effectiveness. In 2007, another 26 immersion trips were made with 243 students from all four branches of the services. Countries added to the list were Jordan, Ukraine,

Costa Rica, the Philippines and Turkey.

Between 2007 and 2008, a study on the benefits of OCONUS immersion was conducted by DLIFLC's Research and Analysis Division. The study took randomly assigned basic course students from the Arabic, Chinese and Korean programs with immersions conducted in second semester, and compared them to third semester control students who participated in regular academic activities in the schoolhouses. According to the study, a greater percentage of students who had experienced an OCONUS immersion passed the DLIFLC final exam compared to the control group. The gains were mainly noted in listening comprehension scores.

"Looking back on the program structure and content, I can proudly say that DLI's immersion program has come a long way. We have streamlined logistics, enhanced the academic programs, all without sacrificing students' safety and security," said current ILO director,

Eileen Mehmedali, who has been working with ILO since 2006. "Adaptability has been key, as political climate change is one variable we here at ILO are all too familiar with."

Over the years, funding for the OCONUS immersion program has ebbed and flowed, depending on DLIFLC's budget and command emphasis put on the program.

The Institute's 2016 Campaign Plan projected that 100 percent of the students in 3rd semester will be able to participate in some type of OCONUS or CONUS immersion by 2022.

A Moroccan history professor gives DLIFLC students a tour of the historic city of Fes in April 2015. (Photo by Natela Cutter)

COMMAND SGT. MAJ. NICK ROZUMNY

Story & photo by Natela Cutter

In the summer of 1977, Nick Rozumny was happy to have graduated from high school and to have found a job working on an automotive assembly line in Ohio.

“I had nothing growing up that would indicate to me that I would be interested in the military. It was only after working for a year on an assembly line for an auto manufacturer that my friend and I decided that we needed to go down to the recruiting office,” said retired Command Sgt. Maj. Rozumny, in an interview at his home in Texas in June 2016.

It did not take long for the boys to head off on a new adventure in life. In fact, it took only two weeks. Rozumny said he broke his mother’s heart, while his father was glad to see him “launch,” whichever way that path would take him, hopefully, toward independence.

What Rozumny did not know at the time was that all paths in his life would eventually lead to the Defense Language Institute Foreign Language Center and that he would rise to the position of command sergeant major, and have the ability to influence hundreds, if not thousands of young men and women.

“We both enlisted for military intelligence, and we had no idea what that was. I thought the Army was the Army, you know. Everyone ran around with rifles and kicked in doors. I didn’t actually know that there were specific jobs

in the military that you could sign up for... and I guess that it was our test scores that indicated that we had some capacity,” explained Rozumny, sitting in his beautifully landscaped back yard, full of flowers, and hummingbirds.

After basic training, Rozumny completed an interrogation course at Fort Huachuca, Arizona. The next stop was DLIFLC to study German. “This looked pretty nice,” said Rozumny. “I’m at DLI learning German, and I was a regular pain for instructors, because I didn’t want to do homework, and thought that I could just absorb it...,” he said, with a chuckle.

Eventually, after several pep talks with his sergeants, Rozumny decided to buckle down and study. He passed the course and went to Germany for his first assignment.

linguist within your ranks,” he said.

From this point on, Rozumny rose through the ranks and made a point of fighting for his linguists to have time to work on their foreign language skills during their working week, though they had other primary duties assigned to them. “As a leader, I constantly had the same question in mind. Does that language make my Soldiers more combat effective? I must keep them sharp so I can use them in every situation,” he explained.

When Rozumny returned to DLIFLC in 2006 as command sergeant major, his first thoughts were how to give more time to the service members to focus on their studies, have adequate facilities to carry out those studies, and make sure that their families were taken care of.

The next task was to look at the living conditions of the students, in particular, the healthcare provided by the Institute with only one medical and dental clinic on the Presidio of Monterey, which had

or counseling, or women’s care,” Rozumny explained. Though claiming that he was only an onlooker in the process of changing the healthcare arrangement for service members on the Presidio, Rozumny said he just served as the eyes and ears of Gourley, “to let him know what the needs were.”

Another feat for Rozumny was the establishment of a Hall of Fame at DLIFLC in which he participated closely, drawing up the criteria to honor those individuals who contributed to the betterment of foreign language education, the foreign language community, and by making lasting contributions toward the defense of the nation.

“We wanted something to recognize our alumni, for their achievements for having been linguists, and that would inspire the staff and faculty and especially the students. These folks had worldwide impact, and capturing that, putting their name up, was something that needed to be done,” said Rozumny.

FROM ASSEMBLY LINE TO THE PRESIDIO

But while living in Germany on the economy, interacting with Germans on a daily basis, soaking in the culture and the views, it was time to decide what to do next. A recruiter offered Rozumny to go back to DLIFLC if he agreed to re-enlist. “I told him sure, I want to go back to DLI to take Russian. And I got a bonus to go back! This military stuff was great.”

And then Rozumny met the real Army at Fort Riley, Kansas, where he was sent to work in the motor pool, had to use a wrench and do physical training each morning, etc. “That was a shock. But at that point I had figured out how important it was to have a

limited resources.

“The nearest hospital was at Travis Air Force Base, (California), which took them out of the classroom. Missing one or two days at DLI is huge and sets you back big time,” Rozumny explained, adding that students often times had to be disenrolled due to prolonged illnesses.

To solve this issue, Rozumny teamed up with retired Maj. Gen. William Gourley who was very active in the local community. “He seemed to be the guy who could put all the cats in one room,” Rozumny described him.

“Gen. Gourley brought in the local hospitals and medical treatment facilities from around town to join TRICARE which helped tremendously. Now we could go downtown to get orthopedics

The first Hall of Fame selection took place in 2006 with 10 inductees, including individuals such as former Secretary of Defense Leon Panetta, a Monterey local, and retired Air Force Lt. Col. Rick Francona, an Arabic linguist who worked as Gen. Norman Schwarzkopf’s personal interpreter during the Gulf War.

“We needed to show that we had alumni who made a difference in the world and that students today, going through DLI, can change the world as well. They need to know that having a language skill is a tremendous tool. It can open doors, it can knock doors down, one can make friends, stop wars, or create peace,” concluded Rozumny.

SUE ANN THE FACULTY'S COMMANDANT

SANDUSKY

Story by Natela Cutter
Illustration by Amber K. Whittington

The day Col. Sue Ann Sandusky received an email entitled “Hot Job,” she did not want to open it for fear that it would send her away from the U.S. Army War College where she had just wrapped up her first year as director of African Studies.

“I didn’t open it for a minute, and thought maybe it was Africa Command, which was just standing up about that time. When I finally opened the email it said, ‘We are considering you to be the commandant of DLI,’ I about had a heart attack. I was just flabbergasted and so excited I could hardly contain myself, and then I thought, oh this has to be a mistake, this can’t really be true,” said Sandusky, in an interview in her home in Ohio in March 2016.

“I always say that becoming the commandant of DLI was a dream-come-true, except that I never dared dream that,” she explained, surrounded by her four African village dogs that she adopted during assignments in Africa.

Though Sandusky attributes

her selection to the wartime situation, the fact was that Sandusky had a unique background and was highly qualified for the job with her four higher education degrees, a Bachelor of Arts in Journalism and Government, a Master of Arts in Soviet and East European Area Studies, another master’s in philosophy and political science, and a third master’s in strategic studies. She had been a Foreign Area Officer for Sub-Saharan Africa and served as defense attaché in Liberia, the Democratic Republic of Congo, the Ivory Coast, and Nigeria. Her relations with the people of Liberia were so good that she was sent back intermittently and has been credited for helping achieve peace for the country through skillful negotiation.

Against this background, Sandusky was more than eager to take on the challenge of running the Defense Language Institute Foreign Language Center because of her experience as a French student.

“I loved my faculty. When I was a French Basic Course

student in 1991/92, I thought it was the most enlightened place in the whole world. I had never experienced language learning like we did it at DLI, immersion in the classroom, all activities in French, the target language, and I just loved it. I knew it wouldn’t have happened if we hadn’t had these very skilled teachers.”

When Sandusky came on board in October 2007, the first challenge she faced was the re-release of the Defense Language Proficiency Test 5 in Modern Standard Arabic that had been pulled back from the field by her predecessor due to low scores received by linguists in the field and questions of validity of the test.

“It (the test) had been fielded and the results were remarkably lower than anybody had anticipated. There was a lot of hue and cry from the field that something was wrong with the test... We went through a very thorough review, and brought in outside experts to look at it,” described Sandusky.

Sandusky poses for a photo after winning one of her three gold medals in 1978 at the 42nd World Shooting Championship in Seoul, Korea, where she was a member of the U.S. Shooting Team. Sandusky won an individual gold medal in Standard Rifle Prone and two team gold medals for Standard Rifle Prone and Air Rifle. She started competing in 1967 with the Findlay Rifle and Pistol Club, and later became serious in the sport when she attended Texas Christian University. Sandusky was selected to be a member of the U.S. team while in the U.S. Army Reserve. She had been recruited to join the U.S. Army Reserve and its competitive shooting team in 1975, when military services were increasing the number of women in their ranks. She competed with the USAR team until 1983 when she entered active duty, but continued to compete until 1987. She competed with the SAR team until 1983 when she entered active duty, but continued to compete until 1987.

In the end, a few adjustments were made to the test, but the basic conclusion was that the exam contained more challenging authentic material and that linguists in the field needed to “crank up their game,” while instructors at DLIFLC needed to be trained to teach to the higher levels of proficiency required not only because of a more challenging exam, but because user agencies needed more competent linguists. By the end of Fiscal Year

Language Roundtable Level: Listening 2+, Reading 2+ and Speaking 2. The Institute had received \$362 million in funding for the implementation of the five-year PEP plan that called for the increase of teacher-student ratio, smaller class sizes, more faculty development for instructors, better curriculum, the use of savvy new technology in the classrooms, and separately, the construction of three new instructional buildings.

I decided that we needed a morale boost. I wanted to make sure the faculty understood how important they were to helping our students reach the new levels,” Sandusky explained. She noted that 2009 was designated the “Year of the Faculty.”

“Another very important component was a review of the salary structure,” Sandusky said. The Faculty Pay System had not been adjusted since 1997, resulting in instructor salaries that lagged significantly behind others working in comparable positions in government service and academia.

“Col. Sandusky sent the first letter to the Defense Civilian Personnel Advisory Service in Washington D.C., telling them that we would like to modify the FPS pay schedule structure. Then sequestration happened and DCSPAS was prevented by law from making any changes,” explained Rick Donovan, FPS manager.

An important initiative directed by Sandusky was investment into the furthering of instructor higher education degrees in foreign language acquisition. To this end, Sandusky approved funding for tuition assistance for individual courses which could lead toward a degree in support of DLIFLC teaching goals. Consequently, California State University

Monterey Bay established an Instructional Science and Technology Degree a master program which DLIFLC instructors could sign up for and attend via a hybrid of online and campus courses. By the end of 2009, more than 80 instructors had completed their master degrees.

“The emphasis on faculty development was very important because PEP was fundamentally about what was going on in the classroom. Instructors had to rethink what they were doing so that the students could advance at the fastest possible pace,” said Sandusky.

Internally, the Faculty Development division grew by leaps and bounds, introducing new courses for instructors such as learning management applications for teaching, how to design creative tasks for working with interactive whiteboards in the classroom, and leadership development.

“Also as part of the ‘Year of the Faculty,’ I wanted an effort to identify pathways to leadership for the development of future academic leaders for DLI. How could you move up from a faculty member to dean, how could you go from teaching in the classroom to working on the DLPT, how could you use your other skills and talents to contribute to the overall excellence of DLI?” asked Sandusky rhetorically.

To improve communication with faculty, Sandusky held a series of town halls where she attempted to explain to instructors where they stood in relation to the echelons of the U.S. Government above them. She broke it down to four levels, demonstrating that the instructors at DLIFLC were not that far removed from the White House, or the Pentagon, in terms of their “chain of command” and that they were making direct contributions to national security every time a student graduated from DLI as a proficient linguist.

Sandusky often repeated her favorite African proverb in her town halls, “Wisdom is like the baobab tree, no single person can embrace it,” trying to signal to faculty and staff that achieving a mutual goal requires collaboration.

“That was my way of saying to the faculty, and the staff, that everyone is important and that we are all here working together to make DLI the excellent institution that it needs to be for the national security of our country in a time of war. I just reminded the instructors that some of these students were going to be in the front lines in a few months and they had to be as well-equipped as we can possibly make them – that was my motivation.”

Under her watch, the initiative for establishing an academic network was formulated, and moved forward by Assistant Commandant Air Force Col. Dan Scott, and Air Force Lt. Col. George



Members of the Republic of China's military visited DLIFLC in June 2008 for a tour of the installation. On the occasion, the delegation gifted a bamboo scroll inscribed with “The Art of War” to Commandant Col. Sue Ann Sandusky. The work was authored by general Sun Tzu, a military strategist and philosopher, some 2,500 years ago. Today, the scroll is on display in DLIFLC headquarters. (Photo by Natela Cutter)

Serafin. When government-controlled network restrictions on accessing certain foreign sites ramped up, DLIFLC faculty were hampered in their teaching efforts. When the government banned the use of external devices on government computers, many classroom teaching activities came to a screeching halt with no way to exchange data between instructors and teachers.

“Eventually I found out that NPS (Naval Postgraduate School) had an education network which we called the dot-EDU network, and learned what that meant - possibly fewer restrictions. I thought if we could go the dot-EDU route, maybe we would be a little bit more in control of our own destiny. I wasn’t sure about the cost, so I didn’t try to sell the idea as a cost savings,” said Sandusky, about getting buy-in from Army leadership regarding the idea. The dot-EDU network would become a reality at DLIFLC with the next commandant in 2011.

Externally, Sandusky has been credited for having changed the rhetoric about DLIFLC in Washington, D.C., and beyond. DLIFLC’s flexibility and willingness to jump to support any and all foreign language needs to deploying forces was unprecedented. Since the early 1990s, such support had tradition-

ally involved sending predeployment materials to service members around the world, but with the war on terrorism, DLIFLC began establishing Language Training Detachments, not only for professional linguists, but also for the General Purpose Force, in order to give direct language instruction to those who were going to put boots on the ground.

By the fall of 2009, the Chairman of the Joint Chiefs of Staff, Adm. Mike Mullen, gave a directive for DLIFLC to support the training of Afghanistan/Pakistan Hands, a new program that would teach seasoned military service members the languages spoken in the countries they would be deploying to, via a five-year language program broken down into specific phases. Additionally, three new locations would be opened up at Forts Carson, Campbell and Drum, to teach 16-week basic language and culture skills to young deploying service members at the tactical level.

Through all of these endeavors, Sandusky never doubted the capability of her “extraordinary faculty and staff.” Before departing DLIFLC, she threw a very sizable picnic on Soldier Field for faculty and staff. They arrived in droves to bid her farewell.



The U.S. Defense Attaché to Liberia Colonel Sue Ann Sandusky (R) passes a LURD (Liberians United for Reconciliation and Democracy) rebel in Monrovia, Liberia. American officials with Nigerian peacekeeper escorts ventured into LURD rebel territory, attempting to broker peace between the rebels and the besieged Liberian government. (Photo by Chris Hondros/Getty Images)

2009, the new Arabic test had been on the street for a year, students were finally passing and more DLPT5 exams were coming out in other languages.

“There was a shock value,” said Sandusky, but linguists in the field and students eventually started passing. “They were true professionals, along with the faculty. Everybody reached new levels.”

About 18 months before Sandusky’s arrival, DLIFLC had been working on the Proficiency Enhancement Program, or PEP, which was a complex pathway to graduating students at the Interagency

Sandusky felt that the instructors, those charged with leading the PEP transformation in the classroom, were under a lot of stress. They were worried about their students passing the new DLPT5 that was about to be released, worried about the new technology coming into the classrooms that many had never used before, and worried that the curriculum would change too fast and become too challenging.

“Things were difficult with the new DLPT5 arriving at the same time we were trying to raise our outcomes to 2+/2+/2.



AF/PAK HANDS MAKE BONDS STRONGER

Story by Natela Cutter
Photos courtesy of Lt. Col. Michael King

Army Lt. Col. Michael King could have imagined that his military career would take many unexpected turns, but he never expected to become an Afghan village elder's marriage counselor, a former mujahideen freedom fighter's best friend, or create such strong bonds with his Afghan "brothers in arms" that he would put his life in their hands with ease.

This scenario, seemingly straight from a Hollywood movie script, became reality when King joined the Pentagon-sponsored Afghanistan/Pakistan Hands program in September of 2009, designed to teach language and culture to officers and senior enlisted, with the intent of redeploying these individuals to the same region twice to maintain established local relationships.

"Once you are a friend of a mujahi-

deen, it is stronger than the chains of steel," stated King, translating what he was told by an Afghan elder who had fought against Soviet occupation in the 70s. "He gave me a rug and told me to please give it to my wife and to give him a call the next time I am in Afghanistan," said King recollecting the conversation.

Prior to deploying to Afghanistan, King enrolled into the AF/PAK Hands three-stage program that included a first iteration of 16 weeks in the language culture, a year-long deployment with self-study, and the third phase of training taking place back at home station.

During his year-long deployment, King enhanced his language skills through immersion and self-study that included watching Afghan TV channels via a knockoff BlackBerry. Upon returning home and assigned to Central Command



Headquarters, King simultaneously enrolled into his third phase of language training, which consisted of three hours per week of self-study and two hours of face-to-face studies with a distance learning instructor via Defense Connect Online.

"The biggest benefit of having language capability is not having to rely solely on an interpreter to break the ice and wait on formal introductions. ... It breaks down barriers between official business and personal contact with the folks you are dealing with," he said.

This is precisely what the AF/PAK Hands program had envisioned: creating language capable, culturally savvy leaders who could engage with the local Afghan and Pakistani population to form bonding relationships that would eventu-

ally lead to productive reconstruction and revitalization of the war-torn infrastructure and economy of the nation.

While in Afghanistan, King lived in an Afghan Training Center for the national police, consisting of more than 150 local police instructors, a cadre of about 700 students and some 400 to 500 local national contractors. "There wasn't a lot of coalition presence and I was out doing a lot of engagements with local leaders, police chiefs, and mullahs," he said.

Because of his language skills, King found that one of his duties became welcoming new students to the Afghan Training Center where a literacy program is maintained. "Part of my duties were to check on the training and welcome the new class in Dari. Most of them were 18 to 25 years old and it was the first time they had actually seen a Westerner. I told them that if I could learn Dari 'then you guys can do it.'"

King particularly enjoyed working with local schools, to include bringing children on the compound as a field trip to show them how Afghan police are trained. "I did a lot of stuff trying to engage with small village elders, adopting local schools ... facilitating closer ties... putting together school field trips, etc."

But for King, aside from listening to a village elder's woes about his troubles with his three wives, his most memorable moments were spent with his Afghan military counterparts with whom he worked to better the quality of life in very poor rural areas.

"There is something to be said about off-duty hours, in non-uniform, an Afghan asking you to come to have lunch with him, going out with your security platoon commander, and basically trusting each other so explicitly that your security is in his hands and his is in yours," said King.



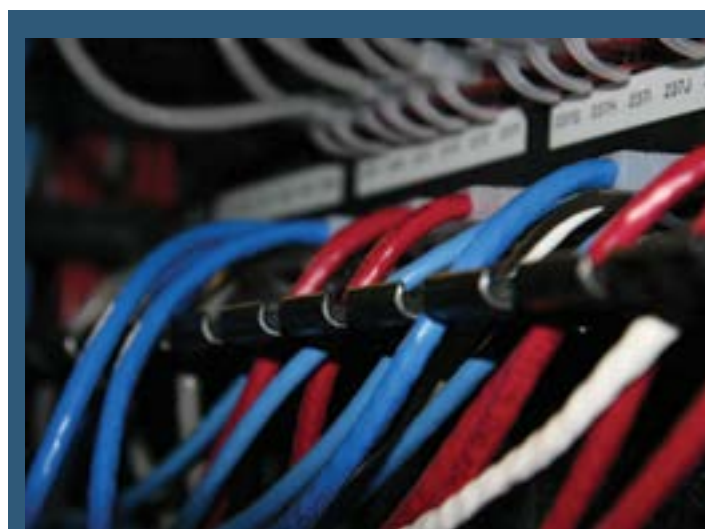
With the influx of funding in 2006 and 2007 from the Proficiency Enhancement Program, or PEP, that had allotted \$362 million to be spent on getting students to higher levels of proficiency, the Institute invested heavily into state-of-the-art technology with interactive white boards in every classroom, and putting tablet PCs and iPods in the hands of every student.

It soon became evident that the Army Directorate of Information Management would not be able to provide the needed bandwidth for the students or allow access to hundreds of foreign websites where authentic materials could be found for classroom activities.

The last straw was the elimination of the use of external storage devices, or thumb drives, on government computers in 2008. Overnight, students and instructors were not able to share homework assignments, listening exercises, or transfer any data from one computer to another. Make-shift PC stations were set up in the hallways of the schools with offline computers set up for students to download their homework and have instructors check their work.

"It was so impractical. The biggest issue was to be able to control our access so that we could operate and have a level of security that matched our requirements and our perceived threat. So – once we got our hierarchy convinced of that, the technical people continued to plan..." said retired Col. Sue Ann Sandusky, Defense Language Institute Foreign Language Center commandant at the time.

Sandusky soon discovered that the neighboring Naval Postgraduate School had already established an academic network for its students and sought their support in trying to establish



EDUCATION NETWORK AT DLIFLC

Story by Natela Cutter



the same for DLIFLC.

"I remember working closely with DLI at the time to help establish an academic network that would be similar to NPS's network. Both institutions were lucky that an infrastructure already existed in Monterey in terms of the fiber optic cables installed by the City of Monterey some 20 years ago," said Terri Brutzman, today the DLIFLC Chief Information Officer, who worked at NPS at the time.

The official opening of the academic network, or as it is known, the .EDU network, took place on Jan. 25, 2011, during the tenure of Commandant Col. Danial Pick. More than 50 military and academic leaders of DLIFLC and NPS joined together to officially announce the groundbreaking of the award-winning academic network infrastructure initiative during the ribbon cutting ceremony.

"I believe this project will serve as a model for others to follow," said Pick, adding that the new network established was over 40-times faster than the military network.

"With this network, and the ability to go anywhere in the world – to anybody – and get materials from anybody, is going to really increase our ability to bring language to the students and therefore increase the proficiency of all those who graduate," said now retired DLIFLC provost Dr.

Donald Fischer.

Five years later, the network, originally stood up by John Russell, provides foreign language materials and houses all the curriculum content necessary to instruct some 3,500 students of all four branches of the services, handling more than 10,000 mobile devices overall.



BARE A TERRY THE FORK IN THE ROAD THAT LED TO MONTEREY

Terry Bare came to the Defense Language Institute Foreign Language Center in what some may consider a roundabout way. He applied for a job that had a foreign language requirement and was sent to Monterey, California, to learn Portuguese – taking the “fork in the road” that would change his life forever.

“I was a young major in the Air Force when I applied for this job as the political adviser to the commander of U.S. Forces Azores. The Azores is a sub-unified command and is a group of islands, 900 miles off the coast of Portugal,” explained retired Air Force Col. Terry Bare, and DLIFLC assistant commandant from July 2008 to June 2011.

Bare said that he was intrigued by the job advertisement and thought the offer sounded too good to be true but was the perfect opportunity for his decision to change careers. “It [ad] said, if selected for this job, applicant must attend

language training at the Presidio of Monterey, California,” recounted Bare, with an expression of disbelief and satisfaction on his face during an interview at the Presidio of Monterey in October 2016.

Once Bare’s entire chain of command approved his career change assignment, he headed to DLIFLC in 1998 where he studied Portuguese for six months. It was during this period that Bare fell in love with the area while living in Pacific Grove where he spent his free time bicycling and hiking. Little did he know that 10 years later he would find himself back in Monterey, but this time as a decision-maker.

A year in the Azores passed quickly for Bare, who described the islands as the world’s biggest gasoline station, where U.S. personnel and the Portuguese military worked well together and cooperated during search and rescue missions and other flight operations. “I used my Portuguese every day.”

The next assignment took him to Hawaii where he served as a squadron commander and from there he was selected to attend the NATO Defense College, in Rome, Italy, as a part of his senior service education.

“One of the reasons I was selected was because I had a foreign language and foreign assignment background,” said Bare. From there, foreign assignments kept coming his way. Bare was next sent to Ramstein Air Base, Germany, where he was head of intelligence for three years.

By the time 2008 rolled around, Bare would yet again be surprised by the offer to return to Monterey as DLIFLC’s assistant commandant.

“The stars definitely aligned for me again in a great way and I came back to DLI to serve as the assistant commandant and at the time, as the Air Force Element Commander too,” said Bare.

From this time forward, Bare would serve under two commandants, Col. Sue Ann Sandusky and Col. Danial Pick, and work closely with Dr. Donald Fischer, the

DLIFLC provost. The issues he tackled would take him from Monterey to Washington, D.C., to remote places such as Almaty, Kazakhstan.

Under Sandusky, Bare contended with the woes of students struggling to pass the new generation of the foreign language exam called the Defense Language Proficiency Test 5, with particular challenges taking place in the Arabic and Spanish exams, both of which tested the various dialects.

“With Dr. Fischer, I came up with the notion of introducing students taking the lead in the classroom to teach their peers for about an hour a day. The idea was that students would study harder if they knew they would be presenting in front of the class...It was a win-win concept and we called it LIFT – Leaders in Front, Training,” explained Bare.

The concept of teaching basic language and cultural familiarization to the general purpose force as a part of predeployment training took hold during the time of Pick’s tenure. Bare often found himself either traveling to Washington, D.C., to discuss with stakeholders the way forward for training, or visiting DLIFLC-supported Language Training Detachments to observe the quality of training and participate in graduations.

On one occasion, Bare paid a return visit to the Kazakhstan Military Institute of Foreign Language that established a close relationship with DLIFLC and made an effort to emulate the language programs taught at the Presidio, right down to the use of interactive whiteboards and methodology used by DLIFLC instructors.

“It was an eye opening experience,” said Bare about the visit to Almaty, the capital of Kazakhstan. “We were seen as world leaders in the field, and we went over there and laid out programs for training and curriculum and our approach and our technology,” said Bare about his trip. “It was pretty monumental to me to meet and see those people.”

As the Air Force commander of the 311th and 314th Training Squadrons stationed at the Presidio of Monterey, Bare was in charge of more than 1,500 linguists at times. Managing such a large number of students, with headquarters located Goodfellow Air Force base in Texas was often challenging.

“There was a level of command and control here on-site, but the true chain of command went back to Texas. So, the 517th training group was stood up in May of 2009, and I was fortunate enough to be in the right place at the right time, to assume command as the first commander of the 517th,” explained Bare.

Of the more humorous events that Bare recalled happening to him at DLIFLC during his tenure is searching and recovering missing equipment. With every student issued a tablet PC and iPod, there were plenty of instances of lost equipment.

“We went dumpster diving looking for some missing technology, so some of the teachers were alarmed to see me in a dumpster with another worker looking for a lost iPod,” said Bare with a chuckle. “Hey, no job too small or too big to try to tackle here and I’ll tell you - working with people, officers, and NCOs from other services is always a great experience and a great honor.”

Following one more assignment as director of legislative affairs for U.S. Cyber Command, Bare retired in the Monterey Bay area in 2012 where he is once again enjoying life on the Peninsula and raising his two young daughters with his wife.

“I have a lot of things to be thankful for and for coming back to DLI... there are lots of forks in the road and you take them as they come. I was fortunate to be allowed to come back to Monterey,” concluded Bare.

Story by Natela Cutter

Photos by Amber K. Whittington

DINO PICK

THROUGH GOOD TIMES AND TOUGH TIMES

Story by Natela Cutter

Just seven days after Col. Danial D. Pick took command of the Defense Language Institute Foreign Language Center on May 6, 2010, Gen. George Casey, the chief of staff of the Army, paid a visit to the Institute to personally see the resident foreign language training and distance learning capabilities of DLIFLC.

Pick hit the ground running. The moment Casey left DLIFLC, having seen the online products firsthand, he asked the Institute to create a six to seven-hour online predeployment lesson that would become mandatory training for every Soldier deploying to Afghanistan and Iraq. The program was named Rapport, denoting the main task that Soldiers would be carrying out on the ground—cooperating and working with the local population.

With a budget of nearly \$300 million and high demand for predeployment training for troops headed to Afghanistan and Iraq, Pick found himself in the midst of the largest external expansion of DLIFLC support activities in the history of the Institute. Traditionally, DLIFLC taught basic course languages to military intelligence service members who would use their talents as military analysts and were not necessarily translators. This new mission however, required DLIFLC to expand rapidly, retool its language and culture training curricula, and teach via the dispatching of instructor Mobile Training Teams and the establishment of permanent Language Training Detachments at large training locations at home and abroad.

“In order to train Soldiers and Marines headed to combat theaters of operation, DLI deployed Mobile Training Teams wherever needed. This included 53 dedicated instructors teaching 18 languages with some

instructors spending more than 250 days a year on the road. This effort helped provide critical language and culture training at home station to minimize disruption of Soldiers’ and Marines’ dwell time, while providing them with critical skills for counter-insurgency operations in Iraq and Afghanistan,” explained Pick.

In June, Pick traveled to Fort Campbell, Kentucky’s graduation to witness 70 of its Soldiers crossing the stage to receive certificates for passing the 16-week basic Dari language and culture awareness course taught by DLIFLC instructors. Along with Fort Carson, Colorado, and Fort Drum, New York, DLIFLC had stood up three new LTDs as part of an initiative that had been spearheaded by Gen. Stanley McChrystal, the commander of International Security Assistance Force and U.S. Forces Afghanistan. McChrystal firmly believed in the necessity of general purpose forces having some language and culture skills in Pashto, Dari or Urdu before deploying.

“As a part of this Campaign Continuity program, another eight new LTDs were established, at Joint Base Lewis–McChord, McGuire-Dix, Ft. Polk, Schofield Barracks, Maxwell Air Force Base, Miami, and then overseas, at Vicenza and Stuttgart,” enumerated Pick. The total number of DLIFLC LTDs at one point would number more than 30 to encompass a variety of support activities for language training and sustainment.

As a part of the initiative to provide more language capability on the ground, the Chairman of the Joint Chiefs of Staff, Adm. Mike Mullen, who visited DLIFLC in August 2009, gave a directive at the Pentagon to establish the Afghanistan/Pakistan (AF/PAK) Hands program that envisioned senior military officers gaining language capability that would enable them to



Photo by Amber Whittington



better work with their Afghan and Pakistani counterparts, offering the advice in their area of expertise, be it engineering, finance, or management.

Pick arrived just in time to establish the groundwork for DLIFLC to carry out the language and culture training for this plan, creating a management hub at the DLI-Washington, D.C., office through which the program would be managed, from student input to curriculum development. That July, Pick briefed his superiors about his intent to better posture the Institute for supporting DOD’s foreign language needs.

“The concept of the AF/PAK Hands plan was to build a cadre of military leaders that would focus on the region for years, building deep regional, linguistic and cultural expertise over time. Service members with specific skillsets would learn the language in order to work with the locals, then come back to the U.S. for more language training, and then redeploy once again with added language skills...all in a span of five years,” explained Pick.

In September 2011, Pick traveled to Afghanistan to oversee some of the

Col. Dino Pick gives candy to child in Afghanistan, during a trip a September 2011 during which he observed service members trained by DLIFLC in Dari and Pashto who were members of the Afghanistan/Pakistan Hands program. These individuals were specifically trained in foreign language and culture as a part of the U.S. military Campaign Continuity strategy. (Photo by Natela Cutter)

language training activities taking place at Camp Julien, near Kabul. He observed classes carried out at the Counterinsurgency (COIN) Academy and witnessed the cooperation between U.S. and Afghan forces working together in preparation for their future activities in the field.

“What I saw in the field was an unprecedented level of cooperation between DLI instructors and COIN academy leaders to train our personnel in theater, building upon the training they had received in Washington DC. It was a model for how DLI could provide language and culture training to conventional forces at the point of need,” said Pick.

Internally, DLIFLC had grown robustly as a result of the infusion of funding since 9/11 that had roughly increased about \$20 to \$30 million per year, as planned according to the Proficiency Enhancement Program that was to get students to higher levels of proficiency. Much had been invested into faculty and curriculum development, the hiring of new instructors, and technology infrastructure which provided interactive whiteboards in every classroom and equipped students with laptops and iPods.

With all the new technology deployed, DLIFLC had for several years realized that the military network was too slow, the bandwidth too narrow, and that maintenance and management of thousands of computers had become increasingly cumbersome to handle for the Army Directorate of Information Management.

“One of the challenges that we faced as DLI continued to evolve, was the limitations of a computer network supporting an academic mission. The military network’s reason for being is to be secure. The academic network, or the needed network for our mission at DLI, required access to video and audio and other resources from websites that were not allowed on the military network,” explained Pick.

Building on the work of the previous commandant, Col. Sue Ann Sandusky, Pick pushed for a partnership with the neighboring Naval Postgraduate School that had already migrated to an academic network precisely for the same reasons.

“Over time, we were able to deploy the (academic) network and allow significantly improved functionality inside and outside the classrooms because of much

higher internet speeds and the ability to access website and video not allowed by the military network. This allowed an exchange and dialogue between faculty and students that simply wasn’t possible before,” said Pick.

But about half way through his command, in 2012, concrete plans were being made in Washington, D.C., to cut back the DOD budget, with the scheduled withdrawal of troops from Iraq already in motion, and an imminent withdrawal from Afghanistan.

“DLI saw a significant turn in its budget and its ability to staff to previous levels. That was driven largely by sequestration, or the budget control act that Congress passed and the fairly draconian caps that it had placed on the defense budget,” said Pick in an interview in his office in March 2016, where he currently works as the deputy City Manager of Monterey of Plans and Public Works.

“We were given the task to reduce our budget in one year from \$300 plus million to about \$270 million. In that budget reduction we also had to reduce the number of civilians on staff because a large portion of our budget was civilian payroll,” explained Pick.

Abruptly, Pick was forced to take a hard look at where he could cut DLIFLC’s budget.

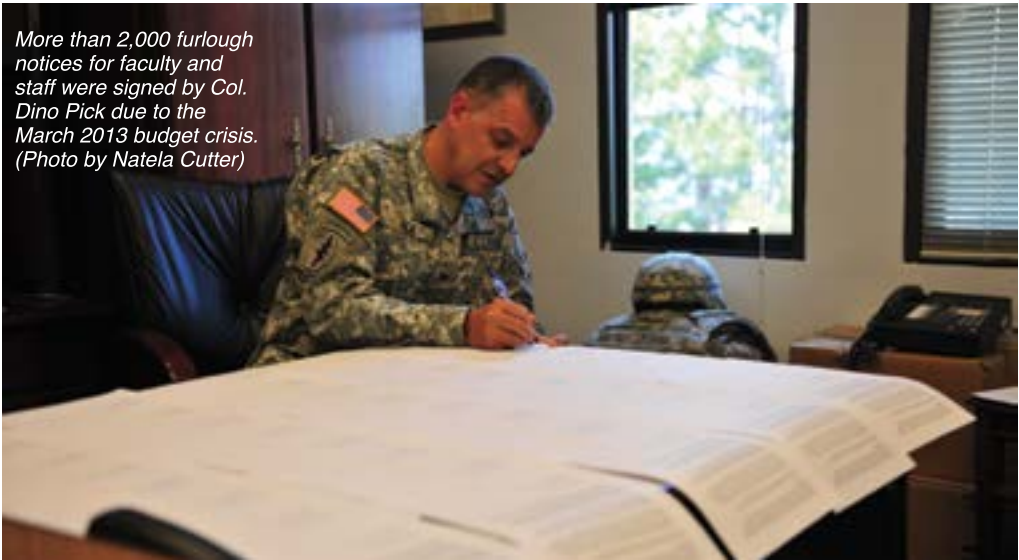
“The impact was ... a fairly simple prioritization. The top priority of DLI was, is, and will continue to be, the classroom and the production of world class linguists trained by highly professional faculty. We chose to sacrifice those capabilities that had been provided for DLI under the auspices of PEP which included cuts in curriculum development, technology integration, faculty professional development, and other robust academic support capabilities,

designed to increase the proficiency output from 2/2/1+ to 2+/2+/2,” said Pick.

By March 1, 2013, it became evident that the budget crisis would not be resolved and that sequestration would go into effect, furloughing about 2,000 employees at the Institute.

“Having to hand-sign thousands of furlough notices for our civilians is probably the most dramatic experience I had during my tenure. It was a turbulent time,” said Pick. Later that year, on Oct. 1, 2013, Congress’ inability to agree on a spending bill led to a government shutdown. During the shutdown, most “non-essential” government employees were furloughed again for several days.

Simultaneously that year, Pick informed faculty and staff that a U.S. Army manpower assessment would be conducted to see if DLIFLC was of the “right size” and if it needed as many instructors as stated. With PEP, DLIFLC had tripled its number of instructors. That fall, Pick began holding town halls to



More than 2,000 furlough notices for faculty and staff were signed by Col. Dino Pick due to the March 2013 budget crisis. (Photo by Natela Cutter)

inform faculty of the imminent budget cuts and a manpower assessment that would closely look at the workloads of every DLIFLC employee.

“Of course, the prism or optic that the manpower analysts used was very data centric while the approach that we have at DLI in terms of academic processes and production has many subjective elements. We had a significant disagreement with the manpower team about

what we needed to conduct our mission,” explained Pick.

The same argument was taking place at the level of the U.S. Army Training and Doctrine Command, DLIFLC’s higher headquarters where decisions were made for all TRADOC schools including the number of employees that would be occupying the manning documents. Pick was literally faced with having to present a list of classes that would be canceled due to the lack of instructors.

“That was a pretty tense time between a colonel and a four star general at TRADOC. But we were able to get the relief necessary to hire the faculty to conduct the classes,” Pick explained.

But this was only temporary relief. The result of the manpower analysis stated that DLIFLC needed to reduce its teaching staff by 767 instructors.

“We disagreed robustly with that finding by the Army manpower study team and made our case to the Army G 3/5/7, to Army G2, and to the Office of the Secretary of Defense,” he said.

Though Pick received support from the various Pentagon offices, it was the support of U.S. Representative Sam Farr that ultimately turned the tide.

“Sam is the reason we were able to keep 767 faculty and staff employed at DLI during the height of sequestration and cuts. I could not have, in my wildest dreams as a colonel, leveraged the Army into doing that without the help of Sam Farr and his staff in a meaningful, legitimate, but profoundly effective way,” stated Pick.

“DLI is a unique, living, breathing, organism that’s been through tough times and good times. It serves this nation very well and its graduates, faculty and staff should be enormously proud,” Pick concluded, with a knowing smile.

IN RECORD TIME

DLIFLC STAFF PRODUCES JAPANESE LANGUAGE MATERIALS

Story by Natela Cutter

Courtesy photo by U.S. Armed Forces in Japan



Just three days after the devastating March 11, 2011 Japanese earthquake and tsunami, the Defense Language Institute Foreign Language Center made available Japanese Language Survival Kits, small pocket sized guides with audio recordings, to U.S. service members deploying to Japan to aide in the disaster.

“Our technology team, basically within 100 hours, went from understanding there was a natural disaster in Japan to leveraging resources we have at the Presidio of Monterey and quickly turning (out) a product that could be used by DOD elements and aid workers alike,” said DLIFLC Commandant Col. Danial D. Pick. “By Monday morning, the Japanese materials were ready to be sent to our print plant for reproduction and were also posted to DLIFLC’s Product page,” he said.

The Institute’s Technology Integration dean, Pamela Combacau, found out early Friday morning Pacific Time about the earthquake in Japan and immediately began planning. “I waited for a few hours before waking people, but by 6 a.m. I called a colleague to have Japanese instructors made available for the audio recording that I knew was necessary to complete the product,” Combacau explained.

When Tatsuya Akano was awoken by his wife in the middle of the night March 11, he could hardly comprehend what she

was trying to tell him. “She woke me up to tell me she had read about the earthquake on the internet,” Akano explained. From that moment he got little sleep.

Early the next morning at work on the Presidio of Monterey, Akano could not stop reading the news about the terrible earthquake and ensuing tsunami. “I was a survivor of the Kobe earthquake so I knew what they were going through. I literally cried when I read the news,” he recounted, adding that the Kobe earthquake took place in January 1995. “In 20 seconds everything was gone. And there was no tsunami.”

As he was incessantly reading the news, the phone of Akano’s supervisor, Takashi Kato, rang. “Mr. Kato asked me if I wanted to go record the Japanese Language Survival Kits. I jumped. I had to do it, I wanted to help,” said Akano.

The first customers for the Japanese LSKs were Navy service members aboard the USS Ronald Reagan, who preferred to download the files in order to save on time.

Thirty-five Japanese Americans were awarded the Congressional Gold Medal Sunday, March 4, 2012 for their service to the nation during World War II.

Known as Nisei, for the Japanese words “ni” (two), and “sei” (generation), these second-generation Japanese Americans from central California served in the 100th Infantry Battalion, the 442nd Regimental Combat Team, or the Military Intelligence Service during the war.

In 2010, Congress authorized the medal to be awarded to each of the aforementioned units, in recognition of their dedicated service during World War II. The Congressional Gold Medal is the highest civilian award in the United States, and reflects Congress’ utmost expression of national appreciation for distinguished achievements and contributions.

The first presentation ceremony took place, Nov. 2, 2011, in Washington, D.C., and subsequent presentations have since taken place around the country to honor local veterans who could not make it to Washington.

Some of the MIS veterans had studied Japanese at the MIS language school in Camp Snelling, Minn., the predecessor to the Defense Language Institute Foreign Language Center, and are considered DLIFLC alumni. The school’s assistant commandant, Air Force Col. Laura Ryan, personally presented each medal to the honorees or a surviving family member.

A spokesman read a statement from U.S. Representative Sam Farr, (D) 17th Congressional District of California, which Farr had introduced into the Congressional Record, “The original MIS ... primarily comprised of Nisei second-generation Japanese Americans ... faced crushing prejudice and discrimination in the

NISEI SOLDIERS OF WORLD WAR II



RECEIVE CONGRESSIONAL GOLD MEDAL

Story by Sgt. 1st Class Rebecca Doucette

United States during World War II, many of their family members suffered interment while they were serving their country.”

“MIS graduated 6,000 service members during World War II, to provide critical Japanese language capabilities to the American military. These brave service men and women provided translation, interpretation, and code-breaking services in the essential Pacific theater, which contributed significantly to our nation’s victory,” continued Farr’s spokesman.

The statement ended with a quote from Gen. Charles Willoughby, chief of staff of Military Intelligence under General MacArthur, “The Nisei shortened the Pacific war by two years, and saved possibly a million American lives.”

Rep. Farr’s spokesman finished by reading a letter written by Speaker of the House John Boehner, “This regional celebration represents the thanks of a grateful nation. This proud honor is a testament to your selflessness, your selfless dedication, and unwavering loyalty as you fought a two-front war against prejudice at home, and fascism abroad.”

Although some veterans were too emotional to speak of their experiences, MIS veteran George Aihara summed up his feelings, “receiving this award was really an honor to me. I ... feel that Congress has finally ... recognized us for our service and loyalty.”

In addition to remarks by politicians and veterans groups, guest speaker Tom Graves reached out

to the veterans and their families in attendance, “... you helped to integrate our Armed Forces. You proved how important foreign languages are to the military. You fought to reverse longstanding discriminatory laws at home. You allowed your parents to become citizens for the very first time.”

Dream Come True

Command Sgt. Maj. Tracey Bellotte, who graduated from the Defense Language Institute Foreign Language Center's basic German course 23 years ago, says her favorite pastime was fooling Germans into thinking she was native.

"When I was there and out in town... I wouldn't speak a lick of English and they didn't know, so it was a lot of fun," said Bellotte, in a June 2016 interview in her native Colorado.

"I was in Germany for three years, on the East German border actually, listening to the East Germans every day for three years. I used my language every day and it was really fun because in Northern Germany, at the time, there weren't a lot of Americans," Bellotte described.

Upon returning to DLIFLC in 2010, Bellotte said that the Institute had changed vastly from what she had remembered as a student.

"It was so much more advanced in 2010. The barracks were different. There were better living conditions for the Soldiers. The DFAC was better, with better food. The schools were new, with more technology. So it was two totally different things," said Bellotte, referring to advances DLIFLC had made due to the infusion of funding for the Proficiency Enhancement Program that amounted to \$362 million to be spent over five years.

But one thing that remained the same was the need for students to take their studies seriously which requires spending time on task. Bellotte would frequently talk with students and tell them that the first sign of learning a foreign language is dreaming in that language.

"Then I would see the students and we would chit chat and talk and I would always tell them that you know you know the language when you start dreaming in the language and they would look at me quizzically," said Bellotte, with a chuckle. "But then later on, down the road, they would see me when I would be walking around or at a

ceremony and they would be like you're absolutely right Sergeant Major," she said knowingly.

Trying hard and not being afraid of the setbacks when using the target language is one thing Bellotte recommended to DLIFLC students.

"I think, you got to put your best foot forward and just talk and they appreciate the fact that you are trying to speak their language whether you say it's supposed to be neutral instead of masculine, they don't care. They are just happy that you're trying to learn

the language and talk to them and the more you use the language, the better you get," she explained.

During Bellotte's tenure at DLIFLC from 2010 to 2012, DLIFLC underwent an enormous growth spurt by expanding foreign language and culture training to the General Purpose Force, those who were non-professional linguists but would find themselves on the ground in Afghanistan, Iraq and possibly Pakistan during several tours of duty.

"The first time that I went to Iraq, which was in 2005, obviously [language training] wasn't mandatory, so my company didn't have the training and you could see the challenges that we had when we interacted with local nationals," she explained. "The second and third time I went, as a battalion sergeant major, it was mandatory. You could see because we learned common phrases, we learned about the culture, we learned about the people, and it was better for both sides because the Soldiers interacted with the local nationals much better," she said.

One of Bellotte's most favorite memories of her 26-year-long career is having had the opportunity to begin her career at DLIFLC and finish it at the same place. "It was cool to be jogging down the hills during PT and knowing that I had done it so long ago... a lot has changed, but the view of the Bay always stays the same."

COMMAND SGT. MAJ. TRACEY BELLOTTE

Story by Natela Cutter
Illustration by Amber K. Whittington



MILITARY INTELLIGENCE SERVICE HISTORIC LEARNING CENTER OPENS

Story & photos by Natela Cutter

After 20 years in the making, the Military Intelligence Service Historic Learning Center opened on Veterans Day Nov. 11, 2013 at Crissy Field on the Presidio of San Francisco to commemorate and honor the legacy of Japanese American Soldiers who were trained military intelligence linguists attached to combat units during WWII in the Pacific.

"It is here at this Center that the story of these veterans' courage, sacrifice and love of country will be told, so that our children, grandchildren, and future generations will remember what happened

here and will continue to honor that legacy," said Bryan Yagi, president of the National Japanese American Historical Society.

Just one month before the bombing of Pearl Harbor, a secret Army Language School was formed on Nov. 1, 1941, composed of 58 Japanese Americans, known as Nisei, and two Caucasian Soldiers who were secretly trained as Military Intelligence Service (MIS)

interpreters in Building 640, an abandoned airplane hangar on Crissy Field. Under austere conditions, with few books, using orange crates as desks and chairs, some 6,000 linguists eventually graduated from the program.

"Their specialized knowledge of the Japanese language and culture helped gain a tactical and strategic advantage over their opponents. In post-war Japan, under the command of Gen. Douglas MacArthur, these 'grassroots' ambassadors helped lay the groundwork for Japan's transition to a democracy," Yagi said.

The school was moved to Camp Savage, Minnesota in 1942, after Japanese Americans were sent to internment camps, ironically, by the same government they supported.

"We began a long journey here to prove we are Americans....In 1943 we were allowed to enlist in the U.S. Army... and 33,000 of us volunteered in WWII. The Nisei fought all over, in eight major campaigns, received 18,000 decorations and 21 medals of honor," said Major Gen. Arthur Ishimoto. A native of Hawaii, Ishimoto joined the military right out of high school, just after Pearl Harbor and attended the Camp Savage language school that was renamed the Military Intelligence Service Language School (MISLS).

"We were taught to 'not give up and hang in there,' (by elders) and these values carried us through the war," he said, adding that the work of MIS Soldiers included not only translation of documents and interrogating prisoners of war, but also entailed "chasing enemies out of caves, parachuting behind enemy lines, and blowing up bridges."

Today, no graduates from the first MIS class at the Presidio of San Francisco remain. A few hundred of those who completed the MISLS program in Minnesota

are mostly in their 90's and are extremely proud of the new Center which will keep history alive and their memories fresh.

"This has been a long time coming," said Koji Ozawa, who was deployed to the Philippines with a war crimes investigation unit, interpreted for prisoners of war, translated documentation, and was later stationed in Japan.

"It has been 70 years since the war ended and I am lucky to be alive to see this," said Ozawa.

Northern California. Diligent work by the Golden Gate National Recreational Area/ National Park Service, The Presidio Trust with Congressional support by Senators Daniel Akaka, Daniel Inouye, Dianne Feinstein, and Democratic Leader Nancy Pelosi, with grassroots political support from the National Japanese American Citizens League and the Japanese American Veterans Association, led to the completion of this project.

The Center includes interactive exhibits



Members of the 442nd Regiment Combat Team look at familiar faces on a display in the newly opened Military Intelligence Service Historic Center Nov. 11, 2013. The names of more than 13,000 Soldiers who were second generation Japanese-Americans known as Nisei, can be found inscribed in the museum located at the Presidio of San Francisco.

"I am glad that they are carrying on the language program," said MIS veteran Warren Eigima, speaking about the Defense Language Institute Foreign Language Center, the successor of the original Army Language School, that is now located at the Presidio of Monterey, Calif., and teaches 24 foreign languages to all four branches of the service and select Department of Defense agencies.

The building of the 10,000 square-foot Center was initiated in 1993 by the National Japanese American Historical Society with support from the Military Intelligence Service Association of

about Japanese American history, development of the MIS, the attack on Pearl Harbor, Executive Order 9066 that interred Japanese Americans on the West Coast, as well as the history of MIS in Minnesota. Present is a classroom mock-up in Building 640, a database of MIS, 100th Infantry Battalion and the 442nd Regimental Combat Team service members, and the MIS Honor Wall, containing names of over 13,000 Soldiers, instructors, support staff, and others who served alongside the MIS.

COL. DAVID K. HAPMAN

THE POWER OF IMMERSION

Story by Patrick Bray, illustration by Amber K. Whittington

Col. David K. Chapman, Defense Language Institute Foreign Language Center commandant from spring 2014 to summer 2015, may have served a little more than a year, but when he accepted the torch of leadership for the Institute he made significant strides concerning important issues before turning the school over to his successor. Chapman inherited the 2+/2+ Defense Language Proficiency Test graduation standard requirement when the topic of reaching higher levels came up again in a January 2015 National Security memo sent to Army Headquarters, the DLIFLC executive agent.

"The graduation standard for DLIFLC, for a long time, had been a 2/2/1+. For those of you in the language world, you know what that means," said Chapman from his office in Paris, where he currently serves as the senior defense official and defense attaché at the U.S. Embassy. Chapman was referring to the Interagency Language Roundtable scale used by the government to measure foreign language proficiency.

The majority of DLIFLC students go on to support select Department of Defense organizations, often at very high

strategic levels. After 9/11 the agencies determined that their actual requirements were Level 3 in listening and reading, but this requirement was not made mandatory by the four services which send students to DLIFLC.

"They (NSA) came to us and said, 'Look, DLI, we'll meet you halfway at 2+/2+.' So, we looked hard and asked how we could accomplish this?" said Chapman.

"We determined that we could change our curriculum, maybe lengthen some of the programs," Chapman continued, and "Hopefully get them to a 2+/2+ over a phased approach."

Chapman left before the full implementation of the phased 2+/2+ plan went into effect, and admits that whether it works will be left up to history.

"I can tell you that getting from a 2 to a 2+ is doable, while getting from a 2+ to a 3 is a whole different animal. But, if we recruit and retain the best teachers, if we recruit and train the best service members, and give them all the time they need within a certain period to study and get it done, I think we can do it," said Chapman.

Chapman believes that to help accelerate the push to 2+/2+ there are two areas of concentration which need to be focused upon. First, providing better faculty compensation to ensure the Institute retains the best by offsetting the high costs of living in Monterey, California. Second, providing more numerous language immersion trips to a greater number of students that would allow them to experience the language and culture abroad.

THE FACULTY AND PERSONNEL PAY SYSTEM

"Col. Ginger Wallace, my assistant commandant when I was there, was also a strong proponent of faculty pay, and we both believed fully that we needed to recruit and retain the best faculty possible," said Chapman.

DLIFLC has approximately 1,900 civilian instructors. The Institute is currently working towards increasing the

base-level pay for all faculty, allowing them to continue to live and work in an area with some of the highest costs of living in the country.

"One of the biggest challenges was that we were doing this at a time when budgets were being looked at very closely. There was a reduction in budgets, and when you go to your bosses at the Pentagon and say 'I want to increase pay by 10 percent for all instructors,' it becomes a very large amount of money," said Chapman.

Both Chapman and Wallace worked very hard to justify the budget and believe their time and effort was well spent. Recruiting the best and brightest instructors is challenging enough, but ensuring that the Institute retains them requires that they be adequately compensated.

"These are some of the best instructors in the world, and they're highly valuable and needed in the universities," said Chapman. "So we have to pay them. We need to pay them retention bonuses and ensure they can make a living doing what they are doing in Monterey, and not abandon us to a university."

IMMERSIONS

During his time, Chapman was a very strong supporter of the language immersion program as a way to achieve higher levels of proficiency for students. He believed that if 20 to 25 percent of the student body spent four to six weeks in-country, it would cement what they had learned throughout their course.

"Language immersion for learners of foreign languages is, in my opinion, one of the most important parts of the curriculum. You do it not only for the language, you do it for the culture, and for the traditions of that particular language, and you do it to build confidence with the students," said Chapman.

DLIFLC has gathered empirical evidence that shows that students coming back from immersion trips test higher in listening and reading. Those are all measurable things.

"But what my gut told me, and I knew intuitively, that what students learned

from a cultural standpoint, from a professional standpoint, and from, frankly, a confidence standpoint, couldn't be measured. But I knew deep down that it was the right thing to do," said Chapman, who went on several language immersions as he studied Russian, Serbian/Croatian and French.

"I knew what it did for me, and so I knew that it could work for the other students as well," Chapman added.

DLIFLC recognizes the value that immersions bring to language learning, but also realizes that it is not possible to send every student overseas. Therefore, the institute developed isolation immersions that take place in a separate facility in nearby Seaside, just 10 miles away from the Presidio. These immersions include language and cultural activities that cannot be replicated in the classroom.

"We increased our domestic immersion, which was done at the former Fort Ord, in a compound there. We changed the program from a one day event, where you can eat and drink and watch movies, to an overnight event with stressful, task-based immersion projects," said Chapman.

THE ONLY FORMER COMMANDANT STILL ON ACTIVE DUTY

From Atlanta, Chapman knew from a very early age that he wanted to go into the military. After graduating from the Citadel in South Carolina, he went on to serve in the 7th Infantry Division and the 82nd Airborne Division before becoming a Foreign Area Officer. As a FAO, he served as a military attaché in Belgrade, Serbia, and Athens, Greece, and now Paris, but looks back on his time as commandant as one of his fondest memories.

"I would love to say how proud I am to have had the opportunity to command DLI and to thank all the students and faculty who made that such a positive experience for myself, my wife, and my daughter. I wish DLI all the best in the future," said Chapman.

The DLI Foundation advances the mission of the Defense Language Institute Foreign Language Center through the Institute's alumni and advocates for foreign language acquisition and application throughout the nation. This year the Foundation is playing an intricate role in promoting the Institute's 75-year history.

The current president and chief executive officer of the Foundation is DJ Skelton who has led the non-profit organization since 2014. Skelton oversees the Foundation's mission, vision and values, which are to enrich DLIFLC's academic environment, promote excellence in the student body, faculty, and staff, enhance foreign language learning, research, and outreach, and improve linguistic capability throughout the nation.

"The role of the Foundation is to be an ambassador of DLI and to maintain the relationships between the Institute and alumni, policymakers and business leaders, who are interested in the cause of advancing foreign language capabilities in support of the needs of the nation," said Skelton in an October 2016 interview. "The goal is to have DLI continue to grow."

FINDING HIS WAY BACK

DJ SKELTON



Skelton with his wife, Tucker and son Dakota at Old Fisherman's Wharf, Monterey, California.

Story by Patrick Bray with Kenneth Stewart
Photos by Amber K. Whittington

One of Skelton's favorite past times is taking his sailboat, Cara Maria, out on the Monterey Bay.



Skelton has assisted DLIFLC with the Institute's annual open house, called Language Day, the Hall of Fame induction ceremony, that recognizes individuals who have made significant contributions to the foreign language field, and the annual anniversary balls held in November each year in Monterey, which celebrates the immense contributions of faculty and staff.

Apart from leading the DLI Foundation, Skelton is also known as the "most wounded commander in U.S. military history." His story started in Monterey in 1997.

"I joined the Army as an enlisted Soldier, which brought me here to Monterey, where I studied Chinese at the Defense Language Institute," Skelton said.

While at DLIFLC, he said a couple of classmates who were officers encouraged him to apply for the U.S. Military Academy at West Point in New York. He did, was accepted, and became an infantry officer. After graduation, he was stationed at Fort Lewis, Washington, where he became the leader of a Stryker platoon.

Just a year after graduating from West

Point, he deployed to Iraq, where he took part in the Second Battle of Fallujah. Two months later, on Nov. 6, 2004, Skelton and his platoon were dug in at an intersection, and unbeknownst to his platoon, the enemy had dug in as well.

"I was hit in that firefight ... I happened to be standing beside a cement pylon and the next thing I knew, it was pitch dark," Skelton recalled. One of the last things I remember was hearing one of my Soldiers say, 'I think the lieutenant's dead.' At that time, a switch flipped, and I began to feel the most intense pain of my life."

Skelton was severely wounded when a projectile entered his chest and exited through his head, destroying his palate and left eye. He received other injuries to his arm and leg, all together leading to months of recovery at Walter Reed hospital.

It was during this period that he decided that he would not be defeated by the wounds he received and wanted to remain in the Army. This burning desire would take him to the Pentagon for several years to represent wounded warriors and write policy that would help the Secretary of Defense make informed decisions about readmitting wounded warriors into the Army.

In 2007, Skelton got his wish to go back to the Army and DLIFLC where he worked as an associate dean of one of the Middle East schools, a management position with the responsibility of nearly 100 instructors and almost double the number of students.

"During this time at DLI,

the support I received from leadership and colleagues helped me regain my confidence at a time when I was very vulnerable and trying to recover from the gravity of my wounds. It was really the support of the DLI community that helped me mentally and physically transition back into a normal state of life," said Skelton.

The next opportunity offered to him at DLIFLC was to command Echo Company 229th Military Intelligence Battalion at the Institute. Skelton would spend two years in this position, during which time he decided to go back to "his roots," use his Chinese linguist skills and become a Foreign Area Officer.

"I was given the opportunity to spend a year in China before going to the Naval Postgraduate School for my graduate degree in International Relations. I began my FAO training living in Beijing and working for the U.S. Embassy there," explained Skelton.

While studying at NPS back in Monterey, Skelton would continue to support and volunteer in a number of non-profit organizations that support wounded warriors, as well as the DLI-Foundation. He is now married, and he and his wife welcomed a baby boy to their family a little more than a year ago, which has perhaps changed some of his priorities.

"As I am ending my military career, I realize it has shaped much of who I am today. I have also been able to achieve everything I have ever wanted to do in the military. How cool is it that I get to end my military career at the same place where it began?" Skelton questioned with a smile.



A mother sea otter showing her baby off to the Skelton's on their sailboat as it passes.

COMMAND SGT. MAJ.

MATILDO COPPI

MISSION FIRST,
PEOPLE ALWAYS

Story by Patrick Bray, illustration by Gary Harrington

Throughout his tenure as the ninth Command Sergeant Major for the Defense Language Institute Foreign Language Center, Command Sgt. Maj. Matildo Coppi passionately devoted his time to accomplishing the mission but also taking care of people.

"I'll start off with the environment, particularly with the E-9s; the Sergeant Majors, Command Sergeant Majors, Master Chiefs, Master Gunnery Sergeants, and the Chief Master Sergeants, it all begins with teamwork, partnerships, and relationships," said Coppi in an interview in May 2016.

"I found it fitting to start off with a solid relationship where I understand their bosses' objective and intent, so that I can share my boss's intent, and that way we can best support our commanders collectively," Coppi continued.

Each of the E-9's from the different services at DLIFLC have a wealth of experience and knowledge in their career fields and what they have done for their services, according to Coppi.

"I know that they were selected by their human resources to be here. They also went through some gates to be selected to come here. So I knew they had the foundation. It was really just matching up their vector, so that it aligned with the commandant's vector, to meet those objectives," Coppi said.

From there, Coppi provided feedback to the staff and faculty to refine training so that it stayed relevant based on the mission needs. He worked with all of the senior enlisted leaders from each of the services and the civilian leadership to identify and effect changes at the Institute beginning with students and their language.

"We identified a gap, so to speak, in terms of intrinsic motivation and how we could best get students to want to learn a language, even though it wasn't given to them as a choice," said Coppi.

To better understand the students, Coppi delved into the statistics and information available, but also relied on feedback from teachers.

"It could be a litany of things, personal reasons, professional reasons, but there seems to be a common thread that goes back to 'Well, I didn't get a vote and I'm really being challenged at wanting to learn the language and the culture,'" he said.

Coppi worked through human resources command to get policymakers outside of DLIFLC to better match requirements with student language choices. Often, students are not placed in one of their top three choices of foreign language, however, they are obligated to try their best, said Coppi.

"So, it's in the works. It hasn't been finalized, but it's something that I've been working on to best support the missions out in the field and meet the service members halfway with regards to the language that they want," said Coppi.

According to Coppi, attitude in the classroom can make all the difference in the world.

"It also helps the faculty, because if you have an individual that's sitting in front of them that's eager, driven, and determined to want to learn the language and embrace the culture, in my book I think that equals greater success," said Coppi.

To achieve student success Coppi relied heavily on the Military Language Instructors to serve as an example to help motivate students in their language

learning. But to accomplish this goal he also had to refine the instructor qualification program for the MLIs that would include educational incentives for them toward their career paths.

"In the near future, Training and Doctrine Command is going to recognize this organization as being authorized to credential NCOs as Army basic instructors," said Coppi explaining that for noncommissioned officers they will have the special qualification identifier as "Instructor" on their records. "So as you look at records across the U.S. Army Training and Doctrine Command, there won't be a setback. They'll be in line with their peers."

"It hasn't been solidified, it's still in the works, and I'm sure that in the coming months, and perhaps the next year, there'll be some re-looking at that initiative to see if it best nests with the higher organization's requirements and missions," said Coppi.

The commandant's number one priority is student development. The second priority is faculty development. The third priority is curriculum development and every single domain, category, or tenant, a military language instructor can easily be attached into those pillars, said Coppi, explaining DLIFLC Commandant Col. Phil Deppert's strategic plan.

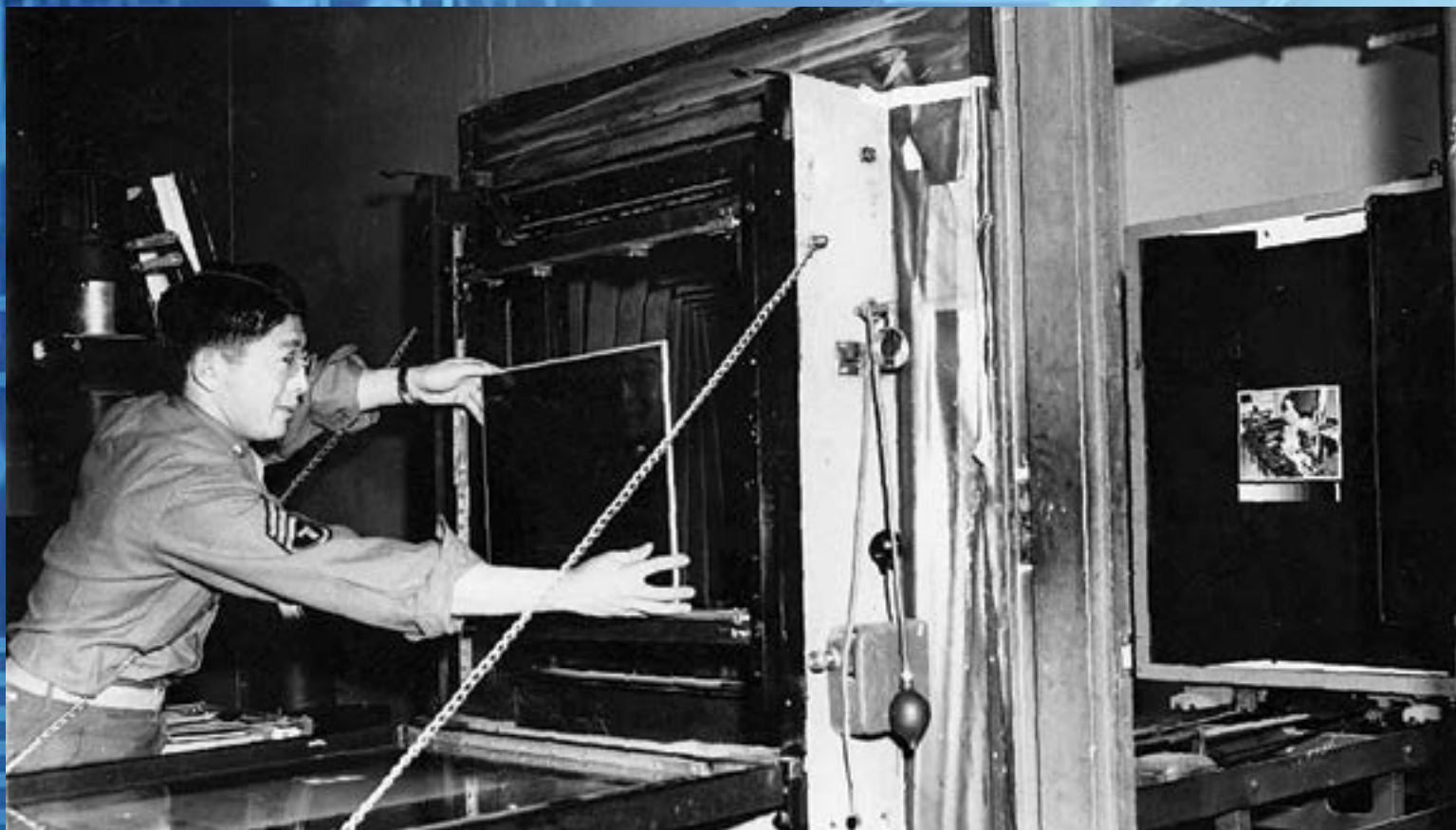
In his own words, Coppi's role as Command Sergeant Major was to be an adviser, the eyes and ears for the commander and provide recommendations based on facts, findings and observations so that the commandant can make an informed decision.

"DLI is an amazing place unlike any other. It's a multi-service environment where you have senior dedicated leaders from every branch of service, on the enlisted side and on the officer side. Then you've got staff and faculty that culturally and ethnically represent everyone throughout the world, and you bring them all together in one place, one spot, and you call it the Defense Language Institute Foreign Language Center," said Coppi about his fond memories of the Institute.

"The last two years while I've been here, as I walk upstairs to the second floor, I walk past the plaque that hangs to the left before the conference room, and I'm reminded of the sacrifice of service members. And so, since September 11, 2001, the Institute has had 32 military linguists that have walked through the halls, studied here at DLI who have paid the ultimate sacrifice," Coppi added, wanting to make sure that those linguists are never forgotten.

EVOLUTION OF TECHNOLOGY IN EDUCATION

Story by Ben De La Selva, DLI Foundation honorary director, edited by Natela Cutter, photos from DLIFLC archives



There was nothing high-tech about the early days at the Army Language School, as the Defense Language Institute Foreign Language Center was known back in the late 1940s, and students and teachers alike used orange crates for desks.

Obtaining blackboards was a major step forward at the time, and teachers had to make due with simple textbooks and the projection of their own voices to teach students language. During the 1950s teachers produced textbooks with manual typewriters and in some languages the characters had to be manually written down with a pen or brushes. Audio visual

aids were exploited to a great extent. Apart from a wealth of pictorial aids, a wide range of three-dimensional objects were utilized, as well as mock-ups of battle sites known as Military Terrain (or sand) tables.

A push to introduce 78 RPM records in the late 40's and early 50's did not last long, as these could only be played in class and were not durable enough to be shuffled from classroom to classroom. In very few classes, students were issued record players and records for homework practice, but only during the initial pronunciation phase of the program. As for 78 RPM record-labs, there is no written

record available, but recollection from either students or teachers of that era.

It was not until the 1950s that the reel-to-reel tape recorder was introduced. This large 40 pound monster was used by the teacher in the classroom, where the same dialogues and mechanical drills contained in the textbooks were played over and over while the students repeated, substituted, modified, transformed, and expanded the models provided on the tapes.

In some buildings a contraption between a classroom and a lab, called CLAB was assembled. This contrivance consisted of a strip built around the class-

room walls where a tape recorder and 10 students' headsets could be plugged in. The setup was mainly used to administer tests to groups of students without going to a lab.

The reel-to-reel system was later converted into 36 position labs, where three sections of students could perform more of the same drills in unison, with only one teacher at the console. Obviously, the ratio of teachers needed for each section of 10 students was reduced to a minimum of 1.33. Later on, students could take the bulky tape recorder to their barracks or home, and perform the same drills in a more individualized fashion.

As Voice of America recordings were received, they were duplicated and the tapes issued to students. Authentic reading materials consisted mainly of newspapers and magazines that the language departments obtained several months after their publication. In the 1950s, some of the labs, auditoriums, and the bigger classrooms were used to show 16mm films that contained training materials and sometimes old movies.

In the late 1960s the overhead projector was introduced. The teacher was now able to use a piece of acetate and draw verb and other charts that he or she could project onto a screen. Later on these teacher-made charts could be duplicated and used by other teachers. Eventually, each teacher was issued a set of transparencies that were developed with each new course.

In the early 1970s, some teachers made use of circular carousels attached to a projector containing 35mm slides that projected onto a screen. The same principle was used with filmstrip kits, which advanced the slides in synchronization with a cassette tape player.

The cassette player was the big technological leap in the early and mid-1970s. The use of cassettes allowed students for the first time to carry their players from the classroom to the barracks and do some of the listening exercises on an individual basis. The first cassette players were about the size of a cereal box, and weighed several pounds. They were capable of recording, which some instructors took advantage of by assigning speaking tasks as homework, or recorded

mock oral proficiency tests for the students.

Besides the cassette recorder, there were no technological breakthroughs in the 1970s and 80s. The cassette lab replaced the reel-to-reel lab, with a recorder installed in each student station. At this time, being able to play tapes at their own pace, students could do transcription and gisting (summarizing) exercises in the lab. During these two decades, the videocassette recorder (VCR)

was introduced. Not only were teachers able to play cultural programs that the language departments purchased for the program, but movies were also eventually made available.

For a short time in the late 1980s, the Institute experimented with wireless labs. In each building, certain classrooms were equipped with thin wire-antennas attached to the walls near the ceiling. Each classroom was also equipped with a rolling big box containing a cassette player with listening materials. The box sent signals to the wires, which in turn sent the same signals to the students' headsets. Accordingly, students could move around the classroom with their wireless headsets on. Reception problems plagued these devices, with resultant failure.

The stand-alone PC computer, without a hard disk, appeared on the scene in the late 1980s. These were first used in conjunction with laserdisc players. For example, in 1988 DLIFLC obtained permission to convert the Arabic commercial program "From the Gulf to the Ocean" from film strip/cassette to laserdisc tech-



nology. In this program, a laserdisc player hooked up to a computer was used to deliver the introduction of Arabic lessons in 1990. The Arabic program was thus the first program at DLIFLC to have a stand-alone computer in every classroom.

In the early 1990s, there was an attempt to introduce the use of Apple computers at the Institute level but mid-way through DLIFLC's acquisition process, the Army decided to go with the IBM PCs. Because Arabic course developers had been working on computer based exercises for a couple of years, in 1990 the first stand-alone computer lab was established in the Middle East School, then only one school. These stand-alone computer labs were established in all DLIFLC schools and most used commercial software and DLIFLC developed programs. Unfortunately, many of these programs contained countless fill-in, multiple choice, and mechanical exercises. At the beginning these labs were not networked, providing only materials contained in each computer's hard drive, on diskettes, or CD's, many of them developed in-house. However, throughout the late 1990s, several schools were able to establish networked

computer labs.

In 2000-2001, after many DLIFLC buildings had been networked, a program dubbed TEC-1 began in the European and Latin American School. It consisted of a rolling cart equipped with a computer and 32-inch monitor, a VCR, and DVD player. This was the first Institute-level attempt to network a classroom computer to other computers in the building and to the Internet.

Also in 2001, an Institute initiative made ELA the recipient of two multi-media labs (MML), installed on the third floor of Munakata Hall, which were connected to the DLIFLC-wide network. These labs brought colorful text, audio, and video from the teacher's console to individual student computer stations. In these 33-station labs, instructors had the ability to launch individual text, audio, and video files and send them to students for self-paced work. At this time, instructors began developing materials in their offices and delivered these materials through a central clearing office to the MMLs. Two other labs were constructed in the Korean and Russian schools.

When the MMLs were first installed, there were no course materials ready for them, and the training offered by the lab company was not adequate for devel-

oping language materials. Accordingly, the schools felt under pressure to immediately digitize all the audio and video materials contained in the old courses.

Digitizing course materials using PCs made it easy to go to the next step, which was the creation of CDs containing documents, audio and video files. This technological advance made it possible to compress files in ways not imagined before. As a result, for example, the Spanish course homework numbering some 30 audio cassettes could all fit on one CD. Accordingly, each school started issuing MP3 players capable of playing CDs with text and audio files. With the introduction of MP3 players, some schools flatly discontinued using audio cassette players and tapes in all their programs.

As early as 2002, with the creation of the Emerging Languages Task Force, the use of tablet PCs and interactive white boards, was initiated. Accordingly, students were issued portable tablets for classroom and homework use. As most ELTF courses were being developed as they were taught, the course contents were immediately digitized and loaded onto a server. The success of the interactive white boards in ELTF was so great that the Institute leadership decided to

install them DLIFLC-wide. By the end of 2004, there were interactive white boards in every classroom.

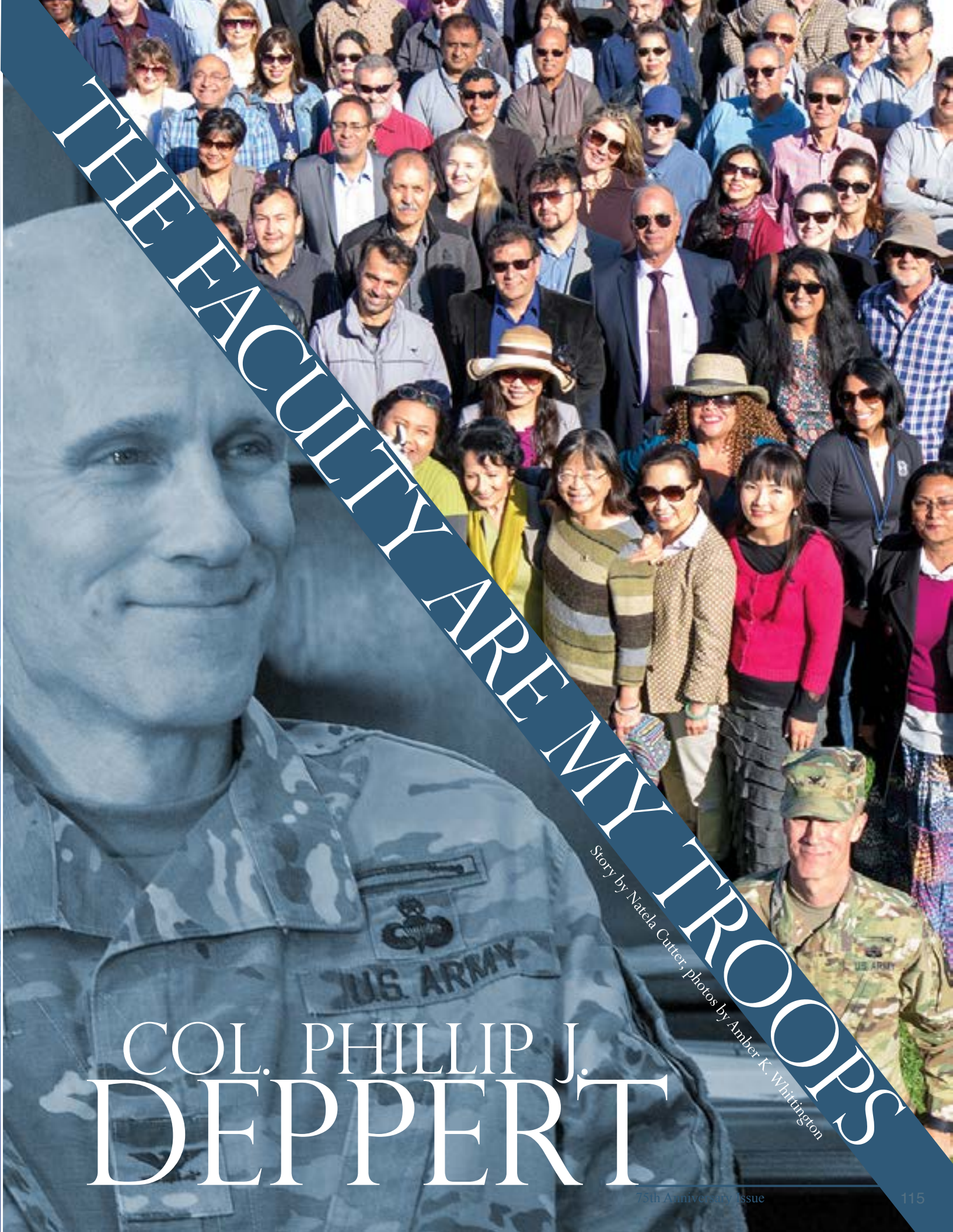
During 2004, the Institute saw an opportunity to introduce in large scale the use of laptops. With the receipt of added funding for the Proficiency Enhancement Program, DLIFLC leadership first introduced Gateway laptops that were distributed to the majority of students. This was accompanied by introduction iPods in 2005-06 that allowed students to store more audio files than ever before. By 2010, DLIFLC decided to move to the more durable Apple Mac Book Pro laptops and iPads, thus putting two devices in the hands of both students and faculty Institute-wide.

Since the 1950s, advances in technology have been systematically applied to language teaching and learning at DLIFLC. Appropriately, DLIFLC has gradually moved from chalkboards and overhead projectors to interactive whiteboards, from reel-to-reel labs to multi-media labs, and from analog tape recorders to iPads.

Without doubt, one can say with confidence that the application of technology at DLIFLC has indeed come a long way.



Airman Devin Ryan and Pfc. Rachel Boldry study in the courtyard by the Berlin Wall, with current issued technology of MacBook Pros and iPads. (Photo by Amber K. Whittington)



COL. PHILLIP J. DEPPERT

Story by Narela Cutter, photos by Amber K. Whittington

When Col. Phil Deppert came to the Defense Language Institute Foreign Language Center in July 2015, he inherited two very large issues to deal with: faculty pay compensation and the implementation of a viable pathway to get students to higher levels of foreign language proficiency. Both issues had been a challenge for previous commandants.

It didn't take Deppert very long to assess that he was dealing with an organization that was unlike any place he had ever been before. The U.S. Army-managed school trains all four branches of the services, yet it is not a joint institution. Meanwhile, the civilian staff consists of 1,900 foreign faculty from 93 different countries, who teach 23 foreign languages and perform the majority of management duties concerning academic matters.

"I have been in many other large, complex, multi-mission organizations, but never in an educational training institution such as DLI," said Deppert in an August 2016 interview. "The techniques and the mission set are 180 degrees different from anything I have ever done."

From the outset, Deppert felt that the best way to get a handle on the organization was to talk and communicate with military and civilian instructors and academic leadership. In the coming months, he would learn that DLIFLC mainly foreign-born faculty were the linchpin in the entire foreign language training process that produced highly qualified linguists necessary for the defense of the Nation.

"The life blood of DLI as an institute, as an enterprise, is really our faculty... Our sole purpose is to empower and enable our faculty with every tool they need to make sure that our students are successful," explained Deppert. "While the unit commanders take care of the students...the faculty need just as much focus, support, and energy spent on them."

He immediately began visiting the various language schools to inform faculty and staff of his managing techniques, his expectations, and that he would continue to work on faculty compensation issues. "The faculty are my troops and I want to ensure they know they are valued members," of the DLIFLC community, said Deppert.

The most vexing issue at hand was trying to push forward with a faculty compensation proposal similar to one that had been initiated back in 2009 by

then Commandant Col. Sue Ann Sandusky. Federal civilian pay freezes prevented further discussion of a new compensation proposal until 2013 with the arrival of assistant commandant, Air Force Col. Ginger Wallace.

The final negotiations and signatures, however, were placed in Deppert's hands.

"A faculty pay structure that was established in 1996 by an office that existed inside the Office of the Secretary of Defense, signed and put in place by a gentleman who left DOD years ago, established a pay plan that has not been updated in 20 years," explained Deppert. "Meanwhile, our faculty were aware of the higher salaries paid to faculty in other government and public colleges and universities and noted that our structure and pay rates had yet to evolve... (DLIFLC faculty) received at least 40 percent less than their peers around the DOD."

Realizing that the process of adjusting faculty pay would still take a significant amount of time, Deppert decided to adjust faculty pay within the realm of his own jurisdiction.

"The best we could do, within the authorities that we had, was to increase the value of those merit pay points given, as an interim raise, to show our faculty, frankly, what we think of them. Historically our merit pay points were worth about \$300 a piece which we increased to \$1,200," said Deppert.

A total sum of \$4.7 million dollars was added to the faculty merit pay pool, which roughly gave each faculty member about a \$500 per month raise.

Negotiations with the Defense Civilian Personnel Advisory Service, in charge of DLIFLC's pay band system, continued throughout the fall of 2016.

"We're just two more signatures away from the action to be complete for the increase of base pay and separate locality pay," explained Deppert.

With no time to lose, the Commandant turned to equally important urgent matters for the Institute.

While working in the military intelligence field, Deppert had always been on the receiving end of DLIFLC-trained linguists and was familiar with their added value to the missions around the world. He also understood that the improving of proficiency would only better the odds for success in the field.

In January of 2015, six months before Deppert's arrival to DLIFLC, the National Security Agency issued a memo requiring the DLIFLC graduation

standard to increase to Level 3 in listening and reading skills, according to the Interagency Language Roundtable scale. The memo stated that DLIFLC had been directed to develop a plan to achieve 2+/2+ graduation standards for students and that additional funding would be needed to achieve these goals.

With this knowledge, Deppert took on the implementation of an action plan for achieving higher levels of proficiency within DLIFLC. Reaching down into the schools through military officers who served as associate deans in the schools, and senior non-commissioned officers with experience in teaching and management, Deppert began thinking about how to use internal planning capacities to reach the goals at hand.

"We have a number of military experts that have at least a little bit of experience in planning and we have our academic professionals who have the expertise in how to get our linguists to these higher proficiency levels. The military also has this process called the Military Decision Making Process which is very easy to do," explained Deppert, recounting how he tasked the military and civilian leadership in the schools to plan a pathway to achieving 2+/2+, which would be briefed to him, each step of the way.

"The collaboration between the civilian academic leaders, staff offices, and military leaders is at its best during my 17 years here," stated Dr. Marina Cobb, dean of the Korean school at DLIFLC. "The Commandant shows support for everyone and, when everyone feels supported, people tend to work better together."

"What I saw immediately was that our entire team got over the old dated concept of you have academic leaders on one side of a table and uniformed military folks on the other side of the table. The whole team got together and put their minds to a problem and figured out solutions and how to solve that problem," said Deppert about the unprecedented synergy that was created.

Other areas that Deppert looked at within the Institute were leadership development and shared governance.

"Although we have looked at leadership development before at DLI, Col. Deppert is taking concrete steps in providing a systemic approach to leadership development. He is standing up a Leadership Devel-

opment Center, which will utilize existing resources and develop the current and future leaders for the Institute," said Dr. Natalie Marchenko-Fryberger, who has been put in charge of creating, planning and operationalizing the Center.

Along with leadership development that is expected to promote a highly engaged and collaborative workplace, Deppert has re-looked existing DLIFLC shared governance practices and placed more emphasis on the organizations and charters that govern them.

"He met with these organizations, participated in their forums, and reviewed their charters to make sure they are not redundant," explained Dr. Robert Savukinas, senior adviser for standardization at DLIFLC, who added that the types of organizations range from the Faculty Senate to the Dean's Council.

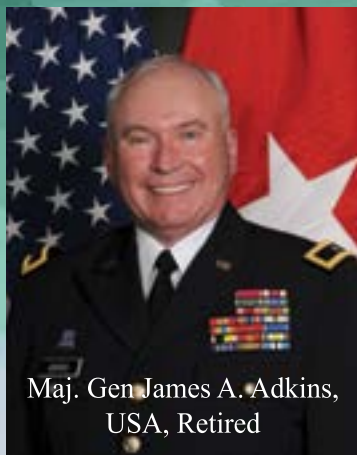
"Transparency, access has always been important, when in front of an organization. Those inside the organization have to know that they do not need to feel afraid or intimidated. They can talk to me just like anybody else," said Deppert.

With this command philosophy, Deppert spends a lot of time in town halls and in online live chat sessions with faculty and staff, answering questions and offering advice. "If I do not continue to get out and get inside the schools and talk to the faculty and talk to everybody around here, then I will lose touch with what I define as 'the pulse of DLI,'" he explained.

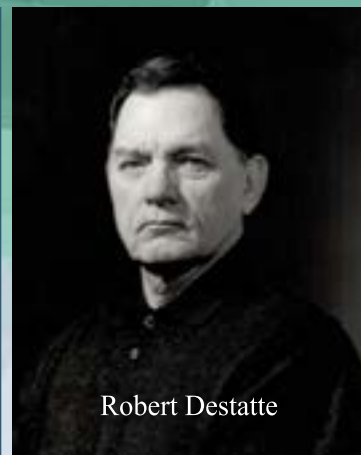
Reflecting upon the past 75 years of the Institute's history, Deppert reiterated the importance of linguists' impact on the nation's history, stating that DLIFLC graduates have continuously impacted civilian and military leadership decision-making during significant world events, at home and abroad. Their role in the future will be no less significant, he said.

"DLI is about shaping the next generation of not only our service members but our country overall. Those of us who have been around for more than a couple of days realize and understand that if we want our services and our country to sustain itself then we have to give it our time and energy, and focus on shaping the next generation through these service members," concluded Deppert.

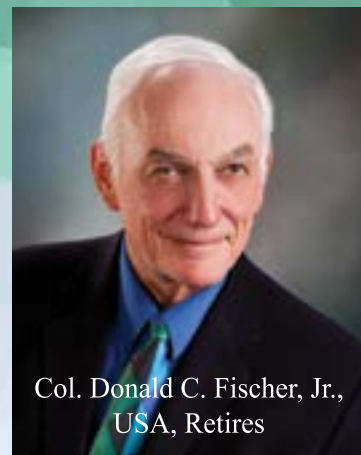
2016 Hall of Fame Inductees



Maj. Gen. James A. Adkins graduated from the DLIFLC Russian Basic Course in 1976. His career spanned nearly 40 years with assignments in Military Intelligence, Infantry and Cavalry units. His first tactical assignment was with the 373rd Army Security Agency Company as a Russian voice intercept. After the collapse of Soviet Union, Adkins established the initial State Partnership Program with the Republic of Estonia. These efforts resulted in joint U.S. Estonian deployments to Afghanistan and a world class cyber training partnership. For his efforts, Adkins was decorated with the Order of the Cross of the Eagle by the President of Estonia and received the U.S. Ambassador's Award for International Cooperation. In 2008, he assumed responsibility for the State Partnership Program with Bosnia and Herzegovina. His dedication to the Bosnian partnership resulted in joint U.S.-Bosnian deployments to Afghanistan for which he was recognized by the Presidency of Bosnia and Herzegovina and by the American University in Sarajevo with the award of an honorary doctorate. Throughout his career, Adkins called upon skills gained as a young Soldier at DLIFLC to further national strategic and operational objectives while serving his nation at home and abroad.



Mr. Robert J. Destatte graduated from the Vietnamese language class in August 1966. He served multiple tours with the US Army in wartime South Vietnam, initially as the senior NCO of the Interrogation Section with the 173rd Airborne Brigade. Destatte went on to serve in a myriad of related military and civilian linguist missions in South East Asia, Hawaii, and at home. Notably, he served four years on the staff of the U.S. POW/MIA Office in Hanoi—the first official U.S. presence in postwar Vietnam. In 1995, when the U.S. reopened its Embassy in Vietnam, Destatte resumed his duties at the Pentagon. He was a CIA-trained Foreign Area Intelligence Officer, and served for 23 years as a senior civilian Intelligence Officer in the Defense Intelligence Agency's Special Office for POW/MIA, now called the Defense POW Accounting Agency. During this time, he provided expert testimony in public and executive hearings before Congressional committees and sub-committees. He retired in 2001 after 43 years of distinguished professional achievements that reflect great credit upon him, the military linguist community, and DLIFLC.



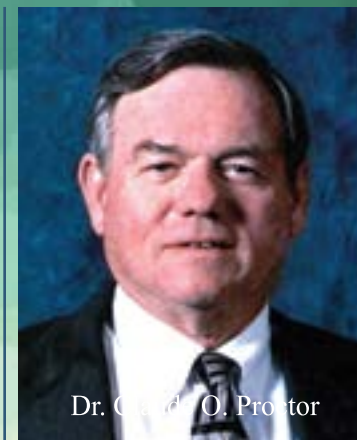
DLIFLC commandant from 1989 to 1993, Dr. Donald C. Fischer was instrumental in the introduction of computer technology into language learning and brought personal computers into every work space at the Presidio. During his tenure, student attrition numbers were reduced from 40 percent to 25, while students increased their level of proficiency from 40 percent to achieving 67 percent at the 2/2/1+ level. Fischer established the highly successful Video Tele-Training program for distance learning and proficiency sustainment training that would help thousands of linguists in the field. He spearheaded DLIFLC's production of predeployment materials needed during the conflicts in the Gulf War, Panama, Iraq, Somalia, and the Balkans. Most significantly, Fischer was able to secure Congressional support and approval for the Faculty Personnel System that allowed mostly foreign-born instructors to work and thrive within a merit pay based system. Upon his return to DLIFLC as provost in 2005, Fischer picked where he had left off and once again pushed for many of the initiatives he started in 1989, with the implementation of high-tech technology and the distribution of multiple mobile devices to every student in the classroom.



Pardee Lowe, Jr. a foremost expert on the Interagency Language Roundtable proficiency scale, was the first trainer for DLIFLC in the Oral Proficiency Interview in the 1980s which is today an integral part of the Defense Language Proficiency Test. Lowe confirmed that the high correlation between students' listening comprehension test scores and their speaking ability scores went hand in hand for successful passing of the Defense Language Proficiency Test. Lowe would spend the next seven years at DLIFLC, delivering professional training that also included training in other skill modalities. Once DLIFLC had become self-sufficient in maintaining a cadre of trained OPI testers, Lowe began coming to DLIFLC to train in text type identification and evaluation. This training continued for several years and provided a common understanding of testing principles with the major sponsor of DLIFLC students. When Lowe moved from the CIA to NSA in 1996, he continued to develop materials for rating reading and listening texts according to the ILR scale, and this groundbreaking work was always shared with DLIFLC. Even after his retirement in 2011, Lowe continued to be active in the revision of the ILR scales, where he remained attentive to DLIFLC's concerns and needs.



As the Department of Defense Senior Language Authority Gail H. McGinn created the Defense Language Transformation Roadmap and worked on numerous initiatives to improve DOD's foreign language capability including the creation of the Defense Language Office to provide oversight and execution of the Transformation Roadmap and DOD strategic foreign language policy. She also established the quarterly reporting of language and culture requirements by the services, developed the Language Readiness Index, and established and chaired the Defense Language Steering Committee. As a result of her leadership and advocacy, the DLIFLC budget increased from \$77 million in FY01 to \$270 million in FY08 in order to support all the changes in increased linguistic readiness. In FY06, one of the major DLIFLC programs implemented as a result of her leadership was the Proficiency Enhancement Program, or PEP. Changes included reducing the student to instructor ratio, increasing the number of classrooms, incorporating learning technologies into the classroom, retooling the curricula, and incorporating overseas training into the program. McGinn also took steps to strengthen the Defense Language Testing System by updating test content and delivery. This resulted in the development of the Defense Language Proficiency Test5.



Dr. Claude O. Proctor is a recognized Russian linguist who made enduring and significant contributions to the DOD foreign language training and operations. He began his career as a professional linguist at the Army Language School in 1959. By the time he became captain, Proctor had an extensive operational resume, broad experience in language training, and fluency in the Russian language. Proctor personally configured, coordinated and led the first job and task analysis teams which visited worldwide locations in Europe, the Middle East, and the Far East where linguists were employed in a variety of jobs. Following his tour at DLIFLC, Proctor was selected as associate professor of Russian and chairman of strategic languages at the U.S. Air Force Academy. After retiring from the Air Force in 1980, Dr. Proctor continued to use his language skills as a Russian technical translator and editor, as well as an instructor of Army military intelligence language specialists. Proctor also provided linguistic support to the NASA-sponsored International Space Shuttle Discovery on the 2A.1 mission.



A DLIFLC friend and benefactor, Walter Scurei is the donor of the Berlin Wall monument and backer of four year scholarship for spouses and children of DLIFLC graduates. As a small boy in Germany, Scurei witnessed the 1945 Red Army invasion of Berlin. At 19, he immigrated to the United States and in 1952 he joined the U.S. Air Force and fought in the Korean War. In 1998, Scurei purchased three slabs of the Berlin Wall from an Arizona warehouse where two hotel tycoons had purchased them for \$110,000 in 1990 from the former Stasi East German secret police. Upon finding out about the Defense Language Institute Foreign Language Center and its mission, Scurei decided to donate the slabs to DLIFLC where the monument would serve as a reminder of the Cold War and the need to never allow walls to divide people. The Berlin Wall, the most visited monument on the Presidio of Monterey, was formally dedicated on Nov. 2, 2005.

Former Hall of Fame Inductees

2011 Hall of Fame Inductees

The DLIFLC Hall of Fame, established in 2006, honors those individuals who have made lasting contributions to language training, military linguist operations within the Department of Defense, or whose actions have significantly advanced U.S. Government foreign language policy.



Major Jose Jesus Anzaldúa, USMC, Retired



Dr. Ray Clifford



Everette Jordan



Dr. Martha Herzog



Renée Meyer



Robert Tharp

2007 Hall of Fame Inductees



Benjamin De La Selva



George N. Ferguson, Sr.



Ingrid M. Hirth



Colonel Thomas Sakamoto, USA, Retired



Major Masaji Gene Uratsu, USA, Retired

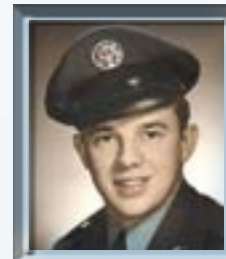
2006 Hall of Fame Inductees



Colonel William P. Fife, USAF, Retired



Major General Roland Lajoie, USA, Retired



Major General Doyle Larson, USAF, Retired



Hugh G. McFarlane



Colonel David A. McNerney, USA, Retired



Glenn Nordin



Leon Panetta



Whitney E. Reed



Lieutenant Colonel Rick Francona, USAF, Retired



Shigeya Kihara

DLIFLC Through the Years

Lingo 2015 - present

Adopted in November 2015, the Defense Language Institute Foreign Language Center has a new addition to the staff and faculty – Lingo, a mixed shepherd breed, and the Institute's first mascot.

"We weren't looking for any breed of animal specifically, but we were looking for an animal that could maintain the standards that we have at DLIFLC, not only for behavior but also for physical performance," said Col. Phil Deppert, DLIFLC commandant.

The idea germinated with a visit to DLIFLC by the Monterey Society for the Prevention of Cruelty to Animals, or SPCA, during the annual meeting of the Combined Federal Campaign that seeks support for a variety of non-profit organizations.

"I looked at a couple of our team members who were sitting next to me and said, 'You know, we need to get ourselves a mascot,' and we laughed and at that point I was truly kidding," explained Deppert. But the idea did not dissipate.

Ever since his arrival, Lingo has been a complete hit with faculty, staff, and students. It is not unusual for visitors to come to Headquarters to see Lingo, right in front of the Commandants door.

"It's a revolving door out here, where people don't want to stop by and see me or anyone else in the front office, they stop by to see Lingo and I would tell you, I would not have it any other way," said Deppert with a broad smile.

Lingo has also generated interest in the community beyond the gates of the Institute.

"Our local news outlets have been here three times if not more. We have done Lingo's enlistment ceremony, his promotion ceremony and a number of other events," said Deppert, explaining that having Lingo and the connection with the local SPCA also makes DLIFLC a better neighbor.

Not all is fun and treats for Lingo. He walks the campus with Deppert to visit classrooms and goes to town halls. He participates in all the military service activities such as the Command Runs and even delivered donated water to the victims of the summer 2016 Soberanes fire in Big Sur.

"He's been a true home run on multiple levels. I want to reiterate, he's not my dog, he is the Institutes' dog, he's the Institutes' mascot and will remain here long after all of us have departed and are doing other things," concluded Deppert.

Story by Natela Cutter

Photo by Amber K. Whittington

1941

To

2016



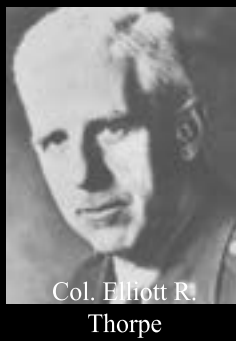
Lt. Col. John
Weckerling

Nov. 1941-
Jun. 1942



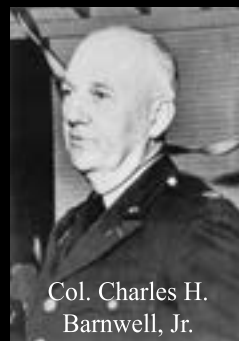
Col. Kai E.
Rasmussen

Jul. 1942-
Jul. 1946



Col. Elliott R.
Thorpe

Jul. 1946-
Nov. 1947



Col. Charles H.
Barnwell, Jr.

Nov. 1947-
Jun. 1952



Col. Daniel W.
Hickey

Jun. 1952-
Jun. 1954



Brig. Gen. Hugh
Cort

Jul. 1954-
Aug. 1954



Col. Walter E. Kraus

Sep. 1954-
Aug. 1959



Col. James L.
Collins, Jr.

Aug. 1959-
Jul. 1962



Col. Richard J. Long

Jul. 1962-
Jun. 1968



Col. Kibbey M.
Horne

Jul. 1968-
Jun. 1972



Col. John F. Hook

Jul. 1972-
Sep. 1974



Col. James R. Koenig

Sep. 1974-
Aug. 1975



Col. Samuel L.
Stapleton

Aug. 1975-
Sep. 1978



Col. Thomas G.
Foster III

Sep. 1978-
Jun. 1981



Col. David A.
McNerney

Jun. 1981-
Aug. 1985



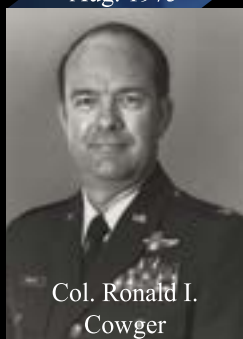
Col. Monte R.
Bullard

Aug. 1985-
Oct. 1987



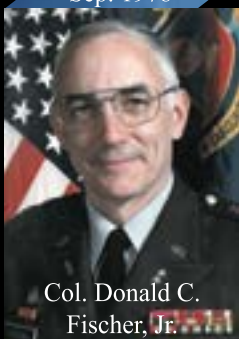
Col. Todd R. Poeh

Oct. 1987-
Sep. 1988



Col. Ronald I.
Cowger

Sep. 1988-
Aug. 1989



Col. Donald C.
Fischer, Jr.

Aug. 1989-
Jan. 1993



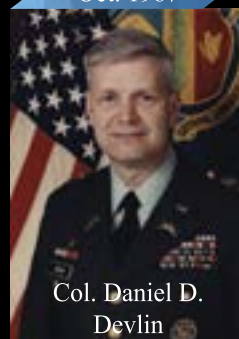
Col. Vladimir
Sobichevsky

Jan. 1993-
Dec. 1995



Col. Ila Mettee-
McCutchon

Dec. 1995-
Feb. 1996



Col. Daniel D.
Devlin

Feb. 1996-
Dec. 2000



Col. Kevin M. Rice

Dec. 2000-
Jun. 2003



Col. Michael R.
Simone

Jun. 2003-
Aug. 2005



Col. Tucker B.
Mansager

Aug. 2005-
Oct. 2007



Col. Sue Ann
Sandusky

Oct. 2007-
May. 2010



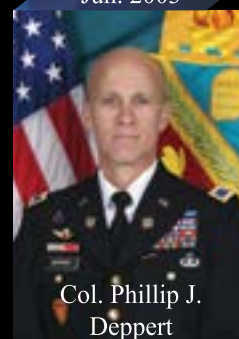
Col. Daniel D. Pick

May. 2010-
Apr. 2014



Col. David K.
Chapman

Apr. 2014-
Jul 2015



Col. Phillip J.
Deppert

Jul. 2015-
Present