

GLOBE

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Serving the military and civilian community of the DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

American Council on Education approves testing program DLPT Accredited

By JO1 Jayne Duri

The two most recent versions of DLI's Defense Language Proficiency Tests -- the DLPT III and IV -- have been accredited by the American Council on Education. Beginning with tests taken on or after Oct. 1, 1990, both DLI students and military service members can ask for their DLPT III or IV scores to be forwarded to designated colleges or universities for possible credit award.

The ACE recommendations provide for different amounts of credit based on the language difficulty category and the actual DLPT results. For Category IV languages (Arabic, Chinese, Japanese and Korean), up to 36 semester hours can be earned by obtaining Level 2 or higher on all three skill tests: listening, reading and face-to-face or tape-based speaking. The chart shows credit awards for other language category and test-score combinations.

Last September a team of nationally recognized

testing experts convened by ACE spent three intensive days at DLI, reviewing both the DLPTs and the test development process.

Based on this on-site review, the Testing Division was asked to make a few procedural adjustments and provide additional documentation in certain areas. This was accomplished, and a few weeks ago, the Testing Division received word that the testing program had been accredited.

"I consider this a very great accomplishment," said Dr. Dariush Hooshmand, chief of the Testing Division. "ACE accreditation means that the DLPT III and IV fully meet established professional standards of reliability, validity and overall program operation, an outcome in which all Testing Division staff should take considerable pride."

Further detailed information on the credit award program will be provided through the *GLOBE* and other channels prior to the Oct. 1 initiation date.

AMERICAN COUNCIL ON EDUCATION
Maximum semester credit hours recommended for scores on DLPT III and DLPT IV

DLPT III/IV CONVERTED SCORE	CATEGORY I LANGUAGES			CATEGORY II LANGUAGES			CATEGORY III LANGUAGES			CATEGORY IV LANGUAGES		
	Listen- ing	Read- ing	Speak- ing	Listen- ing	Read- ing	Speak- ing	Listen- ing	Read- ing	Speak- ing	Listen- ing	Read- ing	Speak- ing
25-29 *(0+)	1	1	1	1	1	1	2	2	2	3	3	3
30-35 *(1)	2	2	3	3	3	3	4	4	4	5	5	5
36-39 *(1+)	4	4	6	6	6	6	7	7	7	8	8	8
40 & above *(2 & above)	8	7	9	9	9	9	10	10	10	12	12	12

*ACE credit will be awarded based on converted scores. Corresponding ILR level scores are given in parentheses.



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In Brief . . .

The hiring freeze

The deputy secretary of defense has approved the relaxation of the DoD hiring freeze effective April 12, 1990. The following two areas have been changed: 1) Transfers, reassignments and promotions are now permitted within DoD if the selected employee is a current DoD employee and there is no break in service. 2) Temporary appointments can now be extended when there is no break in service. The one-year limit to temporary extensions still applies.

Language Day Parking, traffic changes

The Presidio of Monterey expects thousands of public school students and their teachers to visit during Language Day, DLI's annual open house, May 18, 9 a.m.-3 p.m. Their busses will offload in front of Nisei Hall and then park behind the 3483rd STUS and NSGD/MCD buildings. The large parking lot fronting Nisei, Pomerene and Munzer falls will be reserved for guests. The parking lot on the corner of Franklin St. and Rifle Range Rd., adjacent to Bomar Hall, will be reserved for vendors. By 5 p.m. May 17 all privately-owned vehicles must be removed from: behind buildings 627 and 629, both sides of the street in front of building 620, the roads between buildings 629-627 and 627-622, and the parking lot adjacent to building 622. DLI staff, faculty and students may park in the remaining lots, including those south of the recording studio, the cemetery lot and the Hill Top Track lot. Rifle Range Rd. will be closed to through traffic on May 18, 7 a.m.-4 p.m. Residents of the new barracks will be permitted access.

Christian Faculty -- May meeting

Rev. Andrew Meverden will speak at the POM Chapel Annex May 3, 11:30 a.m.-12:30 p.m.

In memory

Sen. Spark M. Matsunaga, D-Hawaii, died April 8 in Toronto. He was 73. Matsunaga championed Japanese-Americans seeking compensation for their World War II internment. He was an ROTC officer when the Hawaii National Guard - almost all Nisei - was federalized and called into action in 1940, according to Shigeya Kihara, former DLI instructor. "The unit was ordered to Wisconsin after the attack on Pearl Harbor for fear of sympathy with the Japanese. Then it was reorganized as an infantry battalion and ordered to North Africa, Sicily, and then to Italy in 1943." A much-decorated World War II captain, Matsunaga was wounded in battle in Italy and then assigned to the School Battalion at MISLS, Fort Snelling, Minn., a predecessor to DLI. "When the war ended in 1945," Kihara said, "the Army asked Matsunaga to remain in service to ease the return of Japanese-Americans from relocation camps and from military service to their former homes or to resettle in the Midwest and East."

Déjà vu

Language Day brings back memories and reason an Arabic language student joined the Army

By SSgt. Ray Johnson

Each year the different branches of the Armed Forces spend millions on recruiting. Inducements range from aerobatics by the Air Force Thunderbirds and the Navy Blue Angels to glitzy commercials by the Army.

Sometimes, however, a simple one-on-one display that doesn't cost the military anything is enough to encourage a teenager to enlist. Such was the case with Pfc. Michael R. Landolfi from Bravo Company.

When Landolfi was a sophomore at Healdsburg High School in northern California in 1986, he and 10 classmates from a Spanish language class came to the Defense Language Institute for Language Day, the Institute's open house for junior and senior high school foreign language students. "We signed up for the field trip to get out of a boring Spanish class for one day," Landolfi admits.

However, a 10-minute demonstration by one of the Institute's foreign language instructors convinced 15-year-old Landolfi that this was the sort of career he was looking for. That day he was one of thousands of high school students to sit in a small classroom to learn a few words in Russian. Though most students probably forgot those words as soon as they stepped out of the classroom, Landolfi said, "The instructor's teaching technique so implanted the words in my brain that I still remembered them several weeks later. I knew, at that point, I wanted a job where using a foreign language came into play."

After graduating two years later, Landolfi enlisted. He arrived at DLI in Jan. 1989, assigned to the Arabic Basic Course. "I really wanted to take Russian, but had to settle for Arabic. I'm still glad that I was selected to attend DLI," he says.

Last year Landolfi volunteered for a Language Day

job that brought back memories of his first visit here. During every open house the guest-students get their names written down in the languages of the different demonstrations they attend. "When the students came to me to write their names in Arabic, I told them that I still have the sheet of names I collected when I attended Language Day as a high schooler," Landolfi said.

Some high schoolers might see a recruiter several times before actually deciding to enlist. The field trip here in 1986 for Language Day, though, was all it took to get Landolfi to join up, he insisted. It just goes to show that sometimes the ear-shattering flyovers and fancy commercials aren't all that enticing to potential enlistees -- sometimes all it takes is seeing the possibilities in a job you might love.



Photo by Pfc. Ward T. Gros
Pfc. Michael R. Landolfi goes over an assignment with Arabic instructor Alfie Khalil.

ШКОЛА РУССКОГО

Russian School II aims for excellence

By JO1 Jayne Duri

"Russian School II has one of the best academic records at the Defense Language Institute," said Dr. Alex Vorobiov, dean. More than 80 percent of its students graduate with a 2/2-proficiency level. As evidence of that, the school won last year's Provost's Award for academic excellence. Vorobiov, obviously, takes great pride in his school's achievements.

Vorobiov came to DLI in 1978 after working as program director for the U.S. Army Russian Institute in Garmisch, Germany. He has a doctorate in Slavic languages and

linguistics from the University of Illinois. He started in DLI's Training and Development Division, and progressed to becoming dean of the School of East European Languages and then dean of the Russian School. In 1986, after the Russian School was split into Russian I and Russian II, Vorobiov became dean of Russian II.

DR2, which is short for Russian School II, consists of five language departments with an enrollment of approximately 600 students.

Fifty percent of the existing faculty has been hired since the new school came about. Due to a heavy turnover in faculty within the first

few years, a strong instructor-training program with special emphasis on the needs of the students has been a priority at DR2.

"The key to good teaching is responsiveness," said Vorobiov. "Our approach to faculty training is very pragmatic. We spend less time on the theoretical and try to provide new instructors with the tools they'll need to feel comfortable addressing to the predictable learning problems of American students."

DR2 puts emphasis on what takes place between the instructors and students, not what type of textbooks they use.

"As opposed to the traditional approach, wherein academic problems are primarily attributable to deficiencies in course materials, we believe that proficiency goals are attainable through the implementation of effective teaching techniques and learning activities. The teachers must be able to adjust their teaching styles to the individual needs of their students, and clearly our instructors are doing that very well."

Careful development of the teaching staff as well as the shifting of instructional responsibility and decision making to the operational level has paid off handsomely in the increased proficiency of the students at DR2. "We're very proud that these 2/2's have not been attained at the expense of the most difficult skill, which is speaking," said Vorobiov. "More than fifty



Photo by PH 2 Ken Trent

Dr. Alex Vorobiov, dean, Russian School II, discusses the school's FY90 budget proposal with Capt. Richard Savko, executive officer.

ЯЗЫКА II

percent our students receive a level 2 or better in speaking."

High speaking levels at DR2 could be attributed to the integrated, multi-skilled instructional process advocated by the dean. "We don't say, 'OK, now, we're going to practice listening, and now speaking'. We try to have students apply all their different language skills during every instructional segment. We believe that one skill reinforces the other. Our objective is always to

integrate them," said Vorobiov.

In the future, Vorobiov hopes to see more high-tech teaching aids implemented at DR2. Satellites will soon be used here to receive live broadcasts from the Soviet Union. A random-access computer-testing program is being developed that will allow instructors to draw varied test material from an ever-changing data bank. And a move toward a textbookless learning environment

is underway that would do away with a great number of the books issued to students upon arrival -- in favor of ever-changing looseleaf lessons and computer-aided learning.

But for now, DR2 will continue its emphasis on quality teaching. After all, the Russian II faculty has been successful with that approach. Their data speaks for itself.

Russian II building named in honor of slain linguist

By JO1 Jayne Duri

Nicholson Hall was dedicated March 26, 1987, to the memory of Army Maj. Arthur Donald Nicholson, Jr., a Russian linguist who graduated from both the Naval Postgraduate School and the Defense Language Institute in 1980.

While assigned as a ground liaison/production officer at the U.S. Military Liaison Mission in Potsdam, East Germany, the unarmed Nicholson was gunned down by a Soviet sentry on March 24, 1985, near the town of Ludswigslust, East Germany. Nicholson Hall stands as a monument to a soldier who sacrificed his life while helping to maintain freedom for the United States and its allies.

According to his widow, Karen Nicholson, and to Brig. Gen. Roland Lajoie, who had worked with him in Germany, the slain officer was committed to the idea that tensions can be eased through a mutual understanding between the superpowers. He believed that fluency in languages could lead to such an understanding. Nicholson was posthumously promoted to the rank of lieutenant colonel.



Photo by PH2 Ken Trent
Nicholson Hall, one of DLI's newest general instructional facilities, provides students a comfortable academic environment and some of the most up-to-date equipment available.



Photo by PH2 Ken Trent

Students Seamen Ethan Gibson and Bill Jones perform an interpreting exercise at the sand table in the Le Fox classroom.

Le Fox Course

By JO1 Jayne Duri

One of the premier language programs at the School of Russian Studies, DR2, is the Le Fox course.

The Le Fox Russian Course is an advanced program designed to support the need for advanced Russian cryptolinguists. When the program was originally conceived in 1975, linguists were needed in the field who were capable of understanding and operating the complex computerized equipment associated with the Le Fox Grey Test-bed at the United States Army Security Agency Field Station Station in Berlin. This equipment required voice intercept technicians to be able to handle large volumes of activity and complex terminologies. Out of this requirement, the Le Fox program was born.

Today Le Fox graduates are assigned to many activities around the world, but the advanced level of their

training remains the same.

While there are a few other advanced Russian language courses at DLI, Le Fox is different because of its approach to learning. In Le Fox, instructors focus on topics of interest to the students and that have real-life applications. Through exercises such as oral reports, gardening, field trips and simulated battlefield scenarios played out on the classroom's sandbox, students get introduced to a wide range of vocabulary that enhances their linguistic ability.

"If a student has a broad span of comprehension along with his language capability, he can be utilized to operate in the most critical areas," said Alexey Kiselev, mentor of the Russian Le Fox program. "These students must be prepared to mentally process large amounts of information and to condense it in short periods of time."

**To get students ready,
teachers take a fresh
approach to the subject
matter**

To get the Le Fox students ready for their future assignments, the teachers take a fresh approach to the subject matter. Students in Le Fox learn about things as varied as history, how spark plugs work, Marxism, gardening, geography and culture. "Much of the vocabulary used in gardening, for instance, might be the same kinds of terms these students would hear in a listening situation," said Kiselev. "Words like *dirt*, *leveling*, or *digging* could possibly indicate some construction underway. So an exercise about keeping a flower bed in our courtyard expands their vocabulary and keeps their interest level high at the same time."

It's not easy to get into the Le Fox program, but there is always an abundance of qualified applicants. "It's a popular program," said Kiselev. "We don't have to advertise. Students compete to win a slot."

Candidates go through an arduous selection process. They must have high averages coming out of the Russian Basic Course, good recommendations from their teachers, do well on the Le Fox entrance test, and they must survive the individual interview. "We try to bring as many people as possible into the selection process so that every student gets a fair appraisal," said Kiselev. Points are assigned through each step of the process, and only those students with the highest scores are selected for enrollment.

The proficiency levels of Le Fox graduates are among the highest at DLI. Part of the reason is that Le Fox students come directly from the Russian Basic Course and are able to build on an already outstanding foundation of Russian language.

Kalinka Ensemble: an institution at DLI

BY JO1 Jayne Duri

The Kalinka Folk Ensemble of Russian School II, a Russian song and dance group, has delighted audiences all over the area with its traditional music and lively dancing for years.

Any Russian II student can join the group after approximately six weeks of study, providing they aren't in any academic trouble. Students and staff agree that participating in Kalinka enhances the learning process.

"It's a lot of fun," said Seaman Rebecca Patterson. "I learn a lot of Russian words that show up later on."

"I saw the ensemble my first day here and I knew I wanted to join," said Seaman Recruit Chip Cooper. "I think it helps me with my speaking and reading." Most of the 25 to 30 members of the group are new, but they learn the Russian songs and dances quickly. "Anybody can learn to do this," said Marina Minelli, training instructor and ensemble director. "In a choir, no individual voice really stands out, and all the dance steps are very simple movements. Everything is taught in Russian, but even beginners don't have trouble learning because they can



Photo by PH2 Ken Trent

Marina Minelli leads Seaman Recruit Chip Cooper, Seaman Becky Patterson and A1C Jim Stevens in dance steps while Pvt.1 Debra Stevens, Pvt.1 Christiane Vale, Pvt.2 Kristen Ford and PFC Carol Fowler sing during rehearsal.

watch the more experienced members of the group."

The Kalinka ensemble holds two rehearsals per week. Right now they're gearing up for their biggest performance of the year, Language Day, where they will entertain hundreds of people. For their Language Day performance the ensemble will enlist the help of 50 students from Carmel Middle School. The students will be trained to sing with the choir for this special event.

Through interaction of this kind with the surrounding community, DLI is represented as a colorful and dynamic institute of learning.

DR2 theater group enhances language learning

By JO1 Jayne Duri

Russian School II theater group got off the ground and on the boards two years ago under the direction of Gherman Azbel, an instructor and mentor in Dept. C.

Azbel not only directs the productions, but also writes and produces the plays. He studied cinematography in the Soviet Union, where he also wrote and directed educational films.

Azbel's plays are adaptations of works by great Russian writers such as Anton Chekhov. The dialogue is written and performed in Russian. The actors are Russian students in Azbel's classes, and the performances are given over a two-day period to Russian students in all three schools. The productions are a tool for enhanced language learning and appreciation of Russian culture.

"On the days of the performance, the students are completely immersed in Russian culture," said Azbel. "Students prepare and sell Russian food for lunch at the Tin

Barn. The students look at Russian posters and listen to Russian music while they enjoy the food, and our performance starts at 2 p.m. Even the admission tickets are printed in Russian."

The plays are always a huge success with students and teachers alike. "When students participate in the theater group, I find their vocabulary vastly increases," said Galina Vinokurov, instructor, Dept. C.

"These plays definitely help us to produce better linguists," said Ester Magaril, instructor, Dept. C. "They also help to teach Russian culture. Mr. Azbel takes students inside classic Russian theater."

"When we put on these plays, education is always foremost on our minds," said Azbel. "The students enjoy learning this way. For instance, the actors pick up colloquial Russian expressions from the dialogue they learn and use them in their daily conversations with other students. It's rewarding to see them internalize the language in

that way."

Azbel plans another performance for his group by Christmas, but the 1990 production may be in trouble unless the school receives financial support for the endeavor. It may have trouble raising enough money to cover the cost of lighting, makeup and costumes.

"Last year the students themselves had to buy their own costumes and make up as well as raise money to rent portable lights from their own recreation center. I don't think that's right," said Azbel. "Personally, I feel DLI should install good theatrical lighting in the Tin Barn and establish a fund to support the theater group. I estimate that it wouldn't cost more than \$5,000, and I think an institute this large could find the money for such a worthy cause."

This year Azbel plans to invite students from all classes at DR2 to act in the play. Providing financial support is found, rehearsals will start in September.

On-Site Inspection Agency

DR2 trains linguists to help verify INF Treaty

By JO1 Jayne Duri

Since the United States and the Soviet Union have negotiated a number of agreements in the last few years, military linguists find themselves facing new challenges.

In 1987 President Reagan and President Gorbachev signed the Intermediate Range Nuclear Forces Treaty, which calls for the elimination of intermediate and shorter range missiles by both countries. Also included in the treaty is a comprehensive package of verification measures that includes on-site inspections by both sides.

The On-Site Inspection Agency was established to implement the inspection provisions of the treaty.

Since the inception of OSIA, DLI has provided the linguists necessary to conduct the on-site inspections of bases in the Soviet Union and to escort Soviet inspectors who come to the United States for inspection of our bases. The School of Russian Studies has developed a unique language training program that prepares its graduates for face-to-face interaction with the Soviets.

In the beginning, DLI received linguists from the field and gave them what amounted to a crash course covering specific terminology found in the treaty. Since that time, the INF course, as it's commonly known, has grown into a 27-week

course of study that teaches details of the treaty, interpreting techniques and conversational skills. DLI is the only school in the country training linguists for assignment as OSIA inspectors/escorts. DLI has 11 permanent-party enlisted people from all four services who support OSIA on a temporary duty basis. As inspectors, they watch the Soviets disassemble the missiles and write daily and end-of-trip reports. As escorts, they meet their Soviet

escort duty to places like the Monterey Airport where they translate technical briefs about aircraft into Russian. After the students have proven their language ability, they go TDY to Travis AFB, Calif., to escort real Soviet on-site inspectors for a few days. "We want to do everything we can to prepare them for what they'll be experiencing," said Maj. John Eschrich, assistant dean and DLI liaison officer to the OSIA.

To be eligible for the INF

an individual must be an enlisted service member or a warrant officer, possess a secret security clearance, have at least a level 2 proficiency in all three language skills and present a mature attitude. Linguists selected for this program are chosen from the field.

We expect the program to expand with the signing and ratification of new treaties between the United States and the Soviet Union, all of which is dependent on the current world situation," said Eschrich. "A lot of contingency planning is underway to accommo-

date a potential increase in the number of military linguists in this program.

"In this age of increased communication between the United States and the Soviet Union, being an OSIA inspector/escort trained at DLI, may be one of the most important jobs for any military linguist," Eschrich said.



counterparts when they arrive in the United States and escort them to the inspection sites.

During training in the INF course, not everything is done in the classroom. Instructors schedule luncheons where students act as translators for high-ranking officers dining with native Russian speakers. The students practice

Photo by PH2 Ken Trent

Peter Schultz, a bilingual clerk typist at DR2 works with graphics he designed of the cyrillic alphabet. Schultz drew the letters by disconnecting and re-assembling bits and pieces of the English letters provided on his software. "It only took me a couple of days to complete the alphabet," said Schultz, "but I just about went blind doing it!" Schultz has been at DLI for eight years and has been with the school of Russian studies for almost one year. His cyrillic letters are featured in this issue of the *GLOBE*.



Russian general fought in American Civil War

By Nick Cherniavsky, instructor, Russian School II

Ivan Vasilievich Turchinoff, born in the Don Province Jan. 30, 1822, lived a military career on two continents. Upon graduating from the St. Petersburg Artillery School he received his commission, and then participated in the Hungarian Campaign of 1849. Following this he joined the staff of the Imperial Guards and fought in the Crimean War as a colonel of the Guards.

In 1856 Turchinoff came to America with his wife Nadine. They settled in Chicago, shortened their last name to Turchin, and he began working for the Illinois Central Railroad as a topographical engineer.

Then came eventful times. On March 3, 1861, the serfs were emancipated in Russia, and on April 12 Gen. Pierre G.T. Beauregard bombarded Fort Sumter in Charleston Harbor. The American Civil War began -- which led to the emancipation of American Blacks.

At the outbreak of the war Turchin volunteered for the Union Army and was commissioned colonel of the 19th Illinois Infantry, a Zouave unit. He took part in operations in Missouri, Kentucky and Alabama. He was promoted to brigadier general in recognition of his services in the taking of Huntsville, Ala., and was assigned to command a brigade in the Army of the Cumberland.

He was engaged in the battles of Stone River, Chickamauga and Missionary Ridge, and in Georgia campaigns.

Turchin was a strong-willed man and had his share of problems with superior officers. General Don C. Buell court-martialled and dismissed him from service for burning Athens, Ala., in retribution for the townspeople's stiff resistance, but President Abraham Lincoln countermanded the decision and reinstated Turchin, promoting him to brigadier general.

Turchin was not afraid to voice his opinions of junior and senior officers of both the Union and Confederate

armies. Obviously, he didn't hold his nemesis, Buell, in very high esteem, but even such high-ranking generals as Halleck and McClellan didn't get high marks.

A prolific writer, he authored a number of military and scientific articles. His best-known work is *The Battle of Chickamauga* (1888), a book of nearly 300 pages, with eight maps, which he dedicated "To the brave and patriotic soldiers of the 11th, 36th, 89th and 92nd Ohio, and the 18th Kentucky regiments of Infantry, who formed during the campaign and Battle of Chickamauga, the Third Brigade of the Fourth Division of the 14th Army Corps, of the Army of the Cumberland."

Turchin resigned from the service Oct. 4 1864. He and his wife returned to Chicago where he resumed his engineering profession.

Nadine, Turchin's wife, was an army brat raised in the Russian Army and was her father's regiment's mascot; she married one of her father's subalterns and followed him on his campaigns and to America. When her husband volunteered for duty, she went along, serving as nurse and mother-confessor to the soldiers, and in one instance, as a temporary commander. During the Tennessee campaign in 1862, the general became ill, so Nadine took over, issuing orders and leading the regiment into battle with poise. She also wrote the book *A Monotony Full of Sadness -- The Diary of Nadine Turchin, April-May 1863*.

Turchin died on June 19, 1901, in Anna, Ill., in the southern Illinois region known as Little Egypt.

Nick Cherniavsky is a history buff. "I worked for a number of years in historical research in the Midwest, studying the Illinois coal miners," he said. Cherniavsky favors no particular period; his tastes are eclectic: Russian history, military affairs, the American Revolutionary War, Civil War, and Indian wars. He says he enjoys reading any historical information he can get his hands



Sgt. Steven J. Ubben, Bravo Company, makes sure a fellow Bravo soldier goes down the Fort Ord rappelling tower correctly.

Bravo Co. ventures to Fort Ord for rappelling

*Photos by
Pfc. Edward G. West*

By Pvt. 2 Brenda Bennett
Soldiers from Bravo Company spent Mar. 17 at Fort Ord, rappelling as part of their ongoing adventure training program.

At first, the 35-foot rappelling tower seemed mountain-high for many of the students. They had to climb its side on a cargo net, just to make sure no one was disoriented or panicked by the height. Once the soldiers were on top of the tower, Bravo Company platoon sergeants helped them prepare to descend the face of the structure.

Once they performed three successful maneuvers from the top,

the students made trips off the helicopter skid on the side of the tower, rappelling down without anything to plant their feet against.

Though some of the students were hesitant about going down at first, they had nothing to worry about since Sgt. Thomas L. Gravlee and Staff Sgt. John D. Fleming, rappel masters for Fort Ord's HHC Bayonet Combat Support Brigade, supervised the event. As well as providing information and guidance, they ensured the safety of all participants.

Adventure training here is an ongoing program to supplement Common Skills Training.

Spec
secon



Sctt. W. Chapman hangs in midair for a brief d while coming down.



(top photo) Pfc. Chris J. McGovern prepares to attempt the Australian Crawl style of rappelling (head first). Later on in the day (bottom photo) he follows the more conventional style.



AIDS: Still a threat in 1990

By Kathy Hendrickson, Civilian Personnel Office

While many of us consider the furor of Acquired Immune Deficiency Syndrome to have ended, the statistics tell a different story. Since the virus was identified in the early 1980s, nearly 122,000 Americans have been diagnosed with AIDS, and nearly 72,000 have died. The United States accounts for more than half of the world's reported cases of AIDS.

A person is not diagnosed with AIDS until he or she has tested positive for the virus and has contracted one or more of the opportunistic infections associated with the disease. There is no nationwide requirement that doctors report numbers of Human Immunodeficiency Virus infections -- only that they report the cases of AIDS.

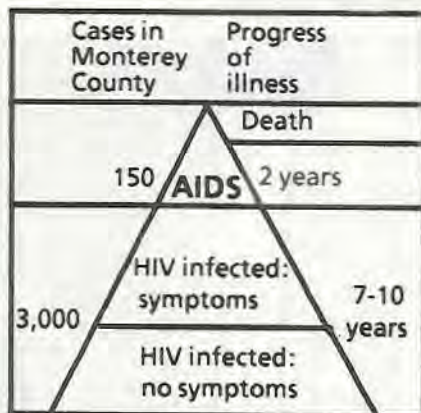
In Monterey County, approximately 150 people have been diagnosed with AIDS, and 90 have died. The Monterey County AIDS project estimates that 3,000 people in the county are infected with HIV, most being asymptomatic or in the early stages of treatable infections.

Concerned that the national and local HIV and AIDS statistics are increasing, DLI will recommence its *AIDS in the Work Place* training program this month. In FY 89 the Civilian Personnel Office trained 100 percent of DLI's supervisors of civilians and 90 percent of the Institute's civilian nonsupervisors. With the support of all supervisors and employees, we hope to maintain

those statistics and maintain a well-informed work force into the 1990s. As in the past, our training program will focus on the effects of the virus on the immune system, its transmission and prevention.

Though it seems that many of us have grasped the message about how HIV is and is not transmitted, issues still abound that require clarification. One of those is HIV testing. The blood test currently used to identify HIV infection is not capable of specifically identifying the AIDS virus. Rather, it looks for the antibodies the body produces when it is HIV-infected. These antibodies are called B cells. If the B cell count is not sufficiently high, the HIV test will show a positive result.

What if a person takes an HIV test one week after becoming exposed to HIV? That individual must understand that his or her test results may be falsely negative because the body has not yet had time to produce enough B cells to stimulate a positive result. That person should wait five or six weeks and be retested.



Medical experts have found that, in a limited number of cases where the virus has been transmitted sexually, a positive test will not reappear for 2 1/2 years. Though this delayed seroconversion occurs infrequently, it alerts us to the importance of retesting. For this reason, people who have recently participated in at-risk behaviors



must *not* donate blood. The integrity of our blood supply is dependent upon the self-policing of every donor. At-risk behaviors include needle-sharing or unprotected sex with potential HIV carriers or any persons whose sexual history you know little about.

Medical research shows that the average delay from HIV infection to onset of symptoms is 7 to 10 years. Once the AIDS diagnosis is made, the average survival time is two years. With recent approval for the use of AZT at early stages of infection, we may see people living with HIV for even longer periods of time before developing symptoms. Currently, AZT is the only FDA-approved drug to combat HIV, and it is not a cure.

The facts as they are, complacency about HIV infection poses danger to all of us. While some may feel saturated with information about the virus, others are misinformed or uninformed, and the statistics bear this out. The furor of HIV continues. As scientists seek vaccines and medical cures, the best prevention available to us remains our personal awareness.

HIV / AIDS and the military

By Pfc. Todd Smith, Co. B

Patient: 0198437D

Result: HIV Antibody Positive

When you hear the word AIDS or Acquired Immune Deficiency Syndrome, many images probably come to mind; incurable, homosexual, intravenous drug user, blood transfusions, and more. The medical industry has undertaken an incredible challenge in attempting to disseminate information about this disease. The U.S. military services, aware of the increasing frequency of this virus, set guidelines as to how patients are diagnosed and treated while serving in the U.S. military.

Late in 1985, a policy requiring mandatory testing of all service candidates was established. Applicants must undergo a blood screening for Human Immunodeficiency Virus antibodies.

The purpose of the HIV policy:

(1) The Department of Defense avoids potential medical costs and the possibility that the individual shall not complete his or her service commitment.

(2) Clinical evidence indicates pre-AIDS patients may suffer adverse or potentially life-threatening reactions to some live-virus immunizations administered

in basic training.

(3) An antibody-positive individual cannot participate in any blood donor programs.

(4) Now there is no way to differentiate between antibody positive individuals who will remain healthy and those who will progress to the clinical disease.

If an individual contracts the virus while in the military service, there are a number of circumstances which affect the patient's future.

According to Petty Officer Mark Kite, from the DLI's Navy Medical Administration Unit, an individual is required to have an HIV test at least once every five years. But if an individual falls under any of the following circumstances, they will be required to take more frequent tests: contraction of a sexually transmitted disease, assignment overseas or testing positive on a urinalysis test. Any of these occurrences precipitates the individual's having to take further HIV tests. Additionally HIV tests may be requested by patients from their health care providers on the occasion of their visits (i.e sick call). "Once an individual tests positive for HIV, each service is required to conduct ongoing clinical evaluations of each antibody-positive patient. Patients are evaluated on a scale of 1 to 3. Patients rating a 1 or 2 will be able to continue service under the following conditions:

(1) They must remain in a location which allows for close monitoring of the disease.

(2) Patients are not allowed to go overseas.

(3) If the disease progresses to level 3, they will be removed from active service and placed in the VA system. This system provides for a patient's social, religious and group needs and required ongoing treatment.

"If individuals contract the HIV virus through misconduct (homosexual behavior or IV drug use) they are subject to administrative or disciplinary action," said HMC Jerry Meneses of the Navy Medical Administration Unit.

"Patients' rights are a major concern of the military HIV antibody-positive policy. It sets forth provisions which ensure patient confidentiality and it allows the soldier to continue in his or her work as long as physically possible without risk to fellow service members. But the policy emphasizes treatment requirements above any other area so as to ensure that these patients, on a case by case basis, receive the best treatment available," Meneses added.

Meneses said that HIV positive patients are not cared for at the PRIMUS clinic, other than for periodic blood testing, but referred to the HIV clinic at Fort Ord for Army and Air Force members and the Naval Hospital Oakland for Navy and Marine Corps members. Here patients receive the most up-to-date care available from a professional staff trained and knowledgeable in the care patients need. The clinics are conducting continual research in an effort to better understand this the disease and provide even more effective treatment for HIV-infected patients. If you have further questions about HIV/AIDS, call the Fort Ord HIV Clinic at 242-0355 or the AIDS Hotline at 1-800-367-2437.



Codependency - Sabotage of intimacy

By Gunnery Sgt. R.J. Owen

This is part 2 of a series of articles dealing with codependency and relies heavily on Pia Melody's Book Facing Codependence.

How is codependency expressed in relationships? How does one recognize the symptoms of codependency and how do they relate to the five core symptoms of codependency?

Inappropriate levels of esteem -- If I am in the "less than" position, I believe you are more important than I am. When I compare myself to you, I come up short, so I cannot honestly share in a way that would be intimate because I fear you will find out how inadequate I am.

Impaired boundaries -- When I am being either victimized or offensive in a relationship, intimacy is blocked. I also cannot hear who you are, hear what you think I am or share who I am without an internal boundary.

Difficulty owning reality -- I cannot share myself with you if I cannot acknowledge what I think, feel or do. If I need YOU to define who I am, I try to change what you think, feel or do in order to have the definition of myself that I want. Naturally this dishonest and manipulative behavior does not allow true intimacy to develop.

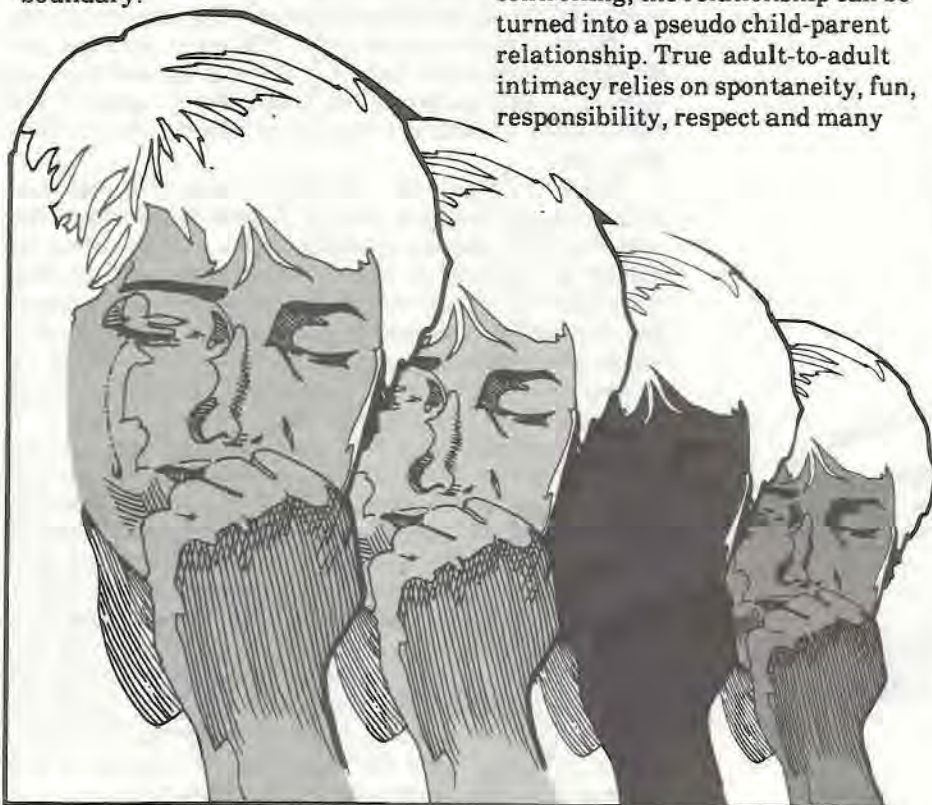
Difficulty meeting needs and wants -- If I am too dependent and rely on you to meet my needs and wants our relationship becomes a parent-child one, and we can't relate on an adult level. If I am antidependent, I cannot share with you what I need or want.

Difficulty experiencing and expressing reality moderately: If I blast you with my intense emotions or shut you out with my lack of emotions, intimacy dies. If I am thinking, feeling and acting immature or overly mature and controlling, the relationship can be turned into a pseudo child-parent relationship. True adult-to-adult intimacy relies on spontaneity, fun, responsibility, respect and many



other things that are difficult when I am living life in extremes. By looking at our histories, identifying the specific incidents about which we had our original overwhelming feelings and finding a way to own and release those feelings, we can be free from the sabotaging cycle that makes our lives so unmanageable and painful.

Adult Children of Alcoholics, ACA, and Codependents Anonymous, CODA, are just two of many 12-step help groups which deal with "family of origin" emotional issues. For more information concerning Monterey area groups, contact Gunnery Sgt. Owen at ext. 5328.





Gangway for Bronze Hammer!



Photo by PH2 Ken Trent

As work continues on the gazebo, Seaman Brent Hopson (right) steadies a board while Seaman Brian Shaffer cuts it to size.

Navy volunteers work on barracks improvement projects

By JO1 Jayne Duri

Several self-help projects are currently underway at the Naval Security Group Detachment. These projects will enhance the appearance and livability of the Navy barracks and admin spaces and give the detachment a good chance to win the Navy Bronze Hammer Award.

Bronze Hammer Awards honor those activities which have made outstanding contributions to improving the quality of Navy life through self-help improvements using available resources.

The new gazebo and volleyball court under construction are among the most visible self-help projects underway at NSGD. This area will become a gathering place for the command's many recreational functions. Work on these two projects should be completed sometime this summer. "According to BMC(SW) Richard Gonzales, Chief Master at Arms, the command is awaiting delivery of clean beach sand from the Monterey Parks and Recreation Department to complete the volleyball court. Work on the gazebo can continue when special structure-support bolts arrive.

Other projects underway at NSGD include building three sidewalks and a barbecue grill, erecting a flagpole in front of Bldg. 629, remodeling the quarterdeck and installing weight-lifting equipment in the basement of Bldg. 629.

"All the work is being done by student and staff volunteers," said Gonzales. "We organize working parties on weekends and in afternoons. Sometimes we schedule picnics at the same time to bring out more volunteers.

"We think our prospects are good for the 1990 Bronze Hammer Award in our category," Gonzales said. "We will have completed several more projects by the end of the evaluation period, and we will have done a lot of detailed administrative work on preparing our package for submission."

Though a Bronze Hammer Award would be a prestigious and well-deserved accolade, the objective of the ongoing self-help projects is to create a comfortable and esthetically pleasing Navy environment for the sailors who live and work here.

EEO Perspective *How to handle sexual harassers*

By F. Kathryn Burwell, EEO officer

Although there is no clear-cut profile of the sexual harasser, often it's a person in position to determine raises, evaluate performance, promote, help make transfers, make recommendations for training programs or assign orders. Sometimes the harasser is a coworker.

How do you know when you're being harassed?

Ask yourself:

1. Does he/she comment on my clothes, makeup and body more than on my work?
2. Does she/he tell me intimate stories about family and sexual escapades?
3. Does he/she tell me dirty little jokes or show me lewd pictures?
4. Does she/he elicit my sympathy with sad stories about a failing love life? Embarrassing things about a spouse?
5. Is he/she curious about my happiness, my dates, my sexual and emotional fulfillment?
6. Does she/he call me into the office to talk about nothing?
7. Does he/she touch me and seem to bump into me accidentally?
8. Does she/he tell me I am her/his type?

If you answered yes to any of the above, don't be fooled by the flattery. See his/her desire for what it is: an act of power and domination.

How can you prevent harassment?

1. Don't ask for special favors (longer lunches, permission to come in late for frivolous reason).

2. Don't discuss your personal life with that person. It's no one's business who you live with or fight with or how much you owe, or where you spend your weekends. Keep conversations clean.

3. Don't give him/her personal advice.

4. Don't perform tasks for her/him that aren't work-related.

5. Don't ignore his/her behavior signals toward you. Unchecked, they will continue.

6. Don't solicit compliments about your appearance (your figure or clothes).

7. Don't wear outfits to work that belong on the dance floor or in the bedroom.

What can you do about sexual harassment?

1. Tell him/her that you find his/her behavior offensive, that you want it to stop, that you feel uncomfortable. Don't just smile and keep moving.

2. Tell other workers about it. Discuss it openly in the office. Others might feel the same as you do.

3. Write down the date and time of any incident and the circumstances surrounding it. Keep a diary for your defense should you be forced out of your job.

4. If the incident -- or another -- occurs again, explain that you are not interested in him/her sexually and speak to his/her supervisor. Keep going up until someone listens or acts.

A person who sexually harasses others degrades him/herself and embarrasses the victims. Let's protect the dignity of all by fighting sexual harassment whenever and wherever it occurs.

Bossline

Mahmoud Hamza, Middle East School, is concerned about destruction of plants and trees on the Presidio:

I would like to make two observations regarding the ongoing beautification project at the upper part of the Presidio of Monterey.

1. On the west part of the Presidio along Highway 68 there were high eucalyptus and other trees forming a beautiful, natural buffer zone between our school and Highway 68 so that no traffic on the highway could see our school buildings nor anyone walking inside along the fence there could see the traffic going by. Now this is no more possible because of the trees cut down last month, although they planted baby pine trees, 2-3 inches high next to the fence. 2. There is a natural, beautiful pathway (dirt road) stretching from the upper field

by the PX complex all the way to Co. F with green, beautiful bushes on both sides of the pathway. Last month they butchered and cut down most of the beautiful green bushes on both sides as well as some trees here and there in the vicinity. I asked one of the soldiers who was cutting down those bushes why he was doing that. He answered that he, himself, doesn't know why he is doing that and said he sees no point in what he is doing except that he is carrying out an order.

This action already took some beauty and charm away from the (what used to be) naturally-decorated pathway and exposed the west side of the hilly side to erosion.

These two observations indicate that, perhaps, wise judgment was not utilized and the most beautiful environment and nature of our school might be considered abused in the name of beautification projects.

Harry Keeler, POM engineer says:

1. The eucalyptus trees near the post fence along highway 68 were cut down for two reasons: first, to make room for the Monterey pine seedlings as explained on page 9 of the Feb. 5, 1990, edition of the *GLOBE* and second, to create rapidly (in one or two years) an eye-level visual buffer. The eucalyptus will quickly send up many new shoots from the remaining stumps. The eucalyptus will be removed altogether in about five to ten years as the mature pines become the visual buffer.

2. In recent months a concerted effort has been made to eliminate two very invasive non-native plant species: *genista* (Scotch Broom) and pampas grass. These two, if unchecked, will crowd out the native species, particularly native seedlings which are essential to forest survival. It is all part of a forest management plan.

Tell it to the Marines



Women in combat: Good idea, bad practice

By 1st Lt Gustave R. Vanderneck, II, USMC

It is clear that, while much thought has been invested in the ongoing debate over women in combat, most of the vocal participants have neglected the vital application of ideals to reality. In this rarefied air of high principles the proponents for changing the combat exclusion laws are correct -- service women lack none of the motivation, willingness, ability to withstand privation, or any other mental or character qualities that are synonymous with success in the combat arena.

As is often the case, however, pure idealism cannot meet the demands of the physical world. One major area of disparity is that men and women are physically different. The less dense muscle mass, slighter stature, and lower levels of testosterone in the female body present limitations that are not prejudicial or bias-originated. They are facts grounded in our unchanging being. The female frame is not designed by nature to sustain the combat infantry load, which approaches 75 pounds, nor the severe physical exertions demanded over extended time on the battlefield.

The common response to this argument is that today's military is mechanized, automated, and therefore less physically demanding, and it is this fantasy that has spurred the opening of many combat support MOSs to women. Again reality clashes violently with illusion. History has shown that mechanical exertion, hostile fire, confusion and unimaginable situations combine to stymie the proper functioning of almost everything. No matter what MOS, throughout history the difference between victory and defeat has rested on muscular exertion. This trend will be even more pronounced in future conflicts as once "rear-area" personnel and equipment are exposed to hostile fire and destruction due to a more fluid operating area, forward support operations, and long-range weaponry.

While it is clear that women are just as willing as men to "walk in harm's way" and are equally capable of bearing the extremes of pressure and privation of the battlefield, it is also evident that their physique cannot bear the physical demands. It is granted that there is a small percentage of women who can meet the physical requirements of combat, as there are some men who can not. Gender by itself is not the issue. If the combat arms and combat support fields are to be or remain opened to service women of this capability, then this decision must rest on the preservation of the physical standards currently in place.

As everything else in the military is debated on its merits relative to combat efficiency, so should the introduction of women to combat. Already women are in place and ever expanding into combat-related MOSs with little or no thought or debate on the effects of their different physical capabilities or needs. The idea of women in combat is not a cerebral or social exercise. No separate or lesser physical standards for any military personnel, as is practiced in the services today, can be allowed to endanger combat efficiency in our profession of life and death.

Marines continue traditions of community service

The Marine Corps Detachment, in keeping with a long-lasting commitment to community service, has provided personnel for support of such recent activities as:

The Sea Cadets Program
Monterey Pony Baseball and
Girls Softball Leagues
Monterey County Special Olympics
The American Legion

In addition, future commitments include:

Pacific Grove Good Old Days
April 21-22
California Motorcycle Police
Competition
April 21
March of Dimes WalkAmerica
April 22
Central California Special Olympics
May 12
DLI Language Day
May 18
Armed Forces Day
May 19
Vietnam War Memorial Dedication
May 27
Maritime Heritage Day Parade
June 9
Monterey 4th of July Parade
July 4

We invite and challenge all other organizations in the area to join us in supporting these causes.

Ed Tech

DLI's instructional computer resources nerve center



Photo by Pfc. Ward Gros

Jorge Salazar observes a Satellite Communications for Learning program in the Education Technology Division

By Pfc. Ward T. Gros

Students, staff and faculty at the Defense Language Institute keep up to date with the latest computer technologies. Whether they're using computers for interactive learning, designing instructional programs or evaluating course progress, computers have become an integral part of life at DLI.

The Education Technology Division, Ed Tech, serves as the nerve center for DLI's instructional computer resources.

Ed Tech project manager Pete F. Lallos said, "Ed Tech introduces high technology equipment for language training to staff and faculty, supports Resident and Nonresident language programs, identifies and explains work procedures for computers, course ware and software, and develops language software and course ware programs."

Presently, Ed Tech's staff uses Macintosh computers and an Army stand-alone computer based training system known as EIDS, the Electronic Information Delivery System. Six permanent staff members work in the division. Said Air Force Lt. Col.

Sharon D. Richardson, division chief, "We have two project managers, Lallos and Albert Scott; three permanent Ed Tech Specialists, Deniz Bilgin, Jorge Salazar and Milan Herben. We also have seven subject matter experts presently working in the division on Russian, Korean, Spanish, Arabic, French and Hebrew.

"Our staff provides guidance and training on request. We teach the basics to the instructors at the schools, who in turn develop programs their departments need. We also provide training on alternate systems such as the Mac Hypercard program, and the interactive video and computer-assisted instructional programs in the course ware design systems," Lallos said.

"DLI's Command Group and other Army sponsors have been very supportive of our mission at Ed Tech. The Army Training and Support Center is helping fund the EIDS. The EIDS is set up throughout the Institute at various schools and at the Aiso Library. There are presently 224 EIDS student stations throughout the schools. Air Force

Col. Ronald I. Cowger, DLI's assistant commandant, handles all computer distribution," Lallos said.

"We also have Macintoshes located in the Aiso Library. These are student stations and contain several programs in French, Arabic, Russian and Korean," he added. There are stations scattered around the institute which are being used by instructors developing student training programs.

"Our future computer plans call for establishing four high-tech labs at the institute. The idea is to have one up the hill, one down the hill and two in a central location. We should be getting the computers in by October. Once the computers are in, we can set up the labs. Each lab will have 10 Macs and 10 EIDS so that we can provide sufficient accommodation for two full student sections at a time," Richardson said.

In addition to the EIDS and Macs, Ed Tech has interactive video disc programs. Lallos said the U.S. Army Special Operations Command recently provided funds for disc programs in Thai, Tagalog, Spanish and Russian.

Other Ed Tech projects include Distance Learning Programs and Satellite Communications for Learning.

The Distance Learning Programs provide live video training from DLI to units in the field via satellite. "We conducted an experiment in Arabic in September 1989 at Fort Campbell and Fort Stewart, and it was successful. We're working on a similar experiment in Russian with 80 hours of instruction to separate locations in the United States," Lallos said.

The Satellite Communication for Learning imports live or near-live news from around the world to DLI and other language schools. Ed Tech tapes the foreign language video programs broadcast from SCOLA's U.S. headquarters in Omaha, Neb. Lallos said, "They broadcast 16 languages 24 hours a day. And we've just trained 32 people from different departments to operate the systems."

For the latest news from across the globe to the newest language computer technologies, Ed Tech is the place to go to get started.



**Annual Army
Birthday Ball
215 Years of
Preserving Freedom**

June 8

**Barbara McNitt
Ballroom**

**at the Naval
Postgraduate School**

Cocktails: 6 p.m.,

Dinner: 7 p.m.

Entrées:

**Chicken Cordon Bleu
or roast prime rib
of beef**

**Entertainment and
dancing follow**

Ticket sales:

April 1 - May 1

**\$10 for E-6 and below,
\$20 for E-7 and above**

**For tickets and more
information, see your unit
Army Birthday Ball
representative.**



A message from the Chief of Staff, United States Army, Gen. Carl E. Vuono: Reshaping the Army for the future

As I visit our posts around the world, I continue to be impressed and inspired by the men and women who serve in our Army. At the same time, I know that there is concern throughout our ranks about the future, and particularly about reductions in the size of the force. Our nation is clearly in a period of transition as we adapt to rapid international change and domestic budget constraints. We are moving aggressively forward to shape our own destiny, taking account of the new environment.

This is a time for imaginative planning and energetic execution of our assigned tasks, not a time to wring our hands in frustration or predict gloom and doom. Serving as a fundamental guarantor of our national security, the Army will not change substantially in the future. The Army will be smaller; it will have fewer forward-deployed units; and it will develop a stronger global contingency response capability. But as this reshaping takes place, our mission as the nation's strategic force for prompt and sustained land combat will not change.

The imperatives that have produced today's Army of unparalleled

quality and capability will continue to guide every decision that we make. The Army will remain trained and ready. We will continue to be a fighting Army of quality soldiers, trained to a razor's edge, guided by effective warfighting doctrine, organized for combat at any level, equipped with the best weapons our nation can provide, and led by tough, competent officers and NCOs.

The Army will continue to be an exciting, fulfilling career for motivated, high quality men and women. We need leaders of exemplary professionalism -- leaders with the competence, sense of responsibility, and commitment to take charge of the Army in an era of great change.

I remain confident about the future of our Army. This is the message that I carry as I visit our posts around the world -- a message of change, but also of continuity, as we build upon the values and the professionalism that have forged the Army of today. I know that, with your enthusiastic support and unrelenting commitment, we will together shape the professional Army that our nation needs -- the strategic foundation of our national security now and in the future.



Photo by PH2 Ken Trent
Capt. Paul Preddy, Echo Company commander, and 1st Sgt. Leonard Pierce, present a \$500 check to Karen Fulton of the Monterey County Special Olympics April 5 at the entrance to Rasmussen Hall. The money was donated by students and permanent party members of Echo Company.

Federal Women's Program Committee selects outstanding people of the year

By JO1 Jayne Duri

Each year the Federal Women's Program Committee selects three individuals on the Presidio of Monterey who are outstanding assets to their office and their community.

During the Federal Women's Program Committee Awards reception Mar. 30 at the Presidio Students and Faculty Club Gold Room, awards for Woman of the Year, Employee of the Year and Supervisor of the Year were presented.

YNC Joyce Sorrell, Administrative Chief for the Naval Security Group Detachment at DLI, was selected Employee of the Year. Aidir Sani, chairman of the Multilanguage Department at the Asian School, was chosen Supervisor of the Year. The winner of the FWP Woman of the Year Award was Margaret Bennett, chief of Training and Development, Civilian Personnel Office.

"All three awardees have demonstrated superb leadership skills, extensive community service and a



Photo by Jennifer Stuart Fry
YNC Joyce Sorrell, NSGD admin chief, accepts her certificate of award from Col. Donald C. Fischer, Jr., DLI commandant. She is this year's FWP Employee of the Year.



Photo by Jennifer Stuart Fry
Aidir Sani, Multilanguage Department chairman at the Asian School, accepts his certificate of award from Col. Donald C. Fischer, Jr., DLI commandant. Sani was selected FWP Supervisor of the Year.

firm personal commitment to advancing equal employment opportunities for all minorities," said Despina White, chairperson, Federal Women's Program Committee at DLI.

In addition to the yearly recognition extended to exemplary individuals on the Presidio, The Federal Women's Program has many other objectives.

Its aim is to promote the recruitment and hiring of qualified women, prepare women for placement in jobs which offer advancement in line with their abilities and ambitions, counsel women about opportunities and encourage them to plan careers, encourage the restructuring of jobs so that women can compete for them on an equal basis with men, develop and use statistical information to assess employment trends and evaluate the progress of women, promote training and continuing education for women, and promote the concept of upward mobility for all employees.

Margaret Bennett, FWP Woman of the Year, was away during the awards reception, so is not pictured.

Security Division provides vehicle registration at DLI

The DLI Security Division provides vehicle registration services for anyone assigned or attached to DLI. All military service members and civilian employees must register privately-owned vehicles operated on POM and are subject to the California Vehicle Code and Army Regulations enforced by federal, city, county or state law enforcement agencies. Security issues faculty and staff parking permits to faculty and staff

members as evidence of vehicle registration and as entitlement to park in designated DLI faculty and staff parking areas. Military service members and some civilians are issued DoD registration permits.

Those privileged to operate POVs at POM must possess and maintain current state vehicle registration, valid drivers licenses and proof of minimum California automobile liability insurance or financial res-

ponsibility. This privilege is subject to administrative suspension or revocation for cause within the standards set forth in Army and DLI regulations. Upon the loss, sale or other disposal of a registered POV or when the vehicle operator is no longer assigned or attached to POM, the POV must be deregistered via the Security Division. Direct questions regarding vehicle registration to the Security Division, ext. 5307/5211.

Bravo Co. student finds racquetball a real wallbanger

By Pfc. Todd Smith, Co. B

Walk through the Price Fitness Center and notice how popular racquetball is -- to watch and to play. The courts there feature a plexiglass backwall allowing an excellent vantage point. Deep in these chambers of racquetball combat, often you can see Tyggart Cheney of Bravo Company.

He is one of the more accomplished players at the center. His tall, wiry frame and explosive, whip-like forehand stroke give Cheney a high success rate against most challengers.

Cheney is at the center playing racquetball at least three or four times per week. He became interested in the sport about three years when his stepfather introduced him to the game in a Seattle YMCA.

Cheney said the first racquet he used was so bent it looked like a banana. After the first year, he bought a good racquet which cost him about \$60.

He also learned the value of safety equipment such as protective eye wear as he watched a match one day during which a player was hit directly in the eye. The player was not wearing protective eye wear. "All the

blood vessels in his eye broke; you couldn't see any white. He had a shiner for month and a half. That night I went out and bought eye protective wear," Cheney said.

Cheney called racquetball a game of instant mediocrity, adding that it is extremely difficult to become an expert, but it can be a lot of fun. He briefly summarized the rules of the game:

▶▶The server stands inside the serving box.

▶▶On the serve the ball must hit the front wall first, and land in between the back line of the serving box and the back wall. The serve cannot hit the ceiling.

▶▶During points, the ball must hit the front wall before it hits the floor.

▶▶Anytime a person is hindered by an opponent, the point is replayed.

▶▶A player can only score when serving.

Cheney provided the following advice to first time players;

●Wear protective eye wear and nonmarking footwear. That's mandatory.

●Be conscious of where the other player is.

●Always wear a racquet retaining strap.

●Watch better players play.

●Play with better players.

●Enter tournaments as often as possible.

All the racquetball courts are first come, first serve from 11 a.m. until 1 p.m. on weekdays and must be reserved for afternoon, evening and weekend play.



Photo by SSgt. Ray Johnson

Tyggart Cheney, left, drives a backhand during a racquetball game with Todd Smith.

Achievement

☆☆☆☆☆ Military Awards

The GLOBE proudly announces the following military awards:

Company A

Promotions

to Private First Class

Lynn A. Anderson

Karen J. Harrigan

Robert E. Dugan

Julia L. Johnson

Patrick A. Skora

Darby L. O'Connor

Thomas E. Heffron

Scott A. Anders

Christopher A. Zaker

Roman G. Hernandez

Brian V. Corson

to Specialist

Jeffrey M. Blum

Company B

*DLI Soldier of the Month Award
and DLI Service Member of the Month
Award for April*

Pvt. 2 David J. Scott

*War Souvenir Bayonet for Operation
Just Cause*

Staff Sgt. Samuel T. Moran

Staff Sgt. Joseph Butin

Company G

Army Achievement Medal

Sgt. Warren Hunter III

*War Souvenir Bayonet for Operation
Just Cause*

Sgt. William O. Dawson III

Staff Sgt. Josef J. Paul

Promotions

to Specialist

Sarah K. Mayton

Bryan M. Loetterle

Marine Corps Detachment

Joint Service Achievement Medal

1st Lt. Gustave Vanderneck

Good Conduct Medal

Cpl. Carl W. Chambliss

Cpl. Christopher A. Wess

Promotions

to Sergeant

Steven R. Falcone

to Corporal

David E. Dixon



Photo by SSgt. Ray Johnson

Col. Donald C. Fischer, Jr., USA, DLI commandant, presents Clara Moyer, chief, Recruitment and Placement, with a certificate from G. Kim Wincup, assistant secretary of the Army (Manpower and Reserve Affairs). Moyer was cited for her outstanding contributions to and outstanding performance as a co-trainer in the Army's Handicapped Individuals Program Managers Training Course held in Washington, D.C. in February.

Deans' Lists April, 1990

Dutch

Chambers, Wallace L., Jr., Lt, USN

Lengyel, Peter N., Lt, USN

Spanish B

Butcher, Brian J., Capt, USA

Cross, Theresa, Pvt2, USA

Elmore, Richard K., AMN, USAF

Hernandez, Adrian, AMN, USAF

Kilroy, Richard J., Jr., Capt, USA

Smith, David, Pvt1, USA

Stinnett, Michael, Pvt2, USA

Willard, Bryan C., Maj, USAF

Spanish C

Kohler, David R., Cmdr, USN

Passmore, Edwin W., Capt, USA

Shepherd, Dennis W., Maj, USAF

Urdinaran, Ricardo E., Pvt1, USA

German A

Lindemann, Timothy F., Capt, USAF

German B

Bryant, Daniel J., Capt., USA

Herrin, David R., 2Lt, USA

Lord, Albert F., LCdr, USN

Pick, Michael W., Capt, USA

German C

Allen, Heather, Pfc, USA

Barnes, Anne-Maia M., A1C, USAF

Guntermann, Daniel S., Pvt2, USA

Polish

Elkmann, Kevin R., Pvt2, USA

Haught, Neal A., CIV

Peters, James F., Pvt2, USA

Chinese-Mandarin

Anderson, Daniel, Pvt2, USA

Fan, Chih Tein, Pvt1, USA

Hurst, Randy, Pfc, USA

Lance, Patrick, SSgt, USA

Moreland, Clinton, SR, USN

Moseley, Howard, Pfc, USA

Tiede, Martha, Pfc, USA

Whipple, Kevin, Pfc, USA

Wong, Jeffrey, Sgt, USAF

Yang, II, Sgt, USA

Tagalog

Ransom, Guy, Sgt, USMC

Japanese

Abrahamson, David, Capt, USA

Robertson, Jin, Capt, USA

Thai

Dyer, Dale, Pvt, USA

Ritchie, John, MMI, USN

Persian Farsi

Bini, Marwan, Sgt, USMC

Davis, Matthew, Pvt1, USA

Marcum, Eric, A1C, USAF

Wilson, Laura, A1C, USAF

